



Curriculum Crosswalk

Amplio Speech & Language & Common Core State Standards (CCSS)





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Introduction

This crosswalk summarizes the alignment between Amplio Speech & Language and the Common Core State Standards (CCSS). It serves as a valuable tool for educators and speech-language pathologists across states that follow the Common Core, aiding in comprehending how our evidence-driven programs align with and bolster these national educational benchmarks.

In this document, you'll find a comprehensive mapping of how Amplio's Speech & Language programs correspond with the specific goals and competencies set forth in the CCSS - we're committed to offering educationally relevant and effective resources. By aligning with the Common Core, Amplio's solutions seamlessly integrate into a broad educational landscape, thereby improving student achievements and empowering educators in their quest to deliver superior and inclusive educational experiences.



Repeated Exposure to Vocabulary (REV)

Skill	Standard	Description
Categorization	CCSS.ELA-LITERACY.L.K.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	CCSS.ELA-LITERACY.L.1.5.A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
State Definitions	CCSS.ELA-LITERACY.L.1.5.b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
Compare & Contrast	CCSS.ELA-LITERACY.L.1.5.b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
	CCSS.ELA-LITERACY.L.1.5.c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
	CCSS.ELA-LITERACY.L.2.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
	CCSS.ELA-LITERACY.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
	CCSS.ELA-LITERACY.L.3.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
Verb Production	CCSS.ELA-LITERACY.L.K.1.b	Use frequently occurring nouns and verbs.
	CCSS.ELA-LITERACY.L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

Repeated Exposure to Vocabulary (REV)

Skill	Standard	Description
Verb Production	CCSS.ELA-LITERACY.L.1.1.E	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).
	CCSS.ELA-LITERACY.L.1.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
	CCSS.ELA-LITERACY.L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
	CCSS.ELA-LITERACY.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
Adverb Production	CCSS.ELA-LITERACY.L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
	CCSS.ELA-LITERACY.L.2.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
	CCSS.ELA-LITERACY.L.3.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
	CCSS.ELA-LITERACY.L.1.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
	CCSS.ELA-LITERACY.L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
	CCSS.ELA-LITERACY.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
Multiple Skill Coverage	CCSS.ELA-LITERACY.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	CCSS.ELA-LITERACY.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Parts of Speech Exploration (POSE)

Skill	Standard	Description
Noun Identification	CCSS.ELA-LITERACY.L.K.1.B	Use frequently occurring nouns and verbs.
	CCSS.ELA-LITERACY.L.1.1.B	Use common, proper, and possessive nouns.
	CCSS.ELA-LITERACY.L.2.1.A	Use collective nouns (e.g., group).
Verb Identification	CCSS.ELA-LITERACY.L.K.1.B	Use frequently occurring nouns and verbs.
	CCSS.ELA-LITERACY.L.1.1.E	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).
Pronoun Identification	CCSS.ELA-LITERACY.L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
	CCSS.ELA-LITERACY.L.2.1.C	Use reflexive pronouns (e.g., myself, ourselves).

Literacy and Speech Sounds Overlap (LASSO)

Skill	Standard	Description
Auditory Discrimination	CCSS.ELA-LITERACY.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Speech Production	CCSS.ELA-LITERACY.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Phonics	CCSS.ELA-LITERACY.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
	CCSS.ELA-LITERACY.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
	CCSS.ELA-LITERACY.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
	CCSS.ELA-LITERACY.RF.K.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
	CCSS.ELA-LITERACY.RF.K.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
	CCSS.ELA-LITERACY.RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	CCSS.ELA-LITERACY.RF.1.3.a	Know the spelling-sound correspondences for common consonant digraphs.
	CCSS.ELA-LITERACY.RF.1.3.b	Decode regularly spelled one-syllable words.
	CCSS.ELA-LITERACY.RF.1.3.c	Know final -e and common vowel team conventions for representing long vowel sounds.

