

# Ohio Language Arts Literacy Standards PreK – 1<sup>st</sup> Grade

## Voluntary Early Learning Standards

Excerpted from <http://www.genevaschools.org/standards/preschoolreading.htm>

### Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

### Standard

### StudyDog Learning Program Component

<b><i>Phonemic Awareness, Word Recognition and Fluency Standard</i></b>	<b>StudyDog PreK Essentials</b>
<b><i>Phonological and Phonemic Awareness</i></b>	
1. Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words	- Tall Paul – Rhyming Words (5 IPC)
2. Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., cat, ap-ple)	- Oscar – Syllables (2 IPC)
4. Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/ as in Bob, ball, baby; /t/ as in Matt, kite, boat)	- Teeny Tiny Tom – Beginning Sounds (5 IPC)
<b><i>Word Recognition</i></b>	
5. Identify own name in print	- My Name (ILA)
6. Recognize and name some upper and lower case letters in addition to those in first name	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Letters and Numbers (ILA)
7. Recognize that words are made up of letters	- <b>All IPCs</b>
<b><i>Fluency</i></b>	
8. Recognize and “read” familiar words or environmental print.	- Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
<b><i>Acquisition of Vocabulary Standard/Acquisition of Vocabulary Standard</i></b>	
<b><i>Contextual Understanding</i></b>	
1. Understand the meaning of new words from context of conversations, the use of pictures that accompany text or the use of concrete objects.	- Tall Paul – Rhyming Words (5 IPC) - Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
2. Recognize and demonstrate an understanding of environmental print.	- Modeled in all IPCs and ILAs
<b><i>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard</i></b>	
<b><i>Concepts of Print</i></b>	
3. Begin to distinguish print from pictures	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Tall Paul – Rhyming Words (5 IPC) - Granny Caterpillar – Story and Vocabulary (7

	IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC) - 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)
4. Visualize and represent understanding of text through a variety of media and play	- <b>All IPCs</b>
<b>Comprehension Strategies</b>	
6. Connect information or ideas in text to prior knowledge and experience	- Granny Caterpillar – Story and Vocabulary (7 IPC) - 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)
7. Begin to represent text sequences through media and play	- <b>All IPCs</b>
<b>Informational, Technical, and Persuasive Text Standard</b>	
1. Use pictures and illustrations to aid comprehension	- <b>All IPCs</b> - All About Me (ILA) - Things I Love (ILA) - Make a Card (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) - Puppy Poem (ILA)
2. Retell information from informational text	- 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)
4. Gain text information from pictures, photos, simple charts and labels	- Granny Caterpillar – Story and Vocabulary (7 IPC) - Color Match (ILA) - Color Match Fish (ILA) - Color Match Dragon (ILA) - Color Match Chicken (ILA)
5. Follow simple directions	- <b>All IPCs</b>

### Kindergarten Standards: Reading

Excerpted from: <http://www.genevaschools.org/standards/k3r.htm>

<b>Phonemic Awareness, Word Recognition and Fluency</b>	
<b>A. Use letter-sound correspondence knowledge and structural analysis to decode words</b>	
2. Identify and complete rhyming words and patterns	- Princess – Rhyming Sounds (5 IPC)
4. Distinguish and name all upper-and-lower-	- Nomi – Alphabet (5 IPC)

case letters	- Upper and Lower (2 ILA)
5. Recognize, say and write the common sounds of letters	- Nomi – Alphabet (5 IPC)
6. Distinguish letters from words by recognizing that words are separated by spaces	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<b><i>B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text</i></b>	
8. Read one-syllable and often-heard words by sight	- Ogre – Sight Words 1 (4 IPC)
<b>Acquisition of Vocabulary</b>	
<b><i>A. Use context clues to determine the meaning of new vocabulary</i></b>	
1. Understand new words from the context of conversations or from the use of pictures within a text	- Treecia and Elmer - Single Sound Consonants (4 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<b>Reading Process: Concepts of Print, Comprehension Strategies and Self Monitoring Strategies</b>	
<b><i>A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text</i></b>	
4. Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - What Are They Saying? (5 ILA) - What Happened? (2 ILA)
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	
<b><i>A. Use text features and structures to organize content, draw conclusions and build text knowledge</i></b>	
1. Use pictures and illustrations to aid comprehension	- <b>All IPCs</b> - Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - What Are They Saying? (5 ILA) - What Happened? (2 ILA)
<b><i>E. Evaluate two- and three-step directions for proper sequencing and completeness</i></b>	
5. Follow simple directions	- <b>All IPCs</b>
<b>Literary Text</b>	
<b><i>B. Use supporting details to identify and describe main ideas, characters and setting</i></b>	
2. Identify the characters and setting in a story	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)

**First Grade Standards: Reading**

Excerpted from: <http://www.genevaschools.org/standards/k3r.htm>

<b>Phonemic Awareness, Word Recognition and Fluency</b>	
<b>A. Use letter-sound correspondence knowledge and structural analysis to decode words</b>	
1. Identify and distinguish between letters, words and sentences	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
3. Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and form a variety of letter patterns, such a consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters	- Princess – Long and Short Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
5. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words	- Anna 1 & Anna 2 – Word Families 2 (3 IPC)
6. Blend two to four phonemes (sounds) into words	- Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
<b>B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text</b>	
8. Demonstrate a growing stock of sight words	- Ogre – Sight Words 2 & 3 (8 IPC)
<b>Acquisition of Vocabulary</b>	
<b>B. Read accurately high-frequency sights words</b>	
4. Recognize common sight words	- Ogre – Sight Words 2 & 3 (8 IPC)
<b>C. Apply structural analysis skills to build and extend vocabulary and determine word meaning</b>	
7. Recognize contractions (e.g., isn't aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.)	- Benny the Baker – Contractions (4 IPC)
<b>Reading Process: Concepts of Print, Comprehension Strategies and Self Monitoring Strategies</b>	
<b>A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text</b>	
3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	
<b>A. Use text features and structures to organize content, draw conclusions and build text knowledge</b>	
1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>C. Identify the central ideas and supporting details of informational text</b>	

2. Identify the sequence of events in informational text	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
4. Identify central ideas and supporting details of informational text with teacher assistance	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b><i>E. Evaluate two- and three-step directions for proper sequencing and completeness</i></b>	
5. Follow multi-step directions	- <b>All IPCs</b>

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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.*