

Quantum Learning Technologies
Skate Kids Online and Ramps to Reading
Alignment to TEKS 2nd Grade Reading Standards

Activity	TEKS Standards Met
Animal Roundup - Skate Kids	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response 10. Reading/literary response. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama
Beach Builder - Skate Kids	<p>Listening/speaking/communication 4. Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:</p> <ul style="list-style-type: none"> • 4.A. use vocabulary to describe clearly ideas, feelings, and experiences • 4.C. retell a spoken message by summarizing or clarifying . <p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions

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Reading/comprehension

9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:

- 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained
- 9.D. monitor his/her own comprehension and act purposefully when comprehension breaks down such as rereading, searching for clues, and asking for
- 9.F. make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions
- 9.I. represent text information in different ways, including story maps, graphs, and charts .

Reading/literary response

10. Reading/literary response. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:

- 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama
- 10.B. demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology
- 10.C. support interpretations or conclusions with examples drawn from text

Reading/text structures/literary concepts

11. Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:

- 11.A. distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve
- 11.C. distinguish fiction from nonfiction, including fact and fantasy
- 11.D. recognize the distinguishing features of familiar genres, including stories, poems, and informational texts
- 11.G. understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books

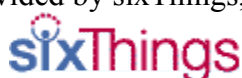
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	<ul style="list-style-type: none"> • 11.I. identify the importance of the setting to a story's meaning <p>Reading/variety of texts 7. Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to: 7.B. read from a variety of genres for pleasure and to acquire information from both print and electronic sources and</p> <p>Reading/fluency 6. Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:</p> <ul style="list-style-type: none"> • 6.D. self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty; and <p>Reading inquiry/research 12. Reading inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:</p> <ul style="list-style-type: none"> • 12.H. draw conclusions from information gathered . <p>Reading/vocabulary development 8. Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:</p> <ul style="list-style-type: none"> • 8.A. discuss meanings of words and develop vocabulary through meaningful/concrete experiences
<p>Board Tech - Skate Kids</p>	<p>Listening/speaking/communication 4. Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:</p> <ul style="list-style-type: none"> • 4.A. use vocabulary to describe clearly ideas, feelings, and experiences <p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions

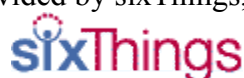
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<p style="text-align: center;">Gallop Park - Skate Kids</p>	<p>Listening/speaking/communication 4. Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:</p>

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	<ul style="list-style-type: none">• 4.A. use vocabulary to describe clearly ideas, feelings, and experiences <p>Reading/vocabulary development</p> <p>8. Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:</p> <ul style="list-style-type: none">• 8.A. discuss meanings of words and develop vocabulary through meaningful/concrete experiences• 8.D. use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words . <p>Writing/spelling</p> <p>16. Writing/spelling. The student spells proficiently. The student is expected to:</p> <ul style="list-style-type: none">• 16.A. use resources to find correct spellings, synonyms, and replacement words <p>Listening/speaking/purposes</p> <p>1. Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</p> <ul style="list-style-type: none">• 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate• 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension</p> <p>9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none">• 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response</p> <p>10. Reading/literary response. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none">• 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama
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	<p>Reading/text structures/literary concepts 11. Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:</p> <ul style="list-style-type: none"> • 11.C. distinguish fiction from nonfiction, including fact and fantasy • 11.G. understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books <p>Reading/variety of texts 7. Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:</p> <ul style="list-style-type: none"> • 7.B. read from a variety of genres for pleasure and to acquire information from both print and electronic sources and <p>Reading/fluency 6. Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:</p> <ul style="list-style-type: none"> • 6.D. self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty
<p>Kayak Attack - Skate Kids</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to: 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained</p> <p>Reading/literary response</p>

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	<p>10. Reading/literary response. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama • 10.B. demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology <p>Reading/variety of texts</p> <p>7. Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:</p> <ul style="list-style-type: none"> • 7.B. read from a variety of genres for pleasure and to acquire information from both print and electronic sources and <p>Reading/fluency</p> <p>6. Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:</p> <ul style="list-style-type: none"> • 6.D. self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty <p>Reading/text structures/literary concepts</p> <p>11. Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:</p> <ul style="list-style-type: none"> • 11.A. distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve
<p>Kick Flip Fury - Skate Kids</p>	<p>Reading/vocabulary development</p> <p>8. Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:</p> <ul style="list-style-type: none"> • 8.A. discuss meanings of words and develop vocabulary through meaningful/concrete experiences <p>Listening/speaking/purposes</p> <p>1. Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get

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	<p>information, to solve problems, and to enjoy and appreciate</p> <ul style="list-style-type: none"> • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained
<p>Skate Create - Skate Kids</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response 10. Reading/literary response. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama <p>Reading/vocabulary development 8. Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:</p> <ul style="list-style-type: none"> • 8.A. discuss meanings of words and develop vocabulary through meaningful/concrete experiences
<p>Snowboard Blast - Skate Kids</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively</p>

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	<p>and engages actively in a variety of oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension</p> <p>9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained • 9.D. monitor his/her own comprehension and act purposefully when comprehension breaks down such as rereading, searching for clues, and asking for help • 9.F. make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions <p>Reading/literary response</p> <p>10. Reading/literary response. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama • 10.B. demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology
<p>Wake Thrash - Skate Kids</p>	<p>Reading/vocabulary development</p> <p>8. Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:</p> <ul style="list-style-type: none"> • 8.A. discuss meanings of words and develop vocabulary through meaningful/concrete experiences <p>Listening/speaking/purposes</p> <p>1. Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get

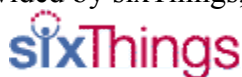
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<p>Zoo Adventures - Skate Kids</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p>

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<p>Animal Roundup - Ramps to Reading</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response 10. Reading/literary response. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama
<p>Design a Door - Ramps to Reading</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions

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<p style="text-align: center;">Scuba Dude - Ramps to Reading</p>	<p>Listening/speaking/communication 4. Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:</p> <ul style="list-style-type: none"> • 4.A. use vocabulary to describe clearly ideas, feelings, and experiences <p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p>

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<p style="text-align: center;">Tubin' Trouble - Ramps to Reading</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions • 1.D. listen critically to interpret and evaluate <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response 10. Reading/literary response. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama

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<p style="text-align: center;">Desert Dash - Ramps to Reading</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions • 1.D. listen critically to interpret and evaluate <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response 10. Reading/literary response. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama
<p style="text-align: center;">Rocket Racer - Ramps to Reading</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions • 1.D. listen critically to interpret and evaluate <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained

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	<p>Reading/literary response</p> <p>10. Reading/literary response. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama
<p>Silly Scenes - Ramps to Reading</p>	<p>Reading/vocabulary development</p> <p>8. Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:</p> <ul style="list-style-type: none"> • 8.A. discuss meanings of words and develop vocabulary through meaningful/concrete experiences • 8.B. develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud <p>Listening/speaking/purposes</p> <p>1. Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions • 1.D. listen critically to interpret and evaluate • 1.E. listen responsively to stories and other texts read aloud, including selections from classic and contemporary works and <p>Reading/comprehension</p> <p>9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/fluency</p> <p>6. Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:</p> <ul style="list-style-type: none"> • 6.C. read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention

Alignment provided by sixThings, Inc. July 2008



Quantum Learning Technologies
Skate Kids Online and Ramps to Reading
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	<p style="text-align: center;">to punctuation)</p> <p>Reading/literary response 10. Reading/literary response. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama
<p style="text-align: center;">Zoo Adventures - Ramps to Reading</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions • 1.D. listen critically to interpret and evaluate <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response 10. Reading/literary response. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama