



Correlation

The InvestiGator Club and Connecticut Prekindergarten English Language Arts Grade-Level Expectations

The following references are examples of components and teaching in The InvestiGator Club Prekindergarten Learning System that align to the **Connecticut Prekindergarten English Language Arts Grade-Level Expectations**. The correlation is intended to illustrate the system’s approach to these standards, not the comprehensiveness of the program.

READING	
Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed and heard.	
Concepts About Print	
<ol style="list-style-type: none"> 1. Demonstrate book awareness, e.g., hold book upright, turn pages from front of book to the back, and scan pages from top to bottom and left to right. 2. Recognize printed letters, e.g., letters in child’s name. 3. Recognize familiar printed words. 4. Recognize print conveys meaning, e.g., environmental print. 5. Demonstrate independent interest in reading-related activities, e.g., independently chooses a book and tells a story to peers. 	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Daily Routine Posters Center Cards Dilly and Friends Lapbooks and Little Books Investigation Literature	Daily Routine Posters in each Investigation help children develop an awareness of environmental print (see TG pp. 28–31). Daily Routines Quick Minutes: Letters provide opportunities for children to identify printed letters (see TG p. 32). Let’s Investigate! TG p. 42 Learning Centers: Reading Practice and Picture Dictionary TG p. 112 Literacy: Favorite Books Under Construction TG p. 40 Learning Centers: Let’s Read and Act Out a Story TG p. 41 Learning Centers: That’s My Name! Healthy You TG p. 133 Closing Circle Time: Literacy and

	<p>Math: Balloon Toss</p> <p>Finny, Feathery, Furry Friends TG p. 40 Learning Centers: Storytelling Time and Animal Names</p> <p>Splash and Dig TG p. 125 Small Group: Literacy: Concepts of Print</p>
<p>Phonological Awareness</p>	
<p>6. Identify spoken words that rhyme. 7. Orally produce rhyming words. 8. Segment and blend initial sounds. 9. Identify spoken words with similar initial sounds. 10. Identify the number of syllables in two-syllable words. 11. Imitate initial sounds.</p>	
<p>The InvestiGator Club Components</p>	<p>The InvestiGator Club Teacher Guide (TG)</p>
<p>Vocabulary Cards</p>	<p>Daily Routines Quick Minutes: Phonological Awareness provide activities to help children increase their phonological awareness (see TG p. 35).</p> <p>Let’s Investigate! TG pp. 150–151 Everyday Literacy: Phonological Awareness</p> <p>Healthy You TG p. 60 Everyday Literacy: Nose and Toes TG pp. 82–83 Small Group: Literacy</p> <p>Finny, Feathery, Furry Friends TG p. 60 Everyday Literacy: Clap Word</p> <p>Splash and Dig TG p. 120 Everyday Literacy: We Know a Word!</p> <p>Weather Watchers TG p. 60 Everyday Literacy: Substitute Sounds</p>
<p>Phonics</p>	
<p>12. Identify both upper and lower case letters of the alphabet. 13. Recognize familiar letter-sound correspondences.</p>	
<p>The InvestiGator Club Components</p>	<p>The InvestiGator Club Teacher Guide (TG)</p>
<p>Center Cards ABC Game Cards</p>	<p>Finny, Feathery, Furry Friends TG p. 121 Everyday Literacy: That’s a Match!</p> <p>Splash and Dig TG p. 40 Learning Centers: Let’s Read!</p> <p>Watch It Grow TG p. 61 Everyday Literacy: The Letters <i>li</i> and <i>Tt</i></p>

High-Frequency Words	
14. Recognize high-frequency words in isolation.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Lapbooks and Little Books Investigation Literature	<p>Let's Investigate! TG pp. 146–147 Opening Circle Time: Oral Language</p> <p>Under Construction TG pp. 110–111 Closing Circle Time: Shared Writing</p> <p>Healthy You TG p. 109 Whole Group: Literacy: Read and Follow</p> <p>Finny, Feathery, Furry Friends TG pp. 66–67 Whole Group: Literacy</p> <p>Watch It Grow TG p. 89 Whole Group: Literacy: Reread an Apple Story</p>
Fluency	
15. Articulate patterns in books, rhymes and songs. 16. Read or sing along with books, rhymes and songs.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly's Music and Movement CD Dilly and Friends Lapbooks and Little Books Investigation Literature	<p>Let's Investigate! TG pp. 174–175 Everyday Literacy: Alphabet Knowledge TG pp. 128–129 Everyday Literacy: Phonological Awareness</p> <p>Healthy You TG pp. 76–77 Opening Circle Time: Oral Language: Sing the Song</p> <p>Splash and Dig TG pp. 106–107 Whole Group: Social and Emotional TG p. 109 Whole Group: Literacy: Really Listen! TG pp. 116–117 Opening Circle Time: Oral Language</p>
Vocabulary	
17. Predict meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams. 18. Use newly learned vocabulary during class discussions.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Daily Routine Posters Oral Language Cards Flapboards Vocabulary Cards	The Word of the Week Daily Routine Poster in each Investigation helps children develop and use vocabulary (see TG p. 31).

