

Oregon Reading Standards PreK – 1st Grade

Prekindergarten Standards

Excerpted from: <http://www.ode.state.or.us/search/page/?id=1286>

Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

Standard	StudyDog Learning Program Component
LANGUAGE AND LITERACY (Ages 3-5)	
<i>Early Childhood Foundation: Listening and Understanding</i>	
Understands and uses home language and English during play and/or when conversing with other children or adults.	- Modeled in all IPCs
<i>Early Childhood Foundation: Speaking and Communicating</i>	
Acquires vocabulary to effectively express feelings and thoughts.	- All IPCs
<i>Early Childhood Foundation: Phonological Awareness</i>	
Recognizes matching sounds and rhymes in familiar words (cat, hat, bat, rat, etc).	- Tall Paul – Rhyming Words (5 IPC)
Discriminates rhyming words in familiar games, songs, stories and poems.	- Tall Paul – Rhyming Words (5 IPC)
Recognizes parts of words (claps for each syllable in the word such as HAP- PY (2 claps), PINE-AP-PLE (3 claps), etc.).	- Oscar – Syllables (2 IPC)
Associates sounds with written letters.	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC)
Isolates beginning and ending sounds in printed or spoken words.	- Teeny Tiny Tom – Beginning Sounds (5 IPC)
<i>Early Childhood Foundation: Book Knowledge and Comprehension</i>	
Gains information from stories read aloud (relates events in stories to personal knowledge and experiences).	- 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) - Puppy Poem (ILA) - Cat and Mice Poem (ILA)
Answers questions about the story, tells and retells stories from books and experiences.	- Granny Caterpillar – Story and Vocabulary (7 IPC) - 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)

	<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) - Puppy Poem (ILA) - Cat and Mice Poem (ILA)
Early Childhood Foundation: Print and Alphabet Knowledge	
Understands that words can be written down and read.	- All IPCs
Points to words using a left to right progression when “reading” picture books.	- Granny Caterpillar – Story and Vocabulary (7 IPC)
Associates sounds and written words (looks at books sees familiar letters and makes letter sounds and might even say letter name).	- All IPCs
Identifies most letters of the alphabet.	<ul style="list-style-type: none"> - Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC)
Early Childhood Foundation: Early Writing	
Represents ideas, stories and experiences through pictures, dictation and play (copies signs and writing in the classroom).	<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)
Shows progression from using scribbles, shapes or pictures to represent ideas, to writing recognizable letters.	<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)
Copies or writes familiar words and own name.	- My Name (ILA)

Kindergarten Standards

Excerpted from: <http://www.ode.state.or.us/teachlearn/real/standards/default.aspx>

READING	
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Concepts of Print: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas	
EL.00.RE.01 Identify the front cover, back cover, and title page of a book.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
EL.00.RE.02 Follow words read aloud from left to right and from top to bottom of the page.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
EL.00.RE.03 Know that print is spoken words written down and has meaning.	- All IPCs
EL.00.RE.04 Recognize that sentences in print are made up of separate words.	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
EL.00.RE.05 Distinguish letters from words.	- Nomi – Alphabet (5 IPC)
EL.00.RE.06 Recognize and name all upper and lower case letters.	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
Phonemic Awareness: Analyze word, recognize words, and learn to read grade-level text fluently across the subject areas	
EL.00.RE.07 Listen to spoken sentences and recognize individual words in a sentence.	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
EL.00.RE.08 Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).	- 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)
EL.00.RE.09 Given a spoken word, produce another word that rhymes with it.	- Princess – Rhyming Sounds (5 IPC)
EL.00.RE.10 Listen to one-syllable words and tell the beginning and ending sounds.	- Jerry the Jester – Beginning Sounds (5 IPC)
EL.00.RE.11 Given oral sets like "pan, pan, pen," identify the first two as being the same and the third as different.	- Princess – Rhyming Sounds (5 IPC)
EL.00.RE.12 Given oral sets like "sat, cap, run," identify the first two as sharing a same sound.	- Princess – Rhyming Sounds (5 IPC)
EL.00.RE.13 Orally blend two to three spoken sounds into recognizable words (e.g., /a/t/=at; /c/a/t/=cat).	- Anna 1 Anna 2 – Word Families 1 (4 IPC)
EL.00.RE.14 Orally segment single syllable spoken words into their components (e.g., cat=/c/a/t/).	- Anna 1 Anna 2 – Word Families 1 (4 IPC)
Decoding and Word Recognition: Analyze word, recognize words, and learn to read grade-level text fluently across the subject areas	
EL.00.RE.15 Understand that as letters of words change, so do the sounds (alphabetic principle).	- 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)
EL.00.RE.16 Learn most one-to-one letter sound correspondences.	- Nomi – Alphabet (5 IPC) - Treecia and Elmer - Single Sound

