

Arkansas Language Arts Literacy Standards: Kindergarten – 1st Grade

Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

Kindergarten Standards

Excerpted from: <http://arkansased.org/educators/curriculum/frameworks.html>

STRAND: READING	
<i>Foundations of Reading</i>	
Utilizing concepts about print	
R.8.K.2 – Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back)	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
R.8.K.3 – Apply knowledge of letter and word	- All IPCs
R.8.K.4 – Apply knowledge of first and last (i.e., letter, sounds, words, etc.)	- Nomi – Alphabet (5 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
R.8.K.5 – Track known print using one-to-one correspondence	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
R.8.K.6 – Identify the front cover and back cover of a book	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Developing phonological awareness	
R.8.K.8 – Identify and produce oral rhymes	- Princess – Rhyming Sounds (5 IPC)
R.8.K.10 – Identify and work with syllables, onsets, rimes in spoken words	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
R.8.K.11 – Isolate individual phonemes in a word	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
R.8.K.12 – Recognize like phonemes in different words (phoneme identity)	- Nomi – Alphabet (5 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
R.8.K.13 – Categorize words with like and unlike phonemes	- Anna 1 Anna 2 – Word Families 1 (4 IPC)
R.8.K.14 – Blend separate phonemes orally into one-syllable words	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
R.8.K.15 – Segment individual phonemes in one-syllable words	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)

Comprehension	
Using inferences to make meaning	
R.9.K.7 – Predict what will happen next in a text	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
R.9.K.8 – Predict repetitive text	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
R.9.K.9 – Use pictures to make predictions about content	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Determining importance to make meaning	
R.9.K.10 – Retell stories and events using beginning, middle and end	- Imagine a Story (5 ILA)
R.9.K.11 – Identify the topic or main idea of a selection	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Comprehension	
Summarizing and synthesizing for meaning	
R.9.K.12 – Use a few details to retell a simple story with beginning, middle and end	- Imagine a Story (5 ILA)
R.9.K.13 – Create artwork and/or a simple written response that shows comprehension of a story	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
Variety of texts	
Exhibit behaviors and habits of an active reader	
R.10.K.2 – Read and explain own writing and drawings	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
R.10.K.4 – Demonstrate knowledge of the content of the works of a single author	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Reading a variety of informational materials for environmental and critical analysis	
R.10.K.8 – Identify the topics of nonfiction selections read aloud	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Reading a variety of literature for enjoyment and critical analysis	
R.10.K.10 – Engage in literature (stories, songs, plays and poems, etc.)	- All IPCs - Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
R.10.K.12 – Discuss beginning, middle and end from books read aloud	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Imagine a Story (5 ILA)
Reading a variety of poetry for enjoyment and critical analysis	
R.10.K.13 – Read poems, nursery rhymes, and finger plays to explore rhythm and rhyme	- Princess – Rhyming Sounds (5 IPC)
Vocabulary, Word Study, and Fluency	
Meaning-based word recognition	
R.11.K.1 – Use context clues to predict text (i.e., pictures, repetitive texts)	- Treecia and Elmer – Single-Sound Consonants (4 IPC)

	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Spelling-sound word recognition (phonics)	
R.11.K.4 – Identify upper- and lower-case letters fluently	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
R.11.K.5 – Identify the most common sound associated with individual letters	- Nomi – Alphabet (5 IPC)
R.11.K.6 – Use letter-sound matches to decode simple words	- Nomi – Alphabet (5 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC)
R.11.K.7 – Use picture clues to cross check for word meaning	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - All ILAs
Sight word recognition	
R.11.K.8 – Read approximately 25 sight words with high frequency words with automatically during reading	- Ogre – Sight Words 1 (4 IPC)
Word Study and vocabulary	
R.11.K.12 – Experiment with language, including word families, rhyming words, and playing with words	- Princess – Rhyming Sounds (5 IPC) - Anna 1 Anna 2 – Word Families 1 (4 IPC)

First Grade Standards

Excerpted from: <http://arkansased.org/educators/curriculum/frameworks.html>

STRAND: READING	
Foundations of Reading	
Utilizing concepts about print	
R.8.1.1 – Distinguish between letters, words and sentences	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
R.8.1.2 – Apply knowledge of letter, word, sentence and paragraph	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
R.8.1.4 – Identify the author and title of a book	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Developing phonological awareness	
R.8.1.5 – Blend phonemes fluently	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (3 IPC) - Coach – Vowel Blends (3 IPC)
R.8.1.6 – Segment phonemes fluently	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (3 IPC) - Calico Kid – Complex Words (2 IPC) - Coach – Vowel Blends (3 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
R.8.1.8 – Add phonemes to existing words to create new words	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
R.8.1.9 – Substitute one phoneme for another to make new words	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
Comprehension	

Using visualization to make meaning	
R.9.1.4 – Form a mental picture from text read independently, including story elements or descriptions	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
Determining importance to make meaning	
R.9.1.10 – Retell stories identifying characters, setting, events, problem, and resolution	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
Summarizing and synthesizing for meaning	
R.9.1.13 – Retell a story by including story elements	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
R.9.1.14 – Create art work and appropriate written responses that show comprehension of a text	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
Variety of texts	
Reading in a variety of literature for enjoyment and critical analysis	
R.10.1.14 – Identify story elements in simple stories	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Vocabulary, Word Study, and Fluency	
Meaning-based word recognition	
R.11.1.1 – Use knowledge of context clues to make sense of new words	- All IPCs
R.11.1.2 – Determine word meanings by applying knowledge of compound words, regular plurals, common contractions, inflectional endings, and singular nouns	- Benny the Baker – Contractions (4 IPC) - Calico Kid – Complex Words (4 IPC)
Spelling-sound word recognition (phonics)	
R.11.1.5 – Decode single syllable words using initial and final consonants, short vowel patterns, onsets and rimes, blends and digraphs in continuous text	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)

6/21/10

StudyDog is a supplemental, computer-based reading program and, as such, cannot meet those standards that can only be met by human teachers. Those standards are not shown.

PreKindergarten Standards have not been found for this state. If you have information about PreKindergarten Reading standards for this state please contact: jclainos@studydog.com.