English Language Arts Standards Alignment

Songs from Tuned in to Learning®
Volumes 1-9 aligned with ELA standards

COMMON CORE STATE STANDARDS
Revised August 2013
introduction

This alignment can assist those working in the special education setting in selecting appropriate songs to target student Individualized Education Program (IEP) goals which align with English Language Arts Common Core State Standards (CCSS). Because the Tuned in to Learning® curriculum primarily supports students who developmentally are functioning at the early elementary school age level, CCSS grade levels addressed in this alignment references standards in grades K-2. If a grade level is not listed in one of the tabs below, this is due to the fact that the objectives for that skill area are beyond the scope of our curriculum.

Songs from the following Tuned in to Learning® Volumes are referenced in this alignment include:

VOLUME 1: Social Skills & Pragmatic Language
VOLUME 2: Basic Language Concepts
VOLUME 3: Daily Living Skills & Self-Regulation
VOLUME 4: “Wh” Questions
VOLUME 5: Academics
VOLUME 6: Discrete Trial Teaching & Learning Readiness
VOLUME 7: Emerging Speech & Oral Motor
VOLUME 8: Skill Building for Students with Multiple Disabilities
VOLUME 9: Adapted Dance and Movement

Resources:
http://www.corestandards.org/ELA-Literacy

CONTACT INFORMATION
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858-453-0590
Toll Free: 877-886-3346
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English Language Arts: Literature
<table>
<thead>
<tr>
<th>GRADE</th>
<th>STANDARD NUMBER</th>
<th>COMMON CORE STATE STANDARD DESCRIPTION</th>
<th>RELEVANT TUNED IN TO LEARNING SONGS</th>
<th>NOTES</th>
</tr>
</thead>
</table>
| K     | CCSS.ELA-Literacy.RL.K.1 | With prompting and support, ask and answer questions about key details in a text. | - TIL VOL1:  
  - Getting to Know Someone  
  - TIL VOL2:  
  - Actions  
  - TIL VOL4:  
  - Who, What, When, Where, Why  
  - Describe it for Me  
  - Mixed "Wh" Questions  
  - Sequencing Song | A wide variety of TIL songs can be utilized for this standard by engaging students in asking and answering questions about the song lyrics, answering questions posed in the songs, and utilizing the visual supports available for many of the songs. |
| K     | CCSS.ELA-Literacy.RL.K.2 | With prompting and support, retell familiar stories, including key details. | - TIL VOL3:  
  - Germs on My Fingers  
  - Brushing Teeth  
  - Gotta Go  
  - TIL VOL4:  
  - Sequencing Song  
  - TIL VOL8:  
  - Old MacDonald | A wide variety of TIL songs can be utilized for this standard by engaging students in recall of key elements and summarizing of the song lyrics after a song is played. |
| K     | CCSS.ELA-Literacy.RL.K.3 | With prompting and support, identify characters, settings, and major events in a story. | - TIL VOL2:  
  - Community Helpers  
  - TIL VOL4:  
  - Who  
  - Where  
  - Mixed "Wh" Questions  
  - Sequencing Song  
  - TIL VOL7:  
  - Animal Song | Animals referenced in the songs can be utilized as "characters" for students to name and identify. |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>CCSS.ELA-Literacy.RL.K.4</td>
<td>Ask and answer questions about unknown words in a text.</td>
<td>Various- see notes section</td>
</tr>
<tr>
<td>K</td>
<td>CCSS.ELA-Literacy.RL.K.5</td>
<td>Recognize common types of texts (e.g., storybooks, poems).</td>
<td>Various- see notes section</td>
</tr>
<tr>
<td>K</td>
<td>CCSS.ELA-Literacy.RL.K.6</td>
<td>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</td>
<td>N/A</td>
</tr>
<tr>
<td>K</td>
<td>CCSS.ELA-Literacy.RL.K.7</td>
<td>With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</td>
<td>Various- see notes section</td>
</tr>
</tbody>
</table>

- **TIL VOL8:**
  - Old MacDonald
- **TIL VOL9:**
  - Dance Party at the Zoo

A wide variety of TIL songs can be utilized for this standard by reviewing words from Volume 1-5 books, flashcards, and other visual supports after participating along with the song. Teach the concept of songs as another form of text. Compare and contrast the difference between a spoken story, a poem, and any of the TIL songs.

