

**CORRELATION OF SCHOLASTIC READ AND RISE TO THE VIRGINIA’S FOUNDATION BLOCKS FOR EARLY LEARNING:
COMPREHENSIVE STANDARDS FOR FOUR-YEAR-OLDS**

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SCHOLASTIC READ and RISE

Virginia Literacy Foundation Blocks

Virginia Literacy Foundation Block 1 – Oral Language

The child will develop listening and speaking skills by communicating experiences and ideas orally.

- a) Listen with increasing attention to spoken language, conversations, and texts read aloud.
- b) Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each.
- c) Make predictions about what might happen in a story.
- d) Use complete sentences to ask and answer questions about experiences or about what has been read.
- e) Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information.
- f) Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive.
- g) Listen attentively to stories in a whole class setting.
- h) Follow simple one- and two-step oral directions.

Family Conversations Facilitator’s Guide, pgs. 21 – 35 *A Child’s First and Most Important Teacher and Role Model*

Topic: Family relationships support children’s literacy development, especially by building the skills needed for reading success.

- pg. 47 (Practice Talking)
- pgs. 57-58
- pg. 104 (Getting Ready to Read)
- pg. 107 (Talk, Talk, Talk)
- pgs. 112 – 113 (The Power of Storytelling, Building Story Sense)
- pg. 122
- pg. 124 (Tips for Reading Aloud)
- pg. 125 (Building Blocks of Reading)

Child Care Provider Conversations Facilitator’s Guide, pgs. 21 – 38 *The Importance of Family and Community Partnerships*

Topic: Child care providers help to build children’s literacy by supporting families in their roles as their children’s first and most important teachers and role models.

- pg. 65
- pg. 117 (Getting Ready to Read)
- pg. 123 (Using the Home Environment to Promote Literacy)
- pg. 133 (The Power of Storytelling) pg. 134 (Traditional Story Starters) pg. 135 (Storytelling Projects) pg. 136 (Building Story Sense)
- pgs. 138 – 141 (When I Grow Up/Cuando sea grande)
- pg. 159 Tips for Reading Aloud
- pg. 160 Building Blocks of Reading

Family Conversations Journal pgs. 9, 10, 18, 22, 29, 30, 31, 49

The Family Guide provides read-aloud stories for the facilitator to share during the workshops and for families and child care providers to share with their children.

- Family Guide pg.11 (Milestones, Look Who’s Talking!)
- Family Guide pg.12 (Try This! Did You Know?)
- Family Guide pg.45 (Try This!)

Read and Rise book collections extend the learning and fun of each workshop session with books. Each book comes with its own take home mini activity guide that shows families different ways books can be read aloud and used interactively. (Family

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	<p>Conversations Facilitator’s Guide pgs. 130-133)</p> <p><i>Rin, Rin, Rin Do, Re, Mi</i> Activity Guide (Reading Tips/Picture this) <i>Arroz Con Leche</i> Activity Guide (Connect to Real Life) <i>Sione’s Talo</i> Activity Guide (After You Read/On the Move!) (Try This!/Tell a Tale) (Reading Tips/Name the big idea) <i>How Do Dinosaurs Go to School?</i> Activity Guide (After You Read/Imagine That!) (Reading Tips/Talk about the art, Connect to the story) <i>Do Like Kyla</i> Activity Guide (After You Read/Rain or Sun! Stories Are Fun!) (Try This!/All Day Long) (Reading Tips/Act out the story, Tell the story your way) <i>Hush!</i> Activity Guide (After You Read..., What a Zoo!) <i>Let’s Eat</i> Activity Guide (Reading Tips/Let your child be the storyteller)</p>
<p>Virginia Literacy Foundation Block 2 – Vocabulary The child will develop an understanding of word meanings through the use of appropriate and expanding vocabulary.</p> <p>a) Use size, shape, color, and spatial words to describe people, places, and things. b) Listen with increasing understanding to conversations and directions. c) Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas. d) Participate in a wide variety of active sensory experiences to build vocabulary</p>	<p>Family Guide pgs. 11-12 (Look Who’s Talking! Milestones, Try This!) pg. 45 (Try This!)</p> <p><i>Arroz Con Leche</i> Activity Guide (Connect to Real Life) <i>Sione’s Talo</i> Activity Guide (After You Read/On the Move!) (Reading Tips/Get a head start) <i>How Do Dinosaurs Go to School?</i> Activity Guide (After You Read/Imagine That!) (Reading Tips/Talk about the art, Connect to the story) <i>K is for Kissing a Cool Kangaroo</i> Activity Guide (Reading Tips/Double the fun) <i>Do Like Kyla</i> Activity Guide (After You Read/Rain or Sun! Stories Are Fun!) (Try This!/All Day Long) (Reading Tips/Act out the story, Tell the story your way) <i>Hush!</i> Activity Guide (What a Zoo!) <i>Let’s Eat</i> Activity Guide (Reading Tips/Say it your way)</p>
<p>Virginia Literacy Foundation Block 3 - Phonological Awareness The child will manipulate the various units of speech sounds in words.</p> <p>a) Identify words that rhyme and generate simple rhymes. b) Identify words within spoken sentences. c) Begin to produce consonant letter sounds in isolation. d) Successfully detect beginning sounds in words. e) Begin to isolate or produce syllables within multisyllable words.</p>	<p>Family Conversations Facilitator’s Guide pgs. 65 – 78 <i>Learning Is Fun!</i> Topic: Learning basic reading and writing skills can be fun for the whole family. pgs. 108-110 (Poems, Rhymes, and Songs) pgs. 116-117 (Songs and Games) pg. 123 (phonological awareness) Family Guide pp. 11-12 Family Conversations Journal pg.58 Child Care Provider Conversations Facilitator’s Guide pgs. 73 – 87 <i>Fun With the Sounds of Language</i> Topic: Culture, traditions, and everyday family activities offer many enjoyable opportunities to build phonological awareness. pgs. 128 – 131 (Poems, Rhymes, and Songs) pgs. 144 – 145 (Songs, Rhymes, Games) pgs. 146 – 149 (A Jump Rope Rhyme/Rima para saltar la cuerda)</p>

