

Florida Language Arts Literacy Standards PreK – 1st Grade

Prekindergarten Standards

Excerpted from: <http://www.fldoe.org/earlylearning/pdf/vpkedstandard.pdf>

Abbreviation Key:

Interactive Program Component (IPC)

Integrative Literacy Activity (ILA)

Standard

StudyDog Learning Program Component

LANGUAGE AND COMMUNICATION	
<i>Listening</i>	
Gains meaning by listening	- All IPCs
Follows two- and three-step directions	- All IPCs - All ILAs
<i>Vocabulary</i>	
Shows an understanding of words and their meanings	- 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)
Uses an expanded vocabulary to describe many objects, actions, and events	- 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)
<i>Sentences and Structure</i>	
Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences	- Oscar and Squirt – Words in Sentences (3 IPC) - Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
Connects phrases and sentences to build ideas	- Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)
<i>Conversation</i>	
Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems	- 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)
Initiates, asks questions, and responds to adults and peers in a variety of settings	- All ILAs - Granny Caterpillar – Story and Vocabulary (7 IPC) - Tall Paul – Rhyming Words (5 IPC)
EMERGENT LITERACY	
<i>Emergent Reading</i>	
Shows age-appropriate phonological	- Teeny Tiny Tom – Beginning Sounds (5 IPC)

awareness	- Tall Paul – Rhyming Words (5 IPC) - Alphabet Practice (ILA)
Shows alphabetic knowledge	- Alpha Betty – Alphabet Song (5 IPC) - Skywriter – Alphabet Trace (5 IPC) - Alphabet Practice (26 ILA) - Making Letters (ILA)
Shows understanding of text read aloud	- All IPCs
Emergent Writing	
Uses letter-like shapes, symbols, and letters to convey meaning	- Skywriter – Alphabet Trace (5 IPC) - Alphabet Practice (26 ILA) - Blowing Bubbles (ILA) - Making Bricks (ILA) - Making Letters (26 ILA) - Draw a Picture (ILA) - Make a Card (ILA)
Demonstrates age-appropriate ability to write letters	- Alphabet Practice (ILA) - Blowing Bubbles (ILA) - Making Bricks (ILA) - Making Letters (26 ILA) - 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)

Kindergarten Standards

Excerpted from: <http://www.fldoe.org/bii/curriculum/sss/>

READING PROCESS	
<i>Concepts of Print – The student demonstrates knowledge of the concept of print and how it is organized and read.</i>	
LA.K.1.1.1 – locate a printed word on a page.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
LA.K.1.1.2 – distinguish letters from words.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
LA.K.1.1.3 – identify the separate sounds in a spoken sentence.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
LA.K.1.1.4 – match print to speech.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
LA.K.1.1.5 – identify parts of a book (e.g., front cover, back cover, title page).	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
LA.K.1.1.6 – move top to bottom and left to right on the printed page.	- Modeled in all IPCs and ILAs - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)

LA.K.1.1.7 – name all upper and lower case letters of the alphabet.	- Nomi – Alphabet (5 IPC) - Upper and Lower (ILA)
Phonological Awareness – The student demonstrates phonological awareness.	
LA.K.1.2.2 – identify, blend, and segment syllables in words.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC)
LA.K.1.2.3 – recognize and produce words that rhyme.	- Princess – Rhyming Sounds (5 IPC)
LA.K.1.2.4 – identify, blend, and segment onset and rime.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
Phonemic Awareness – The student demonstrates phonemic awareness.	
LA.K.1.3.1 – identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., “sat”).	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
LA.K.1.3.2 – blend and segment individual phonemes in simple, one-syllable words.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
LA.K.1.3.3 – manipulate individual phonemes in CVC words through addition, deletion, and substitution.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
Phonics/Word Analysis – The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
LA.K.1.4.1 – recognize and recall the one to one correspondence between most letters and sounds.	- Nomi – Alphabet (5 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
LA.K.1.4.2 – decode simple words in isolation and in context.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC)
Vocabulary Development – The student uses multiple strategies to develop grade appropriate vocabulary.	
LA.K.1.6.1 use new vocabulary that is introduced and taught directly.	- Modeled in all IPCs and ILAs
LA.K.1.6.2 – listen to and discuss both familiar and conceptually challenging text.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
LA.K.1.6.3 – describe common objects and events in both general and specific language.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
LA.K.1.6.4 – identify and sort common words into basic categories (e.g., colors, shapes, food).	- KWL (10 ILA)
LA.K.1.6.6 – relate new vocabulary to prior knowledge.	- KWL (10 ILA)
Reading Comprehension – The student uses a variety of strategies to comprehend grade level.	
LA.K.1.7.1 – make predictions about text	- Alike and Different (6 ILA)

