

Indiana 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://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx>

ENGLISH/LANGUAGE ARTS	
READING: Word Recognition, Fluency, and Vocabulary Development K.1 - Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	
K.1.1 - Concepts about Print: Identify the front cover, back cover, and title page of a book.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
K.1.2 - Follow words from left to right and from top to bottom on the printed page.	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
K.1.3 - Understand that printed materials provide information.	- All IPCs - All ILAs
K.1.4 - Recognize that sentences in print are made up of separate words.	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
K.1.5 - Distinguish letters from words.	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
K.1.6 - Recognize and name all capital and lowercase letters of the alphabet.	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
K.1.7 - Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order. Example: Listen to the sounds /f/, /m/, /s/ or /l/, /n/, /v/. Tell how many sounds were heard and whether any sounds were the same.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
K.1.8 - Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated. Example: Listen to the word bat and tell what word is left when you take the /b/ sound away. Tell what word is left when you take the /br/ sound away from the spoken word brother.	- Princess – Rhyming Sounds (5 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC) - Anna 1 & Anna 2 – Word Families 1 (4 IPC)
K.1.9 - Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words. Example: Listen to the sounds /b/, /e/, /d/ and tell what word is made.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
K.1.10 - Say rhyming words in response to an oral prompt.	- Princess – Rhyming Sounds (5 IPC)

Example: Say a word that rhymes with cat.	
K.1.11 - Listen to one-syllable words and tell the beginning or ending sounds. Example: Tell what sound you hear at the beginning of the word girl.	- Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
K.1.12 - Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
K.1.14 - Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC)
K.1.15 - Read one-syllable and high-frequency (often-heard) words by sight.	- Ogre – Sight Words 1 (4 IPC)
K.1.20 - Identify and sort common words in basic categories. Example: Tell whether the words blue, yellow, and red are colors, shapes, or foods. Tell the names of some favorite colors.	- Ogre – Sight Words 1 (4 IPC) - KWL (10 ILA)
READING: Comprehension and Analysis of Nonfiction and Informational Text K.2 - Students identify the basic facts and ideas in what they have read, heard, or seen.	
K.2.1 - Locate the title and the name of the author of a book.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
K.2.2 - Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
READING: Comprehension and Analysis of Literary Text K.3 - Students listen and respond to stories based on well-known characters, themes, plots (what happens in a story), and settings (where a story takes place).	
K.3.3 - Identify characters, settings, and important events in a story.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)

First Grade Standards

Excerpted from: <http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx>

ENGLISH/LANGUAGE ARTS	
READING: Word Recognition, Fluency, and Vocabulary Development 1.1 - Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing).	
1.1.1 - Concepts About Print: Match oral words to printed words.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

1.1.2 - Identify letters, words, and sentences.	- Chrisopolis – Consonant Blends (5 IPC) - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
1.1.3 - Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
1.1.4 - Phonemic Awareness: Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound). Example: Tell the sound that comes at the beginning of the word sun. Tell the sound that comes at the end of the word cloud. Tell the sound that comes in the middle of the word boat.	- Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
1.1.5 - Recognize different vowel sounds in orally stated single-syllable words.	- Coach – Vowel Blends (4 IPC)
1.1.8 - Add, delete, or change sounds to change words.	- Anna 1 & Anna 2 – Word Families 2 (3 IPC)
1.1.9 - Blend two to four phonemes (sounds) into recognizable words. Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /f/ /a/ /t/.	- Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
1.1.10 - Decoding and Word Recognition: Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.	- Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
1.1.11 - Read common sight words (words that are often seen and heard).	- Ogre – Sight Words 2 & 3 (8 IPC)
1.1.13 - Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear). Example: Correctly read aloud the vowel sounds made in words, such as ear, eat, near, their, or wear.	- Coach – Vowel Blends (4 IPC)
1.1.14 - Read common word patterns (-ite, -ate). Example: Read words, such as gate, late, and kite.	- Ogre – Sight Words 2 & 3 (8 IPC)
1.1.16 - Vocabulary and Concept Development: Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).	- Benny the Baker – Contractions (4 IPC)
READING: Comprehension and Analysis of Nonfiction and Informational Text 1.2 - Students read and understand grade-level-appropriate material.	
1.2.1 - Structural Features of Informational	- Nick Nickel – Oral Comprehension 3 (1 IPC)

Materials: Identify the title, author, illustrator, and table of contents of a reading selection.	- Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
1.2.4 - Follow one-step written instructions.	- All IPCs
1.2.5 - Use context (the meaning of the surrounding text) to understand word and sentence meanings.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

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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.

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.