

Utah Reading Standards: PreKindergarten – 1st

Abbreviation Key:

Interactive Program Component (IPC) Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

Early Language and Literacy Guidelines (3-5 year olds)

Excerpted from: <http://www.schools.utah.gov/curr/preschool-kindergarten/index.html>

Guideline I: The child develops an understanding of language for the purpose of effectively communicating through listening and viewing.	
Objective 1: Listens attentively and comprehends a variety of oral language forms.	
a. Listens to and follows directions or requests.	- All IPCs
b. Listens for different purposes.	- All IPCs
c. Responds appropriately to questions.	- All IPCs
d. Connects information and events with real-life experiences.	- My Name (ILA) - All About Me (ILA) - Things I love (ILA) - Favorite Animals (ILA) - Favorite Pets (ILA)
Objective 2: Develops language through viewing a wide variety of presentation forms.	
b. Predicts outcomes using pictures or other visuals.	- Tall Paul – Rhyming Words (5 IPC) - Teeny Tiny Tom – Beginning Sounds (5 IPC) - 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)
Guideline II: The child develops an understanding of language for the purpose of effectively communicating through speaking.	
Objective 2: Increases in vocabulary development.	
a. Connects new vocabulary with known words or experiences.	- 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)s
b. Uses visual and verbal information to comprehend new words in stories and oral language.	- All IPCs
d. Transfers learned words to a new setting.	- 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)
Objective 3: Responds to and asks questions.	
a. Responds appropriately to directions and questions.	- All IPCs
b. Answers simple questions.	- All IPCs
Guideline III: The child develops an understanding of how printed language works.	
Objective 1: The child demonstrates an understanding that print carries “the” message.	
c. Engages with print.	- All IPCs
Objective 2: Develops alphabet knowledge.	
a. Recognizes the difference between letters, numbers, and other symbols.	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC)
b. Recognizes at least 10 letters, including those in own name.	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC)
c. Understands that letters represent sounds.	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC)
Objective 3: Demonstrates knowledge of elements of print within text.	
a. Recognizes that print is read from top to bottom and left to right.	- Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar and Squirt – Words in Sentences (4 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
d. Understands that illustrations help tell the story.	- Tall Paul – Rhyming Words (5 IPC) - Teeny Tiny Tom – Beginning Sounds (5 IPC) - Granny Caterpillar – Story and Vocabulary (7 IPC)
e. Understands that a book has a title.	- Granny Caterpillar – Story and Vocabulary (7 IPC)
Guideline IV: The child develops phonological and phonemic awareness.	
Objective 1: Demonstrates phonological awareness.	
b. Is beginning to recognize word parts (syllables) in simple words.	- Oscar – Syllables (2 IPC)
Objective 2: Develops phonemic awareness.	
a. Identifies the beginning sounds of familiar words (not letter name) especially in own name.	- Teeny Tiny Tom – Beginning Sounds (5 IPC)
b. Develops the concept of rhyme.	- Tall Paul – Rhyming Words (5 IPC)

Kindergarten Standards

Excerpted from: <http://www.schools.utah.gov/curr/core/page2.htm>

Standard 1: Oral Language	
1. Develop language through listening and	

speaking.	
a. Listen attentively.	- All IPCs
b. Listen and demonstrate understanding by responding appropriately (e.g., follow two step directions).	- All IPCs
c. Speak clearly and audibly with expressing in communicating ideas.	- Modeled in all IPCs
2. Develop language through viewing media and presenting.	
a. View a variety of media presentations attentively.	- All IPCs
Standard 2: Concepts of Print	
1. Demonstrate an understanding that print carries “the” message.	
a. Recognize that print carries different messages.	- Modeled in all IPCs
2. Demonstrate knowledge of elements of print within a text.	
a. Identify front/back, top/bottom, left/right of textbook.	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
b. Discriminate between upper- and lower-case letters, numbers, and words in text.	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
c. Show the sequence of print by pointing left to right with return sweep.	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
d. Identify where text begins and ends on a page.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Standard 3: Phonological and Phonemic Awareness	
1. Demonstrate phonological awareness.	
b. Identify and create a series of rhyming words orally.	- Princess – Rhyming Sounds (5 IPC)
c. Recognize words beginning with the same initial sound in an alliterative phrase or sentence.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
2. Recognize like and unlike word parts (oddy tasks).	
a. Identify the word that does not rhyme in a series of words.	- Princess – Rhyming Sounds (5 IPC)
b. Identify the words with the same beginning consonant sound in a series of words and ending consonant sound.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
3. Orally blend word parts (blending).	
b. Blend onset and rime to make words.	- Anna 1 & Anna 2 – Word Families 1 (4 IPC)
c. Blend individual phonemes to make words.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
4. Orally segment words into word parts (segmenting).	
b. Segment words into onset and rime.	- Anna 1 & Anna 2 – Word Families 1 (4 IPC)
c. Segment words into individual phonemes.	- Treecia and Elmer – Single-Sound

	Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
5. Orally manipulate phonemes in words and syllables (manipulation).	
a. Substitute initial sound.	- Anna 1 & Anna 2 – Word Families 1 (4 IPC)
b. Substitute initial sound to create new words.	- Anna 1 & Anna 2 – Word Families 1 (4 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
Standard 4: Phonics and Spelling	
1. Demonstrate an understanding of the relationship between letters and sounds.	
a. Name all upper- and lower-case letters of the alphabet in random order.	- Nomi – Alphabet (5 IPC) - Upper and Lower (ILA)
b. Match consonant and short vowel sounds to the correct letter.	- Nomi – Alphabet (5 IPC)
c. Blend simple cvc sounds into one-syllable words.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
3. Spell words correctly.	
a. Hear and write letters to represent single sounds in words.	- Nomi – Alphabet (5 IPC) - Upper and Lower (ILA)
c. Spell first name correctly.	- My Name (ILA)
Standard 5: Fluency	
1. Read aloud grade level text with appropriate speed and accuracy.	
a. Read alphabet letters in random order with automaticity.	- Nomi – Alphabet (5 IPC) - Upper and Lower (ILA)
Standard 7: Comprehension	
2. Apply strategies to comprehend text.	
c. Make predictions using picture clues, title, text, and/or prior knowledge.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
d. Make inferences and draw conclusions from text.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
3. Recognize and use features of narrative and informational text.	
a. Identify beginning, middle, and ending of text.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
c. Identify information from pictures.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)

First Grade Standards

Excerpted from: <http://www.schools.utah.gov/curr/core/page2.htm>

Standard 1: Oral Language	
1. Develop language through listening and	

speaking.	
a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).	- Modeled in all IPCs
b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple step-directions, restate, clarify, question).	- All IPCs
c. Speak clearly and audibly with expression in communicating ideas.	- Modeled in all IPCs
2. Develop language through viewing media and presenting.	
a. Identify specific purpose(s) for viewing media.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Standard 2: Concepts of Print	
1. Demonstrate an understanding that print carries “the” message.	
a. Recognize that print carries different messages.	- All IPCs
2. Demonstrate knowledge of elements of print within a text.	
a. Discriminate between letter, words, and sentences in text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
b. Match oral words to printed words while reading.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Standard 3: Phonological and Phonemic Awareness	
1. Demonstrate phonological awareness.	
a. Count the number of syllables in words.	- Calico Kid – Complex Words (4 IPC)
2. Recognize like and unlike word parts (oddy tasks).	
a. Identify words with same beginning consonant sounds and ending consonant sounds in a series of words.	- Chrisopolis – Consonant Blends (5 IPC)
3. Orally blend word parts (blending).	
a. Blend syllables to make words.	- Calico Kid – Complex Words (4 IPC)
b. Blend onset and rime to make words.	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
c. Blend individual phonemes to make words.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
4. Orally segment words into word parts (segmenting).	
a. Segment words into syllables.	- Calico Kid – Complex Words (4 IPC)
b. Segment words into onset and rime.	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
c. Segment words into individual phonemes.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
5. Orally manipulate phonemes in words and syllables (manipulation).	
b. Substitute vowel in words.	- Princess – Short and Long Vowels (4 IPC)
Standard 4: Phonics and Spelling	
1. Demonstrate an understanding of the relationship between letters and sounds.	
b. Identify and pronounce sounds for	- Chrisopolis – Consonant Blends (5 IPC)

consonants, consonant blends and consonant digraphs accurately in words.	
c. Identify and pronounce sounds for short and long vowels using patterns and vowel digraphs accurately in words.	- Princess – Short and Long Vowels (5 IPC)
d. Identify and pronounce sounds for r-controlled vowels accurately in one-syllable words.	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
e. Identify and blend initial letter sounds with common vowels patterns to pronounce one-syllable words.	- Princess – Short and Long Vowels (5 IPC)
2. Use knowledge of structural analysis to decode words.	
a. Identify and read grade level contractions and compound words.	- Calico Kid – Complex Words (4 IPC)
b. Identify sound patterns and apply knowledge to decode one-syllable words.	- Anna 1 Anna 2 – Word Families 2 (3 IPC) - Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
c. Demonstrate an understanding of representing same sound with different patterns by decoding these patterns accurately in one-syllable words.	- Anna 1 Anna 2 – Word Families 2 (3 IPC) - Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
d. Use knowledge of root words and suffixes to decode words.	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
e. Use letter patterns to decode words.	- Anna 1 Anna 2 – Word Families 2 (3 IPC) - Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Ogre – Sight Words 2 & 3 (8 IPC) - Frankie – Spelling (6 IPC)
3. Spell words correctly.	
b. Hear and write beginning, middle, and ending consonant sounds to spell one-syllable words.	- Chrisopolis – Consonant Blends (5 IPC)
c. Spell short vowels words with consonant blends and digraphs.	- Frankie – Spelling (6 IPC)
Standard 7: Comprehension	
2. Apply strategies to comprehend text.	
c. Make predictions using picture clues, title, text, and/or prior knowledge.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
d. Make inferences and draw conclusions from text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
e. Identify topic/main idea from text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
3. Recognize and use features of narrative and informational text.	
a. Identify beginning, middle, and end; characters; setting; problems/resolution.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
c. Identify information from pictures, captions and diagrams.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC)

3/10/10

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.