A wide variety of TIL songs can be utilized for this standard by using the photos and text from the Volume 1-5 books, flashcards, and other visual supports.
<table>
<thead>
<tr>
<th>Grade</th>
<th>CCSS.ELA-Literacy.RL.X.X</th>
<th>Description</th>
<th>Resources</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>CCSS.ELA-Literacy.RL.K.9</td>
<td>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>K</td>
<td>CCSS.ELA-Literacy.RL.K.10</td>
<td>Actively engage in group reading activities with purpose and understanding.</td>
<td>Various- see notes section</td>
<td>A wide variety of TIL songs can be utilized for this standard by presenting songs in a group setting and having students sing songs presented together, or by taking turns identifying target words and pictures.</td>
</tr>
</tbody>
</table>
| 1     | CCSS.ELA-Literacy.RL.1.1 | Ask and answer questions about key details in a text. | • TIL VOL1:  
  o Getting to Know Someone  
  • TIL VOL2:  
  o Actions  
  • TIL VOL4:  
  o Who, What, When, Where, Why  
  o Describe it for Me  
  o Mixed “Wh” Questions  
  o Sequencing Song | A wide variety of TIL songs can be utilized for this standard by engaging students in asking and answering questions about the song lyrics, answering questions posed in the songs, and utilizing the visual supports available for many of the songs. |
| 1     | CCSS.ELA-Literacy.RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. | • TIL VOL3:  
  o Germs on My Fingers  
  o Brushing Teeth  
  o Gotta Go  
  • TIL VOL4:  
  o Sequencing Song  
  • TIL VOL8: | A wide variety of TIL songs can be utilized for this standard by engaging students in recall of key elements and summarizing of the song lyrics after a song is played. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Song</th>
<th>Resource Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.RL.1.3</td>
<td>Old MacDonald</td>
<td>Describe characters, settings, and major events in a story, using key details.</td>
<td>Animals referenced in the songs can be utilized as “characters” for students to name and identify.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.1.4</td>
<td></td>
<td>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.1.7</td>
<td></td>
<td>Use illustrations and details in a story to describe its characters, setting, or events.</td>
<td>A wide variety of TIL songs can be utilized for this standard by using the photos and text from the Volume 1-5 books, flashcards, and other visual supports.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.1.10</td>
<td></td>
<td>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</td>
<td>A wide variety of TIL songs can be utilized for this standard by having students sing or read lyrics from Volume 1-5 book pages.</td>
</tr>
</tbody>
</table>
| Level | CCSS.ELA-Literacy.RL.2.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | TIL VOL1:  
- Getting to Know Someone  
- TIL VOL2:  
- Actions  
- TIL VOL4:  
- Who, What, When, Where, Why  
- Describe it for Me  
- Mixed "Wh" Questions  
- Sequencing Song | A wide variety of TIL songs can be utilized for this standard by engaging students in asking and answering questions about the song lyrics, answering questions posed in the songs, and utilizing the visual supports available for many of the songs. |
<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>CCSS.ELA-Literacy.RL.2.4</td>
<td>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</td>
<td>Various- see notes section</td>
<td>A wide variety of TIL songs can be utilized for this standard by having students identify rhyming words and repetition from song lyrics.</td>
</tr>
</tbody>
</table>
| 2 | CCSS.ELA-Literacy.RL.2.6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | TIL VOL2:  
- Community Helpers  
- TIL VOL7:  
- Animal Song  
- TIL VOL8:  
- Old MacDonald  
- TIL VOL9:  
- Dance Party at the Zoo | Animal sounds can be used as character voices. |
<p>| 2 | CCSS.ELA-Literacy.RL.2.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate | Various- see notes section | A wide variety of TIL songs can be utilized for this standard by using the photos and text from the Volume 1-5 books, flashcards, and other materials. |</p>
<table>
<thead>
<tr>
<th></th>
<th>understanding of its characters, setting, or plot.</th>
<th>visual supports.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>CCSS.ELA-Literacy.RL.2.9</strong></td>
