

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

## Voluntary Prekindergarten Standards

Excerpted from: <http://www.tea.state.tx.us/curriculum/early/prekguide.html>

### Abbreviation Key:

**Interactive Program Component (IPC)**

**Integrative Literacy Activity (ILA)**

### Standard

### StudyDog Learning Program Component

<b>(1) Listening Comprehension</b>	<b>StudyDog PreK Essentials</b>
- listens with increasing attention	- <b>All IPCs</b> - <b>All ILAs</b>
- listens for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer)	- Granny Caterpillar – Story and Vocabulary (7 IPC)
- understands and follows simple oral directions	- <b>All IPCs</b> - <b>All ILAs</b>
- enjoys listening to and responding to books	- 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)
- listens purposefully to English-speaking teachers and peers to gather information and shows some understanding of the new language being spoken by others (ESL).	- <b>All IPCs</b> - <b>All ILAs</b>
<b>(2) Speech Production and Speech Discrimination</b>	
- shows a steady increase in listening and speaking vocabulary	- <b>All IPCs</b> - <b>All ILAs</b>
- refines and extends understanding of known words	- Modeled in all IPCs and ILAs - Alphabet Practice (ILA) - Cat, Rat, Bat (ILA) - Color Match (ILA) - Color Match Fish (ILA) - Color Match Dragon (ILA) - Color Match Chicken (ILA) - Important Signs (ILA) - My Weather (ILA) - Real or Make Believe (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) - Cat and Mice Poem (ILA)
- links new learning experiences and vocabulary to what is already known about a topic	- 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)

- increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL).	- Tall Paul – Rhyming Words (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)
<b>(4) Verbal Expression</b>	
- uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech	- Oscar and Squirt – Words in Sentences (4 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
- tells a simple personal narrative, focusing on favorite or most memorable parts	- 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)
- uses single words and simple phrases to communicate meaning in social situations (ESL)	- Alphabet Practice (ILA) - Cat, Rat, Bat (ILA) - Color Match (ILA) - Color Match Fish (ILA) - Color Match Dragon (ILA) - Color Match Chicken (ILA)
- attempts to use new vocabulary and grammar in speech (ESL).	- Granny Caterpillar – Story and Vocabulary (7 IPC) - Blowing Bubbles (ILA) - Making Bricks (ILA) - Color Match (ILA) - Color Match Fish (ILA) - Color Match Dragon (ILA) - Color Match Chicken (ILA)
<b>(5) Phonological Awareness</b>	
- becomes increasingly sensitive to the sounds of spoken words	- <b>All IPCs</b> - <b>All ILAs</b>
- begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems	- Tall Paul – Rhyming Words (5 IPC)
- begins to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way (e.g., “dog,” “dark,” and “dusty,” [Spanish] “casa,” “coche,” and “cuna” )	- Teeny Tiny Tom- Beginning Sounds - (5 IPC)
<b>(6) Print and Book Awareness</b>	
- understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems	- Granny Caterpillar – Story and Vocabulary (7 IPC) - Alphabet Practice (ILA) - Cat, Rat, Bat (ILA) - Color Match (ILA) - Color Match Fish (ILA) - Color Match Dragon (ILA) - Color Match Chicken (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)

