

South Dakota English Language Arts Content and Achievement Standards - PreKindergarten - 1st Grade

Abbreviation Key:

Interactive Program Component (IPC) Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

Early Learning Guidelines (PreKindergarten Standards)

Excerpted from: <http://doe.sd.gov/contentstandards/index.asp#elg>

Benchmarks: By the end of their preschool years, most children will:	
Standard 1 - Reading	
5. Make predictions of next steps in a story.	- Granny Caterpillar – Story and Vocabulary (7 IPC)
7. Recognize own first name in print.	- My Name (ILA)
8. Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Letters and Numbers (ILA)
9. Identify at least 10 letters of the alphabet, especially those in their own name.	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Letters and Numbers (ILA) - My Name (ILA)
10. Demonstrate knowledge of the basic concepts of print, such as knowing the differences between pictures, letters, and words.	- Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
Standard 2 - Writing	
2. Demonstrate understanding that their spoken words can be represented with written letters or symbols as they dictate.	- 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)
3. Use scribbling and drawing to represent their ideas and then begin to use letters and developmental or invented spelling of words to communicate a message.	- All About Me (ILA) - Things I Love (ILA) - Make a Card (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) - Puppy Poem (ILA)
4. Attempt to write their own names using a variety of materials.	- My Name (ILA)
Standard 3 – Listening and Phonological Awareness	
2. Identify sounds and words in their daily environment.	- Modeled in all IPCs
3. Listen attentively to books and stories.	- Granny Caterpillar – Story and Vocabulary (7 IPC)
5. Demonstrate understanding of an	- All IPCs

increasingly rich vocabulary.	
6. Follow simple directions with two or more steps.	- All IPCs
7. Recognize some rhyming sounds.	- Tall Paul – Rhyming Words (5 IPC)
8. Demonstrate the ability to hear individual parts of words and separate the parts using clapping, finger snapping, or other movement (e.g. clapping out each syllable of pup-py, di-no-saur.)	- Oscar – Syllables (2 IPC)
9. Identify words that begin with the same sound from a small group of words.	- Teeny Tiny Tom – Beginning Sounds (5 IPC)
10. Repeat spoken words when requested.	- All IPCs

Kindergarten Standards

Excerpted from: <http://doe.sd.gov/contentstandards/languagearts/reading/index.asp>

Indicator 1: Students can recognize and analyze words.	
K.R.1.1 Students can identify and manipulate phonemes and words in spoken language.	- 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)
K.R.1.2 Students can match letters and sounds and use them in decoding and making C-V-C words.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
K.R.1.3 Students can comprehend and use vocabulary from text read aloud.	- All IPCs
Indicator 2: Students can comprehend and fluently read text.	
K.R.2.1 Students can comprehend and respond to text read aloud.	- All IPCs
K.R.2.2 Students can identify all upper-case and lower-case letters and matching sounds with automaticity.	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
K.R.2.3 Students can read sight words and high-frequency words with automaticity.	- Ogre – Sight Words 1 (4 IPC)
Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.	
K.R.3.1 Students can identify concepts of print in text.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
K.R.3.2 Students can tell what authors and illustrators do.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.	
K.R.5.2 Students can alphabetize letters.	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)

First Grade Standards

Excerpted from: <http://doe.sd.gov/contentstandards/languagearts/reading/index.asp>

Indicator 1: Students can recognize and analyze words.	
1.R.1.1 Students can decode words using short vowel sounds.	- Princess – Short and Long Vowels (5 IPC)
1.R.1.2 Students can read text by decoding word parts.	- Princess – Long and Short Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
1.R.1.3 Students can blend sounds of words to read text.	- Chrisopolis – Consonant Blends (5 IPC) - Princess – Short and Long Vowels (5 IPC)
1.R.1.5 Students can identify root words and their inflectional forms in text.	- Anna 1 & Anna 2 – Word Families 2 (3 IPC)
1.R.1.6 Students can interpret vocabulary when reading independently.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
1.R.1.7 Students can read high-frequency words in text.	- Ogre – Sight Words 2 & 3 (8 IPC)
Indicator 2: Students can comprehend and fluently read text.	
1.R.2.1 Students can comprehend text by applying reading strategies.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
1.R.2.2 Students can utilize comprehension strategies.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
1.R.2.3 Students can read fluently to comprehend text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.	
1.R.3.1 Students can identify major literary elements in text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.	
1.R.5.2 Students can alphabetize words to the first letter.	- Upper and Lower (2 ILA)

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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.