<td>After using a Tuned in to Learning, play the &quot;Adapt-a-Song&quot; version of that song, paired with different visual supports. For example, after playing the &quot;Sequencing Song&quot; using the PB&amp;J sequence, use the &quot;Adapt-a-Song&quot; version and sing steps to brushing teeth paired with photo cards.</td>
</tr>
<tr>
<td></td>
<td>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</td>
<td>Various- see notes section</td>
</tr>
</tbody>
</table>
English Language Arts: Informational Text
<table>
<thead>
<tr>
<th>GRADE</th>
<th>STANDARD NUMBER</th>
<th>COMMON CORE STATE STANDARD DESCRIPTION</th>
<th>RELEVANT TUNED IN TO LEARNING SONGS</th>
<th>NOTES</th>
</tr>
</thead>
</table>
| K     | CCSS.ELA-Literacy.RI.K.1 | With prompting and support, ask and answer questions about key details in a text. | • TIL VOL1:  
   o Getting to Know Someone  
• TIL VOL2:  
   o Actions  
• TIL VOL4:  
   o Who, What, When, Where, Why  
   o Describe it for Me  
   o Mixed "Wh" Questions  
   o Sequencing Song | A wide variety of TIL songs can be utilized for this standard by engaging students in asking and answering questions about the song lyrics, answering questions posed in the songs, and utilizing the visual supports available for many of the songs. |
| K     | CCSS.ELA-Literacy.RI.K.2 | With prompting and support, identify the main topic and retell key details of a text. | • TIL VOL3:  
   o Germs on My Fingers  
   o Brushing Teeth  
   o Gotta Go  
• TIL VOL4:  
   o Sequencing Song  
• TIL VOL8:  
   o Old MacDonald | A wide variety of TIL songs can be utilized for this standard by engaging students in recall of key elements and summarizing of the song lyrics after a song is played. |
<p>| K     | CCSS.ELA-Literacy.RI.K.3 | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | N/A | N/A |
| K     | CCSS.ELA-Literacy.RI.K.4 | With prompting and support, ask and answer questions | Various- see notes section | Ask students to define key words from TIL songs |</p>
<table>
<thead>
<tr>
<th>Grade</th>
<th>CCSS.ELA-Literacy.RI.K.5</th>
<th>Identify the front cover, back cover, and title page of a book.</th>
<th>Various- see notes section</th>
<th>TIL Volumes 1-5 books can be utilized for this purpose.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>CCSS.ELA-Literacy.RI.K.6</td>
<td>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>K</td>
<td>CCSS.ELA-Literacy.RI.K.7</td>
<td>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</td>
<td>Various- see notes section</td>
<td>A wide variety of TIL songs can be utilized for this standard by using the photos and text from the Volume 1-5 books, flashcards, and other visual supports.</td>
</tr>
<tr>
<td>K</td>
<td>CCSS.ELA-Literacy.RI.K.8</td>
<td>With prompting and support, identify the reasons an author gives to support points in a text.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>K</td>
<td>CCSS.ELA-Literacy.RI.K.9</td>
<td>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in</td>
<td>Various- see notes section</td>
<td>After using a Tuned in to Learning, play the “Adapt-a-Song” version of that song, paired with different visual supports. For example, after playing the Volume 4</td>
</tr>
<tr>
<td>Grade</td>
<td>CCSS.ELA-Literacy.RI.K.10</td>
<td>Actively engage in group reading activities with purpose and understanding.</td>
<td>Various- see notes section</td>
<td>A wide variety of TIL songs can be utilized for this standard by presenting songs in a group setting and having students sing songs presented together, or by taking turns identifying target words and pictures</td>
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<tr>
<td>-------</td>
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</tr>
</tbody>
</table>
| K     | **K CCSS.ELA-Literacy.RI.1.1** | Ask and answer questions about key details in a text. | • TIL VOL1:  
  o Getting to Know Someone  
 • TIL VOL2:  
  o Actions  
 • TIL VOL4:  
  o Who, What, When, Where, Why  
  o Describe it for Me  
  o Mixed "Wh" Questions  
  o Sequencing Song | A wide variety of TIL songs can be utilized for this standard by engaging students in asking and answering questions about the song lyrics, answering questions posed in the songs, and utilizing the visual supports available for many of the songs. |
| 1     | **1 CCSS.ELA-Literacy.RI.1.2** | Identify the main topic and retell key details of a text. | • TIL VOL3:  
