

Riverdeep Correlations

Correlation of Bailey's Book House[®]
to Florida State Standards
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Kindergarten

A. Reading	
Standard I: The student uses the reading process effectively.	
Benchmark LA.A.1.1.1: The student predicts what a passage is about based on its title and illustrations. Grade Level Expectations. The student:	
LA.A.1.1.1.1. uses titles and illustrations to make oral predictions.	
Benchmark LA.A.1.1.2: The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues. Grade Level Expectations. The student:	
LA.A.1.1.2.1. understands how print is organized and read (for example, locating print on a page, matching print to speech, knowing parts of a book, reading top-to-bottom and left-to-right, sweeping back to left for the next line).	Kid Cards
	Letter Machine
	Make-A-Story
	Read-A-Rhyme
	My Friend
	Silly Songs
LA.A.1.1.2.2. knows the names of the letters of the alphabet, both upper and lower case.	Letter Machine
LA.A.1.1.2.3. knows the sounds of the letters of the alphabet.	
LA.A.1.1.2.4. understands the concept of words and constructs meaning from shared text, illustrations, graphics, and charts.	Make-A-Story

	Read-A-Rhyme
LA.A.1.1.2.5. understands basic phonetic principles (for example, knows rhyming words; knows words that have the same initial and final sounds; knows which sound is in the beginning, middle, end of a word; blends individual sounds into words).	Letter Machine
	Three-Letter Carnival
	Silly Songs
	Read-A-Rhyme
LA.A.1.1.2.6. understands that print conveys meaning.	Kid Cards
Benchmark LA.A.1.1.3: The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading. Grade Level Expectations. The student:	
LA.A.1.1.3.1. identifies high frequency words.	
LA.A.1.1.3.2. identifies words that name persons, places, or things and words that name actions.	
LA.A.1.1.3.3. identifies and sorts common words from within basic categories (for example, colors, shapes, foods).	My Friend
LA.A.1.1.3.4. uses a variety of sources to build vocabulary (for example, word walls, other people, life experiences).	Make-A-Story
	Edmo & Houdini
	Kid Cards
	Compound Word Machine
	My Friend

	Silly Songs
LA.A.1.1.3.5. develops vocabulary by discussing characters and events from a story.	Make-A-Story
Benchmark LA.A.1.1.4: The student increases comprehension by rereading, retelling, and discussion. Grade Level Expectations. The student:	
LA.A.1.1.4.1. uses strategies to comprehend text (for example, retelling, discussing, asking questions).	
Standard 2: The student constructs meaning from a wide range of texts.	
Benchmark LA.A.2.1.1: The student determines the main idea or essential message from text and identifies supporting information. Grade Level Expectations. The student:	
LA.A.2.1.1.1. knows the main idea or essential message from a read-aloud story or informational piece.	
Benchmark LA.A.2.1.2: The student selects material to read for pleasure. Grade Level Expectations. The student:	
LA.A.2.1.2.1. selects materials to read for pleasure.	
Benchmark LA.A.2.1.3: The student reads for information to use in performing a task and learning a new task. Grade Level Expectations. The student:	
LA.A.2.1.3.1. supports oral and written responses with details from the informative text.	
Benchmark LA.A.2.1.4: The student knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source. Grade Level Expectations. The student:	
LA.A.2.1.4.1. understands that illustrations reinforce the information in a text.	Kid Cards
Benchmark LA.A.2.1.5: The student uses simple materials of the reference system to obtain information. Grade Level Expectations. The student:	
LA.A.2.1.5.1. knows alphabetical order of letters.	

LA.A.2.1.5.2. uses pictures, environmental print(for example, signs, billboards) and people to obtain information.	Kid Cards
LA.A.2.1.5.3. asks "how" and "why" questions about a topic.	
B. Writing	
Standard 1: The student uses writing processes effectively.	
Benchmark LA.B.1.1.1: The student makes a plan for writing that includes a central idea and related ideas. Grade Level Expectations. The student:	
LA.B.1.1.1.1. uses prewriting strategies (for example, drawing pictures, recording or dictating questions for investigation).	
LA.B.1.1.1.2. generates ideas through brainstorming, listening to text read by teacher, discussing.	
Benchmark LA.B.1.1.2: The student drafts and revises simple sentences and passages, stories, letters, and simple explanations that express ideas clearly; show an awareness of topic and audience; have a beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing. Grade Level Expectations. The student:	
LA.B.1.1.2.1. dictates messages (for example, news, stories).	
LA.B.1.1.2.2. uses basic writing formats (for example, labels, lists, notes, captions, stories, messages).	
LA.B.1.1.2.3. demonstrates ability to sequence events during shared writing exercises.	
LA.B.1.1.2.4. revises by adding details to pictures, dictation, or letters.	
Benchmark LA.B.1.1.3: The student produces final simple documents that have been edited for correct spelling; appropriate end punctuation; correct capitalization of initial words, "I," and names of people; correct sentence structure; and correct usage of age-appropriate verb/subject and noun/pronoun agreement. Grade Level Expectations. The student:	
LA.B.1.1.3.1. uses spelling approximations in written work.	
LA.B.1.1.3.2. uses directionality of print in writing (including but not limited to left-to-right, top-to-bottom, spacing between words).	

