

Oklahoma Language Arts Literacy Standards PreK – 1st Grade

PreK Curriculum: Language Arts

Excerpted from:

http://www.academicbenchmarks.com/search/?&state=OK&org_type=EARLY

Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

Standard	StudyDog Learning Program Component
ORAL LANGUAGE	
<i>Standard 1: Listening - The child will listen for information and for pleasure.</i>	
1. Listens with interest to stories read aloud.	- All IPCs - All ILAs
2. Understands and follows oral direction.	- All IPCs - All ILAs
<i>Standard 2: Speaking - The child will express ideas or opinions in group or individual settings.</i>	
1. Uses language for a variety of purposes (e.g., expressing needs and interests).	- Alphabet Practice (ILA) - Cat, Rat, Bat (ILA) - Color Match Fish (ILA) - Color Match Dragon (ILA) - Color Match Chicken (ILA) - Important Things (ILA) - My Weather (ILA) - My Name (ILA) - All About Me (ILA) - Things I Love (ILA) - Letters and Numbers (ILA) - Real of Make Believe (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) - Cat and Mice Poem (ILA)
2. Recalls and repeats simple poems, rhymes, and songs	- 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)
3. Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.	- Teeny Tiny Tom- Beginning Sounds - (5 IPC) - Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar and Squirt – Words in Sentences (4 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC) - Alphabet Practice (ILA)

	<ul style="list-style-type: none"> - 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)
4. Shares simple personal narrative.	<ul style="list-style-type: none"> - Cat, Rat, Bat (ILA) - My Weather (ILA) - Things I Love (ILA) - Favorite Animals (ILA) - Favorite Pets (ILA) - Draw a Picture (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) - Cat and Mice Poem (ILA)
LITERACY	
<i>Standard 3: Print Awareness - The child will understand the characteristics of written language.</i>	
1. Demonstrates increasing awareness of concepts of print.	<ul style="list-style-type: none"> - Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar and Squirt – Words in Sentences (4 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC) - Cat, Rat, Bat (ILA) - Color Match (ILA) - Color Match Fish (ILA) - Color Match Dragon (ILA) - Color Match Chicken (ILA) - Important Things (ILA) - My Weather (ILA) - My Name (ILA) - All About Me (ILA) - Letters and Numbers (ILA) - Make a Card (ILA) - Puppy Poem (ILA) - Cat and Mice Poem (ILA)
2. Identifies the front cover and back cover of a book.	- Granny Caterpillar – Story and Vocabulary (7 IPC)
3. Follows book from left to right and from top to bottom on the printed page.	- Granny Caterpillar – Story and Vocabulary (7 IPC)

	<ul style="list-style-type: none"> - Oscar and Squirt – Words in Sentences (4 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
5. Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.	<ul style="list-style-type: none"> - Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Alphabet Practice (ILA)
6. Understands that print carries a message by recognizing labels, signs, and other print forms in the environment.	<ul style="list-style-type: none"> - Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Alphabet Practice (ILA) - Blowing Bubbles (ILA) - Making Bricks (ILA) - Making Letters (ILA) - Draw a Picture (ILA) - Make a Card (ILA)
7. Develops growing understanding of the different functions of forms of print (e.g., signs, letters, newspapers, lists, messages, and menus).	<ul style="list-style-type: none"> - My Weather (ILA) - Important Signs (ILA)
8. Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces).	<ul style="list-style-type: none"> - Modeled by all IPCs and ILAs
Standard 4: Phonological Awareness - The child will demonstrate the ability to work with rhymes, words, syllables, and onsets and rimes.	
1. Begins to hear, identify, and make oral rhymes (e.g., “The pig has a wig”).	<ul style="list-style-type: none"> - Tall Paul – Rhyming Words (5 IPC)
2. Shows increasing ability to hear, identify, and work with syllables in spoken words (e.g., “I can clap the parts in my name: An-drew”).	<ul style="list-style-type: none"> - Oscar – Syllables (2 IPC)
Standard 5: Phonemic Awareness - The child will demonstrate the ability to hear, identify, and manipulate individual sounds in spoken words.	
1. Shows increasing ability to discriminate, identify and work with individual phonemes in spoken words (e.g., “The first sound in sun is /s/”).	<ul style="list-style-type: none"> - Teeny Tiny Tom – Beginning Sounds (5 IPC)
2. Recognizes which words in a set of words begin with the same sound (e.g., “Bell, bike, and boy all have /b/ at the beginning”).	<ul style="list-style-type: none"> - Teeny Tiny Tom – Beginning Sounds (5 IPC)
Standard 6: Phonics (Letter Knowledge and Early Word Recognition) - The child will demonstrate the ability to apply sound-symbol relationships.	
1. Recognizes own name in print.	<ul style="list-style-type: none"> - My Name (ILA)
2. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.	<ul style="list-style-type: none"> - Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Alphabet Practice (ILA)
3. Begins to recognize the sound association for some letters.	<ul style="list-style-type: none"> - Teeny Tiny Tom – Beginning Sounds (5 IPC)
4. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.	<ul style="list-style-type: none"> - Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC)

