

# Istation Reading® Curriculum

Correlated to

Indiana Academic Standards  
English Language Arts

Grades K - 8



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# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA Kindergarten



Standard	Expectation	Istation App	Istation Teacher Resources
<b>READING: Foundations</b>			
K.RF.1	<b>Learning Outcome:</b> Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.		
<b>Print Concepts</b>			
K.RF.2.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	<p><b>Cycle 1 Books:</b> <i>At the Market</i>, BPA; <i>Dusty the Dog</i> and <i>Coco the Cat</i></p> <p><b>Cycle 2 Book:</b> <i>Summer Camp</i>, BPA</p> <p><b>Cycle 3 Book:</b> <i>Lamps</i>, BPA</p> <p><b>Cycle 4 Book:</b> <i>Where is Coco?</i>, BPA</p>	<b>Priority Report Cycles 3-5 Lessons:</b> Comprehension
K.RF.2.2	Recognize that written words are made up of sequences of letters.	<p><b>ISIP ER:</b> Alphabetic Decoding subtest</p> <p><b>Cycle 1 Books:</b> <i>At the Market</i>, BPA; <i>Dusty the Dog and Coco the Cat</i>, <i>Where is Coco?</i></p> <p><b>Cycle 2 Book:</b> <i>Summer Camp</i>, BPA</p>	
K.RF.2.3	Recognize that words are combined to form sentences	<p><b>Cycle 1 Books:</b></p> <ul style="list-style-type: none"> <li>- <i>At the Market</i>, BPA</li> <li>- <i>Dusty the Dog and Coco the Cat</i></li> </ul> <p><b>Cycle 2 Book:</b> <i>Summer Camp</i>, BPA</p> <p><b>Cycle 3 Book:</b> <i>Lamps</i></p>	

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K.RF.2.4	Identify and name all uppercase (capital) and lowercase letters of the alphabet	<p><b>ISIP ER:</b> Letter Knowledge subtest</p> <p><b>Letter Recognition Activities:</b></p> <p><b>Cycle 1:</b> Mm, Aa, Pp, Cc  <b>Cycle 2:</b> Tt, Ii, Ss, Ll  <b>Cycle 3:</b> Rr, Oo, Nn, Dd  <b>Cycle 4:</b> Ff, Ee, Gg, Hh  <b>Cycle 5:</b> Bb, Uu, Jj, Ww  <b>Cycle 6:</b> Zz, Kk, Vv, Yy  <b>Cycle 7:</b> Qq, Xx</p>	<p><b>Letter Lessons A1-Z1:</b>                      Letter Name Recognition Lessons</p>
<b>Phonological Awareness</b>			
K.RF.3.1	Identify and produce rhyming words.	<p><b>Cycles 2-4: Rhymin' Ralph</b></p> <ul style="list-style-type: none"> <li>- Distinguish Two Words That Rhyme (Bubble Machine)</li> <li>- Anticipatory Rhyming</li> <li>- ID Rhyming Words</li> <li>- Rhyme Snag Grab Bag</li> </ul> <p><b>ISIP ER:</b> Phonemic Awareness subtest</p>	<p><b>Cycle 3 Lesson 20:</b> Rhyming Phonograms, Short Vowels</p> <p><b>Rhymin' Ralph:</b></p> <ul style="list-style-type: none"> <li>- Distinguish When Two Words Rhyme</li> <li>- Rhyming in Context</li> <li>- Identify Rhyme</li> </ul> <p><b>ISIP ER Phonological Awareness Interventions:</b>                      Distinguish Rhyming Words, Tiers 2 and 3</p>

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K.RF.3.2	Orally pronounce, blend, and segment words into syllables	<p><b>Cycle 0:</b> Counting Syllables with Tab</p> <p><b>Cycles 0-3: Clapping Clara</b></p> <ul style="list-style-type: none"> <li>-Segmenting 1- and 2-Syllable Words</li> <li>-Segmenting 2- and 3-Syllable Words</li> </ul> <p><b>ISIP ER:</b> Phonemic Awareness subtest</p>	<p><b>Clapping Clara:</b></p> <ul style="list-style-type: none"> <li>- Syllables Game</li> <li>- Segmenting Words Into Syllables</li> </ul> <p><b>Phonological/Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>- Syllables 1</li> <li>- Syllables 2</li> <li>- Syllables 3</li> </ul> <p><b>ISIP ER Phonological Awareness:</b> Blending Syllables, Tiers 2 and 3</p>
K.RF.3.3	Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.	<p><b>ISIP ER:</b> Phonemic Awareness subtest</p> <p><b>Cycles 2-4:</b> Onset-Rime Game with Tab</p>	<p><b>Phonological Awareness Lesson 14:</b> Onset and Rime</p> <p><b>Cycle 3 Lesson 20:</b> Rhyming Phonograms, Short Vowels</p>

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# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA Kindergarten



Standard	Expectation	Istation App	Istation Teacher Resources
K.RF.3.4	Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.	<p><b>Cycle 1 Phonemic Awareness:</b> Identify Beginning Sounds</p> <p><b>Cycles 1-3 Phonemic Awareness:</b> Segmenting Phonemes</p> <p><b>Cycle 2-3 Phonemic Awareness:</b> Identify Ending Sounds</p> <p><b>Cycles 3-4: Magical Miss Mously</b></p> <ul style="list-style-type: none"> <li>- First Phoneme Recognition</li> <li>- First Phoneme Pairs</li> <li>- First Phoneme Sound Sort</li> </ul> <p><b>ISIP ER:</b> Phonemic Awareness subtest</p>	<p><b>Magical Miss Mously:</b></p> <ul style="list-style-type: none"> <li>- Identify Word Pairs with Same Initial Phoneme</li> <li>- First Phoneme Sound Sort</li> </ul> <p><b>Cycle 1 Lessons:</b></p> <ul style="list-style-type: none"> <li>- <b>2:</b> Segment Sounds in Spoken Words</li> <li>- <b>6:</b> Beginning Sounds</li> <li>- <b>8:</b> Ending Sounds</li> </ul> <p><b>Cycle 2 Lessons:</b></p> <ul style="list-style-type: none"> <li>- Phonemic Awareness: Middle Sounds</li> <li>- Phonemic Awareness: Ending Sounds</li> </ul> <p><b>Cycle 3 Lessons:</b></p> <ul style="list-style-type: none"> <li>- Phonemic Awareness: Middle Sounds</li> <li>- Phonemic Awareness: Ending Sounds</li> </ul> <p><b>Cycle 4 Phonemic Awareness Lesson:</b> Middle Sounds</p> <p><b>Phonological Awareness Lessons 24-26:</b> Medial Sounds</p> <p><b>ISIP ER Phonological Awareness Interventions:</b></p> <ul style="list-style-type: none"> <li>- Initial Sound Fluency, Tiers 2 and 3</li> <li>- Identifying Final Phonemes, Tiers 2 and 3</li> </ul>

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Standard	Expectation	Istation App	Istation Teacher Resources
K.RF.3.5	Add, delete, or substitute sounds to change words.	<b>Cycle 4:</b> Phoneme Substitution: beginning, medial, final phonemes	<b>Phonological Awareness Lessons:</b> <ul style="list-style-type: none"> <li>- 34 Substitute Initial Sound</li> <li>- 35: Initial Phoneme Substitution</li> <li>- 36: Substitute Final Sound</li> <li>- 37: Substitute Vowel</li> <li>- 38: Final Phoneme Substitution</li> <li>- 39: Substitute Medial Sound</li> <li>- 40: Substitute Short Vowels and Ending Sounds</li> <li>- 41: Medial Phoneme Substitution</li> <li>- 42: Initial Phoneme Addition</li> <li>- 43: Final Phoneme Addition</li> <li>- 44: Initial Phoneme Deletion</li> <li>- 45: Final Phoneme Deletion</li> </ul>
<b>Phonics</b>			
K.RF.4.1	Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).	<b>ISIP ER:</b> Letter Knowledge, Alphabetic Decoding subtests  <b>Letter - Sound Recognition Activities</b>  <b>Ipractice Early Reading: Sounds Concerts</b>  <b>Cycle 1:</b> Mm, Aa, Pp, Cc <b>Cycle 2:</b> Tt, Ii, Ss, Ll <b>Cycle 3:</b> Rr, Oo, Nn, Dd <b>Cycle 4:</b> Ff, Ee, Gg, Hh <b>Cycle 5:</b> Bb, Uu, Jj, Ww <b>Cycle 6:</b> Zz, Kk, Vv, Yy <b>Cycle 7:</b> Qq, Xx	<b>Letter Lessons A3-Z3:</b> Sound-Symbol Correspondence  <b>Teacher Resources Lessons: ISIP - Reading Comprehension:</b> Alphabetic Decoding, Lesson 3  <b>Priority Report Lessons:</b> Cycle 3 Comprehension

