

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

## Voluntary Prekindergarten Standards

Excerpted from: <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

### Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

### Standard

### StudyDog Learning Program Component

READING	StudyDog PreK Essentials
<b>1.0 Concepts About Print:</b>	
<b>1.1 Display appropriate book-handling behaviors and knowledge of print conventions</b>	
The child begins to track print from left to right and top to bottom.	- Granny Caterpillar – Story and Vocabulary (7 IPC)
<b>2.0 Phonological Awareness:</b>	
<b>2.1 Orally Blend and delete words and syllables without the support of pictures or objects.</b>	
Orally puts together two familiar words, making a compound word.	- Oscar and Squirt – Words in Sentences (4 IPC)
Orally put together the two syllables of two-syllable words that are familiar to the child.	- Oscar and Squirt – Words in Sentences (4 IPC)
<b>2.1 Orally Blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.</b>	
Orally blends the onsets and rimes or words with the support of pictures or 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) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
Orally blends individual phonemes to make a simple word with the support of pictures or 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) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
<b>3.0 ALPHABETICS AND WORD/PRINT RECOGNITION</b>	
<b>3.1 Recognize own name or other common words in print.</b>	
The child recognizes his or her own name in print.	- My Name (ILA)

The child recognizes common or familiar words in print.	<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> <li>- Oscar and Squirt – Words in Sentences (4 IPC)</li> <li>- Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)</li> </ul>
<b>3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.</b>	
When shown an upper- or lowercase letter, the child can say its name.	<ul style="list-style-type: none"> <li>- Alpha Betty – Alphabet song (5 IPC)</li> <li>- Skywriter – Alphabet Trace (5 IPC)</li> <li>- Making Letters (ILA)</li> <li>- Alphabet Practice (ILA)</li> </ul>
The child says letters names when attending to different words, such as own name, friends names, or frequently seen signs.	<ul style="list-style-type: none"> <li>- Alpha Betty – Alphabet song (5 IPC)</li> <li>- Skywriter – Alphabet Trace (5 IPC)</li> <li>- Making Letters (ILA)</li> <li>- Alphabet Practice (ILA)</li> </ul>
<b>3.3 Begin to recognize that letters have sounds.</b>	
The child makes the correct sound for the first letter in his or her name.	<ul style="list-style-type: none"> <li>- Alpha Betty – Alphabet song (5 IPC)</li> <li>- Skywriter – Alphabet Trace (5 IPC)</li> </ul>
The child says the correct letter sound while pointing to the letter.	<ul style="list-style-type: none"> <li>- Alpha Betty – Alphabet song (5 IPC)</li> <li>- Skywriter – Alphabet Trace (5 IPC)</li> </ul>

## Voluntary Kindergarten Standards

Excerpted from: <http://www.cde.ca.gov/be/st/ss/>

<b>READING</b>	
<b>1.0. WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>	
<b>Concepts About Print:</b>	
1.1 Identify the front cover, back cover, and title page of a book.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
1.2 Follow words from left to right and from top to bottom on the printed page.	<ul style="list-style-type: none"> <li>- Modeled in all IPCs</li> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (4 IPC)</li> </ul>
1.3 Understand that printed materials provide information.	- Modeled in all IPCs
1.4 Recognize that sentences in print are made up of separate words.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
1.5 Distinguish letters from words.	<ul style="list-style-type: none"> <li>- Nomi – Alphabet (5 IPC)</li> <li>- Upper and Lower (ILA)</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 (5 IPC)</li> <li>- Princess – Rhyming Words (5 IPC)</li> </ul>
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.	<ul style="list-style-type: none"> <li>- Nomi – Alphabet (5 IPC)</li> <li>- Upper and Lower (2 ILA)</li> </ul>
<b>Phonemic Awareness:</b>	

