

Istation Reading Curriculum Correlated to Idaho Standards for ELAR Kindergarten



Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	Cycle 2 Book: <i>Tim at Camp</i> Cycle 4 Book: <i>My Hands and Feet</i> Cycle 5 Book: <i>The Bun for Us</i>	
CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
RL.K.2	With prompting and support, retell familiar stories, including key details.	Cycle 2 Book: <i>Tim at Camp</i> Cycle 3 Comprehension Book: <i>Trips with My Family</i> Cycle 4 Comprehension Book: <i>In the Sand</i>	Comprehension Lesson 34: Setting Comprehension Lesson 70: Characteristics of Characters Cycle 3: Comprehension 3
CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	Cycle 2 Book: <i>Tim at Camp</i> Cycle 3 Comprehension Book: <i>Trips with My Family</i> Cycle 4 Comprehension Book: <i>In the Sand</i>	Comprehension Lesson 34: Setting Comprehension Lesson 70: Characteristics of Characters Cycle 3: Comprehension 3

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Standard	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
RL.K.4	Ask and answer questions about unknown words in a text.	<p>Cycle 1 Book: <i>At the Market</i>, BPA</p> <p>Cycle 3 Vowel Skill Books:</p> <ul style="list-style-type: none"> - <i>Dots and Spots</i> - <i>Snails in a Pail</i> - <i>Stan the Man</i> - <i>The Toast in the Road</i> <p>Cycle 4 Vowel Skill Books:</p> <ul style="list-style-type: none"> - <i>Fred Has Ten Hens</i> - <i>Jean and Dean</i> - <i>Big Feet</i> - <i>Meg and the Hens</i> <p>Cycle 5 Vowel Skill Books:</p> <ul style="list-style-type: none"> - <i>Bug in the Mud</i> - <i>Late for the Game</i> - <i>Homes for Sale</i> - <i>I Rode Home</i> <p>Cycle 5: Detective Dan</p>	
CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	Cycle 0: Rhyme Books	

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CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.		
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Cycle 2 Book: <i>Summer Camp</i> , BPA Cycle 3 Book: <i>Lamps</i> , BPA Cycle 4 Book: <i>Where is Coco?</i> BPA	
Integration of Knowledge and Ideas			
CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
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).	Cycle 1 Book: <i>At the Market</i> , BPA Cycle 2 HFW Book: <i>Tim at Camp</i> Cycle 3 Book: <i>The Toads Are Lost</i>	
CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Cycle 7 Comprehension Book: <i>Just the Right Size</i>	
Range of Reading and Level of Text Complexity			
CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.		
RL.K.10	Actively engage in group reading activities with purpose and understanding.		Cycles 2 - 11: Reading for Meaning Lessons

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Reading Standards for Informational Text			
Key Ideas and Details			
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	Cycle 6 Comprehension Book: <i>Pets: Fish</i>	Comprehension Lesson 64: Main Idea Comprehension Lesson 65: Identifying Details
CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	Cycle 6 Comprehension Book: <i>Pets: Fish</i>	Comprehension Lesson 64: Main Idea Comprehension Lesson 65: Identifying Details
CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Cycle 6 Comprehension Book: <i>Pets: Fish</i>	Writing Extension 3: <i>Dots and Spots</i> Writing Extension 11: <i>Homes</i>
Craft and Structure			
CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	Cycle 7: <i>Homes</i>	
CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RI.K.5	Identify the front cover, back cover, and title page of a book.	Cycle 1 Book: <i>At the Market</i> , BPA	

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CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.		
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Cycle 1 Book: <i>At the Market</i> , BPA	
Integration of Knowledge and Ideas			
CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RI.K.7	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).	Cycle 3 Book: <i>Dots and Spots</i>	Writing Extension 3: <i>Dots and Spots</i>
CCRA.R. 8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	Cycle 6 Comprehension Book: <i>Fish</i>	
Range of Reading and Level of Text Complexity			
CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.		
RI.K.10	Actively engage in teacher-led reading activities with purpose and understanding.		Comprehension Lesson 64: Main Idea

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Standard	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Foundational Skills			
Print Concepts			
RF.K.1	Demonstrate understanding of the organization and basic features of print.	Cycle 1 Books: - <i>Mac and Cam</i> - <i>At the Market, BPA</i> - <i>Dusty the Dog and Coco the Cat</i>	
a	Follow words from left to right, top to bottom, and page by page.	Cycle 1 Books: - <i>Mac and Cam</i> - <i>At the Market, BPA</i> - <i>Dusty the Dog and Coco the Cat</i>	
b	Recognize that spoken words are represented in written language by specific sequences of letters.	Cycle 3: Consonant Blends Cycle 5: Rapid Word Naming	Cycle 1: Spelling Lesson Cycle 2: Spelling Lesson Cycle 6: Spelling Lesson Cycle 7: Spelling Lesson
c	Understand that words are separated by spaces in print.	Cycle 1 Books: - <i>Mac and Cam</i> - <i>At the Market, BPA</i> - <i>Dusty the Dog and Coco the Cat</i>	
d	Recognize and name all upper- and lowercase letters of the alphabet.	Letter Recognition Activities: Cycle 1: Mm, Aa, Pp, Cc Cycle 2: Tt, Ii, Ss, Ll Cycle 3: Rr, Oo, Nn, Dd Cycle 4: Ff, Ee, Gg, Hh Cycle 5: Bb, Uu, Jj, Ww Cycle 6: Zz, Kk, Vv, Yy Cycle 7: Qq, Xx	Letter Lessons A1 - Z1: Letter Name Recognition Lessons

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Standard	Expectation	Istation App	Istation Teacher Resources
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<p>Cycles 0 - 3 Clapping Clara: -Segmenting Sentences -Segmenting Words</p> <p>Cycle 3 Magical Miss Mousely: -First Phoneme -Initial Phoneme Pairs -Initial Phoneme Sound Sort</p>	<p>Cycles 1 - 2 Clapping Clara: Segmenting Words into Syllables</p> <p>Clapping Clara: Syllables Game</p> <p>Cycle 3 Magical Miss Mousely: Identify Word Pairs with the Same Initial Phoneme</p> <p>Cycle 4 Magical Miss Mousely: First Phoneme Sound Sort</p>
a	Recognize and produce rhyming words.	<p>Cycles 2 - 4: Rhymin' Ralph -Distinguish Two Words That Rhyme (Bubble Machine) -Anticipatory Rhyming -ID Rhyming Words -Rhyme Snag Grab Bag</p> <p>ISIP ER: Phonological Awareness subtest</p>	<p>Cycle 3 Lesson 20: Rhyming Phonograms, Short Vowels</p> <p>Cycle 3 Rhymin' Ralph: Distinguish When Two Words Rhyme</p> <p>Cycle 4 Rhymin' Ralph: Rhyme in Context</p> <p>Cycle 4 Rhymin' Ralph: Identify Rhyme</p>
b	Count, pronounce, blend, and segment syllables in spoken words.	<p>Cycle 0: Counting Syllables with Tab</p> <p>Cycles 0 - 3: Clapping Clara -Segmenting 1- and 2-Syllable Words -Segmenting 2- and 3-Syllable Words</p> <p>ISIP ER: Phonemic Blending subtest</p>	<p>Clapping Clara: Syllables Game</p> <p>Clapping Clara: Segmenting Words Into Syllables</p> <p>Phonological/Phonemic Awareness: - Syllables 1 - Syllables 2 - Syllables 3</p> <p>ISIP ER Phonological Awareness: Blending Syllables, Tiers 2 and 3</p>

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c	Blend and segment onsets and rimes of single-syllable spoken words.	Cycles 2 - 4: Onset-Rime Game with Tab	Phonological Awareness Lesson 14: Onset and Rime Cycle 3 Lesson 20: Rhyming Phonograms, Short Vowels
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/.)	Cycle 3: Magical Miss Mousely -Initial Phoneme Recognition -Initial Phoneme Pairs -First Phoneme Sound Sort -First Phoneme Four Square Activity	Cycle 3 Lesson 9: Blending Beg/ Mid/Ending Sounds with Letters Cycle 4 Lesson 9: Blending Beg/Mid/Ending Sounds with Letters Cycle 6 Lesson 7: Beginning/Middle/Ending Sounds and Letters
e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Cycle 4: Word Masters Game Cycle 4: Phoneme Substitution	
Phonics and Word Recognition			
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
a	Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	Letter and Sound Recognition Activities Cycle 1: Mm, Aa, Pp, Cc Cycle 2: Tt, Ii, Ss, Ll Cycle 3: Rr, Oo, Nn, Dd Cycle 4: Ff, Ee, Gg, Hh Cycle 5: Bb, Uu, Jj, Ww Cycle 6: Zz, Kk, Vv, Yy Cycle 7: Qq, Xx	Letter Lessons A3 - Z3: Sound-Symbol Correspondence

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b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<p>Cycle 1: Short Vowel A</p> <ul style="list-style-type: none"> - Short A Vowel Concert - Intro to Short A - Blending with Short A - Short A skill book <i>Pam and Cam</i> <p>Cycle 2: Short Vowel I</p> <ul style="list-style-type: none"> - Short I Vowel Concert - Intro to Short I - Blending with Short I - Short I skill book <i>Pip and His Lips</i> <p>Cycle 3: Short & Long Vowel O</p> <ul style="list-style-type: none"> - Short/ Long O Vowel Concert - Intro to Short O/Long O - Blending with Short O/Long O - Short O skill book <i>Dots and Spots</i> - Long O skill books <i>The Toast in the Road</i> <p>Cycle 3: Long Vowel A</p> <ul style="list-style-type: none"> - Long A Vowel Concert - Intro to Long A - Blending with Long A - Long A skill book <i>Snails in a Pail</i> 	<p>Cycle 2 Lesson 19: Short i</p> <p>Cycle 3 Lesson 24: Short o</p> <p>Cycle 3 Lesson 25: Long A (ai) and Long O (oa)</p> <p>Cycle 4 Lesson 24: Long E (ee, ea)</p> <p>Cycle 5 Lesson 19: Short u</p>

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c	Read common high-frequency <i>words</i> by sight (e.g., the, of, to, you, she, my, is, are, do, does).	High Frequency Word Blocks Cycles 1- 10 HFW Practice Books: Cycle 1: <i>Pam and the Cap</i> Cycle 2: <i>Tim at Camp</i> Cycle 3: <i>On the Dot</i> Cycle 4: <i>My Hands and Feet</i> Cycle 5: <i>The Bun for Us</i> Cycle 6: <i>Where is Jane?</i> Cycle 7: <i>Homes</i> Cycle 8: <i>I Like to Help</i> Cycle 9: <i>The Best Trip</i> Cycle 10: <i>How Can That Be?</i>	High Frequency Words Lessons: Cycle 1: <i>and, they, see, has</i> Cycle 2: <i>this, is, his, go</i> Cycle 3: <i>here, are, you, they</i> Cycle 4: <i>my, where, with, to</i> Cycle 5: <i>what, said, for, her</i> Cycle 6: <i>was, that, from, she</i> Cycle 7: <i>do, come, there, have, of, some</i> Cycle 8: <i>does, your, when, could, give, want</i> Cycle 9: <i>was, that, from, she</i> Cycle 10: <i>good, many, their, too, would, look</i>
d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Cycle 7: Bossy R	Cycle 7: Spelling Using Silent E
Fluency			
RF.K.4	Read emergent-reader texts with purpose and understanding.	Cycle 1 Book: <i>Mac and Cam</i> Cycle 1 Book: <i>At the Market</i> BPA Cycle 1 Book: <i>Dusty the Dog and Coco the Cat</i>	

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Standard	Expectation	Istation App	Istation Teacher Resources
Writing Standards			
Text Types and Purposes			
CCSS. W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.		
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...).		Writing Extension 2: <i>See Sam Sit</i> Writing Extension 6: <i>My Dog Has Fleas</i>
CCSS. W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
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.		Writing Extension 3: <i>Dots and Spots</i> Writing Extension 4: <i>The Toads Are Lost</i> Writing Extension 5: <i>Fred Has Ten Hens</i>
CCSS. W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences		
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 the order in which they occurred, and provide a reaction to what happened.		Writing Extension 1: <i>Sam Tips the Lamp</i> Writing Extension 2: <i>See Sam Sit</i> Writing Extension 4: <i>The Toads Are Lost</i>

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Production and Distribution of Writing			
CCSS. W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		Writing Extension 1: <i>Sam Tips the Lamp</i> Writing Extension 2: <i>See Sam Sit</i> Writing Extension 3: <i>Dots and Spots</i>
CCSS. W. 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		Writing Extension 4: <i>The Toads Are Lost</i> Writing Extension 11: <i>Homes</i>
Research to Build and Present Knowledge			
CCSS. W. 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
W.K.8	With prompting and support, recall information from experiences or gather information from provided sources to answer a question.		Writing Extension 4: <i>The Toads are Lost</i> Writing Extension 11: <i>Homes</i>
Speaking and Listening Standards			
Comprehension and Collaboration			
CCSS.SL. 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		Writing Extension 12: <i>Boats</i>
a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).		Writing Extension 12: <i>Boats</i>

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Kindergarten



Standard	Expectation	Istation App	Istation Teacher Resources
CCSS.SL. 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
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.		Comprehension Lesson 3: Asking Questions Strategy Comprehension Lesson 69: Asking Questions
CCSS.SL. 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		Writing Extension 4: <i>The Toads Are Lost</i>
Presentation of Knowledge and Ideas			
CCSS.SL. 4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		Writing Extension 1: <i>Sam Tips the Lamp</i> Writing Extension 2: <i>See Sam Sit</i> Writing Extension 3: <i>Dots and Spots</i>
CCSS.SL. 5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		Writing Extension 1: <i>Sam Tips the Lamp</i> Writing Extension 2: <i>See Sam Sit</i> Writing Extension 3: <i>Dots and Spots</i>

Istation Reading Curriculum Correlated to Idaho Standards for ELAR Kindergarten



Standard	Expectation	Istation App	Istation Teacher Resources
CCSS.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.		<p>Writing Extension 1: <i>Sam Tips the Lamp</i></p> <p>Writing Extension 2: <i>See Sam Sit</i></p> <p>Writing Extension 3: <i>Dots and Spots</i></p>
Language Standards			
Conventions of Standard English			
CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		<p>Writing Extension 1: <i>Sam Tips the Lamp</i></p> <p>Writing Extension 2: <i>See Sam Sit</i></p> <p>Writing Extension 3: <i>Dots and Spots</i></p>
a	Print many upper- and lowercase letters.	<p>Letter Formation Cycles 1 - 7:</p> <p>Cycle 1: Mm, Aa, Pp, Cc Cycle 2: Tt, Ii, Ss, Ll Cycle 3: Rr, Oo, Nn, Dd Cycle 4: Ff, Ee, Gg, Hh Cycle 5: Bb, Uu, Jj, Ww Cycle 6: Zz, Kk, Vv, Yy Cycle 7: Qq, Xx</p>	Letter Lessons A1 - Z1: Letter Name Recognition
b	Use frequently occurring nouns and verbs.	ISIP ER: Vocabulary Subtest	
c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	ISIP ER: Vocabulary Subtest	ISIP ER Listening Comprehension: Developing Listening Skills, Tiers 2 and 3

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d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	ISIP ER: Listening Comprehension Subtest ISIP ER: Vocabulary Subtest	
e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	ISIP ER: Listening Comprehension Subtest ISIP ER: Vocabulary Subtest	ISIP ER Listening Comprehension: Prepositions, Tiers 2 and 3
f	Produce and expand complete sentences in shared language activities.		Writing Extension 3: <i>Dots and Spots</i> Writing Extension 4: <i>The Toads Are Lost</i> Writing Extension 5: <i>Fred Has Ten Hens</i>
CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Writing Extensions 1 - 10
a	Capitalize the first word in a sentence and the pronoun I.		Writing Extensions 1 - 10
b	Recognize and name end punctuation.	Cycle 4 Book: <i>Where is Coco?</i> , BPA	Writing Extension 13: <i>A Big Sneeze</i>
c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).		Letter Lessons A3 - Z3: Sound Symbol Correspondence Writing Extensions 1 - 10 Cycles 1 - 7: Spelling Lessons
d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		Writing Extensions 1 - 10 Cycles 1 - 7: Spelling Lessons