  o Germs on My Fingers  
  o Brushing Teeth  
  o Gotta Go  
 • TIL VOL4:  
  o Sequencing Song  
 • TIL VOL8:  
  o Old MacDonald | A wide variety of TIL songs can be utilized for this standard by engaging students in recall of key elements and summarizing of the song lyrics after a song is played. |
<table>
<thead>
<tr>
<th>#</th>
<th>CCSS.ELA-Literacy.RI.1.3</th>
<th>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CCSS.ELA-Literacy.RI.1.4</td>
<td>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</td>
<td>Various- see notes section</td>
<td>Ask students to define key words from TIL songs</td>
</tr>
<tr>
<td>1</td>
<td>CCSS.ELA-Literacy.RI.1.5</td>
<td>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>CCSS.ELA-Literacy.RI.1.6</td>
<td>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</td>
<td>Various- see notes section</td>
<td>A wide variety of TIL songs can be utilized for this standard by using the photos and text from the Volume 1-5 books, flashcards, and other visual supports.</td>
</tr>
<tr>
<td>1</td>
<td>CCSS.ELA-Literacy.RI.1.7</td>
<td>Use the illustrations and details in a text to describe its key ideas.</td>
<td>Various- see notes section</td>
<td>A wide variety of TIL songs can be utilized for this standard by using the photos and text from the Volume 1-5 books, flashcards, and other visual supports.</td>
</tr>
<tr>
<td>1</td>
<td>CCSS.ELA-</td>
<td>Identify the reasons an</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Literacy.RI.1.8</strong></td>
<td>author gives support points in a text.</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>1</strong> <strong>CCSS.ELA-Literacy.RI.1.9</strong></td>
<td>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
<td>Various- see notes section</td>
<td>After using a Tuned in to Learning, play the &quot;Adapt-a-Song&quot; version of that song, paired with different visual supports. For example, after playing the Volume 4 &quot;Sequencing Song&quot; using the PB&amp;J sequence, use the &quot;Adapt-a-Song&quot; version and sing steps to making a pizza using visual supports from the Volume 4 CD-ROM.</td>
<td></td>
</tr>
<tr>
<td><strong>1</strong> <strong>CCSS.ELA-Literacy.RI.1.10</strong></td>
<td>With prompting and support, read informational texts appropriately complex for grade 1.</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
English Language Arts:
Foundational Skills
<table>
<thead>
<tr>
<th>GRADE</th>
<th>STANDARD NUMBER</th>
<th>COMMON CORE STATE STANDARD DESCRIPTION</th>
<th>RELEVANT TUNED IN TO LEARNING SONGS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>CCSS.ELA-Literacy.RF.K.1</td>
<td>Demonstrate understanding of the organization and basic features of print.</td>
<td>Various- see notes section</td>
<td>*a wide variety of TIL songs can be utilized for this standard by using the visual supports (books, visual material on CD-ROMS) offered for Volumes 1-7. Depending on functioning level, students can follow along with lyrics with their finger, point to key words, point to pictures, use augmentative communication, etc.</td>
</tr>
</tbody>
</table>
| K     | CCSS.ELA-Literacy.RF.K.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | • TIL VOL5:  
  o Letter Sounds  
  • TIL VOL7:  
  o All Songs  
  • TIL VOL8:  
  o Sing Along with Me  
  o The Echo Blues | |
| K     | CCSS.ELA-Literacy.RF.K.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | Various- see notes section | A wide variety of TIL songs can be utilized for this standard by using the visual supports (books, visual material on CD-ROMS) offered for Volumes 1-7. Depending on functioning level, students can follow |
## ENGLISH LANGUAGE ARTS COMMON CORE STANDARDS ALIGNMENT

<table>
<thead>
<tr>
<th>K</th>
<th>CCSS.ELA-Literacy.RF.K.4</th>
<th>Read emergent-reader texts with purpose and understanding.</th>
<th>Various- see notes section</th>
<th>Various- see notes section</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A wide variety of TIL songs can be utilized for this standard by using the visual supports (books, visual material on CD-ROMS) offered for Volumes 1-7. Depending on functioning level, students can follow along with lyrics with their finger, point to key words, point to pictures, use augmentative communication, etc.</td>