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Standard	Expectation	Istation App	Istation Teacher Resources
K.RF.4.2	Blend consonant-vowel-consonant (CVC) sounds to make words.	<p><b>Cycle 2 Blending:</b> Short A, Short I</p> <p><b>Cycle 3 Blending:</b> Short O</p> <p><b>Cycle 4 Blending:</b> Short E</p> <p><b>Cycle 5 Blending:</b> Short U</p>	<p><b>Phonics Lesson 11:</b> Blend Sounds to Read and Spell Words</p> <p><b>Cycle 2, Lesson 18:</b> Blend Sounds and Letters to Read Words</p> <p><b>Cycle 2, Lesson 19:</b> Read CVC Words with Short I</p> <p><b>Cycle 3, Lesson 10:</b> Blend Sounds and Letters to Read Words</p>
K.RF.4.3	Recognize the long and short sounds for the five major vowels.	<p><b>Cycle 1: Short Vowel A</b> - Concert, Intro, Teach, Explore Short Vowel A</p> <p><b>Cycle 2: Short Vowel I</b> - Concert, Intro, Teach, Explore Short Vowel I</p> <p><b>Cycle 3: Short &amp; Long Vowel O</b> - Concert, Intro, Teach, Explore Short/Long Vowel O</p> <p><b>Cycle 3: Long Vowel A</b> - Concert, Intro, Teach, Explore Long Vowel A</p> <p><b>Cycle 4: Short &amp; Long Vowel E</b> - Concert, Intro, Teach, Explore Short/Long E Vowel</p> <p><b>Cycle 5: Short Vowel U</b> - Concert, Intro, Teach, Explore Short Vowel U</p> <p><b>Cycle 6: Long Vowel I</b> - Concert, Intro, Teach, Explore Long Vowel I</p> <p><b>Cycle 6: Long Vowel U</b> - Concert, Intro, Teach, Explore Long Vowel U</p>	<p><b>Priority Report Lessons:</b> Cycle 3 Comprehension</p> <p><b>Cycle 2 Lesson 19:</b> Short I</p> <p><b>Cycle 3 Lesson 24:</b> Short O</p> <p><b>Cycle 3 Lesson 25:</b> Long A (ai) and Long O (oa)</p> <p><b>Cycle 4 Lesson 24:</b> Long E (ee, ea)</p> <p><b>Cycle 5 Lesson 19:</b> Short U</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA Kindergarten



Standard	Expectation	Istation App	Istation Teacher Resources
K.RF.4.4	Read common high-frequency words by sight (e.g., a, my).	<p><b>High Frequency Word Blocks Cycles 1- 10</b></p> <p><b>HFW Practice Books:</b></p> <p><b>Cycle 1:</b> <i>Pam and the Cap</i>  <b>Cycle 2:</b> <i>Tim at Camp</i>  <b>Cycle 3:</b> <i>On the Dot</i>  <b>Cycle 4:</b> <i>My Hands and Feet</i>  <b>Cycle 5:</b> <i>The Bun for Us</i>  <b>Cycle 6:</b> <i>Where is Jane?</i>  <b>Cycle 7:</b> <i>Homes, Boats, Hide and Seek, Mark and Kate, Take That Off Stage</i></p>	<p><b>Priority Report Lessons:</b> Cycle 3 Comprehension</p> <p><b>High Frequency Words Lessons:</b></p> <p><b>Cycle 1:</b> and, they, see, has  <b>Cycle 2:</b> this, is, his, go  <b>Cycle 3:</b> here, are, you, they  <b>Cycle 4:</b> my, where, with, to  <b>Cycle 5:</b> what, said, for, her  <b>Cycle 6:</b> was, that, from, she  <b>Cycle 7:</b> do, come, there, have, of, some</p>
K.RF.4.5	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.	<p><b>ISIP ER:</b> Alphabetic Decoding subtest</p> <p><b>Cycles 2-4:</b> Onset and Rime (Word Families)</p> <p><b>Cycle 7:</b> Bossy R</p>	<p><b>Cycle 2 Lesson 20:</b> Rhyming Phonograms</p> <p><b>Cycle 3 Lesson 20:</b> Rhyming Phonograms, Short Vowels</p> <p><b>Cycle 3 Lesson 21:</b> Rhyming Phonograms, Long Vowels</p> <p><b>Cycle 4 Lesson 19:</b> Rhyming Phonograms, Long Vowels</p> <p><b>Cycle 5 Lesson 15:</b> Rhyming Phonograms</p> <p><b>Cycles 1-7:</b> Spelling Lessons</p>



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Standard	Expectation	Istation App	Istation Teacher Resources
K.RF.4.6	Standard begins at first grade.		
<b>Fluency</b>			
K.RF.5	Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.	<p><b>Cycle 1 Books:</b> <i>Pam and Cam, The Maps</i></p> <p><b>Cycle 2 Books:</b> <i>Tim and Sam, Sam Tips the Lamp</i></p> <p><b>Cycle 3 Books:</b> <i>Dots and Spots, The Toads Are Lost, In the Rain</i></p> <p><b>Cycle 4 Books:</b> <i>Fred Has Ten Hens, The Green Team, My Dog Has Fleas</i></p> <p><b>Cycle 5 Books:</b> <i>Bug in the Mud, Fun at Home, The Blue Blimp</i></p> <p><b>Cycle 6 Books:</b> <i>The Dune, Just in Time</i></p> <p><b>Cycle 7 Books:</b> <i>The Oatmeal Man, The Big Game</i></p>	<b>Priority Report Cycles 3-5 Lessons:</b> Comprehension
<b>READING: Literature</b>			
K.RL.1	<b>Learning Outcome:</b> Actively engage in group reading activities with purpose and understanding.		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA Kindergarten



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Key Ideas and Textual Support</b>			
K.RL.2.1	With support, ask and answer questions about main topics and key details in a text heard or read.	<p><b>ISIP ER:</b> Listening Comprehension subtest</p> <p><b>Cycle 1 Books:</b> <i>Mac and Cam, Pam and Cam, The Maps, Pam and the Cap, Sam has Mail</i></p> <p><b>Cycle 2 Books:</b> <i>The Act, Tim at Camp, Tim and Sam, Sam Tips the Lamp, Pip and His Lips, See Sam Sit, Where is Coco?</i></p> <p><b>Cycle 3 Books:</b> <i>Trips with My Family, The Toads are Lost, Cal and the Clam, In the Rain, Lamps, Snails in a Pail, Stan the Man, Dots and Spots, The Toast in the Road</i></p> <p><b>Cycle 4 Books:</b> <i>In the Sand, The Green Team, My Dog Has Fleas, Jean and Dean, Meg and the Hens, Sam Has Mail, the Yellow Pin</i></p> <p><b>Cycle 5 Books:</b> <i>Where Will They Ride?, Fun at Home, The Blue Blimp, Bug in the Mud, Homes for Sale, Pals, I Rode Home, Late for the Game, Raindrops</i></p> <p><b>Cycle 6 Books:</b> <i>A Cute Mule, Time to Ride My Mule, The Dunes, Just in Time, In the Sand, The Last Scrap, Time to Ride, Where is Jane?</i></p> <p><b>Cycle 7 Books:</b> <i>Just the Right Size, The Oatmeal Man, The Big Game, Hide and Seek, Where Will They Ride? Wake Up!</i></p>	<p><b>Priority Report Cycles 3-5 Lessons:</b> Comprehension</p> <p><b>ISIP ER Listening Comprehension Interventions</b></p> <p><b>Comprehension Lesson 3:</b> Asking Questions Strategy</p> <p><b>Comprehension Lesson 64:</b> Main Idea</p> <p><b>Comprehension Lesson 65:</b> Identifying Details</p> <p><b>Comprehension Lesson 69:</b> Asking Questions</p>

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K.RL.2.2	With support, retell familiar stories, poems, and nursery rhymes, including key details.	<p><b>ISIP ER:</b> Listening Comprehension subtest</p> <p><b>Ipractice Early Reading:</b></p> <ul style="list-style-type: none"> <li>- ABC Stories</li> <li>- Rhymin' Ralph Rhyme-O-Rama A-Z songs</li> </ul> <p><b>Cycle 2 Books:</b> <i>Tim and Sam, Sam Tips the Lamp</i></p> <p><b>Cycle 3 Books:</b> <i>Trips with My Family, The Toads are Lost</i></p> <p><b>Cycle 4 Books:</b> <i>In the Sand, The Green Team, My Dog Has Fleas</i></p> <p><b>Cycle 5 Books:</b> <i>Where Will They Ride?, Fun at Home, The Blue Blimp</i></p> <p><b>Cycle 6 Books:</b> <i>The Dunes, Just in Time</i></p> <p><b>Cycle 7 Books:</b> <i>Just the Right Size, The Oatmeal Man, The Big Game</i></p>	<p><b>ISIP ER Listening Comprehension Interventions</b></p> <p><b>Comprehension Lesson 65:</b> Identifying Details</p> <p><b>Priority Report Cycles 3-5 Lessons:</b> Comprehension</p> <p><b>Writing Extensions:</b></p> <ol style="list-style-type: none"> <li>1: <i>Sam Tips the Lamp</i></li> <li>2: <i>See Sam Sit</i></li> <li>3: <i>Dots and Spots</i></li> <li>4: <i>The Toads Are Lost</i></li> <li>5: <i>Fred Has Ten Hens</i></li> </ol>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA Kindergarten



Standard	Expectation	Istation App	Istation Teacher Resources
K.RL.2.3	Identify important elements of the text (e.g., characters, settings, or events).	<p><b>ISIP ER:</b> Listening Comprehension subtest</p> <p><b>Cycle 2 Book:</b> <i>Tim at Camp</i></p> <p><b>Cycle 3 Book:</b> <i>Trips with My Family</i></p> <p><b>Cycle 4 Book:</b> <i>In the Sand</i></p>	<p><b>Priority Report Cycles 3-5 Lessons:</b> Comprehension</p> <p><b>Comprehension Lesson 34:</b> Setting</p> <p><b>Comprehension Lesson 70:</b> Characteristics of Characters</p> <p><b>Cycle 3:</b> Comprehension 3</p> <p><b>ISIP ER Comprehension Interventions</b></p>
K.RL.2.4	Make predictions about what will happen in a story.	<p><b>Cycle 2 Book:</b> <i>Summer Camp, BPA</i></p>	<p><b>Comprehension Lesson 1:</b> Making Predictions</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA Kindergarten



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Structural Elements and Organization</b>			
K.RL.3.1	Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	<p><b>Practice Early Reading:</b></p> <ul style="list-style-type: none"> <li>- ABC Stories</li> <li>- Rhymin' Ralph Rhyme-O-Rama A-Z songs</li> </ul> <p><b>Cycle 1 Books:</b> <i>Pam and Cam, The Maps</i></p> <p><b>Cycle 2 Books:</b> <i>Tim and Sam, Sam Tips the Lamp</i></p> <p><b>Cycle 3 Books:</b> <i>Dots and Spots, The Toads Are Lost, In the Rain</i></p> <p><b>Cycle 4 Books:</b> <i>Fred Has Ten Hens, The Green Team, My Dog Has Fleas</i></p> <p><b>Cycle 5 Books:</b> <i>Bug in the Mud, Fun at Home, The Blue Blimp</i></p> <p><b>Cycle 6 Books:</b> <i>The Dune, Just in Time</i></p> <p><b>Cycle 7 Books:</b> <i>The Oatmeal Man, The Big Game</i></p>	<b>Priority Report Cycles 3-5 Lessons:</b> Comprehension
K.RL.3.2	With support, define the role of the author and illustrator of a story in telling the story.	<p><b>Cycle 2 Book:</b> <i>Summer Camp</i>, BPA</p> <p><b>Cycle 3 Book:</b> <i>Lamps</i>, BPA</p> <p><b>Cycle 4 Book:</b> <i>Where is Coco?</i> BPA</p>	<b>Priority Report Lessons:</b> Cycle 3 Comprehension Cycle 4 Comprehension Cycle 4 Comprehension

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA Kindergarten



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Synthesis and Connection of Ideas</b>			
K.RL.4.1	With support, describe the relationship between illustrations and the story in which they appear.	<p><b>ISIP ER:</b> Listening Comprehension subtest</p> <p><b>Cycle 2 Book:</b> <i>Summer Camp</i>, BPA</p> <p><b>Cycle 3 Book:</b> <i>Lamps</i>, BPA</p> <p><b>Cycle 4 Book:</b> <i>Where is Coco?</i> BPA</p>	<p><b>Priority Report Cycles 3-5 Lessons:</b> Comprehension</p> <p><b>ISIP ER Listening Comprehension Interventions</b></p>
K.RL.4.2	With support, compare and contrast the adventures and experiences of characters in familiar stories.	<p><b>Cycle 7 Book:</b> <i>Just the Right Size</i></p>	<p><b>Writing Extension Lesson 7: Fun At Home</b></p>
<b>READING: Nonfiction</b>			
K.RN.1	<b>Learning Outcome:</b> Actively engage in group reading activities with purpose and understanding.		
<b>Key Ideas and Textual Support</b>			
K.RN.2.1	With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).	<p><b>ISIP ER:</b> Reading Comprehension subtest</p> <p><b>Cycle 5 Book:</b> <i>Pets: Snakes</i></p> <p><b>Cycle 6 Book:</b> <i>Pets: Fish</i></p> <p><b>Cycle 7:</b> <i>Homes</i></p>	<p><b>Comprehension Lesson 64:</b> Main Idea</p> <p><b>Comprehension Lesson 65:</b> Identifying Details</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA Kindergarten



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K.RN.2.2	With support, retell the main idea and key details of a text.	<p><b>ISIP ER:</b> Reading Comprehension subtest</p> <p><b>Cycle 5 Book:</b> <i>Pets: Snakes</i></p> <p><b>Cycle 6 Book:</b> <i>Pets: Fish</i></p> <p><b>Cycle 7:</b> <i>Homes</i></p>	<p><b>Comprehension Lesson 64:</b> Main Idea</p> <p><b>Comprehension Lesson 65:</b> Identifying Details</p>
K.RN.2.3	With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p><b>ISIP ER:</b> Reading Comprehension subtest</p> <p><b>Cycle 5 Book:</b> <i>Pets: Snakes</i></p> <p><b>Cycle 6 Book:</b> <i>Pets: Fish</i></p> <p><b>Cycle 7:</b> <i>Homes</i></p>	<p><b>Writing Extension 11:</b> <i>Homes</i></p>
<b>Structural Elements and Organization</b>			
K.RN.3.1	Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.	<p><b>Cycle 5 Book:</b> <i>Pets: Snakes</i></p> <p><b>Cycle 6 Book:</b> <i>Pets: Fish</i></p>	
K.RN.3.2	Recognize that a nonfiction text can be structured to describe a topic.	<p><b>Cycle 5 Book:</b> <i>Pets: Snakes</i></p> <p><b>Cycle 6 Book:</b> <i>Pets: Fish</i></p>	
K.RN.3.3	<i>Standard begins at second grade.</i>		

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<b>Synthesis and Connection of Ideas</b>			
K.RN.4.1	With support, identify the reasons an author gives to support points in a text.	<b>Cycle 6 Book: <i>Pets: Fish</i></b>	
K.RN.4.2	With support, identify basic similarities in and differences between two texts on the same topic	<b>Cycle 6 Book: <i>Pets: Fish</i></b>	
K.RN.4.3	<i>Standard begins at sixth grade.</i>		
<b>READING: Vocabulary</b>			
K.RV.1	<b>Learning Outcome:</b> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.		
<b>Vocabulary Building</b>			
K.RV.2.1	<i>Standard begins at first grade.</i>		
K.RV.2.2	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).	<b>ISIP ER: Vocabulary subtest</b>	<b>Vocabulary: Conceptual Sort</b> <b>Vocabulary: Closed Conceptual Sort</b>
K.RV.2.3	<i>Standard begins at sixth grade.</i>		
K.RV.2.4	Recognize frequently occurring inflections (e.g., look, looks).	<b>ISIP ER: Vocabulary subtest</b> <b>Cycle 9 Inflected Endings: -s, -es, -ed</b>	<b>Cycle 9 Inflected Endings: -s, -ing, -ed</b>
K.RV.2.5	<i>Standard begins at second grade.</i>		



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Standard	Expectation	Istation App	Istation Teacher Resources
<b>Vocabulary in Literature and Nonfiction Texts</b>			
K.RV.3.1	With support, ask and answer questions about unknown words in stories, poems, or songs.	<p><b>ipractice Early Reading:</b>                      - <i>ABC Stories</i>                      - <i>Rhyming Ralph Rhyme-O-Rama A-Z songs</i></p> <p><b>Cycle 2 Books:</b> <i>Tim and Sam, Sam Tips the Lamp</i></p> <p><b>Cycle 3 Books:</b> <i>Trips with My Family, The Toads are Lost</i></p> <p><b>Cycle 4 Books:</b> <i>In the Sand, The Green Team, My Dog Has Fleas</i></p> <p><b>Cycle 5 Books:</b> <i>Where Will They Ride?, Fun at Home, The Blue Blimp</i></p> <p><b>Cycle 6 Books:</b> <i>The Dunes, Just in Time</i></p> <p><b>Cycle 7 Books:</b> <i>Just the Right Size, The Oatmeal Man, The Big Game</i></p>	<b>Writing Extension Lesson 4:</b> <i>The Toads Are Lost</i>
K.RV.3.2	With support, ask and answer questions about unknown words in a nonfiction text.	<p><b>Cycle 6 Book:</b> <i>Pets: Fish</i></p> <p><b>Cycle 7 Book:</b> <i>Homes</i></p>	
K.RV.3.3	<i>Standard begins at third grade.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA Kindergarten



