

Summer 2008



# INDIANA'S CORE STANDARDS:

**Core Academic Concepts Across the K–12 Continuum**  
A Companion to Indiana's Academic Standards

## ENGLISH/LANGUAGE ARTS

Kindergarten – Grade 12

Effective curriculum, instruction and assessment do not happen by accident. They are the result of many people planning together, working together and sharing responsibility for the success of all students.

A great deal of work has gone into developing resources to help educators plan curriculum, instruction and assessment. What has made the development process so successful is the grassroots involvement of people statewide. The collaborative efforts and dedication of teachers, administrators, state educational organizations, parents, business leaders, higher education faculty, Indiana Department of Education staff, Board of Education members, Indiana's Education Roundtable and the public have contributed to the creation of quality resources for our teachers.

To continue this work, Indiana has adopted *Core Standards: Core Academic Concepts Across the K-12 Continuum*. The *Core Standards*, a complement to *Indiana's Academic Standards*, explicitly highlight the “big ideas” for each grade level and content area, give proper weight to concepts central to advancement across subsequent grade levels, allow for instructionally-supportive assessments, and encourage the integration of curricula across content areas. The *Core Standards* build upon *Indiana's Academic Standards* by integrating multiple Standard Indicators into a small number of instructionally-coherent targets that reflect priorities for each school year or course.

It is our sincerest hope that the *Core Standards* help teachers' efforts in defining and developing curriculum, selecting instruction, assessing student outcomes and integrating content areas when appropriate to support the success of Indiana's students.

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## Purpose of the Core Standards

The Core Standards invite new ways of aligning K-12 curriculum and assessment to *Indiana's Academic Standards*.

### Core Standards in the Classroom

The teachers can use the Core Standards to:

- help students focus on the key concepts (the most important Standard Indicators necessary for understanding the “big ideas”) of each grade level and content area;
- help parents understand the most important concepts to be learned at each grade level;
- inform decision-making when planning and delivering instruction and designing assessment;
- create more focused goals for student performance at the end of each school year; and
- communicate to administrators, school officials and the public that Indiana continues to strive for high standards in education.

### Core Standards in the Education Community

The public can use the Core Standards to:

- gain a clearer understanding of what is expected of Indiana students and teachers;
- enhance discussions of ways to integrate curriculum, instruction and assessment;
- engage in conversations regarding professional development within the K-12 environment;
- explore collaborative opportunities between K-12 teachers and higher education faculty; and
- discuss conceptual learning across and outside the education community.

### THE CORE STANDARDS:

- Highlight the most important concepts presented in each grade level and content area by integrating multiple Standard Indicators from *Indiana's Academic Standards*;
- outline a manageable number of concepts that all students must understand and be able to do at the end of the year;
- emphasize the concepts that are central to each grade and are connected to subsequent grade levels;
- set challenging and explicit goals that delineate which Standard Indicators should receive the most instructional time;
- support the development of assessment that is focused on concepts that are central to a grade level or content area;
- enable teachers to assess critical skills in greater depth and use student responses to guide further instruction; and
- provide the opportunity to integrate multiple content areas in the classroom by analyzing the connections among the manageable lists of concepts in each grade level and content area.



# CORE STANDARDS

The *Core Standards* represent ideas that are broad in scope and encompass multiple Standard Indicators. Students should be proficient in these *Core Standards* in order to successfully move on to the next levels of English/Language Arts.

## Core Standards for Kindergarten English/Language Arts

CORE STANDARD	<b>1</b>
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### Word Recognition, Fluency and Vocabulary Development

#### *Phonemic Awareness*

Recognize and name capital and lowercase letters of the alphabet. Distinguish sounds (phonemes) in orally stated words and manipulate and blend sounds to make new words (including rhyming words).

[Standard Indicators: K.1.5, K.1.6, K.1.7, K.1.8, K.1.9, K.1.10, K.1.11, K.1.14, K.1.18]

#### *Word Recognition*

Discriminate among the features of written English, including letters, words and sentences, and read using understanding of conventions for direction (i.e., left to right and top to bottom).

