

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 First Words	Exploring First 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	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, Swim, Swim	Sentence Master	Twenty Categories	
3.D. Present dramatic interpretations of experiences, stories, poems, or plays.																				D						D						
3.E. Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, & correct tense.											D	D	D		D					D	D	D	D				D					
4: Listening/speaking/communication. The student communicates clearly by putting thoughts & feelings into spoken words. The student is expected to:																																
4.A. Learn the vocabulary of school such as numbers, shapes, colors, directions, & categories.					A										D						D	D	D	D	D		D	D				D
4.B. Use vocabulary to describe clearly ideas, feelings, & experiences.											D	D								D							D					
4.C. Clarify & support spoken messages using appropriate props such as objects, pictures, or charts.											D	D																				
5: Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:																																
5.A. Recognize that print represents spoken language & conveys meaning such as his/her own name & signs such as Exit & Danger.							D	D	D	D	D	D	D	D			D	D	D		D	D	D	D	D							
5.B. Know that print moves left-to-right across the page & top-to-bottom.											D	D	D								D	D	D	D			D	A	D	D		
5.C. Understand that written words are separated by spaces.													D								D	D	D							D	D	D
5.D. Know the difference between individual letters & printed words.																					D	D	D						D	D		
5.G. Understand that spoken words are represented in written language by specific sequences of letters.																													D	D		
6: Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:																																
6.A. Demonstrate the concept of word by dividing spoken sentences into individual words.											D	D																				
6.C. Produce rhyming words & distinguish rhyming words from non-rhyming words.																																

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	Creature Antics	Creature Capers	Creature Features	Creature Chorus	Creature Magic	Creature Cartoons	First Words	First Verbs	Exploring First Words	Exploring First 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	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, Swim, Swim	Sentence Master	Twenty Categories
<i>7: Reading/letter-sound relationship. The student uses letter-sound knowledge to decode written language. The student is expected to:</i>																															
7.B. Understand that written words are composed of letters that represent sounds.																					D	D	D							D	D
<i>8: Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:</i>																															
8.A. Discuss meanings of words and develop vocabulary through meaningful/concrete experiences.							D	D	D	D	D	D	D	D	D	D	D	D	D		D	D	D	D	D		D	D	D	D	D
8.B. Develop vocabulary by listening to and discussing both familiar and conceptually challenging selection read aloud.																				D							D				D
8.C. Identify words that name persons, places, or things and words that name actions.							D	D	D	D	D	D	D	D							D	D	D	D	D				D	D	D
<i>9: Reading/comprehension. The students uses a variety of strategies to comprehend selections read aloud. The student is expected to:</i>																															
9.A. Use prior knowledge to anticipate meaning and make sense of texts.							D	D	D	D	D	D	D	D			D	D	D		D	D	D	D	D				D	D	D
9.B. Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
<i>10: Reading/literary response. The student responds to various texts. The student is expected to:</i>																															
10.A. Listen to stories being read aloud.						D															D						D				D
10.B. Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud.	D	D	D	D	D															D							D				
10.C. Respond through talk, movement, music, art, drama, & writing to a variety of stories & poems in ways that reflect understanding & interpretation.																					A						D				
<i>11: Reading/text structures/literary concepts. The student recognize characteristics of various types of texts. The student is expected to:</i>																															
11.B. Understand simple story structure.																															D

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<i>3: Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes & occasions. The student is expected to:</i>																																	
<u>3.A.</u> Choose & adapt spoken language appropriate to the audience, purpose, & occasion, including use of appropriate volume & rate.																				D							D						
<u>3.B.</u> Use verbal & nonverbal communication in effective ways when making announcements, giving directions, or making introductions.																				D							D						
<u>3.C.</u> Ask & answer relevant questions & make contributions in small or large group discussions.																				A							A						
<u>3.E.</u> Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, & correct tense.											D	D	D		D	D				D	D	D	D			D				D	D		
<i>4: Listening/speaking/communication: The student communicates clearly by putting thoughts & feelings into spoken words. The student is expected to:</i>																																	
<u>4.A.</u> Learn the vocabulary of school such as numbers, shapes, colors, directions, & categories.					A										D							D	D	D	D	D		D	D				D
<u>4.B.</u> Use vocabulary to describe clearly ideas, feelings, & experiences.											D	D																					
<u>4.C.</u> Clarify & support spoken messages using appropriate props such as objects, pictures, or charts.											D	D																					
<i>5: Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:</i>																																	
<u>5.A.</u> Recognize that print represents spoken language & conveys meaning such as his/her own name & signs such as <i>Exit</i> & <i>Danger</i> .							D	D	D	D	D	D	D	D			D	D	D		D	D	D	D	D								
<u>5.B.</u> Know that print moves left-to-right across the page & top-to-bottom.											D	D	D								D	D	D	D			D	A				D	
<u>5.C.</u> Understand that written words are separated by spaces.													D								D	D	D	D			D			D	D		
<u>5.D.</u> Know the difference between individual letters & printed words.																					D	D	D						D	D			

