

# Kentucky Language Arts Literacy Standards

## Prekindergarten Standards

Excerpted from:

<http://education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Building+a+Strong+Foundation+for+School+Success+Series.htm>

### Abbreviation Key:

**Interactive Program Component (IPC)**

**Integrative Literacy Activity (ILA)**

### Standard

### StudyDog Learning Program Component

LANGUAGE ARTS	
<b>Standard 1.</b> Demonstrates general skills and strategies of the communication process.	
<b>Benchmark 1.1.</b> Uses nonverbal communication for a variety of purposes.	<ul style="list-style-type: none"> <li>- Alpha Betty – Alphabet song (5 IPC)</li> <li>- Skywriter – Alphabet Trace (5 IPC)</li> <li>- Granny Caterpillar – Story and Vocabulary (7 IPC)</li> <li>- Oscar and Squirt – Words in Sentences (4 IPC)</li> <li>- Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)</li> <li>- Cat, Rat, Bat (ILA)</li> <li>- Color Match (ILA)</li> <li>- Color Match Fish (ILA)</li> <li>- Color Match Dragon (ILA)</li> <li>- Color Match Chicken (ILA)</li> <li>- Important Things (ILA)</li> <li>- My Weather (ILA)</li> <li>- My Name (ILA)</li> <li>- Things I Love (ILA)</li> <li>- Favorite Animals (ILA)</li> <li>- Favorite Pets (ILA)</li> <li>- Draw a Picture (ILA)</li> <li>- Make a Card (ILA)</li> <li>- What is Kitty Dreaming Today? (ILA)</li> <li>- What is Rabbit Running from Today? (ILA)</li> <li>- What Does He Hear Today? (ILA)</li> <li>- What is the Surprise Today? (ILA)</li> <li>- Puppy Poem (ILA)</li> <li>- Cat and Mice Poem (ILA)</li> </ul>
<b>Benchmark 1.2.</b> Uses spoken language for a variety of purposes.	<ul style="list-style-type: none"> <li>- <b>All IPCs</b></li> <li>- Blowing Bubbles (ILA)</li> <li>- Making Bricks (ILA)</li> <li>- Color Match (ILA)</li> <li>- Color Match Fish (ILA)</li> <li>- Color Match Dragon (ILA)</li> <li>- Color Match Chicken (ILA)</li> <li>- Favorite Animals (ILA)</li> <li>- Favorite Pets (ILA)</li> <li>- Real or Make Believe (ILA)</li> <li>- What is Kitty Dreaming Today? (ILA)</li> <li>- What is Rabbit Running from Today? (ILA)</li> </ul>

	<ul style="list-style-type: none"> <li>- What Does He Hear Today? (ILA)</li> <li>- What is the Surprise Today? (ILA)</li> <li>- Puppy Poem (ILA)</li> <li>- Cat and Mice Poem (ILA)</li> </ul>
<b>Benchmark 1.3.</b> Speaks with increasing clarity and use of conventional grammar.	<ul style="list-style-type: none"> <li>- <b>All IPCs</b></li> <li>- Blowing Bubbles (ILA)</li> <li>- Making Bricks (ILA)</li> <li>- Cat, Rat, Bat (ILA)</li> <li>- Color Match (ILA)</li> <li>- Color Match Fish (ILA)</li> <li>- Color Match Dragon (ILA)</li> <li>- Color Match Chicken (ILA)</li> <li>- Real or Make Believe (ILA)</li> <li>- What is Kitty Dreaming Today? (ILA)</li> <li>- What is Rabbit Running from Today? (ILA)</li> <li>- What Does He Hear Today? (ILA)</li> <li>- What is the Surprise Today? (ILA)</li> <li>- Puppy Poem (ILA)</li> <li>- Cat and Mice Poem (ILA)</li> </ul>
<b>Standard 2.</b> Demonstrates general skills and strategies of the listening and observing process.	
<b>Benchmark 2.1.</b> Engages in active listening in a variety of situations.	<ul style="list-style-type: none"> <li>- <b>All IPCs</b></li> <li>- <b>All ILAs</b></li> </ul>
<b>Benchmark 2.2.</b> Observes to gain information and understanding.	<ul style="list-style-type: none"> <li>- <b>All IPCs</b></li> <li>- Making Letters (ILA)</li> <li>- Alphabet Practice (ILA)</li> <li>- Cat, Rat, Bat (ILA)</li> <li>- Color Match (ILA)</li> <li>- Color Match Fish (ILA)</li> <li>- Color Match Dragon (ILA)</li> <li>- Color Match Chicken (ILA)</li> <li>- Things I Love (ILA)</li> <li>- Letters and Numbers (ILA)</li> <li>- Real or Make Believe (ILA)</li> <li>- Make a Card (ILA)</li> <li>- What is Kitty Dreaming Today? (ILA)</li> <li>- What is Rabbit Running from Today? (ILA)</li> <li>- What Does He Hear Today? (ILA)</li> <li>- What is the Surprise Today? (ILA)</li> <li>- Puppy Poem (ILA)</li> <li>- Cat and Mice Poem (ILA)</li> </ul>
<b>Standard 3.</b> Demonstrates general skills and strategies of the reading process.	
<b>Benchmark 3.1.</b> Listens to and responds to reading materials with interest and enjoyment.	<ul style="list-style-type: none"> <li>- Granny Caterpillar – Story and Vocabulary (7 IPC)</li> <li>- Oscar and Squirt – Words in Sentences (4 IPC)</li> <li>- Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)</li> <li>- Favorite Animals (ILA)</li> <li>- Favorite Pets (ILA)</li> <li>- Letters and Numbers (ILA)</li> <li>- Puppy Poem (ILA)</li> </ul>
<b>Benchmark 3.2.</b> Shows interest and	<ul style="list-style-type: none"> <li>- Granny Caterpillar – Story and Vocabulary (7</li> </ul>