[Standard Indicators: K.1.2, K.1.3, K.1.4, K.1.5, K.1.12, K.1.15, K.1.17]

CORE STANDARD	<b>2</b>
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### Informational Text: Structure, Comprehension and Analysis

Find the title and author of a text. Use pictures and text to draw conclusions and answer who, what and where questions.

[Standard Indicators: K.1.20, K.1.22, K.2.1, K.2.2, K.2.3]

CORE STANDARD	<b>3</b>
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### Literary Text: Comprehension and Analysis

Retell familiar stories correctly using vocabulary words and story elements (e.g., setting, characters, main events). Distinguish fantasy from reality.

[Standard Indicators: K.1.22, K.3.1, K.3.2, K.3.3, K.3.5]

CORE STANDARD	<b>4</b>
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### Writing: Informational, Research and Persuasive Texts

Ask how and why questions about a topic of interest. Gather information from different sources. Demonstrate that writing has meaning by using pictures, letters and words (phonetically spelled or conventionally spelled) to convey ideas. Write for a specific audience and purpose.

[Standard Indicators: K.4.3, K.4.4, K.4.5, K.4.6, K.4.7, K.4.8, K.5.1, K.5.2, K.6.2]

## Core Standards for Kindergarten English/Language Arts (cont.)

CORE STANDARD	<b>5</b>
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### Writing: Literary Text

Discuss ideas to include in a story. Dictate a story to someone else. Demonstrate that writing has meaning by using pictures, letters and words (phonetically spelled or conventionally spelled) to convey ideas.

[Standard Indicators: K.4.1, K.4.2, K.4.3, K.4.4, K.6.2]

CORE STANDARD	<b>6</b>
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### English Language Conventions

Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters. Spell independently using the sounds of letters of the alphabet.

[Standard Indicators: K.1.5, K.1.6, K.6.1, K.6.2]

CORE STANDARD	<b>7</b>
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### Listening and Speaking

Follow simple oral directions, share information and ideas in complete sentences, recite short pieces, and respond to questions with clear and coherent statements.

[Standard Indicators: K.7.1, K.7.2, K.7.3, K.7.4, K.7.5]

## Core Standards for Grade 1 English/Language Arts

CORE STANDARD	<b>1</b>
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### Word Recognition, Fluency and Vocabulary Development

Use phonemic awareness skills (e.g., blending, manipulating, and deleting sounds) and basic phonics knowledge (e.g., the spelling of common sound/symbol relationships, word patterns, inflectional endings, digraphs, blends) to aid in decoding and comprehension. Read common sight words.

[Standard Indicators: 1.1.4, 1.1.5, 1.1.6, 1.1.8, 1.1.9, 1.1.10, 1.1.11, 1.1.12, 1.1.13, 1.1.14, 1.1.15]

CORE STANDARD	<b>2</b>
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### Informational Text: Structure, Comprehension and Analysis

Find the title, author and table of contents of a text. Identify the main idea and answer who, what, when, where, why and how questions with information from the text.

[Standard Indicators: 1.2.1, 1.2.3, 1.2.5, 1.2.7]

CORE STANDARD	<b>3</b>
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### Literary Text: Comprehension and Analysis

Identify and describe the plot (e.g., beginning, middle and end), setting and characters of a story. Make and confirm predictions about what will happen next in a story.

[Standard Indicators: 1.3.1, 1.3.3, 1.3.5]

CORE STANDARD	<b>4</b>
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### Writing: Informational, Research and Persuasive Texts

Discuss ideas and select a focus for writing, asking questions to guide topic selection. Put related information from different sources together for writing. Write for different audiences and purposes, using descriptive words to convey a central idea. Revise writing for others to read.

[Standard Indicators: 1.4.1, 1.4.3, 1.4.4, 1.4.5, 1.4.6, 1.5.4, 1.5.5, 1.6.2]

CORE STANDARD	<b>5</b>
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### Writing: Literary Text

Discuss ideas for writing. Write brief narratives and descriptions, using varied words to convey a central idea. Revise writing for others to read.

[Standard Indicators: 1.4.1, 1.4.3, 1.5.1, 1.5.2, 1.5.4, 1.5.5]

CORE STANDARD	<b>6</b>
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### English Language Conventions

Write complete simple sentences, using knowledge of spacing, plurals, contractions and end punctuation (i.e., periods, exclamation points, question marks). Capitalize the first words of sentences, names and the pronoun *I*.