<p>Standard 7: Vocabulary - The child will develop and expand knowledge of words and word meanings to increase vocabulary.</p>	
<p>1. Shows a steady increase in listening and speaking vocabulary.</p>	<ul style="list-style-type: none"> - Teeny Tiny Tom- Beginning Sounds - (5 IPC) - Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar and Squirt – Words in Sentences (4 IPC) - Alphabet Practice (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)
<p>2. Understands and follows oral directions (e.g., use of position words: under, above, through).</p>	<ul style="list-style-type: none"> - All IPCs - All ILAs
<p>3. Links new learning experiences and vocabulary to what is already known about a topic.</p>	<ul style="list-style-type: none"> - Favorite Animals (ILA) - Favorite Pets (ILA) - Letters and Numbers (ILA) - Puppy Poem (ILA)
<p>Standard 8: Comprehension - The child will associate meaning and understanding with reading.</p>	
<p>1. Begin to use prereading skills and strategies (e.g., connecting prior knowledge to text, making predictions about text and using picture clues</p>	<ul style="list-style-type: none"> - All IPCs - All ILAs
<p>2. Demonstrates progress in abilities to retell and dictate stories from books and experiences</p>	<ul style="list-style-type: none"> - Cat, Rat, Bat (ILA) - My Weather (ILA) - Things I Love (ILA) - Favorite Animals (ILA) - Favorite Pets (ILA) - Draw a Picture (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) - Cat and Mice Poem (ILA)
<p>3. Remembers and articulates some sequences of events.</p>	<ul style="list-style-type: none"> - Cat, Rat, Bat (ILA) - My Weather (ILA) - Things I Love (ILA) - Favorite Animals (ILA) - Favorite Pets (ILA) - Draw a Picture (ILA)

	<ul style="list-style-type: none"> - 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) - Cat and Mice Poem (ILA)
4. Connects information and events to real-life experiences when being read a story.	<ul style="list-style-type: none"> - Draw a Picture (ILA)
5. Demonstrates understanding of literal meaning of story being told through questions and comments.	<ul style="list-style-type: none"> - 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)
6. Tells what is happening in a picture.	<ul style="list-style-type: none"> - Granny Caterpillar – Story and Vocabulary (7 IPC)
WRITING	
<i>Standard 9: Writing Process - The child will use the “writing process” to express thoughts and feelings.</i>	
1. Develops understanding that writing is a way of communicating for a variety of purposes.	<ul style="list-style-type: none"> - Alphabet Practice (ILA) - Cat, Rat, Bat (ILA) - Color Match Fish (ILA) - Color Match Dragon (ILA) - Color Match Chicken (ILA) - Important Things (ILA) - My Weather (ILA) - My Name (ILA) - All About Me (ILA) - Things I Love (ILA) - Letters and Numbers (ILA) - Real of Make Believe (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) - Cat and Mice Poem (ILA)
2. Progresses from using scribbles, shapes, or pictures to represent ideas to using letter-like symbols, or writing familiar words such as their own name.	<ul style="list-style-type: none"> - Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Tall Paul – Rhyming Words (5 IPC) - Teeny Tiny Tom – Beginning Sounds (5 IPC) - Granny Caterpillar – Story and Vocabulary (7 PIC) - 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)
3. Participates in writing opportunities.	- All ILAs
4. Begins to remember and repeat stories and experiences through drawing and dictation.	<ul style="list-style-type: none"> - 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)

