

Maryland Reading Standards PreK – 1st Grade

Prekindergarten Standards

Excerpted from: <http://mdk12.org/assessments/vsc/reading/bygrade/gradepk.html>

Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

A. PHONEMIC AWARENESS	- All IPCs
1. Discriminate sounds and words	- All IPCs
a. Tell whether sounds are same or different	- Alpha Betty – Alphabet song (4 IPC) - Skywriter – Alphabet Trace (4 IPC) - Teeny Tiny Tom – Beginning Sounds (5 IPC) - Tall Paul – Rhyming Words (5 IPC)
b. Recognizes that letters represent sounds	- Alpha Betty – Alphabet song (4 IPC) - Skywriter – Alphabet Trace (4 IPC)
c. Identify and repeat initial sounds in words	- Teeny Tiny Tom – Beginning Sounds (4 IPC)
d. Classify words by initial sounds	- Teeny Tiny Tom – Beginning Sounds (4 IPC)
2. Discriminate and produce rhyming words and alliteration	
a. Repeat rhyming words	- Tall Paul – Rhyming Words (5 IPC)
b. Repeat phrases and sentences with alliteration	- Granny Caterpillar – Story and Vocabulary (7 IPC)
c. Discriminate rhyming words from non-rhyming words	- Tall Paul – Rhyming Words (5 IPC)
3. Blend sounds and syllables to form words	
a. Orally blend syllables into a whole word	- Oscar and Squirt – Words in Sentences (4 IPC)
4. Segment sounds in spoken words and sentences	
a. Clap the words in a sentence	- Oscar and Squirt – Words in Sentences (4 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
b. Identify the initial sound in a word	- Teeny Tiny Tom – Beginning Sounds (4 IPC)
B. PHONICS	
1. Recognize that letters have corresponding sounds	
a. Recognize similarities and difference in letter shapes	- Alpha Betty – Alphabet song (4 IPC) - Skywriter – Alphabet Trace (4 IPC) - Making Letters (ILA) - Alphabet Practice (26 ILA)
b. Match familiar consonant sounds to appropriate letters, such as m,b,f,t,p	- Alpha Betty – Alphabet song (4 IPC) - Skywriter – Alphabet Trace (4 IPC)
2. Decode words in grade-level texts	
a. Identify and name some upper and lower case letters, especially those in the student’s own name	- Alpha Betty – Alphabet song (4 IPC) - Skywriter – Alphabet Trace (4 IPC) - Making Letters (ILA) - Alphabet Practice (26 ILA)

D. VOCABULARY	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to a variety of texts on a daily basis	- All IPCs
e. Identify some signs, labels, and environmental print	- Important signs (ILA)
2. Develop a conceptual understanding of new words	
b. Name common objects shown in pictures	- All About Me (ILA) - Color Match (3 ILA) - Color Matching (ILA) - Things I love (ILA) - Favorite Animals (ILA) - Favorite Pets (ILA) - Draw a Picture (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)
3. Understand, acquire, and use new vocabulary	
a. Use illustrations to find meaning of unknown words	- Color Match (3 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)
E. GENERAL READING COMPREHENSION	
1. Demonstrate an understanding of concepts of print to determine how print is organized and read	
a. Understand that speech can be written and read	- All IPCs
b. Understand that print conveys meaning	- All ILAs
d. Identify the title of a book	- Granny Caterpillar – Story and Vocabulary (7 IPC)
e. Demonstrate that text is read from left to right and top to bottom	- Granny Caterpillar – Story and Vocabulary (7 IPC)
2. Use strategies to prepare for reading	
a. Make connections to the text using illustrations/photographs from prior knowledge	
3. Use strategies to make meaning from text	
a. Use illustrations to construct meaning	- Granny Caterpillar – Story and Vocabulary (7 IPC)

Kindergarten Standards

Excerpted from: <http://mdk12.org/assessments/vsc/reading/bygrade/gradeK.html>

A. PHONEMIC AWARENESS	
1. Discriminate sounds and words	
a. Identify whether isolated sounds are same or	- Flop – Multi-Sound Consonants (4 IPC)

