

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

Oklahoma uses the Common Core State Standards for ELA K-12, excerpted from:  
<http://www.corestandards.org/>

**Abbreviation Key:**

**Interactive Program Component (IPC)** StudyDog Web Delivered Reading Skill

**Integrative Literacy Activity (ILA)** StudyDog Learning Program Component

## KINDERGARTEN

<b>READING STANDARDS for LITERATURE</b>	<b>StudyDog Learning Program Component</b>
<b>Key Ideas and Details</b>	
1. With prompting and support, ask and answer questions about key details in a text.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Nick Nickel – Independent Reading (1 IPC) - StudyDog eBooks - Kindergarten (4 ILA)
2. With prompting and support, retell familiar stories, including key details.	- StudyDog eBooks - Kindergarten (4 ILA) - Imagine a Story (5 ILC) - Imagine a Dialog (3 ILC)
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	- StudyDog eBooks - Kindergarten (4 ILA)
<b>Craft and Structure</b>	
4. Ask and answer questions about unknown words in a text.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - StudyDog eBooks - Kindergarten (4 ILA)
5. Recognize common types of texts (e.g., storybooks, poems).	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - StudyDog eBooks - Kindergarten (4 ILA)
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - StudyDog eBooks - Kindergarten (4 ILA)
<b>Integration of Knowledge and Ideas</b>	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - StudyDog eBooks - Kindergarten (4 ILA) - Imagine a Story (5 ILC) - Imagine a Dialog (3 ILC)
8. (Not applicable to literature)	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	- StudyDog eBooks - Kindergarten (4 ILA) - Imagine a Story (5 ILC) - Imagine a Dialog (3 ILC)
<b>Range of Reading and Level of Text Complexity</b>	

10. Actively engage in group reading activities with purpose and understanding.	- StudyDog eBooks - Kindergarten (4 ILA)
<b>READING STANDARDS for INFORMATIONAL TEXT</b>	
<b>Key Ideas and Details</b>	
1. With prompting and support, ask and answer questions about key details in a text.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - StudyDog eBooks - Kindergarten (4 ILA)
2. With prompting and support, identify the main topic and retell key details of a text.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - StudyDog eBooks - Kindergarten (4 ILA)
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	- StudyDog eBooks - Kindergarten (4 ILA) - Imagine a Story (5 ILC) - Imagine a Dialog (3 ILC)
<b>Craft and Structure</b>	
4. With prompting and support, ask and answer questions about unknown words in a text.	- StudyDog eBooks - Kindergarten (4 ILA)
5. Identify the front cover, back cover, and title page of a book.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - StudyDog eBooks - Kindergarten (4 ILA)
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	- StudyDog eBooks - Kindergarten (4 ILA)
<b>Integration of Knowledge and Ideas</b>	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in text an illustration depicts).	- StudyDog eBooks - Kindergarten (4 ILA) - Imagine a Story (5 ILC) - Imagine a Dialog (3 ILC)
8. With prompting and support, identify the reasons an author gives to support points in a text.	- StudyDog eBooks - Kindergarten (4 ILA)
9. With prompting and support, identify basic similarities in and differences between two texts in the same topic (e.g., in illustrations, descriptions, or procedures).	- StudyDog eBooks - Kindergarten (4 ILA) - Imagine a Story (5 ILC) - Imagine a Dialog (3 ILC)
<b>Range of Reading and Level of Text Complexity</b>	
10. Actively engage in group reading activities with purpose and understanding.	- StudyDog eBooks - Kindergarten (4 ILA)
<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>	
<b>Print Concepts</b>	
<i>1. Demonstrate understanding of the organization and basic features or print.</i>	
a. Follow words from left to right, top to bottom,	- Nomi – Alphabet (5 IPC)

and page by page.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - StudyDog eBooks - Kindergarten (4 ILA)
b. Recognize that spoken words are represented in written language by specific sequence of letters.	- Nomi – Alphabet (5 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (3 IPC) - The Jester – Beginning Sounds (3 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - StudyDog eBooks - Kindergarten (4 ILA)
c. Understand that words are separated by spaces in print.	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - StudyDog eBooks - Kindergarten (4 ILA)
d. Recognize and name all upper- and lower-case letters of the alphabet.	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
<b>Phonological Awareness</b> <i>2. Demonstrate understanding of spoken word, syllables, and sounds (phonemes).</i>	
a. Recognize and produce rhyming words.	- Princess – Rhyming Words (3 IPC)
b. Count, pronounce, blend, and segment syllables in spoken words.	- Princess – Rhyming Words (3 IPC)
c. Blend and segment onsets and rimes or single-syllables spoken words.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (3 IPC) - The Jester – Beginning Sounds (3 IPC)
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (3 IPC) - The Jester – Beginning Sounds (3 IPC) - Ogre – Sight Words (2 IPC) - Anna 1 Anna 2 – Word Families (3 IPC)
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	- Anna 1 Anna 2 – Word Families (3 IPC)
<b>Phonics and Word Recognition</b> <i>3. Know and apply grade-level phonics and word analysis skills in decoding words.</i>	
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (3 IPC) - The Jester – Beginning Sounds (3 IPC)
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	- The Princess – Long and Short Vowels (5 IPC)
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do,	- Ogre – Sight Words (2 IPC)

does).	
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	- Princess – Rhyming Words (3 IPC) - Anna 1 Anna 2 – Word Families (3 IPC)
<b>Fluency</b>	
4. Read emergent-reader texts with purpose and understanding.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - StudyDog eBooks - Kindergarten (4 ILA)

