Pennsylvania State Correlations

D = Direct Correlation to the Standard
A = Access Point of Correlation to the Standard

		Adjectives and Opposites	CONCENTRATE: On Words & Concepts	Creature Antics	Creature Capers	Creature Cartoons	Creature Chorus	Creature Features	Creature Magic	Exploring Nouns	Exploring Verbs	First Categories	First Verbs	First Words	First Words II	Following Directions: One and Two Level Commands	LanguageLinks: Syntax Assessment & Intervention	My House	My School	My Town	Nouns and Sounds	Prepositions!	Pronoun Perspective	QuestionQuest	Say N Play	Sentence Master	Simple Sentence Structure	Swim, Swam, Swum	Talking Nouns I	Talking Nouns II	Talking Verbs	TalkTime with Tucker	Tiger's Tale	Twenty Categories	Words & Concepts Series
	English Language Arts																																	
	1.1. Reading Independently **Students apply a wide range of strategies.**																																	
	Purposes of Reading																																	
K	Identify the purpose and type (fiction and nonfiction) of text.	A								A	A	A	D	D	D	D	D	D	D	D	A	D	D	D	D				D	D	D	D	D	D
1st-5th	Identify the author's purpose and type, using grade level text.	A								A	A	A	D	D	D	D	D	D	D	D	A	D	D	D	D				D	D	D	D	D	D
6th-8th	Apply appropriate strategies to describe and interpret author's purpose, using grade level text.	A								A	A	A	D	D	D	D	D	D	D	D	A	D	D	D	D				D	D	D	D	D	D
	Word Recognition Skills																																	
K	Employ word recognition techniques: • Use association strategies to identify letters. • Demonstrate phonological awareness through the segmenting and blending of phonemes. • Use knowledge of letter sound correspondence (alphabetic principle) to decode words in context.		D									D					D	D	D	D		D	D			D	D	D					D	D
1st	Demonstrate: • Phonological awareness through phoneme manipulation. • Knowledge of letter sound correspondence (alphabetic principle) to decode and encode words.		D									D					D	D	D	D		D	D			D	D	D					D	D
2nd-5th	Use knowledge of phonics, word recognition (e.g., root words, prefixes, suffixes, and syllabication), and context clues to decode and understand new words during reading.		D							D	D		D	D	D		D	A	A	A	D	D	D			D	D	D	D	D	D			D	D
6th-7th	Use word analysis skills, context clues, knowledge of root words as well as a dictionary/thesaurus or glossary to decode and understand specialized vocabulary in content areas during reading.		D							D	D		D	D	D		D	A	A	A	D	D	D			D	D	D	D	D	D			D	D

8th	Use context clues, knowledge of root words as well as a glossary/thesaurus to decode and understand specialized vocabulary in the content areas during reading.		D							D	D		D	D	D		D	A	A	A	D	D	D			D	D	D	D	D	D			D	D
	Vocabulary Development																																				
K	Expand oral language through the use of an increasingly robust vocabulary.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
1st	Use increasingly robust vocabulary in oral and written language.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
2nd-5th	Use meaning and knowledge of words (e.g., multiple meaning words, word origins, root words, synonyms, antonyms, homophones) across content areas to increase reading vocabulary.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
6th-8th	Use meaning and knowledge of words (e.g., literal and figurative meanings, common foreign words) across content areas to expand reading vocabulary.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
	Comprehension and Interpretation																																				
K-1st	Demonstrate listening and reading comprehension / understanding before reading, during reading, and after reading through strategies such as think aloud, retelling, summarizing, connecting to prior knowledge, and nonlinguistic representations.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
2nd-8th	Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
	Fluency																																				
K	Demonstrate accuracy and automaticity in phoneme segmentation, letter naming, letter-sound correspondence and blending (decoding) simple words.	D	D							A	A	D	D	D	D		D	A	A	A		D	D			D	D	D	D	D	D			D	D
1st-2nd	Demonstrate accuracy and automaticity, in oral reading of grade level text.			D	D	D		D																D	D	D			D	D	D	D	D			
3rd-4th	Demonstrate fluency in oral reading of grade level texts; demonstrate an appropriate rate of silent reading based upon grade level texts.	D	D							A	A	D	D	D	D		D	A	A	A		D	D			D	D	D	D	D	D	D	D	D	D
5th-8th	Demonstrate an appropriate rate of silent reading based upon grade level texts.	D	D							A	A	D	D	D	D		D	A	A	A		D	D			D	D	D	D	D	D	D	D	D	D
	1.2. Reading, Analyzing and Interpreting Text																																				
	Students read, understand, and respond to informational text.																																				
	Text Organization																																				
K	Identify components of text organization.		D									D																						D	D
1st	Demonstrate concepts of print; Identify text organization and use content to derive meaning from text.		D									D																						D	D
2nd	Use text organization and content to derive meaning from text using criteria.		D									D																						D	D
3rd-5th	Analyze text organization and content to derive meaning from text using criteria.		D									D																						D	D
6th-8th	Evaluate text organization and content to determine the author's purpose, point of view, and effectiveness.		D									D																						D	D
	Fact and Opinion																																				
K-1st	Identify facts from informational text.	D	D							D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D

