

# Arkansas Language Arts Literacy Standards: Kindergarten – 1<sup>st</sup> 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>

<b>STRAND: READING</b>	
<b><i>Foundations of Reading</i></b>	
<b>Utilizing concepts about print</b>	
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	- <b>All IPCs</b>
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)
<b>Developing phonological awareness</b>	
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)

<b>Comprehension</b>	
<b>Using inferences to make meaning</b>	
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)
<b>Determining importance to make meaning</b>	
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)
<b>Comprehension</b>	
<b>Summarizing and synthesizing for meaning</b>	
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)
<b>Variety of texts</b>	
<b>Exhibit behaviors and habits of an active reader</b>	
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)
<b>Reading a variety of informational materials for environmental and critical analysis</b>	
R.10.K.8 – Identify the topics of nonfiction selections read aloud	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<b>Reading a variety of literature for enjoyment and critical analysis</b>	
R.10.K.10 – Engage in literature (stories, songs, plays and poems, etc.)	- <b>All IPCs</b> - 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)
<b>Reading a variety of poetry for enjoyment and critical analysis</b>	
R.10.K.13 – Read poems, nursery rhymes, and finger plays to explore rhythm and rhyme	- Princess – Rhyming Sounds (5 IPC)
<b>Vocabulary, Word Study, and Fluency</b>	
<b>Meaning-based word recognition</b>	
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)
<b>Spelling-sound word recognition (phonics)</b>	
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
<b>Sight word recognition</b>	
R.11.K.8 – Read approximately 25 sight words with high frequency words with automatically during reading	- Ogre – Sight Words 1 (4 IPC)
<b>Word Study and vocabulary</b>	
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

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<b>STRAND: READING</b>	
<b>Foundations of Reading</b>	
<b>Utilizing concepts about print</b>	
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)
<b>Developing phonological awareness</b>	
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)
<b>Comprehension</b>	

<b>Using visualization to make meaning</b>	
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)
<b>Determining importance to make meaning</b>	
R.9.1.10 – Retell stories identifying characters, setting, events, problem, and resolution	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<b>Summarizing and synthesizing for meaning</b>	
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)
<b>Variety of texts</b>	
<b>Reading in a variety of literature for enjoyment and critical analysis</b>	
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)
<b>Vocabulary, Word Study, and Fluency</b>	
<b>Meaning-based word recognition</b>	
R.11.1.1 – Use knowledge of context clues to make sense of new words	- <b>All IPCs</b>
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)
<b>Spelling-sound word recognition (phonics)</b>	
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](mailto:jclainos@studydog.com).