

Nevada Early Learning Standards PreK- 1st Grade

Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

PreKindergarten Standards

Excerpted from: http://www.doe.nv.gov/Standards_Pre-Kinder.html

Reading - Content Standard 1.0: <i>Students know and use word analysis skills and strategies to comprehend new words encountered in text.</i>	
1.PK.2 - Identify some letters in own name.	- My Name (ILA)
1.PK.4 - Identify the initial sound of own name.	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Teeny Tiny Tom – Beginning Sounds (5 IPC) - Alphabet Practice (ILA) - Making Letters (ILA)
1.PK.7 - Demonstrate an awareness that print carries a message.	- Modeled in all IPCs - All ILAs
Content Standard 2.0: <i>Students use reading process skills and strategies to build comprehension</i>	
2.PK.1 - Use pictures to aid comprehension.	- Granny Caterpillar – Story and Vocabulary (7 IPC) - Tall Paul – Rhyming Words (5 IPC) - 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)
Content Standard 3.0: <i>Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.</i>	
3.PK.5 - Listen and respond to rhythm or rhyme.	- Tall Paul – Rhyming Words (5 IPC)
Content Standard 4.0: <i>Students read to comprehend, interpret, and evaluate informational texts for specific purposes.</i>	
4.PK.1 - Demonstrate an understanding that printed material provides information.	- Modeled in all IPCs - All ILAs
4.PK.2 - Recall information from an event, text, or picture.	- Granny Caterpillar – Story and Vocabulary (7 IPC)

Reading Achievement Indicators - Kindergarten Standards

Excerpted from: http://www.doe.nv.gov/Standards_EnglishLangArts_Standards.html

Content Standard 1.0: <i>Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.</i>	
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1.K.1 - Use high-frequency words and environmental print to read simple texts.	- Ogre – Sight Words 1 (4 IPC)
1.K.2 - Identify and use letter/sound relationships to identify some words.	- Nomi – Alphabet (5 IPC)
1.K.4 - Identify initial and final sounds in words. Recognize and sequence letters of the alphabet.	- 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)
Content Standard 2.0: <i>Students use reading process skills and strategies to build comprehension</i>	
2.K.1 - Use prior knowledge and picture clues as pre-reading strategies to aid comprehension.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Content Standard 3.0: <i>Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.</i>	
3.K.5 - Listen for rhythm, rhyme, and alliteration .	- Princess – Rhyming Sounds (5 IPC)
Content Standard 4.0: <i>Students read to comprehend, interpret, and evaluate informational texts for specific purposes.</i>	
4.K.1 - Demonstrate an understanding that texts, pictures, and graphs provide information.	- All IPCs - All ILAs
4.K.2 - Recall information from texts, pictures, and graphs.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)

Reading Achievement Indicators - First Grade Standards

Excerpted from: http://www.doe.nv.gov/Standards_EnglishLangArts_Standards.html

Content Standard 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.	
<i>1.1.1 Demonstrate phonological awareness of spoken words through</i>	
• concept of word	- All IPCs
• onset and rime awareness	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
<i>1.1.2 Demonstrate phonemic awareness of spoken words through</i>	
• matching	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (3 IPC) - Coach – Vowel Blends (3 IPC) - Ogre – Sight Words 2 & 3 (8 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
• isolating	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (3 IPC) - Coach – Vowel Blends (3 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)

• blending	- Chrisopolis – Consonant Blends (3 IPC) - Coach – Vowel Blends (3 IPC) - Calico Kid – Complex Words (2 IPC)
• segmenting	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (3 IPC) - Coach – Vowel Blends (3 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
• substituting	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
<i>1.1.3 With assistance, decode words in text through</i>	
• short/long vowels	- Princess – Short and Long Vowels (5 IPC)
• digraphs	- Chrisopolis – Consonant Blends (3 IPC)
• blends	- Chrisopolis – Consonant Blends (3 IPC) - Coach – Vowel Blends (3 IPC)
• diphthongs	- Coach – Vowel Blends (3 IPC) - Princess – Short and Long Vowels (5 IPC) - Calico Kid – Complex Words (2 IPC)
• word families	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
• spelling patterns	- Frankie – Spelling (2 IPC)
Decode words using letter/sound relationships.	
With assistance, decode words through structural analysis using base words	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
With assistance, decode words through structural analysis using compound words	- Calico Kid – Complex Words (4 IPC)
Build vocabulary using pictures	- All IPCs
1.1.5 Identify high frequency words to build fluency and comprehension.	- Ogre – Sight Words 2 & 3 (8 IPC)
Content Standard 2.0 Students use reading process skills and strategies to build comprehension.	
2.1.1 Demonstrate concept of print.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Demonstrate concept of word.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Identify author and illustrator.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.	
With assistance, make inferences and draw conclusions about setting and plot based on evidence.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
With assistance, make inferences and draw conclusions about a character(s) based on evidence.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
3.1.3 Identify the main idea.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
3.1.8 Make predictions based on evidence.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.	
4.1.3 Identify the topic.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
With assistance, identify main idea	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
With assistance, use information to answer specific questions.	- All IPCs
4.1.6 With assistance, make predictions based on evidence.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
With assistance, draw conclusions based on evidence.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

3/1/10

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.