

Ohio Language Arts Literacy Standards PreK – 1st Grade

Voluntary Early Learning Standards

Excerpted from <http://www.genevaschools.org/standards/preschoolreading.htm>

Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

<i>Phonemic Awareness, Word Recognition and Fluency Standard</i>	StudyDog PreK Essentials
<i>Phonological and Phonemic Awareness</i>	
1. Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words	- Tall Paul – Rhyming Words (5 IPC)
2. Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., cat, ap-ple)	- Oscar – Syllables (2 IPC)
4. Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/ as in Bob, ball, baby; /t/ as in Matt, kite, boat)	- Teeny Tiny Tom – Beginning Sounds (5 IPC)
<i>Word Recognition</i>	
5. Identify own name in print	- My Name (ILA)
6. Recognize and name some upper and lower case letters in addition to those in first name	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Letters and Numbers (ILA)
7. Recognize that words are made up of letters	- All IPCs
<i>Fluency</i>	
8. Recognize and “read” familiar words or environmental print.	- Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
<i>Acquisition of Vocabulary Standard/Acquisition of Vocabulary Standard</i>	
<i>Contextual Understanding</i>	
1. Understand the meaning of new words from context of conversations, the use of pictures that accompany text or the use of concrete objects.	- Tall Paul – Rhyming Words (5 IPC) - Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
2. Recognize and demonstrate an understanding of environmental print.	- Modeled in all IPCs and ILAs
<i>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard</i>	
<i>Concepts of Print</i>	
3. Begin to distinguish print from pictures	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Tall Paul – Rhyming Words (5 IPC) - Granny Caterpillar – Story and Vocabulary (7

	IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC) - 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)
4. Visualize and represent understanding of text through a variety of media and play	- All IPCs
Comprehension Strategies	
6. Connect information or ideas in text to prior knowledge and experience	- Granny Caterpillar – Story and Vocabulary (7 IPC) - 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)
7. Begin to represent text sequences through media and play	- All IPCs
Informational, Technical, and Persuasive Text Standard	
1. Use pictures and illustrations to aid comprehension	- All IPCs - All About Me (ILA) - Things I Love (ILA) - Make a Card (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)
2. Retell information from informational text	- 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)
4. Gain text information from pictures, photos, simple charts and labels	- Granny Caterpillar – Story and Vocabulary (7 IPC) - Color Match (ILA) - Color Match Fish (ILA) - Color Match Dragon (ILA) - Color Match Chicken (ILA)
5. Follow simple directions	- All IPCs

Kindergarten Standards: Reading

Excerpted from: <http://www.genevaschools.org/standards/k3r.htm>

Phonemic Awareness, Word Recognition and Fluency	
A. Use letter-sound correspondence knowledge and structural analysis to decode words	
2. Identify and complete rhyming words and patterns	- Princess – Rhyming Sounds (5 IPC)
4. Distinguish and name all upper-and-lower-	- Nomi – Alphabet (5 IPC)

case letters	- Upper and Lower (2 ILA)
5. Recognize, say and write the common sounds of letters	- Nomi – Alphabet (5 IPC)
6. Distinguish letters from words by recognizing that words are separated by spaces	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<i>B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text</i>	
8. Read one-syllable and often-heard words by sight	- Ogre – Sight Words 1 (4 IPC)
Acquisition of Vocabulary	
<i>A. Use context clues to determine the meaning of new vocabulary</i>	
1. Understand new words from the context of conversations or from the use of pictures within a text	- Treecia and Elmer - Single Sound Consonants (4 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Reading Process: Concepts of Print, Comprehension Strategies and Self Monitoring Strategies	
<i>A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text</i>	
4. Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - What Are They Saying? (5 ILA) - What Happened? (2 ILA)
Reading Applications: Informational, Technical and Persuasive Text	
<i>A. Use text features and structures to organize content, draw conclusions and build text knowledge</i>	
1. Use pictures and illustrations to aid comprehension	- All IPCs - Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - What Are They Saying? (5 ILA) - What Happened? (2 ILA)
<i>E. Evaluate two- and three-step directions for proper sequencing and completeness</i>	
5. Follow simple directions	- All IPCs
Literary Text	
<i>B. Use supporting details to identify and describe main ideas, characters and setting</i>	
2. Identify the characters and setting in a story	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)

First Grade Standards: Reading

Excerpted from: <http://www.genevaschools.org/standards/k3r.htm>

Phonemic Awareness, Word Recognition and Fluency	
A. Use letter-sound correspondence knowledge and structural analysis to decode words	
1. Identify and distinguish between letters, words and sentences	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
3. Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and form a variety of letter patterns, such a consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters	- Princess – Long and Short Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
5. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words	- Anna 1 & Anna 2 – Word Families 2 (3 IPC)
6. Blend two to four phonemes (sounds) into words	- Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text	
8. Demonstrate a growing stock of sight words	- Ogre – Sight Words 2 & 3 (8 IPC)
Acquisition of Vocabulary	
B. Read accurately high-frequency sights words	
4. Recognize common sight words	- Ogre – Sight Words 2 & 3 (8 IPC)
C. Apply structural analysis skills to build and extend vocabulary and determine word meaning	
7. Recognize contractions (e.g., isn't aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.)	- Benny the Baker – Contractions (4 IPC)
Reading Process: Concepts of Print, Comprehension Strategies and Self Monitoring Strategies	
A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text	
3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
Reading Applications: Informational, Technical and Persuasive Text	
A. Use text features and structures to organize content, draw conclusions and build text knowledge	
1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
C. Identify the central ideas and supporting details of informational text	

2. Identify the sequence of events in informational text	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
4. Identify central ideas and supporting details of informational text with teacher assistance	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<i>E. Evaluate two- and three-step directions for proper sequencing and completeness</i>	
5. Follow multi-step directions	- All IPCs

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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.