2nd-5th	Differentiate fact from opinion utilizing resources that go beyond traditional texts (e.g., newspapers, periodicals, and electronic media).	D	D							D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
6th-8th	Differentiate fact from opinion utilizing resources that go beyond traditional texts (e.g., newspapers, periodicals, public documents electronic media).	D	D							D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
	Essential and Nonessential Text																																								
K	Identify important information within an informational text, with teacher guidance and support.	D	D							D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
1st	Identify essential information within and across a variety of texts.	D	D							D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
2nd	Identify essential and nonessential information within and across a variety of texts.	D	D							D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
3rd-8th	Distinguish between essential and nonessential information across a variety of texts.	D	D							D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
	Inferences																																								
K	Make predictions, draw conclusions and explain whether or not predictions are confirmed, with adult assistance.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
1st	Make inferences and draw conclusions citing evidence from the text to support answers.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
2nd-3rd	Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
4th-5th	Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
6th-8th	Draw inferences and conclusions based on a variety of information sources citing evidence from multiple texts to support responses.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
	Text Analysis and Evaluation																																								
K	Identify and respond to essential content of text.	D		D	D	D	D	D	D	D	D		D	D	D	D	D	D	D	D	D	D	D	D	D	D	D			D	D		D	D		D					
1st	Read and respond to essential content of text.	D		D	D	D	D	D	D	D	D		D	D	D	D	D	D	D	D	D	D	D	D	D	D	D			D	D		D	D		D					
2nd-8th	Read, understand, and respond to essential content of text and documents in all academic areas.	D		D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
	1.3. Reading, Analyzing, and Interpreting Literature - Fiction and Non-Fiction																																								
	Students read and respond to works of literature.																																								
	Analysis and Evaluation																																								
K	Respond to works of literature.			A	A		A	A																			A						A	A						
1st-8th	Read, understand, and respond to works of literature.			A	A		A	A																			A						A	A						
	Literary Genres																																								
K-3rd	Recognize different types of genres such as poetry and fiction.	D	A		A		A			A	A	D	A				D	A	A	A		D	D			D	D	D	A	A	A			D	D						
4th-8th	Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of the literary forms chosen by the author for a specific purpose.	D			A		A			A		D	A				D	A	A	A		D	D			D	D	D			A			D	D						
	Literary Elements																																								
K-3rd	Identify literary elements (characters, setting, and plot) selected readings.																										A						A	A						
4th	Explain the literary elements in selected readings including characters, setting, plot, theme, and point of view.																										A						A	A						
5th-6th	Compare the literary elements within and among texts used by an author, including characterization, setting, plot, theme, and point of view.																										A						A	A						