<td>A wide variety of TIL songs can be utilized for this standard by using the visual supports (books, visual material on CD-ROMS) offered for Volumes 1-7. Depending on functioning level, students can follow along with lyrics with their finger, point to key words, point to pictures, use augmentative communication, etc.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>CCSS.ELA-Literacy.RF.1.1</td>
<td>Demonstrate understanding of the organization and basic features of print.</td>
<td>Various- see notes section</td>
<td>A wide variety of TIL songs can be utilized for this standard by using the visual supports (books, visual material on CD-ROMS) offered for Volumes 1-7. Depending on functioning level, students can follow along with lyrics with their finger, point to key words, point to pictures, use augmentative communication, etc.</td>
</tr>
<tr>
<td>1</td>
<td>CCSS.ELA-</td>
<td>Demonstrate</td>
<td>TIL VOL5:</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>Literacy.RF.1.2</strong></th>
<th>understanding of spoken words, syllables, and sounds (phonemes).</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-Literacy.RF.1.3</strong></td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td></td>
<td>Various- see notes section</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RF.1.4</strong></td>
<td>Read with sufficient accuracy and fluency to support comprehension.</td>
<td></td>
<td>Various- see notes section</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A wide variety of TIL songs can be utilized for this standard by using the visual supports (books, visual material on CD-ROMS) offered for Volumes 1-7. Depending on functioning level, students can follow along with lyrics with their finger, point to key words, point to pictures, use augmentative communication, etc.</td>
<td>A wide variety of TIL songs can be utilized for this standard by using the visual supports (books, visual material on CD-ROMS) offered for Volumes 1-7. Depending on functioning level, students can follow along with lyrics with their finger, point to key words, point to pictures, use augmentative communication, etc.</td>
</tr>
</tbody>
</table>
English Language Arts: Writing
## ENGLISH LANGUAGE ARTS COMMON CORE STANDARDS ALIGNMENT

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<thead>
<tr>
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<th>RELEVANT TUNED IN TO LEARNING SONGS</th>
<th>NOTES</th>
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</table>
| K     | CCSS.ELA-Literacy.W.K.1 | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). | • TIL VOL1:  
  o Getting to Know Someone  
  • TIL VOL4:  
  o Questions About You | Use worksheets from the CD-ROMs provided in Volumes 1-5 to engage students in writing activities related to various TIL songs. |
| K     | CCSS.ELA-Literacy.W.K.2 | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | • TIL VOL1:  
  o Getting to Know Someone  
  • TIL VOL4:  
  o Questions About You | Use worksheets from the CD-ROMs provided in Volumes 1-5 to engage students in writing activities related to various TIL songs. |
| K     | CCSS.ELA-Literacy.W.K.3 | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in | • TIL VOL2:  
  o Actions  
  • TIL VOL3:  
  o Germs on My Fingers  
  o Gotta Go  
  o Brushing Teeth | |
| the order in which they occurred, and provide a reaction to what happened. | • TIL VOL4:  
  o What  
  o Describe it for Me  
  o Sequencing Song |
English Language Arts:
Speaking & Listening
<table>
<thead>
<tr>
<th>GRADE</th>
<th>STANDARD NUMBER</th>
<th>COMMON CORE STATE STANDARD DESCRIPTION</th>
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| K     | CCSS.ELA-Literacy.SL.K.1 | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | • TIL VOL1:  
  o Getting to Know Someone  
  o Look at Your Neighbor  
  o Compliments  
  o Rules of Conversation  
  o Pass it Along | |
| K     | CCSS.ELA-Literacy.SL.K.2 | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | • TIL VOL3:  
  o Germs on My Fingers  
  o Brushing Teeth  
  o Gotta Go  
  • TIL VOL4:  
  o Sequencing Song  
  • TIL VOL8:  
  o Old MacDonald | *a wide variety of TIL songs can be utilized for this standard by engaging students in recall of key elements and summarizing of the song lyrics after a song is played. |
| K     | CCSS.ELA-Literacy.SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | • TIL VOL4:  
  o All Songs  
  • TIL VOL6:  
  o What is This?  
