National Council of Teachers of English

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

	ENGLISH LANGUAGE ARTS	Creature 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
	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	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	D	D	D	A		A	A	A		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	A	
	Standard 6: 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	
	Standard 8: 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	D

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

		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