content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations).	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
LA.K.1.7.2 – use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
LA.K.1.7.3 – retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
LA.K.1.7.4 – identify the author’s purpose as stated in the text.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
LITERARY ANALYSIS	
<i>Fiction – The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.</i>	
LA.K.2.1.2 – retell the main events (e.g., beginning, middle, end) of story, and describe characters and setting.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
LA.K.2.1.3 – identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and others rhyming selections.	- Princess – Rhyming Sounds (5 IPC)
<i>Nonfiction – The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.</i>	
LA.K.2.2.2 – retell important facts from a text heard or read.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
WRITING PROCESS	
<i>Prewriting – The student will use prewriting strategies to generate ideas and formulate a plan.</i>	
LA.K.3.1.1 – connecting thoughts and oral language to generate ideas.	- All ILAs
LA.K.3.1.2 – drawing a picture about ideas from stories read aloud or generated through class discussion.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<i>Drafting – The student will write a draft appropriate to the topic, audience, and purpose.</i>	
LA.K.3.2.1 – drawing, telling, or writing about a familiar experience, topic or text.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<i>Editing for Language Conventions – The</i>	

<i>student will edit and correct the draft for standard language conventions.</i>	
LA.K.3.4.1 – knowledge of letter/sound relationships to spell simple words.	- Treecia and Elmer – Single-Sound Consonants (4 IPC) - Flop – Multi-Sound Consonants (4 IPC) - Jerry the Jester – Beginning Sounds (5 IPC) - Anna 1 & Anna 2 – Word Families 1 (4 IPC)
LA.K.3.4.2 – capital letters to begin “important words”.	- Upper and Lower (2 ILA)
LA.K.3.4.3 – end punctuation, including periods, question marks, and exclamation points.	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<i>Publishing – The student will write a final product for the intended audience.</i>	
LA.K.3.5.1 – produce, illustrate and share a finished piece of writing.	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
WRITING APPLICATIONS	
<i>Creative – The student develops and demonstrates creative writing.</i>	
LA.K.4.1.1 – create narratives by drawing, dictating, and/or using emergent writing.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
LA.K.4.1.2 – participate in writing simple stories, poems, rhymes, or song lyrics.	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<i>Informative – The student develops and demonstrates informative writing that provides information related to real-world tasks.</i>	
LA.K.4.2.1 – participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing or writing.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
LA.K.4.2.2 – participate in creating simple summaries from informational/expository text (e.g., graphs, tables, maps).	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<i>Persuasive – The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.</i>	
LA.K.4.1.1 – draw a picture and use it to explain why this item (food, pet, person) is their favorite.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
COMMUNICATION	
<i>Penmanship – The student engages in the writing process and writes to communicate idea and experiences.</i>	
LA.K.5.1.1 – print many uppercase and lowercase letters of the alphabet and recognize the difference between the two.	- Nomi - Alphabet (5 IPC) - Upper and Lower (2 ILA)
LA.K.5.1.2 – write from left to right and top to bottom of page.	- Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
LA.K.5.1.3 – recognize spacing between letters	- Imagine a Dialog (5 ILA)

and words.	
LA.K.5.1.5 – understand the concept of writing and identifying numerals.	- How Many? (3 ILA)
<i>Listening and Speaking – The student effectively applies listening and speaking strategies.</i>	
LA.K.5.2.1 – listen carefully and understand directions for performing tasks (e.g., three or four-step oral directions).	- All IPC - All ILAs
LA.K.5.2.2 – listen attentively to fiction and nonfiction read-alouds and demonstrate understanding.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
LA.K.5.2.3 – repeat auditory sequences (e.g., letters, words, numbers, rhythmic patterns).	- Modeled in all IPCs
LA.K.5.2.4 – recite short poems, rhymes, songs, and stories with repeated patterns.	- Princess – Rhyming Sounds (5 IPC) - Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
LA.K.5.2.5 – communicate effectively when relating experiences and retelling stories heard.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
LA.K.5.2.6 – use complete sentences when speaking.	- Modeled in all IPCs
INFORMATION AND MEDIA LITERACY	
<i>Informational Text – The student comprehends the wide array of informational text that is part of our day-to-day experiences.</i>	
LA.K.6.1.1 – identify the purpose of informational text and distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems).	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<i>Research Process – The student uses a systematic process for the collection, processing, and presentation of information.</i>	
LA.K.6.2.3 – participate in creating a simple class report where the teacher is the scribe.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
LA.K.6.2.4 – recognize that authors, illustrators, and composers create informational sources.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<i>Media Literacy – The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.</i>	
LA.K.6.3.1 – recognize print and non-print media.	- Modeled in all IPCs and ILAs
LA.K.6.3.2 – state the main idea after viewing print media.	- Miss Penny – Oral Comprehension 1 & 2 (4 IPC)
<i>Technology – The student develops the</i>	

