



New York State Correlations

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

| | Creature Antics | Creature Capers | Creature Features | Creature Choruses | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Elem. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <i>Standard 1: Listening & Reading to acquire information & understanding involves collecting data, facts, & ideas; discovering relationships, concepts, & generalizations; & using knowledge from oral, written, & electronic sources.</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <i>Listening & Reading: Select & use strategies that have been taught for notetaking, organizing, & categorizing information.</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <i>Listening & Reading: Make appropriate & effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural & context clues, & an understanding of letter-sound relationships to decode difficult words.</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <i>Standard 1: Speaking & Writing to acquire & transmit information requires asking probing & clarifying questions, interpreting information in one's own words, applying information from one context to another, & presenting the information & interpretation ...</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <i>Speaking & Writing: Present information clearly in a variety of oral & written forms such as summaries, paraphrases, brief reports, stories, posters, & charts.</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <i>Speaking & Writing: Include relevant information & exclude extraneous material.</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <i>Speaking & Writing: Use the process of pre-writing, drafting, revising, & proofreading (the "writing process") to produce well-constructed informational texts.</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Speaking & Writing: Observe basic writing conventions, such as correct spelling, punctuation, & capitalization, as well as sentence & paragraph structures appropriate to written forms. | | | | | | | | | | | | | D | | | | | | | | D | D | D | | | | | | | D | D | | |
| <i>Standard 2: Listening & Reading for literary responses involves comprehending, interpreting, & critiquing imaginative texts in every medium, drawing on personal experiences & knowledge to understand the text, & recognizing the social, historical &...</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Listening & Reading: Read a variety of literature of different genres: picture books; poems; articles & stories from children's magazines; fables, myths & legends; songs, plays, & media productions; & works of fiction & non-fiction intended ... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | D | |
| Listening & Reading: Understanding the literary elements of setting, character, plot, theme, & point of view & compare these features to other works & to their own lives. | | | | | | D | | | | | | | | | | | | | | | D | | | | | | D | | | | D | | |
| Listening & Reading: Use inference & deduction to understand text. | | | | | | | D | D | D | D | D | D | D | D | | | D | D | D | | D | D | D | D | D | | | | | D | D | D | |
| <i>Standard 2: Speaking & Writing for literary response involves presenting interpretations, analysis, & reactions to the content & language of a text. Speaking & writing for literary expression involves producing imaginative texts that use language...</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Speaking and Writing: Observe the conventions of grammar and usage, spelling, and punctuation. | | | | | | | | | | | | D | D | D | | | | | | | | D | D | D | | | | | | D | D | | |
| <i>Standard 3: Speaking & Writing for critical analysis & evaluation requires presenting opinions & judgements on experiences, ideas, information, & issues clearly, logically, & persuasively with reference to specific criteria on which the opinion...</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Speaking and Writing: Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | A |

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| Speaking and Writing: Use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing. | | | | | A | | | | | | A | A | A | | | | | | | | A | A | A | | | | | | | D | D | | |
| <i>Standard 4: 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...</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Listening and Speaking: Listen attentively and recognize when it is appropriate for them to speak. | | | | | | | | | | | D | D | | | | | | | | D | | | | | | | | | | | | | |
| Inter-mediate <i>Standard 1: Listening & Reading to acquire information & understanding involves collecting data, facts, & ideas; discovering relationships, concepts, & generalizations; & using knowledge from oral, written, & electronic sources.</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Listening and Reading: Distinguish between relevant and irrelevant information and between fact and opinion. | | | | | | | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D |
| Listening and Reading: Relate new information to prior knowledge and experience. | D | D | D | D | D | D | D | D | D | 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>Standard 1: Speaking & Writing to acquire & transmit information requires asking probing & clarifying questions, interpreting information in one's own words, applying information from one context to another, & presenting the information & interpretation ...</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Speaking and Writing: Organize information according to an identifiable structure, such as compare/contrast or general to specific. | | | | | | | | | | | | | | D | | | | | | | | | | D | D | | | | | | | D | |
| <i>Standard 2: Listening & Reading for literary responses involves comprehending ,interpreting, & critiquing imaginative texts in every medium, drawing on personal experiences & knowledge to understand the text, & recognizing the social, historical &...</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Listening and Reading: View texts & performances from a wide range of authors, subjects, & genres. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | D | |

