

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

## Voluntary Prekindergarten Standards

Excerpted from: <http://www.tea.state.tx.us/index2.aspx?id=2147495508>

### Abbreviation Key:

**Interactive Program Component (IPC)**

**Integrative Literacy Activity (ILA)**

### Standard

### StudyDog Learning Program Component

<b>III. EMERGENT LITERACY – READING DOMAIN</b>	<b>StudyDog PreK Essentials</b>
<b>B. Phonological Awareness Skills</b>	
III.B.1. Child separates a normally spoken four-word sentence into individual words.	<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>
III.B.2. Child combines words to make a compound word.	<ul style="list-style-type: none"> <li>- Oscar and Squirt – Words in Sentences (4 IPC)</li> <li>- Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)</li> </ul>
III. B.3. Child deletes a word from a compound word.	<ul style="list-style-type: none"> <li>- Oscar and Squirt – Words in Sentences (4 IPC)</li> <li>- Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)</li> </ul>
III.B.4. Child combines syllables into words.	<ul style="list-style-type: none"> <li>- Oscar and Squirt – Words in Sentences (4 IPC)</li> <li>- Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)</li> </ul>
III.B.5. Child can delete a syllable from a word.	<ul style="list-style-type: none"> <li>- Oscar and Squirt – Words in Sentences (4 IPC)</li> <li>- Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)</li> </ul>
III.B.6. Child can produce a word that rhymes with a given word.	<ul style="list-style-type: none"> <li>- Tall Paul – Rhyming Words (5 IPC)</li> </ul>
III.B.7. Child can produce a word that begins with the same sound as a given pair of words	<ul style="list-style-type: none"> <li>- Teeny Tiny Tom- Beginning Sounds - (5 IPC)</li> </ul>
III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.	<ul style="list-style-type: none"> <li>- Tall Paul – Rhyming Words (5 IPC)</li> <li>- Teeny Tiny Tom- Beginning Sounds - (5 IPC)</li> <li>- Beginning Sounds Match (ILA)</li> </ul>
III.B.9. Child combines onset and rime to form familiar one-syllable words without pictorial support.	<ul style="list-style-type: none"> <li>- Tall Paul – Rhyming Words (5 IPC)</li> <li>- Teeny Tiny Tom- Beginning Sounds - (5 IPC)</li> <li>- Beginning Sounds Match (ILA)</li> <li>- Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)</li> <li>- Beginning Sounds Match (ILA)</li> <li>- Vocabulary Match (ILA)</li> <li>- Picture Sentences (ILA)</li> </ul>
III.B.10. Child recognizes and blends two phonemes into real words with pictorial support.	<ul style="list-style-type: none"> <li>- Oscar and Squirt – Words in Sentences (4 IPC)</li> <li>- Tall Paul – Rhyming Words (5 IPC)</li> <li>- Teeny Tiny Tom- Beginning Sounds - (5 IPC)</li> </ul>
<b>C. Alphabet Knowledge Skills</b>	
III.C.1. Child names at least 20 upper and at least 20 lower case letters.	<ul style="list-style-type: none"> <li>- Alphabet and Letter Knowledge (4 IPC)</li> <li>- Letter Formation (4 IPC)</li> <li>- Alphabet Practice (4 ILA)</li> </ul>