LA.B.1.1.3.3. identifies and attempts to use end punctuation (for example, the period, question mark, exclamation point).	
Standard 2: The student writes to communicate ideas and information effectively.	
Benchmark LA.B.2.1.1: The student writes questions and observations about familiar topics, stories, or new experiences. Grade Level Expectations. The student:	
LA.B.2.1.1.1. dictates or writes with pictures or words/letters a narrative or informative piece about a familiar experience or text.	
LA.B.2.1.1.2. contributes ideas during a shared writing activity.	
Benchmark LA.B.2.1.2: The student uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes. Grade Level Expectations. The student:	
LA.B.2.1.2.1. dictates and writes with pictures or words to record ideas and reflections.	Kid Cards
Benchmark LA.B.2.1.3: The student uses basic computer skills for writing, such as basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; and accessing and using basic educational software for writing. Grade Level Expectations. The student:	
LA.B.2.1.3.1. uses basic computer skills for writing (including but not limited to using a mouse, locating numbers/letters on keyboard, turning computer on/off, and locating and opening application icon).	Kid Cards
	My Friend
Benchmark LA.B.2.1.4: The student composes simple sets of instructions for simple tasks using logical sequencing of steps. Grade Level Expectations. The student:	
LA.B.2.1.4.1. dictates or writes simple informational texts (for example, descriptions, labels, lists).	
C. Listening, Viewing, and Speaking	
Standard 1: The student uses listening strategies effectively.	
Benchmark LA.C.1.1.1: The student listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules. Grade Level Expectations. The student:	

LA.C.1.1.1.1. follows two-step oral directions.	Edmo & Houdini
	Letter Machine
	Make-A-Story
	Three-Letter Carnival
	Read-A-Rhyme
	Kid Cards
	My Friend
	Silly Songs
	Compound Word Machine
LA.C.1.1.1.2. listens to oral language in different forms (for example, stories read aloud, audio tapes, nursery rhymes, songs).	Edmo & Houdini
	Letter Machine
	Make-A-Story
	Three-Letter Carnival
	Read-A-Rhyme
	Kid Cards

	My Friend
	Silly Songs
	Compound Word Machine
Benchmark LA.C.1.1.3: The student carries on a conversation with another person, seeking answers and further explanations of the other's ideas through questioning and answering. Grade Level Expectations. The student:	
LA.C.1.1.3.1. follows rules of conversation (for example, taking turns speaking and listening).	
Benchmark LA.C.1.1.4: The student retells specific details of information heard, including sequence of events. Grade Level Expectations. The student:	
LA.C.1.1.4.1. listens for specific information, including sequence of events.	
Standard 2: The student uses viewing strategies effectively.	
Benchmark LA.C.2.1.1: The student determines the main idea in a nonprint communication. Grade Level Expectations. The student:	
LA.C.2.1.1.1. understands the main idea in a nonprint communication.	
Benchmark LA.C.2.1.2: The student recognizes simple nonverbal cues, such as use of eye contact, smiles, simple hand gestures. Grade Level Expectations. The student:	
LA.C.2.1.2.1. understands simple nonverbal cues (for example, smiling, gesturing).	
Standard 3: The student uses speaking strategies effectively.	
Benchmark LA.C.3.1.1: The student speaks clearly and at a volume audible in large- or small-group settings. Grade Level Expectations. The student:	
LA.C.3.1.1.1. speaks clearly and uses appropriate volume in different settings (for example, choral speaking, informal conversations, shared readings).	

Benchmark LA.C.3.1.2: The student asks questions to seek answers and further explanation of other people' ideas. Grade Level Expectations. The student:	
LA.C.3.1.2.1. asks and responds to questions.	
Benchmark LA.C.3.1.3: The student speaks effectively in conversations with others. Grade Level Expectations. The student:	
LA.C.3.1.3.1. uses basic speaking vocabulary to convey a message in conversation (for example, numbers, adjectives, action words, shapes, colors, categories).	
Benchmark LA.C.3.1.4: The student uses eye contact and simple gestures to enhance delivery. Grade Level Expectations. The student:	
LA.C.3.1.4.1. uses eye contact and appropriate gestures to enhance oral delivery.	
D. Language	
Standard 1: The student understands the nature of language.	
Benchmark LA.D.1.1.1: The student recognizes basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and those found in written forms; functions such as asking questions, expressing oneself, describing objects or experience, and explaining). Grade Level Expectations. The student:	
LA.D.1.1.1.1. knows patterns of sound in oral language (for example, rhyming, choral poetry, chants).	Three-Letter Carnival
	Read-A-Rhyme
	Letter Machine
	Silly Songs
LA.D.1.1.1.2. knows different functions of language (for example, expressing oneself, describing objects).	Kid Cards
	My Friend

