| KEY | **D** = Direct Correlation to the Standard<br>**A** = Access Point of Correlation to the Standard | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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# National Council of Teachers of English

D = Direct Correlation to the Standard
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| | | Creatire 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 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **ENGLISH LANGUAGE ARTS** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | *Standard 1: Students read a wide range of print & non-print texts to build an understanding of texts, of themselves, & of the cultures of the United States & the world; to acquire new information; to respond to the needs & demands* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | *of society & the workplace; & for personal fulfillment. Among these texts are fiction & nonfiction, classic & contemporary works.* | | | | | | | | | | | | | D | D | | | | | | | D | D | D | D | | | | | D | D | D | |
| | *Standard 2: Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | D | | |
| | *Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, & appreciate texts. They draw on their prior experience, their interactions with other readers & writers, their knowledge of word meaning* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | *& of other texts, their word identification strategies, & their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).* | | | | | A | | A | A | A | A | A | A | D | D | A | | A | A | A | | D | D | D | D | A | | | | D | D | D | |
| | *Standard 4: Students adjust their use of spoken, written, & visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences & for different purposes.* | | | | | | | | | | | D | D | | | | | | | | D | | | | | | D | | | | | | |
| | *Standard 5: Students employ a wide range of strategies as they write & use different writing process elements appropriately to communicate with different audiences for a variety of purposes.* | | | | | | | | | | | A | A | A | | | | | | | | A | A | A | | | | | | A | A | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *<u>Standard 6:</u> Students apply knowledge of language structure, language conventions (e.g., spelling & punctuation), media techniques, figurative language, & genre to create, critique, & discuss print & non-print texts.* | | | | | | | | | | | | | A | | | | | | | | A | A | A | | | | | | A | A | | |
| *<u>Standard 8:</u> Students use a variety of technological & information resources (e.g., libraries, databases, computer networks, videos) to gather & synthesize information & to create & communicate knowledge.* | | | | | | 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 | |