

# Arizona Reading Standards PreK – 1<sup>st</sup> Grade

## Prekindergarten Standards

Excerpted from:

<http://209.85.173.132/search?q=cache:cosOHUOkIf4J:doc.renlearn.com/KMNet/R004347316GJE201.pdf+arizona+pre+kindergarten+reading+standards&cd=3&hl=en&ct=clnk&gl=us>

### Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

<b>Arizona, ELA, 2005, Prekindergarten, Early Learning Standards, State Department of Education</b>	
<b>AZ 1.1.b.1</b> - One step	- All IPCs
<b>AZ 1.1.b.2</b> - Two steps	- All IPCs
<b>AZ 2.1.c</b> - Recognizes that letters are grouped to form words.	- Teeny Tiny Tom – Beginning Sounds (5 IPC) - Tall Paul – Rhyming Words (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)
<b>AZ 2.3.a</b> - Recognizes words that rhyme in familiar games, songs, and stories.	- Tall Paul – Rhyming Words (4 IPC)
<b>AZ 2.3.d</b> - Recognizes when different words begin or end with the same sound (phonemic awareness).	- Teeny Tiny Tom – Beginning Sounds (4 IPC)
<b>AZ 2.4.d</b> - Recognizes and names at least ten (10) letters of the alphabet.	- Alpha Betty – Alphabet song (4 IPC) - Skywriter – Alphabet Trace (4 IPC) - Alphabet Practice (ILA) - Letters and Numbers (ILA)
<b>AZ 2.4.e</b> - Makes some letter-sound matches (phonics).	- Alpha Betty – Alphabet song (4 IPC) - Skywriter – Alphabet Trace (4 IPC)

## Kindergarten Standards

Excerpted from: <http://www.ade.state.az.us/standards/language-arts/articulated.asp>

<b>Strand 1: Reading Process</b>	
<b>Concept 1: Print Concepts</b> <i>Demonstrate understanding of print concepts.</i>	
PO 1. Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, Exit and Danger signs).	- All IPCs - All ILAs
PO 3. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)

the page.	
PO 4. Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
PO 6. Recognize that spoken words are represented in written language by specific sequences of letters.	- 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)
PO 7. Recognize the concept of words by segmenting spoken sentences into individual words.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
PO 8. Demonstrate the one-to-one correlation between a spoken word and a printed word.	- <b>All IPCs</b>
<b>Concept 2: Phonemic Awareness</b> <i>Identify and manipulate the sounds of speech.</i>	
PO 1. Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun versus run, man).	- Princess – Rhyming Sounds (5 IPC)
PO 4. Blend two or three spoken syllables to say 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) - Anna 1 & Anna 2 – Word Families 1 (4 IPC)
PO 5. Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).	- Anna 1 & Anna 2 – Word Families 1 (4 IPC)
PO 6. Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/...makes man).	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
PO 7. Identify the initial and final sounds (not the letter) of a spoken word.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
PO 8. Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., dog makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
<b>Concept 3: Phonics</b> <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	
PO 1. Identify letters of the alphabet (upper and lower case).	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
PO 2. Recognize that a new word is created when a specific letter is changed, added, or removed.	- Anna 1 Anna 2 – Word Families 1 (4 IPC)
PO 3. Say letter sounds represented by the single-lettered consonants and vowels.	- Nomi – Alphabet (5 IPC)
<b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant</i>	

<i>contexts</i>	
PO 1. Determine what words mean from how they are used in a sentence, heard or read.	- All IPCs
PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods).	- KWL (10 ILA)
<b>Concept 5: Fluency</b> (Grades 1-12)	
<b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	
PO 1. Make predictions based on title, cover, illustrations and text.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC)
PO 2. Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<b>Strand 2: Comprehending Literary Text</b>	
<b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	
PO 1. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
PO 2. Identify elements of a story, including characters, setting, and key events.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<b>Strand 3: Comprehending Informational Text</b>	
<b>Concept 2: Functional Text</b> <i>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</i>	
PO 1. Sequentially follow a two or three-step set of directions using picture clues.	- All IPCs

### First Grade Standards

Excerpted from: <http://www.ade.state.az.us/standards/language-arts/articulated.asp>

