

# Maine Language Arts Standards PreKindergarten – 1<sup>st</sup> Grade

## Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

## Early Childhood Learning Guidelines

Excerpted from: <http://www.maine.gov/dhhs/ocfs/ec/occhs/learning.doc>

<b>A) Communicating and Listening</b>	
- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes	- Modeled in all IPCs
- Communicates clearly enough to be understood by familiar and unfamiliar listeners	- Modeled in all IPCs
- Uses an increasingly complex and varied spoken vocabulary	- Modeled in all IPCs
<b>B) Book Knowledge and Appreciation</b>	
- Listens to and communicates information about favorite books	- Granny Caterpillar – Story and Vocabulary (7 IPC)
- Knows that books provide information about the world. Understands that a book has a title, author and illustrator	- Granny Caterpillar – Story and Vocabulary (7 IPC)
- Knows to view one page at a time in sequence from front to back.	- Granny Caterpillar – Story and Vocabulary (7 IPC)
<b>C) Comprehension</b>	
- Make reasonable predictions about what will happen next or how things might have turned out differently in a story	- Granny Caterpillar – Story and Vocabulary (7 IPC)
- Makes observations about the use of words and pictures	- Granny Caterpillar – Story and Vocabulary (7 IPC)
- Understands the main idea of simple information	- Granny Caterpillar – Story and Vocabulary (7 IPC)
<b>D) Sounds in Spoken Language</b>	
<i>Phonological Awareness (the ability to hear and work with the sounds of spoken language)</i>	
<i>Phonemic Awareness (understanding that spoken words are made up of separate, small sounds)</i>	
- Develops an awareness of word sounds and rhythms of language, e.g., rhyming, singing	- Teeny Tiny Tom – Beginning Sounds (5 IPC) - Tall Paul – Rhyming Words (5 IPC) - Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar and Squirt – Words in Sentences (4 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
- Knows that different words can begin with the same sound	- Teeny Tiny Tom – Beginning Sounds (5 IPC)
- Recognizes that sounds are associated with letters of the alphabet and that they form words	- Alpha Betty – Alphabet Song (5 IPC)
- Recognizes characteristic sounds and	- Teeny Tiny Tom – Beginning Sounds (5 IPC)

rhythms of language, including the relationship between sounds and letters.	- Tall Paul – Rhyming Words (5 IPC)
<b>E) Print Concepts</b>	
- Recognizes that letters are grouped to form words.	- Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar and Squirt – Words in Sentences (4 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
<b>F) Alphabet Knowledge</b>	
- Identifies some letters of the alphabet	- Alpha Betty – Alphabet Song (5 IPC)
<b>G) Early Writing</b>	
- Experiments with growing variety of writing tools, materials, and resources, including adaptive communication and writing devices	- <b>All ILAs</b>
- Understands that writing is a way of communicating (ex., dictates ideas or events)	- Modeled in all IPCs
- Uses scribbles, shapes, or pictures to represent thoughts or ideas	- Blowing Bubbles (ILA) - Making Bricks (ILA) - All About Me (ILA) - Things I love (ILA) - Favorite Animals (ILA) - Favorite Pets (ILA) - What is Kitty Dreaming Today? (ILA) - What is Rabbit Running from Today? (ILA) - What Does He Hear Today? (ILA) - What is the Surprise Today? (ILA) - Make a Card (ILA)
- Copies or prints own name	- My Name (ILA)
- Engages in writing using letter-like symbols to make letters or words.	- Skywriter – Alphabet Trace (5 IPC) - Alphabet Practice (26 ILA)

### Kindergarten Standards: Reading

Excerpted from: <http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/standards/ela/index.html>

<b>Understanding and Using Literary Texts : Standard K-1</b>	
K-1.1 - Summarize the main idea and details from literary texts read aloud.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
K-1.2 - Use pictures and words to make predictions regarding a story read aloud.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
K-1.3 - Understand that a narrator tells the story.	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
K-1.5 - Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
K-1.8 - Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<b>Understanding and Using Informational</b>	

