

New Hampshire Standards - PreKindergarten – 1st Grade

Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

Early Reading Guidelines

Excerpted from: <http://www.dhhs.nh.gov/DHHS/CDB/LIBRARY/Policy-Guideline/learning-guidelines.htm>

Communication and Literacy Development	
<i>We know that preschoolers are making progress when they...</i>	
Play with sounds of spoken language including letter sounds, rhymes and words;	<ul style="list-style-type: none"> - Alpha Betty – Alphabet song (5 IPC) - Tall Paul – Rhyming Words (5 IPC) - Teeny Tiny Tom – Beginning Sounds (5 IPC)
Understand how books work and that print carries a message;	- Granny Caterpillar – Story and Vocabulary (7 IPC)
Enjoy looking at books, listening to stories, and talking about them;	- Granny Caterpillar – Story and Vocabulary (7 IPC)
Respond to directions and engage in conversations;	
Retell familiar stories and create new ones;	<ul style="list-style-type: none"> - Granny Caterpillar – Story and Vocabulary (7 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)
Understand that symbols may be used to communicate;	- Teeny Tiny Tom – Beginning Sounds (5 IPC)
Relate stories, understanding that stories have a beginning, middle, and end;	<ul style="list-style-type: none"> - Granny Caterpillar – Story and Vocabulary (7 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)
Show interest in recording meaningful information;	<ul style="list-style-type: none"> - All IPCs - 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)
Begin to recognize and form meaningful letters and words.	<ul style="list-style-type: none"> - Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Alphabet Practice (26 ILA)

Kindergarten Standards

Excerpted from:

<http://www.ed.state.nh.us/education/doe/organization/curriculum/CurriculumFrameworks/CurriculumFrameworks.htm>

Early Reading Strategies (ERS:1)	
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Phonemic Awareness and Phonological Knowledge	
R:ERS:K:1: Demonstrates phonemic awareness and applies phonological	
R:ERS:K:1.1: Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at)	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
R:ERS:K:1.3: Isolating phonemes in single syllable words (e.g., “Tell me the first sound in ‘mop’;” “tell me the last sound in ‘mop’)	- Flop – Multi-Sound Consonants (4 IPC)
R:ERS:K:1.5: Recognizing pairs of rhyming words (Local)	- Princess – Rhyming Sounds (5 IPC)
Early Reading Strategies (ERS:2)	
Concepts of Print	
R:ERS:K:2.1: Distinguishing between printed letters and words (Local)	- Nomi – Alphabet (5 IPC)
R:ERS:K:2.2: Following text with finger-pointing (e.g., charts, simple books), demonstrating left-to right and top-to bottom directionality (Local)	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
R:ERS:K:2.3: Identifying the first and last parts of a word (beginning/end of the word) (Local)	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
R:ERS:K:2.4: Identifying key parts of a book: front and back, print, illustrations (Local)	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Word Identification Skills and Strategies (WID)	
R:WID:K: Applies word identification and decoding strategies (leading to automaticity) by ...	
R:WID:K:1.1: Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right), represent their sounds (Local)	- 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) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
R:WID:K:1.4: Reading high frequency words, including names, environmental print, sight words (as appropriate to the child’s personal and classroom experiences) (Local)	- Ogre – Sight Words 1 (4 IPC)
R:WID:K:1.5: Recognizing and naming all upper and lower case letters (Local)	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
R:WID:K:1.6: Identifying the primary sounds represented by most letters (sound-symbol correspondence) (Local)	- Nomi – Alphabet (5 IPC)
Vocabulary Strategies (V:1)	
(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:V:1: Students identify the meaning of unfamiliar vocabulary by...	
R:V:K:1.1: Using strategies to unlock meaning	- Miss Penny – Oral Comprehension 1 & 2 (4