Benchmark LA.D.1.1.2: The student recognizes the differences between language that is used at home and language that is used at school. Grade Level Expectations. The student:	
LA.D.1.1.2.1. recognizes the differences between less formal language that is used at home and more formal language that is used at school and other public settings.	
Standard 2: The student understands the power of language.	
Benchmark LA.D.2.1.1: The student understands that word choice can shape ideas, feelings, and actions. Grade Level Expectations. The student:	
LA.D.2.1.1.1. understands that word choice can shape ideas, feelings, and actions (for example, story language, descriptive words).	My Friend
	Make-A-Story
	Kid Cards
Benchmark LA.D.2.1.2: The student identifies and uses repetition, rhyme, and rhythm in oral and written text. Grade Level Expectations. The student:	
LA.D.2.1.2.1. uses repetition, rhyme, and rhythm in oral and written texts (for example, recites songs, poems, and stories with repeating patterns; substitutes words in a rhyming pattern).	Three-Letter Carnival
	Read-A-Rhyme
	Letter Machine
	Silly Songs
Benchmark LA.D.2.1.3: The student recognizes that use of more than one medium increases the power to influence how one thinks and feels. Grade Level Expectations. The student:	
LA.D.2.1.3.1. understands that the use of more than one medium can influence how one thinks and feels (for example, music, illustrations).	
Benchmark LA.D.2.1.4: The student knows various types of mass media (including billboards, newspapers, radio, and television). Grade Level Expectations. The student:	

LA.D.2.1.4.1. knows various types of mass media (for example, film, video, television).	
E. Literature	
Standard 1: The student understands the common features of a variety of literary forms.	
Benchmark LA.E.1.1.1: The student knows the basic characteristics of fables, stories, and legends. Grade Level Expectations. The student:	
LA.E.1.1.1.1. knows a variety of familiar literary forms (for example, fiction, nonfiction, picture books, fairy tales).	
Benchmark LA.E.2.1.2: The student identifies the story elements of setting, plot, character, problem, and solution/resolution. Grade Level Expectations. The student:	
LA.E.2.1.2.1. knows the sequence of events, characters, and setting of stories (for example, read-aloud stories).	Make-A-Story
Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.	
Benchmark LA.E.2.1.1: The student uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own life. Grade Level Expectations. The student:	
LA.E.2.1.1.1. relates characters and simple events in a read-aloud book to own life.	
LA.E.2.1.1.2. uses a variety of personal interpretations to respond to stories and poems (for example, talk, movement, music, art, drama, writing).	
Benchmark LA.E.2.1.2: The student recognizes rhymes, rhythm, and patterned structures in children's texts. Grade Level Expectations. The student:	
LA.E.2.1.2.1. knows rhymes, rhythms, and patterned structures in children's text (for example, repetitive text, pattern books, nursery rhymes).	Three-Letter Carnival
	Read-A-Rhyme
	Letter Machine

	Silly Songs
Grade 1	
A. Reading	
Standard I: The student uses the reading process effectively.	
Benchmark LA.A.1.1.1: The student predicts what a passage is about based on its title and illustrations. Grade Level Expectations. The student:	
LA.A.1.1.1.1. uses prior knowledge, illustrations, and text to make predictions.	
Benchmark LA.A.1.1.2: The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues. Grade Level Expectations. The student:	
LA.A.1.1.2.1. uses basic elements of phonetic analysis (for example, hears, segments, substitutes, and blends sounds in words).	Three-Letter Carnival
	Silly Songs
LA.A.1.1.2.2. uses sound/symbol relationships as visual cues for decoding.	
LA.A.1.1.2.3. uses beginning letters (onsets) and patterns (rhymes) as visual cues for decoding.	Letter Machine
	Three-Letter Carnival
LA.A.1.1.2.4. uses structural cues to decode words (for example, word order, sentence boundaries).	
LA.A.1.1.2.5. uses context clues to construct meaning (meaning cues) (for example, illustrations, knowledge of the story and topic).	
LA.A.1.1.2.6. cross checks visual, structural, and meaning cues to figure out unknown words.	

Benchmark LA.A.1.1.3: The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading. Grade Level Expectations. The student:	
LA.A.1.1.3.1. identifies and classifies common words from within basic categories.	Make-A-Story
	Read-A-Rhyme
LA.A.1.1.3.2. uses knowledge of individual words in unknown compound words to predict their meaning.	Compound Word Machine
LA.A.1.1.3.3. uses resources and references (for example, illustrations, knowledge of the story and topic) beginning dictionaries, available technology to build upon word meanings.	
LA.A.1.1.3.4. uses knowledge of suffixes (including -er, -est, -ful) to determine meanings of words.	
LA.A.1.1.3.5. develops vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.	Make-A-Story
	My Friend
Benchmark LA.A.1.1.4: The student increases comprehension by rereading, retelling, and discussion. Grade Level Expectations. The student:	
LA.A.1.1.4.1. uses a variety of strategies to comprehend text (for example, retelling stories in correct sequence, recalling details, rereading).	
Standard 2: The student writes to communicate ideas and information effectively.	
Benchmark LA.A.2.1.1: The student determines the main idea or essential message from text and identifies supporting information. Grade Level Expectations. The student:	
LA.A.2.1.1.1. knows the main idea or theme and supporting details of a story or informational piece.	
LA.A.2.1.1.2. uses specific details and information from a text to answer literal questions.	
LA.A.2.1.1.3. makes inferences based on text and prior knowledge (for example, regarding a character's traits, feelings, or actions).	

