



Tennessee State Coorelations

D = Direct Correlation to the Standard
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		Creature Antics	Creature Capers	Creature Features	Creature Chorus	Creature Magic	Creature Cartoons	First Words	First Verbs	Exploring Nouns	Exploring Verbs	Talking Nouns	Talking Verbs	Simple Sentence Structure	First Categories	Adjectives and Opposites	Nouns and Sounds	My House	My School	My Town	TalkTime with Tucker	Language Links: Syntax Assessment & Intervention	Prepositions!	Pronoun Perspective	Words & Concepts	CONCENTRATE: On Words & Concepts	Tiger's Tale	Following Directions: One and Two Level Commands	Following Directions: Left and Right	Swim, Swam, Swum	Sentence Master	Twenty Categories
LANGUAGE ARTS: READING																																
<i>Content Standard: 1.0 The student will develop the reading & listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, & appreciation of print & non-print text.</i>																																
1.01 Develop oral language.																																
K	1. Show evidence of expanding oral language through vocabulary growth.							D	D	D	D							D	D	D												
	3. Begin to use rules for conversation (e.g., raise hands, take turns & focus attention on speaker).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D												
	5. Participate in group discussion.											D	D																			
	6. Participate in creative responses to text (e.g., response, discussion & dramatization).																					D										
	7. Ask & respond to questions from teacher & other group members.											D	D																			
	9. Dramatize, retell, & dictate what has been learned.																					D										
	10. Use familiar texts for recitations.																					D										
Grade 1	1. Show evidence of expanding oral language through vocabulary growth.							D	D	D	D							D	D	D												
	2. Implement rules for conversation (e.g., raise hands, take turns, focus attention on speaker).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D												
	3. Understand, follow & give oral directions.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D												
	4. Participate in group discussions.											D	D																			
	5. Participate in creative responses to text (e.g., choral reading, discussion & drama).																					D						D				

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	6. Respond to questions from teacher & other group members.											D	D																					
	7. Begin to narrate a personal story.																										A							
	8. Dramatize or retell what has been learned, heard or experienced.																										D							
	9. Use familiar texts for recitations.																				D					D							D	
Grade 2	1. Show evidence of expanding oral language through vocabulary growth.													D												D	D	D						
	2. Continue to implement rules for conversation.				D							D	D																					
	3. Understand, follow, & give oral directions.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	4. Participate in group discussion.											D	D																					
	5. Participate in creative responses to text (e.g., choral reading, discussion, & dramatization).																				D						D							
	6. Respond to questions from teachers & other group members.											D	D																					
	7. Narrate a personal story.																										A							
Grade 3	1. Show evidence of expanding oral language through vocabulary growth.													D												D	D	D						
	2. Consistently use established rules for conversation (e.g., taking turns, raising hand, & asking questions).																																	
	3. Understand, follow, & give oral directions.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	5. Participate in creative responses to text (e.g., choral reading, discussion, dramatization, & oral presentations).																				D						D							
	1.02 Develop listening skills.																																	
K	1. Listen attentively to speaker for specific information.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	2. Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	3. Listen & respond to a variety of media (e.g., books, audio tapes, videos).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	5. Follow simple, two step oral directions.	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A							D	A					
Grade 1	1. Listen attentively to speaker for specific information.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	

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	2. Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
	3. Listen & respond to a variety of media (e.g., books, audio tapes, videos).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
	5. Understand & follow simple, three step oral directions.	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A		
Grade 2	1. Listen attentively to speaker for specific information.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
	2. Use appropriate listening skills (e.g., does not interrupt, faces speaker, asks questions).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
	3. Listens & responds to a variety of media (e.g., books, audio tapes, videos).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
	4. Recognize the difference between formal & informal languages.																																		
	5. Follow oral directions.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
Grade 3	1. Listen attentively to speaker for specific information.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
	2. Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
	3. Listen & respond to a variety of media (e.g., books, audio tapes, videos).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	5. Follow oral directions.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	<u>1.03 Demonstrate knowledge of concepts of print.</u>																																		
K	1. Identify labels, logos, & signs in the environment (e.g., job instructions, room labels, poison & danger signs/labels).																	D	D	D															
	2. Understand that print has meaning.							D	D	A	A	D	D	D	D			A	A	A															
	3. "Pretend read" from left to right, top to bottom, & front to back as well as hold a book upright & turn pages.																																D		
Grade 1	1. Understand that printed materials provide information.							D	D	A	A	D	D	D	D			A	A	A			D	D	D	D	D					D	D	D	
	2. Demonstrate directionality by reading left to right & top to bottom.											D	D	D									D	D	D	D				D	D	D	D		
	3. Track print when being read to aloud.							D	D			D	D	D	D								D	D	D	D	D			D	D	D	D	D	
	4. Read & explain own writings & drawings.																																	D	