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5.H. Understand that spoken words are represented in written language by specific sequences of letters.																																D	
5.J. Recognize that there are correct spellings for words.																															D	D	
6: Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:																																	
6.A. Demonstrate the concept of word by dividing spoken sentences into individual words.											D	D																					
6.C. Produce rhyming words & distinguish rhyming words from non-rhyming words.											D	D																					
7: Reading/letter-sound relationship. The student uses letter-sound knowledge to decode written language. The student is expected to:																																	
7.B. Understand that written words are composed of letters that represent sounds.																					D	D	D								D	D	
7.E. Blend initial letter-sounds with common vowel spelling patterns to read words.							D	D	D	D	D	D	D	D			D	D	D					D	D					D	D	D	
7.F. Decode by using all letter-sound correspondences within regularly spelled words.							D	D					D	D							D	D	D	D						D	D	D	
7.G. Use letter-sound knowledge to read decodable texts (engaging & coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught).													D	D							D	D	D	D						D	D	D	
8: Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:																																	
8.A. Decode by using all letter-sound correspondences within a word.																															D	D	D
8.B. Use common spelling patterns to read words.							D	D			D	D	D	D							D	D	D	D						D	D	D	
8.C. Use structural cues to recognize words such as compounds, base words, & inflections such as -s , -es , -ed , & -ing .																														D	D		
8.E. Recognize high frequency irregular words such as said, was, where, and is.																					D	D	D							D	D		
8.F. Use knowledge of word order (syntax) & context to support word identification & confirm word meaning.													D								D	D	D							D	D	D	

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8.G. Read both regular & irregular words automatically such as through multiple opportunities to read & reread.																															D	D
9: Reading/fluency. The student reads with fluency & understanding in texts at appropriate difficulty levels. The student is expected to:																																
9.A. Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader).																																D
9.B. Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult; a typical "first" grader reads approximately 60 wpm).																																D
9.D. Self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors & different types of texts, &/or by estimating text difficulty.																																D
10: Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:																																
10.A. Read fiction, nonfiction, & poetry, including classic & contemporary works, for pleasure &/or information.																																D
10.B. Use graphs, charts, signs, captions, & other informational texts to acquire information.							D	D					D	D							D	D	D	D	D		D	D	D	D	D	D
11: Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:																																
11.A. Discuss meanings of words and develop vocabulary through meaningful/concrete experiences.							D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		D	D	D	D	D	D
11.B. Develop vocabulary by listening to and discussing both familiar and conceptually challenging selection read aloud.																				D							D					D
11.C. Identify words that name persons, places, or things and words that name actions.							D	D			D	D	D	D							D	D	D	D	D					D	D	D
12: Reading/comprehension. The students uses a variety of strategies to comprehend selections read aloud. The student is expected to:																																

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12.A. Use prior knowledge to anticipate meaning and make sense of texts.							D	D	D	D	D	D	D	D			D	D	D		D	D	D	D	D				D	D	D		
12.B. Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
12.D. Monitor his/her own comprehension & act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, & asking for help.							D	D	D	D	D	D	D	D			D	D	D		D	D	D	D	D		D	D	D	D	D		
12.F. Make & explain inferences from texts such as determining important ideas, & causes & effects, making predictions, & drawing conclusions.							D	D	D	D	D	D	D	D			D	D	D		D	D	D	D	D		D	D	D	D	D		
12.G. Identify similarities & differences across texts such as in topics, characters, & problems.														A										D							D		
<i>13: Reading/literary response. The student responds to various texts. The student is expected to:</i>																																	
13.A. Listen to stories being read aloud.						D															D						D				D		
13.B. Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud.	D	D	D	D	D	D														D							D						
13.C. Respond through talk, movement, music, art, drama, & writing to a variety of stories & poems in ways that reflect understanding & interpretation.																				A							D						
13.D. Connects ideas & themes across texts.																															A		
<i>14: Reading/text structures/literary concepts. The student recognize characteristics of various types of texts. The student is expected to:</i>																																	
14.B. Understand simple story structure.																															D		
<i>15: Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources. The student is expected to:</i>																																	
15.B. Use pictures, print, and people to gather information and answer questions.									D	D			D	D			D	D	D	D	D	D	D	D	D	D	D				D	D	D
gathered.									D	D			D	D			D	D	D	D	D	D	D	D	D	D	D				D	D	D
<i>17: Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:</i>																																	