understanding of the basic concepts and conventions of print.	<ul style="list-style-type: none"> <li>IPC)</li> <li>- Oscar and Squirt – Words in Sentences (4 IPC)</li> <li>- Cat, Rat, Bat (ILA)</li> <li>- Color Match Fish (ILA)</li> <li>- Color Match Dragon (ILA)</li> <li>- Color Match Chicken (ILA)</li> <li>- Important Signs (ILA)</li> <li>- My Weather (ILA)</li> <li>- My Name (ILA)</li> <li>- All About Me (ILA)</li> <li>- Letters and Numbers (ILA)</li> <li>- Make a Card (ILA)</li> <li>- Puppy Poem (ILA)</li> <li>- Cat and Mice Poem (ILA)</li> </ul>
<b>Benchmark 3.3.</b> Demonstrates knowledge of the alphabet.	<ul style="list-style-type: none"> <li>- Alpha Betty – Alphabet song (5 IPC)</li> <li>- Skywriter – Alphabet Trace (5 IPC)</li> <li>- Making Letters (ILA)</li> <li>- Alphabet Practice (26 ILA)</li> </ul>
<b>Benchmark 3.4.</b> Demonstrates emergent phonemic/phonological awareness.	<ul style="list-style-type: none"> <li>- Alpha Betty – Alphabet song (5 IPC)</li> <li>- Skywriter – Alphabet Trace (5 IPC)</li> <li>- Teeny Tiny Tom – Beginning Sounds (5 IPC)</li> <li>- Making Letters (ILA)</li> <li>- Alphabet Practice (26 ILA)</li> </ul>
<b>Benchmark 3.5.</b> Draws meaning from pictures, print and text.	<ul style="list-style-type: none"> <li>- <b>All IPCs</b></li> <li>- <b>All ILAs</b></li> </ul>
<b>Benchmark 3.6.</b> Tells and retells a story.	<ul style="list-style-type: none"> <li>- Granny Caterpillar – Story and Vocabulary (7 IPC)</li> <li>- What is Kitty Dreaming Today? (ILA)</li> <li>- What is Rabbit Running from Today? (ILA)</li> <li>- What Does He Hear Today? (ILA)</li> <li>- What is the Surprise Today? (ILA)</li> </ul>
<b>Standard 4.</b> Demonstrates competence in the beginning skills and strategies of the writing process.	
<b>Benchmark 4.1.</b> Understands that the purpose of writing is communication.	<ul style="list-style-type: none"> <li>- Granny Caterpillar – Story and Vocabulary (7 IPC)</li> <li>- Oscar and Squirt – Words in Sentences (4 IPC)</li> <li>- Cat, Rat, Bat (ILA)</li> <li>- Color Match Fish (ILA)</li> <li>- Color Match Dragon (ILA)</li> <li>- Color Match Chicken (ILA)</li> <li>- Important Signs (ILA)</li> <li>- My Weather (ILA)</li> <li>- My Name (ILA)</li> <li>- All About Me (ILA)</li> <li>- Letters and Numbers (ILA)</li> <li>- Make a Card (ILA)</li> <li>- Puppy Poem (ILA)</li> <li>- Cat and Mice Poem (ILA)</li> </ul>
<b>Benchmark 4.2.</b> Produces marks, pictures and symbols that represent print and ideas.	<ul style="list-style-type: none"> <li>- Blowing Bubbles (ILA)</li> <li>- Making Bricks (ILA)</li> <li>- Making Letters (ILA)</li> <li>- Alphabet Practice (ILA)</li> </ul>