7th	Interpret the use of literary elements within and among texts including characterization, setting, plot, theme, point of view, and tone.																								A						A	A		
8th	Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone, and style.																								A						A	A		
	Literary Devices																																	
K	Recognize literary devices (e.g., rhyming, alliteration).																								A									
1st-4th	Identify literary devices in selected readings (e.g., personification, rhyming, alliteration).																								A									
5th	Describe how the author uses literary devices to convey meaning (e.g., personification, simile, alliteration, symbolism, metaphor).																								A									
6th-7th	Interpret and analyze the effect of various literacy devices (e.g., personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery).																								A									
8th	Analyze the effect of various literary devices (e.g., personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery).																								A									
	1.4. Types of Writing																																	
	Students write for different purposes and audiences.																																	
	Narrative																																	
K	Write, dictate or illustrate to convey ideas for a specific purpose.	D								D	D		D	D	D						D	D	D		D	D	D	D	D	D	D	D	D		D
1st	Write, dictate, or illustrate descriptive poems and stories that include literary elements.	D								D	D		D	D	D						D	D	D		D	D	D	D	D	D	D	D	D		D
2nd	Write organized, detailed descriptive poems and stories that include literary elements.	D								D	D		D	D	D						D	D	D		D	D	D	D	D	D	D	D	D		D
3rd-4th	Write poems and stories. • Include detailed descriptions of people, places, and things. • Include literary elements.	D								D	D		D	D	D						D	D	D		D	D	D	D	D	D	D	D	D		D
5th-8th	Write poems, short stories, and plays. • Select and use various organizational methods to support writer's purpose. • Include literary elements and devices.	D								D	D		D	D	D						D	D	D		D	D	D	D	D	D	D	D	D		D
	Informational																																	
K	Write, dictate, or illustrate to communicate information.	D								D	D		D	D	D						D	D	D		D	D	D	D	D	D	D	D	D		D
1st-3rd	Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).	D								D	D		D	D	D						D	D	D		D	D	D	D	D	D	D	D	D		D
4th-8th	Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews). • Use relevant graphics (e.g. maps, charts, graphs, tables, illustrations, photographs). • Use primary and secondary sources, as appropriate, to task.	D								D	D		D	D	D						D	D	D		D	D	D	D	D	D	D	D	D		D
	Persuasive																																	
5th	Write persuasive pieces. • Include a clearly stated position or opinion. • Include supporting details, citing sources when needed.	D								D	D		D	D	D						D	D	D		D	D	D	D	D	D	D	D	D		D
6th	Write persuasive pieces. • Include a clearly stated position or opinion. • Include and develop supporting points using meaningful, convincing evidence, properly cited.	D								D	D		D	D	D						D	D	D		D	D	D	D	D	D	D	D	D		D