	<ul style="list-style-type: none"> <li>- What is the Surprise Today? (ILA)</li> <li>- Puppy Poem (ILA)</li> <li>- Cat and Mice Poem (ILA)</li> </ul>
- understands that print carries a message by recognizing labels, signs, and other print forms in the environment	<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>- Cat, Rat, Bat (ILA)</li> <li>- Color Match Fish (ILA)</li> <li>- Color Match Dragon (ILA)</li> <li>- Color Match Chicken (ILA)</li> <li>- Important Signs (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>
- understands that letters are different from numbers	<ul style="list-style-type: none"> <li>- Making Letters (ILA)</li> <li>- Letters and Numbers (ILA)</li> </ul>
- understands that illustrations carry meaning but cannot be read	<ul style="list-style-type: none"> <li>- Alpha Betty – Alphabet song (5 IPC)</li> <li>- Cat, Rat, Bat (ILA)</li> <li>- Color Match Fish (ILA)</li> <li>- Color Match Dragon (ILA)</li> <li>- Color Match Chicken (ILA)</li> <li>- Important Signs (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>
- understands that a book has a title and an author	<ul style="list-style-type: none"> <li>- Granny Caterpillar – Story and Vocabulary (7 IPC)</li> </ul>
- begins to understand that print runs from left to right and top to bottom	<ul style="list-style-type: none"> <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> </ul>
- begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces)	<ul style="list-style-type: none"> <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> </ul>
- begins to recognize the association between spoken and written words by following the print as it is read aloud	<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> </ul>
<b>(7) Letter Knowledge and Early Word Recognition</b>	
- begins to associate the names of letters with	<ul style="list-style-type: none"> <li>- Alpha Betty – Alphabet song (5 IPC)</li> </ul>

their shapes	- Skywriter – Alphabet Trace (5 IPC)
- identifies 10 or more printed alphabet letters	- Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC)
- begins to notice beginning letters in familiar words	- Granny Caterpillar – Story and Vocabulary (7 IPC)
- begins to make some letter/sound matches	- Teeny Tiny Tom- Beginning Sounds - (5 IPC)
<b>(9) Developing Knowledge of Literary Forms</b>	
- understands that books and other print resources (e.g., magazines, computer-based texts) are handled in specific ways	- Granny Caterpillar – Story and Vocabulary (7 IPC)
- becomes increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story	- Real or Make Believe? (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) - Puppy Poem (ILA) - Cat and Mice Poem (ILA)
- begins to predict what will happen next in a story	- 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)
- imitates the special language in storybooks and story dialogue, and uses it in retellings and dramatic play [(such as “Once upon a time...”)]	- 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)
- connects information and events in books to real-life experiences	- Favorite Animals (ILA) - Favorite Pets (ILA) - Letters and Number (ILA) - Puppy Poem (ILA)
<b>(10) Written Expression</b>	
- attempts to write messages as part of playful activity	- Color Match (ILA) - My Weather (ILA) - 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)
- uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as “I love you” or [Spanish] “ Te quiero”)	- Color Match (ILA) - My Weather (ILA) - 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)

- attempts to connect the sounds in a word with its letter forms	- Alpha Betty – Alphabet song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Teeny Tiny Tom- Beginning Sounds - (5 IPC)
- understands that writing is used to communicate ideas and information	- Modeled in all IPCs - <b>All ILAs</b>
- attempts to use a variety of forms of writing (e.g., lists, messages, stories)	- Color Match (ILA) - My Weather (ILA) - 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)
- begins to dictate words, phrases, and sentences to an adult recording on paper (e.g., “letter writing,” “story writing”).	- 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)

### Voluntary Kindergarten Standards

Excerpted from: <http://www.tea.state.tx.us/teks/grade/Kindergarten.pdf>

<b><i>(1) Listening/speaking/purposes: The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</i></b>	
(A) Determine the purpose(s) for listening such as to get information, to solve problems and to enjoy and appreciate	- <b>All IPCs</b> - <b>All ILAs</b>
(C) Participate in rhymes, songs, conversations, and discussions	- Princess – Rhyming Sounds (4 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
(E) Listen responsively to stories and other texts read aloud, including selections from classic and contemporary works	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
(F) Identify the musical elements of literary language such as its rhymes or repeated sounds (K-1)	- Princess – Rhyming Sounds (2 IPC)
<b><i>(3) Listening/speaking/audiences/oral grammar: The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:</i></b>	
(D) Present dramatic interpretations of experiences, stories, poems, or plays	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<b><i>(4) Listening/speaking/communication: The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:</i></b>	
(B) Use vocabulary to describe clearly ideas, feelings, and experiences	- KWL (10 ILA) - Imagine a Dialog (5 ILA)