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	6. Recognize that groups of words make sentences.																																	D	D					
	7. Understand punctuation (e.g., period, question mark).																																			D	D			
Grade 2	1. Read & explain own writings.																																			D	D			
	2. Recognize that groups of sentences make a paragraph & paragraphs make a story.																																				D	D		
	4. Understand punctuation (e.g., period, question mark, exclamation mark).																																				D	D		
Grade 3	1. Recognize that groups of sentences make a paragraph & paragraphs make a story or article.																																				D	D		
	3. Recognize & use common text features (e.g., headings, key words, graphics).							D	D	A	A	D	D	D	D				A	A	A		D	D	D	D	D								D	D	D			
	4. Recognize different forms of text (e.g., poems, plays & stories).	A	A	A			A															A						A									D	D		
	1.05 Develop & use decoding strategies.																																							
Grade 1	2. Decode phonetically regular, one-syllable words.															D							D	D	D	D										D	D	D		
	3. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, & looking for word parts (e.g., compound words, word families, blends, & digraphs).															D							D	D	D	D										D	D	D		
	4. Apply long & short vowel rules when decoding.															D							D	D	D	D										D	D	D		
	5. Begin to decode unknown words automatically.															D							D	D	D	D										D	D	D		
Grade 2	1. Use knowledge of letter-sound correspondence & structural analysis to decode words.															D							D	D	D	D											D	D	D	
	2. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, & looking for word parts (e.g., compound words, word families, blends, & digraphs).															D							D	D	D	D											D	D	D	
	3. Use known words to decode unknown words.															D							D	D	D	D											D	D	D	

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	4. Apply knowledge of basic syllabication rules.														D							D	D	D	D					D	D	D	
Grade 3	1. Use knowledge of letter-sound correspondence knowledge & structural analysis to decode.														D								D	D	D	D					D	D	D
	2. Decode multi-syllabic words not yet known as sight words.														D								D	D	D	D					D	D	D
	3. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, & looking for word parts (e.g., root words, prefixes, & suffixes).														D								D	D	D	D					D	D	D
	4. Use previously learned strategies to decode & verify word meaning utilizing the context of the selection.														D								D	D	D	D					D	D	D
	<u>1.06 Read to develop fluency, expression, accuracy & confidence.</u>																																
K	1. Read simple text containing familiar letter-sound correspondences & high frequency words.							D	D																								
	2. Recognize that intonation & volume of voice assist with meaning.																				D												
Grade 1	1. Begin to read orally with accuracy & confidence using appropriate pacing, intonation, & expression.														D								D	D	D	D					D	D	D
	2. Reflect punctuation of written text while reading orally.														D								D	D	D	D					D	D	D
	4. Demonstrate the automatic recognition of high frequency words.							D	D																		D						
	6. Read independently daily.																															D	
	7. Recite familiar texts to develop fluency, expression, accuracy & confidence.																															D	
Grade 2	1. Read orally to develop fluency, expression, accuracy, & confidence.														D								D	D	D	D					D	D	D
	2. Reflect punctuation within written text while reading orally.														D								D	D	D	D					D	D	D
	4. Demonstrate the automatic recognition of high frequency words.							D	D																		D						
	5. Read a variety of texts with fluency, expression, accuracy & confidence.																															D	

