

Tennessee Language Arts Literacy Standards PreK – 1st Grade

Voluntary Prekindergarten Standards

Excerpted from <http://www.tennessee.gov/education/ci/earlychildhood/index.shtml>

Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard

**StudyDog Learning Program Component
(Teacher Center – Resources)**

COGNITIVE DEVELOPMENT Early Literacy – (3 and 4 year olds)	StudyDog PreK Essentials
<i>Listening and understanding.</i>	
- Listens attentively to stories, conversations and explanations and demonstrates understanding.	- Granny Caterpillar – Story and Vocabulary (7 IPC) - 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) - Puppy Poem (ILA)
- Understands an increasingly complex and varied vocabulary for objects, attributes, actions and events.	- Draw a Picture (ILA)
<i>Phonological awareness.</i>	
- Initiates word play and likes rhymes and silly sounds and words.	- All IPCs - All ILAs
- Completes a rhyme and syllable structure (rhythm) of oral words.	- All IPCs - All ILAs
- Begins to combine (blend) parts of compound words to make a whole word.	- Tall Paul – Rhyming Words (5 IPC) - Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar and Squirt – Words in Sentences (4 IPC)
- Begins to combine (blend) parts of compound words to make a whole word.	- Oscar and Squirt – Syllables (2 IPC)
<i>Print awareness.</i>	
- Begins to attempt to print in the environment, especially own name.	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Alphabet Practice (26 ILA) - Color Match (ILA) - My Name (ILA)
- Shows awareness that print conveys a message, that print is read rather than the pictures.	- Skywriter – Alphabet Trace (5 IPC) - Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC) - Alphabet Practice (26 ILA) - Blowing Bubbles (ILA) - Making Bricks (ILA) - Making Letters (ILA) - Draw a Picture (ILA) - Make a Card (ILA)

Visual sequence (patterning).	
- Uses left-to-right and top-to-bottom scanning and observes and reproduces each element in a pattern of 3-dimensional objects.	- Modeled in all IPCs and ILAs
Letter recognition.	
- Begins to recognize beginning letter of familiar words or environmental print.	- Teeny Tiny Tom – Beginning Sounds (5 IPC)
- Attempts to “write” his own name.	- My Name (ILA)
COGNITIVE DEVELOPMENT Early Literacy – (4 and 5 year olds)	StudyDog PreK Essentials
Listening and understanding.	
- Understands story events and overall theme, and conversations.	- Granny Caterpillar – Story and Vocabulary (7 IPC)
- Relates plot of story to self and own experiences.	- Favorite Animals (ILA) - Favorite Pets (ILA) - Letters and Numbers (ILA) - Puppy Poem (ILA)
- Can organize more events and more complex events in sequential order.	- Cat, Rat, Bat (ILA) - My Weather (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) - What Does He Hear Today? (ILA) - What is the Surprise Today? (ILA) - Puppy Poem (ILA) - Cat and Mice Poem (ILA)
Verbal expression and communication.	
- Engages in dialogue (conversation with others).	- 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)
- Organizes major steps of an event or story in sequential order.	- Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
- Uses an increasingly complex and varied spoken vocabulary and sentence structure.	- Teeny Tiny Tom- Beginning Sounds - (5 IPC) - Alphabet Practice (ILA) - Cat, Rat, Bat (ILA) - Color Match Fish (ILA) - Color Match Dragon (ILA) - Color Match Chicken (ILA) - Important Things (ILA) - My Weather (ILA) - Real of Make Believe (ILA) - Draw a Picture (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) - Cat and Mice Poem (ILA)
- Asks many types of questions and responds correctly to many types of questions.	<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)
Phonological awareness.	
- Develops increasing sense of syllable structure in oral words.	- Oscar and Squirt – Syllables (2 IPC)
- Produces rhyming words.	- Tall Paul – Rhyming Words (5 IPC)
- Starts to develop an awareness of beginning sounds and words.	- Teeny Tiny Tom- Beginning Sounds - (5 IPC)
- Continues to increase awareness of the syllable structure of oral words.	<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)
Print awareness.	
- Understands concept of spoken and written word and that alphabet letters have individual names.	<ul style="list-style-type: none"> - Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC)
- Shows interest in purposeful writing.	<ul style="list-style-type: none"> - My Name (ILA) - All About Me (ILA) - Things I Love (ILA) - Make a Card (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) - Puppy Poem (ILA)
- Shows good understanding of conventions of print.	<ul style="list-style-type: none"> - Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar and Squirt – Words in Sentences (4 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC) - Cat, Rat, Bat (ILA) - Color Match (ILA) - Color Match Fish (ILA) - Color Match Dragon (ILA) - Color Match Chicken (ILA) - Important Things (ILA) - My Weather (ILA) - My Name (ILA) - All About Me (ILA) - Letters and Numbers (ILA)

