

Common Core State Standards for English Language Arts

Excerpted from: <http://www.corestandards.org/>

Abbreviation Key:

Interactive Program Component (IPC) StudyDog WebDelivered Reading Skill

Integrative Literacy Activity (ILA) StudyDog Learning Program Component

KINDERGARTEN

READING STANDARDS for LITERATURE	
Key Ideas and Details	
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, 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)
Craft and Structure	
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)
Integration of Knowledge and Ideas	
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)
Range of Reading and Level of Text Complexity	

10. Actively engage in group reading activities with purpose and understanding.	- StudyDog eBooks - Kindergarten (4 ILA)
READING STANDARDS for INFORMATIONAL TEXT	
Key Ideas and Details	
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)
Craft and Structure	
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)
Integration of Knowledge and Ideas	
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)
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	- StudyDog eBooks - Kindergarten (4 ILA)
READING STANDARDS: FOUNDATIONAL SKILLS	
Print Concepts	
1. <i>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) - Princess – Rhyming Words (3 IPC) - Anna 1 Anna 2 – Word Families (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)
Phonological Awareness <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)
Phonics and Word Recognition <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, does).	- Ogre – Sight Words (2 IPC)
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)
Fluency	
4. Read emergent-reader texts with purpose and understanding.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - StudyDog eBooks - Kindergarten (4 ILA)

GRADE 1

READING STANDARDS for LITERATURE	
Key Ideas and Details	
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)
Craft and Structure	
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)
Integration of Knowledge and Ideas	
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.	<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) - StudyDog eBooks - First (4 ILA) - Imagine a Dialog (2 ILA)
Range of Reading and Level of Text Complexity	
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<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) - StudyDog eBooks - First (4 ILA)
READING STANDARDS for INFORMATIONAL TEXT	
Key Ideas and Details	
1. Ask and answer questions about key details in a 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) - StudyDog eBooks - First (4 ILA)
2. Identify the main topic and retell key details of a 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) - StudyDog eBooks - First (4 ILA)
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> - StudyDog eBooks - First (4 ILA) - Imagine a Dialog (2 ILA) - KWL (10 ILA)
Craft and Structure	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a 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) - 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.	<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) - StudyDog eBooks - First (4 ILA)
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a 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) - StudyDog eBooks - First (4 ILA)
Integration of Knowledge and Ideas	
7. Use the illustrations and details in a text to describe its key ideas.	<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) - StudyDog eBooks - First (4 ILA) - Imagine a Dialog (2 ILA)
8. Identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC)

	<ul style="list-style-type: none"> - 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).	<ul style="list-style-type: none"> - StudyDog eBooks - First (4 ILA) - Imagine a Dialog (2 ILA) - KWL (10 ILA)
Range of Reading and Level of Text Complexity	
10. With prompting and support, read informational texts appropriately complex for grade 1.	<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) - StudyDog eBooks - First (4 ILA)
READING STANDARDS: FOUNDATIONAL SKILLS	
Print Concepts <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).	<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)
Phonological Awareness <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.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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).	<ul style="list-style-type: none"> - 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)
Phonics and Word Recognition <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.	<ul style="list-style-type: none"> - Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC)

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

12/10/12

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