<p>Oral Language Cards</p>	<p>Under Construction TG pp. 56–57 Opening Circle Time: Oral Language</p> <p>Healthy You TG p. 113 Closing Circle Time: Oral Language: I Can Do It!</p> <p>Splash and Dig TG p. 58 Opening Circle Time: Oral Language: Splish, Splash</p> <p>Weather Watchers TG p. 72 Closing Circle Time: Oral Language: Pass the Rain Hat</p>
<p style="text-align: center;">Reading Comprehension</p> <p><i>Students will independently accomplish all before, during and after comprehension grade-level expectations. Teachers will continue to spiral all previous grade-level expectations. Students will read, view, listen to and write about a variety of fiction and nonfiction contemporary, classical, multicultural and culturally relevant texts in all content areas. Teachers will be culturally responsive to students. Students will provide evidence from text to support all oral, written and presented responses about text.</i></p>	
<p style="text-align: center;">Before Reading</p> <p>19. Set a context, using pre-reading strategies, such as predicting, picture walks, activating prior knowledge/connections and questioning.</p> <p>20. Activate prior knowledge to aid comprehension of fiction and nonfiction texts.</p> <p>21. Predict outcomes based on clues in a text by answering teacher-led questions, e.g., <i>What do you think will happen next?</i></p>	
<p style="text-align: center;">The InvestiGator Club Components</p>	<p style="text-align: center;">The InvestiGator Club Teacher Guide (TG)</p>
<p>Dilly and Friends Lapbooks and Little Books Investigation Literature Flapboards</p>	<p>Flapboards provide children many opportunities to predict outcomes by answering teacher-led questions.</p> <p>Let’s Investigate! TG pp. 168–169 Opening Circle Time: Oral Language</p> <p>Under Construction TG pp. 86–87 Whole Group: Math</p> <p>Watch It Grow TG pp. 52–53 Investigation Launch</p>
<p style="text-align: center;">During Reading</p> <p>22. Ask questions when things do not make sense.</p> <p>23. Create pictures that represent thoughts from read-aloud or shared readings.</p> <p>24. Make connections between text and self.</p> <p>25. Make predictions.</p>	
<p style="text-align: center;">The InvestiGator Club Components</p>	<p style="text-align: center;">The InvestiGator Club Teacher Guide (TG)</p>
<p>Dilly and Friends Lapbooks and Little Books</p>	<p>Flapboards provide children many opportunities to predict outcomes by answering teacher-led</p>

<p>Investigation Literature Flapboards</p>	<p>questions.</p> <p>Let’s Investigate! TG pp. 102–103 Opening Circle Time: Oral Language TG pp. 146–147 Opening Circle Time: Oral Language</p> <p>Healthy You TG pp. 106–107 Whole Group: Social and Emotional</p> <p>Splash and Dig TG pp. 62–63 Small Group: Early Writing TG pp. 86–87 Whole Group: Math</p>
<p style="text-align: center;">After Reading</p> <p>26. Answer “who,” “what,” “when,” “where,” “why” and “how” questions about the characters, setting, plot, theme, conflict, and point of view in a story.</p> <p>27. Retell information from a story.</p> <p>28. Identify the characters in a story.</p> <p>29. Draw conclusions after listening to a story.</p> <p>30. Recognize there are different text structures, e.g., <i>Once upon a time...</i> beginnings — fairytales; <i>Hickory, dickory, dock</i> — nursery rhymes.</p>	
<p style="text-align: center;">The InvestiGator Club Components</p>	<p style="text-align: center;">The InvestiGator Club Teacher Guide (TG)</p>
<p>Dilly and Friends Lapbooks and Little Books Investigation Literature</p>	<p>Let’s Investigate! TG pp. 124–125 Opening Circle Time: Oral Language</p> <p>Under Construction TG pp. 126–127 Whole Group: Storytelling Classics</p> <p>Healthy You TG p. 106 Literacy: Read and Follow</p> <p>Splash and Dig TG pp. 126–127 Whole Group: Storytelling Classics</p> <p>Weather Watchers TG pp. 66–67 Whole Group: Literacy TG pp. 126–127 Whole Group: Storytelling Classics</p>
<p style="text-align: center;">Reading Reflection/Behaviors</p> <p>31. Choose a book to “read” and share it with teacher/classmates.</p> <p>32. Independently “read” books.</p>	
<p style="text-align: center;">The InvestiGator Club Components</p>	<p style="text-align: center;">The InvestiGator Club Teacher Guide (TG)</p>
<p>Dilly and Friends Lapbooks and Little Books Investigation Literature</p>	<p>Let’s Investigate! TG p. 112 Literacy: Favorite Books</p>