1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).	- 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) - Princess – Rhyming Words (5 IPC)
1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC) - Princess – Rhyming Words (5 IPC)
1.9 Blend vowel-consonant sounds orally to make words or syllables.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC) - Princess – Rhyming Words (5 IPC)
1.10 Identify and produce rhyming words in response to an oral prompt.	- Princess – Rhyming Words (5 IPC)
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	- Jerry the Jester – Beginning Sounds (5 IPC)
1.12 Track auditorily each word in a sentence and each syllable in a word.	- Nomi – Alphabet (5 IPC)
<b>Decoding and Word Recognition:</b>	
1.14 Match all consonant and short-vowel sounds to appropriate letters.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC)
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).	- Ogre – Sight Words 1 (4 IPC)
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
<b>2.0. READING COMPREHENSION:</b>	
<b>Structural Features of Informational Materials:</b>	
2.1 Locate the title, table of contents, name of author, and name of illustrator.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<b>Comprehension and Analysis of Grade-Level-Appropriate Text (Kindergarten)</b>	
2.2 Use pictures and context to make predictions about story content.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
2.3 Connect to life experiences the information and events in texts.	- Imagine a Story (5 ILA)
<b>3.0. LITERARY RESPONSE AND ANALYSIS:</b>	
3.3 Identify characters, settings, and important events.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<b>WRITING</b>	
<b>1.0. WRITING STRATEGIES:</b>	
<b>Organization and Focus</b>	
1.1 Use letters and phonetically spelled words	- Alike and Different (6 ILA)

to write about experiences, stories, people, objects, or events.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
1.3 Write by moving from left to right and from top to bottom	- Modeled in all IPCs - Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<b>Penmanship</b>	
1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	- Upper and Lower (2 ILA)
<b>LISTENING AND SPEAKING</b>	
<b>1.0. LISTENING AND SPEAKING STRATEGIES:</b>	
<b>Comprehension</b>	
1.1 Understand and follow one-and two-step oral directions.	- All IPCs

### First Grade Standards

Excerpted from: <http://www.cde.ca.gov/be/st/ss/>

<b>READING</b>	
<b>1.0. WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>	
<b>Concepts About Print:</b>	
1.1. Match oral words to printed words.	- All IPCs
1.2. Identify the title and author of a reading selection.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
1.3. Identify letters, words, and sentences.	- Modeled in all IPCs
<b>Phonemic Awareness:</b>	
1.4. Distinguish initial, medial, and final sounds in single-syllable words.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Anna 1 Anna 2 – Word Families 2 (3 IPC)
1.5. Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).	- Princess – Short and Long Vowels (5 IPC) - Coach – Vowel Blends (4 IPC)
1.6. Create and state a series of rhyming words, including consonant blends.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC)
1.7. Add, delete or change target sounds in order to change words (e.g., change cow to how; pan to an).	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
1.8. Blend two to four phonemes into a recognizable word (e.g., /c/a/t/ = cat; /f//a/t/ = flat).	- 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)
1.9. Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p//a/t/ = splat; /r//ch/ = rich).	- 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)
<b>Decoding and Word Recognition:</b>	
1.10. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and combine those sounds into recognizable words.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC)
1.11. Read common, irregular sight words (e.g., the, have, said, come, give, of).	- Ogre – Sight Words 2 & 3 (8 IPC)
1.13. Read compound words and contractions.	- Benny the Baker – Contractions (4 IPC) - Calico Kid – Complex Words (4 IPC)
1.15. Read common word families (e.g., -ite, -ill, -ate).	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
1.16. Read aloud with fluency in a manner that sounds like natural speech.	- <b>All IPCs</b>
<b>2.0. READING COMPREHENSION:</b>	
<b>Structural Features of Informational Materials:</b>	
2.1. Identify text that uses sequence or logical order.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b>	
2.3. Follow one-step written instructions.	- <b>All IPCs</b>
2.4. Use context to resolve ambiguities about word and sentence meanings.	- <b>All IPCs</b>
<b>3.0. LITERARY RESPONSE AND ANALYSIS:</b>	
<b>Narrative Analysis of Grade-Level-Appropriate Text:</b>	
3.1. Identify and describe the story elements of plot, setting, and characters, including the story's beginning, middle, and ending.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
<b>WRITING</b>	
<b>1.0. WRITING STRATEGIES:</b>	
<b>Penmanship:</b>	
1.3. Print legibly and space letters, words, and sentences appropriately.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<b>2.0. WRITING APPLICATIONS:</b>	
<b>Using the writing strategies of grade one outlined in Writing Strategies 1.0., students:</b>	
2.1. Write brief narratives describing an experience.	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)

6/22/10

*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.*