LA.A.2.1.1.4. identifies similarities and differences between two texts (for example, in topics, characters, and problems).	
Benchmark LA.A.2.1.2: The student selects material to read for pleasure. Grade Level Expectations. The student:	
LA.A.2.1.2.1. selects material to read for pleasure (for example, favorite books and stories).	
LA.A.2.1.2.2. reads aloud familiar stories, poems, or passages with a beginning degree of fluency and expression.	Letter Machine
	Make-A-Story
	Read-A-Rhyme
	Kid Cards
	My Friend
	Silly Songs
Benchmark LA.A.2.1.3: The student reads for information to use in performing a task and learning a new task. Grade Level Expectations. The student:	
LA.A.2.1.3.1. reads for information used in performing tasks (for example, directions, graphs, charts, signs, captions).	
Benchmark LA.A.2.1.4: The student knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source. Grade Level Expectations. The student:	
LA.A.2.1.4.1. uses background knowledge and supporting reasons from the text to determine whether a story or text is fact or fiction.	
Benchmark LA.A.2.1.5: The student uses simple materials of the reference system to obtain information. Grade Level Expectations. The student:	
LA.A.2.1.5.1. uses simple reference material to obtain information (for example, table of contents, fiction and nonfiction books, picture dictionaries, audio visual software).	

LA.A.2.1.5.2. alphabetizes words according to the initial letter.	
LA.A.2.1.5.3. uses alphabetical order to locate information.	
B. Writing	
Standard 1: The student uses writing processes effectively.	
Benchmark LA.B.1.1.1: The student makes a plan for writing that includes a central idea and related ideas. Grade Level Expectations. The student:	
LA.B.1.1.1.1. generates ideas before writing on self-selected topics and assigned tasks (for example, brainstorming, observing surroundings, reading texts, discussion with peer).	
LA.B.1.1.1.2. makes a plan before writing the first draft.	
LA.B.1.1.1.3. focuses on a central idea (for example, familiar person, place, object, experience).	
Benchmark LA.B.1.1.2: The student drafts and revises simple sentences and passages, stories, letters, and simple explanations that express ideas clearly; show an awareness of topic and audience; have a beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing. Grade Level Expectations. The student:	
LA.B.1.1.2.1. writes legibly using manuscript form (for example, prints numbers and upper- and lower-case letters; uses left to right sequencing; spaces between words and sentences).	
LA.B.1.1.2.2. knows the differences among individual letters, words, sentences, and paragraphs.	Letter Machine
LA.B.1.1.2.3. maintains a single idea or topic in writing.	
LA.B.1.1.2.4. uses descriptive words to convey ideas in writing.	My Friend
LA.B.1.1.2.5. uses an organizational structure in writing (including beginning, middle, and ending; using supporting details).	
LA.B.1.1.2.6. uses strategies for narrative writing (for example, including story elements, using some dialogue).	

LA.B.1.1.2.7. evaluates own and other's writing (for example, rereads own writing to check for meaning; responds constructively to other's writing).	
LA.B.1.1.2.8. revises by adding or substituting text and using a caret.	
Benchmark LA.B.1.1.3: The student produces final simple documents that have been edited for correct spelling; appropriate end punctuation; correct capitalization of initial words, "I," and names of people; correct sentence structure; and correct usage of age-appropriate verb/subject and noun/pronoun agreement. Grade Level Expectations. The student:	
LA.B.1.1.3.1. uses spelling approximations and some conventional spelling.	
LA.B.1.1.3.2. spells commonly used, phonetically regular words at first grade or higher level.	Letter Machine
LA.B.1.1.3.3. uses end punctuation and capitalizes initial words of sentences, names of people, the pronoun "I", days of the week, and months of the year.	
LA.B.1.1.3.4. uses complete sentences in writing.	
Standard 2: The student writes to communicate ideas and information effectively.	
Benchmark LA.B.2.1.1: The student writes questions and observations about familiar topics, stories, or new experiences. Grade Level Expectations. The student:	
LA.B.2.1.1.1. writes stories or informative pieces about experiences, people, objects, or events.	
LA.B.2.1.1.2. contributes ideas during a group writing activity.	
LA.B.2.1.1.3. writes questions or makes notes about familiar topics, stories, or new experiences.	
Benchmark LA.B.2.1.2: The student uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes. Grade Level Expectations. The student:	
LA.B.2.1.2.1. writes informal texts (for example, journal entries, reading response).	
LA.B.2.1.2.2. writes for familiar occasions, audiences, and purposes (including but not limited to explaining a process, telling a story).	

