



Curriculum Crosswalk

Amplio Speech & Language
& Texas Essential
Knowledge and Skills (TEKS)





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Introduction

This crosswalk summarizes the alignment between Amplio Speech & Language and the Texas Essential Knowledge and Skills (TEKS) curriculum. It's a resource for educators and speech-language pathologists in Texas seeking to understand how our evidence-based programs effectively support and reinforce the state's educational objectives.

Within this document, you will find detailed correlations between Amplio's programs and the specific objectives outlined in the TEKS standards, illustrating our dedication to delivering relevant and impactful educational tools. This alignment facilitates the integration of Amplio's resources into the Texas educational framework, enhancing student outcomes and supporting educators in their mission to provide exceptional learning experiences.



Repeated Exposure to Vocabulary (REV)

Skill	Standard	Description
Categorization	K.3(C)	Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
	1.3(D)	Identify and use words that name actions, directions, positions, sequences, categories, and locations.
Compare & Contrast	K.5(H)	Synthesize information to create new understanding with adult assistance.
	1.6(H)	Synthesize information to create new understanding with adult assistance.
	2.6(H)	Synthesize information to create new understanding.
	3.6(H)	Synthesize information to create new understanding.
Verb Production	K.3(B)	Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
	K.3(C)	Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
	1.3(B)	Use illustrations and texts read or heard to learn or clarify word meanings.
	1.3(D)	Identify and use words that name actions, directions, positions, sequences, categories, and locations.
	2.3(B)	Use context within and beyond a sentence to determine the meaning of unfamiliar words.
	3.3(B)	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
Adverb Production	K.3(B)	Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Repeated Exposure to Vocabulary (REV)

Skill	Standard	Description
Adverb Production	1.3(B)	Use illustrations and texts read or heard to learn or clarify word meanings.
	2.3(B)	Use context within and beyond a sentence to determine the meaning of unfamiliar words.
	3.3(B)	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

Parts of Speech Exploration (POSE)

Skill	Standard	Description
Noun Identification	K.2(A)(iii)	Identify the individual words in a spoken sentence.
	K.3(B)	Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
	K.3(C)	Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
	1.3(B)	Use illustrations and texts read or heard to learn or clarify word meanings.
	2.3(B)	Use context within and beyond a sentence to determine the meaning of unfamiliar words.
	3.3(B)	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
Verb Identification	K.3(B)	Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
	K.3(C)	Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
	1.3(B)	Use illustrations and texts read or heard to learn or clarify word meanings.
	1.3(D)	Identify and use words that name actions, directions, positions, sequences, categories, and locations.
	2.3(B)	Use context within and beyond a sentence to determine the meaning of unfamiliar words.
	3.3(B)	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
Pronoun Identification	K.3(B)	Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
	1.3(B)	Use illustrations and texts read or heard to learn or clarify word meanings.

Parts of Speech Exploration (POSE)

Skill	Standard	Description
Pronoun Identification	2.3(B)	Use context within and beyond a sentence to determine the meaning of unfamiliar words.
	3.3(B)	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

Literacy and Speech Sounds Overlap (LASSO)

Skill	Standard	Description
Auditory Identification	K.2(B) (i)	Identifying and matching the common sounds that letters represent.
Speech Production	K.1(C)	Share information and ideas by speaking audibly and clearly using the conventions of language.
Phonics	K.2(B) (i)	Identifying and matching the common sounds that letters represent.
	K.2(A)	Identifying syllables in spoken words.
	1.2(B) (i)	Decoding words in isolation and in context by applying common letter-sound correspondences.
	1.2(B) (iii)	Decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
	2.2(B) (ii)	Decoding words with silent letters such as knife and gnat.
Phonemic Awareness	K.2(A) (v)	Demonstrate phonological awareness by: blending syllables to form multisyllabic words.
	K.2(A) (vii)	Demonstrate phonological awareness by: blending spoken onsets and rimes to form simple words.