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	6. Read independently daily.																																D		
Grade 3	2. Read aloud grade-appropriate narrative & expository text fluently & accurately, using appropriate timing, intonation, & expression.																																	D	
	4. Reflect punctuation within written text while reading orally.														D								D	D	D	D						D	D	D	
	5. Demonstrate the automatic recognition of high frequency words.							D	D																	D									
	6. Read daily & independently from a variety of texts.																																	D	
	1.07 Develop & extend reading vocabulary.																																		
K	1. Build vocabulary by listening to literature & participating in discussions.	D	D	D	D	D	D	D	D	D	D					D	D	D	D	D	D						D								
	2. Build vocabulary by experiencing a wide range of text types.	D	D	D	D	D	D	D	D	D	D	D	D			D	D	D	D	D	D						D								
	5. Read some words by sight (e.g., the, has, an, can, run & color & number words).							D	D	A	A																								
Grade 1	1. Build vocabulary by listening to literature, participating in discussions, & reading self-selected texts.	D	D	D	D	D	D	D	D	D	D	D	D			D	D	D	D	D	D						D					D	D		
	2. Build vocabulary through frequent read-alouds.															D							D	D	D	D						D	D	D	
	5. Match oral words to written words.							D	D	A	A	D	D	D	D			A	A	A			D	D	D	D	D					D	D	D	
	6. Determine the meaning of unfamiliar words by using a picture dictionary, picture clues, context clues & structural analysis.							D	D	A	A	D	D	D	D			A	A	A			D	D	D	D	D					D	D		
	7. Add endings to base words (e.g., -s, -ed, -es, -ing).					A		A	D	A	A												D	D	D							D	D		
Grade 2	1. Build vocabulary by listening to literature, participating in discussions, & reading self-selected & assigned texts.	D	D	D	D	D	D	D	D	D	D	D	D			D	D	D	D	D	D						D					D	D		
	5. Match oral words to print words.							D	D	A	A	D	D	D	D			A	A	A			D	D	D	D	D					D	D	D	
	6. Determine the meaning of unfamiliar words (e.g., picture dictionary, picture clues, context clues & structural analysis).							D	D	A	A	D	D	D	D			A	A	A			D	D	D	D	D					D	D	D	
	7. Add endings to base words to make new words (e.g., -ed, -ing, & -es).					A		A	D	A	A													D	D	D						D	D		
	9. Build vocabulary through frequent read-alouds.															D																	D	D	D

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Grade 3	1. Build vocabulary by listening to literature & participating in discussion.	D	D	D	D	D	D	D	D	D	D	D	D			D	D	D	D	D	D						D			D	D	
	2. Build vocabulary through frequent read-alouds.														D							D	D	D	D					D	D	D
	3. Determine word meaning using root words, prefixes, & suffixes.					A		A	D	A	A											D	D	D						D	D	
	4. Recognize & use compound words, contractions, & abbreviations.															D	D	D	D	D						D				D	D	D
	5. Determine the meaning of unfamiliar words by using context clues, dictionaries, & other classroom resources.							D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D				D	D	D
	6. Use antonyms & synonyms to facilitate understanding of words.															D																
	9. Build vocabulary by reading a wide range of text types inside & outside the classroom.							D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D				D	D	D
	<u>1.08 Develop & use pre-reading strategies.</u>																															
K	1. Recognize a purpose for listening.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D						D	D	D			
	2. Relate background knowledge to make meaning from text.							D	D	A	A							A	A	A												
	3. Make predictions about text.	A	A				A	A	A													A						A				
	4. Use illustrations to preview the text.																															
	5. Participate in the creation of graphic organizers (e.g., KWL, charts).																															
	6. Connect to life experience the information & events in texts.							D	D	A	A			D				A	A	A												
Grade 1	1. Develop a purpose for listening/reading.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
	3. Make predictions about text.	A	A				A	A	A													A						A				D
	4. Use illustrations to preview text.							D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D				D	D	
Grade 2	1. Identify a purpose for reading.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
	3. Make predictions about text.	A	A				A	A	A													A						A				D
	4. Use illustrations to preview text.							D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D				D	D	
	6. Connect life experience to information & events in texts.							D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D				D	D	D