	<ul style="list-style-type: none"> <li>- My Weather (ILA)</li> <li>- Things I Love (ILA)</li> <li>- Favorite Animals (ILA)</li> <li>- Favorite Pets (ILA)</li> <li>- Make a Card (ILA)</li> </ul>
<b>Benchmark 4.3.</b> Explores the physical aspects of writing.	- <b>All ILAs</b>

### Primary Standards

Excerpted from: “**Combined Curriculum Document – Reading – End of Primary” (Kindergarten – 3<sup>rd</sup> Grade)**

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm>

<b>FORMING A FOUNDATION (READING)</b>	
<b>EL-P-FF-S-1</b> <b>Students will demonstrate an understanding of concepts of print, phonological awareness, and word identification strategies by:</b>	
<b>a.</b> distinguishing between printed letters and words, following text (e.g., one-to-one match of spoken words to print), finding key parts of books; identifying purposes of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of the text	<b>StudyDog Kindergarten:</b> <ul style="list-style-type: none"> <li>- Nomi – Alphabet (5 IPC)</li> <li>- Treecia and Elmer – Single-Sound Consonants (4 IPC)</li> <li>- Flop – Multi-Sound Consonants (4 IPC)</li> <li>- Jerry the Jester – Beginning Sounds (5 IPC)</li> <li>- Ogre – Sight Words 1 (4 IPC)</li> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC)</li> </ul> <b>StudyDog First Grade:</b> <ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> </ul>
<b>b.</b> recognizing, isolating, and combining sounds to make words, identifying syllables and parts of words (prefixes, suffixes)	<b>StudyDog Kindergarten:</b> <ul style="list-style-type: none"> <li>- Nomi – Alphabet (5 IPC)</li> <li>- Treecia and Elmer – Single-Sound Consonants (4 IPC)</li> <li>- Flop – Multi-Sound Consonants (4 IPC)</li> <li>- Jerry the Jester – Beginning Sounds (5 IPC)</li> </ul> <b>StudyDog First Grade:</b> <ul style="list-style-type: none"> <li>- Chrisopolis – Consonant Blends (5 IPC)</li> <li>- Coach – Vowel Blends (4 IPC)</li> <li>- Benny the Baker – Contractions (4 IPC)</li> <li>- Calico Kid – Complex Words (4 IPC)</li> </ul>
<b>c.</b> reading high-frequency/grade-appropriate words with automaticity, identifying and reading single and multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns producing rhyming words and recognize pairs of rhyming words	<b>StudyDog Kindergarten:</b> <ul style="list-style-type: none"> <li>- Nomi – Alphabet (5 IPC)</li> <li>- Treecia and Elmer – Single-Sound Consonants (4 IPC)</li> <li>- Flop – Multi-Sound Consonants (4 IPC)</li> <li>- Jerry the Jester – Beginning Sounds (5 IPC)</li> <li>- Princess – Rhyming Sounds (5 IPC)</li> <li>- Ogre – Sight Words 1 (4 IPC)</li> </ul> <b>StudyDog First Grade:</b>

	<ul style="list-style-type: none"> <li>- Chrisopolis – Consonant Blends (5 IPC)</li> <li>- Calico Kid – Complex Words (4 IPC)</li> <li>- Coach – Vowel Blends (4 IPC)</li> <li>- Ogre – Sight Words 2 &amp; 3 (8 IPC)</li> <li>- Anna 1 &amp; Anna 2 – Word Families 2 (3 IPC)</li> </ul>
d. recognizing irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings	<p><b>StudyDog Kindergarten:</b></p> <ul style="list-style-type: none"> <li>- Flop – Multi-Sound Consonants (4 IPC)</li> </ul> <p><b>StudyDog First Grade:</b></p> <ul style="list-style-type: none"> <li>- Coach – Vowel Blends (4 IPC)</li> <li>- Frankie – Spelling (6 IPC)</li> </ul>
e. using onsets (in a word, the sound of the letter or letters preceding the first vowel – sit) and rimes (the first vowel and remaining part of the word – sit) to create new words that include blends and digraphs	<p><b>StudyDog Kindergarten:</b></p> <ul style="list-style-type: none"> <li>- Treecia and Elmer – Single-Sound Consonants (4 IPC)</li> <li>- Flop – Multi-Sound Consonants (4 IPC)</li> <li>- Jerry the Jester – Beginning Sounds (5 IPC)</li> </ul> <p><b>StudyDog First Grade:</b></p> <ul style="list-style-type: none"> <li>- Coach – Vowel Blends (4 IPC)</li> </ul>
<b>EL-P-FF-S-2</b> Students will apply context and self-correction strategies while reading (e.g., using pictures, syntax, predictive language to predict upcoming words and text, monitoring own reading, self-correcting, confirming meaning, adjusting pace of reading or rereading to acquire meaning, previewing text selections)	<p><b>StudyDog Kindergarten:</b></p> <ul style="list-style-type: none"> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC)</li> </ul> <p><b>StudyDog First Grade:</b></p> <ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> </ul>
<b>EL-P-FF-S-3</b> Students will read grade-appropriate material – orally and silently - with accuracy and fluency	<p><b>StudyDog Kindergarten:</b></p> <ul style="list-style-type: none"> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC)</li> </ul> <p><b>StudyDog First Grade:</b></p> <ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> </ul>
<b>EL-P-FF-S-4</b> Students will use a variety of reading strategies to understand words, word meanings, and texts to develop breadth of vocabulary	<p><b>StudyDog Kindergarten:</b></p> <ul style="list-style-type: none"> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC)</li> </ul> <p><b>StudyDog First Grade:</b></p> <ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> </ul>
b. apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages	- All IPCs
c. use context clues to identify the correct meaning as the word is used	<p><b>StudyDog Kindergarten:</b></p> <ul style="list-style-type: none"> <li>- Treecia and Elmer - Single Sound Consonants (4 IPC)</li> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC)</li> </ul> <p><b>StudyDog First Grade:</b></p> <ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> </ul>
d. apply knowledge of synonyms, antonyms, homonyms/homophones, or compound words	<p><b>StudyDog First Grade:</b></p> <ul style="list-style-type: none"> <li>- Calico Kid – Complex Words (4 IPC)</li> </ul>

