New York State Correlations

Alternate Performance Indicators

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

	Creatire Antics	Creature Antics	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	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
ENGLISH/LANGUAGE ARTS																															
Standard 1: Language for Information & Understanding - Students will read, write, listen & speak for information & understanding.																															
Alternate Level - Listening and Reading																															
Listening & reading to acquire information & understanding involves collecting data, facts & ideas; discovering relationships, concepts, and generalizations; & using knowledge from oral, written & electronic sources.																															
• Organize & categorize information/materials														D										D	D					D
• Use functional reading sight vocabulary							D	D	D	D	D	D					D	D	D						D						
• Follow directions that involve one or two steps							D	D	D	D	D	D	D	D	D	D	D	D	D		D	D	D	D			D	D	D	D	D
Alternate Level - Communicating & Writing																															
Communicating & writing to acquire & transmit information requires asking questions, applying information from one context to another & presenting the information clearly.																															
• Use nonverbal communication skills to convey information, needs & wants											D	D																			
• Use verbal communication, including alternative communication systems, to convey information, needs and wants											D	D																			
• Use written form to convey information, needs & wants																													D		
Standard 2: Language for Literary Response & Expression - Students will read, write, listen & speak for literary response & expression.																															
Alternate Level - Listening & Reading																															

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Listening & reading for literary response involves learning about imaginative texts in every medium, drawing personal experiences & knowledge to understand the text, & recognizing the social, historical & cultural features of the text.																														
• Listen to a variety of literature: poems; articles & stories from magazines; fables, myths & legends; songs, plays & media productions; & works of fiction & nonfiction						D														D						D				D	
• Participate in reading response activities																				D						D				D	
Standard 3: Language for Critical Analysis & Evaluation - Students will read, write, listen & speak for critical analysis & evaluation.																														
Alternate Level - Listening & Reading																														
During listening & reading activities, analysis & evaluation of experiences, ideas, information, & issues are used. This requires using evaluative criteria from a variety of perspectives & recognizing the difference in evaluations...																														
• Apply a lesson learned from a book, newspapers, magazines, presenter or media presentation to a real-life situation									D	D							D	D	D	D						D					
Standard 4: Language for Social Interaction _ Students will read, write, listen & speak for social interaction.																														
Alternate Level - Listening & Speaking																														
Oral communication in formal & informal settings requires the ability to talk with people of different ages, genders, & cultures, to adapt presentations to different audiences, & to reflect on how talk varies in different situations.																														
• Listen attentively & recognize when it is appropriate for them to speak/respond																				D						D					
• Take turns speaking & responding to others' ideas in conversations on familiar topics											D	D														D					
• Recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions & one-on-one conversations																				D						D					
• Use appropriate conversation skills											D	D								D						D					