California State Correlations

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		Creatire Antics	Creature Chorus	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	Early Emerging Rules: Prepositions	Early Emerging Rules: Negatives	Early Emerging Rules: Plurals	First Categories	Adjectives and Opposites	Nouns and Sounds	My House	My School	My Town	TalkTime with Tucker	Micro-LADS	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
	LANGUAGE ARTS																															
K	*1.0 Word Analysis, Fluency, & Systematic Vocabulary Development: Students know about letters, words, & sounds. They apply this knowledge to read simple sentences.*																															
	Concepts About Print																															
	Reading 1.2 Follow words from left to right and top to bottom on a printed page.											D	D																	A	D	D	
	Reading 1.3 Understanding that printed material provides information.							D	D	D	D	D	D	D	D	D	D	D			D	D	D		D	D	D			D	D	D	D
	Reading 1.4 Recognize that sentences in print are made up of separate words.											D	D												D						D	D	
	Reading 1.5 Distinguish letters from words.																														D	D	
	Phonemic Awareness																																
	Reading 1.9 Blend vowel-consonant sounds orally to make words or syllables.																							A				A					
	Decoding & Word Recognition																																
	Reading 1.15 Read a simple one-syllable and high frequency words (i.e., sight words).							D	D	A	A	D	D								A	A	A								D	D	D
	Reading 1.16 Understand that as letters of words change, so do the sounds (i.e., alphabetic principle).																																
	Vocabulary & Concept Development																																
	Reading 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).																	A								A	A						D
	Reading 1.18 Describe common objects and events in both general and specific language.																							D				D					
	2.0 Reading Comprehension: Students identify the basic facts & ideas in what they have read, heard, or viewed. They use comprehension strategies. The selections in "Recommended Readings in Literature, Kindergarten Through Grade Eight"…																																
	Comprehension & Analysis of Grade-Level-Appropriate Text																																
	Reading 2.2 Use pictures and context to make predictions about story content.	A	A	A	A	A	A																	A				A				D	

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3.0 Literary Response & Analysis: Students listen & respond to stories based on well-known characters, themes, plots, & settings. The selections in "Recommended Readings in Literature, Kindergarten Through Grade Eight" illustrates the quality & ...																															
Narrative Analysis of Grade-Level-Appropriate Text																															
Reading 3.3 Identify character settings and important events.																						A				A				A	
1.0 Writing Strategies: Students write words & belief sentences that are legible.																															
Organization & Focus																															
Writing 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.																														A	
Writing 1.2 Writing consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).																														D	
Writing 1.3 Writing by moving left-to-right and top-to-bottom.																														D	
1.0 Written & Oral English Language Conventions: Students write & speak with a command of standard English conventions.																															
Sentence Structure																															
Written Writing & Oral English Language Conventions 1.1 Recognize and use complete coherent sentences when speaking.																						D				D					
Spelling																															
Written Writing & Oral English Language Conventions 1.2 Spell independently by using prephonetic knowledge, sounds of the alphabet, and knowledge of letter names.																													D	D	
1.0 Listening & Speaking Strategies: Students listen & respond to oral communications. They speak in clear & coherent sentences.																															
Comprehension																															
Listening and Speaking 1.1 Understand and follow one-and-two step oral directions.	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
Listening and Speaking 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.																						D				D					
Listening and Speaking 2.1 Describe people, places, things (e.g., size, color, shapes), locations, and actions.																						D				D					

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Grade 1	*1.0 Word Analysis, Fluency, & Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns & know how to translate them into spoken language by using phonics, syllabication, & word parts. They apply…*																																
	Concepts About Print																																
	sentences.											D	D																		D	D	D
	Phonemic Awareness																																
	Reading 1.4 Distinguish initial, medial, and final sounds in single-syllable words.																D														D	D	
	Reading 1.5 Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., bit/bite).							A	A	A	A	A	A		A		A	A	A	A	A	A	A				A				D		
	Reading 1.7 Add, delete, or change target sounds to change words (e.g., change *cow* to *how; pan* to *an*).																														D		
	Decoding & Word Recognition																																
	Reading 1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).											D	D			A															D	D	
	Reading 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).								A		A		D	A			A								A						D	D	
	Vocabulary & Concept Development																																
	Reading 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).																	A								A	A						D
	2.0 Reading Comprehension: Students read & understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed… The selections in 'Recommended Readings in Literature, Kindergarten Through …																																
	Comprehension & Analysis of Grade-Level-Appropriate Text																																
	Reading 2.2 Respond to who, what, when, where, and how questions.																								D							A	D
	Reading 2.3 Follow one-step written instructions.														D	D	D	D								D					D		D
	Reading 2.4 Use context to resolve ambiguities about word and sentence meanings.							A	A	A	A	A	A	D	A	A	A	A							A	A					D	D	D
	1.0 Written & Oral English Language Conventions: Students write & speak with a command of standard English conventions appropriate to this grade level.																																
	Sentence Structure																																

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	Written Writing & Oral English Language Conventions 1.1 Write and speak in complete and coherent sentences.																							D				D				A	
	Grammar																																
	Written Writing & Oral English Language Conventions 1.2 Identify and correctly use singular and plural nouns.							A		A	A						D				A	A	A		D	A					D	
	Spelling																																
	Written Writing & Oral English Language Conventions 1.8 Spell three- and four- letter short-vowel words and grade-level appropriate sight words correctly.																															D	
	1.0 Listening & Speaking Strategies: Students listen critically & respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, & modulation.																																
	Comprehension																																
	Listening & Speaking 1.1 Listen attentively.	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
	Listening & Speaking 1.3 Give, restate, and follow simple two-step directions.	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	D	D	A	A	A
	Organization & Delivery of Oral Communication																																
	Listening & Speaking 1.4 Stay on the topic when speaking.											D	D											D				D					
Grade 2	*1.0 Word Analysis, Fluency, & Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns & know how to translate them into spoken language by using phonics, syllabication, & word parts. They apply ...*																																
	Decoding & Word Recognition																																
	Reading 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.											A	A																			D	D	D
	Reading 1.3 Decode two-syllable nonsense words and regular multi-syllable words.													D	A	A	A	A							D	D					D	D	D
	Reading 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).																D								D							D	
	Vocabulary & Concept Development																																
	Reading 1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).								A		A		D	D			D								D						D	D	

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Comprehension & Analysis of Grade-Level-Appropriate Text																																
Reading 2.8 Follow two-step written instructions.														A	A	A	A							A	A					A		A
1.0 Written & Oral English Language Conventions: Students write & speak with a command of standard English conventions appropriate to this grade level.																																
Sentence Structure																																
Written & Oral English Language Conventions 1.2 Recognize and use the correct word order in written sentences.													A											A							A	
Spelling																																
Written & Oral English Language Conventions 1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).																														D	D	