

North Carolina Language Arts Literacy Standards PreK – 1st Grade

Early Learning Standards for North Carolina Preschoolers: Language Development and Communication

Excerpted from: <http://www.ncpublicschools.org/success/downloads/foundations.pdf>

(Page 23 – 28)

Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Expectation

StudyDog Learning Program Component

<i>Receptive language:</i>	
<i>Widely held expectations: Children begin to:</i>	
Understand and use a growing vocabulary	<ul style="list-style-type: none"> - Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar and Squirt – Words in Sentences (4 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
Attend to language for longer periods of time, such as when books are read, people are telling stories, and during conversations	- All IPC
Consistently respond to requests for information or action (e.g., respond to questions and follow one and two step directions)	<ul style="list-style-type: none"> - All IPCs - All ILAs
Comprehend and use language for multiple social and cognitive purposes (e.g., understand and talk about feelings, ideas, information, and beliefs)	<ul style="list-style-type: none"> - All About Me (ILA) - Things I love (ILA) - Favorite Animals (ILA) - Favorite Pets (ILA) - Make a Card (ILA)
Develop familiarity with sounds in words (e.g., listening to, identifying, recognizing and discriminating)	<ul style="list-style-type: none"> - Teeny Tiny Tom- Beginning Sounds - (5 IPC) - Tall Paul – Rhyming Words (5 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC) - Making Letters (ILA) - Alphabet Practice (26 ILA)
<i>Expressive language:</i>	
<i>Widely held expectations: Children begin to:</i>	
Use verbal and non-verbal language (gestures, devices, signs, and picture symbols) to communicate for multiple purposes (e.g., to express wants, needs, ideas, feelings and to relate personal information and experiences)	<ul style="list-style-type: none"> - Important signs (ILA) - My Weather (ILA) - My Name (ILA) - All About Me (ILA) - Things I love (ILA) - Favorite Animals (ILA) - Favorite Pets (ILA) - Draw a Picture (ILA) - Make a Card (ILA) - What is Kitty Dreaming Today? (ILA) - What is Rabbit Running from Today? (ILA)

	<ul style="list-style-type: none"> - What Does He Hear Today? (ILA) - What is the Surprise Today? (ILA) - Puppy Poem (ILA)
Describe experiences and create and retell simple stories	<ul style="list-style-type: none"> - All About Me (ILA) - Things I love (ILA) - Favorite Animals (ILA) - Favorite Pets (ILA) - Draw a Picture (ILA) - 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)
Foundations for reading:	
Vocabulary and Comprehension - Children begin to:	
Relate personal experiences to events described in familiar books	- Puppy Poem (ILA)
<i>Book and Print Awareness, Alphabet Knowledge, and Alphabetic Principle widely held expectations: Book and Print Awareness - Children begin to:</i>	
Be aware print and understand that it carries a message by recognizing it and creating it in different forms for a variety of functions.	<ul style="list-style-type: none"> - Important Signs (ILA) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
Recognize that print can tell people what to do, and understand that print and simple symbols are used to organize classroom activities (e.g., where to store things, when they will have a turn).	- Important Signs (ILA)
Understand some basic print conventions (e.g., concept of letter, concept of word)	<ul style="list-style-type: none"> - Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar and Squirt – Words in Sentences (4 IPC)
Alphabetic Knowledge - Children begin to:	
Know that letters of the alphabet are a special category and are different from pictures and shapes	<ul style="list-style-type: none"> - Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC)
Recognize and name some letters of the alphabet, especially those in their own name and the names of others who are important to them	<ul style="list-style-type: none"> - All About Me (ILA) - Making Letters (ILA) - Alphabet Practice (26 ILA)
Alphabetic Principle - Children begin to:	
Understand that letters function to represent sounds in spoken words	<ul style="list-style-type: none"> - Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Teeny Tiny Tom- Beginning Sounds - (5 IPC) - Tall Paul – Rhyming Words (5 IPC)
Make sound-to-letter matches, using letter name knowledge (e.g. writes “M” and says “This is for Mommy”)	- Teeny Tiny Tom- Beginning Sounds - (5 IPC)
Phonological Awareness - Children begin to:	
Play with the sounds of language, learning to identify and then create rhymes, attending to the first sounds in words	<ul style="list-style-type: none"> - Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Teeny Tiny Tom- Beginning Sounds - (5 IPC) - Tall Paul – Rhyming Words (5 IPC)