Standard	Expectation	Istation App	Istation Teacher Resources
<b>WRITING</b>			
K.W.1	<b>Learning Outcome:</b> Write for specific purposes and audiences.		
<b>Handwriting</b>			
K.W.2.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	<b>Letter Formation Cycles 1-7:</b> <b>Cycle 1:</b> Mm, Aa, Pp, Cc <b>Cycle 2:</b> Tt, Ii, Ss, Ll <b>Cycle 3:</b> Rr, Oo, Nn, Dd <b>Cycle 4:</b> Ff, Ee, Gg, Hh <b>Cycle 5:</b> Bb, Uu, Jj, Ww <b>Cycle 6:</b> Zz, Kk, Vv, Yy <b>Cycle 7:</b> Qq, Xx	<b>Letter Lessons A1-Z1:</b> Letter Name Recognition
K.W.2.2	Write by moving from left to right and top to bottom.		<b>Writing Extension Lessons 1-10</b>
<b>Writing Genres : Argumentative, Informative, and Narrative</b>			
K.W.3.1	Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.		<b>Writing Extensions:</b> <b>1:</b> <i>Sam Tips the Lamp</i> <b>2:</b> <i>See Sam Sit</i> <b>6:</b> <i>My Dog Has Fleas</i> <b>7:</b> <i>Fun At Home</i>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA Kindergarten



Standard	Expectation	Istation App	Istation Teacher Resources
K.W.3.2	Use words and pictures to develop a main idea and provide some information about a topic.		<p><b>Writing Extensions:</b></p> <ul style="list-style-type: none"> <li>1: <i>Sam Tips the Lamp</i></li> <li>3: <i>Dots and Spots</i></li> <li>4: <i>The Toads Are Lost</i></li> <li>5: <i>Fred Has Ten Hens</i></li> <li>6: <i>My Dog Has Fleas</i></li> <li>7: <i>Fun at Home</i></li> <li>9: <i>The Dunes</i></li> <li>10: <i>Where Is Jane?</i></li> <li>11: <i>Homes</i></li> <li>12: <i>Boats</i></li> <li>13: <i>A Big Sneeze</i></li> </ul>
K.W.3.3	Use words and pictures to narrate a single event or simple story, arranging ideas in order.		<p><b>Writing Extensions:</b></p> <ul style="list-style-type: none"> <li>1: <i>Sam Tips the Lamp</i></li> <li>2: <i>See Sam Sit</i></li> <li>4: <i>The Toads Are Lost</i></li> <li>5: <i>Fred Has Ten Hens</i></li> <li>8: <i>Late for the Game</i></li> <li>9: <i>The Dunes</i></li> <li>10: <i>Where Is Jane?</i></li> <li>11: <i>Homes</i></li> <li>12: <i>Boats</i></li> <li>13: <i>A Big Sneeze</i></li> </ul>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA Kindergarten



Standard	Expectation	Istation App	Istation Teacher Resources
<b>The Writing Process</b>			
K.W.4	Apply the writing process to – <ul style="list-style-type: none"> <li>• With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).</li> <li>• Use available technology to produce and publish writing.</li> </ul>		<b>Writing Extensions 1-10</b>
<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>			
K.W.5	With support, build understanding of a topic using various sources. <ul style="list-style-type: none"> <li>• Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.</li> </ul>		<b>Writing Extension 4: <i>The Toads Are Lost</i></b>  <b>Writing Extension 11: <i>Homes</i></b>
<b>Conventions of Standard English : Grammar and Usage / Capitalization, Punctuation, and Spelling</b>			
K.W.6.1	Demonstrate command of English grammar and usage, focusing on:		
K.W.6.1a	<b>Nouns/Pronouns</b> – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).		<b>Writing Extension 13: <i>A Big Sneeze</i></b>
K.W.6.1b	<b>Verbs</b> – Writing sentences that include verbs.		<b>Writing Extension 13: <i>A Big Sneeze</i></b>
K.W.6.1c	<b>Adjectives/ Adverbs</b> – <i>Standard begins at second grade.</i>		
K.W.6.1d	<b>Prepositions</b> – <i>Standard begins at fourth grade.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA Kindergarten



Standard	Expectation	Istation App	Istation Teacher Resources
K.W.6.1e	<b>Usage</b> – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).		<b>Writing Extensions 1-10</b>
K.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:		
K.W.6.2a	<b>Capitalization</b> – Capitalizing the first word in a sentence and the pronoun I.	<p><b>Cycle 1:</b> <i>At the Market</i>, BPA</p> <p><b>Cycle 2:</b> <i>Summer Camp</i>, BPA, <i>Dusty the Dog and Coco the Cat</i>, BPA</p> <p><b>Cycle 3:</b> <i>Lamps</i></p> <p><b>Cycle 4:</b> <i>Where is Coco?</i></p>	<p><b>Priority Report Cycles 3-5 Lessons:</b> Comprehension</p> <p><b>Writing Extensions 1-10</b></p>
K.W.6.2b	<b>Punctuation</b> – Recognizing and naming end punctuation.	<p><b>Cycle 1:</b> <i>At the Market</i>, BPA</p> <p><b>Cycle 2:</b> <i>Summer Camp</i>, BPA, <i>Dusty the Dog and Coco the Cat</i>, BPA</p> <p><b>Cycle 3:</b> <i>Lamps</i></p> <p><b>Cycle 4:</b> <i>Where is Coco?</i></p>	<b>Writing Extensions 1-10</b>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA Kindergarten



Standard	Expectation	Istation App	Istation Teacher Resources
K.W.6.2c	<b>Spelling</b> – Spelling simple words phonetically, drawing on phonemic awareness.	<b>ISIP ER:</b> Spelling subtest  <b>Word Masters:</b>  Cycle 3 Cycle 4	<b>Writing Extensions 1-10</b>  <b>Cycles 1-6:</b> Spelling Lessons  <b>Skill: Phonics</b> <b>Lesson 10</b> <b>Lesson 11</b>  <b>Word Masters Card Game:</b> Cycles 3-7
<b>SPEAKING AND LISTENING</b>			
K.SL.1	<b>Learning Outcome:</b> Listen actively and communicate effectively with a variety of audiences and for different purposes.		
<b>Discussion and Collaboration</b>			
K.SL.2.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.		<b>Priority Report Cycle 3 Lesson:</b> Comprehension  <b>Writing Extensions 1-10</b>
K.SL.2.2	<i>Standard begins in third grade.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA Kindergarten



Standard	Expectation	Istation App	Istation Teacher Resources
K.SL.2.3	Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.		<b>Priority Report Cycles 3-5 Lessons:</b> Comprehension  <b>Writing Extensions 1-10</b>
K.SL.2.4	Ask questions to seek help, get information, or clarify something that is not understood.		<b>Writing Extension 1-10</b>
K.SL.2.5	Continue a conversation through multiple exchanges.		<b>Writing Extensions 1-10</b>
<b>Comprehension</b>			
K.SL.3.1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<b>ISIP ER:</b> Listening Comprehension subtest	<b>Priority Report Cycles 3-5 Lessons:</b> Comprehension  <b>Comprehension Lesson 3:</b> Asking Questions Strategy  <b>Comprehension Lesson 69:</b> Asking Questions  <b>Writing Extension 1-10</b>
<b>Presentation of Knowledge and Ideas</b>			
K.SL.4.2	<i>Standard begins in first grade.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA Kindergarten



Standard	Expectation	Istation App	Istation Teacher Resources
K.SL.4.3	Give, restate, and follow simple two-step directions.	<b>Cycle 0:</b> Simon Says	<b>ISIP ER Listening Comprehension:</b> Developing Listening Skills, Tiers 2 and 3
<b>MEDIA LITERACY</b>			
K.ML.1	<b>Learning Outcome:</b> Recognize various types of media.		
<b>Media Literacy</b>			
K.ML.2.2	<i>Standard begins in fifth grade.</i>		