	<ul style="list-style-type: none"> <li>- Imagine a Story (5 ILA)</li> <li>- Alike and Different (6 ILA)</li> </ul>
(C) Clarify and support spoken messages using appropriate props such as objects, pictures, or charts	<ul style="list-style-type: none"> <li>- Characters (4 ILA)</li> <li>- Imagine a Dialog (5 ILA)</li> <li>- Imagine a Story (5 ILA)</li> <li>- Alike and Different (6 ILA)</li> </ul>
<b>(5) Reading/print awareness: The student demonstrates knowledge of concepts of print. The student is expected to:</b>	
(A) Recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger	<ul style="list-style-type: none"> <li>- Treecia and Elmer - Single Sound Consonants (4 IPC)</li> <li>- Flop – Multi-Sound Consonants (4 IPC)</li> <li>- Jerry the Jester – Beginning Sounds (5 IPC)</li> </ul>
(B) Know that print moves left-to-right across the page and top-to-bottom	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
(C) Understand that written words are separated by spaces	<ul style="list-style-type: none"> <li>- Nomi – Alphabet (5 IPC)</li> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC)</li> </ul>
(D) Know the difference between individual letters and printed words	<ul style="list-style-type: none"> <li>- Treecia and Elmer - Single Sound Consonants (4 IPC)</li> <li>- Flop – Multi-Sound Consonants (4 IPC)</li> <li>- Jerry the Jester – Beginning Sounds (5 IPC)</li> </ul>
(E) Know the difference between capital and lowercase letters	- Nomi – Alphabet (5 IPC)
(F) Recognize how readers use capitalization and punctuation to comprehend	<ul style="list-style-type: none"> <li>- Nomi – Alphabet (5 IPC)</li> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC)</li> </ul>
(G) Understand that spoken words are represented in written language by specific sequences of letters	<ul style="list-style-type: none"> <li>- Treecia and Elmer - Single Sound Consonants (4 IPC)</li> <li>- Flop – Multi-Sound Consonants (4 IPC)</li> <li>- Jerry the Jester – Beginning Sounds (5 IPC)</li> </ul>
(H) Recognize that different parts of a book such as cover, title page, and table of contents offer information	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<b>(6) Reading/phonological awareness: The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:</b>	
(A) Demonstrate the concept of words by dividing spoken sentences into individual words	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
(C) Produce rhyming words and distinguish rhyming words from non-rhyming words	- Princess – Rhyming Sounds (5 IPC)
(D) Identify and isolate the initial and final sound of a spoken word	<ul style="list-style-type: none"> <li>- Treecia and Elmer - Single Sound Consonants (4 IPC)</li> <li>- Jerry the Jester – Beginning Sounds (5 IPC)</li> </ul>
(E) Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word	<ul style="list-style-type: none"> <li>- Treecia and Elmer - Single Sound Consonants (4 IPC)</li> <li>- Jerry the Jester – Beginning Sounds (5 IPC)</li> </ul>
(F) Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds	<ul style="list-style-type: none"> <li>- Treecia and Elmer - Single Sound Consonants (4 IPC)</li> <li>- Jerry the Jester – Beginning Sounds (5 IPC)</li> </ul>
<b>(7) Reading/letter-sound relationships: The student uses letter-sound knowledge to decode written language. The student is</b>	

<b>expected to:</b>	
(A) Name and identify each letter of the alphabet	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
(B) Understand that written words are composed of letters that represent sounds	- Nomi – Alphabet (5 IPC)
(C) Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read	- Nomi – Alphabet (5 IPC) - Treecia and Elmer - Single Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
<b>(8) Reading/vocabulary development: The student develops an extensive vocabulary. The student is expected to:</b>	
(B) Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<b>(9) Reading/comprehension: The student uses a variety of strategies to comprehend selections read aloud. The student is expected to:</b>	
(A) Use prior knowledge to anticipate meaning and make sense of texts	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
(B) Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained	- <b>All IPCs</b>
(C) Retell or act out the order of important events in stories	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - Alike and Different (6 ILA)
<b>(10) Reading/literary response: The student responds to various texts. The student is expected to:</b>	
(A) Listen to stories being read aloud	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
(D) Describe how illustrations contribute to the text	- KWL (10 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - Alike and Different (6 ILA)
<b>(11) Reading/text structures/literary concepts: The student recognizes characteristics of various types of texts. The student is expected to:</b>	
(B) Understand simple story structure	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
(E) Understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<b>(12) Reading/inquiry/research: The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources. The student is expected to:</b>	
(B) Use pictures, print, and people to gather information and answer questions	- <b>All IPCs</b> - <b>All ILAs</b>

