

# Nevada Early Learning Standards PreK- 1<sup>st</sup> Grade

## Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

## PreKindergarten Standards

Excerpted from: [http://www.doe.nv.gov/Standards\\_Pre-Kinder.html](http://www.doe.nv.gov/Standards_Pre-Kinder.html)

<b>Reading - Content Standard 1.0:</b> <i>Students know and use word analysis skills and strategies to comprehend new words encountered in text.</i>	
1.PK.2 - Identify some letters in own name.	- My Name (ILA)
1.PK.4 - Identify the initial sound of own name.	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Teeny Tiny Tom – Beginning Sounds (5 IPC) - Alphabet Practice (ILA) - Making Letters (ILA)
1.PK.7 - Demonstrate an awareness that print carries a message.	- Modeled in all IPCs <b>- All ILAs</b>
<b>Content Standard 2.0:</b> <i>Students use reading process skills and strategies to build comprehension</i>	
2.PK.1 - Use pictures to aid comprehension.	- Granny Caterpillar – Story and Vocabulary (7 IPC) - Tall Paul – Rhyming Words (5 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)
<b>Content Standard 3.0:</b> <i>Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.</i>	
3.PK.5 - Listen and respond to rhythm or rhyme.	- Tall Paul – Rhyming Words (5 IPC)
<b>Content Standard 4.0:</b> <i>Students read to comprehend, interpret, and evaluate informational texts for specific purposes.</i>	
4.PK.1 - Demonstrate an understanding that printed material provides information.	- Modeled in all IPCs <b>- All ILAs</b>
4.PK.2 - Recall information from an event, text, or picture.	- Granny Caterpillar – Story and Vocabulary (7 IPC)

## Reading Achievement Indicators - Kindergarten Standards

Excerpted from: [http://www.doe.nv.gov/Standards\\_EnglishLangArts\\_Standards.html](http://www.doe.nv.gov/Standards_EnglishLangArts_Standards.html)

<b>Content Standard 1.0:</b> <i>Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.</i>	
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1.K.1 - Use high-frequency words and <b>environmental print</b> to read simple texts.	- Ogre – Sight Words 1 (4 IPC)
1.K.2 - Identify and use letter/sound relationships to identify some words.	- Nomi – Alphabet (5 IPC)
1.K.4 - Identify initial and final sounds in words. Recognize and sequence letters of the alphabet.	- 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)
<b>Content Standard 2.0:</b> <i>Students use reading process skills and strategies to build comprehension</i>	
2.K.1 - Use prior knowledge and picture clues as pre-reading strategies to aid comprehension.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<b>Content Standard 3.0:</b> <i>Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.</i>	
3.K.5 - Listen for rhythm, rhyme, and <b>alliteration</b> .	- Princess – Rhyming Sounds (5 IPC)
<b>Content Standard 4.0:</b> <i>Students read to comprehend, interpret, and evaluate informational texts for specific purposes.</i>	
4.K.1 - Demonstrate an understanding that texts, pictures, and graphs provide information.	- <b>All IPCs</b> - <b>All ILAs</b>
4.K.2 - Recall information from texts, pictures, and graphs.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)

### Reading Achievement Indicators - First Grade Standards

Excerpted from: [http://www.doe.nv.gov/Standards\\_EnglishLangArts\\_Standards.html](http://www.doe.nv.gov/Standards_EnglishLangArts_Standards.html)

<b>Content Standard 1.0</b> <b>Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.</b>	
<i>1.1.1 Demonstrate phonological awareness of spoken words through</i>	
• concept of word	- <b>All IPCs</b>
• onset and rime awareness	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
<i>1.1.2 Demonstrate phonemic awareness of spoken words through</i>	
• matching	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (3 IPC) - Coach – Vowel Blends (3 IPC) - Ogre – Sight Words 2 & 3 (8 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
• isolating	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (3 IPC) - Coach – Vowel Blends (3 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)

• blending	- Chrisopolis – Consonant Blends (3 IPC) - Coach – Vowel Blends (3 IPC) - Calico Kid – Complex Words (2 IPC)
• segmenting	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (3 IPC) - Coach – Vowel Blends (3 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
• substituting	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
<i>1.1.3 With assistance, decode words in text through</i>	
• short/long vowels	- Princess – Short and Long Vowels (5 IPC)
• digraphs	- Chrisopolis – Consonant Blends (3 IPC)
• blends	- Chrisopolis – Consonant Blends (3 IPC) - Coach – Vowel Blends (3 IPC)
• diphthongs	- Coach – Vowel Blends (3 IPC) - Princess – Short and Long Vowels (5 IPC) - Calico Kid – Complex Words (2 IPC)
• word families	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
• spelling patterns	- Frankie – Spelling (2 IPC)
Decode words using letter/sound relationships.	
With assistance, decode words through structural analysis using base words	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
With assistance, decode words through structural analysis using compound words	- Calico Kid – Complex Words (4 IPC)
Build vocabulary using pictures	<b>- All IPCs</b>
1.1.5 Identify high frequency words to build fluency and comprehension.	- Ogre – Sight Words 2 & 3 (8 IPC)
<b>Content Standard 2.0 Students use reading process skills and strategies to build comprehension.</b>	
2.1.1 Demonstrate concept of print.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Demonstrate concept of word.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Identify author and illustrator.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.</b>	
With assistance, make inferences and draw conclusions about setting and plot based on evidence.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
With assistance, make inferences and draw conclusions about a character(s) based on evidence.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
3.1.3 Identify the main idea.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
3.1.8 Make predictions based on evidence.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

<b>Content Standard 4.0</b> <b>Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.</b>	
4.1.3 Identify the topic.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
With assistance, identify main idea	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
With assistance, use information to answer specific questions.	<b>- All IPCs</b>
4.1.6 With assistance, make predictions based on evidence.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
With assistance, draw conclusions based on evidence.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

3/1/10

*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.*