⌂ End of Grade K ⌂



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Reading: Foundations</b>			
1.RF.1	<b>Learning Outcome:</b> Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.		
<b>Print Concepts</b>			
1.RF.2.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
1.RF.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
1.RF.2.3	Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	<b>Cycle 1 Book:</b> <i>At the Market</i> , BPA <b>Cycle 2 Book:</b> <i>Summer Camp</i> , BPA <b>Cycle 4 Book:</b> <i>Where is Coco?</i> , BPA	<b>Priority Report Lessons:</b> <b>Cycle 6:</b> Comprehension <b>Cycle 8:</b> Comprehension <b>Cycle 10:</b> Comprehension  <b>Writing Extensions 1-20</b>
1.RF.2.4	Learn and apply knowledge of alphabetical order.		<b>Writing Extensions:</b> <b>16:</b> <i>The Best Trip</i> <b>19:</b> <i>The Three Little Bugs</i> <b>20:</b> <i>George Washington Carver</i>
<b>Phonological Awareness</b>			
1.RF.3.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
1.RF.3.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words.	<p><b>ISIP ER:</b> Phonemic Awareness subtest</p> <p><b>Cycle 2 Phonemic Awareness:</b> Blending Phonemes with Tab</p>	<p><b>ISIP ER Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>- Blending with Phonemes, Tiers 2 and 3</li> <li>- Blending words into compound words, Tiers 2 and 3</li> <li>- Blending Syllables, Tiers 2 and 3</li> </ul> <p><b>Phonological Awareness Lessons 29-33:</b> Phoneme Blending</p>
1.RF.3.3	Add, delete, or substitute sounds to change single-syllable words.	<p><b>Cycle 4:</b> Phoneme Substitution: beginning, medial, final phonemes</p>	<p><b>Phonological Awareness Lessons:</b></p> <ul style="list-style-type: none"> <li><b>34:</b> Substitute Initial Sound</li> <li><b>35:</b> Initial Phoneme Substitution</li> <li><b>36:</b> Substitute Final Sound</li> <li><b>37:</b> Substitute Vowel</li> <li><b>38:</b> Final Phoneme Substitution</li> <li><b>39:</b> Substitute Medial Sound</li> <li><b>40:</b> Substitute Short Vowels and Ending Sounds</li> <li><b>41:</b> Medial Phoneme Substitution</li> <li><b>42:</b> Initial Phoneme Addition</li> <li><b>43:</b> Final Phoneme Addition</li> <li><b>44:</b> Initial Phoneme Deletion</li> <li><b>45:</b> Final Phoneme Deletion</li> </ul> <p><b>Cycle 3 Lesson 16:</b> Phoneme Substitution: Middle Sound</p> <p><b>Cycles 3 - 4 Phonemic Awareness Lessons:</b> Phoneme Substitution in Spoken Words</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
1.RF.3.4	Distinguish beginning, middle (medial), and final sounds in single-syllable words.	<p><b>Cycle 1: Phonemic Awareness:</b> Identifying Beginning Phonemes with Tab</p> <p><b>Cycle 2: Phonemic Awareness:</b> Identifying Ending Phonemes with Tab</p> <p><b>Cycle 4 Miss Mousely:</b></p> <ul style="list-style-type: none"> <li>- First Phoneme Recognition</li> <li>- Pairs of Initial Phonemes</li> <li>- First Phoneme Sound Sort</li> <li>- First Phoneme Four Square Game</li> </ul> <p><b>ISIP ER:</b> Phonemic Awareness subtest</p>	<p><b>Cycle 3 Lesson 9:</b> Blending Beginning/Middle/Ending Sounds with Letters</p> <p><b>Cycle 6 Lesson 7:</b> Beginning/Middle/Ending Sounds and Letters (decoding and identifying)</p> <p><b>Cycle 7 Lesson 1:</b> Segmenting and Blending Sounds in Words</p> <p><b>ISIP ER Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>- Identifying Final Sounds</li> <li>- Initial Sound Fluency</li> </ul> <p><b>Phonemic Awareness Lesson 26:</b> Identifying Medial Sounds</p>
1.RF.3.5	Segment the individual sounds in one-syllable words.	<p><b>Cycles 2-3 Phonemic Awareness:</b> Segmenting Phonemes with Tab</p> <p><b>ISIP ER:</b> Phonemic Awareness subtest</p>	<p><b>Cycle 1 Lesson 2:</b> Segment Sounds in Spoken Words</p> <p><b>Phonological Awareness Lessons 27-28:</b> Segmenting Words with Picture Cards</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Phonics</b>			
1.RF.4.1	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	<p><b>Cycle 3:</b> Short O, Long A, Long O, Consonant Blends, Onset-Rime</p> <p><b>Cycle 4:</b> Short E, Long E, Consonant Blends, Onset-Rime</p> <p><b>Cycle 5:</b> Short U, Silent E, Consonant Blends, Rapid Word Naming game</p> <p><b>Cycle 6:</b> Silent E, Consonant Blends, Rapid Word Naming</p> <p><b>Cycle 7:</b> Long ORE, ARE with Silent E Bossy R (or, ar), Rapid Word Naming, Soft C, Soft G, Open Syllables</p> <p><b>Cycle 8:</b> IRE, URE with Silent E Bossy R (ar, er, ir, or ur), The Digraphs, Rapid Word Naming</p> <p><b>Cycle 9:</b> The Digraphs, The Oddballs</p> <p><b>ISIP ER:</b> Alphabetic Decoding subtest</p>	<p><b>Phonics Lessons:</b></p> <p><b>10-12:</b> Decoding CVC Words</p> <p><b>17:</b> Digraphs</p> <p><b>18-22:</b> Decoding Short Vowel Words</p> <p><b>23:</b> Soft C</p> <p><b>24:</b> Soft G</p> <p><b>25-27:</b> Long Vowel Teams</p> <p><b>28-34:</b> Beginning Blends</p> <p><b>35:</b> Ending Blends</p> <p><b>36:</b> Blends</p> <p><b>37-41:</b> R-Controlled Vowels</p> <p><b>54-55:</b> Long Vowel Teams</p> <p><b>56-57:</b> Variant Vowels (The Oddballs)</p> <p><b>58-62:</b> Digraphs</p> <p><b>ISIP ER:</b> Alphabetic Decoding Interventions</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
1.RF.4.2	Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.	<p><b>Cycle 2 Blending Lessons:</b></p> <ul style="list-style-type: none"> <li>- Short A</li> <li>- Short I</li> </ul> <p><b>Cycle 3 Blending Lessons:</b></p> <ul style="list-style-type: none"> <li>- Short O</li> <li>- Long A</li> <li>- Long O</li> </ul> <p><b>Cycle 4 Blending Lessons:</b></p> <ul style="list-style-type: none"> <li>- Short E</li> <li>- Long E</li> </ul> <p><b>Cycle 5 Lessons:</b></p> <ul style="list-style-type: none"> <li>- Blending Short U</li> <li>- Long A (Silent E)</li> <li>- Long O (Silent E)</li> </ul> <p><b>Cycle 6 Lessons:</b></p> <ul style="list-style-type: none"> <li>- Long U (Silent E)</li> <li>- Long I (Silent E)</li> </ul> <p><b>Cycles 5-8 What's That Word:</b> Rapid Word Naming game</p> <p><b>Cycle 8:</b> R-Controlled Vowels (ar, er, ir, or, ur)</p> <p><b>Cycle 9:</b> Bossy R (R-Controlled Vowels A, E, I, O, U)</p> <p><b>ISIP ER:</b> Alphabetic Decoding subtest</p>	<p><b>ISIP ER Alphabetic Decoding Interventions</b></p> <p><b>Phonics Lesson 11:</b> Blend Sounds to Read and Spell Words</p> <p><b>Cycle 2 Lessons:</b></p> <ul style="list-style-type: none"> <li>- <b>18:</b> Blend Sounds and Letters to Read Words</li> <li>- <b>19:</b> Read CVC Words with Short i</li> </ul> <p><b>Cycle 3 Lessons:</b></p> <ul style="list-style-type: none"> <li>- Vowel Sound, Long O, oa</li> <li>- <b>10:</b> Blend Sounds and Letters to Read Words</li> <li>- <b>11:</b> Vowels Sound A</li> <li>- <b>12:</b> Vowel Sound with Letters ai</li> <li>- <b>13:</b> Vowel Sounds with Letters oa</li> <li>- <b>14:</b> Reading Words with Vowel Sounds oa</li> </ul> <p><b>Cycle 4 Lessons:</b></p> <ul style="list-style-type: none"> <li>- Vowel Sound, Long E, ee, ea</li> <li>- <b>7:</b> Vowel Sound /e/ and Letter e</li> <li>- <b>13:</b> Read Words with Vowel Sound /E/</li> </ul> <p><b>Cycle 5 Lessons:</b></p> <ul style="list-style-type: none"> <li>- Vowel Sound: Long O, Silent e</li> <li>- Vowel Sound, Long A, Silent e</li> <li>- <b>9:</b> Vowel Sound, Silent e, Pattern a_e</li> <li>- <b>10:</b> Vowel Sound, Silent e, Pattern o_e</li> </ul> <p><b>Cycle 6 Lessons:</b></p> <ul style="list-style-type: none"> <li>- Vowel Sound, Long A, Silent e</li> <li>- <b>10:</b> Vowel Sounds and Letter Patterns i_e, u_e</li> <li>- <b>17:</b> Spelling CVCs with i_e and u_e</li> </ul> <p><b>Cycle 7 Lessons:</b></p> <ul style="list-style-type: none"> <li>- <b>7:</b> Decoding -ar</li> <li>- <b>8:</b> Open Syllables (me, go, by)</li> <li>- <b>9:</b> Bossy R -ar as in Star</li> </ul>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
1.RF.4.3	Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.	<p><b>Cycle 3:</b> Long A, Long O</p> <p><b>Cycle 4:</b> Long Vowel E</p> <p><b>Cycle 5:</b> Long A with Silent E</p> <p><b>Cycle 6:</b> Long I with Silent E</p> <p><b>Cycle 7:</b> Long ORE, ARE with Silent E</p> <p><b>Cycle 8:</b> IRE, URE with Silent E</p> <p><b>ISIP ER:</b> Alphabetic Decoding subtest</p>	<p><b>Cycle 3 Lesson 14:</b> Reading words with Vowel Sounds oa</p> <p><b>Cycle 4 Lesson 11:</b> Vowel Sounds with Letters ea, ee</p> <p><b>Cycle 9:</b> Long Vowels</p> <p><b>Phonics Lesson 25:</b> Read Words with Long Vowel EA and EE</p> <p><b>Phonics Lesson 26:</b> Decoding with Long Vowel OA</p> <p><b>Phonics Lesson 27:</b> Decoding with Long Vowel AI</p> <p><b>Priority Report Lessons:</b></p> <p><b>Cycle 6:</b> Comprehension</p> <p><b>Cycle 7:</b> Comprehension</p> <p><b>Cycle 8:</b> Comprehension</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
1.RF.4.4	Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).	<p><b>High Frequency Word Blocks, Cycles 1-10</b></p> <p><b>HFW Practice Books:</b>  <b>Cycle 1:</b> <i>Pam and the Cap</i>  <b>Cycle 2:</b> <i>Tim at Camp</i>  <b>Cycle 3:</b> <i>On the Dot</i>  <b>Cycle 4:</b> <i>My Hands and Feet</i>  <b>Cycle 5:</b> <i>The Bun for Us</i>  <b>Cycle 6:</b> <i>Where is Jane?</i>  <b>Cycle 7:</b> <i>Homes</i>  <b>Cycle 8:</b> <i>I Like to Help</i>  <b>Cycle 9:</b> <i>The Best Trip</i>  <b>Cycle 10:</b> <i>How Can That Be?</i></p>	<p><b>High Frequency Words Lessons:</b></p> <p><b>Cycle 1:</b> <i>and, they, see, has</i>  <b>Cycle 2:</b> <i>this, is, his, go</i>  <b>Cycle 3:</b> <i>here, are, you, they</i>  <b>Cycle 4:</b> <i>my, where, with, to</i>  <b>Cycle 5:</b> <i>what, said, for, her</i>  <b>Cycle 6:</b> <i>was, that, from, she</i>  <b>Cycle 7:</b> <i>do, come, there, have, of, some</i>  <b>Cycle 8:</b> <i>does, your, when, could, give, want</i>  <b>Cycle 9:</b> <i>was, that, from, she</i>  <b>Cycle 10:</b> <i>good, many, their, too, would, look</i></p>
1.RF.4.5	Read words in common word families (e.g., -at, -ate).	<p><b>Cycles 2-4:</b> Onset-Rime</p> <p><b>Cycle 9:</b> Oddballs /ow/, /ol/</p> <p><b>Cycle 11:</b> Oddballs /igh/, /ild/, /ind/</p>	<p><b>Cycle 2 Lesson 20:</b> Rhyming Phonograms</p> <p><b>Cycle 3 Lesson 20:</b> Rhyming Phonograms, Short Vowels</p> <p><b>Cycle 3 Lesson 21:</b> Rhyming Phonograms, Long Vowels</p> <p><b>Phonics Lessons:</b></p> <p><b>12:</b> Phonograms, Long Vowels  <b>42-47:</b> Phonograms</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
1.RF.4.6	Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).	<p><b>Cycles 7-8:</b> Compound Words</p> <p><b>Cycles 9-10:</b> Inflected Endings (s, ed, ing)</p> <p><b>Cycle 11 Lessons:</b></p> <ul style="list-style-type: none"> <li>- Inflected Endings (y to i to form plural nouns)</li> <li>- Contraction Action game</li> <li>- Prefixes</li> <li>- Suffixes</li> </ul> <p><b>ISIP ER:</b> Alphabetic Decoding subtest</p>	<p><b>Cycle 11 Lesson 10:</b> Contractions</p> <p><b>Phonics Lessons:</b></p> <p><b>14:</b> Syllables with -le and -y</p> <p><b>15:</b> Open Syllables</p> <p><b>48 - 50:</b> Compound Words</p> <p><b>51:</b> Open Syllables</p> <p><b>52:</b> Close Syllables with -le and -y</p> <p><b>53:</b> Open Syllables</p> <p><b>ISIP ER:</b> Alphabetic Decoding Interventions</p>