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Grade 3	1. Identify a purpose for reading (e.g., for information, for enjoyment, for understanding a writer's position).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	3. Make predictions using text features (e.g., illustrations & graphics).	A	A				A	A	A												A						A					D	
	4. Preview text using illustrations, graphics, text format, text structures & skimming.							D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D					D	D	
	5. Connect life experience to information & events in texts.							D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D					D	D	D
	<u>1.09 Use active comprehension strategies to derive meaning while reading & check for understanding after reading.</u>																																
K	a. Derive meaning while reading by <ul style="list-style-type: none"> asking questions about a text. participating in discussions about text. predicting what will happen next as a story is shared. creating mental images of the story (e.g., characters, setting). 	A	A	A			A	A	A																								
	b. Check for understanding after reading by <ul style="list-style-type: none"> recalling two to three step sequence of events. retelling story in own words. drawing conclusions based on evidence in the story using pictures to discuss main idea. 	A	A	A			A	A	A																								
Grade 1	a. Derive meaning while reading by <ul style="list-style-type: none"> asking questions about text. recognizing errors in reading as they occur & self-correct. participating in discussions about text & relating to personal experiences. 	A	A	A			A	A	A																								
	<ul style="list-style-type: none"> creating graphic organizers (e.g., charts, lists). predicting & adjusting outcomes during read-alouds. 																																
	b. Check for understanding after reading by <ul style="list-style-type: none"> recalling three to four step sequence of events. retelling stories in their own words using sequencing words (i.e. first, next, last). drawing conclusions based on what has been read. 																																

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	• recognizing main idea in pictures, picture books & texts.							D	D			D	D	D	D							D	D	D	D	D					D	D
Grade 2	2. Check for understanding after reading by • recalling the sequence of events in a story. • drawing conclusions based on evidence gained while reading. • restating story events in order to clarify & organize ideas.																															
	• recognizing cause & effect. • recognizing the main idea in picture books & texts.	A	A	A	A	A	A	D	D			D	D	D	D							D	D	D	D	D					D	D
Grade 3	2. Check for understanding after reading • drawing conclusions based on evidence gained while reading. • sequencing story events and/or text information. • recognizing cause & effect relationships in text.																															
	• discussing similarities & differences in text events, characters, & character actions. • distinguishing between fact & opinion. • recognizing the stated/ implied main idea of the text • discussing author's purpose for writing.							D	D			D	D	D	D							D	D	D	D	D					D	D
	<u>1.10 Introduce informational skills to facilitate learning.</u>																															
K	1. Recognize the family & community as resources for information.																	D	D	D												
	2. Recognize a variety of print sources (e.g., books, newspapers, magazines, & charts).							D	D																							
	3. Recognize sources of information (e.g., books, graphs & computers).	D	D	D	D	D	D	D	D	D	D					D	D	D	D	D	D						D	D	D			
Grade 1	1. Recognize the family & community as sources of information.																	D	D	D							D	D	D			
	3. Recognize sources of information (e.g., books, maps, graphs, charts).	D	D	D	D	D	D	D	D	D	D					D	D	D	D	D	D						D	D	D			
Grade 3	2. Use media sources to access information (e.g., online catalog, non-fiction books, encyclopedias, CD-ROM references, Internet).							D	D			D	D	D	D			D	D	D		D	D	D	D	D		D	D	D	D	D
	<u>1.11 Develop skills to facilitate reading to learn in a variety of content areas.</u>																															