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	<p><i>Rin, Rin, Rin Do, Re, Mi</i> Activity Guide (After You Read/Sing a Song) (Reading Tips/Sing this story, Read and rhyme) <i>Arroz Con Leche</i> Activity Guide (After You Read) (Try This!/Read for rhythm and rhyme!) <i>How Do Dinosaurs Go to School?</i> Activity Guide (Reading Tips/Reread for rhymes) <i>K is for Kissing a Cool Kangaroo</i> Activity Guide (Try This!/Roaring Rhymes((Reading Tips, Make each letter count) <i>Hush!</i> Activity Guide (Listen and Learn)</p>
<p>Virginia Literacy Foundation Block 4 Letter Knowledge and Early Word Recognition The child will demonstrate basic knowledge of the alphabetic principle and understand that the letters in written words represent the sounds in spoken words.</p> <p>a) Identify and name uppercase and lowercase letters in random order. b) Identify the letter that represents a spoken sound. c) Provide the most common sound for the majority of letters. d) Begin to match uppercase and lowercase letters. e) Read simple/familiar high-frequency words, including child’s name. f) Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles</p>	<p>Family Conversations Facilitator’s Guide pgs. 86-87 (Build Knowledge) pg.126 (Reading Ready Fun at Home) pg. 115 (Ages and Stages) pgs. 119-120 (Know Your Alphabet, Words Are All Around Us) Family Guide p. 11 (Look Who’s Talking! Milestones) Family Conversations Journal pgs. 39,40, 47, 48 Child Care Provider Conversations Facilitator’s Guide pg. 143 (Ages and Stages) pg. 151 (Know Your Alphabet)</p> <p><i>Rin, Rin, Rin Do, Re, Mi</i> Activity Guide (Try This!/Look and See: ABC!) <i>K is for Kissing a Cool Kangaroo</i> Activity Guide (After You Read/Splish! Splash!) (Try This!/Amazing Alphabet Art) (Reading Tips/Make each letter count, Double the fun) <i>Hush!</i> Activity Guide (Listen and Learn)</p>
<p>Virginia Literacy Foundation Block 5 Print and Book Awareness The child will demonstrate knowledge of print concepts and 5 understand the connection between the spoken and written word.</p> <p>a) Identify the front and back covers of a book. b) Identify the location of the title and title page of a book. c) Identify where reading begins on a page (first word). d) Follow text with a finger, pointing to each word as it is read from left to right and top to bottom with assistance. e) Distinguish print from pictures. f) Turn pages one at a time from the front to the back of a book.</p>	<p>Family Guide pgs. 11-12 (Look Who’s Talking! Milestones, Did you Know? Try This) Family Conversations Facilitator’s Guide pg. 85 pg. 122 Child Care Provider Conversations Facilitator’s Guide pg. 32 pg. 81 pg. 137 – 141 (Concepts of Print, When I Grow Up/Cuando sea grande)</p> <p>Each of the following titles can be used to reinforce print and book awareness: <i>Rin, Rin, Rin Do, Re, Mi</i> <i>Arroz Con Leche</i> <i>Sione’s Talo</i> <i>How Do Dinosaurs Go to School?</i></p>

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	<p><i>K is for Kissing a Cool Kangaroo</i> <i>Do Like Kyla</i> <i>Hush!</i></p> <p><i>How Do Dinosaurs Go to School?</i> Activity Guide (Reading Tips/Talk about the art, Reread for rhymes) <i>K is for Kissing a Cool Kangaroo</i> Activity Guide (Reading Tips/Make each letter count, Put yourself in the book)</p>
<p>Virginia Literacy Foundation Block 6 Writing The child will write using a variety of materials and technology to convey thoughts, ideas, and experiences.</p> <p>a) Distinguish print from images or illustrations. b) Demonstrate use of print to convey meaning. c) Copy or write letters and numbers using various materials. d) Print first name independently. e) Begin to use correct manuscript letter and number formation. f) Copy various words associated with people or objects within the child's environment. g) Use phonetically spelled words to convey messages or tell a story. h) Understands that writing proceeds left to right and top to bottom.</p>	<p>Family Guide pg. 12 (Did You Know?) (Try This!)</p> <p>Family Conversations Facilitator Guide pgs. 65 – 78 <i>Learning Is Fun!</i> Topic: Learning basic reading and writing skills can be fun for the whole family. pg. 90 (Optional Activity: A Note to My Child), pg. 104 (Session 1: A Child's First and Most Important Teacher and Role Model) pg. 126 (Ready Reading Fun at Home) Child Care Provider Conversations Facilitator's Guide pgs. 73 – 87 <i>Fun With the Sounds of Language!</i> Topic: Culture, Traditions, and everyday family activities offer many enjoyable opportunities to build phonological awareness.</p> <p><i>K is for Kissing a Cool Kangaroo</i> Activity Guide (Try This!/Amazing Alphabet Art) (Reading Tips/Put yourself in the book) <i>Let's Eat</i> Activity Guide (Try This!/Family Time) <i>Do Like Kyla</i> Activity Guide (Try This!/All Day Long) <i>How Do Dinosaurs Go to School?</i> Activity Guide (Reading Tips/Talk about the art, Reread for rhymes) <i>Rin, Rin, Rin, Do, Re, Mi</i> Activity Guide (Try This!/Look and See: ABC!)</p>