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# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Fluency</b>			
1.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<p><b>ISIP ER: Text Fluency Subtest</b></p> <p><b>All Cycle 1-10 books</b></p>	<p><b>ISIP ER Text Fluency Interventions</b></p> <p><b>Books as Fluency Passages:</b></p> <p><b>Cycle 4:</b> <i>Fred Has Ten Hens, Jean and Dean, Big Feet, My Hands and Feet, The Great Pig Escape, Where Is Coco?</i></p> <p><b>Cycle 5:</b> <i>Fun at Home, The Blue Blimp, The Bun for Us, Where Will They Ride?</i></p> <p><b>Cycle 6:</b> <i>Just in Time, The Dunes, The Kid in the Mask, Jen and Her New Friends, A Special Delivery for Dusty</i></p> <p><b>Cycle 7:</b> <i>At the Farm, Ben and Steve at the Seaside, Hide and Seek, Just the Right Size, The Oatmeal Man, The Twin Mice, Mark and Kate, Mr. Grump and the Beautiful Yard, Take that Off Stage, The Big Game</i></p> <p><b>Cycle 8:</b> <i>I Like to Help, King Zung and the Lark, The Shrimp and the Shark, Wait to Paint, Shel and Beth, The Mailman, The Queen's Suitcase</i></p> <p><b>Cycle 10 Lesson 20:</b> Fluency</p> <p><b>Cycle 11 Lesson 14:</b> Fluency</p> <p><b>Priority Report Lessons:</b></p> <p><b>Cycle 6:</b> Comprehension</p> <p><b>Cycle 7:</b> Comprehension</p> <p><b>Cycle 8:</b> Comprehension</p> <p><b>Cycle 10:</b> Comprehension</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Reading: Foundations</b>			
1.RL.1	<b>Learning Outcome:</b> With support, read and comprehend literature that is grade-level appropriate.		
<b>Key Ideas and Textual Support</b>			
1.RL.2.1	Ask and answer questions about main idea and key details in a text.	<p><b>ISIP ER:</b> Reading Comprehension subtest</p> <p><b>Cycle 4 Books:</b> <i>Big Feet, My Hands and Feet, Where Is Coco?</i></p> <p><b>Cycle 5 Book:</b> <i>The Bun for Us</i></p> <p><b>Cycle 6 Books:</b> <i>A Special Delivery for Dusty, Jen and Her New Friends</i></p> <p><b>Cycle 7 Books:</b> <i>At the Farm, The Big Game</i></p> <p><b>Cycle 8 Books:</b> <i>The Shrimp and the Shark, The Queen's Suitcase</i></p> <p><b>Cycle 9 Books:</b> <i>Elbert's Birthday, Naptime</i></p>	<p><b>Cycle 10 Comprehension 10:</b> Main Idea</p> <p><b>Comprehension Lesson 3:</b> Asking Questions Strategy, Grades K - 1</p> <p><b>Comprehension Lesson 10:</b> Main Idea, Grade 1</p> <p><b>Comprehension Lesson 40:</b> Problem and Solution, Grade 1</p> <p><b>Comprehension Lesson 64:</b> Main Idea, Grades K - 1</p> <p><b>Comprehension Lesson 65:</b> Identifying Details, Grades K - 1</p> <p><b>Comprehension Lesson 69:</b> Asking Questions, Grades K - 1</p> <p><b>Priority Report Lessons:</b></p> <p><b>Cycle 6:</b> Comprehension  <b>Cycle 7:</b> Comprehension  <b>Cycle 8:</b> Comprehension  <b>Cycle 9:</b> Comprehension</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
1.RL.2.2	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	<p><b>Cycle 5 Books:</b> <i>Where Will They Ride?, Fun at Home, The Blue Blimp</i></p> <p><b>Cycle 6 Books:</b> <i>The Dunes, Just in Time</i></p> <p><b>Cycle 7 Books:</b> <i>Just the Right Size, The Oatmeal Man, The Big Game</i></p> <p><b>Cycle 8 Books:</b> <i>The Queen's Suitcase, The Fox Pack</i></p> <p><b>Cycle 9 Books:</b> <i>The Flying Pizza, Mitch's Big Fish Tales</i></p>	<p><b>Comprehension Lessons:</b></p> <p><b>30:</b> Sequencing  <b>40:</b> Problem - Solution, Grade 1  <b>65:</b> Identifying Details, Grades K - 1</p> <p><b>Priority Report Lessons:</b></p> <p><b>Cycle 6:</b> Comprehension  <b>Cycle 7:</b> Comprehension  <b>Cycle 8:</b> Comprehension  <b>Cycle 9:</b> Comprehension  <b>Cycle 10:</b> Comprehension</p>
1.RL.2.3	Using key details, identify and describe the elements of plot, character, and setting.	<p><b>Cycle 4 Books:</b> <i>Big Feet, Fred Has Ten Hens, Jean and Dean</i></p> <p><b>Cycle 5 Books:</b> <i>Fun at Home, The Bun for Us</i></p> <p><b>Cycle 6 Books:</b> <i>The Dunes, A Special Delivery for Dusty, Jen and Her New Friends</i></p> <p><b>Cycle 7 Books:</b> <i>At the Farm, The Big Game, Mr. Grump and the Beautiful Yard, Take That Off Stage, Where Will They Ride?</i></p> <p><b>Cycle 8 Books:</b> <i>The Queen's Suitcase, A Big Squeeze, I Like To Help, The Queen's Suitcase The Shrimp and the Shark, Wait to Paint</i></p> <p><b>Cycle 9 Books:</b> <i>Elbert's Birthday, Naptime</i></p>	<p><b>Cycle Comprehension Lessons:</b></p> <p><b>4:</b> Characters  <b>6:</b> Setting  <b>10:</b> Main Idea</p> <p><b>Comprehension Lessons:</b></p> <p><b>34:</b> Setting, Kindergarten and Grade 1  <b>37:</b> Character, Kindergarten and Grade 1  <b>40:</b> Problem - Solution, Grade 1  <b>70:</b> Characteristics of Characters, Grades K - 1</p> <p><b>Priority Report Lessons:</b></p> <p><b>Cycle 6:</b> Comprehension  <b>Cycle 7:</b> Comprehension  <b>Cycle 8:</b> Comprehension  <b>Cycle 9:</b> Comprehension</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
1.RL.2.4	Make and confirm predictions about what will happen next in a story.	<b>Cycle 7 Book:</b> <i>Just the Right Size</i>	<p><b>Comprehension Lesson 1:</b> Making Predictions, Grades K - 1</p> <p><b>Comprehension Lesson 13:</b> Inference, Grade 1</p> <p><b>Comprehension Lesson 68:</b> Making Inferences</p>
<b>Synthesis and Connection of Ideas</b>			
1.RL.4.1	Use illustrations and details in a story to describe its characters, setting, or events.	<p><b>Cycle 4 Books:</b> <i>Big Feet, Fred Has Ten Hens, Jean and Dean</i></p> <p><b>Cycle 5 Books:</b> <i>Fun at Home, The Bun for Us</i></p> <p><b>Cycle 7 Books:</b> <i>At the Farm, Mr. Grump and the Beautiful Yard</i></p> <p><b>Cycle 8 Books:</b> <i>A Big Sneeze, I Like to Help, The Wise Crow</i></p> <p><b>Cycle 10 Books:</b> <i>The Hero, Who Is Following Us?</i></p>	<p><b>Priority Report Lessons:</b></p> <p><b>Cycle 6:</b> Comprehension  <b>Cycle 7:</b> Comprehension  <b>Cycle 8:</b> Comprehension  <b>Cycle 9:</b> Comprehension  <b>Cycle 10:</b> Comprehension</p> <p><b>Comprehension Lesson 70:</b> Characteristics of Characters, K-1</p> <p><b>Cycle 6 Comprehension 6:</b> Setting</p>
1.RL.4.2	Compare and contrast the adventures and experiences of characters in stories.	<p><b>Cycle 7 Books:</b> <i>Ben and Steve at the Seaside, Just the Right Size</i></p> <p><b>Cycle 8 Book:</b> <i>Shel and Beth</i></p>	<p><b>Priority Report Lessons:</b> Cycle 7 Comprehension</p> <p><b>Comprehension Lesson 46:</b> Compare-Contrast, Grade 1</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Reading: Nonfiction</b>			
1.RN.1	<b>Learning Outcome:</b> With support, read and comprehend nonfiction that is grade-level appropriate.		
<b>Key Ideas and Textual Support</b>			
1.RN.2.1	Ask and answer questions about key details to clarify and confirm understanding of a text.	<b>ISIP ER:</b> Reading Comprehension subtest <b>Cycle 7 Book:</b> <i>Homes</i> <b>Cycle 9 Book:</b> <i>The Mother Cat and Her Kittens</i>	<b>Comprehension Lesson 64:</b> Main Idea - Nonfiction <b>Comprehension Lesson 65:</b> Identifying Details, K-1 <b>Priority Report Lessons:</b> Cycle 10 Comprehension
1.RN.2.2	Retell main ideas and key details of a text.	<b>Cycle 7 Book:</b> <i>Homes</i> <b>Cycle 9 Passages:</b> <i>Earthworms Help, The Colt</i>	<b>Comprehension Lessons:</b> <b>10:</b> Main Idea, Grade 1 <b>64:</b> Main Idea - Nonfiction <b>65:</b> Identifying Details, K-1
1.RN.2.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>Cycle 7 Book:</b> <i>Homes</i> <b>Cycle 9 Book:</b> <i>The Mother Cat and Her Kittens</i> <b>Cycle 9 Passages:</b> <i>Earthworms Help, Ranch Hands, The Colt</i>	<b>Comprehension Lesson 20:</b> Drawing Conclusions, Grade 1 <b>Writing Extensions:</b> <b>11:</b> <i>Homes</i> <b>12:</b> <i>Boats</i> <b>20:</b> George Washington Carver