Kindergarten Curriculum: Language Arts

Excerpted from:

http://www.academicbenchmarks.com/search/?&state=OK&standard_id=13282

LANGUAGE ARTS	
<i>Standard 1: Print Awareness – The student will understand the characteristics of written language.</i>	
1. Demonstrate correct book orientation by holding book correctly (right side up) and indicating where to begin (e.g., front to back, top to bottom, left to right).	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
2. Identify the front cover, back cover, title page of a book and title and number.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
3. Follow words from left to right and from top to bottom on the printed page.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
4. Understand that printed materials provide information.	- All IPC's - All ILAs
5. Recognize that sentences in print are made up of separate words.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
6. Distinguish letters from words.	- Nomi – Alphabet (5 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC) - Upper and Lower (2 ILA)
7. Recognize and name all capital and lowercase letters of the alphabet.	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
<i>Standard 2: Phonological/Phonemic Awareness – The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words.</i>	
1. Identify and produce simple rhyming pairs. Example: bat/cat.	- Princess – Rhyming Sounds (5 IPC)
3. Distinguish onset (beginning sound(s)) and rimes in one-syllable words. Example: Onset - /b/in bat Example: Rime – <u>a</u> t in <u>ba</u> t	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
4. Recognize ending sounds in spoken words. Example: /t/ in bat	- Treecia and Elmer – Single-Sound Consonants (4 IPC)
5. Recognize ending same sounds in different words. Example: /b/ in ball, big, and bun Example: /p/ in tap, rip, and mop	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
6. Begin to blend phonemes to form a word. Example: /b/ /a/ /t/ = bat	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
7. Begin to segment phonoemes of one syllable words. Example: bat = /b/ /a/ /t/	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
<i>Standard 3: Phonics/Decoding – The student will demonstrate the ability to apply sound-symbol relationships.</i>	

1. Identify the alphabet by name.	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
2. Identify the alphabet by sound.	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
Standard 4: Vocabulary – The student will develop and expand knowledge of words and word meanings to increase their vocabulary.	
1. Increase personal vocabulary by listening to a variety of text and literature.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
2. Use new vocabulary and language in own speech and writing.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
Standard 5: Fluency – The student will demonstrate the ability to identify words in text.	
1. “Read” familiar texts emergently, not necessarily verbatim from the print alone.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
2. Recognize some common words by sight, including but not limited to “a”, “the”, “I”, “my”, “I”, “are”.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Standard 6: Comprehension – The student will associate meaning and understanding with reading.	
1. Use pre-reading skills (e.g., connecting prior knowledge to text, making predictions about text and using picture clues).	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
2. Retell, reenact or dramatize a story read to the student or by the student.	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
3. Make predictions and confirm after reading or listening to text.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
4. Tell what is happening in a picture	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
Standard 7: Comprehension – The student will associate meaning and understanding with reading.	
2. Literary Elements a. Place events in sequential order by telling the beginning, middle and ending. Example: Read and retell a story orally or by illustrating the beginning, middle and ending. b. Summarize main points and events of a simple story.	- KWL (10 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - Alike and Different (6 ILA)
WRITING/GRAMMAR/USAGE AND MECHANICS	
Standard 1: Writing Process – The student will use express ideas effectively in written for a variety of purposes and audiences.	
1. Participate in frequent writing opportunities. Example: Modeling writing, shared writing,	- Characters (4 ILA) - Imagine a Story (5 ILA)

journal writing, and interactive writing.	- Imagine a Dialog (5 ILA)
2. Dictate a story about an event or experience. Example: Dictate a story about an exciting event.	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
Standard 2: Grammar/Usage and Mechanics – The student will demonstrate appropriate practices in writing by applying standard English conventions.	
1. Spelling: Demonstrate the process of representing language by means of a writing system. a. Recognize that letter have different sounds. b. Recognize and record some beginning and ending sounds in words. c. Generate temporary spelling using letters, particularly to represent initial and ending consonant sounds.	- Nomi – Alphabet (5 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (3 IPC) - Jerry the Jester – Beginning Sounds (5 IPC) - Upper and Lower (2 ILA)
2. Handwriting: Demonstrate appropriate handwriting in the writing process. a. Trace, copy and generate letters. Children may still be reversing some letters. b. Print his/her first and last name.	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
ORAL LANGUAGE/LISTENING AND SPEAKING	
Standard 1: Listening – The student will listen for information and or pleasure.	
1. Hear and repeat sounds in a sequence. Example: Hand rhythms, vocal sounds, numbers in a sequence, letters in a sequence, five seconds in a sequence.	- Nomi – Alphabet (5 IPC) - Princess – Rhyming Sounds (5 IPC) - Upper and Lower (2 ILA)
2. Listen with interest to stories read aloud.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
3. Follow one- and two-step directions.	- All IPCs

