

# Colorado Preschool – First Grade Reading Standards

## Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

## Preschool Standards

Excerpted from: <http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html>

<b>Content Area: READING, WRITING, AND COMMUNICATING</b>	
<b>Standard: 1. Oral Expression and Listening</b>	
<b>2. Listening and comprehension skills are required to be clearly understood</b>	
b. Recite songs, poems, and stories with repeated rhyme	- Alpha Betty – Alphabet song (5 IPC) - Granny Caterpillar – Story and Vocabulary (7 IPC)
c. Listen with comprehension, and follow two-step directions	- All IPCs
d. Remember spoken information for a short period of time	- All IPCs
<b>3. Early knowledge of phonemic awareness is the building block of understanding language</b>	
b. Understand that words are made up of one or more syllables	- Oscar and Squirt – Words in Sentences (4 IPC)
c. Recognize rhyming words and alliterations	- Tall Paul – Rhyming Words (5 IPC)
d. Demonstrate understanding of initial sounds in words (such as mop begins with the /m/ sound)	- Teeny Tiny Tom- Beginning Sounds - (5 IPC)
<b>Standard: 2. Reading for All Purposes</b>	
<b>1. Print conveys meaning</b>	
b. Recognize print in the environment	- All IPCs
c. Recognize that printed material conveys meaning and connects to the reader's world	- All IPCs
d. Use and interpret illustrations to gain meaning	- Teeny Tiny Tom- Beginning Sounds - (5 IPC) - Tall Paul – Rhyming Words (5 IPC) - Granny Caterpillar – Story and Vocabulary (7 IPC)
e. Make predictions based on illustrations or portions of story or text	- Teeny Tiny Tom- Beginning Sounds - (5 IPC) - Tall Paul – Rhyming Words (5 IPC) - Granny Caterpillar – Story and Vocabulary (7 IPC)
<b>2. Symbol, object, and letter recognition is a fundamental of reading and requires accuracy and speed</b>	
a. Recognize own name in print	- My Name (ILA)
b. Recognize minimum of 10 letters of the alphabet, specifically letters in own name	- Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Making Letters (ILA) - Alphabet Practice (ILA)

## Kindergarten Standards

Excerpted from: <http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html>

<b>Content Area: READING, WRITING, AND COMMUNICATING</b>	
<b>Standard: 1. Oral Expression and Listening</b>	
<b>2. <i>Vocal sounds produce words and meaning to create early knowledge of phonemic awareness</i></b>	
a. Identify and create rhyming words	- Princess – Rhyming Words (5 IPC)
b. Identify and create alliterations	- Nomi – Alphabet (5 IPC)
c. Identify words orally according to shared beginning or ending sounds	- Jerry the Jester – Beginning Sounds (5 IPC)
d. Blend sounds orally to make one-syllable words	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
e. Segment one-syllable words into sounds	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
f. Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable)	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
g. Identify the initial, medial, and final phoneme (speech sound) of spoken words	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC) - Anna 1 Anna 2 – Word Families 1 (4 IPC)
<b>3. <i>Communication relies on effective verbal and nonverbal skills</i></b>	
c. Follow two-step directions	- All IPCs
<b>Standard: 2. Reading for All Purposes</b>	
<b>1. <i>A concept of print to read and solid comprehension of literacy informational text are the building blocks for reading</i></b>	
c. Recognize that printed materials carry meaning and provide factual information or entertaining stories that connect to children's lives	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
e. Identify main character(s), setting, and key events in a text	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
g. Make predictions and inferences about the content of the text using prior knowledge, pictures or graphic features, and text	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<b>2. <i>Decoding words in print requires alphabet recognition and knowledge of letter sounds</i></b>	
a. Name upper- and lowercase letters rapidly with ease, in sequence and random order	- Nomi – Alphabet (5 IPC)
b. Identify phonemes for letters	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
c. Decode simple words in isolation and in context (consonant, vowel, consonant words)	- Princess – Rhyming Words (5 IPC)

d. Recognize common high-frequency words (such as the, I, a, my, you, is, are)	- Ogre – Sight Words 1 (4 IPC)
--	--------------------------------

### First Grade Standards

Excerpted from: <http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html>

<b>Content Area: READING, WRITING, AND COMMUNICATING</b>	
<b>Standard: 1. Oral Expression and Listening</b>	
<b>2. Identify and manipulating phonemes in spoken words allow people to understand the meaning of speech.</b>	
a. Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable)	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
b. Use onsets and rimes to create new words that include blends and digraphs	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
c. Identify the initial, medial, and final phoneme of spoken words	- Chrisopolis – Consonant Blends (5 IPC) - Calico Kid – Complex Words (4 IPC) - Coach – Vowel Blends (4 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
d. Manipulate individual phonemes to create new words through addition, substitution, and deletion	- Anna 1 Anna 2 – Word Families 2 (3 IPC) - Chrisopolis – Consonant Blends (5 IPC)
<b>3. Verbal and nonverbal language in used to express and receive information</b>	
a. Give and follow simple two-step directions	- All IPCs
<b>Standard: 2. Reading for All Purposes</b>	
<b>1. Comprehending and fluently reading a variety of literary and informational texts are the beginning traits of readers</b>	
b. Identify main idea and some supporting details in informational texts	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
c. Read grade level texts orally with fluency and accuracy, attending to phrasing, intonation, and punctuation	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
e. Read high-frequency words with accuracy and speed	- Ogre – Sight Words 2 & 3 (8 IPC)
<b>2. Decoding words require the application of alphabetic principles, letter sounds, and letter combinations</b>	
a. Decode words with a single consonants, basic consonant digraphs (such as th, ch, ng), and consonant blends	- Chrisopolis – Consonant Blends (5 IPC)
b. Decode words with short vowels (dip, cap, met) with automaticity	- Princess – Short and Long Vowels (5 IPC)
c. Use onsets and rimes to create new words (ip to make dip, lip, slip, ship)	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
d. Accurately decode unknown words that follow a predictable letter/sound relationship	- Chrisopolis – Consonant Blends (5 IPC) - Princess – Short and Long Vowels (5 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
<b>3. Understanding word structure, word</b>	

<b><i>relationships, and word families needs to be demonstrated to begin to read</i></b>	
c. Identify and understand compound words	- Calico Kid – Complex Words (4 IPC)
d. Connect known words to new words to generate new vocabulary	- Chrisopolis – Consonant Blends (5 IPC) - Princess – Short and Long Vowels (5 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)

6/25/10

*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.*