  • TIL VOL7:  
  o When I Want  
  o Yes or No  
  • TIL VOL8:  
  o Look Over Here | |
| K | CCSS.ELA-Literacy.SL.K.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | • TIL VOL2:  
  o Community Helpers  
  o Name Game  
• TIL VOL4:  
  o Who, What, When, Where, Why  
  o Describe it for Me  
• TIL VOL6:  
  o What is This?  
• TIL VOL7:  
  o What Do You See? |
|---|---|---|---|
| K | CCSS.ELA-Literacy.SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. | Various- see notes section  
Students can be encouraged to create their own drawings relating to any of the TIL songs |
| K | CCSS.ELA-Literacy.SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. | • TIL VOL1:  
  o Expression on My Face  
  o Look at Your Neighbor  
  o Compliments  
  o Body Talk  
• TIL VOL3:  
  o I Want a Break  
• TIL VOL4:  
  o Questions About You  
• TIL VOL6:  
  o Point, Point, Point  
• TIL VOL7:  
  o What's the Word  
  o Yes or No |
<table>
<thead>
<tr>
<th></th>
<th><strong>CCSS.ELA-Literacy.SL.1.1</strong></th>
<th>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>TIL VOL8:</strong></td>
<td>- What Do You See? &lt;br&gt;- When I Want &lt;br&gt;- Say Hello &lt;br&gt;- Look Over Here</td>
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<td><strong>TIL VOL1:</strong></td>
<td>- Getting to Know Someone &lt;br&gt;- Look at Your Neighbor &lt;br&gt;- Compliments &lt;br&gt;- Rules of Conversation &lt;br&gt;- Pass it Along</td>
<td></td>
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<td></td>
<td><strong>TIL VOL4:</strong></td>
<td>- All Songs</td>
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<td><strong>TIL VOL6:</strong></td>
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<td></td>
<td><strong>CCSS.ELA-Literacy.SL.1.2</strong></td>
<td>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>CCSS.ELA-Literacy.SL.1.3</strong></td>
<td>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</td>
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<td><strong>TIL VOL4:</strong></td>
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<td></td>
<td><strong>TIL VOL8:</strong></td>
<td></td>
<td></td>
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</table>
| CCSS.ELA-Literacy.SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | TIL VOL4:  
- Who, What, When, Where  
- Mixed “Wh” Questions  
- Describe if for Me  
- Functions Fiesta  
TIL VOL6:  
- What is This?  
TIL VOL7:  
- What Do You See? |
| CCSS.ELA-Literacy.SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | Various- see notes section  
Students can be encouraged to create their own drawings relating to any of the TIL songs |
| CCSS.ELA-Literacy.SL.1.6 | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) | TIL VOL1:  
- Getting to Know Someone  
TIL VOL2:  
- Actions  
TIL VOL3:  
- I Want a Break  
TIL VOL4:  
- All Songs  
TIL VOL6:  
- What is This?  
TIL VOL7:  
- What Do You See?  
- When I Want |
English Language Arts: Language
<table>
<thead>
<tr>
<th>GRADE</th>
<th>STANDARD NUMBER</th>
<th>COMMON CORE STATE STANDARD DESCRIPTION</th>
<th>RELEVANT TUNED IN TO LEARNING SONGS</th>
<th>NOTES</th>
</tr>
</thead>
</table>
| K     | CCSS.ELA-Literacy.L.K.1a | Print many upper- and lowercase letters. | • TIL VOL 5:  
  o Letter Hunt  
  o Letter Sounds |       |
| K     | CCSS.ELA-Literacy.L.K.1b | Use frequently occurring nouns and verbs. | • TIL VOL 2:  
  o All Songs  
  • TIL VOL 3:  
  o Community Signs  
  • TIL VOL 4:  
  o Who, What, When  
  o Mixed “Wh” Questions  
  • TIL VOL 6:  
  o Body Parts  
  o Functions  
  o Point, Point, Point  
  o Show Me  
  o What is This?  