Associate sounds with written words, such as awareness that different words begin with the same sound (e.g., Keshia and Katie begin with the same sound)	- Teeny Tiny Tom- Beginning Sounds - (5 IPC)
Foundations for writing:	
Widely held expectations: Children begin to:	
Represent thoughts and ideas through drawings, marks, scribbles. And letter-like forms	- Blowing Bubbles (ILA) - Making Bricks (ILA) - Making Letters (ILA) - Alphabet Practice (ILA) - Cat, Rat, Bat (ILA)
Play with writing letters and mastering conventional letterforms, beginning with the first letter of their name	- Blowing Bubbles (ILA) - Making Bricks (ILA) - Making Letters (ILA) - Alphabet Practice (ILA) - Cat, Rat, Bat (ILA)
Use known letters and approximations of letters to write their own name	- Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - My Name (ILA)
Attempt to connect sounds in a word with its letterforms	- Skywriter – Alphabet Trace (5 IPC) - Alphabet Practice (ILA)

English/Language Arts Kindergarten Standards for North Carolina

Excerpted from: <http://www.ncpublicschools.org/curriculum/ncecs>

Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.	
1.01 Develop book and print awareness: identify the parts of books and function of each part. Demonstrate an understanding of directionality and voice print match by following print word for word when listening to familiar text read aloud. Demonstrate an understanding of letters, words, sentence and story. Identify the title, name of the author and the name of the illustrator.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
1.02 Develop phonemic awareness and knowledge of alphabetic principle: demonstrate understanding that spoken language is a sequence of identifiable speech sounds. Demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word. Demonstrate understanding of the letters and understanding that words begin and end alike (onsets and rimes).	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
1.03 Demonstrate decoding and word recognition strategies and skills: recognize and name upper and lower case letters of the alphabet. Recognize some words by sight including a few common words, own name, and environmental print such as signs, labels,	- Nomi – Alphabet (5 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC) - Upper and Lower (2 ILA)

and trademarks. Recognize most beginning consonant letter-sound associations in one-syllable words.	
Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.	
2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
2.05 Predict possible events in texts before and during reading.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
2.06 Understand and follow oral-graphic directions.	- All IPCs - All ILAs
2.07 Demonstrate understanding of literary language; e.g., "once upon a time" and other vocabulary specific to a genre.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
2.09 Identify the sequence of events in a story.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.	
3.01 Connect information and events in text to experience.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
Competency Goal 4: The learner will apply strategies and skills to create oral, written and visual texts.	
4.02 Use words that name and words that tell action in a variety of simple texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences).	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
4.03 Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.	
5.01 Develop spelling strategies and skills by: representing spoken language with temporary and/or conventional spelling. Writing most letters of the alphabet. Analyzing sounds in a word and writing dominant consonant letters.	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
5.02 Use capital letters to write the word "I" and the first letter in own name.	- Upper and Lower (2 ILA)

English/Language Arts First Grade Standards for North Carolina

Excerpted from: <http://www.ncpublicschools.org/curriculum/ncecs>

<p>Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.</p>	
<p>1.01 Develop phonemic awareness and demonstrate knowledge of alphabetic principle: Count syllables in a word. Blend the phonemes of one-syllable words. Segment the phonemes of one-syllable words. Change the beginning, middle, and ending sounds to produce new words. Create and state a series of rhyming words that may include consonant blends (e.g., flag, brag).</p>	<ul style="list-style-type: none"> - Benny the Baker – Contractions (4 IPC) - 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)
<p>1.02 Demonstrate decoding and word recognition strategies and skills: Generate the sounds from all the letters and appropriate letter patterns which should include consonant blends and long and short vowel patterns. Use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text. Recognize many high frequency and/or common irregularly spelled words in text (e.g., have said, where, two). Read compound words and contractions. Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., looks, looked, looking). Read appropriate word families.</p>	<ul style="list-style-type: none"> - Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Calico Kid – Complex Words (2 IPC) - Ogre – Sight Words 2 & 3 (8 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
<p>Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</p>	
<p>2.04 Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.</p>	<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) - Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
<p>2.09 Read and understand simple written instructions.</p>	<p>- All IPCs - All ILAs</p>
<p>Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.</p>	
<p>3.02 Recognize and relate similar vocabulary use and concepts across experiences with texts.</p>	<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)
<p>3.04 Share personal experiences and responses to experiences with text: publishing non-print texts. Discussing interpretations. Recording personal responses.</p>	<ul style="list-style-type: none"> - Characters (4 ILA) - Imagine a Story (5 ILA)

3.05 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Competency Goal 4: The learner will apply strategies and skills to create oral, written and visual texts.	
4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings) using a writing process.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.	
5.03 Write all upper and lower case letters of the alphabet, using correct letter formation.	- Upper and Lower (2 ILA)

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.