

New Mexico Language Arts Standards Kindergarten – 1st Grade

Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

Kindergarten Standards: Reading

Excerpted from: <http://www.mystandards.org/src/mystandards>

LANGUAGE ARTS STANDARD 1	
Reading and listening for comprehension. Students will apply strategies and skills to comprehend information that is read, heard and viewed.	
1. Listen to, read, react to and retell information:	
i. Retell, reenact, or dramatize stories or parts of stories, including personal events.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
ii. Demonstrate sense of story (e.g., beginning, middle, end, characters, details).	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
v. Follow simple oral instructions	- All IPCs
2. Locate and use a variety of resources to acquire information across the curriculum.	
i. Demonstrate familiarity with a variety of types of resources (e.g., picture books, caption books, short informational texts, nursery rhymes, word/finger/puppet plays, reenactment of familiar stories, electronic resources).	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
3. Demonstrate critical thinking skills to comprehend written, spoken and visual information.	
i. Understand oral and graphic instructions.	- All IPCs
vi. Sequence a story to describe the beginning, middle and end.	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
4. Acquire reading strategies, which include phonemic awareness, phonics, fluency, vocabulary and comprehension.	
i. Demonstrate phonemic awareness and knowledge of alphabetic principles by:	
ii. Demonstrating understanding that spoken language is a sequence of identifiable speech sounds.	- 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)
iii. Demonstrating understanding that the sequence of letters in the written word	- Nomi – Alphabet (5 IPC) - Treecia and Elmer – Single-Sound

represents the sequence of sounds in the spoken word.	Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
iv. Demonstrating understanding the sounds of letters and the understanding that words contain similar sounds by recognizing and producing initial sounds and by verbally producing individual phonemes from a series of three and four phoneme words.	- 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) - Princess – Rhyming Sounds (5 IPC)
v. Demonstrating decoding and word recognition strategies and skills.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
vi. Recognizing and name upper and lower case letters of the alphabet.	- Nomi – Alphabet (5 IPC)
vii. Recognizing common words and signs by sight.	- Ogre – Sight Words 1 (4 IPC)
viii. Recognizing beginning consonant letter-sound associations in one-syllable words.	- Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
ix. Identifying upper and lower case letters.	- Nomi – Alphabet (5 IPC)
LANGUAGE ARTS STANDARD 2	
Writing and speaking for expression. Students will communicate effectively through speaking and writing.	
2. Apply grammatical and language conventions to communicate.	
i. Locate the title, table of contents, names of author and illustrator of a text.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
ii. Use pictures and context to make predictions about story content.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC)
iii. Connect information and events in a text to make predictions.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
vi. Share information and ideas using complete sentences.	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<i>vii. Develop spelling strategies and skills by:</i>	
ix. Writing most letters of the alphabet.	- Upper and Lower (2 ILA)
x. Analyzing sounds in a word	- Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)

First Grade Standards: Reading

Excerpted from: <http://www.mystandards.org/src/mystandards>

LANGUAGE ARTS STANDARD 1	
Reading and listening for comprehension. Students will apply strategies and skills to comprehend information that is read, heard and viewed.	
1. Listen to, read, react to and retell information:	
i. Listen to and retell short stories.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
vi. Follow simple written and oral instructions.	- All IPCs
vii. Increase vocabulary through reading, listening, and interacting.	- All IPCs
2. Locate and use a variety of resources to acquire information across the curriculum.	
i. Demonstrate familiarity with a variety of resources (e.g., story books, short chapter books, poems, newspapers, compact discs, software, telephone books, everyday print, skits, and short plays).	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
3. Demonstrate critical thinking skills to comprehend written, spoken and visual information.	
i. Associate target words with prior knowledge and explore an author's choice of words.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
ii. Predict and explain what will happen next in a story.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
iii. Demonstrate familiarity with a variety of resources (e.g., story books, short chapter books, poems, newspapers, compact discs, software, telephone books, everyday print, skits, and short plays).	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
4. Acquire reading strategies, which include phonemic awareness, phonics, fluency, vocabulary and comprehension.	
<i>i. Demonstrate phonemic awareness and knowledge of alphabetic principles by:</i>	
ii. Blending the phonemes of one-syllable words.	- 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)
iii. Segmenting the phonemes of one-syllable words that contain a minimum of three and four phonemes.	- 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)
iv. Changing the beginning, middle and ending sounds to produce new words.	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
<i>v. Demonstrate decoding and word recognition strategies and skills by:</i>	
vi. Using phonics knowledge and sound-letter relationships to decode regular one-syllable words	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC) - Frankie – Spelling (6 IPC)
vii. Recognizing high-frequency and common irregularly spelled words in text (e.g., whole, two, where, said, have)	- Ogre – Sight Words 2 & 3 (8 IPC)
xi. Use pronunciation, sentence meaning, story	- Nick Nickel – Oral Comprehension 3 (1 IPC)

meaning, and syntax to confirm accurate decoding.	- Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
xii. Increase vocabulary through reading, listening, and interacting.	- All IPCs
LANGUAGE ARTS STANDARD 2	
Writing and speaking for expression. Students will communicate effectively through speaking and writing.	
2. Apply grammatical and language conventions to communicate.	
i. Confirm predictions about what will happen next in a text by identifying key words.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
ii. Use context to resolve ambiguities about word and sentence meaning.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
iv. Use phonetic knowledge and basic patterns to spell correctly three- and four-letter words.	- Frankie – Spelling (6 IPC)
v. Apply phonics to write independently, using emergent and/or conventional spelling.	- All ILAs
vi. Write all upper and lower case letters of the alphabet using correct letter formation.	- Upper and Lower (ILA)
vii. Use complete sentences to write simple text.	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
LANGUAGE ARTS STANDARD 3	
Literature and Media Students will use literature and media to develop an understanding of people, societies and the self.	
1. Use language, literature and media to gain and demonstrate awareness of cultures around the world.	
i. Increase vocabulary and understand expressions found in appropriate literary works.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
2. Identify and use the types of literature according to their purpose and function	
1. Identify elements of plot and setting in a story.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
2. Demonstrate understanding (e.g., act out, draw, write, talk) of sequence and characterization in a story.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)

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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.

PreKindergarten Standards have not been found for this state. If you have information about PreKindergarten Reading standards for this state please contact: jlainos@studydog.com.