

Nebraska Early Learning Standards PreK- 1st Grade

Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

Early Learning Guidelines for Ages 3 to 5

Excerpted from: <http://www.nde.state.ne.us/ECH/ELGuidelines/index.htm>

Language and Literacy	StudyDog PreK Essentials
<p>Child listens to directions and conversations with understanding</p> <ul style="list-style-type: none"> - Demonstrates understanding of the meaning of stories, songs and poems 	<ul style="list-style-type: none"> - 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) - Puppy Poem (ILA)
<p>Child follows directions in sequences of actions</p> <ul style="list-style-type: none"> - Follows single and multi-step or complex directions 	<ul style="list-style-type: none"> - All IPCs
Phonological Awareness	
<p>Child shows knowledge of phonological awareness (the ability to hear and understand the different sounds of language):</p> <ul style="list-style-type: none"> - Recognizes matching sounds and rhymes in familiar words, games, songs, stories and poems - Spontaneously repeats songs, rhymes and chants, and creates nonsense words 	<ul style="list-style-type: none"> - Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Teeny Tiny Tom- Beginning Sounds - (5 IPC) - Tall Paul – Rhyming Words (5 IPC)
<p>Child progresses in listening and telling differences in phonemes (smallest parts of sound in a spoken word)</p> <ul style="list-style-type: none"> - Identifies words that begin with the same sound 	<ul style="list-style-type: none"> - Alpha Betty – Alphabet song (5 IPC) - Teeny Tiny Tom- Beginning Sounds - (5 IPC)
<p>Child recognizes the connection between spoken and written words</p> <ul style="list-style-type: none"> - Shows growing ability to hear and discriminate separate syllables in words - Isolates beginning and ending sounds of printed or spoken words 	<ul style="list-style-type: none"> - Teeny Tiny Tom- Beginning Sounds - (5 IPC) - Oscar and Squirt – Words in Sentences (4 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC) - Granny Caterpillar – Story and Vocabulary (7 IPC)
Print Awareness and Concepts	
<p>Child shows an awareness of print as a form of meaningful communication</p> <ul style="list-style-type: none"> - Follows the print on the page, moving eyes from left to right and top to bottom - Identifies some letters and numbers - Recognizes and begins to write own name 	<ul style="list-style-type: none"> - Alpha Betty – Alphabet song (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) - Making Letters (ILA) - Alphabet Practice (ILA)

	- Letters and Numbers (ILA)
Child understands that each spoken word can be written down and read	- Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Alphabet Practice (26 ILA)
Early Writing and Alphabetic Knowledge	
Child shows an interest in early writing - Uses scribbles, shapes or pictures to represent specific thoughts, ideas, stories	- Alphabet Practice (26 ILA) - Letters and Numbers (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)
Child progresses in the identification of letters - Identifies some letters and numbers - Uses pretend writing in play as a purposeful activity	- Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Alphabet Practice (26 ILA) - Letters and Numbers (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)
Child recognizes and/or writes own name on artwork or possessions	- My Name (ILA)

Kindergarten Standards

Excerpted from: <http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

LA 0.1 Students will learn and apply reading skills and strategies to comprehend text.	
LA 0.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print.	
LA 0.1.1.d Demonstrate understanding that words are made up 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)
LA 0.1.1.e Identify parts of a book (e.g., cover, pages, title, author, illustrator)	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
LA 0.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
LA 0.1.2 Phonological Awareness: Students will demonstrate phonological awareness	

through oral activities.	
LA 0.1.2.a Segment spoken sentences into words	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
LA 0.1.2.b Identify and produce oral rhymes	- Princess – Rhyming Words (5 IPC)
LA 0.1.2.d Blend spoken onsets and rimes to form simple words (e.g., v-an, gr-ab)	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC) - Princess – Rhyming Words (5 IPC)
LA 0.1.2.e Segment onsets and rimes orally (e.g., v-an, gr-ab)	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC) - Princess – Rhyming Words (5 IPC)
LA 0.1.2.f Blend phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)	- Jerry the Jester – Beginning Sounds (5 IPC)
LA 0.1.2.g Segment phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)	- Jerry the Jester – Beginning Sounds (5 IPC)
LA 0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.	
LA 0.1.3.a Identify upper and lower case letters	- Nomi – Alphabet (5 IPC) - Upper and Lower (ILA)
LA 0.1.3.b Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while writing)	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC)
LA 0.1.3.c Read at least 25 basic high frequency words from a commonly used list	- Ogre – Sight Words 1 (4 IPC)
LA 0.1.3.d Use phonetic knowledge to write (e.g., approximated spelling)	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
LA 0.1.3.f Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC) - Anna 1 & Anna 2 – Word Families 1 (4 IPC)
LA 0.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	
LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds)	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC) - Anna 1 & Anna 2 – Word Families 1 (4 IPC)
LA 0.1.5.c Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
LA 0.1.5.d Identify and sort pictures of objects	- KWL (10 ILA)

