

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

		Creature Antics	Creature Chorus	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	
	Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of unfamiliar words.									D	D			D		A	A	D	D	D		D	D	D	D			A	A				
Stage E	Learn & use root words, prefixes, & suffixes to understand word meanings							D	D	D	D	D	D	D	D	A	A	D	D	D		D	D	D	D					D	D		
	Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of material.									D	D			D		A	A	D	D	D		D	D	D	D			A	A				
Stage F	Use prefixes, suffixes, & root words to understand word meanings											D	D									D	D	D						D	D		
	<i>1B. Students who meet the standard can apply reading strategies to improve understanding & fluency.</i>																																
Stage A	Re-enact or dramatize the contents of stories for retellings.																				D							D					
Stage B	Read fiction & non-fiction materials for specific purposes.																														D		
Stage C	Make connections from text to text, text to self, text to world.																																
Stage D	Make connections from text to text, text to self, text to world.																																
	<i>2A. Students who meet the standard can understand how literary elements & techniques are used to convey meaning.</i>																																
Stage A	Define unfamiliar vocabulary.									D	D														D								
Stage B	Define unfamiliar vocabulary.									D	D														D								
Stage C	Define unfamiliar vocabulary.									D	D														D								
Stage D	Read a wide range of fiction.																															D	
	Analyze unfamiliar vocabulary.							D	D	D	D				D							D	D	D	D						D		D
Stage E	Read a wide range of fiction.																															D	
	Analyze unfamiliar vocabulary.							D	D	D	D			D								D	D	D	D						D		D

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Respond appropriately through movements, gestures, questions, & retelling.	D	D	D	D	D	D								D										D	D							D
Identify common sounds (e.g., trumpet, train).																D																
Demonstrate the ability to listen for different purposes (e.g., entertainment, information, social interaction).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D				
Provide information that answers the question-building words when they are presented orally.											D	D		D	D	D	D	D	D	D	D	D	D	D		D						D
Complete a 2-step task based on oral instructions.																											D					

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	Demonstrate through body language, art, gestures, & oral responses that some visual & auditory messages are being understood.	D	D	D	D	D	D																													
	Respond appropriately to comments made by others by providing new, additional information.											D	D																							
	Formulate relevant questions & respond appropriately to questions about the medium's messages.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
Stage C	Attend to the speaker & focus attention on what is being said.	A	A	A	A	A	A	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
	Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
	Respond in an appropriate manner to questions & discussion with relevant & focused comments.							D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
	Complete a task for which two or more steps are given orally.																																			
	Demonstrate understanding of materials, concepts, or instructions presented in auditorily based media.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
Stage D	Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
Stage E	Distinguish between nonverbal & verbal messages.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
	Modify, control, & block out distractions.																																			
Stage F	Focus attention on speaker as sender of the message.																																			
	Distinguish between nonverbal & verbal messages.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
	Modify, control, & block out distractions.																																			
	<i>4B. Students who meet the standard can speak effectively using language appropriate to the situation & audience.</i>																																			

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Stage A	Demonstrate awareness of personal space & spatial relationships (e.g., Where am I? Where are you? How far apart are we?).																					D	D	D									
	Demonstrate awareness of speaker-audience relationship.											D	D									D						D					
	Demonstrate ability to stand & speak to a group independently.											D	D									D				D							D
	Begin to use appropriate presentation techniques (rate, volume, some eye contact with audience).											D	D									D						D					
	Focus & present information on a single topic.											D	D									D						D					D
	Use appropriate rules governing spoken English.											D	D	A									A	A	A							A	
	Demonstrate appropriate behaviors (e.g., avoid interrupting others, causing distractions, calling attention to self).	A	A	A	A	A	A					D	D									A						A					
Stage B	Use presentation techniques appropriate for the situation (e.g., eye contact with audience, volume, rate, tone, avoid distracting behaviors).											D	D																				
	Focus & present information on a single topic.																					D						D					
	Use appropriate details (e.g., descriptive words, reasons).															A						D						D					
	Use appropriate rules governing spoken English.											D	D	A									A	A	A							A	
	Adapt language to the situation (e.g., playground, classroom, media center).																		A	A	A							A	A				
	Contribute relevant, appropriate information to discussions.											D	D									A						A					
Stage C	Use language that is clear, audible, & appropriate.											D	D	A								D						D					
	Use rules governing spoken English.											D	D	A									A	A	A							A	
	Use appropriate presentation techniques (e.g., volume, rate, tone, pitch).																					D						D					
	Contribute relevant, appropriate information to discussions.											D	D									A						A					
Stage D	Use language that is clear, audible, & appropriate.											D	D	A								D						D					
	Adapt language to audience & purpose.											D	D	A								D	A	A	A			D					