<b>Strand 1: Reading Process</b>	
<b>Concept 1: Print Concepts</b> <i>Demonstrate understanding of print concepts.</i>	
PO 1. Alphabetize a series of words to the first letter.	- Upper and Lower (2 ILA)
PO 2. Distinguish between uppercase and lowercase letters.	- Upper and Lower (2 ILA)
PO 3. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
PO 4. Identify the title, author, and table of contents of a book.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>Concept 2: Phonemic Awareness</b> <i>Identify and manipulate the sounds of speech.</i>	

PO 1. Generate a series of rhyming words, including consonant blends.	- Chrisopolis – Consonant Blends (5 IPC)
PO 2. Orally segment a multi-syllable word into its syllables.	- Calico Kid – Complex Words (4 IPC)
PO 3. Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change cow to how, pan to an).	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
PO 5. Distinguish between long and short vowel sounds in orally stated single-syllable words (bit/bite).	- Coach – Vowel Blends (4 IPC) - Princess – Short and Long Vowels (5 IPC)
PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
PO 7. Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /f/l/a/t/ = flat).	- Princess – Short and Long Vowels (5 IPC) - Benny the Baker – Contractions (4 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Calico Kid – Complex Words (4 IPC) - Coach – Vowel Blends (4 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
PO 8. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s/p/l/a/t/ using manipulatives to mark each phoneme).	- Princess – Short and Long Vowels (5 IPC) - Benny the Baker – Contractions (4 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Calico Kid – Complex Words (4 IPC) - Coach – Vowel Blends (4 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
<b>Concept 3: Phonics</b> <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	
PO 1. Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by: Single letters (consonants and vowels), Consonant blends (e.g., bl, st, tr), Consonant digraphs (e.g., th, sh, ck), and Vowel digraphs and diphthongs (e.g., ea, ie, ee).	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Calico Kid – Complex Words (4 IPC) - Ogre – Sight Words 2 & 3 (8 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
PO 3. Use knowledge of base words to identify compound words.	- Calico Kid – Complex Words (4 IPC)
PO 5. Recognize high frequency words and irregular sight words.	- Ogre – Sight Words 2 & 3 (8 IPC)
PO 6. Read common contractions fluently (e.g., I'm, I'll, can't).	- Benny the Baker – Contractions (4 IPC)
PO 7. Use knowledge of word order (syntax) and context to confirm decoding.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
<b>Concept 4: Vocabulary</b> <i>Acquire and use new vocabulary in relevant contexts.</i>	
PO 2. Classify common words into conceptual categories.	- KWL (10 ILA)
PO 3. Identify the words that comprise contractions (e.g., can't=can not, it's=it is,	- Benny the Baker – Contractions (4 IPC)

aren't=are not).	
PO 4. Recognize that two words can make a compound word (e.g., sailboat, football, popcorn).	- Calico Kid – Complex Words (4 IPC)
<b>Concept 5: Fluency</b> <i>Read fluently.</i>	
PO 1. Consistently read grade-level text with at least 90 percent accuracy.	- All IPCs
PO 2. Read aloud with fluency in a manner that sounds like natural speech.	- Modeled in all IPCs - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>Concept 6: Comprehension Strategies</b> <i>Employ strategies to comprehend text.</i>	
PO 1. Predict what might happen next in a reading selection.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
PO 2. Relate information and events in a reading selection to life experiences and life experiences to the text.	- Imagine a Story (5 ILA)
<b>Strand 2: Comprehending Literary Text</b>	
<b>Concept 1: Elements of Literature</b> <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	
PO 1. Identify the plot of a literary selection, heard or read.	- 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)
PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection, heard or read.	- 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) - Imagine a Dialog (5 ILA)
PO 3. Sequence a series of events in a literary selection, heard or read.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>Strand 3: Comprehending Informational Text</b>	
<b>Concept 1: Expository Text</b> <i>Identify, analyze, and apply knowledge of the purpose, structures and elements of expository text.</i>	
PO 1. Identify the plot of a literary selection, heard or read.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
PO 2. Answer questions about expository text, heard or read.	- 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) - Imagine a Dialog (5 ILA)
PO 3. Identify organizational features of expository text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC)

6/18/10

*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.*