[Standard Indicators: 1.6.1, 1.6.2, 1.6.3, 1.6.6, 1.6.7]

## Core Standards for Grade 1 English/Language Arts (cont.)

CORE STANDARD	7
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### Listening and Speaking

Listen attentively to form relevant questions, follow directions, or retell what is spoken. Recite short pieces, and stay on the topic when relating information or story events.

[Standard Indicators: 1.7.1, 1.7.2, 1.7.3, 1.7.4, 1.7.6, 1.7.7, 1.7.8]

## Core Standards for Grade 2 English/Language Arts

CORE STANDARD	<b>1</b>
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### Word Recognition, Fluency and Vocabulary Development

Use features of words (e.g., common word parts, sound/symbol relationships, spelling patterns) to decode unknown words. Identify common synonyms, antonyms and compound words. Read aloud grade-level-appropriate literary and informational texts with appropriate changes in voice and expression.

[Standard Indicators: 2.1.1, 2.1.2, 2.1.3, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.11]

CORE STANDARD	<b>2</b>
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### Informational Text: Structure, Comprehension and Analysis

Use titles, tables of contents, and chapter headings to identify central ideas or topics. Make cause/effect connections and identify common words that indicate when events happened in a sequence (e.g., *first, next, last*). Ask and respond to questions to aid comprehension.

[Standard Indicators: 2.2.1, 2.2.2, 2.2.4, 2.2.5, 2.2.6, 2.2.10, 2.2.11]

CORE STANDARD	<b>3</b>
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### Literary Text: Comprehension and Analysis

Compare different stories and poems, including the meaning or lesson of each text.

[Standard Indicators: 2.3.1, 2.3.3, 2.3.7]

CORE STANDARD	<b>4</b>
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### Writing: Informational, Research and Persuasive Texts

Create a list of ideas for writing. Write brief pieces and reports that focus on one topic and contain relevant details with related ideas grouped together. Include information from several different types of sources in reports. Use appropriate word choice to address the intended audience. Review writing, improving clarity of words and ideas.

[Standard Indicators: 2.4.1, 2.4.2, 2.4.4, 2.4.6, 2.5.6, 2.5.8]

CORE STANDARD	<b>5</b>
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### Writing: Literary Text

Create a list of ideas for writing. Write brief narratives, poems and descriptions that follow a recognizable sequence and contain descriptive details. Revise writing to improve sequence, to add descriptive detail, and to make language clearer.

[Standard Indicators: 2.4.1, 2.4.2, 2.4.6, 2.4.8, 2.5.1, 2.5.2, 2.5.4, 2.5.5, 2.5.6]

## Core Standards for Grade 2 English/Language Arts (cont.)

CORE STANDARD	6
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### English Language Conventions

Write and identify nouns and verbs in complete sentences, including the correct use of commas and quotation marks, capitalization of proper nouns, and spelling of frequently used words that do not fit common spelling patterns (e.g., *why*, *says*, *who*).

[Standard Indicators: 2.6.1, 2.6.2, 2.6.3, 2.6.4, 2.6.5, 2.6.6, 2.6.7, 2.6.8]

CORE STANDARD	7
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### Listening and Speaking

Recite poems and/or sing songs, tell stories, and report on topics, putting events and facts into a clear order or sequence. Determine purposes for listening, and ask questions to aid in understanding what was said.

[Standard Indicators: 2.7.1, 2.7.2, 2.7.5, 2.7.7, 2.7.8, 2.7.9, 2.7.10, 2.7.11, 2.7.13]

## Core Standards for Grade 3 English/Language Arts

CORE STANDARD

1

**Word Recognition, Fluency and Vocabulary Development**

Use knowledge of common word families, word parts, synonyms and antonyms, context, glossaries, and dictionaries to aid in word comprehension. Read aloud grade-level-appropriate literary and informational texts with appropriate timing and change in voice.

[Standard Indicators: 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.6, 3.1.7, 3.1.8]

CORE STANDARD

2

**Informational Text: Structure, Comprehension and Analysis**

Use the features and organization of informational text (e.g., titles, tables of contents, chapter headings, sequences of events, indices) to find basic facts, main ideas, and supporting details. Summarize the main idea and supporting details. Use details from the text to support conclusions.