Benchmark LA.B.2.1.3: The student uses basic computer skills for writing, such as basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; and accessing and using basic educational software for writing. Grade Level Expectations. The student:	
LA.B.2.1.3.1. uses basic word processing skills and basic educational software for writing (including but not limited to typing words and sentences, using software to draw and label, printing pictures and stories, locating and opening a file, saving and naming a file).	
Benchmark LA.B.2.1.4: The student composes simple sets of instructions for simple tasks using logical sequencing of steps. Grade Level Expectations. The student:	
LA.B.2.1.4.1. writes simple informational texts (for example, two-step instructions in sequence, directions, reports).	
C. Listening, Viewing, and Speaking	
Standard 1: The student uses listening strategies effectively.	
Benchmark LA.C.1.1.1: The student listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules. Grade Level Expectations. The student:	
LA.C.1.1.1.1. follows three-step oral directions.	
LA.C.1.1.1.2. listens and responds to a variety of media (for example, stories, books, audiotapes, videotapes).	
Benchmark LA.C.1.1.2: The student recognizes personal preferences in listening to literature and other material. Grade Level Expectations. The student:	
LA.C.1.1.2.1. knows personal preferences for listening to literature and other material (for example, nursery rhymes, songs, stories, informational books).	
Benchmark LA.C.1.1.3: The student carries on a conversation with another person, seeking answers and further explanations of the other's ideas through questioning and answering. Grade Level Expectations. The student:	
LA.C.1.1.3.1. uses basic conversation strategies (including but not limited to asking questions to clarify or get information, taking turns, raising hand to speak, staying on topic and conveying a message, facing the speaker).	
Benchmark LA.C.1.1.4: The student retells specific details of information heard, including sequence of events. Grade Level Expectations. The student:	
LA.C.1.1.4.1. listens for specific information in stories (including but not limited to sequence, story details).	

Standard 2: The student uses viewing strategies effectively.	
Benchmark LA.C.2.1.1: The student determines the main idea in a nonprint communication. Grade Level Expectations. The student:	
LA.C.2.1.1.1. understands the main idea or common theme in a nonprint communication.	
Benchmark LA.C.2.1.2: The student recognizes simple nonverbal cues, such as use of eye contact, smiles, simple hand gestures. Grade Level Expectations. The student:	
LA.C.2.1.2.1. understands simple nonverbal cues (for example, use of eye contact, facial expressions, gesturing).	
Standard 3: The student uses speaking strategies effectively.	
Benchmark LA.C.3.1.1: The student speaks clearly and at a volume audible in large- or small-group settings. Grade Level Expectations. The student:	
LA.C.3.1.1.1. speaks clearly and uses appropriate volume in a variety of settings (for example, large or small groups, learning centers).	
Benchmark LA.C.3.1.2: The student asks questions to seek answers and further explanation of other people' ideas. Grade Level Expectations. The student:	
LA.C.3.1.2.1. asks questions to seek answers and further explanation of other people's ideas.	
Benchmark LA.C.3.1.3: The student speaks effectively in conversations with others. Grade Level Expectations. The student:	
LA.C.3.1.3.1. uses speaking vocabulary to convey a message in conversation (for example, descriptive words, singular and plural nouns, compound words).	
Benchmark LA.C.3.1.4: The student uses eye contact and simple gestures to enhance delivery. Grade Level Expectations. The student:	
LA.C.3.1.4.1. uses eye contact and appropriate gestures to enhance oral delivery.	
D. Language	

Standard 1: The student understands the nature of language.	
Benchmark LA.D.1.1.1: The student recognizes basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and those found in written forms; functions such as asking questions, expressing oneself, describing objects or experience, and explaining). Grade Level Expectations. The student:	
LA.D.1.1.1.1. uses repetition, rhyme, and rhythm in a variety of activities (for example, chants, songs, or story innovations).	Three-Letter Carnival
	Read-A-Rhyme
	Silly Songs
	Letter Machine
LA.D.1.1.1.2. knows different functions of language (for example, explaining, describing an experience).	
Benchmark LA.D.1.1.2: The student recognizes the differences between language that is used at home and language that is used at school. Grade Level Expectations. The student:	
LA.D.1.1.2.1. recognizes the differences between less formal language that is used at home and more formal language that is used at school and other public settings.	
Standard 2: The student understands the power of language.	
Benchmark LA.D.2.1.1: The student understands that word choice can shape ideas, feelings, and actions. Grade Level Expectations. The student:	
LA.D.2.1.1.1. understands that word choice can shape ideas, feelings, and actions (for example, multiple meaning words, figurative language).	
Benchmark LA.D.2.1.2: The student identifies and uses repetition, rhyme, and rhythm in oral and written text. Grade Level Expectations. The student:	
LA.D.2.1.2.1. uses repetition, rhyme, and rhythm in oral and written texts (for example, uses rhyming words orally; distinguishes between rhyming and non-rhyming words).	Three-Letter Carnival
	Read-A-Rhyme

	Silly Songs
	Letter Machine
LA.D.2.1.2.2. understands the use of alliteration.	
Benchmark LA.D.2.1.3: The student recognizes that use of more than one medium increases the power to influence how one thinks and feels. Grade Level Expectations. The student:	
LA.D.2.1.3.1. understands that the use of more than one medium increases the power to influence how one thinks and feels.	
Benchmark LA.D.2.1.4: The student knows various types of mass media (including billboards, newspapers, radio, and television). Grade Level Expectations. The student:	
LA.D.2.1.4.1. knows various types of mass media (for example, radio, television, billboards, newspapers).	
E. Literature	
Standard 1: The student understands the common features of a variety of literary forms.	
Benchmark LA.E.1.1.1: The student knows the basic characteristics of fables, stories, and legends. Grade Level Expectations. The student:	
LA.E.1.1.1.1. knows various broad literary forms (for example, nonfiction, fiction, poetry, picture and predictable books).	
Benchmark LA.E.2.1.2: The student identifies the story elements of setting, plot, character, problem, and solution/resolution. Grade Level Expectations. The student:	
LA.E.2.1.2.1. knows beginning, middle, and end of a story.	
LA.E.2.1.2.2. knows main characters, setting, and simple plot in a story.	
LA.E.2.1.2.3. identifies problem(s) and solutions(s) in a story.	