	<ul style="list-style-type: none"> - Make a Card (ILA) - Puppy Poem (ILA) - Cat and Mice Poem (ILA)
- Demonstrates good word awareness, call attention to print in the environment, and recognizes some common words.	<ul style="list-style-type: none"> - All IPCs - All ILAs
- Routinely engages in purposeful reading and writing.	<ul style="list-style-type: none"> - Granny Caterpillar – Story and Vocabulary (7 IPC) - Cat, Rat, Bat (ILA) - Real of Make Believe (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) - Puppy Poem (ILA) - Cat and Mice Poem (ILA)
Visual sequencing (patterning).	
- Uses left-to-right and top-to-bottom scanning; observes and reproduces a pattern with 3-dimensional objects by using a 2-dimensional paper model.	- Modeled in all IPCs and ILAs
Letter recognitions.	
- Begins to recognize letters.	<ul style="list-style-type: none"> - Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Alphabet Practice (26 ILA)
- Begins to recognize frequently occurring uppercase and some of the most frequently occurring lowercase letters.	<ul style="list-style-type: none"> - Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC)

Kindergarten Standards: Reading

Excerpted from: <http://www.tennessee.gov/education/ci/english/index.shtml>

Tennessee English Language Arts Standards	
Standard 1- Language	
0001.1.2 Recognize capitalization at the beginning of sentences.	- Nomi – Alphabet (5 IPC)
0001.1.5 Attempt to spell simple words using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	<ul style="list-style-type: none"> - Nomi – Alphabet (5 IPC) - Alphabet Practice (26 ILA)
0001.1.6 Read high frequency words	- Ogre – Sight Words 1 (4 IPC)
0001.1.8 Use context clues to identify vocabulary in text.	<ul style="list-style-type: none"> - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC)
0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature.	<ul style="list-style-type: none"> - All IPCs - All ILAs
Phonemic Awareness - 0001.1.10 Maintain phonemic awareness.	
• Understand that a phoneme is one distinct sound.	<ul style="list-style-type: none"> - Nomi – Alphabet (5 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
• Use sound stretching of one-syllable words to	- Treecia and Elmer – Single-Sound

identify each phoneme.	Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
• Use sound blending of each separately spoken phoneme to make meaningful words.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
• Segment one-syllable words into individual sounds and blend the sounds into whole words.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
• Recognize and produce rhyming words.	- Princess – Rhyming Sounds (5 IPC)
• Recognize words that have the same beginning and ending sounds.	- Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
Phonics - 0001.1.11 Apply phonics generalizations in order to decode words.	
• Recognize and name all uppercase/lowercase letters of the alphabet.	- Nomi – Alphabet (5 IPC) - Alphabet Practice (26 ILA)
• Understand that the sequence of letters in a written word represents the sequence of sounds in a word.	- Nomi – Alphabet (5 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
• Use letter-sound matches to decode simple words.	- Nomi – Alphabet (5 IPC) - Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
• Understand that as letters of a word change, so do the sounds (alphabetic principle).	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC) - Anna 1 & Anna 2 – Word Families 1 (4 IPC)
• Make new words using common word families (e.g., b-at, p-at, c-at).	- Anna 1 & Anna 2 – Word Families 1 (4 IPC)
• Use the first letter of a word paired with a picture as a decoding strategy.	- Treecia and Elmer – Single-Sound Consonants (4 IPC)
Standard 2 - Communication	
Listening	
0101.2.2 Listen attentively to speaker for specific information.	- All IPCs
0101.2.3 Understand and follow simple two- and three-step oral directions.	- All IPCs
Standard 3 - Writing	
0001.3.4 Create legible documents for reading by the following: forming uppercase/lowercase letters; writing from left to right/top to bottom; and tracing/reproducing letters and words correctly.	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
Standard 6 - Informational Text	
0001.6.1 Respond appropriately to questions regarding the main idea of an informational text.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
0001.6.3 Use illustrations to help comprehend informational texts.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
Standard 8 - Literature	

