

## Education Standards and LocuTour Software Kindergarten

<p><b>Reading</b></p>	
<p><b>Word Analysis, Fluency, and Systematic Vocabulary Development</b>          1.0 Students know about letters, words, and sounds. They apply this knowledge in reading simple sentences.</p>	<p><i>Look! Listen! and Learn Language! Version 2</i></p> <p><i>Basic Words for Children: Version 2</i></p> <p><i>“It’s a…” Bundle</i></p> <p><i>Train Time</i></p>
<p><b>Concepts About Print</b>          1.2 Follow words from left to right and from top to bottom on the printed page.           1.3 Understand that printed materials provide information.           1.4 Recognize that sentences in print are made up of separate words.           1.5 Distinguish letters from words.           1.6 Recognize and name all uppercase and lowercase letters of the alphabet.</p>	<p><i>Look! Listen! and Learn Language! Version 2</i></p> <p><i>Basic Words for Children: Version 2</i></p> <p><i>“It’s a…” Bundle</i></p> <p><i>Literacy: Phonemic Awareness</i></p> <p><i>Attention and Memory: Vol I</i></p> <p><i>Train Time</i></p> <p><i>Phonology I, II</i></p>
<p><b>Phonemic Awareness</b>          1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).           1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).           1.9 Blend vowel-consonant sounds orally to make words or syllables.           1.12 Track auditorily each word in a sentence and each syllable in a word.          1.13 Count the number of sounds in syllables and syllables in words.</p>	<p><i>Literacy: Phonemic Awareness</i></p> <p><i>Attention and Memory: Vol I</i></p> <p><i>Train Time</i></p> <p><i>Phonology I, II</i></p> <p><i>Basic Words for Children: Version 2 (And a One, Two, Three!)</i></p>

<p><b>Decoding and Word Recognition</b></p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p>	<p><i>Literacy: Phonemic Awareness</i></p> <p><i>Literacy: Rules, Rules, Rules!</i></p> <p><i>Literacy: "Spelling Test on Friday!"</i></p> <p><i>Train Time</i></p> <p><i>Attention and Memory: Vol I</i></p> <p><i>Artic Games and More</i></p>
<p><b>Vocabulary and Concept Development</b></p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p>1.18 Describe common objects and events in both general and specific language.</p>	<p><i>Look! Listen! and Learn Language! Version 2</i></p> <p><i>Basic Words for Children: Version 2</i></p> <p><i>"It's a..." Bundle</i></p> <p><i>Articulation I, II, III</i></p> <p><i>Artic Games and More</i></p>
<p><b>Reading Comprehension</b></p>	
<p><b>Reading Comprehension</b></p> <p>2.0 Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).</p> <p>2.2. Respond to who, what, when, where, and how questions.</p>	<p><i>"It's a..." Bundle</i></p> <p><i>Look! Listen! and Learn Language! Version 2</i></p> <p><i>Basic Words for Children: Version 2</i></p> <p><i>Artic Games and More</i></p> <p><i>Articulation I, II, III</i></p> <p><i>Attention and Memory: Vol I</i></p> <p><i>Train Time</i></p>

<p><b>Writing</b></p>	
<p><b>Writing Strategies</b>  1.0 Students write words and brief sentences that are legible.</p> <p><b>Organization and Focus</b>  1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).</p> <p>1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.</p>	<p><i>Literacy: Phonemic Awareness</i></p> <p><i>Literacy: Get Ready to Spell!</i></p> <p><i>Literacy: "Spelling Test on Friday!"</i></p>
<p><b>Written and Oral English Language Conventions</b>  1.0 Students write and speak with a command of standard English conventions.</p> <p><b>Sentence Structure</b>  1.1 Recognize and use complete, coherent sentences when speaking.</p> <p><b>Spelling</b>  1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge or letter names.</p>	<p><i>Artic Games and More</i></p> <p><i>Articulation I, II, III</i></p> <p><i>Look! Listen! and Learn Language! Version 2</i></p> <p><i>Basic Words for Children: Version 2</i></p> <p><i>"It's a..." Bundle</i></p> <p><i>Literacy: Phonemic Awareness</i></p> <p><i>Literacy: Get Ready to Spell!</i></p>