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Vocabulary Acquisition and Use			
CCRA.L.4	Demonstrate or clarify the meaning of unknown and multiple-meanings words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.		Vocabulary Lesson 29: Multiple Meaning Words
a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).		Vocabulary Lesson 29: Multiple Meaning Words
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.	Cycle 9: Inflected Endings S, ED, ING Cycle 11: Prefixes Cycle 11: Suffixes	
CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.		Vocabulary Lesson 29: Multiple Meaning Words
a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.		Vocabulary: Conceptual Sort Vocabulary: Closed Conceptual Sort
b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		ISIP ER Vocabulary Vocabulary Lesson 30: Antonym/Synonym Review
c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).		Writing Extension 10: <i>Where Is Jane?</i> Writing Extension 11: <i>Homes</i>

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d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		Vocabulary Lesson 7: Synonyms Vocabulary Lesson 10: Shades of Meaning
CCRA.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		Writing Extension 21: <i>Our Solar System</i>

↻ End of Grade K ↻

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First Grade



Standard	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Literature			
Key Ideas and Details			
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RL.1.1	Ask and answer questions about key details in a text.	Cycle 7 Comprehension Book: <i>Just the Right Size</i>	Comprehension Lesson 3: Asking Questions Strategy Comprehension Lesson 69: Asking Questions
CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Cycle 5 Book: <i>Where Will They Ride?</i>	Cycle 6 Comprehension 6: Setting Writing Extension 8: <i>Late for the Game</i> Writing Extension 14: <i>King Zung and the Lark</i> Comprehension Lesson 30: Sequencing
CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
RL.1.3	Describe characters, settings, and major events in a story, using key details.	Cycle 2 Book: <i>The Act</i> Cycle 4 Comprehension Book: <i>In the Sand</i>	Cycle 6 Comprehension 6: Setting

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First Grade



Standard	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Cycle 1 Book: <i>Dusty the Dog and Coco the Cat</i>	Writing Extension 27: <i>A View From Above</i>
CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Cycle 5 Book: <i>Pets: Snakes</i>	
CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.		
RL.1.6	Identify who is telling the story at various points in a text.		Writing Extension Lesson 29: <i>Fossil Hunters: The Black Hills Dig</i>
Integration of Knowledge and Ideas			
CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	Cycle 2 Book: <i>The Act</i> Cycle 3 Book: <i>Trips with my Family</i>	Comprehension Lesson 3: Asking Questions Strategy Cycle 6 Comprehension 6: Setting

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Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	Cycle 7 Book: <i>Just the Right Size</i>	Comprehension Lesson 46: Compare-Contrast
Range of Reading and Level of Text Complexity			
CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.		
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Books: <i>A Special Delivery for Dusty</i> <i>Elbert's Birthday</i> <i>Jen and Her New Friends</i> <i>Surprise!</i> <i>Where is Coco?</i> <i>Where Will They Ride?</i> <i>Big Feet</i> <i>Fred Has Ten Hens</i> <i>Jean and Dean</i> <i>My Hands and Feet</i> <i>The Great Pig Escape</i> <i>Fun at Home</i> <i>The Blue Blimp</i> <i>The Bun for Us</i> <i>Just in Time</i> <i>The Kid in the Mask</i> <i>At the Farm</i> <i>Ben and Steve at the Seaside</i> <i>Mr. Grump and the Beautiful Yard</i> <i>Take That Off Stage</i> <i>The Big Game</i> <i>The Oatmeal Man</i> <i>A Big Sneeze</i> <i>I Like to Help</i> <i>Shel and Beth</i>	Books, continued <i>The Mailman</i> <i>The Queen's Suitcase</i> <i>The Shrimp and the Shark</i> <i>Wait to Paint</i> <i>Big Top Tent</i> <i>Camping</i> <i>Elbert's Birthday</i> <i>Going on a Ride</i> <i>Kittens</i> <i>Joel and Kay's Best Day</i> <i>Mitch's Big Fish Tales</i> <i>Nap Time</i> <i>Royce Likes to Share</i> <i>The Best Trip</i> <i>The Scarecrow</i> <i>The Wise Crow</i> <i>A Star is Born</i> <i>Going to the Vet</i> <i>How Can That Be?</i> <i>Shopping with Mom</i> <i>The Hero</i> <i>The Strange Noise</i> <i>Who is Following Us?</i> <i>Just the Right Size</i> <i>Winter Snowstorm</i> <i>A View From Above</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Informational Text			
Key Ideas and Details			
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RI.1.1	Ask and answer questions about key details in a text.	Cycle 12: Main Idea	Comprehension Lesson 64: Main Idea - Nonfiction Comprehension Lesson 65: Identifying Details
CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
RI.1.2	Identify the main topic and retell key details of a text.	Cycle 6 Comprehension Book: <i>Pets: Fish</i> Cycle 12: Main Idea	Cycle 6 Comprehension 6: Setting Comprehension Lesson 64: Main Idea Comprehension Lesson 65: Identifying Details
CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Cycle 6 Comprehension Book: <i>Pets: Fish</i>	Writing Extension 11: <i>Homes</i>
Craft and Structure			
CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Cycle 6 Comprehension Book: <i>Pets: Fish</i> Cycle 12 Book: <i>A View From Above</i>	Cycle 12 Lesson 10: Vocabulary: Context

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Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RI.1.5	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.	Cycle 5 Book: <i>Pets: Snakes</i> , BPA Cycle 6 Comprehension Book: <i>Pets: Fish</i>	
CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.		
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Cycle 5 Book: <i>Pets: Snakes</i> , BPA	
Integration of Knowledge and Ideas			
CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	Cycle 5 Book: <i>Pets: Snakes</i> , BPA	
CCRA.R. 8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
RI.1.8	Identify the reasons an author gives to support points in a text.	Cycle 12: Main Idea	Comprehension Lesson 18: Author's Purpose
CCRA.R. 9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Cycle 12 Book: <i>A View From Above</i>	

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Standard	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.		
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.		Books: <i>Boats</i> <i>Homes</i> <i>Mother Cat and Her Kittens</i> <i>Water is a Good Thing</i>
Reading Standards for Foundational Skills			
Print Concepts			
RF.1.1	Demonstrate understanding of the organization and basic features of print.	Cycle 1 Book: <i>At the Market</i> , BPA	
a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Cycle 1 Book: <i>At the Market</i> , BPA	
	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Cycle 4: Consonant Blends ISIP ER: Phonemic Awareness Subtest	Clapping Clara: Syllables Game
a	Distinguish long from short vowels in spoken single-syllable words.	ISIP ER: Phonemic Awareness Subtest	Cycle 7 Spelling Lesson: Silent E
b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Cycle 4: Consonant Blends Cycle 5: Blending ISIP ER: Phonemic Awareness Subtest	ISIP ER Phonological Awareness: Blending Spoken Phonemes, Tier 2

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Standard	Expectation	Istation App	Istation Teacher Resources
c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Cycle 0: Beginning/ Middle//Ending Sounds ISIP ER: Phonemic Awareness Subtest	Cycle 3 Lesson 9: Blending Beg/ Mid/Ending Sounds with Letters Cycle 7 Lesson 1: Segmenting and Blending Sounds in Words ISIP ER Phonological Awareness: Blending Spoken Phonemes, Tier 2
d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Cycle 0: Beginning/Middle/Ending Sounds ISIP ER: Phonemic Awareness Subtest	Cycle 3 Lesson 9: Blending Beg/Mid/Ending Sounds with Letters Cycle 7 Lesson 1: Segmenting and Blending Sounds in Words
Phonics and Word Recognition			
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	ISIP ER: Phonemic Awareness Subtest	ISIP ER Phonological Awareness: Compound Words, Tier 2 ISIP ER Phonological Awareness: Initial Sound Fluency, Tier 3 ISIP ER Phonological Awareness: Blending Spoken Phonemes, Tier 2 ISIP ER Phonological Awareness: Initial Sound Fluency, Tier 2 ISIP ER Phonological Awareness: Blending Syllables, Tier 3

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Standard	Expectation	Istation App	Istation Teacher Resources
a	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	<p>Cycle 8: Digraphs (SH and TH)</p> <p>Cycle 9: Digraphs (CH)</p> <p>Cycle 10: Digraphs (WH and PH)</p> <p>ISIP ER: Spelling Subtest</p>	<p>Phonics Lesson 17: Review Digraphs</p> <p>Cycle 8: Digraph (ch)</p> <p>Cycle 9: Digraph (sh)</p> <p>Cycle 9: Digraph (th)</p> <p>Cycle 10: Digraph (ph and wh)</p>
b	Decode regularly spelled one-syllable words.	<p>ISIP ER: Spelling Subtest</p>	<p>Phonics Lesson 11: Blend Sounds to Read and Spell Words</p>
c	Know final -e and common vowel team conventions for representing long vowel sounds.	<p>Cycle 2: Short A, Short I</p> <p>Cycle 3: Short O, Long A, Long O</p> <p>Cycle 4: Long Vowel E, Short E</p> <p>Cycle 5: Long A with Silent E, Short U</p> <p>Cycle 6: Long I with Silent E</p> <p>Cycle 7: Long ORE, ARE with Silent E</p> <p>Cycle 8: IRE, URE with Silent E</p> <p>ISIP ER: Spelling Subtest</p>	<p>Cycle 3 Lesson 14: Reading words with Vowel Sounds oa</p> <p>Cycle 4 Lesson 11: Vowel Sounds with Letters ea, ee</p> <p>Cycle 9: Long Vowels</p> <p>Phonics Lesson 25: Read Words with Long Vowel</p> <p>Phonics Lesson 26: Decoding with Long Vowel</p> <p>Phonics Lesson 27: Decoding with Long Vowel</p>
d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		<p>Cycle 9 Two Syllables: Dividing Between Consonants</p> <p>Cycle 10 Lesson 9: Open Syllables</p>

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Standard	Expectation	Istation App	Istation Teacher Resources
e	Decode two-syllable words following basic patterns by breaking the words into syllables.	ISIP ER: Phonemic Awareness Subtest	Phonics Lesson 15: Open Syllables Cycle 10 Lesson 9: Open Syllables
f	Read words with inflectional endings.	Cycle 10: Inflected Endings -s, -ed, -ing	Cycle 9: Inflected Endings
g	Recognize and read grade-appropriate irregularly spelled words.	Cycle 5: Detective Dan Cycle 11: Oddballs ISIP ER: Spelling Subtest	
Fluency			
RF.1.4	Read with sufficient accuracy and fluency to support comprehension. Read on-level with purpose and understanding.	Cycle 7 Book: Homes ISIP ER: Text Fluency Subtest	Cycle 10 Lesson 20: Fluency Cycle 11 Lesson 14: Fluency
Writing Standards			
Text Types and Purposes			
CCSS. W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.		
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		Writing Extension 12: <i>Boats</i>
CCSS. W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		Writing Extension 12: <i>Boats</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
CCSS. W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.		
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		Writing Extension 13: <i>A Big Sneeze</i>
Production and Distribution of Writing			
CCSS. W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		Writing Extension 21: <i>Our Solar System</i>
CCSS. W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		Writing Extension 49: <i>Ecosystem</i> Part 3 of 3
Research to Build and Present Knowledge			
CCSS. W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).		Writing Extension 40: <i>Power for the Planet 1</i>
CCSS. W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		Writing Extension 40: <i>Power for the Planet 1</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
Speaking and Listening Standards			
Comprehension and Collaboration			
CCSS.SL. 1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.		Writing Extensions 1 - 20
a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		Writing Extension 12: Boats
b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		Writing Extension 12: Boats
c	Ask questions to clear up any confusion about the topics and texts under discussion.	Cycle 12 Book: A View From Above	Comprehension Lesson 3: Asking Questions Strategy
CCSS.SL. 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally, or through other media.	Cycle 7 Book: Just the Right Size	Comprehension Lesson 3: Asking Questions Strategy
CCSS.SL. 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Cycle 12 Book: A View From Above	Comprehension Lesson 3: Asking Questions Strategy

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Standard	Expectation	Istation App	Istation Teacher Resources
Presentation of Knowledge and Ideas			
CCSS.SL. 4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		Writing Extension 13: <i>A Big Sneeze</i> Writing Extension 15: <i>Mitch's Big Fish Tales</i>
CCSS.SL. 5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		Writing Extension 3: <i>Dots and Spots</i>
CCSS.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
SL.1.6	Produce complete sentences when appropriate to task and situation.		Writing Extensions 1 - 20 Writing Extension 13: <i>A Big Sneeze</i>
Language Standards			
Conventions of Standard English			
CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Writing Extensions 1 - 20

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Standard	Expectation	Istation App	Istation Teacher Resources
a	Print all upper- and lowercase letters.	<p>Letter Formation Cycles 1 - 7</p> <p>Cycle 1: Aa, Cc, Mm, Pp</p> <p>Cycle 2: li, Ll, Ss, Tt</p> <p>Cycle 3: Dd, Nn, Oo, Rr</p> <p>Cycle 4: Ee, Ff, Gg, Hh</p> <p>Cycle 5: Bb, Jj, Uu, Ww</p> <p>Cycle 6: Kk, Vv, Yy, Zz</p> <p>Cycle 7: Qq, Xx</p>	<p>Letter Lessons A1 - Z1: Letter Name Recognition Lessons</p>
b	Use common, proper, and possessive nouns.	ISIP ER: Listening Comprehension Subtest	Writing Extension 13: <i>A Big Sneeze</i>
c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	ISIP ER: Listening Comprehension Subtest	Writing Extension 13: <i>A Big Sneeze</i>
d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	ISIP ER: Listening Comprehension Subtest	<p>Writing Extension 13: <i>A Big Sneeze</i></p> <p>Writing Extension 29: <i>Fossil Hunters: The Black Hills Dig</i></p>
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).	ISIP ER: Listening Comprehension Subtest	

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Standard	Expectation	Istation App	Istation Teacher Resources
f	Use frequently occurring adjectives.		<p>ISIP Early Reading Listening Comprehension: Adjectives, Tier 2</p> <p>ISIP Early Reading Listening Comprehension: Adjectives, Tier 3</p> <p>Writing Extension 21: <i>Our Solar System</i></p>
g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).		<p>Writing Extension 22: <i>Mission Incredible</i></p> <p>Writing Extension 26: <i>The Moon</i></p>
h	Use determiners (e.g., articles, demonstratives).		Writing Extensions 1 - 20
i	Use frequently occurring prepositions (e.g., during, beyond, toward).	<p>ISIP ER: Listening Comprehension Subtest</p> <p>ISIP ER: Vocabulary Subtest</p>	<p>Writing Extension 21: <i>Our Solar System</i></p> <p>ISIP Early Reading Listening Comprehension: Prepositions, Tier 2</p> <p>ISIP Early Reading Listening Comprehension: Prepositions, Tier 3</p>
j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		Writing Extensions 1-20