[Standard Indicators: 3.2.1, 3.2.3, 3.2.4, 3.2.5, 3.2.6]

CORE STANDARD

3

**Literary Text: Comprehension and Analysis**

Identify and describe the speaker or narrator, main characters, main ideas, and main events in literary texts. Discuss the meanings or lessons of each text. Explain the differences among poems, plays and stories.

[Standard Indicators: 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.6, 3.3.8]

CORE STANDARD

4

**Writing: Informational, Research and Persuasive Texts**

Keep a list of ideas for writing and use graphic organizers to create a topic sentence and ideas for details. Write informational and persuasive pieces that contain appropriate word choices for the purpose and the intended audience. Include relevant information from a variety of resources as well as paragraphs with supporting details. Revise writing, improving clarity and organization.

[Standard Indicators: 3.4.1, 3.4.2, 3.4.3, 3.4.6, 3.4.8, 3.4.9, 3.5.5, 3.5.6, 3.5.8]

## Core Standards for Grade 3 English/Language Arts (cont.)

CORE  
STANDARD

5

### Writing: Literary Text

Use a list of ideas to plan writing. Write narrative and descriptive pieces that include important literary elements (e.g., plot or sequence of events, characters, setting, main idea) and contain varied word choices. Revise writing for meaning and clarity.

[Standard Indicators: 3.3.8, 3.4.1, 3.4.2, 3.4.6, 3.5.1, 3.5.2, 3.5.4, 3.5.5]

CORE  
STANDARD

7

### Listening and Speaking

Deliver narrative presentations that have a beginning, middle and end; develop a central idea; and include sensory details. Retell or paraphrase what a speaker has said and connect it to personal experiences.

[Standard Indicators: 3.7.1, 3.7.2, 3.7.5, 3.7.6, 3.7.7, 3.7.12, 3.7.13, 3.7.14]

CORE  
STANDARD

6

### English Language Conventions

Write sentences of a variety of types (e.g., statements, commands, questions, exclamations), displaying the correct use of verb tenses, pronouns, and correct spelling of contractions and plural forms.

[Standard Indicators: 3.6.2, 3.6.3, 3.6.4, 3.6.5, 3.6.8]

## Core Standards for Grade 4 English/Language Arts

CORE  
STANDARD

1

### Word Recognition, Fluency and Vocabulary Development

Use knowledge of root words, context clues, glossaries and dictionaries to determine the meaning of unfamiliar words. Explain the meanings of common idioms and expressions. Read aloud grade-level-appropriate literary and informational texts with appropriate timing and expression.

[Standard Indicators: 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.6, 4.1.7]

CORE  
STANDARD

2

### Informational Text: Structure, Comprehension and Analysis

Identify different types of organization of informational texts (e.g., sequential order, compare/contrast, cause/effect) and use them to find and show (e.g., with a graphic organizer, with an outline) the relationship of main ideas and important details presented in the texts. Draw logical conclusions based upon what was read.

[Standard Indicators: 4.2.1, 4.2.3, 4.2.8, 4.2.9]

CORE  
STANDARD

3

### Literary Text: Comprehension and Analysis

Describe the causes and effects of characters' actions within different kinds (genres) of literary texts, using parts of the text to identify a sequence of events, character traits and motivations, and to support conclusions. Explain how this information is related to the main theme of the text.

[Standard Indicators: 4.3.2, 4.3.3, 4.3.6, 4.3.7]

CORE  
STANDARD

4

### Writing: Informational, Research and Persuasive Texts

Use a notebook of ideas and graphic organizers to plan writing. Write pieces with multiple paragraphs that follow an appropriate structure and display knowledge of purpose, audience and format. Within reports, refer to and cite relevant ideas and details from a variety of sources. Revise writing, improving clarity and organization.

[Standard Indicators: 4.2.9, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7, 4.4.8, 4.5.2, 4.5.3]

## Core Standards for Grade 4 English/Language Arts (cont.)

CORE STANDARD	<b>5</b>
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### Writing: Literary Text

Keep a notebook of ideas to use in planning writing. Write narrative and descriptive pieces that provide a well-developed setting and sequence of events, and that incorporate ideas and observations. Revise writing for meaning and clarity, including moving sentences to improve the progression of ideas.