	<ul style="list-style-type: none"> <li>- Making Letters (4 ILA)</li> <li>- Alphabet Fun – Order (ILA)</li> </ul>
III.C.2. Child recognizes at least 20 letter sounds.	<ul style="list-style-type: none"> <li>- Alphabet and Letter Knowledge (4 IPC)</li> <li>- Letter Formation (4 IPC)</li> <li>- Alphabet Practice (4 ILA)</li> </ul>
III.C.3. Child produces the correct sounds for at least 10 letters.	<ul style="list-style-type: none"> <li>- Alphabet and Letter Knowledge (4 IPC)</li> <li>- Letter Formation (4 IPC)</li> <li>- Alphabet Practice (4 ILA)</li> </ul>
<b>D. Comprehension of Text Read Aloud Skills</b>	
III.D.1. Child retells or reenacts a story after it is read aloud.	<ul style="list-style-type: none"> <li>- Granny Caterpillar – Story and Vocabulary (7 IPC)</li> <li>- The ABC's – (eBook/ILA)</li> </ul>
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<ul style="list-style-type: none"> <li>- Granny Caterpillar – Story and Vocabulary (7 IPC)</li> <li>- The ABC's – (eBook/ILA)</li> <li>- What is Kitty Dreaming? (ILA)</li> <li>- What is Rabbit Running From? (ILA)</li> <li>- What is Doggy Hearing? (ILA)</li> <li>- What is the Surprise? (ILA)</li> <li>- Puppy Poem (ILA)</li> <li>- Cat and Mice Poem (ILA)</li> <li>- Draw a Picture (ILA)</li> <li>- Cat, Rat and a Bat (ILA)</li> <li>- Picture Sentences (ILA)</li> <li>- Complete the Sentence (ILA)</li> </ul>
III.D.3. Child asks and answers appropriate questions about the book.	<ul style="list-style-type: none"> <li>- Granny Caterpillar – Story and Vocabulary (7 IPC)</li> <li>- The ABC's – (eBook/ILA)</li> <li>- What is Kitty Dreaming? (ILA)</li> <li>- What is Rabbit Running From? (ILA)</li> <li>- What is Doggy Hearing? (ILA)</li> <li>- What is the Surprise? (ILA)</li> <li>- Puppy Poem (ILA)</li> <li>- Cat and Mice Poem (ILA)</li> <li>- Draw a Picture (ILA)</li> <li>- Cat, Rat and a Bat (ILA)</li> <li>- Complete the Sentence (ILA)</li> <li>- Picture Sentences (ILA)</li> </ul>
<b>IV. EMERGENT LITERACY – WRITING DOMAIN</b>	
<b>A. Motivation to Write Skills</b>	
IV.A.1. Child intentionally uses scribbles/ writing to convey meaning.	<ul style="list-style-type: none"> <li>- What is Kitty Dreaming? (ILA)</li> <li>- What is Rabbit Running From? (ILA)</li> <li>- What is Doggy Hearing? (ILA)</li> <li>- What is the Surprise? (ILA)</li> <li>- Puppy Poem (ILA)</li> <li>- Cat and Mice Poem (ILA)</li> <li>- Draw a Picture (ILA)</li> <li>- Cat, Rat and a Bat (ILA)</li> <li>- Complete the Sentence (ILA)</li> <li>- Picture Sentences (ILA)</li> </ul>
<b>B. Independently Conveys Meaning Skills</b>	
IV.B.1. Child independently uses letters or symbols to make words or parts of words.	<ul style="list-style-type: none"> <li>- What is Kitty Dreaming? (ILA)</li> <li>- What is Rabbit Running From? (ILA)</li> </ul>

	<ul style="list-style-type: none"> <li>- What is Doggy Hearing? (ILA)</li> <li>- What is the Surprise? (ILA)</li> <li>- Puppy Poem (ILA)</li> <li>- Cat and Mice Poem (ILA)</li> <li>- Draw a Picture (ILA)</li> <li>- Cat, Rat and a Bat (ILA)</li> <li>- Complete the Sentence (ILA)</li> <li>- Picture Sentences (ILA)</li> </ul>
IV.B. 2. Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.	- All About Me – My Name (ILA)
<b>C. Forms Letters Skills</b>	
IV.C.1. Child independently writes some letters on request (not necessarily well-formed).	<ul style="list-style-type: none"> <li>- Alphabet and Letter Knowledge (4 IPC)</li> <li>- Letter Formation (4 IPC)</li> <li>- Alphabet Practice (4 ILA)</li> <li>- Making Letters (4 ILA)</li> </ul>
<b>D. Concepts about Print Skills</b>	
IV.D.1. Child uses some appropriate writing conventions when writing or giving dictation.	<ul style="list-style-type: none"> <li>- Alphabet and Letter Knowledge (4 IPC)</li> <li>- Letter Formation (4 IPC)</li> <li>- Alphabet Practice (4 ILA)</li> <li>- Making Letters (4 ILA)</li> <li>- All About Me (7 ILA)</li> <li>- What is Kitty Dreaming? (ILA)</li> <li>- What is Rabbit Running From? (ILA)</li> <li>- What is Doggy Hearing? (ILA)</li> <li>- What is the Surprise? (ILA)</li> <li>- Puppy Poem (ILA)</li> <li>- Cat and Mice Poem (ILA)</li> <li>- Draw a Picture (ILA)</li> <li>- Cat, Rat and a Bat (ILA)</li> <li>- Picture Sentences (ILA)</li> <li>- Complete the Sentence (ILA)</li> </ul>