	Consonants (4 IPC)
EL.00.RE.17 Blend sounds to read one-syllable decodable words.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
EL.00.RE.18 Recognize some words by sight, including a few very common ones (a, the, I, my, you, is, are).	- Ogre – Sight Words 1 (4 IPC)
<i>Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed</i>	
EL.00.RE.19 Listen to and experience a wide variety of children's literature including alphabet books, informational stories, classic and contemporary literature, and nursery rhymes.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<i>Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those words accurately across the subject areas</i>	
EL.00.RE.21 Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text.	- All IPCs
EL.00.RE.22 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.	- 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) - KWL (10 ILA)
EL.00.RE.23 Identify and sort common pictures/words into basic categories (e.g., colors, shapes, foods).	- KWL (10 ILA)
<i>Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.</i>	
EL.00.RE.25 Locate the title and the name of the author of a book.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<i>Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.</i>	
EL.00.RE.27 Correctly answer simple questions about a text read aloud.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Nick Nickel – Independent Reading (1 IPC)
<i>Informational Text: Develop an Interpretation: Develop an interpretation of</i>	

grade-level informational text across the subject areas.	
EL.00.RE.28 Use pictures or portions of the text to make predictions about the text.	<ul style="list-style-type: none"> - 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) - KWL (10 ILA)

First Grade Standards

Excerpted from: <http://www.ode.state.or.us/teachlearn/real/standards/default.aspx>

READING	
Concepts of Print: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas	
EL.01.RE.01 Identify letters, words, and sentences.	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
EL.01.RE.02 Match oral words to printed words.	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
EL.01.RE.03 Recognize that sentences start with capital letters and end with punctuation such as periods, question marks, and exclamation points.	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Phonemic Awareness: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.	
EL.01.RE.04 Create and state a series of rhyming words including consonant blends (e.g., flat, slat).	<ul style="list-style-type: none"> - Chrisopolis – Consonant Blends (5 IPC)
EL.01.RE.05 Listen and distinguish initial, medial, and final sounds in single-syllable words.	<ul style="list-style-type: none"> - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Ogre – Sight Words 2 & 3 (8 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
EL.01.RE.06 Listen and distinguish long and short vowel sounds in stated single-syllable words (bit/bite).	<ul style="list-style-type: none"> - Princess – Short and Long Vowels (5 IPC) - Coach – Vowel Blends (4 IPC)
EL.01.RE.09 Orally segment single syllable spoken words into their components (e.g., cat=/c/a/t; splat=/s/p/l/a/t; rich=/r/i/ch).	<ul style="list-style-type: none"> - Chrisopolis – Consonant Blends (5 IPC) - Calico Kid – Complex Words (4 IPC) - Coach – Vowel Blends (4 IPC)
EL.01.RE.10 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).	<ul style="list-style-type: none"> - Chrisopolis – Consonant Blends (5 IPC) - Calico Kid – Complex Words (4 IPC) - Coach – Vowel Blends (4 IPC)
Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.	
EL.01.RE.11 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns, and	<ul style="list-style-type: none"> - Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)

blend those sounds into recognizable words.	- Ogre – Sight Words 2 & 3 (8 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
EL.01.RE.12 Use letter-sound correspondence knowledge to sound out unknown words.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Ogre – Sight Words 2 & 3 (8 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
EL.01.RE.13 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words (e.g., ea in beat, and ea in ear).	- Anna 1 & Anna 2 – Word Families 2 (3 IPC)
EL.01.RE.14 Read compound words and contractions.	- Benny the Baker – Contractions (4 IPC) - Calico Kid – Complex Words (5 IPC)
EL.01.RE.17 Read common irregular sight words accurately and fluently (e.g., the, have, said, come, give, of).	- Ogre – Sight Words 2 & 3 (8 IPC)
<i>Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.</i>	
EL.01.RE.21 Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<i>Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.</i>	
EL.01.RE.25 Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
EL.01.RE.26 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.	- All IPCs
EL.01.RE.27 Classify categories of words (e.g., concrete collections of animals, foods, toys).	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
EL.01.RE.28 Use context to understand word and sentence meanings.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<i>Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.</i>	
EL.01.RE.30 Locate the title, name of author, name of illustrator, and table of contents.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC)

	- Nick Nickel – Independent Reading (2 IPC)
EL.01.RE.32 Read and understand simple one-step written instructions.	- Modeled in all IPCs
EL.01.RE.33 Obtain information from print illustrations.	- 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.