

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

## Prekindergarten Standards

Excerpted from: [http://www.doe.virginia.gov/VDOE/Instruction/Elem\\_M/early.html](http://www.doe.virginia.gov/VDOE/Instruction/Elem_M/early.html)

### Abbreviation Key:

**Interactive Program Component (IPC)**

**Integrative Literacy Activity (ILA)**

### Standard

### StudyDog Learning Program Component

<b>Foundation Block 1 – Oral Expression</b>	
a) Listen with increasing attention to spoken language, conversations, and stories read aloud	- All IPCs
b) Correctly identify characters, objects, and actions in a picture book, as well as stories read aloud, and begin to comment about each	- Granny Caterpillar – Story and Vocabulary (7 IPC)
<b>Foundation Block 2 – Vocabulary</b>	
a) Use single words to label objects	- Teeny Tiny Tom – Beginning Sounds (5 IPC) - Tall Paul – Rhyming Words (5 IPC) - Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar and Squirt – Words in Sentences (4 IPC) - 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)- Alphabet Practice (ILA)
b) Listen with increasing understanding to conversations and directions	- All IPCs
c) Follow simple one-step directions	- All IPCs
e) Use new vocabulary with increasing frequency to express and describe feelings and ideas	- My Name (ILA) - All About Me (ILA) - Things I love (ILA) - Favorite Animals (ILA) - Favorite Pets (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) - Make a Card (ILA)
<b>Foundation Block 3 – Phonological Awareness</b>	
a) Discriminate similarities and differences in sounds (environmental, letter)	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Teeny Tiny Tom- Beginning Sounds - (5 IPC) - Letters and Numbers (ILA)

b) Identify words that rhyme, generate simple rhymes	- Tall Paul – Rhyming Words (5 IPC)
c) Successfully detect beginning sounds in words	- Teeny Tiny Tom- Beginning Sounds - (5 IPC)
d) Listen to multi-syllable words	- Oscar and Squirt – Syllables (2 IPC)
<b>Foundation Block 4 – Letter Knowledge and Early Word Recognition</b>	
a) Correctly Identify 10-18 alphabet letters by name	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Letters and Numbers (ILA)
b) Select a letter to represent a sound (8-10 letters)	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Letters and Numbers (ILA)
c) Correctly provide the most common sounds for 5-8 letters	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Teeny Tiny Tom- Beginning Sounds - (5 IPC) - Letters and Numbers (ILA)
d) Read simple/familiar high-frequency words, including his or her name	- <b>All IPCs</b> - My Name (ILA)
<b>Foundation Block 5 – Print and Book Awareness</b>	
b) Identify the location of the title of a book	- Granny Caterpillar – Story and Vocabulary (7 IPC)
c) Identify where reading begins on a page (first word or group of words)	- Granny Caterpillar – Story and Vocabulary (7 IPC)
d) Demonstrate directionality of reading left to right on a page	- Granny Caterpillar – Story and Vocabulary (7 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
f) Turn pages one at a time from the front to the back	- Granny Caterpillar – Story and Vocabulary (7 IPC)
<b>Foundation Block 5 – Print and Book Awareness</b>	
a) Distinguish print from pictures	- Blowing Bubbles (ILA) - Making Bricks (ILA) - Making Letters (ILA) - Draw a Picture (ILA) - Make a Card (ILA)
b) Copy or write letters using various materials	- Color Match (ILA) - My Weather (ILA) - My Name (ILA) - All About Me (ILA) - Things I Love (ILA) - Make a Card (ILA)
c) Print first name independently	- My Name (ILA)

### Kindergarten Standards

Excerpted from: <http://www.doe.virginia.gov/VDOE/Superintendent/Sols/home.shtml>

<b>ORAL LANGUAGE</b>	
<b><i>K.1 – The student will demonstrate growth in the use of oral language.</i></b>	

a) Listen to a variety of literary forms, including stories and poems.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
d) Begin to discriminate between spoken sentences, words, and syllables.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
e) Recognize rhyming words.	- Princess – Rhyming Sounds (5 IPC)
f) Generate rhyming words in a rhyming pattern.	- Princess – Rhyming Sounds (5 IPC)
<b>K.2 – The student will use listening and speaking vocabularies.</b>	
a) Use number words.	- How Many? (3 ILA)
b) Use words to describe/name people, places, and things.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - What Are They Saying? (5 ILA) - What Happened? (2 ILA)
c) Use words to describe location, size, color, and shape.	- Alike and Different (6 ILA)
d) Use words to describe actions.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - What Are They Saying? (5 ILA) - What Happened? (2 ILA)
f) Follow one-step and two-step directions.	- <b>All IPCs</b> - <b>All ILAs</b>
h) Attempt to follow along in book while listening to a story read aloud.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
i) 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)
<b>K.4 – The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.</b>	
a) Identify orally words that rhyme.	- Princess – Rhyming Sounds (5 IPC)
b) Identify words orally according to shared beginning or ending sounds.	- Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
c) Blend sounds orally to make words or syllables.	- Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
e) Divide words into syllables.	- Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
<b>READING</b>	
<b>K.5 – The student will understand how print is organized and read.</b>	
a) Hold print materials in the correct position.	Modeled in the following IPCs - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
b) Identify the front cover, back cover, and title page of a book.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
c) Follow words from left to right and from top to bottom on a printed page.	- Modeled in all IPCs
d) Match voice with print: syllables, words, and	- Miss Penny – Oral Comprehension 1 & 2 (4