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Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Writing Extensions 1 - 20
a	Capitalize dates and names of people.	Cycle 4 Book: <i>Where is Coco?</i> , BPA	Writing Extension 13: <i>A Big Sneeze</i> Writing Extension 14: <i>King Zung and the Lark</i> Writing Extension 17: <i>The Wise Crow</i> Writing Extension 18: <i>The Hero</i> Writing Extension 25: <i>Fields of Change: Autumn/Winter</i>
b	Use end punctuation for sentences.	Cycle 4 Book: <i>Where is Coco?</i> , BPA	Writing Extensions 1 - 20 Writing Extension 13: <i>A Big Sneeze</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		<p>Writing Extension 23: <i>Earth: Day, Night, and Seasons</i></p> <p>Writing Extension 24: <i>Fields of Change: Spring/Summer</i></p> <p>Cycle 1: Spelling Lesson</p> <p>Cycle 2: Spelling Lesson</p> <p>Cycle 3 Lesson 25: Spelling Long a ai and Long o oa</p> <p>Cycle 4 Lesson 23: Spelling with Short /e/ and Blends</p> <p>Cycle 6 Spelling: Z, K, Y, V</p> <p>Cycle 6, Lesson 17: Spelling CVCs with i_e and u_e</p> <p>Cycle 7 Spelling Lesson: Silent E</p>

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Standard	Expectation	Istation App	Istation Teacher Resources
e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Cycle 5: Word Masters Game	ISIP: Alphabetic Decoding Cycle 1: Spelling Lesson Cycle 2: Spelling Lesson Cycle 3 Lesson 25: Spelling Long a ai and Long o oa Cycle 4 Lesson 23: Spelling with Short /e/ and Blends Cycle 6 Spelling Lesson: Z, K, Y, V Cycle 6 Lesson 17: Spelling CVCs with ie and ue Cycle 7 Spelling Lesson: Silent E
Knowledge of Language			
CCRA.L.4	Demonstrate or clarify the meaning of unknown and multiple-meanings words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.		Vocabulary Lesson 29: Homographs ISIP: Vocabulary
a	Use sentence-level context as a clue to the meaning of a word or phrase.		Cycle 12 Lesson 10: Vocabulary: Context

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Standard	Expectation	Istation App	Istation Teacher Resources
b	Use frequently occurring affixes as a clue to the meaning of a word.	Cycle 11: Prefixes and Suffixes	<p>Vocabulary Lesson 15: Prefixes un and re</p> <p>Vocabulary Lesson 16: Prefixes mis, dis, un, re</p> <p>Writing Extension 28: <i>Earth: Rocks and Soil</i></p>
c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	Cycle 9: Inflected Endings	
Vocabulary Acquisition and Use			
CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.		<p>Vocabulary: Conceptual Sort</p> <p>Vocabulary: Closed Conceptual Sort</p> <p>Vocabulary Lesson 10: Shades of Meaning</p>
a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.		<p>Vocabulary: Conceptual Sort</p> <p>Vocabulary: Closed Conceptual Sort</p>
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).		<p>Vocabulary: Conceptual Sort</p> <p>Vocabulary: Closed Conceptual Sort</p>
c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).		Vocabulary Lesson 35: Analogies

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Standard	Expectation	Istation App	Istation Teacher Resources
d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.		Vocabulary Lesson 10: Shades of Meaning
CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		
L.1.6	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).		Writing Extension 21: <i>Our Solar System</i> Writing Extension 22: <i>Mission Incredible</i> Writing Extension 26: <i>The Moon</i>

↻ End of Grade 1 ↻

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Second Grade



Standard	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Literature			
Key Ideas and Details			
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
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.	Cycle 4 Comprehension Book: <i>In the Sand</i> Cycle 12: Main Idea	Comprehension Lesson 4: Asking Questions Strategy
CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.	Cycle 5 Comprehension Book: <i>Where Will They Ride?</i>	Writing Extension 8: <i>Late for the Game</i> Writing Extension 14: <i>King Zung and the Lark</i>
CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
RL.2.3	Describe how characters in a story respond to major events and challenges.	Cycle 2 Book: <i>The Act</i> Cycle 4 Comprehension Book: <i>In the Sand</i> Cycle 11 Comprehension Book: <i>Who Is Following Us?</i>	Cycle 10 Lesson 17 Comprehension: Character Analysis
Craft and Structure			
CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Cycle 12 Moon Poems: <i>A View From Above</i>	

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Second Grade



Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Cycle 12: Summarization	Cycle 12: Summarizing
CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.		
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.	Cycle 9 Fable: <i>The Wise Crow</i>	Writing Rules Personal Narrative: First Person Point of View Characteristics Writing Rules Expository Essay: Point of View Characteristics
Integration of Knowledge and Ideas			
CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Cycle 4 Comprehension Book: <i>In the Sand</i>	Writing Extension Lesson 18: <i>The Hero</i> Writing Extension Lesson 19: <i>The Three Little Bugs</i> Cycle 12 Comprehension: Summarizing Cycle 12 Comprehension: Cause and Effect
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Cycle 10 Book: <i>The Three Little Bugs</i>	Writing Extension Lesson 19: <i>The Three Little Bugs</i>

Istation Reading Curriculum Correlated to Idaho Standards for ELAR

Second Grade



Standard	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.		
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Books: <i>Dusty the Dog and Coco the Cat</i> <i>The Garden Trail</i> <i>The Lost Island</i> <i>The Great Pig Escape</i> <i>Fun at Pinecone Stream</i> <i>Pat's Cat</i> <i>The Dunes</i> <i>The Kid in the Mask</i> <i>Fun at the Pond</i> <i>Just the Right Size</i> <i>Take That Off Stage</i> <i>The Oatmeal Man</i> <i>The Twin Mice</i> <i>A Big Sneeze</i> <i>Bert and Gert</i> <i>King Zung and the Lark</i> <i>The Fox Pack</i> <i>The Not-So-Great Skunk Adventure</i> <i>The Shrimp and the Shark</i> <i>A Trip to the Dentist</i> <i>Coach Chapman</i> <i>Mitch's Big Fish Tales</i> <i>Roy and Troy Like Trains</i> <i>Royce Likes to Share</i> <i>The Flying Pizza</i> <i>The Wise Crow</i>	Books, Continued <i>Treasure Hunt at Pirate's Bay</i> <i>Winter Snowstorm</i> <i>Going to the Vet</i> <i>Humphrey the Humpback Whale</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>From Fearful to Fearless</i> <i>A Trip to the Grand Canyon</i> <i>Brookside's Best Science Fair Ever</i> <i>Fields of Change</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>Mission Incredible</i> <i>Weather Watchers</i> <i>The Desert's Gift</i> <i>Ghost Dancers</i> <i>Ghost Party</i> <i>Monkey Brothers and the Hero Twins</i> <i>Into the Darkness</i> <i>Power for the Planet</i> <i>Race Across the Arctic</i> <i>Swimming with Whale Sharks</i> <i>The Lost Treasure of the Ruby Dagger.</i> <i>The Rain Forest Howlers</i> <i>What Time is It?</i> <i>Journey Through the Triangle</i> <i>Myths of the Great Bear</i> <i>Too-Cool Transportation: Aisha's Travel Blog</i>

Istation Reading Curriculum Correlated to Idaho Standards for ELAR

Second Grade



Standard	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Informational Text			
Key Ideas and Details			
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
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.	Cycle 12: Main Idea	Comprehension Lesson 11: Main Idea
CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Cycle 12: Main Idea	Comprehension Lesson 11: Main Idea
Craft and Structure			
CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .		Cycle 12 Lesson 10 Vocabulary: Context
CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Cycle 5 Text Features: <i>Snakes</i> , BPA Cycle 10 Book: <i>How Mountains Form</i> Cycle Book 12: <i>Earth: Rocks and Soil</i>	

Istation Reading Curriculum Correlated to Idaho Standards for ELAR

Second Grade



Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.		
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Cycle 12 Living Lessons: Author's Purpose	Comprehension Lesson 18: Author's Purpose
Integration of Knowledge and Ideas			
CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Cycle 5 Text Features: <i>Snakes</i> , BPA Cycle 10 Book: <i>How Mountains Form</i> Cycle Book 12: <i>Earth: Rocks and Soil</i>	
CCRA.R. 8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
	Describe how reasons support specific points the author makes in a text.		Writing Extension Lesson 33: <i>Brookside's Best Science Fair Ever!</i> Writing Extension Lesson 35: <i>The Rainforest Howlers</i> Writing Extension Lesson 46: <i>Coral Reefs</i>
CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic		Cycle 14: Supporting Responses Comprehension Lesson 25: Compare and Contrast Two Texts Writing Extension Lesson 26: <i>The Moon</i>

Istation Reading Curriculum Correlated to Idaho Standards for ELAR

Second Grade



Standard	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
CCRA.R. 10 Read and comprehend complex literary and informational texts independently and proficiently.			
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Books and Passages: <i>Homes</i> <i>Pets</i> <i>Earthworms Help</i> <i>Ranch Hands</i> <i>The Colt</i> <i>George Washington Carver</i> <i>How Mountains Form</i> <i>Insects</i> <i>People Send Mail</i> <i>Pet Parade</i> <i>Spiders</i> <i>The Water Cycle</i> <i>Water is a Good Thing</i> <i>Whales</i> <i>Hurricanes</i> <i>The Dirt Detectives</i> <i>Do Your Part</i> <i>Earth: Day, Night, and Seasons</i> <i>Earth: Atmosphere</i> <i>Earth: Our Solar System</i> <i>The Moon</i> <i>Exploring Space</i>	Books and Passages, Continued <i>Amazonia Alert!</i> <i>A Desert Filled with Colonies</i> <i>A Vaquero's Life</i> <i>The Bats of Austin</i> <i>The Mystery of the Phoenix Lights</i> <i>A Boone for the Planet</i> <i>A Renewable Future</i> <i>Asteroid Hunters</i> <i>Escaping Gravity's Grasp</i> <i>How Can Brown Make a Car Go Green?</i> <i>It's a Bird...It's a Plane...It's Jetman!</i> <i>Low Down Living</i> <i>Man on a Wire</i> <i>Blowing Bubbles from the Rain Forest</i> <i>Colossal Critter Construction</i> <i>Come Visit Jefferson</i> <i>Dangerous Snakes</i> <i>Desert's Gift</i> <i>Monkey Trouble</i> <i>Survivors</i> <i>Teen Navigators</i> <i>Natural Resources</i> <i>Water Recycled</i>

Istation Reading Curriculum Correlated to Idaho Standards for ELAR

Second Grade



Standard	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Foundational Skills			
Print Concepts			
RF.2.1	Mastered in Grade 1		
RF.2.2	Mastered in Grade 1.		
Phonics and Word Recognition			
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Cycles 9-11: Oddballs Cycles 5-9: Word Masters Cycles 10-11: Detective Dan Cycles 8-10: Digraphs	Cycle 7 Spelling Lesson: Silent E
a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	Cycle 2 Vowels: Short A, I Cycle 3 Vowels: Short O, Long A, O Cycle 4 Vowels: Short and Long E Cycle 5 Vowels: Short U	Cycle 7 Spelling Lesson: Silent E
b	Know spelling-sound correspondences for additional common vowel teams.	Cycle 2: Blending: Short A, I Cycle 3: Blending: Short O, Long A, O Cycle 4: Blending: Short and Long E Cycle 5: Blending: Short U	Cycle 3 Lesson 13: Vowel Sounds with Letters oa Cycle 10 Lesson 15: Read Words with Vowel Digraphs aw and au Cycle 11 Lesson 8: Variant Vowel /oo/ as in foot Phonics Lesson 25: Read Words with Long Vowel

Istation Reading Curriculum Correlated to Idaho Standards for ELAR

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Standard	Expectation	Istation App	Istation Teacher Resources
c	Decode regularly spelled two-syllable words with long vowels.	Cycle 10: Multisyllabic	Phonics Lesson 15: Open Syllables Cycle 10 Lesson 9: Open Syllables
d	Decode words with common prefixes and suffixes.	Cycle 11: Prefixes Cycle 11: Suffixes	Cycle 12 Lesson 3 Vocabulary: Structural Analysis
e	Identify words with inconsistent but common spelling-sound correspondences.	Cycles 9-11: Odd Balls Cycle 11: Detective Dan	Cycle 11 Lesson 12: Homophones Vocabulary Lesson 25: Homophones
f	Recognize and read grade-appropriate irregularly spelled words.	Cycles 9-11: Odd Balls Cycle 11: Detective Dan	7B Spelling Tier 2: Irregular Plurals Cycle 11 Lesson 12: Homophones
Fluency			
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	Cycle 7 Book: <i>Homes</i> Cycle 12 Book: <i>Earth: Day, Night, and Seasons</i>	
a	Read grade-level text with purpose and understanding.	Cycle 3 Book: <i>The Lost Island</i> Cycle 4 Book: <i>The Great Pig Escape</i> Cycle 5 Book: <i>Fun at Pine Cone Stream</i> Cycle 6 Book: <i>The Kid in the Mask</i>	Cycle 7 Lesson 16: Passage Reading: Prosody Cycle 8 Lesson 15: Passage Reading: Prosody

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Standard	Expectation	Istation App	Istation Teacher Resources
b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Cycle 4: <i>Where is Coco?</i>	Fluency Passage: Insects
c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Cycle 12: Context	2A Reading Comprehension: <i>Do Your Part</i> Cycle 12 Lesson 10 Vocabulary: Context
Writing Standards			
Text Types and Purposes			
CCSS. W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.		
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.		Cycle 2 Vowels: Short A, I Cycle 3 Vowels: Short O, Long A, O Cycle 4 Vowels: Short and Long E Cycle 5 Vowels: Short U

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Standard	Expectation	Istation App	Istation Teacher Resources
CCSS. W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		<p>Writing Extension Lesson 23: <i>Earth: Day, Night, and Seasons</i></p> <p>Writing Extension Lesson 26: <i>The Moon</i></p> <p>Writing Extension Lesson 36: <i>Amazonia Alert!</i></p>
CCSS. W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.		
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		<p>Writing Extension Lesson 22: <i>Mission Incredible</i></p> <p>Writing Extension Lesson 32: <i>Weather Watchers</i></p> <p>Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i></p>
Production and Distribution of Writing			
CCSS. W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		<p>Writing Extension Lesson 29: <i>Fossil Hunters: The Black Hills Dig</i></p> <p>Writing Extension Lesson 31: <i>Atmosphere</i></p> <p>Writing Extension Lesson 36: <i>Amazonia Alert!</i></p>

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Second Grade



Standard	Expectation	Istation App	Istation Teacher Resources
CCSS. W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		<p>Writing Extension Lesson 19: <i>The Three Little Bugs</i></p> <p>Writing Extension Lesson 20: <i>George Washington Carver</i></p> <p>Writing Extension Lesson 39: <i>Bees at Risk</i></p>
Research to Build and Present Knowledge			
CCSS. W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		<p>Writing Extension Lesson 18: <i>The Hero</i></p> <p>Writing Extension Lesson 41: <i>Power for the Planet Part 2 of 3</i></p> <p>Writing Extension Lesson 48: <i>Ecosystem: Part 2 of 3</i></p>

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Second Grade



Standard	Expectation	Istation App	Istation Teacher Resources
CCSS. W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.		<p>Writing Extension Lesson 13: <i>A Big Sneeze</i></p> <p>Writing Extension Lesson 15: <i>Mitch's Big Fish Tales</i></p> <p>Writing Extension Lesson 38: <i>The Desert's Gift</i></p>
Speaking and Listening Standards			
Comprehension and Collaboration			
CCSS.SL. 1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		<p>Writing Extension Lesson 16: <i>The Best Trip</i></p> <p>Writing Extension Lesson 19: <i>The Three Little Bugs</i></p> <p>Writing Extension Lesson 20: <i>George Washington Carver</i></p>
a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		<p>Writing Extension Lesson 16: <i>The Best Trip</i></p> <p>Writing Extension Lesson 19: <i>The Three Little Bugs</i></p> <p>Writing Extension Lesson 20: <i>George Washington Carver</i></p>

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Standard	Expectation	Istation App	Istation Teacher Resources
c	Ask for clarification and further explanation as needed about the topics and texts under discussion.		<p>Writing Extension Lesson 16: <i>The Best Trip</i></p> <p>Writing Extension Lesson 19: <i>The Three Little Bugs</i></p> <p>Writing Extension Lesson 20: <i>George Washington Carver</i></p>
CCSS.SL. 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		<p>Comprehension Lesson 65: Identifying Details</p> <p>Comprehension Lesson 67: Summarizing</p>
CCSS.SL. 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		<p>Writing Extension Lesson 16: <i>The Best Trip</i></p> <p>Writing Extension Lesson 19: <i>The Three Little Bugs</i></p> <p>Writing Extension Lesson 20: <i>George Washington Carver</i></p>