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Structural Elements and Organization</b>			
1.RN.3.1	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	<p><b>Cycle 5 Book:</b> <i>Pets: Snakes</i>, BPA</p> <p><b>Cycle 6 Book:</b> <i>Pets: Fish</i></p> <p><b>Cycle 10 Book:</b> <i>How Mountains Form</i></p>	<b>Priority Report Lessons:</b> Cycle 10 Comprehension
1.RN.3.2	Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.	<b>Cycle 9:</b> <i>Mother Cat and Her Kittens</i>	<b>Comprehension Lesson 30:</b> Sequencing, Grade 1
1.RN.3.3	<i>Standard begins at second grade.</i>		
<b>Synthesis and Connection of Ideas</b>			
1.RN.4.1	Identify the reasons the author gives to support points in a text.	<b>Cycle 6 Comprehension Book:</b> <i>Pets: Fish</i>	<b>Comprehension Lesson 18:</b> Author's Purpose
1.RN.4.2	Identify basic similarities in and differences between two texts on the same topic.		<b>Writing Extension 20:</b> <i>George Washington Carver</i>
1.RN.4.3	<i>Standard begins at second grade.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Reading: Vocabulary</b>			
1.RV.1	<b>Learning Outcome:</b> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.		
<b>Vocabulary Building</b>			
1.RV.2.1	Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	<b>ISIP ER:</b> Vocabulary subtest <b>Istation Books</b>	<b>Vocabulary Lesson 22:</b> Context Clues, Grade 1
1.RV.2.2	Define and sort words into categories (e.g., antonyms, living things, synonyms).	<b>ISIP ER:</b> Vocabulary subtest	<b>Vocabulary:</b> Conceptual Sort <b>Vocabulary:</b> Closed Conceptual Sort <b>Priority Report Lessons:</b> Cycle 7 Comprehension
1.RV.2.3	<i>Standard begins at sixth grade.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
1.RV.2.4	Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.	<p><b>Cycles 9-11:</b> Inflected Endings</p> <p><b>Cycle 9 Books:</b> <i>Camping, Mitch's Big Fish Tales, Naptime</i></p> <p><b>Cycle 9 Passage:</b> <i>Going on a Ride</i></p> <p><b>Cycle 10 Book:</b> <i>The Hero</i></p> <p><b>Cycle 10 Passages:</b> <i>Water is a Good Thing, The Strange Noise</i></p> <p><b>Cycle 11:</b> Prefixes and Suffixes</p>	<p><b>Vocabulary Lessons:</b></p> <p><b>15:</b> Prefixes un and re</p> <p><b>18:</b> Suffixes</p> <p><b>21:</b> Affixes</p>
1.RV.2.5	<i>Standard begins at second grade.</i>		
<b>Vocabulary in Literature and Nonfiction Texts</b>			
1.RV.3.1	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).		<p><b>Writing Extensions:</b></p> <p><b>5:</b> <i>Fred Has Ten Hens</i></p> <p><b>6:</b> <i>My Dog Has Fleas</i></p> <p><b>7:</b> <i>Fun At Home</i></p> <p><b>9:</b> <i>The Dunes</i></p> <p><b>10:</b> <i>A Big Sneeze</i></p>