7th	Write persuasive pieces. • Include a clearly stated position or opinion. • Include convincing, elaborated, and properly cited evidence. • Identify appropriate persuasive techniques to anticipate reader concerns and arguments.	D								D	D		D	D	D						D	D	D		D	D	D	D	D	D	D	D	D		D
8th	Write persuasive pieces. • Include a clearly stated position or opinion. • Include convincing, elaborated, and properly cited evidence. • Anticipate and counter reader concerns and arguments.	D								D	D		D	D	D						D	D	D		D	D	D	D	D	D	D	D	D		D
	1.5. Quality of Writing																																		
	Students write clear and focused text to convey a well-defined perspective and appropriate content.																																		
	Focus																								D									
K	Write about one specific topic.																								D									
1st	Identify and write about one specific topic.																								D									
2nd-5th	Write with a clear focus, identifying topic, task, and audience.																								D									
6th-8th	Write with a clear focus, identifying topic, task, and audience and establishing a single point of view.																								D									
	Content																																		
K	Generate ideas and identify content appropriate for the topic.																								D									
1st-6th	Develop content appropriate for the topic. • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences with one central idea.																								D									
7th-8th	Develop content appropriate for the topic. • Gather, organize, and determine validity and reliability of information. • Employ the most effective format for purpose and audience. • Write paragraphs that have details and information specific to the topic and relevant to the focus.																								D									
	Organization																																		
K	Write words and simple sentences in a logical order.																								D									
1st	Organize writing in a logical order.																								D									
2nd-5th	Organize writing in a logical order. • Include a recognizable beginning, middle, and end.																								D									
6th-8th	Write with controlled and/or subtle organization. • Use appropriate transitions within sentences and between paragraphs that reflect the writer's purpose. • Establish topic and purpose in the introduction. • Reiterate the topic and purpose in the conclusion.																								D									
	Style																																		
K	Write using illustrations and descriptive words.	D	D							D	D		D	D	D		D	A	A	A	D	D	D	D		D	D	D	D	D	D			D	D
1st	Write using adjectives, precise nouns, and action verbs.	D	D							D	D		D	D	D		D	A	A	A	D	D	D	D		D	D	D	D	D	D			D	D
2nd	Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.	D	D							D	D		D	D	D		D	A	A	A	D	D	D	D		D	D	D	D	D	D			D	D
3rd	Write, developing an awareness of style, using a variety of sentence structures, adjectives, precise nouns, and action verbs.	D	D							D	D		D	D	D		D	A	A	A	D	D	D	D		D	D	D	D	D	D			D	D
4th-8th	Write with an understanding of style, using a variety of sentence structures, precise words (e.g., adjectives, nouns, adverbs, verbs) that create voice.	D	D							D	D		D	D	D		D	A	A	A	D	D	D	D		D	D	D	D	D	D			D	D
	Editing																																		
K-2nd	Revise writing by adding details or missing information.																								D	A								

3rd	Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.																									D	A										
4th	Revise writing to improve detail and order by making words more exact and varying sentence length and structure, where necessary.																									D	A										
5th-6th	Revise writing to improve organization and refine central idea, content, paragraph development, level of detail, style, tone, and word choice.																									D	A										
7th-8th	Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone, and word choice.																									D	A										
	Convention																																				
K	Use grade appropriate conventions of language when writing and editing, with adult assistance. • Begin to form letters correctly. •Use correct spacing. • Spell words modeled in classroom correctly. • Begin to use capital letters correctly. • Begin to use end punctuation marks. • Create simple sentences.	A										A	A	A	A			A	A	A		A	A	A		D	A	D	D	D	D		D	A	A		
1st-8th	Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation.	A										A	A	A	A			A	A	A		A	A	A		D	A	D	D	D	D		D	A	A		
	1.6. Speaking and Listening																																				
	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.																																				
	Listening Skills / Discussion																																				
K	Listen and respond appropriately to others in small and large group situations.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
1st	Listen actively and respond to others in small and large group situations with appropriate questions and ideas.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
2nd	Listen actively and respond to others in small and large group situations. • Respond with grade level appropriate questions, ideas, information, or opinions.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
3rd-8th	Listen critically and respond to others in small and large group situations. • Respond with grade level appropriate questions, ideas, information, or opinions.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
	Speaking Skills / Presentation																																				
K	Speak clearly enough to be understood by all audiences using appropriate volume. Share stories, familiar experiences, and interests, employing gestures where appropriate.																								D				D	D	D	D	D				
1st	Use appropriate volume and clarity in individual or group situations. Deliver brief oral presentations on a topic supported by visual aids.																								D				D	D	D	D	D				
2nd	Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.																								D				D	D	D	D	D				

3rd	Use appropriate volume and clarity in formal speaking presentations.																									D				D	D	D	D	D		
4th-8th	Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.																									D				D	D	D	D	D		
	1.7. Characteristics and Functions of the English Language																																						
	Students recognize formal and informal language and its use in speech, writing, and literature.																																						
	Formal and Informal Language																																						
1st	Recognize formal and informal language used in speech.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
2nd-3rd	Recognize formal and informal language used in speech, writing, and literature.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
4th-5th	Identify differences in formal and informal language used in speech, writing, and literature.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
6th-7th	Identify and interpret differences in formal and informal language used in speech, writing, and literature.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
8th	Analyze differences in formal and informal language used in speech, writing, and literature.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D