

# Nebraska Early Learning Standards PreK- 1<sup>st</sup> Grade

## Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

## Early Learning Guidelines for Ages 3 to 5

Excerpted from: <http://www.nde.state.ne.us/ECH/ELGuidelines/index.htm>

Language and Literacy	StudyDog PreK Essentials
<p>Child listens to directions and conversations with understanding</p> <ul style="list-style-type: none"> <li>- Demonstrates understanding of the meaning of stories, songs and poems</li> </ul>	<ul style="list-style-type: none"> <li>- <b>All IPCs</b></li> <li>- What is Kitty Dreaming Today? (ILA)</li> <li>- What is Rabbit Running from Today? (ILA)</li> <li>- What Does He Hear Today? (ILA)</li> <li>- What is the Surprise Today? (ILA)</li> <li>- Puppy Poem (ILA)</li> </ul>
<p>Child follows directions in sequences of actions</p> <ul style="list-style-type: none"> <li>- Follows single and multi-step or complex directions</li> </ul>	<ul style="list-style-type: none"> <li>- <b>All IPCs</b></li> </ul>
<b>Phonological Awareness</b>	
<p>Child shows knowledge of phonological awareness (the ability to hear and understand the different sounds of language):</p> <ul style="list-style-type: none"> <li>- Recognizes matching sounds and rhymes in familiar words, games, songs, stories and poems</li> <li>- Spontaneously repeats songs, rhymes and chants, and creates nonsense words</li> </ul>	<ul style="list-style-type: none"> <li>- Alpha Betty – Alphabet song (5 IPC)</li> <li>- Skywriter – Alphabet Trace (5 IPC)</li> <li>- Teeny Tiny Tom- Beginning Sounds - (5 IPC)</li> <li>- Tall Paul – Rhyming Words (5 IPC)</li> </ul>
<p>Child progresses in listening and telling differences in phonemes (smallest parts of sound in a spoken word)</p> <ul style="list-style-type: none"> <li>- Identifies words that begin with the same sound</li> </ul>	<ul style="list-style-type: none"> <li>- Alpha Betty – Alphabet song (5 IPC)</li> <li>- Teeny Tiny Tom- Beginning Sounds - (5 IPC)</li> </ul>
<p>Child recognizes the connection between spoken and written words</p> <ul style="list-style-type: none"> <li>- Shows growing ability to hear and discriminate separate syllables in words</li> <li>- Isolates beginning and ending sounds of printed or spoken words</li> </ul>	<ul style="list-style-type: none"> <li>- Teeny Tiny Tom- Beginning Sounds - (5 IPC)</li> <li>- Oscar and Squirt – Words in Sentences (4 IPC)</li> <li>- Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)</li> <li>- Granny Caterpillar – Story and Vocabulary (7 IPC)</li> </ul>
<b>Print Awareness and Concepts</b>	
<p>Child shows an awareness of print as a form of meaningful communication</p> <ul style="list-style-type: none"> <li>- Follows the print on the page, moving eyes from left to right and top to bottom</li> <li>- Identifies some letters and numbers</li> <li>- Recognizes and begins to write own name</li> </ul>	<ul style="list-style-type: none"> <li>- Alpha Betty – Alphabet song (5 IPC)</li> <li>- Granny Caterpillar – Story and Vocabulary (7 IPC)</li> <li>- Oscar and Squirt – Words in Sentences (4 IPC)</li> <li>- Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)</li> <li>- Making Letters (ILA)</li> <li>- Alphabet Practice (ILA)</li> </ul>

	- Letters and Numbers (ILA)
Child understands that each spoken word can be written down and read	- Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Alphabet Practice (26 ILA)
<b>Early Writing and Alphabetic Knowledge</b>	
Child shows an interest in early writing - Uses scribbles, shapes or pictures to represent specific thoughts, ideas, stories	- Alphabet Practice (26 ILA) - Letters and Numbers (ILA) - Cat, Rat, Bat (ILA) - Color Match Fish (ILA) - Color Match Dragon (ILA) - Color Match Chicken (ILA) - Important Things (ILA) - My Weather (ILA) - Real of Make Believe (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) - Cat and Mice Poem (ILA)
Child progresses in the identification of letters - Identifies some letters and numbers - Uses pretend writing in play as a purposeful activity	- Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Alphabet Practice (26 ILA) - Letters and Numbers (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)
Child recognizes and/or writes own name on artwork or possessions	- My Name (ILA)

### Kindergarten Standards

Excerpted from: <http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

<b>LA 0.1 Students will learn and apply reading skills and strategies to comprehend text.</b>	
<b>LA 0.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print.</b>	
LA 0.1.1.d Demonstrate understanding that words are made up of 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)
LA 0.1.1.e Identify parts of a book (e.g., cover, pages, title, author, illustrator)	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
LA 0.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<b>LA 0.1.2 Phonological Awareness: Students will demonstrate phonological awareness</b>	