### Voluntary Kindergarten Standards

Excerpted from: <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>

<b>Knowledge and skills.</b>	
<b>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:</b>	
(A) Recognize that spoken words can be represented by print for communication;	<ul style="list-style-type: none"> <li>- Modeled in all IPCs</li> <li>- Modeled in all ILAs</li> </ul>
(B) Identify upper- and lower-case letters;	<ul style="list-style-type: none"> <li>- Nomi – Alphabet (5 IPC)</li> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC)</li> <li>- Alphabet Practice (4 ILA)</li> <li>- Alphabet Fun (3 ILA)</li> </ul>
(C) Demonstrate the one-to-one correspondence between a spoken word and a printed word in text;	<ul style="list-style-type: none"> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC)</li> <li>- Who am I? – (eBook/ILA)</li> <li>- I Can See... – (eBook/ILA)</li> <li>- Little and Big – (eBook/ILA)</li> </ul>

	- The "I Like" Game – (eBook/ILA)
(D) Recognize the difference between a letter and a printed word;	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
(E) Recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Who am I? – (eBook/ILA) - I Can See... – (eBook/ILA) - Little and Big – (eBook/ILA) - The "I Like" Game – (eBook/ILA)
(F) Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Who am I? – (eBook/ILA) - I Can See... – (eBook/ILA) - Little and Big – (eBook/ILA) - The "I Like" Game – (eBook/ILA)
(G) Identify different parts of a book (e.g., front and back covers, title page).	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Who am I? – (eBook/ILA) - I Can See... – (eBook/ILA) - Little and Big – (eBook/ILA) - The "I Like" Game – (eBook/ILA)
<b>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</b>	
(A) Identify a sentence made up of a group of words;	- Nomi – Alphabet (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Who am I? – (eBook/ILA) - I Can See... – (eBook/ILA) - Little and Big – (eBook/ILA) - The "I Like" Game – (eBook/ILA)
(C) Orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");	- Princess - Rhyming Words (4 IPC) - Rhyming Words (ILA)
(D) Distinguish orally presented rhyming pairs of words from non-rhyming pairs;	- Princess - Rhyming Words (4 IPC)
(E) Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");	- Jerry the Jester - Beginning Sounds (4 IPC)
(F) Blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);	- Treecia and Elmer – Single Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester - Beginning Sounds (4 IPC)
(G) Blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man);	- Treecia and Elmer – Single Sound Consonants (4 IPC) - Jerry the Jester - Beginning Sounds (4 IPC) - Princess - Rhyming Words (4 IPC) - The Annas - Word Families 1 (4 IPC)
(H) Isolate the initial sound in one-syllable spoken words; and	- Princess - Rhyming Words (4 IPC) - The Annas - Word Families 1 (4 IPC)
(I) Segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).	- Princess - Rhyming Words (4 IPC) - The Annas - Word Families 1 (4 IPC)