Literacy and Speech Sounds Overlap (LASSO)

Skill	Standard	Description
Phonics	CCSS.ELA-LITERACY.RF.1.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
	CCSS.ELA-LITERACY.RF.1.3.e	Decode two-syllable words following basic patterns by breaking the words into syllables.
	CCSS.ELA-LITERACY.RF.1.3.f	Read words with inflectional endings.
	CCSS.ELA-LITERACY.RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
	CCSS.ELA-LITERACY.RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
	CCSS.ELA-LITERACY.RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
	CCSS.ELA-LITERACY.RF.2.3.d	Decode words with common prefixes and suffixes.
	CCSS.ELA-LITERACY.RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences.
	CCSS.ELA-LITERACY.RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.
Phonemic Awareness	CCSS.ELA-LITERACY.RF.K.2.b	Count, pronounce, blend, and segment syllables in spoken words.
	CCSS.ELA-LITERACY.RF.K.2.c	Blend and segment onsets and rimes of single-syllable spoken words.
	CCSS.ELA-LITERACY.RF.K.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
	CCSS.ELA-LITERACY.RF.K.2.e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Literacy and Speech Sounds Overlap (LASSO)

Skill	Standard	Description
Phonemic Awareness	CCSS.ELA-LITERACY.RF.1.2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	CCSS.ELA-LITERACY.RF.1.2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Phonological Awareness	CCSS.ELA-LITERACY.RF.K.2.a	Recognize and produce rhyming words.
Reading Fluency	CCSS.ELA-LITERACY.RF.1.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
	CCSS.ELA-LITERACY.RF.2.4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Reading Comprehension	CCSS.ELA-LITERACY.RF.K.4	Read emergent-reader texts with purpose and understanding.
	CCSS.ELA-LITERACY.RF.1.4.a	Read grade-level text with purpose and understanding.
	CCSS.ELA-LITERACY.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	CCSS.ELA-LITERACY.RF.2.4.a	Read on-level text with purpose and understanding.
	CCSS.ELA-LITERACY.RL.K.7	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).
	CCSS.ELA-LITERACY.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Literacy and Speech Sounds Overlap (LASSO)

Skill	Standard	Description
Reading Comprehension	CCSS.ELA-LITERACY.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
	CCSS.ELA-LITERACY.RL.1.3	Describe characters, settings, and major events in a story, using key details.
	CCSS.ELA-LITERACY.RL.2.3	Describe how characters in a story respond to major events and challenges.
	CCSS.ELA-LITERACY.RL.K.2	With prompting and support, retell familiar stories, including key details.
	CCSS.ELA-LITERACY.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Vocabulary	CCSS.ELA-LITERACY.L.K.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
	CCSS.ELA-LITERACY.RF.1.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	CCSS.ELA-LITERACY.L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	CCSS.ELA-LITERACY.RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	CCSS.ELA-LITERACY.L.2.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
Morphological Awareness	CCSS.ELA-LITERACY.L.K.4.b	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

Literacy and Speech Sounds Overlap (LASSO)

Skill	Standard	Description
Morphological Awareness	CCSS.ELA-LITERACY.L.1.4.b	Use frequently occurring affixes as a clue to the meaning of a word.
	CCSS.ELA-LITERACY.L.1.4.c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
	CCSS.ELA-LITERACY.L.2.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
Spelling	CCSS.ELA-LITERACY.L.K.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
	CCSS.ELA-LITERACY.L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
	CCSS.ELA-LITERACY.L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	CCSS.ELA-LITERACY.L.2.2.d	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).

Morphological Affixes - Prefixes and Suffixes (MAPS)

Skill	Standard	Description
Prefix Meaning	CCSS.ELA-LITERACY.L.2.4.B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
	CCSS.ELA-LITERACY.L.3.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)
	CCSS.ELA-LITERACY.RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
Prefix Identification	CCSS.ELA-LITERACY.RF.2.3.d	Decode words with common prefixes and suffixes.
Suffix Meaning	CCSS.ELA-LITERACY.L.3.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)
	CCSS.ELA-LITERACY.RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
Suffix Identification	CCSS.ELA-LITERACY.RF.2.3.d	Decode words with common prefixes and suffixes.
	CCSS.ELA-LITERACY.RF.3.3.b	Decode words with common Latin suffixes.

