

D = Direct Correlation to the Standard
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		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	Talk Time with Tucker	Language Links: 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, Swim, Swim	Sentence Master	Twenty Categories			
	* attempt to read/reads simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge & pictures to construct meaning.							A	A			D	D	D	D			A	A	A															
Grade One	Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters).							D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D						D	D		
Grade Two	Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently & independently.							D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D					D	D	D		
	<u>Objective 1.05</u>																																		
K	Interact for at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level.	A	A	A			A																					A							
Grade One	Increase vocabulary, concepts, & reading stamina by reading self-selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level.	A	A	A			A							D	D							D	D	D	D		A				D	D			
Grade Two	Use a variety of strategies & skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level.	A	A	A			A							D	D							D	D	D	D		A				D	D	D		
	<u>Competency Goal 2: The learner will develop & apply strategies & skills to comprehend text that is read, heard, & viewed.</u>																																		
	<u>Objective 2.01</u>																																		
K	Demonstrate sense of story (e.g., beginning, middle, end, characters, details & setting).	A	A	A			A																					A							
Grade One	Read aloud independently with fluency & comprehension any text that is appropriately designed for emergent readers.													D	D							D	D	D	D		A				D	D			
Grade Two	Read & comprehend text (fiction, nonfiction, poetry, & drama) appropriate for grade two by:																																		

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	* making predictions.	A	A	A	A		A																				A					D	
	* asking questions.	A	A	A	A		A								D			A	A	A		D	D	D	D		A					D	
	* locating information for specific reasons/purposes.													D	D							A	D	D	D	D	A				D	D	
	* recognizing & applying text structure.													D	D								D	D	D	D	A				D	D	
	<u>Objective 2.02</u>																																
K	Demonstrate familiarity with a variety of types of books & selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories).	D	D	D			D															D					D						
Grade One	Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, & everyday print such as signs & labels, poems, word plays using alliteration & rhyme, skits & short plays).	A	A	A			A	D	D	A	A	D	D	D	D			A	A	A	A	D	D	D	D	D	A				D	D	
Grade Two	Use text for a variety of functions, including literary, informational, & practical.							D	D	A	A	D	D	D	D			A	A	A	A	D	D	D	D	D	A				D	D	D
	<u>Objective 2.03</u>																																
K	2.03 Use preparation strategies to activate prior knowledge & experience before & during the reading of a text.	D	D	D			D	D	D	D	D							D	D	D													
Grade One	Read & comprehend both fiction & nonfiction text appropriate for grade one using:																																
	* prior knowledge.	A	A	A	A	A	A	D	D	D	D							D	D	D													
	* summary.	A	A	A	A	A	A	D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D				D	D		
	* questions.	A	A	A	A	A	A	D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D				D	D	D	
	* graphic organizers.	A	A	A	A	A	A	D	D	A	A	D	D	D	D			A	A	A		D	D	D	D	D				D	D		
Grade Two	Read expository materials for answers to specific questions.													D	D							D	D	D	D						D	D	

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Grade One	Read & understand simple written instructions.							D	D					D	D							D	D	D	D	D						D	
	<u>Competency Goal 3: The learner will make connections through the use of oral language, written language, & media & technology.</u>																																
	<u>Objective 3.01</u>																																
K	Connect information & events in text to experience.													D	D																		
Grade Two	Use personal experiences & knowledge to interpret written & oral 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	
	<u>Objective 3.02</u>																																
Grade One	Recognize & relate similar vocabulary use & concepts across experiences with texts.							D	D	A	A	D	D	D	D							D	D	D	D	D							
	<u>Objective 3.03</u>																																
K	Associate target words with prior knowledge & explore an author's choice of words.							D	D	A	A							D	D	D						D							
Grade One	Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.																														D	D	D
Grade Two	Explain & describe new concepts & information in own words (e.g., plot, setting, major events, characters, author's message, connections, topic, key vocabulary, key concepts, text features).																																D
	<u>Objective 3.04</u>																																
K	Use speaking & listening skills & media to connect experiences & text:																																
	* listening to & re-visiting stories.	D	D	D			D															D										D	
	* discussing, illustrating, & dramatizing stories.																																
	* discovering relationships.																																
Grade One	Share personal experiences & responses to experiences with text:																																
	* discussing interpretations.																																

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	* recording personal responses.																				D											D			
	<u>Objective 3.06</u>																																		
Grade Two	Discuss the effect of an author's choices for nouns, verbs, modifiers & specific vocabulary which help the reader comprehend a narrative or expository text.					A		A	A	A	A	A	A									A	A	A								A	DS		
	<u>Objective 3.07</u>																																		
Grade One	Compare authors' uses of conventions of language that aid readers including:																																		
	* kinds of sentences.																																	D	
	* capitalization of first word in a sentence & proper names.																																	D	
	* punctuation to end a declarative & interrogative sentence.																																	D	
	<u>Competency Goal 4 The learner will apply strategies & skills to create oral, written, & visual texts.</u>																																		
	<u>Objective 4.01</u>																																		
K	Use new vocabulary in own speech & writing.											D	D																						D
Grade One	Select & use new vocabulary & language structures in both speech & writing contexts (e.g., oral retelling using exclamatory phrases to accent an idea or event).											D	D																						D
Grade Two	Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.											D	D																						D
	<u>Objective 4.02</u>																																		
K	Use words that name & words that tell action in a variety of simple texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences).							D	D	D	D	D	D																						D

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Grade One	Use words that describe, name characters & settings (who, where), & tell action & events (what happened, what did ___ do) in simple texts.							D		D		D			A						D						D			D	D			
Grade Two	Use expanded vocabulary to generate synonyms for commonly over used words to increase clarity of written & oral communication.																															D		
	<u>Objective 4.03</u>																																	
K	Use words that describe color, size, & location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.															A							D	D	D				A	A				
Grade One	Use specific words to name & tell action in oral & written language (e.g., using words such as frog & toad when discussing a nonfiction text).							A	A	A	A	D	D				A	A	A	A						A						D		
Grade Two	Read aloud with fluency & expression any text appropriate for early independent readers.											D	D	D	D							D	D	D	D							D		
	<u>Objective 4.04</u>																																	
K	Maintain conversation & discussions:																																	
	* attending to oral presentations.	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		
	* taking turns expressing ideas & asking questions.	D	D	D	D		D					D	D		D	D	D	D	D	D	D	D	D	D	D			D						
Grade One	Extend skills in using oral & written language:																																	
	* using clear & precise language to paraphrase messages.											D	D																			D		
	* engaging in more extended oral discussions.											D	D																			D		
	* producing written products.																															D	D	
Grade Two	Use oral communication to identify, organize, & analyze information.											D	D										A									D		
	<u>Objective 4.05</u>																																	