different	- Jerry the Jester – Beginning Sounds (5 IPC) - Princess – Rhyming Sounds (5 IPC)
b. Identify initial and final sounds in a word	- Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
c. Categorize words as same or different by initial or final sounds	- Flop – Multi-Sound Consonants (4 IPC)
2. Discriminate and produce rhyming words and alliteration	
a. Repeat and produce rhyming words	- Princess – Rhyming Sounds (5 IPC)
b. Identify and repeat sentences that use alliteration	- Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
3. Blend sounds and syllables to form words	
a. Orally blend syllable into a word, such as fun-ny = funny	- Jerry the Jester – Beginning Sounds (5 IPC)
b. Orally blend onset and rimes (word families) into a whole word, such as b-at = bat	- Anna 1 Anna 2 – Word Families 1 (4 IPC)
c. Orally blend 2-3 phonemes into one syllable words, such as m=e = me; f-u-n = fun	- Jerry the Jester – Beginning Sounds (5 IPC)
4. Segment and manipulate sounds in spoken words and sentences	
d. Identify the initial sounds in a word	- Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
e. Segment initial sounds in words to form new words	- Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
B. PHONICS	
1. Identify letters and corresponding sounds	
a. Identify in isolation all upper and lower case letters of the alphabet	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
b. Identify letters matched to sounds	- Nomi – Alphabet (5 IPC)
c. Generate the sounds associated with individual letters and letter patterns, such as s-, st-, -at, -ack, -ed	- Nomi – Alphabet (5 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
2. Decode words in grade-level texts	
a. Identify similarities and differences in letters and words	- Anna 1 Anna 2 – Word Families 1 (4 IPC)
b. Blend letter sounds in one-syllable words (CVC)	- Treecia and Elmer – Single-Sound Consonants (4 IPC)
c. Use onset and rime (word families) to decode one-syllable words	- Anna 1 Anna 2 – Word Families 1 (4 IPC)
D. VOCABULARY	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to and reading a variety of texts	- All IPCs
2. Develop a conceptual understanding of new words	
d. Identify and sort pictures of common words into basic categories, such as colors, numbers, seasons	- Alike and Different (6 ILA) - Characters (4 ILA) - KWL (10 ILA)
3. Understand, acquire, and use new vocabulary	
a. Use text and illustrations to identify meaning of unknown words	- Treecia and Elmer – Single-Sound Consonants (4 IPC)

	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
E. GENERAL READING COMPREHENSION	
1. Demonstrate an understanding of concepts of print to determine how print is organized and read	
c. Identify title, cover page, front and back of book, table of contents, page numbers, and describe what information is presented on the title and cover pages	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
d. Track print from left to right and top to bottom	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
e. Make return sweep to next line of text	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
f. Match oral words to printed words	- Nomi – Alphabet (5 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
h. Recognize that printed words are separated by spaces	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
i. Recognize that letters build words and words build sentences	- All IPCs
2. Use strategies to prepare for reading (before reading)	
a. Make connections to the text using illustrations, photographs, and prior knowledge	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
b. Make predictions by examining the title, cover, illustrations/photographs/text, and familiar author or topic	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
3. Use strategies to make meaning from text (during reading)	
a. Use illustrations to construct meaning from text	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)

First Grade Standards

Excerpted from: <http://mdk12.org/assessments/vsc/reading/bygrade/grade1.html>

A. PHONEMIC AWARENESS	
1. Discriminate sounds and words	
a. Identify initial, medial, and final sounds in	- Princess – Short and Long Vowels (5 IPC)

one-syllable words	- Chrisopolis – Consonant Blends (5 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
b. Compare one-syllable words using initial, medial, and final sounds	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
c. Categorize words as same or different by medial sounds	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
2. Discriminate and produce rhyming words and alliteration	
a. Produce sentences with rhyming and alliteration	- Chrisopolis – Consonant Blends (5 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
3. Blend sounds and syllables to form words	
a. Blend 3-4 phonemes into a word, such as f-a-s-t=fast	- Chrisopolis – Consonant Blends (5 IPC)
4. Segment and manipulate sounds in spoken words	
a. Segment words into syllables	- Calico Kid – Complex Words (2 IPC)
b. Segment one-syllable words into phonemes	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
c. Delete sounds to form new words	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
d. Add sounds to form new words	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
e. Substitute sounds to form new words	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
B. PHONICS	
1. Identify letters and corresponding sounds	
b. Combine sounds to form letter combinations, such as pl-, bl-, tr-, -nt	- Chrisopolis – Consonant Blends (5 IPC)
2. Decode words in grade-level texts	
a. Recognize and apply short vowels, long vowels, and "y" as a vowel	- Princess – Short and Long Vowels (5 IPC)
b. Decode words with letter combinations, such as consonant digraphs, blends, and special vowel patterns	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
c. Read one-syllable words fluently (CVC, CVCE)	- Ogre – Sight Words 2 & 3 (8 IPC)
d. Use known word/part to decode unknown words, such as car->card	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
C. FLUENCY	
1. Read orally from familiar text at an appropriate rate	
a. Listen to models of fluent reading	- ALL IPCs
2. Read grade-level text accurately	
c. Read sight words automatically, such as have, said, where, two	- Ogre – Sight Words 2 & 3 (8 IPC)
D. VOCABULARY	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to and reading a variety of grade-appropriate text daily	- ALL IPCs
E. GENERAL READING COMPREHENSION	
2. Use strategies to prepare for reading (before reading)	

a. Make connections to the text using their prior knowledge and experiences with the text	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
b. Make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

7/9/09

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.