to assist comprehension	
<b>DEVELOPING AN INITIAL UNDERSTANDING (READING)</b>	
<b>EL-P-DIU-S-1</b> Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts	<b>StudyDog Kindergarten:</b> - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) <b>StudyDog First Grade:</b> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>EL-P-DIU-S-2</b> Students will use text structure cues (e.g., sequence, description, compare/contrast) to aid in comprehension	<b>StudyDog Kindergarten:</b> - Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) <b>StudyDog First Grade:</b> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>EL-P-DIU-S-6</b> Students will make inferences based on what is read; make and check predictions	<b>StudyDog Kindergarten:</b> - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) <b>StudyDog First Grade:</b> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>EL-P-DIU-S-7</b> <b>Students will demonstrate understanding of literary elements and literary passages/texts:</b>	
a . identify and describe characters, major events/plot, setting or problem/solution	<b>StudyDog Kindergarten:</b> - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) <b>StudyDog First Grade:</b> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>EL-P-DIU-S-8</b> <b>Students will demonstrate understanding of structure and features of informational passages/texts:</b>	
b. use information from text to state and support the central/main idea	<b>StudyDog Kindergarten:</b> - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) <b>StudyDog First Grade:</b> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
e. use information from texts to accomplish a specific task or to answer questions	<b>StudyDog Kindergarten:</b> - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) <b>StudyDog First Grade:</b> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>INTERPRETING TEXT (READING)</b>	

<p><b>EL-P-IT-S-1</b> Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)</p>	<p><b>StudyDog Kindergarten:</b> - Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC) <b>StudyDog First Grade:</b> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)</p>
<p><b>EL-P-IT-S-2</b> Students will use text structure cues (e.g., sequence, compare/contrast) to aid in comprehension</p>	<p>- ALL IPCs</p>
<p><b>EL-P-IT-S-6</b> Students will summarize a variety of reading passages by selecting the main ideas and main events or key points</p>	<p>- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)</p>
<p><b>EL-P-IT-S-7</b> Students will discuss the message of the text</p>	<p>- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)</p>
<p><b>EL-P-IT-S-12</b> Students will understand and interpret the concepts and relationships described in a text</p>	<p><b>StudyDog Kindergarten:</b> - Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC) <b>StudyDog First Grade:</b> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)</p>
<p><b>REFLECTING AND RESPONDING TO TEXT (READING)</b></p>	
<p><b>EL-P-RRT-S-1</b> Students will use comprehension strategies (e.g., using prior knowledge, predicting, generating clarifying and literal questions, constructing sensory images, locating and using text features) while reading, listening to, or viewing literary and informational texts</p>	<p><b>StudyDog Kindergarten:</b> - Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC) <b>StudyDog First Grade:</b> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)</p>
<p><b>DEMONSTRATING A CRITICAL STANCE (READING)</b></p>	
<p><b>EL-P-DCS-S-1</b> Students will use comprehension strategies while reading, listening to, or viewing literary and informational texts (e.g., using prior knowledge, previewing text selections, making predictions, generating questions, constructing sensory images, using text features, making connections, determining importance of information)</p>	<p><b>StudyDog Kindergarten:</b> - Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC) <b>StudyDog First Grade:</b> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)</p>

7/31/09

*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.*