Illinois Early Learning Standards K- 1st Grade

Abbreviation Key:

Interactive Program Component (IPC) **Integrative Literacy Activity (ILA)**

Standard **StudyDog Learning Program Component**

Kindergarten Standards

Excerpted from: http://www.isbe.state.il.us/earlychi/pdf/iel_standards.pdf

STATE GOAL 1: Read with understanding and fluency.	
Learning Standard A. Apply word analysis and vocabulary skills to comprehend selections.	
1.A.Ka - Understand that pictures and symbols have meaning and that print carries a message.	- **All IPCs**
1.A.Kb - Demonstrate understanding of concepts about books (i.e., front and back cover, turning pages, knowing where a story starts, and viewing page on left before page on right).	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
1.A.Kc - Demonstrate understanding of concepts about print (i.e., words, letters, spacing between words, and left to right).	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
1.A.Kd - Demonstrate phonological awareness (i.e., rhymes and alliterations).	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Princess – Rhyming Words (5 IPC)
1.A.Ke - Demonstrate phonemic awareness (i.e., segmenting and blending syllables and phonemes, and substituting sounds).	- Anna 1 & Anna 2 – Word Families 1 (4 IPC)
1.A.Kf - Demonstrate alphabetic knowledge (i.e., recognizes letters and their most common sounds).	- Nomi – Alphabet (5 IPC) - Upper and Lower (ILA)
1.A.Kg - Read one syllable and high frequency words.	- Ogre – Sight Words 1 (4 IPC)
Learning Standard B. Apply reading strategies to improve understanding and fluency	
1.B.Ka - Make predictions based on cover, title, and pictures	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.	
Learning Standard A. Understand how literary elements and techniques are used to convey meaning.	
2.A.K - Understand the structure of a story	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
STATE GOAL 3: Write to communicate for a variety of purposes.	

Learning Standard A. Use correct grammar, spelling, punctuation, capitalization and structure	
3.A.Ka - Write upper and lowercase letters.	- Upper and Lower (ILA)
3.A.Kc - Begin to write simple sentences.	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
Learning Standard B. Compose well organized and coherent writing for specific purposes and audiences.	
3.B.K - Represent stories through pictures, dictation, written words and play.	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
Learning Standard C. Communicate ideas in writing to accomplish a variety of purposes.	
3.C.K - Use drawing and writing skills to convey meaning and information.	- **All ILAs**
STATE GOAL 4: Listen and speak effectively in a variety of situations	
A. Listen effectively in formal and informal situations.	
4.A.Kb - Follow 2-3 step directions accurately	- **All IPCs**

First Grade Standards
Excerpted from: http://www.isbe.state.il.us/ils/html/descriptors.htm

Language Arts/English – Grade 1 (Stage A-B)	
1A: Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.	
Stage A	
1. Use phonics to decode simple words in age-appropriate material.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
2. Demonstrate phonological awareness (e.g., counting syllables, hearing rhyme, alliteration, onset and rime) of sounds in words.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
3. Demonstrate phonemic awareness by blending or segmenting phonemes in a one-syllable word.	- Chrisopolis – Consonant Blends (5 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
4. Recognize 100 high frequency sight words including environmental print (but not including words the child can read using phonics).	- Ogre – Sight Words 2 & 3 (8 IPC)
6. Use knowledge of letter-sound correspondences and high frequency words to orally read age-appropriate material.	**- All IPCs**
Stage B	
1. Use phonics to decode new words in age-appropriate material.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Ogre – Sight Words 2 & 3 (8 IPC) - Frankie – Spelling (6 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)

2. Use phonological awareness knowledge (e.g., isolate, blend, substitute, manipulate letter sounds) to identify phonetically regular one and two syllable words.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Ogre – Sight Words 2 & 3 (8 IPC) - Frankie – Spelling (6 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
3. Recognize 300 high frequency sight words.	- Ogre – Sight Words 2 & 3 (8 IPC)
1B: Students who meet the standard can apply reading strategies to improve understanding and fluency.	
Stage A	
1. Make predictions before reading and relate to personal experiences (e.g., illustrations, title)	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
3. Connect the elements of narratives (e.g., character, setting, plot) to the text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Stage B	
2. Use clues (e.g., titles, pictures, themes, prior knowledge, graphs) to make and justify predictions before, during and after reading.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
7. Locate answers to age-appropriate questions, before, during, and after reading, to clarify understanding.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
1C: Students who meet the standard can comprehend a broad range of reading materials.	
Stage A	
10. Create illustrations to answer questions about a story.	- Imagine a Dialog (5 ILA) - Imagine a Story (5 ILA)
11. Use information in illustrations or text to make predictions and relate to prior knowledge	- Imagine a Dialog (5 ILA) - Imagine a Story (5 ILA)
Stage B	
1. Respond to analytical and interpretive questions based on information in text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
2A: Students who meet the standard can understand how literary elements and techniques are used to convey meaning.	
Stage A	
2. Tell a story with a beginning, middle and end.	- Imagine a Story (5 ILA)
2B: Students who meet the standard can read and interpret a variety of literary works.	
Stage A	
8. Identify specific parts of the text to support a point.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Stage B	
4. Make a reasonable judgment with support from the text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC)

	- Nick Nickel – Independent Reading (2 IPC)
3B: Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.	
Stage A	
5. Attempt to write text that is related to the picture.	- Characters (4 ILA) - Imagine a Dialog (5 ILA) - Imagine a Story (5 ILA) - Alike and Different (6 ILA)
Stage B	
2. Compose a focused story using picture(s) and/or basic text.	- Characters (4 ILA) - Imagine a Dialog (5 ILA) - Imagine a Story (5 ILA) - Alike and Different (6 ILA)
4A: Students who meet the standard can listen effectively in formal and informal situations.	
Stage A	
4. Distinguish letter sounds.	- Princess – Long and Short Vowels (5 IPC) - Chrisopolis – Consonant Blends (3 IPC) - Coach – Vowel Blends (3 IPC) - Frankie – Spelling (6 IPC)
9. Complete a 2-step task based on oral directions.	**- ALL IPCs**
Stage B	
9. Complete a 2-step task based on oral directions.	**- ALL IPCs**

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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.

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.