<b>through oral activities.</b>	
LA 0.1.2.a Segment spoken sentences into words	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
LA 0.1.2.b Identify and produce oral rhymes	- Princess – Rhyming Words (5 IPC)
LA 0.1.2.d Blend spoken onsets and rimes to form simple words (e.g., v-an, gr-ab)	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC) - Princess – Rhyming Words (5 IPC)
LA 0.1.2.e Segment onsets and rimes orally (e.g., v-an, gr-ab)	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC) - Princess – Rhyming Words (5 IPC)
LA 0.1.2.f Blend phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)	- Jerry the Jester – Beginning Sounds (5 IPC)
LA 0.1.2.g Segment phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)	- Jerry the Jester – Beginning Sounds (5 IPC)
<b>LA 0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.</b>	
LA 0.1.3.a Identify upper and lower case letters	- Nomi – Alphabet (5 IPC) - Upper and Lower (ILA)
LA 0.1.3.b Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while writing)	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC)
LA 0.1.3.c Read at least 25 basic high frequency words from a commonly used list	- Ogre – Sight Words 1 (4 IPC)
LA 0.1.3.d Use phonetic knowledge to write (e.g., approximated spelling)	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
LA 0.1.3.f Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.	- 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)
<b>LA 0.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.</b>	
LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds)	- 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)
LA 0.1.5.c Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
LA 0.1.5.d Identify and sort pictures of objects	- KWL (10 ILA)

into conceptual categories (e.g., colors, shapes)	
<b>LA 0.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</b>	
LA 0.1.6.b Identify elements of the story including setting, character, and events	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)

### First Grade Standards

Excerpted from: <http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

<b>LA 1.1 Students will learn and apply reading skills and strategies to comprehend text.</b>	
<b>LA 1.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print.</b>	
LA 1.1.1.c Demonstrate voice to print match (e.g., student points to words while reads)	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA 1.1.1.d Demonstrate understanding that words are made up of letters	- <b>All IPCs</b>
LA 1.1.1.e Identify parts of a book (e.g., pages, title, title page, author, illustrator, table of contents)	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA 1.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. G</b>	
LA 1.1.2.c Blend and segment syllable sounds in spoken words	- Calico Kid – Complex Words (4 IPC)
LA 1.1.2.d Blend and segment onset and rime orally (e.g., v-an, gr-ab)	- Princess – Short and Long Vowels (5 IPC) - Coach – Vowel Blends (4 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
LA 1.1.2.e Manipulate phonemes orally (e.g., blend, segment)	- Princess – Short and Long Vowels (5 IPC) - Coach – Vowel Blends (4 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
LA 1.1.2.f Manipulate phonemes to create new words, pseudo or real (e.g., “What is hand without the /h/?” –and; “The word is cat. Change the /t/ to /n/. What’s the new word?” – can)	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
<b>LA 1.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.</b>	
LA 1.1.3.a Read, write, and spell words by applying common letter-sound correspondences (e.g.,	- Princess – Short and Long Vowels (5 IPC) - Coach – Vowel Blends (4 IPC) - Chrisopolis – Consonant Blends (5 IPC)

single letter consonants, consonant blends, long and short vowels, digraphs)	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA 1.1.3.b Use common word patterns to read, write, and spell new words (e.g., r-controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends)	- Princess – Short and Long Vowels (5 IPC) - Coach – Vowel Blends (4 IPC) - 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)
LA 1.1.3.c Read at least 100 high-frequency words from a commonly used list	- Ogre – Sight Words 2 & 3 (8 IPC)
LA 1.1.3.d Spell single syllable phonetically regular words	- Frankie – Spelling (6 IPC)
LA 1.1.3.e Blend sounds to read words	- Princess – Short and Long Vowels (5 IPC) - Coach – Vowel Blends (4 IPC)
LA 1.1.3.f Read words in connected text	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA 1.1.3.g Use word structure to read text including onsets and rimes, contractions, and common compound words (e.g., football, popcorn, daydream)	- Calico Kid – Complex Words (4 IPC)
<b>LA 1.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.</b>	
LA 1.1.4.b Use a core of high-frequency words and phrases	- Ogre – Sight Words 2 & 3 (8 IPC)
<b>LA 1.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.</b>	
LA 1.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words)	- Ogre – Sight Words 2 & 3 (8 IPC) - Benny the Baker – Contractions (4 IPC) - Princess – Short and Long Vowels (5 IPC) - Coach – Vowel Blends (4 IPC) - 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)
LA 1.1.5.c Demonstrate understanding that context clues (e.g., word and sentence clues, re-reading) and text features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
5. Attempt to write text that is related to the picture.	- Characters (4 ILA) - Imagine a Dialog (5 ILA) - Imagine a Story (5 ILA) - Alike and Different (6 ILA)
LA 1.1.5.d Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)	- KWL (10 ILA)
<b>LA 1.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and</b>	

<b>monitoring comprehension while reading grade level text.</b>	
LA 1.1.6.a Identify author, illustrator, and author's purpose (e.g., explain, entertain, inform)	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA 1.1.6.b Identify elements of narrative text (e.g., characters, setting, events)	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

1/13/10

*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.*