<p><b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:</b></p>	
<p>(A) Identify the common sounds that letters represent;</p>	<ul style="list-style-type: none"> <li>- Nomi – Alphabet (4 IPC)</li> <li>- Treecia and Elmer – Single Sound Consonants (4 IPC)</li> <li>- Flop – Multi-Sound Consonants (4 IPC)</li> <li>- Jerry the Jester - Beginning Sounds (4 IPC)</li> </ul>
<p>(B) Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);</p>	<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 (4 IPC)</li> <li>- The Annas - Word Families 1 (4 IPC)</li> </ul>
<p>(C) Recognize that new words are created when letters are changed, added, or deleted; and</p>	<ul style="list-style-type: none"> <li>- The Annas - Word Families 1 (4 IPC)</li> <li>- Word Chains (ILA)</li> </ul>
<p>(D) Identify and read at least 25 high-frequency words from a commonly used list.</p>	<ul style="list-style-type: none"> <li>- Orge – Sight Words 1 (3 IPC)</li> <li>- Sight Words 1 (ILA)</li> <li>- Sight Words 2 (ILA)</li> </ul>
<p><b>(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</b></p>	
<p>(A) Predict what might happen next in text based on the cover, title, and illustrations; and</p>	<ul style="list-style-type: none"> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC)</li> <li>- Imagine A Story – (4 ILA)</li> <li>- Imagine A Dialog – (3 ILA)</li> </ul>
<p>(B) Ask and respond to questions about texts read aloud.</p>	<ul style="list-style-type: none"> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC)</li> <li>- Who am I? – (eBook/ILA)</li> <li>- I Can See... – (eBook/ILA)</li> <li>- Little and Big – (eBook/ILA)</li> <li>- The “I Like” Game – (eBook/ILA)</li> </ul>
<p><b>(5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:</b></p>	
<p>(A) Identify and use words that name actions, directions, positions, sequences, and locations;</p>	<ul style="list-style-type: none"> <li>- Important Signs (ILA)</li> <li>- All About Me (7 ILA)</li> </ul>
<p>(B) Recognize that compound words are made up of shorter words;</p>	<ul style="list-style-type: none"> <li>- Compound Words (3 ILA)</li> </ul>
<p><b>(6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b></p>	
<p>(A) Identify elements of a story including setting, character, and key events;</p>	<ul style="list-style-type: none"> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC)</li> <li>- Who am I? – (eBook/ILA)</li> </ul>

	<ul style="list-style-type: none"> <li>- I Can See... – (eBook/ILA)</li> <li>- Little and Big – (eBook/ILA)</li> <li>- The “I Like” Game – (eBook/ILA)</li> <li>- Imagine A Story – (4 ILA)</li> <li>- Imagine A Dialog – (3 ILA)</li> </ul>
(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;	<ul style="list-style-type: none"> <li>- Imagine A Story – (4 ILA)</li> <li>- Imagine A Dialog – (3 ILA)</li> </ul>
<b><i>(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</i></b>	
(A) Retell a main event from a story read aloud; and	<ul style="list-style-type: none"> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC)</li> <li>- Who am I? – (eBook/ILA)</li> <li>- I Can See... – (eBook/ILA)</li> <li>- Little and Big – (eBook/ILA)</li> <li>- The “I Like” Game – (eBook/ILA)</li> </ul>
(B) Describe characters in a story and the reasons for their actions.	<ul style="list-style-type: none"> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC)</li> <li>- Who am I? – (eBook/ILA)</li> <li>- I Can See... – (eBook/ILA)</li> <li>- Little and Big – (eBook/ILA)</li> <li>- The “I Like” Game – (eBook/ILA)</li> <li>- Imagine A Story – (4 ILA)</li> <li>- Imagine A Dialog – (3 ILA)</li> </ul>
<b><i>(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:</i></b>	
(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations;	<ul style="list-style-type: none"> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC)</li> <li>- Who am I? – (eBook/ILA)</li> <li>- I Can See... – (eBook/ILA)</li> <li>- Little and Big – (eBook/ILA)</li> <li>- The “I Like” Game – (eBook/ILA)</li> </ul>
(B) Retell important facts in a text, heard or read;	<ul style="list-style-type: none"> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC)</li> <li>- Who am I? – (eBook/ILA)</li> <li>- I Can See... – (eBook/ILA)</li> <li>- Little and Big – (eBook/ILA)</li> <li>- The “I Like” Game – (eBook/ILA)</li> <li>- Imagine A Story – (4 ILA)</li> <li>- Imagine A Dialog – (3 ILA)</li> </ul>
(D) Use titles and illustrations to make predictions about text.	<ul style="list-style-type: none"> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC)</li> <li>- Who am I? – (eBook/ILA)</li> <li>- I Can See... – (eBook/ILA)</li> <li>- Little and Big – (eBook/ILA)</li> <li>- The “I Like” Game – (eBook/ILA)</li> </ul>