essential technology skills for using and understanding conventional and current tools materials and processes.	
LA.K.6.2.1 – use technology (e.g., drawing tools, writing tools) resources to support learning.	- All IPCs - All ILAs

First Grade Standards

Excerpted from: <http://www.fldoe.org/bii/curriculum/sss/>

READING PROCESS	
Concepts of Print – The student demonstrates knowledge of the concept of print and how it is organized and read.	
LA.1.1.1.1 – locate the title, table of contents, names of author and illustrate, glossary, and index.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
Phonemic Awareness – The student demonstrates phonological awareness.	
LA.1.1.2.2 – blend three to five phonemes to form words.	- Chrisopolis – Consonant Blends (5 IPC)
LA.1.1.2.3 – segment single syllable words into individual phonemes.	- Chrisopolis – Consonant Blends (5 IPC) - Calico Kid – Complex Words (4 IPC) - Coach – Vowel Blends (4 IPC)
LA.1.1.2.4 – manipulate individual phonemes to create new words through addition, deletion, and substitution.	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
Phonics/Word Analysis – The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
LA.1.1.4.1 – generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words.	- Princess – Short and Long Vowels (5 IPC) - Chrisopolis – Consonant Blends (5 IPC) - Coach – Vowel Blends (4 IPC) - Ogre – Sight Words 2 & 3 (8 IPC) - Frankie – Spelling (6 IPC)
LA.1.1.4.2 – identify the sounds of vowels and consonants digraphs in printed words.	- Princess – Short and Long Vowels (4 IPC)
LA.1.1.4.3 – decode words with r-controlled letter-sound associations.	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
LA.1.1.4.4 – decode words from common word families.	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
LA.1.1.4.5 – recognize high frequency words.	- Ogre – Sight Words 2 & 3 (8 IPC)
LA.1.1.4.6 – identify common, irregular words, compound words, and contractions.	- Chrisopolis – Consonant Blends (5 IPC)
Fluency – The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
LA.1.1.5.1 – apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context.	- Anna 1 Anna 2 – Word Families 2 (3 IPC)
LA.1.1.5.2 – recognize high frequency and	- Ogre – Sight Words 2 & 3 (8 IPC)

familiar words in isolation and in context.	
Vocabulary Development – The student uses multiple strategies to develop grade appropriate vocabulary.	
LA.1.1.6.1 – use new vocabulary that is introduced and taught directly.	- All IPCs
LA.1.1.6.2 – listen to, read, and discuss both familiar and conceptually challenging text.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA.1.1.6.3 – use context clues.	- 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)
LA.1.1.6.4 – categorize key vocabulary and identify salient features.	- 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)
LA.1.1.6.5 – relate new vocabulary to prior knowledge.	- KWL (10 ILA)
LA.1.1.6.6 – identify and sort common words into conceptual categories.	- KWL (10 ILA)
LA.1.1.6.8 – use meaning of individual words to predict meaning of unknown compound words.	- Calico Kid – Complex Words (4 IPC)
Reading Comprehension – The student uses a variety of strategies to comprehend grade level text.	
LA.1.1.7.1 – identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA.1.1.7.2 – use background knowledge and supporting details from text to verify the accuracy of information presented in read selections.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA.1.1.7.3 – retell the main idea or essential message.	- 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)
LA.1.1.7.4 – identify supporting details.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA.1.1.7.5 – distinguish fact from fiction and cause from effect.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC) - Characters (4 ILA)