## GRADE 1

<b>READING STANDARDS for LITERATURE</b>	
<b>Key Ideas and Details</b>	
1. Ask and answer questions about key details in a text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - StudyDog eBooks - First (4 ILA)
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	- StudyDog eBooks - First (4 ILA) - Imagine a Dialog (2 ILA)
3. Describe characters, settings, and major events in a story, using key details.	- StudyDog eBooks - First (4 ILA) - Imagine a Dialog (2 ILA)
<b>Craft and Structure</b>	
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the stories.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - StudyDog eBooks - First (4 ILA)
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	- StudyDog eBooks - First (4 ILA)
6. Identify who is telling the story at various points in a text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - StudyDog eBooks - First (4 ILA)
<b>Integration of Knowledge and Ideas</b>	
7. Use illustrations and details in a story to describe its characters, setting, or events.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - StudyDog eBooks - First (4 ILA) - Imagine a Dialog (2 ILA)
8. (Not applicable to literature)	
9. Compare and contrast the adventures and experiences of characters in stories.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - StudyDog eBooks - First (4 ILA)

	- Imagine a Dialog (2 ILA)
<b>Range of Reading and Level of Text Complexity</b>	
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - StudyDog eBooks - First (4 ILA)
<b>READING STANDARDS for INFORMATIONAL TEXT</b>	
<b>Key Ideas and Details</b>	
1. Ask and answer questions about key details in a text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - StudyDog eBooks - First (4 ILA)
2. Identify the main topic and retell key details of a text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - StudyDog eBooks - First (4 ILA)
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	- StudyDog eBooks - First (4 ILA) - Imagine a Dialog (2 ILA) - KWL (10 ILA)
<b>Craft and Structure</b>	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - StudyDog eBooks - First (4 ILA)
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - StudyDog eBooks - First (4 ILA)
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - StudyDog eBooks - First (4 ILA)
<b>Integration of Knowledge and Ideas</b>	
7. Use the illustrations and details in a text to describe its key ideas.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - StudyDog eBooks - First (4 ILA) - Imagine a Dialog (2 ILA)
8. Identify the reasons an author gives to support points in a text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - StudyDog eBooks - First (4 ILA)
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	- StudyDog eBooks - First (4 ILA) - Imagine a Dialog (2 ILA) - KWL (10 ILA)

<b>Range of Reading and Level of Text Complexity</b>	
10. With prompting and support, read informational texts appropriately complex for grade 1.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - StudyDog eBooks - First (4 ILA)
<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>	
<b>Print Concepts</b> <i>1. Demonstrate understanding of the organization and basic features of print.</i>	
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>Phonological Awareness</b> <i>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i>	
a. Distinguish long from short vowel sounds in spoken single-syllable words.	- Princess – Short and Long Vowels (5 IPC)
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	- Princess – Short and Long Vowels (5 IPC) - Ogre – Sight words 2 & 3 (6 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Frankie the Bug – Spelling (4 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	- Princess – Short and Long Vowels (5 IPC) - Ogre – Sight words 2 & 3 (6 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Frankie the Bug – Spelling (4 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	- Princess – Short and Long Vowels (5 IPC) - Ogre – Sight words 2 & 3 (6 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Frankie the Bug – Spelling (4 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
<b>Phonics and Word Recognition</b> <i>3. Know and apply grade-level phonics and word analysis skills in decoding words.</i>	
a. Know the spelling-sound correspondences for common consonant digraphs.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Frankie the Bug – Spelling (4 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
b. Decode regularly spelled one-syllable words.	- Princess – Short and Long Vowels (5 IPC) - Ogre – Sight words 2 & 3 (6 IPC) - Chrisopolis – Consonant Blends (5 IPC)

	<ul style="list-style-type: none"> <li>- Coach – Vowel Blends (4 IPC)</li> <li>- Frankie the Bug – Spelling (4 IPC)</li> <li>- Anna 1 Anna 2 – Word Families 2 (3 IPC)</li> </ul>
c. Know final –e and common vowel team conventions for representing long vowel sounds.	<ul style="list-style-type: none"> <li>- Princess – Short and Long Vowels (5 IPC)</li> </ul>
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<ul style="list-style-type: none"> <li>- Princess – Short and Long Vowels (5 IPC)</li> <li>- Coach – Vowel Blends (4 IPC)</li> </ul>
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	<ul style="list-style-type: none"> <li>- Calico Kid – Complex Words (4 IPC)</li> </ul>
f. Read words with inflectional endings.	<ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> </ul>
g. Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>- Frankie the Bug – Spelling (4 IPC)</li> <li>- Anna 1 Anna 2 – Word Families 2 (3 IPC)</li> </ul>
<b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> <li>- StudyDog eBooks - First (4 ILA)</li> </ul>
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> <li>- StudyDog eBooks - First (4 ILA)</li> </ul>
c. Use content to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> <li>- Ogre – Sight words 2 &amp; 3 (6 IPC)</li> <li>- Frankie the Bug – Spelling (4 IPC)</li> <li>- Anna 1 Anna 2 – Word Families 2 (3 IPC)</li> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> <li>- StudyDog eBooks - First (4 ILA)</li> </ul>

4/17/14

*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.*

PreKindergarten Standards have not been found for this state. If you have information about PreKindergarten Reading standards for this state please contact: [jclainos@studydog.com](mailto:jclainos@studydog.com).

U.S. States that have formally have adopted the Common Core State Standards:  
<http://www.corestandards.org/in-the-states>