<b>Texts : Standard K-2</b>	
K-2.4 - Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).	- All ILAs
K-2.6 - Understand graphic features (for example, illustrations and graphs).	- All IPCs
<b>Learning to Read : Standard K-3</b>	
<b>ORAL LANGUAGE ACQUISITION AND VOCABULARY DEVELOPMENT</b>	
K-3.1 - Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
K-3.3 - Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).	- All IPCs
K-3.4 - Recognize high-frequency words. (See Instructional Appendix: High-Frequency Words.)	- Ogre – Sight Words 1 (4 IPC)
<b>FLUENCY</b>	
K-3.5 - Use oral rhymes, poems, and songs to build fluency.	- Nomi – Alphabet (5 IPC) - Princess – Rhyming Words (5 IPC)
<b>PHONEMIC AWARENESS</b>	
K-3.8 - Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
K-3.9 - Create rhyming words in response to an oral prompt.	- Princess – Rhyming Words (5 IPC)
K-3.10 - Create words by orally adding, deleting, or changing sounds.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC) - Princess – Rhyming Words (5 IPC) - Anna 1 & Anna 2 – Word Families 1 (4 IPC)
K-3.11 - Use blending to generate words orally.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC) - Princess – Rhyming Words (5 IPC) - Anna 1 & Anna 2 – Word Families 1 (4 IPC)
<b>PHONICS</b>	
K-3.12 - Match consonant and short-vowel sounds to the appropriate letters.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
K-3.13 - Recognize uppercase and lowercase letters and their order in the alphabet.	- Nomi – Alphabet (5 IPC) - Upper and Lower (ILA)
K-3.14 - Identify beginning and ending sounds in words.	- Jerry the Jester – Beginning Sounds (5 IPC)
K-3.15 - Classify words by categories (for example, beginning and ending sounds).	- Jerry the Jester – Beginning Sounds (5 IPC)
<b>CONCEPTS ABOUT PRINT</b>	
K-3.21 - Know the parts of a book (including the front and back covers, the title, and the	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)

author's name).	
K-3.22 - Carry out left-to-right and top-to-bottom directionality on the printed page.	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)

### First Grade Standards: Reading

Excerpted from: <http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/standards/ela/index.html>

<b>Understanding and Using Literary Texts : Standard 1-1</b>	
1-2.1 - Summarize the central idea and supporting evidence in an informational text during classroom discussion.	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<b>Learning to Read : Standard 1-3</b>	
<b>ORAL LANGUAGE ACQUISITION AND VOCABULARY DEVELOPMENT</b>	
1-3.1 - Use pictures, context, and letter-sound relationships to read unfamiliar words.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
1-3.4 - Recognize high-frequency words encountered in texts.	- Ogre – Sight Words 2 & 3 (8 IPC)
1-3.6 - Use structural analysis to determine the meaning of compound words and contractions.	- Calico Kid – Complex Words (4 IPC) - Benny the Baker – Contractions (4 IPC)
<b>PHONEMIC AWARENESS</b>	
1-3.10 - Create words by orally adding, deleting, or changing sounds.	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
<b>PHONICS</b>	
1-3.12 - Use onsets and rimes to decode and generate words.	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
1-3.15 - Identify beginning, middle, and ending sounds in single-syllable words.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
1-3.16 - Classify words by categories (for example, beginning and ending sounds).	- Chrisopolis – Consonant Blends (5 IPC)
1-3.18 - Spell three- and four-letter short-vowel words and high-frequency words correctly.	- Ogre – Sight Words 2 & 3 (8 IPC) - Frankie – Spelling (6 IPC)
<b>ORAL LANGUAGE ACQUISITION AND COMPREHENSION DEVELOPMENT</b>	
1-3.20 - Use pictures and words to construct meaning.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>CONCEPTS ABOUT PRINT</b>	
1-3.22 - Know the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator).	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
1-3.23 - Carry out left-to-right, top-to-bottom, and return-sweep directionality on the printed page.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
1-3.24 - Distinguish among letters, words, and sentences.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

3/10/10

*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.*