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Second Grade



Standard	Expectation	Istation App	Istation Teacher Resources
Presentation of Knowledge and Ideas			
CCSS.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		Comprehension Lesson 65: Identifying Details
CCSS.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		Writing Extension Lesson 28: Earth: Rocks and Soil Writing Extension Lesson 34: The Rainforest Howlers, Chapter 1 Writing Extension Lesson 36: Amazonia Alert!
Language Standards			
Conventions of Standard English			
CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Writing Extensions: All
b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	Cycle 12 Book: <i>Fields of Change</i>	ISIP AR 7B Spelling Tier 2: Irregular Plurals
	Use reflexive pronouns (e.g., myself, ourselves).		Writing Extension Lesson 28: Earth: Rocks and Soil Writing Extension Lesson 38: The Desert's Gift

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Standard	Expectation	Istation App	Istation Teacher Resources
d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	Cycle 12 Book: <i>Fields of Change</i>	Writing Extension Lesson 30: <i>Earth: The Changing Surface</i> Writing Extension Lesson 39: <i>Bees at Risk</i>
e	Use adjectives and adverbs, and choose between them depending on what is to be modified.		Writing Extension Lesson 21: <i>Our Solar System</i> Writing Extension Lesson 24: <i>Fields of Change: Spring/Summer</i>
f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).		Writing Extension Lesson 21: <i>Our Solar System</i> Writing Extension Lesson 24: <i>Fields of Change: Spring/Summer</i>
CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Writing Extension Lesson 22: <i>Mission Incredible</i>
a	Capitalize holidays, product names, and geographic names.		Writing Extension Lesson 23: <i>Earth: Day, Night, and Seasons</i> Writing Extension Lesson 25: <i>Fields of Change: Autumn/Winter</i>
	Use commas in greetings and closings of letters.		Writing Extension Lesson 23: <i>Earth: Day, Night, and Seasons</i> Writing Extension Lesson 35: <i>The Rainforest Howlers, Chapter 2</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
c	Use an apostrophe to form contractions and frequently occurring possessive.		Writing Extension Lesson 14: <i>King Zung and the Lark</i>
d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	<p>Cycle 5: Word Masters Game</p> <p>Cycle 9: <i>The Flying Pizza</i></p> <p>Cycle 12: <i>Earth: Rocks and Soil</i></p>	<p>Writing Extension 23: <i>Earth: Day, Night, and Seasons</i></p> <p>Writing Extension 24: <i>Fields of Change: Spring/Summer</i></p> <p><i>Vocabulary Lesson 33: Word Meaning Using a Dictionary</i></p> <p>ISIP: Alphabetic Decoding</p> <p>Cycle 1: Spelling Lesson</p> <p>Cycle 2: Spelling Lesson</p> <p>Cycle 3 Lesson 25: Spelling Long a ai and Long o oa</p> <p>Cycle 4 Lesson 23: Spelling with Short /e/ and Blends</p> <p>Cycle 6 Spelling: Z, K, Y, V</p> <p>Cycle 6, Lesson 17: Spelling CVCs with i_e and u_e</p> <p>Cycle 7 Spelling Lesson: Silent E</p>
e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Cycle 12: <i>Earth: Rocks and Soil</i>	<p>Writing Extension Lesson 18: <i>The Hero</i></p> <p>Vocabulary Lesson 33: Word Meaning Using a Dictionary</p>

Istation Reading Curriculum Correlated to Idaho Standards for ELAR

Second Grade



Standard	Expectation	Istation App	Istation Teacher Resources
Knowledge of Language			
CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Writing Rules Paragraph Building: Conventions	Writing Extension Lesson 28: <i>Earth: Rocks and Soil</i>
a	Compare formal and informal uses of English.	Writing Rules Paragraph Building: Word Choice	
CCRA.L.4	Demonstrate or clarify the meaning of unknown and multiple-meanings words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
L2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	Cycle 12 Book: <i>Fields of Change</i>	Vocabulary Lesson 29: Homographs
a	Use sentence-level context as a clue to the meaning of a word or phrase.	Cycle 12 Book: <i>Fields of Change</i>	Vocabulary Lesson 29: Homographs
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).	Cycle 11: Prefixes	Cycle 11 Lesson 1: Prefixes: pre, re, un, mis, dis
c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	Cycle 11: Prefixes	Cycle 11 Lesson 1: Prefixes: pre, re, un, mis, dis
d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	Cycle 8: Compound Words	Cycle 7 Lesson 13: Compound Words ISIP ER: Compound Words
e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Cycle 9 Book: <i>The Flying Pizza</i>	Vocabulary Lesson 34: Word Meaning Using a Dictionary/Thesaurus

Istation Reading Curriculum Correlated to Idaho Standards for ELAR

Second Grade



Standard	Expectation	Istation App	Istation Teacher Resources
Vocabulary Acquisition and Use			
CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.		ISIP AR 1A Vocabulary Tier 3: <i>The Lost Treasure of the Ruby Dagger</i>
a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).		Writing Extension Lesson 11: <i>Homes</i> Writing Extension Lesson 15: <i>Mitch's Big Fish Tale</i> Writing Extension Lesson 21: <i>Our Solar System</i>
b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		Vocabulary Lesson 10: <i>Shades of Meaning</i>
CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Cycle 7 Comprehension Book: <i>Just the Right Size</i>	Writing Extension Lesson 21: <i>Our Solar System</i>

↻ End of Grade 2 ↻

Istation Reading Curriculum Correlated to Idaho Standards for ELAR

Third Grade



Standard	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Literature			
Key Ideas and Details			
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>Cycle 9 Comprehension Book: <i>The Flying Pizza</i></p> <p>Cycle 12 Book: <i>Fossil Hunters: The Black Hills Dig</i></p> <p>Cycle 12 Book: <i>Fields of Change</i></p>	<p>Cycle 14: Supporting Responses</p> <p>Comprehension Lesson 60 Literature Analyzing Theme In Myths: <i>Monkey Brothers and the Hero Twins</i></p> <p>Comprehension Lesson 63 Literature Analyzing Elements of Fiction: <i>The Desert's Gift</i></p>
CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
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.	<p>Cycle 10 Book: <i>The Three Little Bugs</i></p> <p>Cycle 13 Passage: <i>Monkey Brothers and the Hero Twins</i></p> <p>Cycle 13 Book: <i>The Desert's Gift</i></p>	<p>Writing Extension Lesson 19: <i>The Three Little Bugs</i></p> <p>Comprehension Lesson 60 Literature Analyzing Theme In Myths: <i>Monkey Brothers and the Hero Twins</i></p> <p>Comprehension Lesson 63 Literature Analyzing Elements of Fiction: <i>The Desert's Gift</i></p>

Istation Reading Curriculum Correlated to Idaho Standards for ELAR

Third Grade



Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
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.	<p>Cycle 11 Book: <i>The Three Little Bugs</i></p> <p>Cycle 12: Cause and Effect</p> <p>Cycle 12: Predicting Outcomes</p> <p>Cycle 12: Inference</p> <p>Cycle 12: Drawing Conclusions</p>	<p>Comprehension Lesson 39: Character</p> <p>Cycle 12: Sequence</p> <p>Cycle 12 Comprehension: Cause and Effect</p> <p>Cycle 12: Predicting Outcomes</p> <p>Cycle 12: Inferencing and Drawing Conclusions</p>
Craft and Structure			
CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<p>Cycle 9 Word Masters' Book: <i>Treasure Hunt at Pirate's Bay</i></p> <p>Cycle 12: Drawing Conclusions</p> <p>Cycle 12 Book: <i>Fossil Hunters: The Black Hills Dig</i></p> <p>Cycle 12 Book: <i>Brookside's Best Science Fair Ever</i></p>	<p>Cycle 12: Inferencing and Drawing Conclusions</p> <p>Cycle 12 Lesson 10: Context</p> <p>Graphic Organizer: Vocabulary Think-Through</p> <p>ISIP AR Lesson 2A Vocabulary Tier 3 Synonyms: <i>Monkey Brothers and the Hero Twins</i></p> <p>ISIP AR Lesson 6A Reading Comprehension: <i>Drum Lesson</i></p>

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Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.		
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	Writing Rules Essay Writing: Personal Narrative Characteristics	Writing Rules Personal Narrative Characteristics Lesson 1.1: First Person Point of View
Range of Reading and Level of Text Complexity			
CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.		
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2 – 3 text complexity band independently and proficiently.	Books: <i>Dusty the Dog and Coco the Cat</i> <i>The Garden Trail</i> <i>The Lost Island</i> <i>The Great Pig Escape</i> <i>Fun at Pinecone Stream</i> <i>Pat's Cat</i> <i>The Dunes</i> <i>The Kid in the Mask</i> <i>Fun at the Pond</i> <i>Just the Right Size</i> <i>Take That Off Stage</i> <i>The Oatmeal Man</i> <i>The Twin Mice</i> <i>A Big Sneeze</i> <i>Bert and Gert</i> <i>King Zung and the Lark</i> <i>The Fox Pack</i> <i>The Not-So-Great Skunk Adventure</i> <i>The Shrimp and the Shark</i> <i>A Trip to the Dentist</i> <i>Coach Chapman</i> <i>Mitch's Big Fish Tales</i> <i>Roy and Troy Like Trains</i> <i>Royce Likes to Share</i> <i>The Flying Pizza</i> <i>The Wise Crow</i>	Books, Continued <i>Treasure Hunt at Pirate's Bay</i> <i>Winter Snowstorm</i> <i>Going to the Vet</i> <i>Humphrey the Humpback Whale</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>From Fearful to Fearless</i> <i>A Trip to the Grand Canyon</i> <i>Brookside's Best Science Fair Ever</i> <i>Fields of Change</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>Mission Incredible</i> <i>Weather Watchers</i> <i>The Desert's Gift</i> <i>Ghost Dancers</i> <i>Ghost Party</i> <i>Monkey Brothers and the Hero Twins</i> <i>Into the Darkness</i> <i>Power for the Planet</i> <i>Race Across the Arctic</i> <i>Swimming with Whale Sharks</i> <i>The Lost Treasure of the Ruby Dagger.</i> <i>The Rain Forest Howlers</i> <i>What Time is It?</i> <i>Journey Through the Triangle</i> <i>Myths of the Great Bear</i> <i>Too-Cool Transportation: Aisha's Travel Blog</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Informational Text			
Key Ideas and Details			
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>Cycle 12 Passage: Water Recycled</p> <p>Cycle 12 Book: <i>Earth: The Changing Surface</i></p> <p>Cycle 13 Book: <i>Survivors</i></p> <p>Cycle 13 Book: <i>Dangerous Snakes</i></p>	<p>Comprehension Lesson 12: Main Idea</p> <p>ISIP AR 1B Reading Comprehension: <i>Exploring Space</i></p> <p>ISIP AR 5A Reading Comprehension: <i>Too Much of a Good Thing</i></p> <p>ISIP AR 7B Reading Comprehension: <i>Unplug Yourself</i></p> <p>SIP AR 9A Reading Comprehension: <i>When a Bark is More Than a Bark</i></p> <p>ISIP AR 10B Reading Comprehension: <i>Exercise for the Body and the Brain</i></p>
CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p>Cycle 6 Book: <i>Pets: Fish</i></p> <p>Cycle 12: Main Idea</p> <p>Cycle 12 Book: <i>Earth: Atmosphere</i></p> <p>Cycle 12 Passage: Exploring Space</p> <p>Cycle 13 Book: <i>Amazonia Alert!</i></p>	<p>Comprehension Lesson 10: Main Idea</p> <p>Comprehension Lesson 12: Main Idea</p> <p>Cycle 15: Main Idea</p> <p>ISIP AR Lesson 1B Reading Comprehension: <i>Exploring Space</i></p> <p>ISIP AR 9A Reading Comprehension: <i>When a Bark is More Than a Bark</i></p>

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Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<p>Cycle 12 Book: <i>Earth: Day Night and Seasons</i></p> <p>Cycle 12 Book: <i>Earth's Changing Surface</i></p>	
Craft and Structure			
CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<p>Cycle 12 Book: <i>Earth: Our Solar System</i></p> <p>Cycle 12 Passage: Natural Resources</p> <p>Cycle 13 Book: <i>Amazonia Alert!</i></p> <p>Cycle 13 Book: <i>Survivors</i></p>	<p>ISIP AR 3A Vocabulary Tier 3 Suffixes (-ous, -ive): <i>Thomas Jefferson - Mad Scientist?</i></p> <p>ISIP AR 3B Vocabulary Tier 2 Synonyms and Antonyms: <i>Nessie: Fact or Fiction?</i></p> <p>ISIP AR 1B Reading Comprehension: <i>Exploring Space</i></p> <p>ISIP AR 2A Reading Comprehension: <i>Do Your Part</i></p> <p>ISIP AR 9A Tier 3 Homographs: <i>Food for Thought</i></p> <p>Cycle 12 Book: <i>Earth: Atmosphere</i></p>

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Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Cycle 12 Book: <i>Our Solar System</i> Cycle 12 Book: <i>The Moon</i>	Cycle 12 Book: <i>Earth: Atmosphere</i> Cycle 12 Book: <i>Earth: The Changing Surface</i>
CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.		
RI.3.6	Distinguish their own point of view from that of the author of a text.	Writing Rules: <i>Expository Essay</i>	Writing Rules Expository Essay: Characteristics 1.2, Point of View
Integration of Knowledge and Ideas			
CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Cycle 12 Book: <i>Weather Watchers</i>	Cycle 11: Reading for Meaning Cycle 12 Book: <i>Weather Watchers</i> Cycle 12 Lesson 8A: Representing Text Comprehension Lesson 39: Character
CCRA.R. 8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
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).	Cycle 11 Passages: <i>Hurricanes, Dirt Detectives</i> Cycle 12: Cause and Effect Cycle 12 Book: <i>Earth: The Moon</i> Cycle 12 Passage: <i>Water Recycled</i>	Cycle 12 Lesson 8A: Representing Text Cycle 15: General Comprehension 2

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Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	<p>Cycle 10 Book: <i>Whales</i></p> <p>Cycle 12 Book: <i>Weather Watchers</i></p> <p>Cycle 12 Book: <i>Earth: The Moon</i></p>	
Range of Reading and Level of Text Complexity			
CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.		
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2 – 3 text complexity band independently and proficiently.	<p>Books and Passages:</p> <p><i>Homes</i></p> <p><i>Pets</i></p> <p><i>Earthworms Help</i></p> <p><i>Ranch Hands</i></p> <p><i>The Colt</i></p> <p><i>George Washington Carver</i></p> <p><i>How Mountains Form</i></p> <p><i>Insects</i></p> <p><i>People Send Mail</i></p> <p><i>Pet Parade</i></p> <p><i>Spiders</i></p> <p><i>The Water Cycle</i></p> <p><i>Water is a Good Thing</i></p> <p><i>Whales</i></p> <p><i>Hurricanes</i></p> <p><i>The Dirt Detectives</i></p> <p><i>Do Your Part</i></p> <p><i>Earth: Day, Night, and Seasons</i></p> <p><i>Earth: Atmosphere</i></p> <p><i>Earth: Our Solar System</i></p> <p><i>The Moon</i></p> <p><i>Exploring Space</i></p>	<p>Books and Passages, Continued</p> <p><i>Amazonia Alert!</i></p> <p><i>A Desert Filled with Colonies</i></p> <p><i>A Vaquero's Life</i></p> <p><i>The Bats of Austin</i></p> <p><i>The Mystery of the Phoenix Lights</i></p> <p><i>A Boone for the Planet</i></p> <p><i>A Renewable Future</i></p> <p><i>Asteroid Hunters</i></p> <p><i>Escaping Gravity's Grasp</i></p> <p><i>How Can Brown Make a Car Go Green?</i></p> <p><i>It's a Bird...It's a Plane...It's Jetman!</i></p> <p><i>Low Down Living</i></p> <p><i>Man on a Wire</i></p> <p><i>Blowing Bubbles from the Rain Forest</i></p> <p><i>Colossal Critter Construction</i></p> <p><i>Come Visit Jefferson</i></p> <p><i>Dangerous Snakes</i></p> <p><i>Desert's Gift</i></p> <p><i>Monkey Trouble</i></p> <p><i>Survivors</i></p> <p><i>Teen Navigators</i></p> <p><i>Natural Resources</i></p> <p><i>Water Recycled</i></p>

