

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

## Prekindergarten Standards

Excerpted from: <http://www.state.nj.us/education/ece/pd/lal/l6/overheads.pdf>

### Abbreviation Key:

**Interactive Program Component (IPC)**

**Integrative Literacy Activity (ILA)**

### Standard

### StudyDog Learning Program Component

READING EXPECTATIONS	
1. Child listens with understanding.	- <b>All IPCs</b>
2. The child converses effectively	N/A
3a. Child demonstrates emergent print awareness.	<ul style="list-style-type: none"> <li>- Alpha Betty – Alphabet song (5 IPC)</li> <li>- Skywriter – Alphabet Trace (5 IPC)</li> <li>- Granny Caterpillar – Story and Vocabulary (7 IPC)</li> <li>- Oscar and Squirt – Words in Sentences (4 IPC)</li> <li>- Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)</li> <li>- Cat, Rat, Bat (ILA)</li> <li>- Color Match (ILA)</li> <li>- Color Match Fish (ILA)</li> <li>- Color Match Dragon (ILA)</li> <li>- Color Match Chicken (ILA)</li> <li>- Important Things (ILA)</li> <li>- My Weather (ILA)</li> <li>- My Name (ILA)</li> <li>- All About Me (ILA)</li> <li>- Letters and Numbers (ILA)</li> <li>- Make a Card (ILA)</li> <li>- Puppy Poem (ILA)</li> <li>- Cat and Mice Poem (ILA)</li> </ul>
3b. Child demonstrates knowledge and enjoyment of books.	<ul style="list-style-type: none"> <li>- Granny Caterpillar – Story and Vocabulary (7 IPC)</li> <li>- Real or Make Believe – (ILA)</li> <li>- What is Kitty Dreaming Today? (ILA)</li> <li>- What is Rabbit Running from Today? (ILA)</li> <li>- What Does He Hear Today? (ILA)</li> <li>- What is the Surprise Today? (ILA)</li> <li>- Puppy Poem (ILA)</li> <li>- Cat and Mice Poem (ILA)</li> </ul>
3c. Child demonstrates phonological awareness.	<ul style="list-style-type: none"> <li>- Teeny Tiny Tom – Beginning Sounds (5 IPC)</li> <li>- Tall Paul – Rhyming Words (5 IPC)</li> <li>- Granny Caterpillar – Story and Vocabulary (7 IPC)</li> <li>- Oscar and Squirt – Words in Sentences (4 IPC)</li> <li>- My Name (ILA)</li> <li>- All About Me (ILA)</li> <li>- Alphabet Practice (ILA)</li> </ul>
4. Child demonstrates emerging writing skills.	<ul style="list-style-type: none"> <li>- Color Match (ILA)</li> <li>- My Weather (ILA)</li> </ul>

	<ul style="list-style-type: none"> <li>- My Name (ILA)</li> <li>- All About Me (ILA)</li> <li>- Things I Love (ILA)</li> <li>- Make a Card (ILA)</li> <li>- What is Kitty Dreaming Today? (ILA)</li> <li>- What is Rabbit Running from Today? (ILA)</li> <li>- What Does He Hear Today? (ILA)</li> <li>- What is the Surprise Today? (ILA)</li> <li>- Puppy Poem (ILA)</li> </ul>
--	---

## Kindergarten Standards

Excerpted from [http://education.state.nj.us/cccs/?\\_standard\\_matrix&c=3](http://education.state.nj.us/cccs/?_standard_matrix&c=3)

<b>READING - All student will understand and apply the knowledge of sounds, letters, and words in written English to become independent fluent readers, and will read a variety of materials and texts with fluency and comprehension.</b>	
<b>A. Concepts About Print.</b>	
- Realize that speech can be recorded in words (e.g., his/her own name; words and symbols in the environment).	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
- Distinguish letters from words.	- Jerry the Jester – Beginning Sounds (5 IPC)
- Recognize that words are separated by spaces.	- Modeled in all IPCs
- Follow words left to right and from top to bottom.	- Nomi – Alphabet (5 IPC)
- Demonstrate understanding of the function of a book and its parts, including front and back and title page.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<b>B. Phonological Awareness (includes phonemic awareness).</b>	
- Demonstrate understanding that spoken words consist of sequences of phonemes.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
- Demonstrate phonemic awareness by rhyming, clapping syllable, and substituting sounds.	- Princess – Rhyming Sounds (5 IPC)
- Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
- Learn many, though not all, one-to-one letter-sound correspondences.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
- Given a spoken word, produce another word that rhymes with it.	- Princess – Rhyming Sounds (5 IPC)
<b>C. Decoding and Word Recognition.</b>	
- Recognize some word by sight.	- Ogre – Sight Words 1 (4 IPC)