First Grade Curriculum: Language Arts

Excerpted from:

http://www.academicbenchmarks.com/search/?&state=OK&standard_id=13075

LANGUAGE ARTS	
Standard 1: Print Awareness – The student will develop and demonstrate knowledge of print awareness.	
1. Read from left to right, top to bottom.	- All IPCs
2. Track print as text is being read.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
3. Recognize the difference among letters, words, and sentences.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Standard 2: Phonological/Phonemic Awareness – The student will develop and demonstrate knowledge of	

<i>phonological/phonemic awareness.</i>	
3. Distinguish onset (beginning sound) and rime in one-syllable words.	- Anna 1 & Anna 2 – Word Families 2 (3 IPC)
4. Segment and blend the phonemes of one-syllable words. Example: bat = /b/ /a/ /t/.	- Anna 1 & Anna 2 – Word Families 2 (3 IPC)
6. Add or delete a phoneme to a word. Example: /b/ + at = bat, cat - /k/ = at.	- Anna 1 & Anna 2 – Word Families 2 (3 IPC)
<i>Standard 3: Phonics/Decoding – The student will apply sound-symbol relationships to decode unknown words.</i>	
1. Phonetic Analysis – apply phonics knowledge to decode one-syllable words a. Use short and long vowel patterns. Example: CVC = mad, hid, cut Example: CVCV (final e) = made, hide, cute Example: CV = he, me, so b. Use r-controlled vowel patterns Example: er = “r” in fern, ir = “r” in bird, and ur = “r” in turn. c. Use blends, digraphs, and diphthongs Example: Blends – fl, tr, sl, sm, sn, bl, gr, and str. Example: Digraphs – sh, th, wh. Example: Diphthongs – oi, oy, ou, ow.	- Princess – Short and Long Vowels (5 IPC)
2. Structural Analysis – apply knowledge of structural analysis o decode words using strategies such as inflectional endings, contractions, and compound words, and possessives. Example: inflectional endings – adding –s, -es, -ing, or –ed to a word. Example: compound words – cup + cake = cupcake. Example: contraction – can + not = can’t	- Benny the Baker – Contractions (4 IPC)
<i>Standard 4: Vocabulary – The student will develop and expand knowledge of words and word meanings to increase vocabulary.</i>	
1. Increase personal vocabulary by listening to and reading a variety of text and literature.	- All IPCs
3. Use new vocabulary and language in own speech and writing.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
<i>Standard 6: Comprehension/Critical Literacy – The student will interact with the words and concepts in text to construct an appropriate meaning.</i>	
2. Inferences and Interpretations – Make simple inferences based on what is stated in text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Characters (4 ILA) - Imagine a Story (5 ILA)
<i>Standard 8: Research and Information – The student will conduct research and organize information.</i>	
1. Accessing Information: Select the best	- Nick Nickel – Oral Comprehension 3 (1 IPC)

source for a given purpose. b. Read and follow simple written directions. c. Recognize author, illustrator, title page, and table of contents (when applicable) as identifying items of information about a book.	- Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
WRITING/GRAMMAR/USAGE AND MECHANICS	
<i>Standard 1: Writing Process – The student will use the writing process to write coherently.</i>	
1. Participate in prewriting activities such as brainstorming, discussion, webbing, or story starters.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
2. Write first drafts.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<i>Standard 2: Modes and Forms of Writing – The student will communicate through a variety of written forms and for various purposes and to specific audience or person.</i>	
1. Develop stories that describe, explain, or tell about familiar objects, people, places, events, or experiences.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
ORAL LANGUAGE/LISTENING AND SPEAKING	
<i>Standard 1: Listening – The student will listen for information and for pleasure.</i>	
2. Follow simple two-step directions.	- Modeled in all IPCs and ILAs
6. Provide descriptions with careful attention to sensory detail.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
7. Use visual aids such as pictures and objects to present oral information.	- All ILAs
VISUAL LITERACY	
<i>Standard 2: Evaluate Media - The student will evaluate visual and electronic media such as film as compared with printed messages.</i>	
Example: Make connections between illustrations and print.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

6/8/09

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.