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.	
Benchmark LA.E.2.1.1: The student uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own life. Grade Level Expectations. The student:	
LA.E.2.1.1.1. relates characters and simple events in a story or biography to own life.	
Benchmark LA.E.2.1.2: The student recognizes rhymes, rhythm, and patterned structures in children's texts. Grade Level Expectations. The student:	
LA.E.2.1.2.1. knows rhymes, rhythm, and patterned structures in children's text (for example, poetry, prose).	Three-Letter Carnival
	Read-A-Rhyme
	Silly Songs
	Letter Machine
Grade 2	
A. Reading	
Standard 1: The student uses the reading process effectively.	
Benchmark LA.A.1.1.1: The student predicts what a passage is about based on its title and illustrations. Grade Level Expectations. The student:	
LA.A.1.1.1.1. uses prior knowledge, illustrations, and text to make and confirm predictions.	
Benchmark LA.A.1.1.2: The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues. Grade Level Expectations. The student:	
LA.A.1.1.2.1. blends sound components into words.	

LA.A.1.1.2.2. applies knowledge of beginning letters (onsets) and spelling patterns (rhymes) in single and multi-syllable words as visual cues for decoding.	Three-Letter Carnival
LA.A.1.1.2.3. uses a variety of structural cues (for example, word order, prefixes, suffixes, verb endings) to decode unfamiliar words.	
LA.A.1.1.2.4. uses a variety of context cues (for example, illustrations, diagrams, information in the story, titles and headings, sequence) to construct meaning (meaning cues).	Read-A-Rhyme
LA.A.1.1.2.5. cross-checks visual, structural, and meaning cues to figure out unknown words.	
LA.A.1.1.2.6. uses context cues to define multiple meaning words.	
Benchmark LA.A.1.1.3: The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading. Grade Level Expectations. The student:	
LA.A.1.1.3.1. identifies simple, multiple-meaning words.	
LA.A.1.1.3.2. uses knowledge of contractions, base words, and compound words to determine meanings of words.	Compound Word Machine
LA.A.1.1.3.3. uses knowledge of prefixes (including un-, re-, pre-, mis-) and suffixes (including -er, -est, -ful) to determine meaning of words.	
LA.A.1.1.3.4. knows homophones, synonyms, and antonyms for a variety of words.	
LA.A.1.1.3.5. develops vocabulary by reading independently and listening to and discussing both familiar and conceptually challenging selections.	Make-A-Story
	My Friend
	Read-A-Rhyme
	Letter Machine
	Silly Songs

LA.A.1.1.3.6. uses resources and references to build upon word meanings (for example, dictionaries, glossaries).	
Benchmark LA.A.1.1.4: The student increases comprehension by rereading, retelling, and discussion. Grade Level Expectations. The student:	
LA.A.1.1.4.1. uses a variety of strategies to comprehend text (for example, self-monitoring, predicting, retelling, discussing, restating ideas).	
Standard 2: The student constructs meaning from a wide range of texts.	
Benchmark LA.A.2.1.1: The student determines the main idea or essential message from text and identifies supporting information. Grade Level Expectations. The student:	
LA.A.2.1.1.1. summarizes information in texts (including but not limited to central idea, supporting details, connections between texts).	
LA.A.2.1.1.2. uses specific ideas, details, and information from text to answer literal questions.	
LA.A.2.1.1.3. makes connections and inferences based on text and prior knowledge (for example, order of events, possible outcomes).	
LA.A.2.1.1.4. understands similarities and differences across texts (for example, topics, characters, problems).	
Benchmark LA.A.2.1.2: The student selects material to read for pleasure. Grade Level Expectations. The student:	
LA.A.2.1.2.1. selects materials to read for pleasure, as a group or independently.	
LA.A.2.1.2.2. reads aloud with fluency and expression (including but not limited to reading phrases rather than word-by-word; attending to punctuation; interjecting a sense of feeling, anticipation, and characterization) from developmentally appropriate material.	
Benchmark LA.A.2.1.3: The student reads for information to use in performing a task and learning a new task. Grade Level Expectations. The student:	
LA.A.2.1.3.1. reads informational texts for specific purposes (including but not limited to performing a task, learning a new task, sequentially carrying out the steps of a procedure, locating information to answer a question).	
Benchmark LA.A.2.1.4: The student knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source. Grade Level Expectations. The student:	