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Standard	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Foundational Skills			
Print Concepts			
RF.3.1	Mastered in Grades 1 and 2.		
RF.3.2	Mastered in Grade 1 and 2.		
Phonics and Word Recognition			
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Cycle 11: Multisyllabic Game	Lesson 14 Phonics: Syllables
a	Identify and know the meaning of the most common prefixes and derivational suffixes.	Cycle 11: Multisyllabic Game Cycle 11: Prefixes Cycle 11: Suffixes Cycle 12: Vocabulary	Cycle 11 Lesson 1: Prefixes: pre, re, un, mis, dis Cycle 11 Lesson 2: Suffixes: ful, ly, less, er, or
b	Decode words with common Latin suffixes.	Cycle 11: Suffixes Cycle 11: <i>From Fearful to Fearless</i>	ISIP AR 7B Vocabulary Tier 2: Prefixes ISIP AR 6C Vocabulary Tier 1: Latin Prefixes ISIP AR 3C Vocabulary Tier 1: Latin Prefixes ISIP AR 1C Vocabulary Tier 1: Latin Prefixes
c	Decode multi-syllable words.	Cycle 11: Multisyllabic Game Cycle 11: Prefixes Cycle 11: Suffixes Cycle 12: Vocabulary	Cycle 11 Lesson 11: Multisyllabic Words

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Standard	Expectation	Istation App	Istation Teacher Resources
d	Read grade-appropriate irregularly-spelled words.	Cycle 11: Detective Dan	Word Masters: Spelling Game
Fluency			
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	Cycle 12: Main Idea Cycle 12: Drawing Conclusions	Cycle 11 Lesson 14: Fluency Cycle 12: Inferencing and Drawing Conclusions Cycle 12: Main Idea ISIP AR G4 Fluency 1: <i>Behind the Scenes</i> ISIP AR G4 Fluency 2: <i>MP3 Play</i> ISIP AR G4 Fluency 3: <i>Golden Touch</i> ISIP AR G5 Fluency 2: <i>Water Soup</i> ISIP AR G4 Fluency 5: <i>Hare-y Situation</i> ISIP AR G5 Fluency 6: <i>One Hamburger with a Side of Pollution</i> ISIP AR G5 Fluency 9: <i>A Perfect Shot</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
a	Read grade-level text with purpose and understanding.	<p>Cycle 12: Main Idea</p> <p>Cycle 12: Drawing Conclusions</p>	<p>Cycle 11 Lesson 14: Fluency</p> <p>Cycle 11: Hurricanes</p> <p>Cycle 11: The Dirt Detectives</p> <p>Cycle 12: Inferencing and Drawing Conclusions</p> <p>Cycle 12: Main Idea</p> <p>Cycle 13: The Lost Treasure of the Ruby Dagger</p> <p>Cycle 13: Into the Darkness</p>
b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		<p>ISIP AR G4 Fluency 4: Afternoon Snack</p> <p>ISIP AR G4 Fluency 8: A Word from the Unwelcome</p> <p>ISIP AR G5 Fluency 8: The Wonder of It All</p> <p>Cycle 10 Lesson 20: Fluency</p> <p>Cycle 11 Lesson 14: Fluency</p> <p>Cycle 12 Rhyming and Poetry: Bored</p> <p>Cycle 13 Fluency Passage: Into the Darkness</p>

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Standard	Expectation	Istation App	Istation Teacher Resources
c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Cycle 12: Context	ISIP Vocabulary: Lesson 3 Cycle 12 Lesson 10: Context Cycle 12: <i>Brookside's Best Science Fair Ever!</i> Cycle 12: <i>Fossil Hunters: The Black Hills Dig</i> 1A Vocabulary Tier 3: <i>The Lost Treasure of the Ruby Dagger</i> 2A Vocabulary Tier 3: <i>Monkey Brothers and the Hero Twins</i> 4A Vocabulary Tier 3: <i>The Science of Carbon Dating</i>
Writing Standards			
Text Types and Purposes			
CCSS. W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.		
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		Writing Extension Lesson 26: <i>The Moon</i> Writing Extension Lesson 38: <i>The Desert's Gift</i>
a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		Writing Extension Lesson 26: <i>The Moon</i> Writing Extension Lesson 38: <i>The Desert's Gift</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
b	Provide reasons that support the opinion.		<p>Writing Extension Lesson 26: <i>The Moon</i></p> <p>Writing Extension Lesson 38: <i>The Desert's Gift</i></p>
c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.		<p>Writing Extension Lesson 26: <i>The Moon</i></p> <p>Writing Extension Lesson 38: <i>The Desert's Gift</i></p>
d	Provide a concluding statement or section.		<p>Writing Extension Lesson 26: <i>The Moon</i></p> <p>Writing Extension Lesson 38: <i>The Desert's Gift</i></p>
CCSS. W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Writing Rules: Expository Essay	<p>Writing Extension Lesson 30: <i>Earth: The Changing Surface</i></p> <p>Writing Extension Lesson 32: <i>Weather Watchers</i></p>
a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Writing Rules Essay Writing: Expository	<p>Writing Extension Lesson 30: <i>Earth: The Changing Surface</i></p> <p>Writing Extension Lesson 32: <i>Weather Watchers</i></p>

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Standard	Expectation	Istation App	Istation Teacher Resources
b	Develop the topic with facts, definitions, and details.	Writing Rules Essay Writing: Expository	Writing Extension Lesson 30: <i>Earth: The Changing Surface</i> Writing Extension Lesson 32: <i>Weather Watchers</i>
c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Writing Rules Essay Writing: Expository	Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i> Writing Extension Lesson 35: <i>The Rainforest Howlers, Chapter 2</i>
d	Provide a concluding statement or section.	Writing Rules Essay Writing: Expository	Writing Extension Lesson 39: <i>Bees at Risk</i>
CCSS. W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.		
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Writing Rules: Personal Narrative	Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i> Writing Extension Lesson 39: <i>Bees at Risk</i> Writing Extension Lesson 43: <i>Forest Fires</i>
a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Writing Rules Essay Writing: Personal Narrative	Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i> Writing Extension Lesson 39: <i>Bees at Risk</i> Writing Extension Lesson 43: <i>Forest Fires</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Writing Rules Essay Writing: Personal Narrative	Writing Extension Lesson 29: <i>The Black Hills Dig</i> Writing Extension Lesson 32: <i>Weather Watchers</i>
c	Use temporal words and phrases to signal event order.	Writing Rules Essay Writing: Personal Narrative	Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i> Writing Extension Lesson 39: <i>Bees at Risk</i> Writing Extension Lesson 43: <i>Forest Fires</i>
d	Provide a sense of closure.	Writing Rules Essay Writing: Personal Narrative	Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i> Writing Extension Lesson 39: <i>Bees at Risk</i> Writing Extension Lesson 43: <i>Forest Fires</i>
Production and Distribution of Writing			
CCSS. W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1– 3 above.)	Writing Rules Paragraph Building: Ideas Writing Rules! Paragraph Building: Organization	Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i> Writing Extension Lesson 39: <i>Bees at Risk</i> Writing Extension Lesson 43: <i>Forest Fires</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
CCSS. W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1– 3 up to and including grade 3 on pages 28 and 29.)	Writing Rules Essay Writing: Introduction to Essay Writing	Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i> Writing Extension Lesson 39: <i>Bees at Risk</i> Writing Extension Lesson 43: <i>Forest Fires</i>
CCSS. W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Writing Rules Essay Writing: Introduction to Essay Writing	Writing Extension Lesson 39: <i>Bees at Risk</i>
Research to Build and Present Knowledge			
CCSS. W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
W.3.7	Conduct short research projects that build knowledge about a topic.		Writing Extension Lesson 20: George Washington Carver Writing Extension Lesson 40: <i>Power for the Planet 1</i> Writing Extension Lesson 41: <i>Power for the Planet 2</i> Writing Extension Lesson 42: <i>Power for the Planet 3</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
CCSS. W. 8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		<p>Writing Extension Lesson 20: George Washington Carver</p> <p>Writing Extension Lesson 40: <i>Power for the Planet 1</i></p> <p>Writing Extension Lesson 41: <i>Power for the Planet 2</i></p> <p>Writing Extension Lesson 42: <i>Power for the Planet 3</i></p>
Range of Writing			
CCSS. W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<p>Writing Extension Lesson 20: George Washington Carver</p> <p>Writing Extension Lesson 40: <i>Power for the Planet 1</i></p> <p>Writing Extension Lesson 41: <i>Power for the Planet 2</i></p> <p>Writing Extension Lesson 42: <i>Power for the Planet 3</i></p>

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Standard	Expectation	Istation App	Istation Teacher Resources
Speaking and Listening Standards			
Comprehension and Collaboration			
CCSS.SL. 1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Cycle 12 Book: <i>Fields of Change</i> Cycle 12 Book: <i>Earth: The Changing Surface</i> Cycle 12 Book: <i>Earth: Atmosphere</i>	Writing Extension Lesson 24: <i>Fields of Change: Spring/Summer</i> Writing Extension Lesson 25: <i>Fields of Change: Autumn Winter</i>
a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Cycle 12 Letter: A Trip to the Grand Canyon	Writing Extension Lesson 26: <i>The Moon</i> ISIP AR 1B Reading Comprehension: <i>Exploring Space</i>
b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		Writing Extension Lesson 19: <i>The Three Little Bugs</i> Writing Extension Lesson 20: <i>George Washington Carver</i>
c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		Writing Extension Lesson 19: <i>The Three Little Bugs</i> Writing Extension Lesson 20: <i>George Washington Carver</i>
d	Explain their own ideas and understanding in light of the discussion.		Cycle 12: Predicting Outcomes

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Standard	Expectation	Istation App	Istation Teacher Resources
CCSS.SL. 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Cycle 12: Main idea Cycle 12 Book: <i>Earth: Atmosphere</i> Cycle 12 Passage: <i>Exploring Space</i>	Cycle 12: Main Idea Comprehension Lesson 66: Main Idea - Nonfiction ISIP AR 9A Reading Comprehension: <i>When a Bark is More Than a Bark</i>
CCSS.SL. 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		Cycle 12: Main Idea Cycle 12: Predicting Outcomes
Presentation of Knowledge and Ideas			
CCSS.SL. 4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		Writing Extension Lesson 20: George Washington Carver
CCSS.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		Writing Extension Lesson 20: <i>George Washington Carver</i>

Istation Reading Curriculum Correlated to Idaho Standards for ELAR

Third Grade



Standard	Expectation	Istation App	Istation Teacher Resources
Language Standards			
Conventions of Standard English			
CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		<p>Writing Extension Lesson 23: <i>Earth: Day, Night, and Seasons</i></p> <p>Writing Extension Lesson 24: <i>Fields of Change: Spring/Summer</i></p> <p>Writing Extension Lesson 25: <i>Fields of Change: Autumn/Winter</i></p>
b	Form and use regular and irregular plural nouns.	<p>Cycle 9: Multisyllabic</p> <p>Cycle 11: Inflected Endings - Nouns and Verbs</p>	Cycle 10: Change y to i
d	Form and use regular and irregular verbs.	<p>Cycle 9: Multisyllabic</p> <p>Cycle 11 Inflected Endings: Nouns and Verbs</p>	Cycle 10: Change y to i
f	Ensure subject-verb and pronoun-antecedent agreement.		Writing Extension Lesson 19: <i>The Three Little Bugs</i>
h	Use coordinating and subordinating conjunctions.	Cycle 14: Coordinating Conjunctions	<p>Cycle 14 Conjunctions</p> <p>Writing Extension Lesson 22: <i>Mission Incredible</i></p>
i	Produce simple, compound, and complex sentences.	Cycle 14: Coordinating Conjunctions	<p>Cycle 14: Conjunctions</p> <p>Writing Extension Lesson 39: <i>Bees at Risk</i></p>

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Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Writing Rules Paragraph Building: Conventions	Writing Extension Lesson 22: <i>Mission Incredible</i>
a	Capitalize appropriate words in titles.		Writing Extension Lesson 22: <i>Mission Incredible</i>
c	Use commas and quotation marks in dialogue.		Writing Extension Lesson 32: <i>Weather Watchers</i>
d	Form and use possessives.		Writing Extension Lesson 14: <i>King Zung and the Lark</i>
e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Writing Rules Paragraph Building: Conventions	Writing Extension Lesson 33: <i>Brookside's Best Science Fair Ever!</i>
f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Writing Rules Paragraph Building: Conventions	Writing Extension Lesson 31: <i>Earth: Atmosphere</i> Writing Extension Lesson 36: <i>Amazonia Alert!</i>
g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		Vocabulary Lesson 33: Word Meaning Using a Dictionary Vocabulary Lesson 34: Word Meaning Using a Dictionary/Thesaurus

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Standard	Expectation	Istation App	Istation Teacher Resources
Knowledge of Language			
CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
L.3.3	Use knowledge of language and its conventions as appropriate for Grade 3 when writing, speaking, reading, or listening.	Writing Rules Paragraph Building: Conventions	Writing Extension Lesson 28: Earth: <i>Rocks and Soil</i>
a	Choose words and phrases for effect.	Writing Rules Paragraph Building: Word Choice	Writing Extension Lesson 28: Earth: <i>Rocks and Soil</i>
CCRA.L.4	Demonstrate or clarify the meaning of unknown and multiple-meanings words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
L3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Cycle 12: Vocabulary	Cycle 12 Lesson 10 Vocabulary: Context
a	Use sentence-level context as a clue to the meaning of a word or phrase.	Cycle 12: Context	Cycle 12 Lesson 10 Vocabulary: Context
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).	Cycle 11 Passage: <i>From Fear to Fearless</i>	Cycle 10 Lesson 23: Spelling: Changing the y to i Cycle 11 Lesson 2: Suffixes: ful, ly, less, er, or
c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Cycle 12: Vocabulary	Writing Extension Lesson 26: <i>The Moon</i>
d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Cycle 10 Book: <i>Humphrey the Humpback Whale</i>	Writing Extension Lesson 27: <i>A View From Above</i> Vocabulary Lesson 34: Word Meaning Using a Dictionary/Thesaurus

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Standard	Expectation	Istation App	Istation Teacher Resources
Vocabulary Acquisition and Use			
CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Cycle 11: Homophones	Cycle 11 Lesson 12: Homophones Vocabulary Lesson 26: Homophones ISIP AR 5B Spelling Tier 2: Homophones Writing Extension Lesson 27: <i>A View From Above</i>
a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Cycle 12: Inferences	Lesson 39 Vocabulary: Idioms Comprehension Lesson 24: Making Inferences
b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	Cycle 11 Passage: <i>From Fear to Fearless</i>	Cycle 11 Lesson 2: Suffixes: ful, ly, less, er, or
c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)	Cycle 11 Passage: <i>From Fear to Fearless</i>	Vocabulary Lesson 10: Shades of Meaning

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Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Cycle 12: Inferences	Comprehension Lesson 24: Making Inferences