phrases.	IPC)
<b>K.6 – The student will demonstrate an understanding that print makes sense.</b>	
a) Explain that printed materials provide information.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<b>K.7 – The student will develop an understanding of basic phonetic principles.</b>	
a) Identify and name the uppercase and lowercase letters of the alphabet.	- Nomi - Alphabet (5 IPC) - Upper and Lower (2 ILA)
b) Match consonant and short vowel sounds to appropriate letters.	- Treecia and Elmer - Single Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
c) Identify beginning consonant sounds in single-syllable words.	- Treecia and Elmer - Single Sound Consonants (4 IPC)
<b>K.8 – The student will demonstrate comprehension of fiction and nonfiction.</b>	
a) Use pictures to make predictions about content.	- Imagine a Dialog (5 ILA)
c) Discuss characters, setting, and events.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
e) Identify what an author does and what an illustrator does.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<b>WRITING</b>	
<b>K.9 – The student will print the uppercase and lowercase letters of the alphabet independently.</b>	
a) Print the uppercase and lowercase letters of the alphabet independently.	- Upper and Lower (2 ILA)
<b>K.11 – The student will write to communicate ideas.</b>	
a) Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
b) Write left to right and top to bottom.	- Modeled in all IPCs and ILAs
<b>K.12 – The student will explore the uses of available technology for reading and writing.</b>	
a) Explore the uses of available technology for reading and writing.	- All IPCs

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

Excerpted from: <http://www.doe.virginia.gov/VDOE/Superintendent/Sols/home.shtml>

<b>ORAL LANGUAGE</b>	
<b>1.1 – The student will continue to demonstrate growth in the use of oral language.</b>	

a) Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.	- <b>All IPCs</b>
b) Tell and retell stories and events in logical order.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
d) Express ideas orally in complete sentences.	- Modeled in all IPCs - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<b>1.2 – The student will continue to expand and use listening and speaking vocabularies. Increase oral descriptive vocabulary.</b>	
b) Follow simple two-step oral directions.	- <b>All IPCs</b>
<b>1.4 – The student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllabic words.</b>	
a) Count phonemes (sounds) in syllables or words with a maximum of three syllables.	- Chrisopolis – Consonant Blends (5 IPC) - Calico Kid – Complex Words (4 IPC) - Coach – Vowel Blends (4 IPC)
b) Add or delete phonemes (sounds) orally to change syllables or words.	- Anna 1 & Anna 2 – Word Families 2 (3 IPC)
d) Blend sounds to make word parts and words with one to three syllables.	- Chrisopolis – Consonant Blends (5 IPC) - Calico Kid – Complex Words (4 IPC) - Coach – Vowel Blends (4 IPC)
<b>READING</b>	
<b>1.5 – The student will apply knowledge of how print is organized and read.</b>	
a) Read from left to right and from top to bottom.	- <b>All IPCs</b> - <b>All ILAs</b>
b) Match spoken words with print.	- <b>All IPCs</b>
c) Identify letters, words, and sentences.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>1.6 – The student will apply phonetic principles to read and spell.</b>	
b) Use two-letter consonant blends to decode and spell single-syllable words.	- Chrisopolis – Consonant Blends (5 IPC)
c) Use beginning consonant digraphs to decode and spell single-syllable words.	- Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
d) Use short vowel sounds to decode and spell single-syllable words.	- Princess – Short and Long Vowels (5 IPC)
e) Blend beginning, middle, and ending sounds to recognize and read words.	- 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)
f) Use word patterns to decode unfamiliar words.	- 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)
g) Use compound words.	- Calico Kid – Complex Words (4 IPC)
h) Read and spell common, high-frequency	- Ogre – Sight Words 2 & 3 (8 IPC)

sight words, including <i>the</i> , <i>said</i> , and <i>come</i> .	
<b>1.7 – The student will use meaning clues and language structure to expand vocabulary when reading.</b>	
a) Use titles and pictures	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
b) Use knowledge of the story and topic to read words.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
c) Use knowledge of sentence structure.	- 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)
<b>1.8 – The student will read familiar stories, poems, and passages with fluency and expression.</b>	
a) Read familiar stories, poems, and passages with fluency and expression.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>1.9 – The student will read and demonstrate comprehension of a variety of fiction and nonfiction.</b>	
b) Set a purpose for reading.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
d) Make predictions about content.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
f) Identify characters, setting, and important events.	- 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)
h) Identify the topic or main idea.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>WRITING</b>	
<b>1.11 – The student will print legibly.</b>	
a) Form Letters	- Upper and Lower (2 ILA)
<b>1.12 – The student will write to communicate ideas.</b>	
a) Generate ideas.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
b) Focus on one topic.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)

	- KWL (10 ILA)
c) Use descriptive words when writing about people, places, things, and events.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
h) Use available technology.	- <b>All IPCs</b>

6/8/09

*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.*