Center Cards	Weather Watchers TG p. 40 Learning Centers: Read and Talk
ORAL LANGUAGE Students will listen and speak to communicate ideas clearly.	
Listening 1. Attend to a speaker or reader during group activities. 2. Follow simple verbal one- and two-step directions. 3. Attend to peer speech during play. 4. Attend to partners' speech during conversation.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Center Cards	<p>Under Construction TG p. 49 Learning Centers: Hardware Store and Playground Builders TG p. 98 Opening Circle Time: Listening: Tool Talk</p> <p>Finny, Feathery, Furry Friends TG p. 78 Opening Circle Time: Listening: Name the Animals</p> <p>Splash and Dig TG p. 109 Whole Group: Literacy: Really Listen TG p. 119 Opening Circle Time: Listening: Listen and Act</p>
Speaking 5. Use complete sentences with at least five words. 6. Participate in one-to-one conversations and group discussions. 7. Share personal experiences. 8. Repeat familiar short poems, rhymes, and songs. 9. Recite short poems, rhymes and songs. 10. Describe objects, events, feelings, etc. with details and examples. 11. Ask simple comparisons, e.g., <i>big/small, light/dark</i> . 12. Use language to act out a simple dramatic play scenario.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Center Cards	<p>The Oral Language: Sharing Chair activities at the end of each week give children opportunities to speak and share with the whole group.</p> <p>Dramatic Play Learning Centers offer children opportunities to use language to act out dramatic play scenarios.</p> <p>Under Construction TG p. 49 Learning Centers: Hardware Store TG p. 104 Small Group: Science: Rocks Rock!</p> <p>Healthy You TG p. 48 Learning Centers: We Are So Different! TG pp. 96–97 Opening Circle Time: Oral Language</p>

	<p>Weather Watchers TG p. 40 Learning Centers: News at the Friendly Farm TG p. 93 Closing Circle Time: Oral Language: Weather Report and If I Could TG pp. 110–111 Closing Circle Time: Shared Writing</p>
<p>WRITING Students express, develop and substantiate ideas and experiences through their own writing and artistic and technical presentations.</p>	
<p>Writing Conventions</p> <ol style="list-style-type: none"> 1. Use symbols or drawings to express thoughts, feelings and ideas. 2. Print or copy their first name. 3. Use letter-like approximation. 	
<p>The InvestiGator Club Components</p>	<p>The InvestiGator Club Teacher Guide (TG)</p>
Center Cards	<p>Let’s Investigate! TG p. 43 Learning Centers: Writing Practice</p> <p>Under Construction TG p. 41 Learning Centers: That’s My Name!</p> <p>Splash and Dig TG p. 41 Learning Centers: Water Everywhere and Fun with Water</p> <p>Watch It Grow TG p. 41 Learning Centers: Greetings from the Garden</p>
<p>Writing Process</p> <ol style="list-style-type: none"> 4. Contribute ideas about a topic during shared writing. 5. Revise by adding details to pictures. 6. Explain a piece of writing or drawing. 7. Present final products in a variety of ways, e.g., the arts, dramatic play, technology. 	
<p>The InvestiGator Club Components</p>	<p>The InvestiGator Club Teacher Guide (TG)</p>
Center Cards Dilly and Friends Lapbooks and Little Books	<p>Let’s Investigate! TG p. 43 Learning Centers: Writing Role Play TG pp. 162–163 Closing Circle Time: Shared Writing</p> <p>Finny, Feathery, Furry Friends TG p. 41 Learning Centers: What Do Animals Need?</p> <p>Healthy You TG pp. 82–83 Small Group: Literacy</p> <p>Splash and Dig TG p. 41 Learning Centers: Fun with Water</p>
<p>Writing Genres, Traits and Crafts</p>	

<p>Descriptive: 8. Use pictures and letter-like approximations to describe a person, place or thing.</p> <p>Narrative: 9. Write or discuss “stories,” using at least pictures and letter-like approximations.</p> <p>Expository: 10. Write, discuss or draw to explain a current event, e.g., weekend news.</p> <p>Persuasive: 11. Write, discuss or draw to explain why they like something, e.g., school, teacher, dessert.</p> <p>Poetic: 12. Write, discuss or draw to complete a rhyming sentence.</p>	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Center Cards	<p>Healthy You TG pp. 82–83 Small Group: Literacy</p> <p>Under Construction TG pp. 62–63 Small Group: Early Writing</p> <p>Splash and Dig TG p. 40 Learning Centers: Flannel Board Stories</p> <p>Weather Watchers TG p. 41 Learning Centers: Weather Book TG pp. 62–63 Small Group: Early Writing</p>

**Patent Pending on Flapboards™*