

Michigan Reading Standards PreK – 1st Grade

Prekindergarten Standards

Excerpted from: http://www.michigan.gov/documents/Early_Childhood_Standards_of_Quality_-_DRAFT_107748_7.PDF

Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

Early Learning Expectation: <i>Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.</i>	
A. In comprehension strategies:	
3. Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).	- Granny Caterpillar – Story and Vocabulary (7 IPC)
4. Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., “Once upon a time . . .”); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)].	- Granny Caterpillar – Story and Vocabulary (7 IPC)
B. In print and alphabetic knowledge:	
1. Show progress in identifying and associating letters with their names and sounds.	- Alpha Betty – Alphabet song (4 IPC) - Skywriter – Alphabet Trace (4 IPC)
3. Participate in play activities with sounds	- Alpha Betty – Alphabet song (4 IPC) - Tall Paul – Rhyming Words (5 IPC) - Alphabet Practice (26 ILA)
C. In concepts about reading:	
1. Understand that ideas can be written and then read by others.	- Modeled in 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)
2. Understand print and book handling concepts including directionality, title etc.	- Granny Caterpillar – Story and Vocabulary (7 IPC) - Modeled in all IPCs
4. Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types).	- All IPCs
5. Develop an understanding of the roles of authors and illustrators.	- Granny Caterpillar – Story and Vocabulary (7 IPC)

Kindergarten Standards

Excerpted from: http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html

Reading	
Word Recognition and Word Study	
Phonemic Awareness	
R.WS.00.01. Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound and deletion.	<ul style="list-style-type: none"> - 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)
R.WS.00.02. Recognize that words are composed of sounds blended together and carry meaning.	<ul style="list-style-type: none"> - 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)
Phonics	
R.WS.00.03. Understand the alphabetic principle, that sounds in words are expressed by the letters or the alphabet.	<ul style="list-style-type: none"> - 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)
R.WS.00.04. Use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initials and final consonants.	<ul style="list-style-type: none"> - Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
Word Recognition	
R.WS.00.05. Automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print.	<ul style="list-style-type: none"> - Ogre – Sight Words 1 (4 IPC)
R.WS.00.06. Make progress in automatically recognizing a few of the 220 Dolch basic sight words	<ul style="list-style-type: none"> - Ogre – Sight Words 1 (4 IPC)
R.WS.00.07. Follow familiar written text while pointing to matching words	<ul style="list-style-type: none"> - Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
R.WS.00.08. Narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic).	<ul style="list-style-type: none"> - Treecia and Elmer – Single-Sound Consonants (4 IPC)
R.WS.00.09. Know the meanings of words encountered frequently in grade-level reading and oral language contexts.	
Fluency	
R.FL.00.01. Automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and	<ul style="list-style-type: none"> - 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)

demonstrating understanding of concepts of print.	- Princess – Rhyming Sounds (5 IPC) - Anna 1 Anna 2 – Word Families 1 (4 IPC)
Comprehension	
R.CM.00.01. Begin to make text-to-self and text-to-text connections and comparisons by activation prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
R.CM.00.03. Begin to make connections across texts by making meaningful predictions based in illustrations or portions of texts.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Metacognition	
R.MT.00.01. Self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including credible predictions based on illustrations.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)

First Grade Standards

Excerpted from: <http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html>

Reading	
Word Recognition and Word Study	
Phonemic Awareness	
R.WS.01.01. Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	- Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
R.WS.01.02. Recognize that words are composed of sounds blended together and carry meaning.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
Phonics	
R.WS.01.03. Understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
R.WS.01.04. Use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs th, ch, sh.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC) - Ogre – Sight Words 2 & 3 (8 IPC) - Frankie – Spelling (6 IPC)
Word Recognition	
R.WS.01.05. Automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year	- Ogre – Sight Words 2 & 3 (8 IPC)
R.WS.01.06. Make progress in automatically recognizing the 220 Dolch basic sight words	- Ogre – Sight Words 2 & 3 (8 IPC)
R.WS.01.07. Use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings.	- KWL (10 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
R.WS.01.08. Use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Fluency	
R.FL.01.01. Automatically recognize and fluently read identified grade-level high frequency words encountered on or out of context.	- Ogre – Sight Words 2 & 3 (8 IPC)
Narrative Text	
R.NT.01.03. Identify problem/solution, sequence of events, and sense of story (beginning, middle, and end)	- 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)
Comprehension	
R.CM.01.01. Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
R.CM.01.03. Compare and contrast relationships among characters, event and key ideas within and across texts to create a deeper understanding by mapping story elements.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
Metacognition	
R.MT.00.01. Self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

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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.