0001.8.3 Make predictions about text.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
0001.8.4 Participate in the creation of graphic organizers (e.g., KWL charts, diagrams).	- KWL (10 ILA)
0001.8.5 <i>Derive meaning while reading by employing the following strategies:</i>	
• Predicting what will happen next.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
• Using illustrations to gain meaning.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
0001.8.6 Identify the characters, setting, and events of a story.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
0001.8.7 Read simple text containing familiar letter-sound correspondence and high frequency words.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
0001.8.8 Understand that intonation and volume of voice assist with meaning.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)

First Grade Standards: Reading

Excerpted from: <http://www.tennessee.gov/education/ci/english/index.shtml>

Tennessee English Language Arts Standards	
Standard 1- Language	
0101.1.6 Understand that groups of words make sentences.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
0101.1.10 <i>Show evidence of expanding language through vocabulary growth:</i>	- KWL (10 ILA)
• Build vocabulary by reading, listening to, and discussing a variety of literature.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
• Use word families and a variety of active word walls.	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
• Read high frequency words in context.	- Ogre – Sight Words 2 & 3 (8 IPC)
• Recognize and identify compound words.	- Benny the Baker – Contractions (4 IPC) - Calico Kid – Complex Words (4 IPC)
Phonemic Awareness - 0101.1.11 - Maintain phonemic awareness.	
• Understand that a phoneme is one distinct sound.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (3 IPC) - Calico Kid – Complex Words (2 IPC) - Coach – Vowel Blends (3 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
• Use sound stretching of one syllable words to identify each phoneme.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (3 IPC) - Calico Kid – Complex Words (2 IPC) - Coach – Vowel Blends (3 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
• Use sound blending of each separately spoken phoneme to make meaningful words.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (3 IPC) - Calico Kid – Complex Words (2 IPC)

	- Coach – Vowel Blends (3 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
• Segment one-syllable words into individual sounds and blend the sounds into whole words.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (3 IPC) - Calico Kid – Complex Words (2 IPC) - Coach – Vowel Blends (3 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
• Recognize words that have the same beginning, middle, or ending sounds.	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
• Understand words are made up of one or more syllables.	- Benny the Baker – Contractions (4 IPC) - Calico Kid – Complex Words (4 IPC)
• Substitute targeted sounds to change words (e.g., bed to bad, hat to bat).	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
Phonics - 0101.1.12 Apply phonics generalizations in order to decode words.	
• Name all uppercase/lowercase letters of the alphabet.	- Upper and Lower (2 ILA)
• Understand that the sequence of letters in a written word represents the sequence of sounds in a word.	- 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)
• Use letter-sound matches and structural analysis to decode grade level 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)
• Use parts of words (e.g., root/base words, compound words, contractions, prefixes, suffixes) to decode grade level words.	- Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Princess – Short and Long Vowels (5 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
• Apply long and short vowel rules when decoding text.	- Princess – Short and Long Vowels (5 IPC)
• Use sounding out words; chunking words into smaller parts; and looking for blends, digraphs, word families, etc. as a means of decoding unfamiliar 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)
Standard 2 - Communication	
Listening	
0101.2.2 Listen attentively to speaker for specific information.	- All IPCs
0101.2.3 Understand and follow simple two- and three-step oral directions.	- All IPCs
Standard 3 - Writing	
0101.3.3 Begin to compose first drafts using the appropriate parts of the writing process with an emphasis on planning and self correcting.	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
Standard 6 - Informational Text	
0101.6.2 Identify the main ideas and supporting details of informational texts.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Standard 8 - Literature	
0101.8.3 Identify parts of a book (e.g., front cover and back cover, table of contents, index, glossary, title page, author, illustrator).	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
0101.8.5 Participate in the creation of graphic organizers.	- KWL (10 ILA)

0101.8.6 <i>Derive meaning while reading by employing the following strategies:</i>	
• Using illustrations to gain meaning.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
0101.8.7 Identify the characters, plot, and setting of a story.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
0101.8.9 Read simple text containing familiar letter-sound correspondence and high frequency words.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)

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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.