	<ul style="list-style-type: none"> <li>- Imagine A Story – (4 ILA)</li> <li>- Imagine A Dialog – (3 ILA)</li> <li>- Picture Sentences (ILA)</li> <li>- Characters (4 ILA)</li> </ul>
<b>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b>	
(B) Identify the meaning of specific signs (e.g., traffic signs, warning signs).	- Important Signs (ILA)
<b>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:</b>	
(B) Identify techniques used in media (e.g., sound, movement).	- Modeled in All IPCs
<b>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:</b>	
(A) Plan a first draft by generating ideas for writing through class discussion;	<ul style="list-style-type: none"> <li>- Imagine A Story – (4 ILA)</li> <li>- Imagine A Dialog – (3 ILA)</li> </ul>
(B) Develop drafts by sequencing the action or details in the story;	<ul style="list-style-type: none"> <li>- Imagine A Story – (4 ILA)</li> <li>- Imagine A Dialog – (3 ILA)</li> </ul>
(C) Revise drafts by adding details or sentences;	<ul style="list-style-type: none"> <li>- Imagine A Story – (4 ILA)</li> <li>- Imagine A Dialog – (3 ILA)</li> </ul>
<b>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>	
(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence; and	<ul style="list-style-type: none"> <li>- Imagine A Story – (4 ILA)</li> <li>- Imagine A Dialog – (3 ILA)</li> </ul>
(B) Write short poems.	<ul style="list-style-type: none"> <li>- Puppy Poem – (ILA)</li> <li>- Cat and Mice Poem – (ILA)</li> </ul>
<b>(17) Oral and Written Conventions/ Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>	
(A) Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);	<ul style="list-style-type: none"> <li>- Modeled in all IPCs</li> <li>- Alphabet Practice (4 ILA)</li> <li>- Upper and Lower (2 ILA)</li> </ul>
(B) Capitalize the first letter in a sentence; and	<ul style="list-style-type: none"> <li>- Modeled in all IPCs</li> <li>- Imagine A Story – (4 ILA)</li> <li>- Imagine A Dialog – (3 ILA)</li> </ul>
(C) Use punctuation at the end of a sentence.	- Modeled in all IPCs

	- Imagine A Story – (4 ILA) - Imagine A Dialog – (3 ILA)
<b>(18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>	
(A) Use phonological knowledge to match sounds to letters;	- Nomi – Alphabet (4 IPC) - Jerry the Jester – Beginning Sounds (4 IPC) - Alphabet Practice (4 ILA) - Alphabet Fun – Match 1 (ILA) - Beginning Sounds 1 (ILA)
(B) Use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and	- Treecia and Elmer – Single Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester - Beginning Sounds (4 IPC) - The Annas - Word Families 1 (4 IPC)
(C) Write one's own name.	- All About Me – My Name (ILA)
<b>(21) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>	
(B) Follow oral directions that involve a short related sequence of actions.	- Modeled in all IPCs

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<b>(b) Knowledge and skills.</b>	
<b>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:</b>	
(A) Recognize that spoken words are represented in written English by specific sequences of letters;	- Modeled in all IPCs
(B) Identify upper- and lower-case letters;	- Alphabet Practice (4 ILA) - Upper and Lower (2 ILA)
(C) Sequence the letters of the alphabet;	- Alphabet Fun – Order (ILA) - Alphabet Fun – Match 1 (ILA) - Alphabet Fun – Match 2 (ILA)
(D) Recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Sally's Scrapbook – (eBook/ILA) - I Would Like to Be – (eBook/ILA) - The Jester Eats – (eBook/ILA) - Help Nomi Find His O – (eBook/ILA)
(E) Read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Sally's Scrapbook – (eBook/ILA) - I Would Like to Be – (eBook/ILA) - The Jester Eats – (eBook/ILA)