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1.E. Listen responsively to stories & other texts read aloud, including selections from classic & contemporary works.	D	D	D	D	D	D														D						D				D	
2. <i>Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</i>																				D						D					
2.A. Connect experiences & ideas with those of others through speaking & listening.											D	D									A	A	A				D				
3. <i>Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:</i>																															
3.A. Choose & adapt spoken language appropriate to the audience, purpose, & occasion, including use of appropriate volume & rate.											D	D								D						D					
3.B. Use verbal & nonverbal communication in effective ways when making announcements, giving directions, or making introductions.																				D						D					
3.C. Ask & answer relevant questions & make contributions in small or large group discussions.																				D						D					
3.E. Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, & correct tense.											D	D	D		D	D				D	D	D	D			D			D	D	
4. <i>Listening/speaking/ communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:</i>																															
4.A. Use vocabulary to describe clearly ideas, feelings, & experiences.											D	D														D					
5. <i>Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:</i>																															
5.A. Decode by using all letter-sound correspondences within a word.																													D	D	
5.B. Blend initial letter-sounds with common vowel spelling patterns to read words.							D	D	D	D	D	D	D	D			D	D	D		D	D	D	D	D				D	D	D
5.C. Recognize high frequency irregular words such as <i>said, wax, where,</i> and <i>is.</i>																					D	D	D						D	D	

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5.E. Use structural cues to recognize words such as compounds, base words, & inflections such as -s , -es , -ed , & -ing .																					D	D	D						D	D		
5.G. Use knowledge of word order (syntax) & context to support word identification & confirm word meaning.													D								D	D	D						D	D	D	
5.H. Read both regular & irregular words automatically such as through multiple opportunities to read & reread.																													D	D		
6. Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:																																
6.A. Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the														A							A	A	A	A					A	D	A	
6.B. Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" second grade reads approximately 70 wpm).														A							A	A	A	A					A	D	A	
6.D. Self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors & different types of texts, &/or by estimating text difficulty.																														D		
6.E. Read silently for increasing periods of time.																														S		
7. Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:																																
7.B. Read from a variety of genres for pleasure and to acquire information from both print and electronic sources.																														D		
7.C. Read to accomplish various purposes, both assigned and self-selected.																														D		
8. Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:																																
8.A. Discuss meanings of words and develop vocabulary through meaningful/concrete experiences.							D	D	D	D	D	D	D		D	D	D	D	D	D	D	D	D	D	D		D	D	D	D	D	
8.B. Develop vocabulary by listening to and discussing both familiar and conceptually challenging selection read aloud.																				D						D				D		

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8.C. Develop vocabulary through reading.							D	D	D	D	D	D	D	D			D	D	D	D	D	D	D						D	D	D	
8.D. Use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words.							D	D	D	D	D	D	D	D			D	D	D		D	D	D	D						D	D	D
9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:																																
9.A. Use prior knowledge to anticipate meaning and make sense of texts.							D	D	D	D	D	D	D	D			D	D	D		D	D	D	D	D					D	D	D
9.B. Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
9.E. Make & explain inferences from texts such as determining important ideas, & causes & effects, making predictions, & drawing conclusions.							D	D	D	D	D	D	D	D			D	D	D		D	D	D	D	D		D	D		D	D	D
9.G. Identify similarities & differences across texts such as in topics, characters, & problems.															A									D								D
10. Reading/literary response. The student responds to various texts. The student is expected to:																																
10.B. Demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations and using available technology.							D	D	D	D	D	D	D	D																D	D	D
10.D. Connect ideas and themes across texts.																						D	D	D	D					D		
14. Writing/purposes. The student writes for a variety of audiences and purposes, and in various forms. The student is expected to:																																
14.B. Write to discover, develop, & refine ideas.																															D	
14.C. Write to communicate with a variety of audiences.																															D	
16. Writing/spelling. The student spells proficiently. The student is expected to:																																
16.B. Write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), & one-syllable words with blends (drop).																														D	D	

