

North Dakota English Language Arts Content and Achievement Standards - PreKindergarten - 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 (PreKindergarten Standards)

Excerpted from: <http://www.nd.gov/dhs/info/pubs/docs/cfs/nd-early-learning-guidelines-for-ages-3-thru-5.pdf>

A. Listening and Comprehension	
2. Listen to understand and/or participate in stories, nonfiction, poetry, drama, rhymes, songs, directions, and conversations	- All IPCs
4. Listen to and recognize different sounds in speech	- All IPCs
5. Listen for a variety of purposes (e.g., to understand messages, to gain and share information, to perform a task, for enjoyment, to learn what happened in a story, to converse with an adult or peer)	- All IPCs
C. Phonological Awareness	
1. Understand that spoken language is made up of sounds	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC)
2. Recognize matching (phonemes) and rhyming sounds	- Tall Paul – Rhyming Words (5 IPC)
3. Segment words into syllables and phonemes	- Oscar – Syllables (2 IPC)
4. Understand that speech sounds are represented in print with letters/words	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC)
D. Emergent Reading	
1. Understand that the sounds of language are represented by letters, words, and sentences	- All IPCs
2. Recognize and can identify familiar print in the environment (e.g., traffic signs, store logos, own name)	- My Name (ILA)
4. Know that print and written symbols convey meaning	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC)
5. Know that print appears in different forms (e.g., letters, labels, storybooks) and serves different purposes (e.g., to inform)	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC) - Oscar – Syllables (2 IPC)
6. Know that print is read from left to right, top to bottom, and books are read front to back	- Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
9. Know the elements that compose a story (e.g., characters, plot (sequence of events),	- Granny Caterpillar – Story and Vocabulary (7 IPC)

setting)	
11. Predict story events or outcomes	- Granny Caterpillar – Story and Vocabulary (7 IPC)
13. Relate own life and experiences to literature	- 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)
14. Understand that illustrations and pictures convey meaning	- 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)
16. Use words and pictures to independently “read” a story	
E. Emergent Writing	
1. Use scribbles, shapes, pictures, and dictation to represent thoughts and/or ideas	- All ILAs
2. Engage in writing (e.g., drawing, scribbles, random symbols, shapes, letter-like marks, letters, and invented spelling) to represent ideas and express thoughts and feelings	- All ILAs
4. Dictate stories, poems, and personal narratives	- 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)
6. Know that writing, including pictures, letters, and words, communicates meaning and information	- Modeled in all IPCs - All ILAs
9. Write random letters or letter-like symbols	- Alphabet Practice (26 ILA) - Letters and Numbers (2 ILA)

Kindergarten Standards

Excerpted from: <http://www.dpi.state.nd.us/standard/content/ELA/index.shtm>

Standard 2: Students engage in the reading process	
LITERARY/INFORMATIONAL GENRES	
K.2.2. Identify the elements of a fiction text; i.e., character, setting, events, and ending	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
K.2.3. Demonstrate book handling knowledge; i.e., locate front of book, beginning and end of sentence and story	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
K.2.4. Demonstrate early reading behaviors; i.e., one-to-one match, directionality, locating letters and words, upper and lowercase letters, periods, and question marks, using authentic texts	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
PHONOLOGICAL/PHONEMIC AWARENESS	
K.2.7. Identify and manipulate individual phonemes (sounds) in a one syllable word	- Treecia and Elmer – Single-Sound Consonants (4 IPC)

(distinguishing initial and final consonant sounds and vowel sounds) /h/-/a/-/t/	- Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
K.2.8. Blend individual phonemes to make a one syllable word	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
K.2.9. Separate a one syllable word into its parts, onset and rime	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
K.2.10. Identify and create rhyming words	- Princess – Rhyming Sounds (4 IPC)
K.2.11. Know that words make up sentences and syllables make up 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) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
PHONICS/WORD RECOGNITION	
K.2.12. Recognize the relationship between letters and their sounds	- 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)
K.2.13. State sounds for all letters in isolation	- Nomi – Alphabet (5 IPC)
K.2.14. Know that letters go together to make 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) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
K.2.15. Use knowledge of phonics to decode words	- Treecia and Elmer - Single Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
K.2.16. Identify and name upper and lower case letters	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
COMPREHENSION/READING STRATEGIES FOR MEANING	
K.2.17. Make and confirm/disconfirm predictions about what will happen in a story	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
K.2.18. Recall/retell information in sequence	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Standard 3: Students engage in the writing process	
DRAFTING	
K.3.4. Write from left to right	- All ILAs
K.3.7. Use spaces to separate words	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
K.3.9. Communicate meaning through drawing; e.g., setting, characters	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
K.3.10. Match story with drawing	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
Standard 4: Students engage in the	

speaking and listening process.	
VERBAL AND NONVERBAL COMMUNICATION	
K.4.2. Actively listen to the speaker	- All IPCs
K.4.3. Follow one and two step directions	- All IPCs

First Grade Standards

Excerpted from: <http://www.dpi.state.nd.us/standard/content/ELA/index.shtm>

Standard 2: Students engage in the reading process	
LITERARY/INFORMATIONAL GENRES	
1.2.2. Explains elements of a story, i.e., characters, events, setting, and ending	- 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)
PHONOLOGICAL/PHONEMIC AWARENESS	
1.2.3. Identify and manipulate individual sounds in words	- Princess – Long and Short Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
1.2.4. Isolate and say the first, medial, or last sound in a word	- Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
1.2.5. Break or separate a word into parts – onset and rime	- Princess – Long and Short Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
PHONICS/WORD RECOGNITION	
1.2.7. Apply knowledge of letter/sound relationship when reading	- Princess – Long and Short Vowels (5 IPC) - Coach – Vowel Blends (3 IPC) - Frankie – Spelling (6 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC) - Ogre – Sight Words 2 & 3 (8 IPC)
1.2.8. Use knowledge of phonics to decode words	- Princess – Long and Short Vowels (5 IPC) - Coach – Vowel Blends (3 IPC) - Frankie – Spelling (6 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
COMPREHENSION/READING STRATEGIES FOR MEANING	
1.2.9. Make and confirm predictions about what will happen in a story	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
1.2.10. Recall/retell details/events in sequence	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
1.2.13. Locate the main idea and identify supporting details of a text	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
PURPOSES FOR READING	
1.2.16. Use reading to be informed and/or entertained	- KWL (10 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA)

	- Imagine a Dialog (5 ILA) - Alike and Different (6 ILA)
Standard 3: Students engage in the writing process	
DRAFTING	
1.3.5. Compose at least three sentences about a single idea	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
1.3.6. Produce an organized piece with a beginning, middle, and end	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
1.3.10. Write left to right across more than one line	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
1.3.11. Consistently use spacing to separate words	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
Standard 4: Students engage in the speaking and listening process.	
VERBAL AND NONVERBAL COMMUNICATION	
1.4.2. Actively listen to the speaker	- All IPCs
1.4.3. Follow two and three step directions	- All IPCs

11/13/09

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.