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K	2. Use common illustrations to gain meaning from text.	A	A	A	A	A	A	D	D	A	A					A	A	A	A	A														
Grade 1	1. Begin to develop content specific vocabulary.							D	D	A	A							A	A	A						D								
	2. Use text features to locate information (e.g., maps, charts, illustrations & table of contents).							D	D	A	A	D	D	D	D	A	A	A	A	A		D	D	D	D	D					D	D	D	
Grade 2	1. Develop content specific vocabulary.							D	D	A	A							A	A	A						D					D	D	D	
	2. Use text features to locate information (e.g., charts, maps & illustrations).							D	D	A	A	D	D	D	D	A	A	A	A	A		D	D	D	D	D					D	D	D	
Grade 3	1. Develop & maintain content specific vocabulary.							D	D	A	A							A	A	A						D					D	D	D	
	2. Use text features to locate information (e.g., charts, tables of contents, maps, illustrations).							D	D	A	A	D	D	D	D	A	A	A	A	A		D	D	D	D	D					D	D	D	
	3. Apply skills & strategies to comprehend informational text (e.g., pre-reading strategies, comprehension strategies).							D	D			D	D	D	D			A	A	A		D	D	D	D	D					D	D	D	
	<u>1.12 Read independently for a variety of purposes.</u>																																	
K	(At this level, the student will experience a variety of text/media for different purposes.)																																	
	1. Read to gain information (e.g., pictures, videos, picture books).	D	D	D	D	D	D	D	D	D	D					D	D	D	D	D	D						D	D	D					
	2. Read for enjoyment (e.g., book on tape, posters, pictures, videos, picture books).	D	D	D	D	D	D														D						D							
	3. Read to expand vocabulary (e.g., books on tape, photographs, posters).	D	D	D	D	D	D	D	D	D	D					D	D	D	D	D	D						D	D	D					
Grade 1	(At this level, the student will explore as an emergent reader.)																																	
	1. Read for literary experience.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	D	D	A	A	A	A	D	D	D	
	2. Read to gain information.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	D	D	A	A	A	A	D	D	D	
	3. Read to perform a task.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	D	D	A	A	A	A	D	D	D	
	4. Read for enjoyment.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	D	D	A	A	A	A	D	D	D	
	5. Read to expand vocabulary.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	D	D	A	A	A	A	D	D	D	
	6. Read to build fluency.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	D	D	A	A	A	A	D	D	D	
Grade 2	1. Read for literary experience.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	D	D	A	A	A	A	D	D	D	
	2. Read to gain information.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	D	D	A	A	A	A	D	D	D	

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	3. Read to perform a task.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	D	D	A	A	A	D	D	D		
	4. Read for enjoyment.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	D	D	A	A	A	D	D	D		
	5. Read to expand vocabulary.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	D	D	A	A	A	D	D	D		
	6. Read to build fluency.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	D	D	A	A	A	D	D	D		
Grade 3	1. Read for literary experience.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	D	D	A	A	A	D	D	D		
	2. Read to gain information.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	D	D	A	A	A	D	D	D		
	3. Read to perform a task.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	D	D	A	A	A	D	D	D		
	4. Read for enjoyment.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	D	D	A	A	A	D	D	D		
	5. Read to expand vocabulary.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	D	D	A	A	A	D	D	D		
	6. Read to build fluency.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	A	A	A	A	A	A	D	D	D	D	D	A	A	A	D	D	D		
	<u>1.13 Begin to experience various literary & media genres.</u>																																	
K	1. Explore picture books.	D	D	D	D	D	D	D	D	D	D					D	D	D	D	D	D						D							
	4. Explore storybooks.	D	D	D	A	A	D	A	A	A	A										A						A							
	8. View various media genres (e.g., posters, pictures, photographs, films, videos).	D	D	D	D	D	D	D	D	D	D					D	D	D	D	D	D						D							
Grade 1	1. Read & view various literary (e.g., picture books, storybooks, fairy tales, poetry, lyrics to songs) & media (e.g., illustrations, the arts, films, videos) genres.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
	2. Explore non-fiction.	D	D	D	A	A	D	A	A	A	A	D	D	D	D						D	D	D	D	D	D	D				D	D	D	
	3. Identify characters, events, & settings in print & non-print text.				D		D														D						D				D			
	7. Retell a story in correct sequence (e.g., using books, videos, films).																																	D
	8. Determine the problem in a story & discover its solution through classroom discussion.																										D							
Grade 2	1. Read & view various literary (e.g., picture books, storybooks, fairy tales, nonfiction texts, poetry, lyrics to songs) & media (e.g., illustrations, the arts, films, videos) genres.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	2. Understand the main idea in a visual message (e.g., pictures, cartoons, posters).							D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D					D	D	D	
	4. Identify characters, plot, & setting in print & non-print text.				D		D																											