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16.C. Write with more proficient spelling of inflectional endings, including plurals & verb tenses.																															D	D
17. Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar & usage. The student is expected to:																																
17.A. Use singular & plural forms of regular nouns.												A									A	A	A	A								D
17.B. Compose complete sentences in written texts & use the appropriate end punctuation.																																D
17.D. Edit writing toward standard grammar & usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number, & appropriate verb tense, including to be, in final drafts.																					A	A	A									D
20. Writing/inquiry/research. The student uses writing as a tool for learning & research. The student is expected to:																																
20.B. Record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, & showing connections among ideas.																																D
Grade 3 1. Listening/speaking/purposes. The student listens attentively & engages actively in a variety of oral language experiences. The student is expected to:																																
1.A. Determine the purpose(s) for listening such as to get information, to solve problems, & to enjoy & appreciate.	D	D	D	D	D	D	D	D	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.C. Participate in rhymes, songs, conversations, & discussions.											D	D									D						D					
1.D. Listen critically to interpret & evaluate.	D	D	D	D	D	D	D	D	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.E. Listen responsively to stories & other texts read aloud, including selections from classic & contemporary works.	D	D	D	D	D	D														D							D					D
2. Listening/speaking/culture. The student listens & speaks to gain knowledge of his/her own culture, the culture of others, & the common elements of cultures. The students is expected to:																																
2.A. Connect experiences & ideas with those of others through speaking & listening.											D	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 First Words	Exploring First 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	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, Swim, Swim	Sentence Master	Twenty Categories	
6.A. Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader).														A							A	A	A	A					A	D	A	
6.B. Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" third grade reads approximately 80 wpm).														A								A	A	A	A					A	D	A
6.D. Self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty.														A								A	A	A	A					A	D	A
6.E. Read silently for increasing periods of time.																						A	A	A	A						D	
7. Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:																																
7.B. Read from a variety of genres for pleasure and to acquire information from both print and electronic sources.																															D	
7.C. Read to accomplish various purposes, both assigned and self-selected.																															D	
8. Readings/vocabulary development. The student develops an extensive vocabulary. The student is expected to:																																
8.A. Discuss meanings of words & develop vocabulary through meaningful/concrete experiences.																															D	
8.B. Develop vocabulary by listening to and discussing both familiar and conceptually challenging selection read aloud.																					D						D				D	
8.C. Develop vocabulary through reading.							D	D	D	D	D	D	D	D			D	D	D		D	D	D	D					D	D	D	
9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud & selections read independently. The student is expected to:																																
9.A. Use prior knowledge to anticipate meaning and make sense of texts.							D	D	D	D	D	D	D	D			D	D	D		D	D	D	D	D					D	D	D
9.B. Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained.	D	D	D	D	D	D	D	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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	Creature Antics	Creature Capers	Creature Features	Creature Chorus	Creature Magic	Creature Cartoons	First Words	First Verbs	Exploring First Words	Exploring First 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	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, Swim, Swim	Sentence Master	Twenty Categories			
9.F. Make & explain inferences from texts such as determining important ideas, & causes & effects, making predictions, & drawing conclusions.							D	D	D	D	D	D	D	D			D	D	D		D	D	D	D			D	D	D	D	D			
9.G. Identify similarities & differences across texts such as in topics, characters, & themes.														A										D								D		
10. Reading/literary response. The student responds to various texts. The student is expected to:																																		
10.B. Demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations & using available technology.														D																			D	
10.D. Connect ideas and themes across texts.																						D	D	D	D					D	D			
12. Reading inquiry/research. The student generates questions & conducts research using information from various sources. The student is expected to:																																		
12.D. Use multiple sources, including print such as an encyclopedia, technology, & experts, to locate information that addresses questions.																						D	D	D	D					D	D			
14. Writing/purposes. The student writes for a variety of audiences & purposes, & in various forms. The student is expected to:																																		
14.B. Write to discover, develop, & refine ideas.																																	D	
14.C. Write to communicate with a variety of audiences.																																	D	
16. Writing/spelling. The student spells proficiently. The student is expected to:																																		
16.A. Write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), & one-syllable words with blends (drop).																															D	D		
17. Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:																																		
17.B. Use singular & plural forms of regular nouns & adjust verbs for agreement.																															D	D		