LA.A.2.1.4.1. uses strategies to clarify the accuracy of a text (for example, discussion, checking other sources).	
Benchmark LA.A.2.1.5: The student uses simple materials of the reference system to obtain information. Grade Level Expectations. The student:	
LA.A.2.1.5.1. uses simple reference materials (for example, table of contents, dictionary, index, glossary).	
LA.A.2.1.5.2. alphabetizes words according to initial and second letter.	
LA.A.2.1.5.3. uses parts of a book to locate information, including chapter titles, guide words, and indices.	
LA.A.2.1.5.4. generates questions about topics of personal interest.	
B. Writing	
Standard 1: The student uses writing processes effectively.	
Benchmark LA.B.1.1.1: The student makes a plan for writing that includes a central idea and related ideas. Grade Level Expectations. The student:	
LA.B.1.1.1.1. generates ideas before writing on self-selected topics and assigned tasks.	
LA.B.1.1.1.2. makes a plan before writing the first draft (for example, drawing pictures, using graphic organizers).	
LA.B.1.1.1.3. focuses on a central idea and groups related ideas.	
Benchmark LA.B.1.1.2: The student drafts and revises simple sentences and passages, stories, letters, and simple explanations that express ideas clearly; show an awareness of topic and audience; have a beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing. Grade Level Expectations. The student:	
LA.B.1.1.2.1. writes and revises a variety of simple texts (for example, sentences, paragraphs, stories, letters, explanations telling why or how, picture books, poems).	
LA.B.1.1.2.2. writes legibly.	

LA.B.1.1.2.3. uses one or more paragraphs to focus on separate ideas in writing and uses transition words where appropriate.	
LA.B.1.1.2.4. writes for a specific audience.	
LA.B.1.1.2.5. writes a story that includes most story elements (character, setting, problem, sequence of events, resolution).	Make-A-Story
LA.B.1.1.2.6. uses strategies to support ideas in writing (including but not limited to using several sentences to elaborate upon an idea; using specific word choice and relevant details such as reasons or examples).	
LA.B.1.1.2.7. evaluates own and other's writing (for example, determining how own writing achieves its purposes, asking questions, making comments, responding constructively to other's comments, helping classmates apply conventions).	
LA.B.1.1.2.8. revises writing to improve supporting details and word choice by adding or substituting text.	
Benchmark LA.B.1.1.3: The student produces final simple documents that have been edited for correct spelling; appropriate end punctuation; correct capitalization of initial words, "I," and names of people; correct sentence structure; and correct usage of age-appropriate verb/subject and noun/pronoun agreement. Grade Level Expectations. The student:	
LA.B.1.1.3.1. spells frequently used words correctly.	
LA.B.1.1.3.2. uses references to edit writing (for example, word lists, dictionaries, charts).	
LA.B.1.1.3.3. uses conventions of punctuation (including but not limited to periods, question marks, exclamation points; commas in dates, series of words, and in greetings and closings in letters).	
LA.B.1.1.3.4. capitalizes initial words of sentences, the pronoun "I," and proper nouns.	
LA.B.1.1.3.5. revises and edits for sentence structure and age-appropriate usage (including but not limited to nouns, action verbs, adjectives, adverbs).	
LA.B.1.1.3.6. uses strategies to "finish" a piece of writing (for example, incorporating illustrations, photos, charts, and graphs; preparing a final copy).	
Standard 2: The student writes to communicate ideas and information effectively.	
Benchmark LA.B.2.1.1: The student writes questions and observations about familiar topics, stories, or new experiences. Grade Level Expectations. The student:	

LA.B.2.1.1.1. extends previously learned writing knowledge and skills of the first grade with increasingly complex texts and assignments and tasks.	
Benchmark LA.B.2.1.2: The student uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes. Grade Level Expectations. The student:	
LA.B.2.1.2.1. writes informally (for example, journal entries, reading response, poetry).	
LA.B.2.1.2.2. uses effective word choice in written work to tell about experiences (including but not limited to anecdotal detail and figurative language such as similes).	Make-A-Story
LA.B.2.1.2.3. writes for familiar occasions, audiences and purposes (including but not limited to entertaining, informing, responding to literature).	
Benchmark LA.B.2.1.3: The student uses basic computer skills for writing, such as basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; and accessing and using basic educational software for writing. Grade Level Expectations. The student:	
LA.B.2.1.3.1. uses basic word processing skills and basic educational software for writing (including but not limited to proofreading, using appropriate fonts and graphics, using technology to "publish" writing).	
Benchmark LA.B.2.1.4: The student composes simple sets of instructions for simple tasks using logical sequencing of steps. Grade Level Expectations. The student:	
LA.B.2.1.4.1. writes simple informational texts (for example, three-step instructions in sequence, expository pieces).	
C. Listening, Viewing, and Speaking	
Standard 1: The student uses listening strategies effectively.	
Benchmark LA.C.1.1.1: The student listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules. Grade Level Expectations. The student:	
LA.C.1.1.1.1. listens for information and pleasure.	
Benchmark LA.C.1.1.2: The student recognizes personal preferences in listening to literature and other material. Grade Level Expectations. The student:	
LA.C.1.1.2.1. knows personal preferences for listening to literature and other material (for example, poetry, songs, stories, informational books).	