(C) Draw conclusions from information gathered	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<b>(13) Reading/culture: The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</b>	
(A) Connect his/her own experiences with the life experiences, language, customs, and culture of others	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<b>(14) Writing/spelling/penmanship: The student develops the foundations of writing. The student is expected to:</b>	
(B) Write each letter of the alphabet, both capital and lowercase	- Nomi – Alphabet (5 IPC) - Upper and Lower (2 ILA)
(C) Use phonological knowledge to map sounds to letters to write messages	- <b>All ILAs</b>
(D) Write messages that move left-to-right and top-to-bottom on the page	- Modeled in all IPCs and ILAs

### Voluntary First Grade Standards

Excerpted from: [http://www.tea.state.tx.us/teks/grade/First\\_Grade.pdf](http://www.tea.state.tx.us/teks/grade/First_Grade.pdf)

<b>(1) Listening/speaking/purposes: The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</b>	
(A) Determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate	- <b>All IPCs</b> - <b>All ILAs</b>
(B) Respond appropriately and courteously to directions and questions	- Modeled in all IPCs
(C) Participate in rhymes, songs, conversations, and discussions	- Modeled in All IPCs and ILAs - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
(D) Listen critically to interpret and evaluate	- <b>All IPCs</b> - <b>All ILAs</b>
(E) Listen responsively to stories and other texts read aloud, including selections from classic and contemporary works	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>(4) Listening/speaking/communication: The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:</b>	
(B) Use vocabulary to describe clearly ideas, feelings, and experiences	- KWL (10 ILA) - Imagine a Dialog (5 ILA) - Imagine a Story (5 ILA) - Alike and Different (6 ILA)
(C) Clarify and support spoken messages using appropriate props such as objects, pictures, or charts	- Characters (4 ILA) - Imagine a Dialog (5 ILA) - Imagine a Story (5 ILA) - Alike and Different (6 ILA)

<b>(5) Reading/print awareness: The student demonstrates knowledge of concepts of print. The student is expected to:</b>	
(B) Know that print moves left-to-right across the page and top-to-bottom	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
(C) Understand that written words are separated by spaces	- Modeled in most IPC's
(D) Know the difference between individual letters and printed words	- Chrisopolis – Consonant Blends (5 IPC) - Calico Kid – Complex Words (4 IPC) - Coach – Vowel Blends (4 IPC)
(F) Know the difference between capital and lowercase letters	- Upper and Lower (2 ILA)
(G) Recognize how readers use capitalization and punctuation to comprehend	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
(H) Understand that spoken words are represented in written language by specific sequences of letters	- Chrisopolis – Consonant Blends (5 IPC) - Calico Kid – Complex Words (4 IPC) - Coach – Vowel Blends (4 IPC)
(I) Recognize that different parts of a book such as cover, title page, and table of contents offer information	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
(J) Recognize that there are correct spellings for words	- <b>All IPCs</b>
<b>(6) Reading/phonological awareness: The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:</b>	
(A) Demonstrate the concept of word by dividing spoken sentences into individual words	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
(B) Identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words	- Calico Kid – Complex Words (4 IPC)
<b>(7) Reading/letter-sound relationships: The student uses letter-sound knowledge to decode written language. The student is expected to:</b>	
(D) Learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee	- 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)
(E) Blend initial letter-sounds with common vowel spelling patterns to read words	- Princess – Long and Short Vowels (5 IPC) - Coach – Vowel Blends (3 IPC) - Frankie – Spelling (6 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
(F) Decode by using all letter-sound correspondences within regularly spelled words	- Princess – Long and Short Vowels (5 IPC) - Chrisopolis – Consonant Blends (3 IPC) - Coach – Vowel Blends (3 IPC)