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	5. Recognize how the main character & other characters interact with each other.				D		D														D											D	
	9. Determine the problem in a story & discover its solution.																										D						
Grade 3	1. Read & view various literary (e.g., short stories, fairy tales, non-fiction texts, biographies, folktales, & poetry) & media (e.g., photographs, the arts, films, video) genres.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
	2. Understand the main idea or message in visual media (e.g., pictures, cartoons, weather reports on television, newspaper, photographs).							D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D					D	D	D
	6. Determine the problem in a story, discover its solution, & consider alternate solutions.																				D												
	1.14 Develop & maintain a motivation to read.																																
K	2. Share storybooks, poems & environmental print.	D	D	D			D														D						D						
Grade 1	2. Share storybooks, poems, newspapers, & environmental print.	D	D	D			D														D						D					D	
	3. Explore a wide variety of literature through read alouds, tapes, & independent reading.	D	D	D	D	D	D	D	D					D	D						D	D	D	D	D	D	D				D	D	D
	5. Engage in a variety of literacy activities voluntarily (e.g., self-select books & stories).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D				D	D	D
	6. Choose to read as a leisure activity.	D	D	D	D	D	D														D						D						
Grade 2	2. Share storybooks, poems, environmental print, & own writing.	D	D	D			D														D						D					D	
	3. Explore a wide variety of literature through read alouds, tapes, & independent reading.	D	D	D	D	D	D	D	D					D	D						D	D	D	D	D	D	D				D	D	D
	5. Engage in a variety of literacy activities voluntarily (e.g., self-select books & stories).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D				D	D	D
	7. Experience daily opportunities to read.											D	D	D	D							D	D	D	D						D	D	D
	8. Choose to read as a leisure activity.	D	D	D	D	D	D														D						D						
Grade 3	2. Engage in a variety of literacy activities voluntarily (self-select books & stories).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D				D	D	D
	4. Select literature based on personal needs & interests from a variety of genres & by different authors.	D	D	D	D	D	D														D						D						
	7. Experience daily opportunities to read.											D	D	D	D							D	D	D	D						D	D	D
	8. Choose to read as a leisure activity.	D	D	D	D	D	D														D						D						

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	LANGUAGE ARTS: WRITING																																		
	<i>Content Standard: 2.0 The student will develop the structural & creative skills of the writing process necessary to produce written language that can be read, presented to, & interpreted by various audiences.</i>																																		
	<u>2.01 Use a variety of pre-writing strategies.</u>																																		
Grade 1	4. Use a variety of sources to gather information.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
Grade 2	5. Use a variety of sources to gather information.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Grade 3	5. Use a variety of sources to gather information.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
	<u>2.02 Write for a variety of purposes.</u>																																		
Grade 1	1. Write to acquire & exhibit knowledge (e.g., word families, numbers, shapes, sensory words & sentences).																																		D
Grade 2	1. Write to acquire & exhibit knowledge (e.g., sentences, answers to questions).																																		D
Grade 3	1. Continue to write to acquire & exhibit knowledge (e.g., paragraphs, reports & answer questions).																																		D
	4. Write in response to a prompt (e.g., to respond to a picture, story, art).																																		D
	<u>2.03 Show evidence of drafting & revision with written work.</u>																																		
K	4. Add descriptive words & details.																D																		
Grade 1	2. Write in complete, coherent sentences.														A																		A	D	
	3. Use descriptive words when writing.															A																		D	
	4. Use temporary spelling to spell independently as necessary.																																		D
	5. Arrange events in logical/sequential order when writing or dictating.																																		D
Grade 2	2. Write in complete coherent sentences.														A																		A	D	