↻ End of Grade 3 ↻

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Standard	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Literature			
Key Ideas and Details			
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>Cycle 12: Inference</p> <p>Cycle 12 Book: <i>Mission Incredible</i></p>	<p>Comprehension Lesson 47 Informational Texts: <i>Amazonia Alert!</i></p> <p>ISIP AR 6B Reading Comprehension: <i>The Big Day</i></p> <p>ISIP AR 8C Reading Comprehension: <i>Hear Ye, Hear Ye</i></p> <p>ISIP AR 10B Reading Comprehension: <i>Exercise for the Body and the Brain</i></p> <p>Comprehension Lesson 63 Literature Analyzing Elements of Fiction: <i>The Desert's Gift</i></p>
CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p>Cycle 12: Summarization</p> <p>Cycle 13 Book: <i>The Desert's Gift</i></p> <p>Cycle 13 Book: <i>Race Across the Arctic</i></p>	<p>Comprehension Lesson 59 Analyzing Theme in Myths: <i>The Desert's Gift</i></p> <p>Comprehension Lesson 61 Literature Analyzing Elements of Fiction: <i>The Rainforest Howlers, Chapter 1 and 2</i></p>

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Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
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).	Cycle 13 Book: <i>The Desert's Gift</i> Cycle 13 Book: <i>Race Across the Arctic</i>	Comprehension Lesson 59 Analyzing Theme in Myths: <i>The Desert's Gift</i>
Craft and Structure			
CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Cycle 12: Context Clues Cycle 13 Book: <i>The Desert's Gift</i>	Cycle 15: Context Clues ISIP AR 5C Vocabulary Tier 1: <i>Salamanders</i> ISIP AR 8B Tier 2: <i>The Perfect Outfit</i> SIP AR 10C Vocabulary Tier 1: <i>Bullying</i>
CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.		
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Cycle 12: Compare and Contrast Writing Rules: Personal Narrative	Comprehension Lesson 55 Literature Poetry Analysis: <i>A View From Above</i> Comprehension Lesson 62 Literature Analyzing Elements of Fiction: <i>Phaeton and the Chariot of Fire</i> Writing Rules Personal Narrative: Characteristics Lesson 1.1, First Person Point of View

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Standard	Expectation	Istation App	Istation Teacher Resources
Integration of Knowledge and Ideas			
CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Cycle 12: Representing Text Cycle 13 Book: <i>Race Across the Arctic</i> Cycle 13 Book: <i>Power for the Planet</i>	Cycle 12 Lesson 8: Representing Text
CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.		Cycle 12 Lesson 11: Compare and Contrast

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Standard	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
CCRA.R. 10 Read and comprehend complex literary and informational texts independently and proficiently.			
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4 – 5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>Books and Passages: <i>The Lost Island</i> <i>Pat's Cat</i> <i>The Case of the Haunted Barn</i> <i>Treasure Hunt at Pirate's Bay</i> <i>The Three Little Bugs</i> <i>Fields of Change</i> <i>Mission Incredible</i> <i>Weather Watchers</i> <i>Desert's Gift</i> <i>Ghost Dancers</i> <i>Into the Darkness</i> <i>Monkey Brothers and the Hero Twins</i> <i>Race Across the Arctic</i> <i>What Time Is It?</i> <i>Escaping Gravity's Grasp</i> <i>Myths of the Great Bear</i> <i>Spirit of the Wild</i> <i>A Renewable Future</i> <i>First Round-Up</i> <i>Swimming with Whale Sharks</i> <i>Night Spirits of the Rain Forest</i></p>	<p>Books and Passages are located in the Istation Application and on Istation's Teacher Resources.</p>

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Standard	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Informational Text			
Key Ideas and Details			
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		Cycle 14: Supporting Responses
CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Cycle 13: Main Idea Cycle 13 Book: <i>Survivors</i> Cycle 13 Book: <i>Bees at Risk</i> Cycle 14 Book: <i>Race for the Moon</i> Cycle 14 Book: <i>Visit Yellowstone</i>	Comprehension Lesson 47 Informational Texts: <i>Amazonia Alert!</i> ISIP AR 3C Reading Comprehension: Big Chug, Be Gone ISIP AR 7B Reading Comprehension: Unplug Yourself ISIP AR 9C Reading Comprehension: Band Aid

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Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<p>Cycle 13 Book: <i>Bees at Risk</i></p> <p>Cycle 13 Book: <i>Amazonia Alert!</i></p> <p>Cycle 13: <i>Biomes</i></p> <p>Cycle 14 Book: <i>Race for the Moon</i></p>	<p>Comprehension Lesson 47 Informational Texts: <i>Amazonia Alert!</i></p> <p>Comprehension Lesson 50 Informational Texts/Understanding Procedural Text: <i>How to be an Underwater Explorer</i></p> <p>Comprehension Lesson 51 Informational Texts/Analyzing Persuasive Media: <i>Sharks in Danger</i></p>
Craft and Structure			
CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<p>Cycle 13 Book: <i>Forest Fires: Lessons from the Front Lines</i></p> <p>Cycle 13 Book: <i>Deepwater Horizon</i></p> <p>Cycle 13 Book: <i>Exploring the Deep</i></p> <p>Cycle 14 Book: <i>Race for the Moon</i></p> <p>Cycle 14 Book: <i>Visit Yellowstone</i></p>	<p>Cycle 15: Context Clues</p> <p>ISIP AR 4C Tier 1 Vocabulary: <i>A New Human Species</i></p> <p>ISIP AR 5A Vocabulary Tier 3: <i>A Matter of Interest</i></p> <p>ISIP AR 7C Tier 1: <i>Handmade Books</i></p>

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Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
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.	Cycle 13: Text Structure Cycle 13 Book: <i>Deepwater Horizon</i> Cycle 13 Book: <i>Forest Fires: Lessons from the Front Lines</i>	Cycle 12 Lesson 9: Text Structure Cycle 15: General Comprehension 2
CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.		
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Cycle 14 Book: <i>Visit Yellowstone</i>	
Integration of Knowledge and Ideas			
CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Cycle 13: Water Plant Cycle Cycle 13: Representing Text	Cycles 12 Lesson 8A: Representing Text

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Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.R. 8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	Cycle 13: Author's Purpose Cycle 14: <i>Race for the Moon</i>	Lesson 13: Author's Purpose Comprehension Lesson 48 Informational Texts: <i>The World's Healers</i> Comprehension Lesson 49 Informational Texts: <i>Phoenix Lights</i>
CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		Cycle 12 Lesson 8: Representing Text Writing Extension Lesson 42: <i>Power for the Planet 3</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.		
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4 – 5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Books and Passages: <i>Pets: Snakes</i> <i>Pets: Fish</i> <i>People Send Mail</i> <i>Whales</i> <i>Hurricanes</i> <i>The Dirt Detectives</i> <i>Earth: Atmosphere</i> <i>Earth: Rocks and Soil</i> <i>Earth: The Changing Surface</i> <i>The Moon</i> <i>Exploring Space</i> <i>Amazonia Alert!</i> <i>A Desert Filled with Colonies</i> <i>A Vaquero's Life</i> <i>Bees at Risk</i> <i>Colossal Critter Construction</i> <i>Come Visit Jefferson</i> <i>Dangerous Snakes</i> <i>Deepwater Horizon</i>	Books and Passages, Continued <i>Exploring the Deep</i> <i>Forest Fires: Lessons from the Front Lines</i> <i>Power for the Planet</i> <i>Survivors</i> <i>Teen Navigators</i> <i>The Bats of Austin</i> <i>A Boone for the Planet</i> <i>A Renewable Future</i> <i>Asteroid Hunters</i> <i>How Can Brown Make a Car Go Green?</i> <i>It's a Bird...It's a Plane...It's Jetman!</i> <i>Journey Through the Triangle</i> <i>Low Down Living</i> <i>Man on a Wire</i> <i>Myths of the Great Bear</i> <i>Race for the Moon</i> <i>Too-Cool Transportation: Aisha's Travel Blog</i> <i>Visit Yellowstone</i>
Reading Standards for Foundational Skills			
Print Concepts			
RF.4.1	Mastered in grade 1.		
Phonics and Word Recognition			
RF.4.2	Mastered in grade 1.		
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Cycle 13 Book: <i>Power for the Planet</i> Cycle 14: Vocab Lab	Cycle 11 Lesson 11: Multisyllabic Words Cycle 12 Lesson 3: Vocabulary: Structural Analysis Cycles 12 - 14 Lesson 8A: Representing Text: Vocabulary Support

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Standard	Expectation	Istation App	Istation Teacher Resources
a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Cycle 13 Book: <i>Power for the Planet</i> Cycle 14: Vocab Lab	Cycle 11 Lesson 11: Multisyllabic Words Cycle 12 Lesson 3: Vocabulary: Structural Analysis Cycles 12-14 Lesson 8A: Representing Text: Vocabulary Support
Fluency			
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	Cycle 13: Compare and Contrast Cycle 13: <i>Race Across the Arctic</i> Cycle 13: <i>The Desert's Gift</i> Cycle 14: Supporting Response	Lesson 13: Author's Purpose ISIP AR G4 Fluency 10: <i>Embrace the Strange</i>
a	Read grade-level text with purpose and understanding.	Cycle 14: <i>Too Cool Transportation: Aisha's Travel Blog</i>	Lesson 13: Author's Purpose Cycle 14: Compare and Contrast ISIP AR G5 Fluency 2: <i>Water Soup</i> ISIP AR G5 Fluency 5: <i>Home Sweet Home</i> ISIP AR G5 Fluency 7: <i>History Lessons</i> ISIP AR G5 Fluency 9: <i>A Perfect Shot</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		ISIP AR G5 Fluency 8: <i>The Wonder of It All</i>
c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Cycle 13 Cumulative Assessment: Comp 1 Cycle 13: Context 3	Cycles 12 Lesson 10 Vocabulary: Context
Writing Standards			
Text Types and Purposes			
CCSS. W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.		
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		Writing Extension Lesson 25: <i>Fields of Change: Autumn/Winter</i> Writing Extension Lesson 31: <i>Atmosphere</i> Writing Extension Lesson 46: <i>Coral Reefs</i> Part 3 of 3
a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.		Writing Extension Lesson 25: <i>Fields of Change: Autumn/Winter</i> Writing Extension Lesson 31: <i>Atmosphere</i> Writing Extension Lesson 46: <i>Coral Reefs:</i> Part 3 of 3

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Standard	Expectation	Istation App	Istation Teacher Resources
b	Provide reasons that are supported by facts and details.		<p>Writing Extension Lesson 25: <i>Fields of Change: Autumn/Winter</i></p> <p>Writing Extension Lesson 31: <i>Atmosphere</i></p> <p>Writing Extension Lesson 46: <i>Coral Reefs: Part 3 of 3</i></p>
c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).		<p>Writing Extension Lesson 42: <i>Power for the Planet 3</i></p> <p>Writing Extension Lesson 46: <i>Coral Reefs Part 3 of 3</i></p> <p>Writing Rules Personal Narrative: Drafting Lesson 3.2, Body Paragraphs</p>
d	Provide a concluding statement or section related to the opinion presented.		<p>Writing Rules: Personal Narrative: Drafting Lesson 3.2, Body Paragraphs</p> <p>Writing Extension Lesson 46: <i>Coral Reefs Part 3 of 3</i></p>

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Standard	Expectation	Istation App	Istation Teacher Resources
CCSS. W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Writing Rules: Expository Essay	<p>Writing Extension Lesson 47: <i>Ecosystem</i>: Part 1 of 3</p> <p>Writing Extension Lesson 48: <i>Ecosystem</i>: Part 2 of 3</p> <p>Writing Extension Lesson 49: <i>Ecosystem</i>: Part 3 of 3</p>
a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Writing Rules: Expository Essay	<p>Writing Extension Lesson 47: <i>Ecosystem</i>: Part 1 of 3</p> <p>Writing Extension Lesson 48: <i>Ecosystem</i>: Part 2 of 3</p> <p>Writing Extension Lesson 49: <i>Ecosystem</i>: Part 3 of 3</p>
b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Writing Rules: Expository Essay	<p>Writing Extension Lesson 45: <i>Coral Reefs</i>: Part 2 of 3</p>
c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	Writing Rules: Expository Essay	<p>Writing Extension Lesson 46: <i>Coral Reefs</i>: Part 3 of 3</p>

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Standard	Expectation	Istation App	Istation Teacher Resources
d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writing Rules: Expository Essay	<p>Writing Extension Lesson 45: Coral Reefs: Part 1 of 3</p> <p>Writing Extension Lesson 45: Coral Reefs: Part 2 of 3</p> <p>Writing Extension Lesson 46: Coral Reefs: Part 3 of 3</p>
e	Provide a concluding statement or section related to the information or explanation presented.	Writing Rules: Expository Essay	Writing Extension Lesson 36: <i>Amazonia Alert!</i>
CCSS. W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.		
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Writing Rules Essay Writing: Personal Narrative	Writing Rules Personal Narrative: Drafting Lesson 3.2, Body Paragraphs
a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Writing Rules Essay Writing: Personal Narrative	<p>Writing Rules Personal Narrative: Drafting Lesson 3.2, Body Paragraphs</p> <p>Writing Extension Lesson 34: <i>The Rainforest Howlers</i>, Chapter 1</p>
b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Writing Rules Essay Writing: Personal Narrative	Writing Rules Paragraph Building: Six Traits Unit 3, Voice Trait
c	Use a variety of transitional words and phrases to manage the sequence of events.	Writing Rules Essay Writing: Personal Narrative	Writing Rules Paragraph Building: Six Traits, Unit 5, Sentence Fluency Trait

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Standard	Expectation	Istation App	Istation Teacher Resources
d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	Writing Rules Essay Writing: Personal Narrative	Writing Rules Paragraph Building: Six Traits, Unit 4, Word Choice Trait
e	Provide a conclusion that follows from the narrated experiences or events.	Writing Rules Essay Writing: Personal Narrative	Writing Rules Paragraph Building: Six Traits, Unit 2, Organization Trait
Production and Distribution of Writing			
CCSS. W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 – 3 above.)	Writing Rules Paragraph Building: Ideas Writing Rules Paragraph Building: Organization	Writing Rules Paragraph Building: Six Traits, Unit 1, Ideas Trait Writing Rules Paragraph Building: Six Traits, Unit 2, Organization Trait Writing Rules Paragraph Building: Six Traits, Unit 3, Voice Trait
CCSS. W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1 – 3 up to and including grade 4 on pages 28 and 29.)	Writing Rules: Introduction to Essay Writing	Writing Rules Paragraph Building: Six Traits, Unit 1, Ideas Trait Writing Rules Paragraph Building: Six Traits, Unit 2, Organization Trait Writing Rules Paragraph Building: Six Traits, Unit 3, Voice Trait Writing Rules Paragraph Building: Six Traits, Unit 6, Conventions Trait

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Standard	Expectation	Istation App	Istation Teacher Resources
CCSS. W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Writing Rules: Introduction to Essay Writing	Writing Extension Lesson 41: <i>Power for the Planet 2</i> Writing Extension Lesson 42: <i>Power for the Planet 3</i>
Research to Build and Present Knowledge			
CCSS. W. 7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		Writing Extension Lesson 47: <i>Ecosystem: Part 1 of 3</i> Writing Extension Lesson 48: <i>Ecosystem: Part 2 of 3</i> Writing Extension Lesson 49: <i>Ecosystem: Part 3 of 3</i>
CCSS. W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		Writing Extension Lesson 48: <i>Ecosystem: Part 2 of 3</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
CCSS. W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		Writing Extension Lesson 33: Brookside's Best Science Fair Ever!
a	Apply grade 4 Reading standards to literature (e.g., "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].").		Writing Extension Lesson 33: Brookside's Best Science Fair Ever!
b	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").		Writing Extension Lesson 36: Amazonia Alert! Writing Extension Lesson 42: Power for the Planet 3