- Recognize and name most uppercase and lowercase letters of the alphabet.	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
<b>D. Fluency.</b>	
- Attempt to follow along in book while listening to a story read aloud.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
- Listen and respond attentively to literary texts (e.g., nursery rhymes) and functional texts (e.g., science books).	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<b>E. Reading Strategies (before, during, and after reading).</b>	
- Begin to track or follow print when listening to a familiar text being read.	- Modeled in all IPCs
- Think ahead and make simple predictions about text.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
- Use picture clues to aid understanding of story content.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<b>F. Vocabulary and Concept of Development.</b>	
- Continue to develop a vocabulary through meaningful, concrete experiences.	- KWL (10 ILA) - Imagine a Dialog (5 ILA) - Alike and Different (6 ILA)
- Identify and sort words in basic categories.	- Alike and Different (6 ILA)
<b>G. Comprehension Skills and Response to Text.</b>	
- Respond to a variety of poems and stories through movement, art, music, and drama.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
- Retell a story read aloud using main characters and events.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
- Make predictions based in illustrations or portions of stories.	- Imagine a Dialog (5 ILA)
<b>H. Inquiry and Research.</b>	
- Locate and know the purpose for various literacy areas of the classroom and the library/media center.	- KWL (10 ILA)
<b>WRITING - All student will write in clear, concise, organized language that varies in content and form for different audiences and purposes.</b>	
<b>A. Writing as a Process (prewriting, drafting, revising, editing, post-writing).</b>	
- Recognize that thoughts and talk can be written down in words.	- <b>All IPCs</b> - <b>All ILAs</b>
- Generate and share ideas and experiences for a story.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)

- Attempt to put ideas into writing using pictures, developmental spelling, or conventional text.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<b>C. Mechanics, Spelling, and Handwriting</b>	
- Recognize and begin to use left-to-right and top-to-bottom directionally and spacing between words when writing.	- Modeled in all IPCs - Practiced in all ILAs
- Write all uppercase and lowercase letters of the alphabet from teacher copy.	- Upper and Lower (2 ILA)
<b>LISTENING - All student will actively to information from a variety of source in a variety of situations.</b>	
<b>A. Active Listening.</b>	
- Listen fully to understand instructions or hear daily messages.	- All IPCs
- Listen to identify main characters and events in stories.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
- Listen to rhymes and songs to begin developing an understanding of letter/sound relationships.	- Princess – Rhyming Sounds (5 IPC)

### 1<sup>st</sup> Grade Standards

Excerpted from [http://education.state.nj.us/cccs/?\\_standard\\_matrix&c=3](http://education.state.nj.us/cccs/?_standard_matrix&c=3)

<b>READING - All student will understand and apply the knowledge of sounds, letters, and words in written English to become independent fluent readers, and will read a variety of materials and texts with fluency and comprehension.</b>	
<b>A. Concepts About Print.</b>	
- Match oral words to printed words (e.g., pointing to print as one reads).	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
- Locate and identify the title, author, and illustrator of a book or reading selection.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>B. Phonological Awareness (includes phonemic awareness).</b>	
- Demonstrate understanding of all sound-symbol relationships.	- Chrisopolis – Consonant Blends (5 IPC) - Calico Kid – Complex Words (4 IPC) - Coach – Vowel Blends (4 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
- Blend or segment the phonemes of most one-syllable words.	- Anna 1 & Anna 2 – Word Families 2 (3 IPC)
- Merge spoken segments into a word.	- Chrisopolis – Consonant Blends (5 IPC) - Calico Kid – Complex Words (4 IPC) - Coach – Vowel Blends (4 IPC)
- Add, delete, or change sounds to change words (e.g., cow to how, cat to can)	- Anna 1 & Anna 2 – Word Families 2 (3 IPC)
<b>C. Decoding and Word Recognition</b>	
- Identify all consonant sounds in spoken words	- Chrisopolis – Consonant Blends (5 IPC)

(including blends such as bl, br, and digraphs such as th, wh).	- Coach – Vowel Blends (4 IPC)
- Recognize and use rhyming words to reinforce decoding skills.	- Princess – Rhyming Sounds (5 IPC)
- Recognize high frequency words in and out of context.	- Ogre – Sight Words 2 & 3 (8 IPC)
<b>D. Fluency</b>	
- Answer questions correctly that are posed about stories read.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>E. Reading Strategies (before, during, and after reading)</b>	
- Use prior knowledge to make sense of text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - <b>All ILAs</b>
- Establish a purpose for reading and adjust reading rate.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - <b>All ILAs</b>
- Use pictures as clues to check for meaning.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - <b>All ILAs</b>
- Use graphic organizers to build on experiences and extend learning.	- KWL (10 ILA)
<b>G. Comprehension Skills and Response to Text.</b>	
- Draw simple conclusions from information gathered from pictures, print, and people.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
- Identify, describe, compare, and contrast the elements of plot, setting, and characters.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<b>WRITING - All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.</b>	
Standard – <b>Writing as a Process (prewriting, drafting, revising, editing, post-writing).</b>	
- Begin to generate ideas for writing through talking, sharing, and drawing.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
- Continue to use pictures, developmental spelling or conventional text to create writing drafts.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<b>C. Mechanics. Spelling, and Handwriting</b>	
- Write all upper and lowercase letters of the alphabet from memory.	- Upper and Lower (2 ILA)
<b>LISTENING - All student will actively to</b>	

<b>information from a variety of source in a variety of situations.</b>	
<b>A. Active Listening</b>	
- Listen and respond appropriately to directions.	- <b>All IPCs</b> - <b>All ILAs</b>
- Listen to a spoken word to produce another word that rhymes with it.	- Princess – Rhyming Sounds (5 IPC)
<b>B. Listening Comprehension.</b>	
- Follow simple oral directions.	- <b>All IPCs</b> - <b>All ILAs</b>
- Recall information from listening to stories, poems, television, and film.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

6/5/09

*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.*