Literacy and Speech Sounds Overlap (LASSO)

Skill	Standard	Description
Phonemic Awareness	K.2(A) (ix)	Demonstrate phonological awareness by: manipulating syllables within a multisyllabic word.
	K.2(A) (x)	Demonstrate phonological awareness by: segmenting spoken one-syllable words into individual phonemes.
	1.2(A) (v)	Demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.
	1.2(A) (vi)	Demonstrate phonological awareness by: manipulating phonemes within base words.
	1.2(A) (vii)	Demonstrate phonological awareness by: segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.
	2.2(A) (iii)	Demonstrate phonological awareness by: Recognizing the change in spoken word when a specified phoneme is added, changed, or removed.
	2.2(A) (iv)	Demonstrate phonological awareness by: manipulating phonemes within base words.
Phonological Awareness	K.2(A) (i)	Demonstrate phonological awareness by: identifying and producing rhyming words.
	K.2(A) (ii)	Demonstrate phonological awareness by: recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.
	K.2(A) (iii)	Demonstrate phonological awareness by: identifying the individual words in a spoken sentence.
	K.2(A) (iv)	Demonstrate phonological awareness by: identifying syllables in spoken words.
	1.2(A) (i)	Demonstrate phonological awareness by: producing a series of rhyming words.

Literacy and Speech Sounds Overlap (LASSO)

Skill	Standard	Description
Phonemic Awareness	1.2(A) (ii)	Demonstrate phonological awareness by: recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.
	2.2(A) (i)	Demonstrate phonological awareness by: producing a series of rhyming words.
Reading Fluency	1.4	The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade level text.
	2.4	The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading gradelevel text.

Literacy and Speech Sounds Overlap (LASSO)

Skill	Standard	Description
Reading Comprehension	1.8(D)	Describe the setting.
	2.7(D)	Retell and paraphrase texts in ways that maintain meaning and logical order.
	2.8(B)	Describe the main character's (characters') internal and external traits.
	2.8(C)	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
	2.8(D)	Describe the importance of the setting.
Vocabulary	K.3(B)	Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
	K.3(C)	Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
	1.3(B)	Use illustrations and texts read or heard to learn or clarify word meanings.
	1.3(D)	Identify and use words that name actions, directions, positions, sequences, categories, and locations.
	2.3(B)	Use context within and beyond a sentence to determine the meaning of unfamiliar words.
Morphological Awareness	K.3(B)	Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
	K.3(C)	Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
	1.3(B)	Use illustrations and texts read or heard to learn or clarify word meanings.
	1.3(C)	Identify the meaning of words with the affixes -s, -ed, and -ing.
	1.3(D)	Identify and use words that name actions, directions, positions, sequences, categories, and locations.

Literacy and Speech Sounds Overlap (LASSO)

Skill	Standard	Description
Morphological Awareness	2.3(B)	Use context within and beyond a sentence to determine the meaning of unfamiliar words.
	2.3(C)	Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.
Spelling	K.2(C) (i)	Demonstrate and apply spelling knowledge by: spelling words with VC, CVC, and CCVC.
	K.2(C) (ii)	Demonstrate and apply spelling knowledge by: spelling words using sound-spelling patterns.
	1.2(C) (i)	Demonstrate and apply spelling knowledge by: spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.
	1.2(C) (iii)	Demonstrate and apply spelling knowledge by: spelling words using sound-spelling patterns.
	2.2(C) (i)	Demonstrate and apply spelling knowledge by: spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; rcontrolled syllables; and final stable syllables.
	2.2(C) (ii)	Demonstrate and apply spelling knowledge by: spelling words with silent letters such as knife and gnat.
	2.2(C) (iii)	Demonstrate and apply spelling knowledge by: spelling compound words, contractions, and common abbreviations.
	2.2(C) (iv)	Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns.

Morphological Affixes - Prefixes and Suffixes (MAPS)

Skill	Standard	Description
Prefix Meaning	2.3(C)	Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.
	3.3(C)	Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.
	4.3(C)	Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter.
Prefix Identification	2.3(C)	Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.
	3.3(C)	Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.
	4.3(C)	Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter.
Suffix Meaning	1.3(C)	Identify the meaning of words with the affixes -s, -ed, and -ing.
	2.3(C)	Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.
	3.3(C)	Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.
	4.3(C)	Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter.
Suffix Identification	1.3(C)	Identify the meaning of words with the affixes -s, -ed, and -ing.
	2.3(C)	Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.

Morphological Affixes - Prefixes and Suffixes (MAPS)

Skill	Standard	Description
Suffix Identification	3.3(C)	Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.
	4.3(C)	Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter.

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

Skill	Standard	Description
Sequencing Stories	K.8(D)(iii)	Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.
	3.8(C)	Analyze plot elements, including the sequence of events, the conflict, and the resolution.

