

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	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		
	7. Increase vocabulary through reading, listening, and interacting.	D	D	D	D	D	D	D	D	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	1. Independently recall facts and detail in text.							D	D			D	D	D	D							D	D	D	D	D					D	D	D	
	2. Increase vocabulary through reading, listening, and interacting.	D	D	D	D	D	D	D	D	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. Interact with text before, during, and after reading, listening, or viewing by: setting a purpose, previewing the text, making predictions, questions, locating information for a specific purpose, making connections, and using story structure and text organization to comprehend.	A	A	A		A	D	D				D	D	D	D							D	D	D	D	D					D	D	D	
	3. Employ active listening skills.																																	
	4. Increase vocabulary through reading, listening, and interacting.	D	D	D	D	D	D	D	D	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>B. Locate and use a variety of resources to acquire information across the curriculum</i>																																	
K	1. Demonstrate familiarity with a variety of types of resources (e.g., picture books, caption books, short informational texts, nursery rhymes, word/finger/puppet plays, reenactment of familiar stories, electronic resources).	D	D	D	D	D	D	D	D	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 1	1. Demonstrate familiarity with a variety of resources (e.g., story books, short chapter books, poems, newspapers, compact discs, software, telephone books, everyday print, skits, and short plays).	D	D	D	D	D	D	D	D	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	2. Use print and electronic resources to access information (e.g., images, sound, text, video).	D	D	D	D	D	D	D	D	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>C. Demonstrate critical thinking skills to comprehend written, spoken, and visual information</i>																																	
K	1. Understand oral and graphic instructions.	D	D	D	D	D	D	D	D	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. Create mental pictures to predict possible events in text before and during reading.	A	A	A			A	D	D			D	D	D	D							D	D	D	D	D				D	D	D
	6. Sequence a story to describe the beginning, middle, and end.	A	A	A			A														A					A					D	
Grade 1	2. Predict and explain what will happen next in a story.	A	A	A			A	D	D			D	D	D	D							D	D	D	D	D				D	D	D
	3. Demonstrate familiarity with a variety of texts (e.g., story books, short chapter books, poems, newspapers, telephone books, everyday print, skits and short plays).	A	A	A			A					D	D	D	D							D	D	D	D					D	D	D
Grade 2	1. Pose possible How, Why, and What If questions to understand and/or interpret texts.	A	A	A			A														A						A				D	
	<i>D. Acquire reading strategies</i>																															
K	1. Demonstrate phonemic awareness and knowledge of alphabetic principles by: demonstrating understanding that spoken language is a sequence of identifiable speech sounds, demonstrating understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word, and demonstrating understanding the sounds of letters and the understanding that words contain similar sounds.							D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D				D	D	D
	2. Demonstrate decoding and word recognition strategies and skills by: recognizing and name upper and lower case letters of the alphabet, recognizing common words and signs by sight, and recognizing beginning consonant letter-sound associations in one-syllable words.							D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D				D	D	D
	4. Attempt to read simple patterned text, and predict texts using letter-sound knowledge and pictures to construct meaning.								D			D																	D	D		
	5. Use appropriate nouns to name objects.							D		D		D					D	D	D						D	D						

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Grade 1	1. Develop phonemic awareness and knowledge of alphabetic principles by blending the phonemes of one-syllable words; segmenting the phonemes of one-syllable words; and changing the beginning, middle, and ending sounds to produce new words.							D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D					D	D	D
	2. Demonstrate decoding and word recognition strategies and skills by using phonics knowledge and sound-letter relationships to decode regular one-syllable words and recognizing high-frequency and common irregularly spelled words in text (e.g., whole, two, where, said, have).							D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D					D	D	D
	4. Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.							D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D					D	D	D
	5. Increase vocabulary through reading, listening, and interacting.	D	D	D	D	D	D	D	D	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	1. Decode unknown words using basic elements of phonetic analysis (e.g., common letter-sound relationships) and structural analysis (e.g., syllables, suffixes, prefixes, root words).							D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D					D	D	D
	2. Read most high-frequency and irregularly spelled words.							D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D					D	D	D
	6. Increase vocabulary through reading, listening, and interacting.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
	LANGUAGE ARTS STANDARD 2																																
	Writing & Speaking Expression: Students will communicate effectively through speaking and writing.																																
	<i>A. Demonstrate competence in speaking to convey information</i>																																
K	1. Retell, reenact, or dramatize stories or parts of stories, including personal events.																				D												D
	2. Use correct words to name objects or tell actions.							A	A	A	A	A	A				A	A	A	A	D					A	D				A		

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	3. Use speaking skills to connect experiences by listening to and retelling stories, discussing and dramatizing stories, discovering relationships, and taking turns, expressing ideas, and asking questions.	A	A	A	A		A	A				D	D					A	A	A	D	A	A			D			A	A		
	4. Use a variety of sentence patterns.											A	A	A							D					D			D	D		
	6. Clarify and sort words by general categories.														A									A					D	D	A	
Grade 1	3. Select and use new vocabulary and language structures (e.g., retelling, using exclamatory phrases to express emotional response to events or ideas).											D	D								D					D						
Grade 2	1. Increase vocabulary by listening and discussing responses to literature that is read and heard.	D	D	D			D														D					D				D		
	3. Use oral communication to identify, organize, and analyze information.											D	D								D					D						
	<i>B. Apply grammatical and language conventions to communicate</i>																															
K	2. Use pictures and context to make predictions about story content.	D	D	D			D														D					D				D		
	3. Connect information and events in a text to make predictions.	A	A	A			A	A	A													A	A	A					A	D		
	4. Ask and answer questions about essential elements in a text.	A	A	A			A	D	D			D	D	D	D							D	D	D	D	D			D	D	D	
	5. Recognize and make complete, coherent sentences when speaking.											D	D	A	A							A	A	A	A				A	A		
	7. Develop spelling strategies and skills by representing spoken language with emergent and/or conventional spelling, writing most letters of the alphabet, and analyzing sounds in a word and writing dominant consonant letters.																												D	D		
Grade 1	1. Confirm predictions about what will happen next in a text by identifying key words.																					A	A	A					A	D		
	3. Relate prior knowledge to textual information.											A	A	A	A							A	A	A	A	A			D	D	A	
	4. Use phonetic knowledge and basic patterns to spell correctly three- and four-letter words.																											D	D			