[Standard Indicators: 4.3.2, 4.4.1, 4.4.2, 4.4.10, 4.4.12, 4.5.1, 4.5.5, 4.5.6]

CORE STANDARD	<b>6</b>
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### English Language Conventions

Write simple and compound sentences, using descriptive words and different types of phrases for added interest. Use correct punctuation (e.g., parentheses, commas) and prepositions in phrases that add information.

[Standard Indicators: 4.6.2, 4.6.3, 4.6.5]

CORE STANDARD	<b>7</b>
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### Listening and Speaking

Deliver narrative and informational presentations that include a context for the story or issue and relevant details, and follow a recognizable organizational pattern. Summarize the major ideas of a presentation, ask relevant questions, and provide complete answers to questions.

[Standard Indicators: 4.7.1, 4.7.2, 4.7.5, 4.7.6, 4.7.7, 4.7.11, 4.7.12, 4.7.13]

## Core Standards for Grade 5 English/Language Arts

CORE  
STANDARD

1

### Word Recognition, Fluency and Vocabulary Development

Use context clues, knowledge of root words and word parts, and dictionaries and glossaries to analyze the meaning of complex words. Explain the meaning and significance of words used in similes and metaphors. Read aloud grade-level-appropriate literary and informational texts with appropriate timing and expression.

[Standard Indicators: 5.1.1, 5.1.4, 5.1.5, 5.1.6]

CORE  
STANDARD

2

### Informational Text: Structure, Comprehension and Analysis

Use the features and organization of informational texts (e.g., diagrams, charts, graphs, illustrations, maps, sidebars, timelines, chapter headings, cause/effect patterns) to aid in understanding the text. Explain how the author uses these to highlight the main idea and supporting points of the text.

[Standard Indicators: 5.2.1, 5.2.3]

CORE  
STANDARD

3

### Literary Text: Comprehension and Analysis

Explain how conflicts and character descriptions in specific literary texts support the theme, main ideas, and meaning. Explain how the form of a text contributes to the meaning.

[Standard Indicators: 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.7]

CORE  
STANDARD

4

### Writing: Informational, Research and Persuasive Texts

Use a notebook of ideas and graphic organizers to develop questions for research and writing. Choose and develop the most appropriate organizational structure and language for the purpose and audience. Use reading and note-taking skills to find and summarize relevant information from sources to be cited. Write pieces with multiple paragraphs that have a topic sentence and supporting evidence leading to logical conclusions. Revise writing, improving clarity and organization.

[Standard Indicators: 5.2.3, 5.2.4, 5.2.5, 5.4.1, 5.4.3, 5.4.5, 5.4.11, 5.5.2, 5.5.3, 5.5.4]

## Core Standards for Grade 5 English/Language Arts (cont.)

CORE  
STANDARD

5

### Writing: Literary Text

Use graphic organizers and a list or notebook of ideas to plan writing. Write narratives that contain a beginning, middle and end (e.g., a main conflict and resolution) and which show, with descriptive details and action, rather than tell the events of the story. Revise writing for clarity, organization and meaning.

[Standard Indicators: 5.3.2, 5.4.1, 5.4.2, 5.4.8, 5.4.9, 5.4.10, 5.5.1, 5.5.5, 5.5.6]

CORE  
STANDARD

7

### Listening and Speaking

Deliver narrative, descriptive, and informational presentations that contain a focus, a structure appropriate to the purpose, and supporting details or evidence. Use gestures and phrasing to emphasize main points and enhance meaning. Ask relevant questions that extend ideas and seek new information.

[Standard Indicators: 5.7.1, 5.7.2, 5.7.3, 5.7.4, 5.7.5, 5.7.6, 5.7.9, 5.7.10, 5.7.11, 5.7.13, 5.7.15]

CORE  
STANDARD

6

### English Language Conventions

Know and use words that connect ideas within sentences (e.g., *however, therefore, and, but, or*) and write and edit sentences so that the parts (e.g., phrases and clauses, modifiers) are clear and correct.

[Standard Indicators: 5.6.1, 5.6.2, 5.6.4, 5.6.8]