  • TIL VOL 7:  
  o What Do You See?  
  • TIL VOL 9:  
  o All Songs (Verbs) |       |
| K     | CCSS.ELA-Literacy.L.K.1c | Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). | • TIL VOL 7:  
  o What Do You See? (Adapt-a-Song Version) |       |
<p>| K     | CCSS.ELA- | Understand and use | • TIL VOL 4: |       |</p>
<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>CCSS.ELA-Literacy.L.K.1d</td>
<td>question words (interrogatives) (e.g., who, what, where, when, why, how)</td>
</tr>
<tr>
<td>K</td>
<td>CCSS.ELA-Literacy.L.K.1e</td>
<td>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</td>
</tr>
<tr>
<td>K</td>
<td>CCSS.ELA-Literacy.L.K.1f</td>
<td>Produce and expand complete sentences in shared language activities.</td>
</tr>
<tr>
<td>K</td>
<td>CCSS.ELA-Literacy.L.K.5a</td>
<td>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</td>
</tr>
<tr>
<td>Grade</td>
<td>Standard</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
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</tr>
</tbody>
</table>
| K     | CCSS.ELA-Literacy.L.K.5b | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | • TIL VOL 2:  
  o Actions |
| K     | CCSS.ELA-Literacy.L.K.5c | Identify real-life connections between words and their use (e.g., note places at school that are colorful). | • TIL VOL 4:  
  o Function Fiesta  
  • TIL VOL 6:  
  o Functions |
| K     | CCSS.ELA-Literacy.L.K.5d | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | • TIL VOL 2:  
  o Actions  
  • TIL VOL 9:  
  o All Songs |
| K     | CCSS.ELA-Literacy.L.K.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | Various- see notes section |
| 1     | CCSS.ELA-Literacy.L.1.1a | Print all upper- and lowercase letters. | • TIL VOL 5:  
  o Letter Hunt  
  o Letter Sounds |
| 1     | CCSS.ELA-Literacy.L.1.1d | Use personal, possessive, and indefinite pronouns | • TIL VOL 2:  
  o Actions  
  • TIL VOL 7:  
  o Letter Hunt  
  o Letter Sounds |
|   | CCSS.ELA-Literacy.L.1.1e | Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). | TIL VOL 2:  
|   |   |   | o Actions (Adapt-A-Song Version) |
|   | CCSS.ELA-Literacy.L.1.1f | Use frequently occurring adjectives. | TIL VOL2:  
|   |   |   | o Big & Small  
|   |   |   | o Colors |
|   | CCSS.ELA-Literacy.L.1.1g | Use frequently occurring conjunctions (e.g., and, but, or, so, because). | TIL VOL4:  
|   |   |   | o Why |
|   | CCSS.ELA-Literacy.L.1.1i | Use frequently occurring prepositions (e.g., during, beyond, toward). | TIL VOL2:  
|   |   |   | o Preposition Rock |
|   | CCSS.ELA-Literacy.L.1.1j | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | TIL VOL1:  
|   |   |   | o Getting to Know Someone  
|   |   |   | o Compliments  
|   |   |   | TIL VOL2:  
|   |   |   | o Actions  
|   |   |   | TIL VOL3:  
|   |   |   | o I Want a Break  
|   |   |   | TIL VOL4:  
|   |   |   | o All Songs  
<p>|   |   |   | TIL VOL6: |</p>
<table>
<thead>
<tr>
<th>1</th>
<th>CCSS.ELA-Literacy.L.1.6</th>
<th>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• TIL VOL7:</td>
<td>• What is This?</td>
</tr>
<tr>
<td></td>
<td>o What Do You See?</td>
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