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	3. Uses temporary spelling to spell independently as necessary.																																D	
	4. Arrange events in logical & sequential order.																																D	
Grade 3	2. Write in complete sentences using descriptive language.													A		A															A	D		
	4. Arrange events in a logical, sequential order.																																D	
	7. Use resources (e.g., dictionaries, thesaurus, computer) to aid in the writing process.												D	D																			D	
	<u>2.04 Include editing before the completion of finished work.</u>																																	
Grade 1	1. Apply elements of language (e.g., end marks, capitalization) & use complete sentences when writing & editing.													A																	A	D		
	2. Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, student generated word books) to support the writing process.																																	D
	3. Use knowledge of letter sounds, word parts, & word segmentation to monitor & correct spelling.																															D	D	
Grade 2	1. Apply elements of language (e.g., end marks, capitalization, & commas in a series).																																	D
	2. Edit for complete sentences.													A																	A	D		
	3. Use knowledge of letter sounds, word parts, word segmentation, & syllabication to monitor & correct spelling.																															D	D	
	4. Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, student generated word books) to aid in proofreading.																																	D
Grade 3	1. Apply elements of language (e.g., end marks, commas in a series, capitalization); usage (e.g., subject & verb agreement in a simple sentence); & sentence structure (e.g., elimination of fragments) when writing & editing.													A																		D	D	
	2. Use classroom resources (e.g., word walls, dictionaries, teacher, peers, appropriate technology, student generated word books) to aid in proofreading.																																	D

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	3. Use knowledge of letter sounds, word parts, word segmentation, & syllabication to monitor & correct spelling.																																D	D
	<u>2.06 Experience numerous publishing opportunities.</u>																																	
Grade 1	1. Prepare a variety of written work (e.g., published books, classroom books, experience stories).																																	D
	2. Use technology to publish writing.																																	D
Grade 2	1. Prepare a variety of written work (e.g., published books, stories & book reports).																																	D
	3. Use technology to publish writing.																																	D
Grade 3	1. Produce a variety of written works (e.g., literature response, reports, "published" books, book reports) in various formats.																																	D
	2. Use technology to publish writing.																																	D
	<u>2.07 Write narrative accounts.</u>																																	
Grade 1	1. Write simple stories.																																	D
Grade 3	1. Write in response to a narrative prompt.																																	D
	<u>2.09 Write expressively using original ideas, reflections, & observations.</u>																																	
K	3. Dictate stories (e.g., to tape recorder, to adult, to older student).																					D						D						
Grade 1	1. Write, when given time, place, & materials.																																	D
	3. Dictate stories (e.g., to tape recorder, to adult, to older student).																					D						D						
Grade 2	2. Write, when given time, place, & materials.																																	D
	5. Dictate or write stories (e.g., tape recorder, adult, older student).																					D						D						
Grade 3	1. Create stories & poems.																					A						A						D
	<u>2.10 Write in response to literature.</u>																																	
K	1. Dictate a new ending to a story.																					A						A						

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	4. Retell stories using illustrations.																				A												
Grade 1	2. Summarize a story using simple sentences & illustrations.																					A					A						D
	<u>2.11 Write in a variety of modes & genres.</u>																																
Grade 1	2. Write stories.																																D
Grade 2	2. Write stories with a logical sequence.																																D
	4. Write descriptive sentences.															A																	D
Grade 3	1. Write stories.																																D
	LANGUAGE ARTS: ELEMENTS OF LANGUAGE ACCOMPLISHMENTS																																
	<i>Content Standard: 3.0 The student will use standard English conventions & proper spelling as appropriate to speaking & writing.</i>																																
	<u>3.01 Demonstrate knowledge of standard English usage.</u>																																
Grade 1	1. Use nouns appropriately (e.g., singular & plural, possessive).					A		D		A		D						D	D	D			D	D	D							D	
	2. Use verbs (action words) appropriately (e.g., tense & agreement with simple subject).								D		A		D	A									D	D	D							D	
	4. Use adjectives appropriately (e.g., vivid description words).															A																	D
Grade 2	1. Use nouns appropriately (e.g., singular & plural, common & proper, possessives).					A		D		A		D						D	D	D			D	D	D							D	
	2. Use verbs appropriately (e.g., past & present tense, agreement, action & linking, irregular).								D		A		D	A									D	D	D							D	
	4. Use adjectives appropriately (e.g., descriptive, comparative, superlative).															A																	D
Grade 3	1. Use nouns appropriately (e.g., nouns as subjects, singular, plurals & possessive).					A		D		A		D						D	D	D			D	D	D							D	
	2. Use verbs appropriately (e.g., past, present & future tenses, irregular verbs, agreement with simple & compound subjects).								D		A		D	A									D	D	D							D	
	4. Use adjectives appropriately (e.g., vivid descriptive words, comparative/ superlative, & articles).															A																	D