Knowledge about Narratives, Grammar and Retelling Occasions in Order (KANGAROO)

Skill	Standard	Description
Sequencing Stories	CCSS.ELA-LITERACY.RL.K.7	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).
	CCSS.ELA-LITERACY.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	CCSS.ELA-LITERACY.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	CCSS.ELA-LITERACY.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Story Element Knowledge, Identification, and Naming	CCSS.ELA-LITERACY.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
	CCSS.ELA-LITERACY.RL.1.3	Describe characters, settings, and major events in a story, using key details.
	CCSS.ELA-LITERACY.RL.2.3	Describe how characters in a story respond to major events and challenges.
	CCSS.ELA-LITERACY.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
	CCSS.ELA-LITERACY.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Knowledge about Narratives, Grammar and Retelling Occasions in Order (KANGAROO)

Skill	Standard	Description
Story Retell	CCSS.ELA-LITERACY.RL.K.2	With prompting and support, retell familiar stories, including key details.
	CCSS.ELA-LITERACY.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	CCSS.ELA-LITERACY.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	CCSS.ELA-LITERACY.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
	CCSS.ELA-LITERACY.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Phonological Understanding: Modified Cycles Approach (PUMA)

Skill	Standard	Description
Sound Production	ELA-LITERACY.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Auditory Bombardment	ELA-LITERACY.RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
Rhyming	ELA-LITERACY.RF.K.2.a	Recognize and produce rhyming words

Comprehending, Asking, and Responding to Wh-questions in Early and Elementary Language (CARTWHEEL)

Skill	Standard	Description
Answering and Asking Wh-Questions	CCSS.ELA-LITERACY.L.K.1.d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
	CCSS.ELA-LITERACY.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
	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.
	CCSS.ELA-LITERACY.L.K.1.b	Use frequently occurring nouns and verbs.
	CCSS.ELA-LITERACY.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Comprehending, Asking, and Responding to Wh-questions in Early and Elementary Language (CARTWHEEL)

Skill	Standard	Description
Answering and Asking Wh-Questions	CCSS.ELA-LITERACY.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	CCSS.ELA-LITERACY.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
	CCSS.ELA-LITERACY.L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
	CCSS.ELA-LITERACY.L.1.1.e	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).
	CCSS.ELA-LITERACY.L.2.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
	CCSS.ELA-LITERACY.L.K.1.f	Produce and expand complete sentences in shared language activities.
	CCSS.ELA-LITERACY.L.1.1.f	Use frequently occurring adjectives.

Following Instructions, Visualizing and Enacting (High FIVE)

Skill	Standard	Description
Understanding Quantitative Basic Concepts	CCSS.Math.Content.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
Understanding Spatial Basic Concepts	CCSS.ELA-LITERACY.L.K.1.e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
Understanding Temporal Basic Concepts	CCSS.ELA-LITERACY.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Verb Identification	CCSS.ELA-LITERACY.L.K.1.b	Use frequently occurring nouns and verbs.
Understanding Negation	CCSS.ELA-LITERACY.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Understanding Qualitative Words (Adjectives)	CCSS.ELA-LITERACY.L.1.1.f	Use frequently occurring adjectives.
Following Directions	CCSS.ELA-LITERACY.SL.K.1.a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
Noun Identification	CCSS.ELA-LITERACY.L.K.1.b	Use frequently occurring nouns and verbs.

CHanging Articulation with Minimal Pairs (CHAMP)

Skill	Standard	Description
Sound Production	CCSS.ELA-LITERACY.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Wealth of Words (WOW)

Skill	Standard	Description
Speech Production	CCSS.ELA-LITERACY.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.



Get in touch



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