	- Help Nomi Find His O – (eBook/ILA)
(F) Identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Sally’s Scrapbook – (eBook/ILA) - I Would Like to Be – (eBook/ILA) - The Jester Eats – (eBook/ILA) - Help Nomi Find His O – (eBook/ILA)
<b><i>(2) Reading/Beginning Reading Skills/ Phonological Awareness. Students display phonological awareness. Students are expected to:</i></b>	
(A) Orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);	- Anna 1 & Anna 2 – Word Families 2 (3 IPC) - Word Ladders 1 – (ILA) - Word Ladders 2 – (ILA)
(B) Distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);	- Princess – Short and Long Vowels (5 IPC) - Short and Long Vowels (ILA) - Vowel Blends (ILA)
(C) Recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to /g/l/o/w/);	- Anna 1 & Anna 2 – Word Families 2 (3 IPC) - Word Ladders 1 – (ILA) - Word Ladders 2 – (ILA)
(D) Blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);	- Chrisopolis – Consonant Blends (5 IPC) - Consonant Blends (ILA)
(E) Isolate initial, medial, and final sounds in one-syllable spoken words; and	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
(F) Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/s/p/l/a/t/).	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
<b><i>(3) Reading/Beginning Reading Skills/ Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</i></b>	
(A) Decode words in context and in isolation by applying common letter-sound correspondences, including:	
(i) Single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
(ii) Single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;	- Coach – Vowel Blends (4 IPC)
(iii) Consonant blends (e.g., bl, st);	- Chrisopolis – Consonant Blends (5 IPC)
(iv) Consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;	- Chrisopolis – Consonant Blends (5 IPC)
(v) Vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow	- Princess – Short and Long Vowels (5 IPC) - Coach – Vowel Blends (4 IPC)

as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and - igh; and	
(vi) Vowel diphthongs including oy, oi, ou, and ow;	- Coach – Vowel Blends (4 IPC)
(B) Combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable 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)
<i>(C) Use common syllabication patterns to decode words, including:</i>	
(i) Closed syllable (CVC) (e.g., mat, rab-bit);	- Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Frankie the Bug – Spelling (6 IPC)
(ii) Open syllable (CV) (e.g., he, ba-by);	- Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Frankie the Bug – Spelling (6 IPC)
(iii) Final stable syllable (e.g., ap-ple, a-ble);	- Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Frankie the Bug – Spelling (6 IPC)
(iv) Vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);	- Coach – Vowel Blends (4 IPC) - Frankie the Bug – Spelling (6 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
(v) Vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and	- Calico Kid – Complex Words (4 IPC)
(vi) R-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);	- Anna 1 & Anna 2 – Word Families 2 (3 IPC) - Frankie the Bug – Spelling (6 IPC)
(D) Decode words with common spelling patterns (e.g., -ink, -onk, -ick);	- Anna 1 & Anna 2 – Word Families 2 (3 IPC) - Frankie the Bug – Spelling (6 IPC)
(F) Use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);	- Calico Kid – Complex Words (4 IPC)
(G) Identify and read contractions (e.g., isn't, can't);	- Benny the Baker – Contractions (4 IPC)
(H) Identify and read at least 100 high-frequency words from a commonly used list; and	- Ogre - Sight Words 2 (4 IPC) - Ogre - Sight Words 3 (4 IPC)
<b>(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</b>	
(A) Confirm predictions about what will happen next in text by "reading the part that tells";	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
(B) Ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Sally's Scrapbook – (eBook/ILA) - I Would Like to Be – (eBook/ILA) - The Jester Eats – (eBook/ILA) - Help Nomi Find His O – (eBook/ILA)
(C) Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Sally's Scrapbook – (eBook/ILA)