	- Frankie – Spelling (6 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
(G) Use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>(8) Reading/vocabulary development: The student develops an extensive vocabulary. The student is expected to:</b>	
(A) Decode by using all letter-sound correspondences within a word	- Coach – Vowel Blends (4 IPC) - Frankie – Spelling (6 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
(B) Use common spelling patterns to read words	- Frankie – Spelling (6 IPC)
(C) Use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing	- Anna 1 & Anna 2 – Word Families 2 (3 IPC)
(D) Identify multisyllabic words by using common syllable patterns	- Calico Kid – Complex Words (4 IPC)
(E) Recognize high frequency irregular words such as said, was, where, and is	- Ogre – Sight Words 2 & 3 (8 IPC)
<b>(10) Reading/variety of texts: The student reads widely for different purposes in varied sources. The student is expected to:</b>	
(B) Use graphs, charts, signs, captions, and other informational texts to acquire information	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>(11) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:</b>	
(B) Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
(C) Identify words that name persons, places, or things and words that name actions	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>(12) Reading/comprehension: The student uses a variety of strategies to comprehend selections read aloud. The student is expected to:</b>	
(A) Use prior knowledge to anticipate meaning and make sense of texts	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
(B) Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained	- <b>All IPCs</b>
(C) Retell or act out the order of important events in stories	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - Alike and Different (6 ILA)
(E) Draw and discuss visual images based on text descriptions	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
(F) Make and explain inferences from texts	- Nick Nickel – Oral Comprehension 3 (1 IPC)

such as determining important ideas and causes and effects, making predictions, and drawing conclusions	<ul style="list-style-type: none"> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> <li>- Characters (4 ILA)</li> <li>- Imagine a Story (5 ILA)</li> <li>- Imagine a Dialog (5 ILA)</li> </ul>
(G) Identify similarities and differences across texts such as in topics, characters, and problems	<ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> <li>- Alike and Different (6 ILA)</li> <li>- Characters (4 ILA)</li> <li>- Imagine a Story (5 ILA)</li> <li>- Imagine a Dialog (5 ILA)</li> </ul>
<b>(13) Reading/literary response: The student responds to various texts. The student is expected to:</b>	
(A) Listen to stories being read aloud	<ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> </ul>
(C) Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation	<b>- All ILAs</b>
(E) Describe how illustrations contribute to the text	<ul style="list-style-type: none"> <li>- KWL (10 ILA)</li> <li>- Characters (4 ILA)</li> <li>- Imagine a Story (5 ILA)</li> <li>- Imagine a Dialog (5 ILA)</li> <li>- Alike and Different (6 ILA)</li> </ul>
<b>(14) Reading/text structures/literary concepts: The student recognizes characteristics of various types of texts. The student is expected to:</b>	
(B) Understand simple story structure	<ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> </ul>
(E) Understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures	<ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> </ul>
(F) Understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures	<ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> </ul>
(G) Analyze characters, including their traits, feelings, relationships, and changes	<ul style="list-style-type: none"> <li>- Characters (4 ILA)</li> </ul>
(H) Identify the importance of the setting to a story's meaning	<ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> </ul>
(I) Recognize the story problem(s) or plot	<ul style="list-style-type: none"> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> </ul>
<b>(15) Reading/inquiry/research: The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources. The student is expected to:</b>	

(B) Use pictures, print, and people to gather information and answer questions	- All IPCs - All ILAs
(C) Draw conclusions from information gathered	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
(E) Recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>(16) Reading/culture: The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</b>	
(A) Connect his/her own experiences with the life experiences, language, customs, and culture of others	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<b>(17) Writing/penmanship/capitalization/punctuation: The student develops the foundations of writing. The student is expected to:</b>	
(B) Write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing	- Upper and Lower (2 ILA)
(C) Use phonological knowledge to map sounds to letters to write messages	- All ILAs
<b>(21) Writing/grammar/usage: The student composes meaningful texts by applying knowledge of grammar and usage. The student is expected to:</b>	
(A) Use nouns and verbs in sentences	
(B) Compose complete sentences in written texts and use the appropriate end punctuation	- KWL (10 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - Alike and Different (6 ILA)

11/13/09

*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.*