

Alabama Reading Standards PreK – 1st Grade

Prekindergarten Standards

Excerpted from: http://dhr.alabama.gov/large_docs/aelg.pdf

Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

Language and Literacy Development 3 Years	
1. Answer simple questions appropriately	- All IPCs
6. Show interest in books	- Granny Caterpillar – Story and Vocabulary (7 IPC)
7. Show interest in written words	- All IPCs
8. Begin to learn “directional” words	- Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar and Squirt – Words in Sentences (4 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
12. Show interest in seeing her/his name	- My Name (ILA)
Language and Literacy Development 4 Years	
3. Match listener’s level of understanding by changing tone of voice and sentence structure	- Modeled in all IPCs
4. Want to write her/his own name	- My Name (ILA)
5. Begin to make the connection between spoken and written words	- Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar and Squirt – Words in Sentences (4 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
7. Recite rhymes and sing simple songs	- Tall Paul – Rhyming Words (5 IPC)
Language and Literacy Development 5 Years	
2. Tell stories using pictures	- 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)
3. Identify and name colors	- Color Match (4 ILA)
8. Practice writing skills	- Alpha Betty – Alphabet song (4 IPC) - Skywriter – Alphabet Trace (4 IPC) - All ILAs
15. Write her/his name	- My Name (ILA)

Kindergarten Standards

Excerpted from:

http://www.alsde.edu/html/sections/doc_download.asp?section=54&id=8178&sort=2

Reading	
1. Exhibit phonemic awareness, including identifying and categorizing phonemes, orally blending phonemes into one-syllable words, segmenting one-syllable words into phonemes, and rhyming.	- 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)
2. Demonstrate letter-sound association, including matching letters to corresponding spoken sounds and blending letter sounds into one-syllable words, using printed materials. <i>Examples:</i> initial consonant sounds, final consonant sounds, medial short vowel 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)
3. Identify upper- and lower-case letters.	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
5. Demonstrate listening comprehension of passages, including retelling stories and answering questions. • Recalling information • Making predictions to determine main idea or anticipate an ending • Responding to stories, asking questions, discussing ideas, and relating events to daily life • Identifying correct sequence of events after listening to a story	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Literature	- 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)
6. Identify various forms of narrative texts, including nursery rhymes, poetry, and stories. - Naming characters and settings in books and stories. - Identifying the author and title of a text.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
7. Recognize basic features of informational text. Examples: pictures, photographs, captions, facts	- All IPCs
Writing and Language	
9. Print upper- and lower-case letters using proper formation, spacing, and letter-line placement.	- Upper and Lower (2 ILA)
Oral and Visual Communication	
11. Follow one- and two-part oral directions. - Responding to various types of literature read aloud. <i>Examples:</i> drawing a picture, composing a song, participating in a discussion. - Looking at the speaker without interrupting. - Listening for meaning in oral communication	- All IPCs - All ILAs

First Grade Standards

Excerpted from:

http://www.alsde.edu/html/sections/doc_download.asp?section=54&id=8178&sort=2

Reading	
<p>1. Demonstrate phonemic awareness, including isolating, deleting, and adding phonemes; using onsets and rimes; and identifying initial, medial, and final sounds in one-syllable words.</p> <ul style="list-style-type: none"> - Blending phonemes to produce sounds 	<ul style="list-style-type: none"> - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
<p>2. Utilize predictable letter-sound relationships to decode printed words, including words with consonant blends that require blending 3-4 phonemes into a whole word.</p> <ul style="list-style-type: none"> - Blending sounds to form words. - Identifying sound-spelling relationships of consonants and vowels - Segmenting printed words into phonemes 	<ul style="list-style-type: none"> - Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
<p>3. Demonstrate vocabulary skills, including sorting words into categories and deriving word meaning from context within sentences and paragraphs.</p> <ul style="list-style-type: none"> - Using new words from reading when writing and speaking - Recognizing words in the environment - Asking questions for clarification - Spelling correctly sight words and single-syllable, phonetically regular words 	<ul style="list-style-type: none"> - Ogre – Sight Words 2 & 3 (8 IPC) - Alike and Different (6 ILA) - KWL (10 ILA)
<p>4. Read with comprehension a variety of first-grade narrative and informational reading materials, including recalling information and retelling a story with beginning, middle, and end.</p> <ul style="list-style-type: none"> - Recognizing cues provided by print - Making predictions from text clues - Stating main ideas about a topic in informational text - Connecting events in a story to specific life experiences - Monitoring comprehension during reading - Drawing simple conclusions 	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<p>5. Read with fluency simple passages containing simple sentences.</p> <ul style="list-style-type: none"> - Reading 40-60 words per minute - Recognizing first-grade high-frequency words by sight - Attending to end punctuation in phrasing 	<ul style="list-style-type: none"> - Ogre – Sight Words 2 & 3 (8 IPC) - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Literature	
<p>6. Recognize a variety of narrative text forms, including fairy tales, adventure stories, and poetry.</p> <ul style="list-style-type: none"> - Identifying characters, settings, problems, and solutions in a variety of texts - Comparing story elements through text-to-text 	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

connections	
Writing and Language	
11. Exhibit proper letter formation, spacing, and letter-line placement in words and sentences.	- Upper and Lower (2 ILA)

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.