into conceptual categories (e.g., colors, shapes)	
LA 0.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	
LA 0.1.6.b Identify elements of the story including setting, character, and events	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)

First Grade Standards

Excerpted from: <http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

LA 1.1 Students will learn and apply reading skills and strategies to comprehend text.	
LA 1.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print.	
LA 1.1.1.c Demonstrate voice to print match (e.g., student points to words while reads)	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA 1.1.1.d Demonstrate understanding that words are made up of letters	- All IPCs
LA 1.1.1.e Identify parts of a book (e.g., pages, title, title page, author, illustrator, table of contents)	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA 1.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. G	
LA 1.1.2.c Blend and segment syllable sounds in spoken words	- Calico Kid – Complex Words (4 IPC)
LA 1.1.2.d Blend and segment onset and rime orally (e.g., v-an, gr-ab)	- Princess – Short and Long Vowels (5 IPC) - Coach – Vowel Blends (4 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
LA 1.1.2.e Manipulate phonemes orally (e.g., blend, segment)	- Princess – Short and Long Vowels (5 IPC) - Coach – Vowel Blends (4 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
LA 1.1.2.f Manipulate phonemes to create new words, pseudo or real (e.g., “What is hand without the /h/?” –and; “The word is cat. Change the /t/ to /n/. What’s the new word?” – can)	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
LA 1.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.	
LA 1.1.3.a Read, write, and spell words by applying common letter-sound correspondences (e.g.,	- Princess – Short and Long Vowels (5 IPC) - Coach – Vowel Blends (4 IPC) - Chrisopolis – Consonant Blends (5 IPC)

single letter consonants, consonant blends, long and short vowels, digraphs)	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA 1.1.3.b Use common word patterns to read, write, and spell new words (e.g., r-controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends)	- Princess – Short and Long Vowels (5 IPC) - Coach – Vowel Blends (4 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA 1.1.3.c Read at least 100 high-frequency words from a commonly used list	- Ogre – Sight Words 2 & 3 (8 IPC)
LA 1.1.3.d Spell single syllable phonetically regular words	- Frankie – Spelling (6 IPC)
LA 1.1.3.e Blend sounds to read words	- Princess – Short and Long Vowels (5 IPC) - Coach – Vowel Blends (4 IPC)
LA 1.1.3.f Read words in connected text	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA 1.1.3.g Use word structure to read text including onsets and rimes, contractions, and common compound words (e.g., football, popcorn, daydream)	- Calico Kid – Complex Words (4 IPC)
LA 1.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.	
LA 1.1.4.b Use a core of high-frequency words and phrases	- Ogre – Sight Words 2 & 3 (8 IPC)
LA 1.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	
LA 1.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words)	- Ogre – Sight Words 2 & 3 (8 IPC) - Benny the Baker – Contractions (4 IPC) - Princess – Short and Long Vowels (5 IPC) - Coach – Vowel Blends (4 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA 1.1.5.c Demonstrate understanding that context clues (e.g., word and sentence clues, re-reading) and text features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
5. Attempt to write text that is related to the picture.	- Characters (4 ILA) - Imagine a Dialog (5 ILA) - Imagine a Story (5 ILA) - Alike and Different (6 ILA)
LA 1.1.5.d Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)	- KWL (10 ILA)
LA 1.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and	

monitoring comprehension while reading grade level text.	
LA 1.1.6.a Identify author, illustrator, and author's purpose (e.g., explain, entertain, inform)	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA 1.1.6.b Identify elements of narrative text (e.g., characters, setting, events)	- 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.