Benchmark LA.C.1.1.3: The student carries on a conversation with another person, seeking answers and further explanations of the other's ideas through questioning and answering. Grade Level Expectations. The student:	
LA.C.1.1.3.1. uses strategies to contribute to group conversations (including but not limited to recounting personal experiences, initiating conversation, asking questions, reporting on personal knowledge of a topic).	
Benchmark LA.C.1.1.4: The student retells specific details of information heard, including sequence of events. Grade Level Expectations. The student:	
LA.C.1.1.4.1. listens for specific details and information (including but not limited to logical sequence and flow of events, story elements, concluding events).	
Standard 2: The student uses viewing strategies effectively.	
Benchmark LA.C.2.1.1: The student determines the main idea in a nonprint communication. Grade Level Expectations. The student:	
LA.C.2.1.1.1. understands the main idea or common theme in a nonprint communication (for example, pictures, symbols, film, and works of art).	
Benchmark LA.C.2.1.2: The student recognizes simple nonverbal cues, such as use of eye contact, smiles, simple hand gestures. Grade Level Expectations. The student:	
LA.C.2.1.2.1. understands and uses simple nonverbal cues (for example, eye contact, facial expressions, gesturing).	
Standard 3: The student uses speaking strategies effectively.	
Benchmark LA.C.3.1.1: The student speaks clearly and at a volume audible in large- or small-group settings. Grade Level Expectations. The student:	
LA.C.3.1.1.1. uses volume, phrasing, and intonation appropriate for different situations (for example, large or small group settings, sharing oral stories, dramatic activities).	
LA.C.3.1.1.2. speaks for different purposes (for example, informing, entertaining, expressing ideas).	
Benchmark LA.C.3.1.2: The student asks questions to seek answers and further explanation of other people's ideas. Grade Level Expectations. The student:	
LA.C.3.1.2.1. uses oral communication to clarify understanding of a topic or ideas (for example, making comments, asking questions to gain information, asking for clarification of unfamiliar words and ideas).	

Benchmark LA.C.3.1.3: The student speaks effectively in conversations with others. Grade Level Expectations. The student:	
LA.C.3.1.3.1. uses speaking vocabulary to convey a message in conversation (for example, synonyms, antonyms, complex sentence structures).	
Benchmark LA.C.3.1.4: The student uses eye contact and simple gestures to enhance delivery. Grade Level Expectations. The student:	
LA.C.3.1.4.1. uses eye contact and appropriate gestures to enhance oral presentations.	
D. Language	
Standard 1: The student understands the nature of language.	
Benchmark LA.D.1.1.1: The student recognizes basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and those found in written forms; functions such as asking questions, expressing oneself, describing objects or experience, and explaining). Grade Level Expectations. The student:	
LA.D.1.1.1.1. knows oral and written patterns used in standard English (for example, repetition, rhyme, word families).	
LA.D.1.1.1.2. knows different functions of language (for example, asking questions, describing, explaining).	
Benchmark LA.D.1.1.2; The student recognizes the differences between language that is used at home and language that is used at school. Grade Level Expectations. The student:	
LA.D.1.1.2.1. understands the differences between less formal language that is used at home and more formal language that is used at school and other public settings.	
Standard 2: The student understands the power of language.	
Benchmark LA.D.2.1.1: The student understands that word choice can shape ideas, feelings, and actions. Grade Level Expectations. The student:	
LA.D.2.1.1.1. understands that word choice can shape ideas, feelings, and actions (for example, language appropriate to the subject, synonyms, antonyms).	My Friend
	Make-A-Story

	Kid Cards
Benchmark LA.D.2.1.2: The student identifies and uses repetition, rhyme, and rhythm in oral and written text. Grade Level Expectations. The student:	
LA.D.2.1.2.1. uses repetition, rhyme, and rhythm appropriately in oral and written text (for example, choral reading of poems, songs, rhymes, and stories; identifying rhymes, repeated sounds, onomatopoeia).	Three-Letter Carnival
	Read-A-Rhyme
	Letter Machine
	Silly Songs
Benchmark LA.D.2.1.3: The student recognizes that use of more than one medium increases the power to influence how one thinks and feels. Grade Level Expectations. The student:	
LA.D.2.1.3.1. understands that the use of multimedia forms can influence how one thinks and feels (for example, illustrations, music).	
Benchmark LA.D.2.1.4: The student knows various types of mass media (including billboards, newspapers, radio, and television). Grade Level Expectations. The student:	
LA.D.2.1.4.1. knows various types of mass media (for example, magazines, newspapers, radio, television, billboards).	
E. Literature	
Standard 1: The student understands the common features of a variety of literary forms.	
Benchmark LA.E.1.1.1: The student knows the basic characteristics of fables, stories, and legends. Grade Level Expectations. The student:	
LA.E.1.1.1.1. knows basic characteristics of a variety of literary forms (for example, fables, stories, fiction, nonfiction, poetry, fairy tales, folktales, and legends).	
Benchmark LA.E.1.1.2: The student identifies the story elements of setting, plot, character, problem, and solution/resolution. Grade Level Expectations. The student:	

LA.E.1.1.2.1. extends previously learned knowledge and skills of the first grade with increasingly complex texts, assignments and tasks (for example, story structure, characters, setting, plot, problems and solutions).	
Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.	
Benchmark LA.E.2.1.1: The student uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own life. Grade Level Expectations. The student:	
LA.E.2.1.1.1. understands connections between characters and events in literature and people, events, and experiences in own life.	
Benchmark LA.E.2.1.2: The student recognizes rhymes, rhythm, and patterned structures in children's texts. Grade Level Expectations. The student:	
LA.E.2.1.2.1. knows rhymes, rhythm, and patterned structures in a variety of children's texts (for example, prose, poetry).	