<p><b>Listening and Speaking Strategies</b> 1.0. Students listen and respond to oral communication. They speak in clear and coherent sentences.</p> <p><b>Comprehension</b> 1.1 Understand and follow one- and two-step oral directions. 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.</p> <p><b>Speaking Applications (Genres and Their Characteristics)</b> 2.0 Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in <i>Listening and Speaking Standard 1.0</i>.</p> <p>Using the listening and speaking strategies of kindergarten outlined in <i>Listening and Speaking Standard 1.0</i>, students: 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions. 2.2 Recite short poems, rhymes, and songs. 2.3 Relate an experience or creative story in a logical sequence.</p>	<p><i>Attention and Memory: Vol I</i> <i>Basic Words for Children: Version 2</i> <i>"It's a..." Bundle</i> <i>Look! Listen! and Learn Language! Version 2</i>  <i>Artic Games and More</i> <i>Articulation I, II, III</i> <i>Train Time</i> <i>Phonology I, II</i></p>
<p><b>Mathematics</b></p>	
<p><b>Measurement and Geometry</b> 2.0 Students identify common objects in their environment and describe the geometric features: 2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone). 2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).</p>	<p><i>Everyday Language I</i></p>

# Education Standards and LocuTour Software

## Grade 1

<p><b>Reading</b></p> <p><b>Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.0. Students understand the basic features of reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p> <p><b>Concepts About Print</b></p> <p>1.1. Match oral words to printed words.</p> <p>1.3. Identify letters, words, and sentences.</p>	<p><i>Literacy: Phonemic Awareness</i></p> <p><i>Literacy: Rules, Rules, Rules!</i></p> <p><i>Literacy: "Spelling Test on Friday!"</i></p> <p><i>Train Time</i></p> <p><i>Attention and Memory: Vol I</i></p> <p><i>Basic Words for Children: Version 2</i></p> <p><i>Artic Games and More</i></p>
<p><b>Phonemic Awareness</b></p> <p>1.4. Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>1.5. Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).</p> <p>1.8. Blend two to four phonemes into a recognizable word (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).</p> <p>1.9. Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ =splat; /r/i/ch/ = rich).</p>	<p><i>Artic Games and More</i></p> <p><i>Articulation I, II, III</i></p> <p><i>Literacy: Phonemic Awareness</i></p> <p><i>Artic Games and More</i></p>
<p><b>Decoding and Word Recognition</b></p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).</p> <p>1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p>	<p><i>Literacy: Phonemic Awareness</i></p> <p><i>Literacy: Rules, Rules, Rules!</i></p> <p><i>Literacy: "Spelling Test on Friday!"</i></p> <p><i>Articulation I, II, III</i></p> <p><i>Train Time</i></p> <p><i>Attention and Memory: Vol I</i></p> <p><i>Basic Words for Children: Version 2</i></p>

<p>1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).</p> <p>1.15 Read common word families (e.g., -ite, -ate).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p>	<p><i>Artic Games and More</i></p>
<p><b>Reading Comprehension</b></p>	
<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>2.0 Students read and understand grade-level-appropriate material.</p> <p>2.2. Respond to who, what, when, where, and how questions.</p>	<p><i>Look! Listen! And Learn Language! Version 2</i></p> <p><i>Basic Words for Children: Version 2</i></p> <p><i>Artic Games and More</i></p> <p><i>Articulation I, II, III</i></p> <p><i>Train Time</i></p>
<p><b>Writing</b></p>	
<p><b>Written and Oral English Language Conventions</b></p> <p>1.0 Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><b>Sentence Structure</b></p> <p>1.1 Write and speak in complete, coherent sentences.</p> <p><b>Grammar</b></p> <p>1.2 Identify and correctly use singular and plural nouns.</p> <p>1.3 Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking.</p> <p><b>Punctuation</b></p> <p>1.4 Distinguish between declarative, exclamatory, and interrogative sentences.</p> <p>1.5 Use a period, exclamation point, or question mark at the end of sentences.</p> <p>1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.</p>	<p><i>Artic Games and More</i></p> <p><i>Articulation I, II, III</i></p> <p><i>Phonology I, II</i></p> <p><i>Basic Words for Children: Version 2</i></p> <p><i>"It's a..." Bundle</i></p> <p><i>Look! Listen! and Learn Language! Version 2</i></p> <p><i>Attention and Memory: Vol I</i></p> <p><i>Train Time</i></p> <p><i>Literacy: Phonemic Awareness</i></p> <p><i>Literacy: Rules, Rules, Rules!</i></p> <p><i>Literacy: "Spelling Test on Friday!"</i></p> <p><i>Literacy: Get Ready to Spell!</i></p>

<p><b>Capitalization</b> 1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>.</p> <p><b>Spelling</b> 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p>	
<p><b>Mathematics</b></p>	
<p><b>Number Sense</b> 1.0 Students understand and use numbers up to 100.</p> <p>1.1 Count, read, and write whole numbers to 100.</p> <p>2.4 Count by 2s, 5s, and 10s to 100.</p> <p><b>Measurement and Geometry</b> 2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.</p> <p>2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.</p> <p>2.2 Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.</p> <p><b>Statistics, Data Analysis, and Probability</b> 1.0 Students organize, represent, and compare data by category on simple graphs and charts.</p> <p>1.1 Sort objects and data by common attributes and describe the categories.</p>	<p><i>Everyday Language I, II</i></p>