(e.g., activating prior knowledge, using cues, using context clues, or asking questions) (Local)	IPC)
Breadth of Vocabulary (V:2)	
R:V:2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...	
R:V:K:2.3: Organizing words by category (e.g., sorting pictures or objects into groups) (Local)	- Alike and Different (6 ILA) - KWL (10 ILA)
Initial Understanding of Literary Texts (LT:1)	
R:LT:K:1: Demonstrate initial understanding of elements of literary texts read aloud by...	
R:LT:K:1.1: Identifying characters in a story (Local)	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
R:LT:K:1.2: Responding to simple questions about a book's content (e.g., "What did that hungry caterpillar eat?") (Local) EXAMPLES (of responses): drawing, reenacting parts of a story, etc.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)	
(R:LT:2: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:LT:K:2.1: Making predictions about what might happen next (Local)	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
Initial Understanding of Informational Texts (IT:1)	
R:IT:K:1: Demonstrate initial understanding of informational texts read aloud (expository and practical texts) by...	
R:IT:K:1.1: Obtaining information, using text features (e.g., title and illustrations) (Local) EXAMPLE: "From the picture on the cover, what do we think this book will tell us?"	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)	
R:IT:K:2: Analyze and interpret informational text read-aloud,, citing evidence as appropriate by...	
R:IT:K:2.1: Telling what was learned (Local) EXAMPLE: "Draw a picture of something you've learned from this story about dogs."	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)

First Grade Standards

Excerpted from:

<http://www.ed.state.nh.us/education/doe/organization/curriculum/CurriculumFrameworks/CurriculumFrameworks.htm>

Early Reading Strategies (ERS:1)	
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Phonemic Awareness and Phonological Knowledge	
R:ERS:1:1: Demonstrates phonemic awareness and applies phonological knowledge and skills by...	
R:ERS:1:1.1: Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at) (Local)	- Calico Kid – Complex Words (2 IPC)
R:ERS:1:1.2: Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-u-n) (Local)	- Chrisopolis – Consonant Blends (3 IPC)
R:ERS:1:1.3: Isolating phonemes in single syllable words (e.g., “Tell me the first sound in ‘mop’;” “Tell me the last sound in ‘mop,”” “Tell me the middle sound in ‘mop.””) (Local)	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
R:ERS:1:1.4: <u>Deleting phonemes in one-syllable words</u> (“What is “crust” without the ‘c’?”) (Local)	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
Early Reading Strategies (ERS:2)	
Concepts of Print	
R:ERS:1:2.4: <u>Identifying title, author, illustrator</u> (Local)	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Word Identification Skills and Strategies (WID)	
R:WID:1: Applies word identification and decoding strategies (leading to automaticity) by ...	
R:WID:1:1.1: <u>Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge</u> (Local) EXAMPLES (regularly spelled one and two syllable words): bat, kitten, classroom	- Chrisopolis – Consonant Blends (3 IPC) - Calico Kid – Complex Words (2 IPC) - Coach – Vowel Blends (3 IPC)
R:WID:1:1.2: <u>Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing))</u> (Local)	- 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)
Vocabulary Strategies (V:1)	
(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:V:1: Students identify the meaning of unfamiliar vocabulary by...	
R:V:1:1.1: Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions <u>during read-alouds or text reading</u>) (Local)	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Breadth of Vocabulary (V:2)	
R:V:2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...	
R:V:1:2.3: <u>Describing words in terms of categories, (e.g., A mallard is a kind of duck.),</u>	- KWL (10 ILA)

functions (e.g., Scissors are used for cutting.), or features (e.g., A rectangle has four sides.) (Local)	
Initial Understanding of Literary Texts (LT:1)	
(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:LT:1:1: Demonstrate initial understanding of elements of literary texts (including text read aloud, reading <u>independently</u>, or in a <u>guided manner</u>) by...	
R:LT:1:1.1: Identifying characters <u>or setting</u> in a story (Local)	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
R:LT:1:1.2a: Responding to simple questions about a book’s content (e.g., “Where did Sylvester go?”)	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
R:LT:1:1.2b: <u>Retelling the beginning, middle, and end of a story</u> (Local)	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
Initial Understanding of Informational Texts (IT:1)	
(R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:IT:1:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...	
R:IT:1:1.1: Obtaining information, using text features (e.g., title and illustration) (Local) EXAMPLE: “From the title, what do we think this book will tell us?”	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

2/24/10

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.