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Standard	Expectation	Istation App	Istation Teacher Resources
Range of Writing			
CCSS. W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<p>Writing Rules Personal Narrative: Drafting, Unit 3</p> <p>Writing Rules Personal Narrative: Planning, Unit 2</p> <p>Writing Rules Personal Narrative: Drafting Lesson 3.2, Body Paragraphs</p> <p>Writing Extension Lesson 47: Ecosystem: Part 1 of 3</p> <p>Writing Extension Lesson 48: Ecosystem: Part 2 of 3</p> <p>Writing Extension Lesson 49: Ecosystem: Part 3 of 3</p>
Speaking and Listening Standards			
Comprehension and Collaboration			
CCSS.SL. 1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	Cycle 13: Amazonia Alert!	Cycle 12: Main Idea
a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Cycle 13: The Desert's Gift	Cycle 12: Main Idea

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Standard	Expectation	Istation App	Istation Teacher Resources
b	Follow agreed-upon rules for discussions and carry out assigned roles.		Cycle 12: Inferencing and Drawing Conclusions ISIP AR 4C Reading Comprehension: <i>Labor of Love</i>
c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.		ISIP AR 1C Reading Comprehension: <i>Fire and Ice</i> ISIP AR 10C Reading Comprehension: <i>A Great Dad</i>
d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		ISIP AR 1C Reading Comprehension: <i>Fire and Ice</i> ISIP AR 10C Reading Comprehension: <i>A Great Dad</i>
CCSS.SL. 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	Cycle 13: Drawing Conclusions	Writing Extension Lesson 31: <i>Earth: Atmosphere</i> ISIP AR 8C Reading Comprehension: <i>Hear Ye, Hear Ye</i>
Presentation of Knowledge and Ideas			
CCSS.SL. 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
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.		Writing Extension Lesson 31: <i>Earth: Atmosphere</i> Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
CCSS.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation.	Writing Rules: Essay Writing Introduction	
Language Standards			
Conventions of Standard English			
CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Writing Rules Paragraph Building: Conventions Trait	Writing Rules Paragraph Building - Six Traits: Conventions Trait
d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	Cycle 14: Sentence Building	ISIP AR G5 Fluency 1: History Lesson Writing Rules Paragraph Building: Six Traits, Unit 5: Sentence Fluency Trait
e	Form and use prepositional phrases.		Writing Extension Lesson 21: <i>Our Solar System</i> ISIP AR G5 Fluency 9: <i>A Perfect Shot</i>
f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Cycle 13 Book: <i>Amazonia Alert!: Sentence Building</i> Cycle 13 Book: <i>Exploring the Deep: Sentence Building</i> Cycle 14 SR: Coordinating Conjunctions (Intro)	Writing Extension Lesson 36: <i>Amazonia Alert!</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
g	Correctly use frequently confused words (e.g., to, too, two; there, their).		<p>Writing Extension Lesson 27: A View From Above</p> <p>Writing Extension Lesson 33: Brookside's Best Science Fair Ever!</p>
CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>Cycle 13 Book: Amazonia Alert!: Sentence Building</p> <p>Cycle 13 Book: Exploring the Deep: Sentence Building</p>	Writing Extension Lesson 36: Amazonia Alert!
a	Use correct capitalization.	Writing Rules Paragraph Building: Sentence Fluency	Writing Extension Lesson 36: Amazonia Alert!
b	Use commas and quotation marks to mark direct speech and quotations from a text.	Writing Rules Paragraph Building: Conventions	<p>Writing Extension Lesson 31: Earth: Atmosphere</p> <p>Writing Extension Lesson 32: Weather Watchers</p>
c	Use a comma before a coordinating conjunction in a compound sentence.	Cycle 14 SR: Coordinating Conjunctions	Writing Extension Lesson 39: Bees at Risk
d	Spell <i>grade-appropriate</i> words correctly, consulting references as needed.		<p>Writing Extension Lesson 27: A View From Above</p> <p>Writing Extension Lesson 33: Brookside's Best Science Fair Ever!</p> <p>Writing Extension Lesson 37: Survivors</p>

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Standard	Expectation	Istation App	Istation Teacher Resources
Knowledge of Language			
CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Cycle 13: <i>Bees at Risk</i> Writing Rules Paragraph Building: Word Choice Writing Rules Paragraph Building: Sentence Fluency	Writing Extension Lesson 36: <i>Amazonia Alert!</i> Writing Extension Lesson 41: <i>Power for the Planet 2</i>
a	Choose words and phrases to convey ideas precisely.	Writing Rules Paragraph Building: Word Choice Writing Rules Paragraph Building: Conventions	Writing Extension Lesson 36: <i>Amazonia Alert!</i> Writing Extension Lesson 41: <i>Power for the Planet 2</i> Writing Extension Lesson 42: <i>Power for the Planet 3</i>
b	Choose punctuation for effect.	Writing Rules Paragraph Building: Conventions	Writing Extension Lesson 37: <i>Survivors</i> Writing Extension Lesson 47: <i>Ecosystem, Part 1</i> Writing Extension Lesson 48: <i>Ecosystem, Part 2</i> Writing Extension Lesson 49: <i>Ecosystem, Part 3</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Writing Rules Essay Writing: Introduction to Essay Writing	Comprehension Lesson 51 Informational Texts/Analyzing Persuasive Media: <i>Sharks in Danger</i>
Vocabulary Acquisition and Use			
CCRA.L.4	Demonstrate or clarify the meaning of unknown and multiple-meanings words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Cycle 13 Book: <i>Exploring the Deep</i> Cycle 13 Book: <i>Desert's Gift</i> Cycle 13 Book: <i>Power for the Planet</i>	Cycle 15: Context Clues
a	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of a word or phrase.	Cycle 13: Context	Cycle 15: Context Clues
b	Use common, <i>grade-appropriate</i> Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	Cycle 13 Book: <i>Exploring the Deep</i>	5A Vocabulary Tier 3 Latin Root (tract): <i>A Matter of Interest</i> 6B Vocabulary Tier 2 Greek Root (graph): <i>Picture This</i> 7B Vocabulary Tier 2 Prefixes (fore- and semi-): <i>Holiday Light</i>
c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Cycle 13: Exploring the Deep	Writing Extension Lesson 36: <i>Amazonia Alert!</i> Writing Extension Lesson 37: <i>Survivors</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Cycle 15: Similes Cycle 15: Metaphors	Cycle 15: Similes Cycle 15: Metaphors
a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	Cycle 15: Similes Cycle 15: Metaphors	Cycle 15: Similes Cycle 15: Metaphors
b	Recognize and explain the meaning of common idioms, adages, and proverbs.		Lesson 38: Vocabulary Lesson 39: Vocabulary
c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Cycle 13 Book: <i>Amazonia Alert!</i> Cycle 15: Antonyms Cycle 15: Synonyms	Cycle 15 Bridge Lesson: Synonyms Writing Extension Lesson 37: <i>Survivors</i> Teacher Resources Lessons: ISIP Vocabulary
CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Cycle 13 Book: <i>The Rainforest Howlers</i> Cycle 13 Book: <i>Race Across the Arctic</i> Cycle 13 Book: <i>Power for the Planet</i> Cycle 13 Book: <i>Amazonia Alert!</i> Cycle 13 Book: <i>Survivors</i>	Lesson 61 Literature Analyzing Elements of Fiction: <i>The Rainforest Howlers</i> Chapters 1 and 2

↻ End of Grade 4 ↻

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Standard	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Literature			
Key Ideas and Details			
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cycle 13 Book: <i>The Desert's Gift</i>	Cycle 14: <i>Supporting Responses</i> ISIP AR 8C Reading Comprehension: <i>Hear Ye, Hear Ye</i> Comprehension Lesson 63 Literature Analyzing Elements of Fiction: <i>The Desert's Gifts</i>
CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Cycle 13 Book: <i>Race Across the Arctic</i> Cycle 13 Book: <i>The Desert's Gift</i>	Comprehension Lesson 59 Analyzing Theme in Myths: <i>The Desert's Gift</i> Comprehension Lesson 61 Literature Analyzing Elements of Fiction: <i>The Rainforest Howlers, Chapters 1 and 2</i> 5B Reading Comprehension: <i>Lunchtime with Lisa</i>
CCRA.R. 3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).		
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Cycle 15: Compare and Contrast	Cycle 14: Compare and Contrast Comprehension Lesson 61 Literature Analyzing Elements of Fiction: <i>The Rainforest Howlers, Chapters 1 and 2</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Cycle 12: <i>Mission Incredible</i> Cycle 15: Metaphors Cycle 15: Similes	Cycle 15: Similes Cycle 15: Metaphors Lesson 55 Literature Poetry Analysis: <i>A View From Above</i>
CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Cycle 13 Book: <i>Race Across the Arctic</i>	Lesson 55 Literature Poetry Analysis: <i>A View From Above</i> Timeless Tales Unit 2 Fairy Tales, Legends, and Folklore Lesson 2.1B: Plot Elements
CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.		
RL.5.6	Describe how a narrator's or speaker's <i>point of view</i> and/or <i>perspective</i> influence how events are described.	Cycle 13 Book: <i>Power for the Planet</i> Cycle 15: Author's Purpose	Comprehension Lesson 51 Informational Texts/Analyzing Persuasive Media: <i>Sharks in Danger</i>
Integration of Knowledge and Ideas			
CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Cycle 13 Book: <i>The Desert's Gift</i>	ISIP AR 1A Reading Comprehension: <i>Time for Music</i> ISIP AR 9B Reading Comprehension: <i>Sounds Like School Spirit</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		<p>ISIP AR 5B Reading Comprehension: <i>Lunchtime with Lisa</i></p> <p>ISIP AR 8B Reading Comprehension: <i>Time to Fly</i></p>
Range of Reading and Level of Text Complexity			
CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.		
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4 – 5 text complexity band independently and proficiently.	<p>Books and Passages: <i>The Lost Island</i> <i>Pat's Cat</i> <i>The Case of the Haunted Barn</i> <i>Treasure Hunt at Pirate's Bay</i> <i>The Three Little Bugs</i> <i>Fields of Change</i> <i>Mission Incredible</i> <i>Weather Watchers</i> <i>Desert's Gift</i> <i>Ghost Dancers</i> <i>Into the Darkness</i></p>	<p>Books and Passages, Continued <i>Monkey Brothers and the Hero Twins</i> <i>Race Across the Arctic</i> <i>What Time Is It?</i> <i>Escaping Gravity's Grasp</i> <i>Myths of the Great Bear</i> <i>Spirit of the Wild</i> <i>A Renewable Future</i> <i>First Round-Up</i> <i>Swimming with Whale Sharks</i> <i>Night Spirits of the Rain Forest</i></p>

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Standard	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Informational Text			
Key Ideas and Details			
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cycle 13: Drawing Conclusions Cycle 15: Inference	Comprehension Lesson 47 Informational Texts: <i>Amazonia Alert!</i> Comprehension Lesson 56 Literature Analyzing a Biography: <i>George Washington Carver</i> Comprehension Lesson 61 Literature Analyzing Elements of Fiction: <i>The Rainforest Howlers, Chapters 1 and 2</i>
CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Cycle 12 Book: <i>Earth: The Changing Surface</i>	Cycle 12: Main Idea ISIP AR 1B Reading Comprehension: <i>Exploring Space</i>
CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Cycle 12 Book: <i>Weather Watchers</i>	Cycle 15: General Comprehension 2

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Standard	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Cycle 12 Book: <i>Weather Watchers</i> Cycle 13 Book: <i>Survivors</i>	ISIP AR 6A Tier 3 Homographs: <i>Land of the Free</i> ISIP AR 7C Vocabulary Tier 1 Latin Root: <i>Handmade Books</i> Cycle 15: Context Clues
CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Cycle 13 Book: <i>Race Across the Arctic</i> Cycle 13 Book: <i>Bees At Risk</i> Cycle 14 Book: <i>Visit Yellowstone</i> Cycle 15 Book: <i>Deepwater Horizon</i> Cycle 15: Text Structure	Cycle 15: General Comprehension 2
CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.		
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Cycle 13 Book: <i>Amazonia Alert!</i> Cycle 13 Book: <i>Bees At Risk</i>	Writing Extension Lesson 41: <i>Power for the Planet Part 2</i> Writing Extension Lesson 45: <i>Coral Reefs Part 2</i> Writing Extension Lesson 48: <i>Ecosystem Part 2</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
Integration of Knowledge and Ideas			
CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Cycle 12 Book: <i>Weather Watchers</i>	Writing Extension Lesson 45: Coral Reefs, Part 2 Reading Comprehension Lesson 47 Informational Texts: <i>Amazonia Alert!</i> Writing Extension Lesson 48: <i>Ecosystem</i> , Part 2
CCRA.R. 8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Cycle 13 Book: <i>Exploring the Deep</i> Cycle 14 Book: <i>Race for the Moon</i>	Comprehension Lesson 53 Informational Texts/ Persuasive: <i>Global Warming - Not just for Polar Bears Anymore</i>
CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Cycle 13 Deep: <i>Exploring the Deep</i>	Comprehension Lesson 49 Informational Texts: <i>Phoenix Lights</i> Comprehension Lesson 50 Informational Texts/Understanding Procedural Text: <i>How to Be an Underwater Explorer</i> Comprehension Lesson 51 Informational Texts/Analyzing Persuasive Media: <i>Sharks in Danger</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.		
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4 – 5 text complexity band independently and proficiently.	Books and Passages: <i>Pets: Snakes</i> <i>Pets: Fish</i> <i>People Send Mail</i> <i>Whales</i> <i>Hurricanes</i> <i>The Dirt Detectives</i> <i>Earth: Atmosphere</i> <i>Earth: Rocks and Soil</i> <i>Earth: The Changing Surface</i> <i>The Moon</i> <i>Exploring Space</i> <i>Amazonia Alert!</i> <i>A Desert Filled with Colonies</i> <i>A Vaquero's Life</i> <i>Bees at Risk</i> <i>Colossal Critter Construction</i> <i>Come Visit Jefferson</i> <i>Dangerous Snakes</i> <i>Deepwater Horizon</i>	Books and Passages, Continued <i>Exploring the Deep</i> <i>Forest Fires: Lessons from the Front Lines</i> <i>Power for the Planet</i> <i>Survivors</i> <i>Teen Navigators</i> <i>The Bats of Austin</i> <i>A Boon for the Planet</i> <i>A Renewable Future</i> <i>Asteroid Hunters</i> <i>How Can Brown Make a Car Go Green?</i> <i>It's a Bird...It's a Plane...It's Jetman!</i> <i>Journey Through the Triangle</i> <i>Low Down Living</i> <i>Man on a Wire</i> <i>Myths of the Great Bear</i> <i>Race for the Moon</i> <i>Too-Cool Transportation: Aisha's Travel Blog</i> <i>Visit Yellowstone</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Foundational Skills			
Print Concepts			
RF.5.1	Mastered in grade 1.		
Phonological Awareness			
RF.5.2	Mastered in grade 1.		
Phonics and Word Recognition			
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Cycle 14: Vocab Lab	Word Analysis: ISIP Advanced Reading Teacher-Directed Interventions Cycle 12 Lesson 3 Vocabulary: Structural Analysis
a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Cycle 11: Multisyllabic Game Cycle 14 Book: <i>Visit Yellowstone</i>	Word Analysis: ISIP Advanced Reading Teacher-Directed Interventions Cycle 12 Lesson 3 Vocabulary: Structural Analysis
Fluency			
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	Cycle 14 Book: <i>A Renewable Future</i>	G4 Fluency 2: <i>MP3 Play</i> G4 Fluency 10: <i>Embrace the Strange</i>
a	Read grade-level text with purpose and understanding.	Cycle 14 Book: <i>A Renewable Future</i>	Text Fluency: ISIP Advanced Reading Teacher-Directed Interventions
b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	Cycle 13 Passage: <i>Night Spirits of the Rain Forest</i> Cycle 13 Passage: <i>A Vaquero's Life</i>	Text Fluency: ISIP Advanced Reading Teacher-Directed Interventions