	<ul style="list-style-type: none"> - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
LA.1.1.7.6 – arrange events in sequence.	<ul style="list-style-type: none"> - 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)
LA.1.1.7.7 – identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events).	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA.1.1.7.8 – identify the author’s purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear.	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LA.1.1.7.9 – self monitor comprehension and reread when necessary.	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
LITERARY ANALYSIS	
<i>Fiction – The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.</i>	
LA.1.2.1.2 – retell the main events (e.g., beginning, middle, end) in a story.	<ul style="list-style-type: none"> - 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)
LA.1.2.1.3 – identify the characters and settings in a story.	<ul style="list-style-type: none"> - 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)
WRITING PROCESS	
<i>Prewriting – The student will use prewriting strategies to generate ideas and formulate a plan.</i>	
LA.1.3.1.3 – organizing ideas using simple webs, maps, or lists.	- KWL (10 ILA)
<i>Drafting – The student will write a draft appropriate to the topic, audience, and purpose.</i>	
LA.1.3.2.1 – maintaining focus on a single idea using supporting details.	<ul style="list-style-type: none"> - All IPCs - All ILAs
LA.1.3.2.2 – organizing details into logical sequence that has a beginning, middle, and end.	- All ILAs
<i>Editing for Language Conventions – The student will edit and correct the draft for standard language conventions.</i>	
LA.1.3.4.1 – common spelling patterns (e.g.,	- Ogre – Sight Words 2 & 3 (8 IPC)

onset and rimes, word families, and simple CVC words) and conventional spelling of high frequency words.	- Frankie – Spelling (6 IPC) - Anna 1 & Anna 2 – Word Families 2 (3 IPC)
LA.1.3.4.6 – end punctuation for sentences, including periods, question marks, and exclamation points.	- Modeled in all IPCs
<i>Publishing – The student will write a final product for the intended audience.</i>	
LA.1.3.5.1 – produce, illustrate and share a variety of compositions.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
WRITING APPLICATIONS	
<i>Creative – The student develops and demonstrates creative writing.</i>	
LA.1.4.1.1 – write that include a main idea based on real or imagined events, characters, and a sequence of events.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
LA.1.4.1.2 – participate in writing simple stories, poems, rhymes, or song lyrics.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
<i>Persuasive – The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.</i>	
LA.1.4.1.1 – draw a picture and use simple text to explain why this item (food, pet, person) is important to them.	- Alike and Different (6 ILA) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA) - KWL (10 ILA)
COMMUNICATION	
<i>Penmanship – The student engages in the writing process and writes to communicate idea and experiences.</i>	
LA.1.5.1.1 – write numbers and uppercase and lowercase letters using left to right sequencing.	- Upper and Lower (2 ILA)
LA.1.5.1.2 – use appropriate spacing between letters, words, and sentences.	- Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
<i>Listening and Speaking – The student effectively applies listening and speaking strategies.</i>	
LA.1.5.2.1 – listen attentively and understand directions for performing tasks (e.g., multi-step directions), solving problems, and following rules.	- All IPCs
LA.1.5.2.2 – retell specific details of information heard.	- Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC)

	<ul style="list-style-type: none"> - Nick Nickel – Independent Reading (2 IPC) - Characters (4 ILA) - Imagine a Story (5 ILA) - Imagine a Dialog (5 ILA)
LA.1.5.2.3 – listen attentively to fiction and nonfiction read-alouds and demonstrate understanding.	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
INFORMATION AND MEDIA LITERACY	
<i>Informational Text – The student comprehends the wide array of informational text that is part of our day-to-day experiences.</i>	
LA.1.6.1.1 – locate specific information by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text.	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<i>Research Process – The student uses a systematic process for the collection, processing, and presentation of information.</i>	
LA.1.6.2.3 – write a simple report with a title and three facts, using informational sources.	<ul style="list-style-type: none"> - Imagine a Story (5 ILA)
LA.1.6.2.4 – identify authors, illustrators, or composers with their works.	<ul style="list-style-type: none"> - Nick Nickel – Oral Comprehension 3 (1 IPC) - Miss Penny – Oral Comprehension 4 (1 IPC) - Nick Nickel – Independent Reading (2 IPC)
<i>Media Literacy – The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.</i>	
LA.1.6.3.1 – recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video).	<ul style="list-style-type: none"> - All IPCs
<i>Technology – The student develops the essential technology skills for using and understanding conventional and current tools materials and processes.</i>	
LA.1.6.2.1 – use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thought, ideas, and stories.	<ul style="list-style-type: none"> - All IPCs - All ILAs

3/9/10

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.