## Education Standards and LocuTour Software Grade 2

<p><b>Reading</b></p>	
<p><b>Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.0 Students understand the basic features of a reading. They select letter patterns and know how to translate them into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p> <p><b>Decoding and Word Recognition</b></p> <p>1.1. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2. Apply knowledge of basic syllabication rules when reading (e.g., v/cv = su/per; vc/cv = sup/per).</p> <p>1.3. Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.5. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).</p> <p>1.6 Read aloud fluently and accurately with appropriate intonation and expression.</p>	<p><i>Look! Listen! And Learn Language! Version 2</i></p> <p><i>Train Time (Let's Talk About It)</i></p> <p><i>Literacy: Phonemic Awareness</i></p> <p><i>Literacy: Rules, Rules, Rules!</i></p> <p><i>Literacy: "Spelling Test on Friday!"</i></p> <p><i>Artic Games and More</i></p> <p><i>Articulation I, II, III</i></p>
<p><b>Vocabulary and Concept Development</b></p> <p>1.7. Understand and explain common antonyms and synonyms</p>	<p><i>Look! Listen! And Learn Language! Version 2</i></p>
<p><b>Reading Comprehension</b></p>	
<p><b>Comprehension and Analysis of Grade-Level-Appropriate Text</b></p> <p>2.0 Students read and understand grade-level-appropriate material.</p> <p>2.4. Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i>).</p>	<p><i>Artic Games and More</i></p> <p><i>Articulation I, II, III</i></p> <p><i>Train Time</i></p> <p><i>Basic Words for Children: Version 2</i></p>



<b>Writing</b>	
<p><b>Written and Oral English Language Conventions</b> 1.0 Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><b>Spelling</b> 1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).</p> <p>1.8 Spell basic short-vowel, long-vowel, <i>r</i>-controlled, and consonant-blend patterns correctly.</p>	<p><i>Artic Games and More</i></p> <p><i>Articulation I, II, III</i></p> <p><i>Literacy: Rules, Rules, Rules!</i></p> <p><i>Literacy: "Spelling Test on Friday!"</i></p>
<p><b>Listening and Speaking Strategies</b> 1.0 Students listen critically and respond appropriately to oral communication They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</p>	<p><i>Artic Games and More</i></p> <p><i>Articulation I, II, III</i></p>
<b>Mathematics</b>	
<p><b>Number Sense</b> 1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000.</p>	<p><i>Everyday Language I, II</i></p>
<p><b>Measurement and Geometry</b> 2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space.</p> <p>2.1 Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.</p> <p>2.2 Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).</p>	<p><i>Everyday Language I, II</i></p>
<p><b>Statistics, Data Analysis, and Probability</b> 2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.</p> <p>2.1 Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12 ...; the number of ears on one horse, two horses, three horses, four horses).</p>	<p><i>Everyday Language I, II</i></p> <p><i>Literacy: Phonemic Awareness</i></p> <p><i>Phonology I</i></p> <p><i>Attention and Memory: Vol I</i></p> <p><i>Train Time</i></p>

## Education Standards and LocuTour Software Grade 3

<b>Reading</b>	
<p><b>Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.0 Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p> <p><b>Decoding and Word Recognition</b></p> <p>1.1 Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words.</p> <p>1.2 Decode regular multisyllabic words.</p>	<p><i>Literacy: Phonemic Awareness</i></p> <p><i>Literacy: Rules, Rules, Rules!</i></p> <p><i>Literacy: "Spelling Test on Friday!"</i></p>
<p><b>Measurement and Geometry</b></p> <p>2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.</p> <p>2.1 Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).</p> <p>2.2 Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).</p> <p>2.3 Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).</p> <p>2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.</p> <p>2.5 Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).</p>	<p><i>Everyday Language II</i></p>

## Education Standards and LocuTour Software Grade 5

<p><b>Reading</b></p>	
<p><b>Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.0 Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</p> <p><b>Word Recognition</b></p> <p>1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p><b>Vocabulary and Concept Development</b></p> <p>1.2 Use word origins to determine the meaning of unknown words.</p> <p>1.3 Understand and explain frequently used synonyms, antonyms, and homographs.</p> <p>1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).</p> <p>1.5 Understand and explain the figurative and metaphorical use of words in context.</p> <p><b>Reading Comprehension (Focus on Informational Materials).</b></p> <p>2.0 Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.</p> <p><b>Comprehension and Analysis of Grade-Level-Appropriate Text</b></p> <p>2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and</p>	<p style="text-align: center;"><i>"It's a ... Safari!"</i></p>

prior knowledge.

**Expository Critique**

2.5 Distinguish facts, supported inferences, and opinions in text.