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Standard	Expectation	Istation App	Istation Teacher Resources
c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Cycle 13 Book: <i>Forest Fires: Lessons from the Front Lines</i>	Cycle 15: Context Clues
Writing Standards			
Text Types and Purposes			
CCSS. W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.		
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		<p>Writing Extension Lesson 31: <i>Earth: Atmosphere</i></p> <p>Writing Extension Lesson 33: <i>Brookside's Best Science Fair Ever!</i></p> <p>Writing Extension Lesson 35: <i>The Rain Forest Howlers</i>, Chapter 2</p> <p>Writing Extension Lesson 39: <i>Bees at Risk</i></p>
a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.		<p>Writing Extension Lesson 31: <i>Earth: Atmosphere</i></p> <p>Writing Extension Lesson 33: <i>Brookside's Best Science Fair Ever!</i></p> <p>Writing Extension Lesson 35: <i>The Rain Forest Howlers</i>, Chapter 2</p> <p>Writing Extension Lesson 39: <i>Bees at Risk</i></p>

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Standard	Expectation	Istation App	Istation Teacher Resources
b	Provide logically ordered reasons that are supported by facts and details.		<p>Writing Extension Lesson 33: <i>Brookside's Best Science Fair Ever!</i></p> <p>Writing Extension Lesson 35: <i>The Rain Forest Howlers</i>, Chapter 2</p> <p>Writing Extension Lesson 39: <i>Bees at Risk</i></p>
c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	Writing Rules Essay Writing: Personal Narrative	Writing Rules Paragraph Building Unit 2: Organization
d	Provide a concluding statement or section related to the opinion presented.		Writing Rules Personal Narrative: Drafting Lesson 3.2, Body Paragraphs
CCSS. W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Writing Rules Essay Writing: Expository Essay	<p>Writing Rules Expository Essay: Planning Lesson 2.1, Choose an Overall Topic</p> <p>Writing Rules Expository Essay: Planning Lesson 2.2, Form a Controlling Idea</p> <p>Writing Rules Expository Essay: Planning Lesson 2.3, Form an Introduction</p> <p>Writing Rules Expository Essay: Planning Lesson 2.4, Subtopics</p> <p>Writing Rules Expository Essay: Planning Lesson 2.5, Concluding Sentence</p>

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Standard	Expectation	Istation App	Istation Teacher Resources
a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Writing Rules Essay Writing: Expository Essay, Plan Writing Rules Paragraph Building: Ideas Trait	Writing Rules Expository Essay: Planning Lesson 2.2, Form a Controlling Idea Writing Rules Expository Essay: Planning Lesson 2.3, Form an Introduction Writing Rules Expository Essay: Planning Lesson 2.4, Subtopics
b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Writing Rules Essay Writing: Draft	Writing Rules Expository Essay: Planning Lesson 2.4, Subtopics
c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	Writing Rules Paragraph Building: Organization Trait	Writing Rules Expository Essay: Planning Lesson 2.4, Subtopics
d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writing Rules Paragraph Building: Word Choice Trait	Writing Rules Paragraph Building Unit 4: Word Choice Trait
e	Provide a concluding statement or section related to the information or explanation presented.	Writing Rules Paragraph Building: Organization Trait	Writing Rules Paragraph Building Unit 2: Organization

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Standard	Expectation	Istation App	Istation Teacher Resources
CCSS. W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.		
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Writing Rules Essay Writing: Personal Narrative	<p>Writing Rules Personal Narrative: Planning Lesson 2.1, Focus Your Overall Topic</p> <p>Writing Rules Personal Narrative: Planning Lesson 2.2, Form an Introduction</p> <p>Writing Rules Personal Narrative: Planning Lesson 2.3, Generate Subtopics</p> <p>Writing Rules Personal Narrative: Planning Lesson 2.4, Generate Supporting Details</p> <p>Writing Rules Personal Narrative: Planning Lesson 2.5, Form a Conclusion</p>
a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<p>Writing Rules Essay Writing: Personal Narrative, Plan</p> <p>Writing Rules Essay Writing: Personal Narrative, Draft</p>	<p>Writing Rules Personal Narrative: Planning Lesson 2.1, Focus Your Overall Topic</p> <p>Writing Rules Personal Narrative: Planning Lesson 2.2, Form an Introduction</p>
b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Writing Rules Essay Writing: Personal Narrative, Draft	<p>Writing Rules Personal Narrative: Drafting Lesson 3.2, Body Paragraphs</p> <p>Writing Rules Paragraph Building: Six Traits, Unit 4, Word Choice Trait</p>

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Standard	Expectation	Istation App	Istation Teacher Resources
c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Writing Rules Paragraph Building: Sentence Fluency Trait	Writing Rules Paragraph Building: Six Traits, Unit 5, Sentence Fluency Trait
d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	Writing Rules Paragraph Building: Word Choice Trait Writing Rules Paragraph Building: Voice Trait	Writing Rules Paragraph Building: Six Traits, Unit 3, Voice Trait Writing Rules Paragraph Building: Six Traits, Unit 4, Word Choice Trait
e	Provide a conclusion that follows from the narrated experiences or events.	Writing Rules Essay Writing: Personal Narrative Writing Rules: Paragraph Building	Writing Rules Personal Narrative: Drafting the Conclusion
Production and Distribution of Writing			
CCSS. W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 – 3 above.)	Writing Rules Essay Writing: Personal Narrative Writing Rules Essay Writing: Expository Writing Rules: Paragraph Building	Writing Rules: Expository Essay Writing Rules: Personal Narrative
CCSS. W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1 – 3 up to and including grade 5 on pages 28 and 29.)	Writing Rules: Personal Narrative Writing Rules: Expository Essay Writing Rules: Paragraph Building Writing Rules: Essay Writing Introduction to Writing Process	Writing Rules: Expository Essay Writing Rules: Personal Narrative

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Standard	Expectation	Istation App	Istation Teacher Resources
CCSS. W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Writing Rules: Personal Narrative Writing Rules: Expository	Writing Extension Lesson 41: <i>Power for the Planet</i> Part 2 Writing Extension Lesson 42: <i>Power for the Planet</i> Part 3 Writing Extension Lesson 45: <i>Coral Reefs</i> Part 2 Writing Extension Lesson 46: <i>Coral Reefs</i> Part 3 Writing Extension Lesson 48: <i>Ecosystem</i> Part 2 Writing Extension Lesson 49: <i>Ecosystem</i> Part 3
Research to Build and Present Knowledge			
CCSS. W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		Writing Extension Lessons 40 - 42: <i>Power for the Planet</i> Parts 1 - 3 Writing Extension Lesson 43: <i>Forest Fires</i> Writing Extension Lessons 44 - 46: <i>Coral Reefs</i> Parts 1 - 3 Writing Extension Lessons 47 - 49: <i>Ecosystem</i> Parts 1 - 3

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Standard	Expectation	Istation App	Istation Teacher Resources
CCSS. W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		<p>Writing Extension Lessons 40 - 42: <i>Power for the Planet</i> Parts 1 - 3</p> <p>Writing Extension Lesson 43: <i>Forest Fires</i></p> <p>Writing Extension Lessons 44 - 46: <i>Coral Reefs</i> Parts 1 - 3</p> <p>Writing Extension Lessons 47 - 49: <i>Ecosystem</i> Parts 1 - 3</p>
CCSS. W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		<p>Writing Extension Lesson 42: <i>Power for the Planet</i> Part 3</p> <p>Writing Extension Lesson 46: <i>Coral Reefs</i> Part 3</p> <p>Writing Extension Lesson 49: <i>Ecosystem</i> Part 3</p>
a	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).		<p>Writing Extension Lesson 22: <i>Mission Incredible</i></p> <p>Writing Extension Lesson 32: <i>Weather Watchers</i></p> <p>Writing Extension Lesson 38: <i>The Desert's Gift</i></p> <p>Cycle 14: Compare and Contrast</p>

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Standard	Expectation	Istation App	Istation Teacher Resources
b	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].").		<p>Writing Extension Lesson 28: Earth: Rocks and Soil</p> <p>Writing Extension Lesson 30: Earth: The Changing Surface</p> <p>Writing Extension Lesson 31: Atmosphere</p> <p>Writing Extension Lesson 36: Amazonia Alert!</p> <p>Writing Extension Lesson 37: Survivors</p> <p>Writing Extension Lesson 39: Bees at Risk</p> <p>Writing Extension Lesson 43: Forest Fires</p> <p>Cycle 14: Supporting Responses</p>

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Standard	Expectation	Istation App	Istation Teacher Resources
Range of Writing			
CCSS. W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Writing Rules: Personal Narrative	<p>Writing Extension Lesson 33: <i>Brookside's Best Science Fair Ever!</i></p> <p>Writing Extension Lesson 36: <i>Amazonia Alert!</i></p> <p>Writing Extension Lesson 37: <i>Survivors</i></p> <p>Writing Extension Lesson 38: <i>The Desert's Gift</i></p> <p>Writing Extension Lesson 39: <i>Bees at Risk</i></p> <p>Writing Extension Lessons 40 - 41: <i>Power for the Planet</i> Parts 1 - 3</p> <p>Writing Extension Lesson 43: <i>Forest Fires</i></p> <p>Writing Extension Lessons 44 - 46: <i>Coral Reefs</i> Parts 1 - 3</p> <p>Writing Extension Lessons 47 - 49: <i>Ecosystem</i> Parts 1 - 3</p>

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Standard	Expectation	Istation App	Istation Teacher Resources
Speaking and Listening Standards			
Comprehension and Collaboration			
CCSS.SL. 1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.		Cycle 12: Main Idea
a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		Cycle 12: Main Idea
b	Follow agreed-upon rules for discussions and carry out assigned roles.		Cycle 12: Inferencing and Drawing Conclusions
c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		Writing Extension Lesson 20: <i>George Washington Carver</i>
d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		Writing Extension Lesson 20: <i>George Washington Carver</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
CCSS.SL. 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		Cycle 12: Summarizing
CCSS.SL. 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		Comprehension Lesson 53 Informational Texts/ Persuasive: <i>Global Warming - Not just for Polar Bears Anymore</i>
Presentation of Knowledge and Ideas			
CCSS.SL. 4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		Writing Extension Lesson 20: <i>George Washington Carver</i> Writing Extension Lesson 22: <i>Mission Incredible</i>
CCSS.SL. 5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		Writing Extension Lesson 39: <i>Bees at Risk</i>

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Standard	Expectation	Istation App	Istation Teacher Resources
SL.5.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		Comprehension Lesson 53: Informational Texts/ Persuasive: <i>Global Warming - Not just for Polar Bears Anymore</i>
Language Standards			
Conventions of Standard English			
CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Writing Rules Paragraph Building: Conventions Trait	Cycle 14: Conjunctions Writing Rules Paragraph Building: Six Traits Unit 6, Conventions
c	Use verb tense to convey various times, sequences, states, and conditions.	Cycles 9 - 11: Inflected Endings	ISIP AR 6B Spelling Tier 2: -s and -es Verb Endings Cycle 9 Inflected Endings: Adding -s, -ing, -ed Cycle 10 Inflected Endings: Double the Consonant Cycle 11 Inflected Endings: Changing y to i and adding -es, -ed Writing Extension Lesson 22: <i>Mission Incredible</i>
e	Use correlative conjunctions (e.g., either/or, neither/nor).	Cycle 15: Conjunctions	Cycle 14: Conjunctions

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Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Writing Rules: Personal Narrative Writing Rules: Expository Essay	Writing Rules Paragraph Building: Six Traits, Unit 6, Conventions
a	Use punctuation to separate items in a series.		Writing Extension Lesson 20: <i>George Washington Carver</i>
d	Use underlining, quotation marks, or italics to indicate titles of works.		Writing Extension Lesson 22: <i>Mission Incredible</i>
e	Spell <i>grade-appropriate</i> words correctly, consulting references as needed.	Writing Rules: Personal Narrative Writing Rules: Expository Essay Timeless Tales Units 1 - 4: Spelling	Word Analysis: ISIP AR Teacher-Directed Interventions (Tiers 1 - 3) Timeless Tales Unit 3 Priority: Word Analysis and Spelling
Knowledge of Language			
CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
L.5.3	Use knowledge of language and its conventions as appropriate for grade 5 when writing, speaking, reading, or listening.	Writing Rules: Personal Narrative Writing Rules: Expository	Writing Rules Paragraph Building: Six Traits, Unit 6: Conventions
a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Writing Rules: Personal Narrative Writing Rules: Expository	Writing Rules Paragraph Building: Six Traits, Unit 5: Sentence Fluency

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Standard	Expectation	Istation App	Istation Teacher Resources
CCRA.L.4	Demonstrate or clarify the meaning of unknown and multiple-meanings words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.	Cycle 14: Time Trap (Wade's Shooter Game)	Vocabulary: ISIP AR Teacher-Directed Interventions
a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Cycle 15: Context	Cycle 15: Context Clues

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Standard	Expectation	Istation App	Istation Teacher Resources
b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	<p>Cycle 15: Vocabulary</p> <p>Cycle 15: Prefixes</p> <p>Cycle 15: Suffixes</p> <p>Timeless Tales Unit 1: Vocabulary Lab Activity</p> <p>Timeless Tales Unit 2: Word Analysis: Word Sort Game</p>	<p>Vocabulary: ISIP AR Teacher-Directed Interventions</p> <p>ISIP AR 1B Vocabulary: Tier 2 Prefixes: <i>Mia's Mystery Map</i></p> <p>ISIP AR 2B Vocabulary: Tier 2 Suffixes: <i>Play Ball</i></p> <p>ISIP AR 5B Vocabulary: Tier 2: Suffixes: <i>A Hairy Situation</i></p> <p>ISIP AR 7B Vocabulary: Tier 2 Prefixes: <i>Holiday Light</i></p> <p>ISIP AR 8B Vocabulary: Tier 2 Latin Roots: <i>The Perfect Outfit</i></p> <p>ISIP AR 8C Vocabulary: Tier 1 Latin Roots: <i>Civil War</i></p> <p>ISIP AR 10A Vocabulary: Tier 3 Latin Roots: <i>Hope from the Past</i></p> <p>ISIP AR 10B Vocabulary: Tier 2 Greek Roots: <i>Driving Smart</i></p>

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Standard	Expectation	Istation App	Istation Teacher Resources
c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<p>Timeless Tales Units 1 - 4: Square Academic Vocabulary</p> <p>Timeless Tales Unit 1: Passage Beginning with Linked Vocabulary</p> <p>Timeless Tales Unit 3: Limited View Syllabication</p> <p>Timeless Tales Unit 1: Card Match Game</p> <p>Timeless Tales: Unit 1: Vocab Lab Word Generator</p>	<p>Vocabulary: Lesson 34</p> <p>Vocabulary: Lesson 33</p>
Vocabulary Acquisition and Use			
CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Timeless Tales Unit 3: Limited View Syllabication	<p>Cycle 15: Similes</p> <p>Cycle 15: Metaphors</p>
a	Interpret figurative language, including similes and metaphors, in context.	<p>Cycle 15: Metaphors</p> <p>Cycle 15: Similes</p>	<p>Cycle 15: Similes</p> <p>Cycle 15: Metaphors</p>
b	Recognize and explain the meaning of common idioms, adages, and proverbs.		<p>Vocabulary: Lesson 38</p> <p>Vocabulary: Lesson 39</p>

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Standard	Expectation	Istation App	Istation Teacher Resources
c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Cycle 15: Antonyms Cycle 15: Synonyms Cycle 15: Context Clues	Vocabulary: Lesson 35 Vocabulary: Lesson 36 Vocabulary: Lesson 37 Cycle 15: Synonyms Cycle 15: Antonyms
CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Cycle 14 Book: <i>Race for the Moon</i>	Vocabulary: Lesson 35 Vocabulary: Lesson 36 Vocabulary: Lesson 37

↻ End of Grade 5 ↻