clues, using background knowledge, generating questions, re-reading a portion aloud).	- I Would Like to Be – (eBook/ILA) - The Jester Eats – (eBook/ILA) - Help Nomi Find His O – (eBook/ILA)
<b>(6) Reading/Vocabulary Development.</b> <b>Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>	
(B) Determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);	- Calico Kid – Complex Words (4 IPC)
(C) Determine what words mean from how they are used in a sentence, either heard or read;	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Sally’s Scrapbook – (eBook/ILA) - I Would Like to Be – (eBook/ILA) - The Jester Eats – (eBook/ILA) - Help Nomi Find His O – (eBook/ILA)
(E) Alphabetize a series of words to the first or second letter and use a dictionary to find words.	- Alphabet Fun – Match 2 (ILA)
<b>(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>	
(A) Describe the plot (problem and solution) and retell a story’s beginning, middle, and end with attention to the sequence of events; and	- Characters (4 ILA) - Imagine A Story – (4 ILA) - Imagine A Dialog – (3 ILA)
(B) Describe characters in a story and the reasons for their actions and feelings.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>(14) Reading/Comprehension of Informational Text/Expository Text.</b> <b>Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b>	
(A) Restate the main idea, heard or read;	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
(B) Identify important facts or details in text, heard or read;	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
(C) Retell the order of events in a text by referring to the words and/or illustrations; and	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
(D) Use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>(15) Reading/Comprehension of Informational Text/Procedural Texts.</b> <b>Students understand how to glean and use</b>	

<b>information in procedural texts and documents. Students are expected to:</b>	
(A) Follow written multi-step directions with picture cues to assist with understanding; and	- Modeled in all IPCs - All ILAs
(B) Explain the meaning of specific signs and symbols (e.g., map features).	- Important Signs (ILA)
<b>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>	
(A) Plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	- Characters (4 ILA) - Imagine A Story – (4 ILA) - Imagine A Dialog – (3 ILA)
(B) Develop drafts by sequencing ideas through writing sentences;	- Characters (4 ILA) - Imagine A Story – (4 ILA) - Imagine A Dialog – (3 ILA)
(E) Publish and share writing with others.	- Characters (4 ILA) - Imagine A Story – (4 ILA) - Imagine A Dialog – (3 ILA)
<b>(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>	
(A) Write brief stories that include a beginning, middle, and end; and	- Characters (4 ILA) - Imagine A Story – (4 ILA) - Imagine A Dialog – (3 ILA)
(B) Write short poems that convey sensory details.	- Puppy Poem (ILA) - Cat and Mice Poem – (ILA)
<b>(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	
(A) Write brief compositions about topics of interest to the student;	- Characters (4 ILA) - Imagine A Story – (4 ILA) - Imagine A Dialog – (3 ILA)
<b>(21) Oral and Written Conventions/ Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>	
(A) Form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;	- Upper and Lower 1 (ILA) - Upper and Lower 2 (ILA)
<b>(B) Recognize and use basic capitalization for:</b>	
(i) The beginning of sentences;	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
(ii) The pronoun "I"; and	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC)

	- Nick Nickel – Independent Reading (2 IPC)
<b>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>	
(A) Use phonological knowledge to match sounds to letters to construct known words;	- Ogre - Sight Words 2 (4 IPC) - Ogre - Sight Words 3 (4 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Frankie the Bug – Spelling (6 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
<i>(B) Use letter-sound patterns to spell:</i>	
(i) Consonant-vowel-consonant (CVC) words;	- Chrisopolis – Consonant Blends (5 IPC) - Frankie the Bug – Spelling (6 IPC)
(ii) Consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and	- Frankie the Bug – Spelling (6 IPC)
(iii) One-syllable words with consonant blends (e.g., "drop");	- Chrisopolis – Consonant Blends (5 IPC)
(C) Spell high-frequency words from a commonly used list;	- Frankie the Bug – Spelling (6 IPC) - Ogre - Sight Words 2 (4 IPC) - Ogre - Sight Words 3 (4 IPC)

3/28/14

*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.*