

Idaho Reading Standards PreKindergarten - 1st Grade

Abbreviation Key:

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

Standard

StudyDog Learning Program Component

Early Reading Learning Standards – Ages 3 - 5

Excerpted from: http://www.sde.idaho.gov/site/content_standards/language_standards.htm

READING	
Phonics/Phonemic Awareness	
01. Read a variety of traditional and electronic materials for information and understanding.	
<i>b. Know that alphabet letters are a special category of visual graphics that can be individually named.</i>	
<ul style="list-style-type: none"> Participate in guided and playful exposures to the alphabet 	<ul style="list-style-type: none"> - Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Alphabet Practice (26 ILA)
<ul style="list-style-type: none"> Identify letters in children’s own names. 	<ul style="list-style-type: none"> - My Name (ILA) - All About Me (ILA)
<ul style="list-style-type: none"> Identify some letters and words in environmental print 	<ul style="list-style-type: none"> - Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC)
<i>d. Participate in word games</i>	
<ul style="list-style-type: none"> Clap along with syllables of words. 	<ul style="list-style-type: none"> - Oscar – Syllables (2 IPC)
<i>e. Attend to different sounds in words.</i>	
<ul style="list-style-type: none"> Play games to identify beginning sounds in familiar words 	<ul style="list-style-type: none"> - Teeny Tiny Tom- Beginning Sounds - (5 IPC)
<ul style="list-style-type: none"> Play rhyming games. 	<ul style="list-style-type: none"> - Tall Paul – Rhyming Words (5 IPC)
Concepts About Print (CAP)	
<i>a. Demonstrate an understanding of concepts of print:</i>	
<ul style="list-style-type: none"> Begin to understand that books are read left to right, top to bottom, front to back, beginning to end; 	<ul style="list-style-type: none"> - Granny Caterpillar – Story and Vocabulary (7 IPC)
<ul style="list-style-type: none"> Distinguish between pictures and print; 	<ul style="list-style-type: none"> - All IPCs
<ul style="list-style-type: none"> Begin to understand concepts of letter, word, page; 	<ul style="list-style-type: none"> - Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (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)
<ul style="list-style-type: none"> Associate spoken words and concepts with written language; 	<ul style="list-style-type: none"> - Modeled in all IPCs
<ul style="list-style-type: none"> Use pictures and/or context to construct meaning. 	<ul style="list-style-type: none"> - All IPCs
02. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	

• Listen to a variety of literature	- All IPCs
<i>b. Respond to text.</i>	
• Identify known objects in illustrations.	- Granny Caterpillar – Story and Vocabulary (7 IPC)
• Make predictions and use the pictures as a guide	- 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)
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	
<i>a. Develop a sense of story or narrative from print, computer, or video materials</i>	
• Tell a story from pictures.	- 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)
• Predict outcomes of stories.	- Granny Caterpillar – Story and Vocabulary (7 IPC)
• Recall information about setting, characters, or events in a story.	- Granny Caterpillar – Story and Vocabulary (7 IPC)

Kindergarten Standards

Excerpted from: http://www.sde.idaho.gov/site/content_standards/language_standards.htm

Reading Process	
Goal 1.1. Acquire Concepts About Print	
K.LA.1.1.2 Track or follow print when listening to a familiar text being read.	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
K.LA.1.1.3 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.LA.1.1.4 Identify the difference between a letter, a word, and a sentence.	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Goal 1.2. Acquire Concepts About Text	
K.LA.1.2.1 Show that print represents spoken language and conveys meaning (e.g., his/her name, environmental print such as signs, school and classroom labels).	- All IPCs - All ILAs
K.LA.1.2.2 Name the parts of a book, including front cover, back cover, and title.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Goal 1.3: Acquire Phonological Awareness Skills	
K.LA.1.3.1 Identify spoken words that rhyme (e.g., run, sun versus run, man).	- Princess – Rhyming Words (5 IPC)
K.LA.1.3.2 - Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?).	- Princess – Rhyming Words (5 IPC)
K.LA.1.3.3 Orally produce groups of words that begin with the same initial sounds.	- Jerry the Jester – Beginning Sounds (5 IPC)
K.LA.1.3.4 Blend spoken simple onsets and	- Treecia and Elmer – Single-Sound

rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).	Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
K.LA.1.3.5 Blend spoken phonemes (CVC) to form single syllable words (e.g., /d/.../o/.../g/... makes dog) 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.LA.1.3.6 Identify the initial and final sounds (not the letter) of a spoken word.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
Goal 1.4: Acquire Decoding Skills Using Word Parts	
K.LA.1.4.1 Match vowel and consonant sounds to appropriate letters.	- 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)
Goal 1.5: Acquire Decoding Skills Using Syllabication	
K.LA.1.5.1 Name upper and lowercase letters.	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
Goal 1.7: Acquire Fluency	
K.LA.1.7.1 Read at least 25 one-syllable high frequency words.	- Ogre – Sight Words 1 (4 IPC)
Goal 1.8: Vocabulary and Concept Development	
K.LA.1.8.1 Classify common words in to basic categories.	- KWL (10 ILA)
Standard 2: Comprehension/Interpretation	
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	
K.LA.2.1.4 Use picture clues and context to aid comprehension.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Goal 2.2: Acquire Skills to Comprehend Expository Text	
K.LA.2.2.2 Respond appropriately to questions based on fact in expository text, heard or read.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
K.LA.2.2.3 Identify and sequence information from expository text into correct order using pictures clues.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
K.LA.2.2.4 Follow two-or-three step directions using picture clues.	- All IPCs
Goal 2.3: Acquire Skills for Comprehending Literary Text	
K.LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end.	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)

First Grade Standards

Excerpted from:

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Standard 1: Reading Process	
Goal 1.2: Acquire Concepts About Text	
1.LA.1.2.2 Locate and identify the title, author, and illustrator and table of contents of a book or reading selection.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Goal 1.3: Acquire Phonological Awareness Skills	
1.LA.1.3.1 Identify, first, middle, and last sound in a word.	- Chrisopolis – Consonant Blends (3 IPC) - Calico Kid – Complex Words (2 IPC) - Coach – Vowel Blends (3 IPC)
1.LA.1.3.2 Add, delete, or change initial sounds to make words.	- 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)
1.LA.1.3.3 Blend two to four phonemes into recognizable words.	- Chrisopolis – Consonant Blends (3 IPC) - Coach – Vowel Blends (3 IPC)
Goal 1.4: Acquire Decoding Skills Using Word Parts	
1.LA.1.4.1 Match vowel and consonant sounds to all letters.	- Chrisopolis – Consonant Blends (3 IPC) - Coach – Vowel Blends (3 IPC)
Goal 1.5: Acquire Decoding Skills Using Syllabication	
1.LA.1.5.1 Apply knowledge of common onsets, rimes and word patterns to decode and generate new words.	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
Goal 1.6: Acquire Decoding Skills Using Context	
1.LA.1.6.1 Use context clues and pictures to aid in decoding of new words.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Goal 1.7: Acquire Fluency	
1.LA.1.7.1 Read at least 150 regular and irregular sight words fluently.	- Ogre – Sight Words 2 & 3 (8 IPC)
Standard 2: Comprehension/Interpretation	
Goal 2.2: Acquire Skills to Comprehend Expository Text	
1.LA.2.2.1 Participate in identifying the topic of expository text that is heard or read.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
1.LA.2.2.3 Identify facts and sequence important information from expository text into correct order using pictures clues.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
1.LA.2.2.4 Follow one-step written directions.	- All IPCs
Goal 2.3: Acquire Skills for Comprehending Literary Text	
1.LA.2.3.3 Identify the setting in a story heard or read aloud.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
1.LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)

end.	
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2/26/10

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.