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

		Creature Antics	Creature Capers	Creature Features	Creature Chorus	Creature Magic	Creature Cartoons	First Words	First Verbs	Exploring Nouns	Exploring Verbs	Talking Nouns	Talking Verbs	Simple Sentence Structure	First Categories	Adjectives and Opposites	Nouns and Sounds	My House	My School	My Town	Talk Time with Tucker	Language Links: Syntax Assessment & Intervention	Prepositions!	Pronoun Perspective	Words & Concepts	CONCENTRATE: On Words & Concepts	Tiger's Tale	Following Directions: One and Two Level Commands	Following Directions: Left and Right	Swim, Swam, Swum	Sentence Master	Twenty Categories			
	<u>3.02 Demonstrate knowledge of standard English mechanics.</u>																																		
K	2. Write from left to right & top to bottom.																																		
Grade 1	2. Use correct punctuation at the end of simple declarative sentences & questions.																																		
Grade 2	2. Use correct punctuation at the end of declarative sentences, exclamatory sentences & questions.																																		
Grade 3	2. Capitalize the first word in a sentence, proper nouns, titles, abbreviations, parts of a friendly letter, & the first word in a direct quotation.																																		
	<u>3.03 Demonstrate knowledge of standard English spelling.</u>																																		
Grade 1	1. Spell high frequency words correctly.																																		
	2. Spell words correctly as appropriate to grade level.																																		
	3. Spell three- & four-letter short vowel words & phonetically spell sight words correctly.																																		
Grade 2	1. Spell high-frequency words correctly.																																		
	2. Spell words correctly as appropriate to grade level.																																		
	3. Spell basic short-vowel, long-vowel words & consonant blend patterns.																																		
	4. Spell regular & irregular plurals correctly (e.g., boy/boys, child/children).																																		
Grade 3	1. Spell high-frequency words correctly.																																		
	2. Spell correctly commonly misspelled words as appropriate to grade level.																																		
	3. Spell correctly words that have blends, contractions, & orthographic patterns (e.g., consonant doubling, changing "y" to "i," dropping the final silent "e" before adding the suffix).																																		
	4. Form & spell contractions, plurals & possessives correctly.																																		
	<u>3.04 Demonstrate knowledge of correct sentence structure.</u>																																		

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

		Create Antics	Create Capers	Create Features	Create Chorus	Create Magic	Create Cartoons	First Words	First Verbs	Exploring Nouns	Exploring Verbs	Talking Nouns	Talking Verbs	Simple Sentence Structure	First Categories	Adjectives and Opposites	Nouns and Sounds	My House	My School	My Town	Talk Time with Tucker	LanguageLinks: Syntax Assessment & Intervention	Prepositions!	Pronoun Perspective	Words & Concepts	CONCENTRATE: On Words & Concepts	Tiger's Tale	Following Directions: One and Two Level Commands	Following Directions: Left and Right	Swim, Swam, Swum	Sentence Master	Twenty Categories					
K	1. Use complete & coherent simple sentences when speaking.											D	D	A																							
	2. Use logical words & appropriate word order to complete sentences or to respond to questions.														A																						
Grade 1	1. Use complete & coherent sentences when speaking.											D	D	A																							
	2. Identify complete sentences.														D																						
	3. Write a simple sentence.														A																	A	D				
	4. Identify & correct incomplete sentences.														A																	A	D				
Grade 2	1. Use appropriate language structure in oral & written communication (e.g., subject-verb agreement, correct pronoun choice, & logical/appropriate correct word order).														A							A	A	A										D			
	2. Distinguish between complete & incomplete sentences.														A																				A		
	3. Identify & use statements, questions, & exclamatory sentences in writing & speaking.														A							A	A	A											D		
Grade 3	1. Use appropriate language structure in oral & written communication (e.g., subject-verb agreement, correct word order, & correct placement of words & phrases).														A																					D	
	2. Identify & use statements, questions, commands & exclamatory sentences in writing & speaking.														A																					D	
	3. Recognize statements, questions & exclamations by noting end punctuation when writing & intonation when speaking.														A																					D	
	5. Recognize complete sentences, edit incomplete sentences & run-on sentences.														A																					A	