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

Skill	Standard	Description
Story Element Knowledge, Identification, and Naming	2.8(C)	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
	2.8(D)	Describe the importance of the setting.
	3.9(C)	Discuss elements of drama such as characters, dialogue, setting, and acts.
	3.9(D)	Recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence. (iii) organizational patterns such as cause and effect and problem and solution.
	4.8(C)	Analyze plot elements, including the rising action, climax, falling action, and resolution.
Story Retell	K.6(D)	Retell texts in ways that maintain meaning.
	1.7(D)	Retell texts in ways that maintain meaning.
	2.7(D)	Retell and paraphrase texts in ways that maintain meaning and logical order.
	3.7(D)	Retell and paraphrase texts in ways that maintain meaning and logical order.
	4.7(D)	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Phonological Understanding: Modified Cycles Approach (PUMA)

Skill	Standard	Description
Sound Production	K.1(C)	Share information and ideas by speaking audibly and clearly using the conventions of language
	1.1(C)	Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.
	2.1(C)	Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.
Rhyming	K.8(B)	Discuss rhyme and rhythm in nursery rhymes and a variety of poems
	K.2(A) (i)	Demonstrate Phonological Awareness by: Identifying and producing rhyming words

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

Skill	Standard	Description
Answering and Asking Wh- Questions	K.1(A)	Listen actively and ask questions to understand information and answer questions using multi-word responses.
	K.3(C)	Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
	K.12(A)	Generate questions for formal and informal inquiry with adult assistance.
	K.6(F)	Respond using newly acquired vocabulary as appropriate.
	1.1(A)	Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.
	1.3(D)	Identify and use words that name actions, directions, positions, sequences, categories, and locations.
	1.7(F)	Respond using newly acquired vocabulary as appropriate.
	1.13(A)	Generate questions for formal and informal inquiry with adult assistance.
	1.13(C)	Identify and gather relevant sources and information to answer the questions with adult assistance.
	2.1(A)	Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.
	2.7(F)	Respond using newly acquired vocabulary as appropriate.
	2.13(A)	Generate questions for formal and informal inquiry with adult assistance.
	2.13(C)	Identify and gather relevant sources and information to answer the questions.

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

Skill	Standard	Description
Answering and Asking Wh- Questions	3.1(A)	Listen actively, ask relevant questions to clarify information, and make pertinent comments.
	3.7(F)	Respond using newly acquired vocabulary as appropriate.
	3.13(A)	Generate questions on a topic for formal and informal inquiry.
	4.1(A)	Listen actively, ask relevant questions to clarify information, and make pertinent comments.
	4.7(F)	Respond using newly acquired vocabulary as appropriate.
	4.13(A)	Generate and clarify questions on a topic for formal and informal inquiry.

Following Instructions, Visualizing and Enacting (High FIVE)

Skill	Standard	Description
Understanding Quantitative Basic Concepts	K.3(C)	Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
	1.3(D)	Identify and use words that name actions, directions, positions, sequences, categories, and locations.
Understanding Spatial Basic Concepts	K.3(C)	Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
	1.3(D)	Identify and use words that name actions, directions, positions, sequences, categories, and locations.
Understanding Temporal Basic Concepts	K.3(C)	Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
	1.3(D)	Identify and use words that name actions, directions, positions, sequences, categories, and locations.
Verb Identification	K.3(C)	Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
	1.3(D)	Identify and use words that name actions, directions, positions, sequences, categories, and locations.
Understanding Negation	K.3(C)	Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
	1.3(D)	Identify and use words that name actions, directions, positions, sequences, categories, and locations.
Understanding Qualitative Words (Adjectives)	K.3(C)	Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
	1.3(D)	Identify and use words that name actions, directions, positions, sequences, categories, and locations.

Following Instructions, Visualizing and Enacting (High FIVE)

Skill	Standard	Description
Following Directions	K.1(B)	Restate and follow oral directions that involve a short, related sequence of actions.
	1.1(B)	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
	2.1(B)	Follow, restate, and give oral instructions that involve a short, related sequence of actions.
Noun Identification	K.3(C)	Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
	1.3(D)	Identify and use words that name actions, directions, positions, sequences, categories, and locations.

CHanging Articulation with Minimal Pairs (CHAMP)

Skill	Standard	Description
Sound Production	K.1(C)	Share information and ideas by speaking audibly and clearly using the conventions of language.
	1.1(C)	Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.
	2.1(C)	Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Wealth of Words (WOW)

Skill	Standard	Description
Speech Production	K.1(C)	Share information and ideas by speaking audibly and clearly using the conventions of language.
	1.1(C)	Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.
	2.1(C)	Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.
	3.1(C)	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
	4.1(C)	Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.



Get in touch



✉ sales@ampliolearning.com

🌐 ampliolearning.com