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
1.RV.3.2	Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.	<p><b>Cycle 5 Book:</b> Pets: <i>Snakes</i></p> <p><b>Cycle 6 Book:</b> Pets: <i>Fish</i></p> <p><b>Cycle 7 Book:</b> <i>Homes</i></p>	
1.RV.3.3	<i>Standard begins at third grade.</i>		
<b>WRITING</b>			
1.W.1	<b>Learning Outcome:</b> Write routinely over brief time frames and for a variety of purposes and audiences.		
<b>Handwriting</b>			
1.W.2.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	<p><b>Letter Formation Cycles 1-7:</b></p> <p><b>Cycle 1:</b> Aa, Cc, Mm, Pp</p> <p><b>Cycle 2:</b> Ii, Ll, Ss, Tt</p> <p><b>Cycle 3:</b> Dd, Nn, Oo, Rr</p> <p><b>Cycle 4:</b> Ee, Ff, Gg, Hh</p> <p><b>Cycle 5:</b> Bb, Jj, Uu, Ww</p> <p><b>Cycle 6:</b> Kk, Vv, Yy, Zz</p> <p><b>Cycle 7:</b> Qq, Xx</p>	<p><b>Priority Report Lessons:</b></p> <p><b>Cycle 6:</b> Comprehension</p> <p><b>Cycle 7:</b> Comprehension</p> <p><b>Cycle 8:</b> Comprehension</p> <p><b>Letter Lessons A1-Z1:</b> Letter Name Recognition Lessons</p> <p><b>Writing Extensions 13-18</b></p>
1.W.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Writing Genres: Argumentative, Informative, and Narrative</b>			
1.W.3.1	Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc. ) and give reasons why the proposal should be considered.		<p><b>Writing Extensions:</b></p> <p><b>6:</b> <i>My Dog Has Fleas</i>  <b>9:</b> <i>The Dunes</i>  <b>12:</b> <i>Boats</i>  <b>14:</b> <i>King Zung and the Lark</i>  <b>15:</b> <i>Mitch's Big Fish Tales</i>  <b>16:</b> <i>The Best Trip</i>  <b>17:</b> <i>The Wise Crow</i>  <b>18:</b> <i>The Hero</i></p>
1.W.3.2	Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.		<p><b>Writing Extensions:</b></p> <p><b>6:</b> <i>My Dog Has Fleas</i>  <b>7:</b> <i>Fun at Home</i>  <b>9:</b> <i>The Dunes</i>  <b>10:</b> <i>Where is Jane?</i>  <b>11:</b> <i>Homes</i>  <b>12:</b> <i>Boats</i>  <b>13:</b> <i>A Big Sneeze</i>  <b>19:</b> <i>The Three Little Bugs</i>  <b>20:</b> <i>George Washington Carver</i></p>
1.W.3.3	Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.		<p><b>Writing Extensions 6-10, 12-18, 20</b></p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
<b>The Writing Process</b>			
1.W.4	Apply the writing process to – <ul style="list-style-type: none"> <li>• With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.</li> <li>• Use available technology to publish legible documents.</li> </ul>		<b>Writing Extensions 6-21</b>
<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>			
1.W.5	With support, conduct simple research on a topic. <ul style="list-style-type: none"> <li>• Identify several sources of information and indicate the sources.</li> <li>• Organize information, using graphic organizers or other aids.</li> <li>• Make informal presentations on information gathered.</li> </ul>		<b>Writing Extensions:</b> <b>11: Homes</b> <b>12: Boats</b> <b>18: The Hero</b> <b>19: The Three Little Bugs</b> <b>20: George Washington Carver</b>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>			
1.W.6.1	Demonstrate command of English grammar and usage, focusing on:		
1.W.6.1a	<b>Nouns/Pronouns</b> – Writing sentences that include common and proper nouns and personal pronouns.		<b>Writing Extensions:</b> <b>14:</b> <i>King Zung and the Lark</i> <b>15:</b> <i>Mitch's Big Fish Tales</i> <b>16:</b> <i>The Best Trip</i> <b>17:</b> <i>The Wise Crow</i> <b>18:</b> <i>The Hero</i> <b>20:</b> <i>George Washington Carver</i>
1.W.6.1c	<b>Adjectives/ Adverbs</b> – <i>Standard begins at second grade.</i>		
1.W.6.1d	<b>Prepositions</b> – <i>Standard begins at fourth grade.</i>		
1.W.6.1e	<b>Usage</b> – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		<b>Writing Extensions 6-20</b>
1.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:		
1.W.6.2a	<b>Capitalization</b> – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.		<b>Writing Extensions 13-20</b>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
1.W.6.2b	<p><b>Punctuation –</b></p> <ul style="list-style-type: none"> <li>• Correctly using a period, question mark, and exclamation mark at the end of a sentence.</li> <li>• Using commas in dates and to separate items in a series.</li> </ul>		<p><b>Writing Extensions:</b></p> <p><b>13:</b> <i>A Big Sneeze</i>  <b>15:</b> <i>Mitch's Big Fish Tales</i>  <b>17:</b> <i>The Wise Crow</i>  <b>18:</b> <i>The Hero</i>  <b>20:</b> <i>George Washington Carver</i></p>

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# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
1.W.6.2c	<p><b>Spelling –</b></p> <ul style="list-style-type: none"> <li>• Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.</li> <li>• Correctly spelling words with common spelling patterns.</li> <li>• Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.</li> </ul>	<p><b>ISIP ER:</b> Spelling subtest</p> <p><b>Cycles 3-9:</b> Word Masters Game</p> <p><b>High Frequency Word Blocks, Cycles 1-10</b></p>	<p><b>Cycles 1-7 Spelling Lessons</b></p> <p><b>Cycles 3-10 Word Masters Spelling Game</b></p> <p><b>ISIP ER Spelling Interventions</b></p> <p><b>High Frequency Words Lessons:</b></p> <p><b>Cycle 1:</b> <i>and, they, see, has</i>  <b>Cycle 2:</b> <i>this, is, his, go</i>  <b>Cycle 3:</b> <i>here, are, you, they</i>  <b>Cycle 4:</b> <i>my, where, with, to</i>  <b>Cycle 5:</b> <i>what, said, for, her</i>  <b>Cycle 6:</b> <i>was, that, from, she</i>  <b>Cycle 7:</b> <i>do, come, there, have, of, some</i>  <b>Cycle 8:</b> <i>does, your, when, could, give, want</i>  <b>Cycle 9:</b> <i>was, that, from, she</i>  <b>Cycle 10:</b> <i>good, many, their, too, would, look</i></p>
<b>SPEAKING AND LISTENING</b>			
1.SL.1	<b>Learning Outcome:</b> Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.		
<b>Discussion and Collaboration</b>			
1.SL.2.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.		<p><b>Priority Report Lessons:</b></p> <p><b>Cycle 7:</b> Comprehension  <b>Cycle 9:</b> Comprehension  <b>Cycle 10:</b> Comprehension</p> <p><b>Writing Extensions 1-20</b></p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
1.SL.2.2	<i>Standard begins in third grade.</i>		
1.SL.2.3	Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.		<b>Priority Report Lessons:</b> Cycle 7: Comprehension Cycle 10: Comprehension  <b>Writing Extensions 1-20</b>
1.SL.2.4	Ask questions to clarify information about topics and texts under discussion.		<b>Priority Report Lessons:</b> Cycle 7: Comprehension Cycle 10: Comprehension  <b>Writing Extensions 1-20</b>
1.SL.2.5	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		<b>Priority Report Lessons:</b> Cycle 7 Comprehension Cycle 10 Comprehension  <b>Writing Extensions 1-20</b>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Comprehension</b>			
1.SL.3.1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<p><b>ISIP ER:</b> Listening Comprehension subtest</p> <p><b>Read Aloud Cycle Books:</b>  <i>A Special Delivery for Dusty, Jen and Her New Friends, Surprise!, Where is Coco?, Where Will They Ride?, My Hands and Feet, The Great Pig Escape, The Bun for Us, The Kid in the Mask, The Queen's Suitcase, Mr. Grump and the Beautiful Yard, Who Is Following Us?</i></p>	<p><b>ISIP ER Listening Comprehension Interventions</b></p> <p><b>Priority Report Lessons:</b></p> <p><b>Cycle 7:</b> Comprehension  <b>Cycle 9:</b> Comprehension  <b>Cycle 10:</b> Comprehension</p> <p><b>Comprehension Lesson 3:</b> Asking Questions Strategy</p> <p><b>Writing Extensions 1-20</b></p>
1.SL.3.2	Ask and answer questions about what a speaker says to clarify something that is not understood.		<p><b>Priority Report Lessons:</b></p> <p>Cycle 7 Comprehension            Cycle 10 Comprehension</p> <p><b>Writing Extensions 6-20</b></p>
<b>Presentation of Knowledge and Skills</b>			
1.SL.4.1	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.		<p><b>Writing Extension Lesson 13:</b> <i>A Big Sneeze</i></p> <p><b>Writing Extension Lesson 15:</b> <i>Mitch's Big Fish Tales</i></p>



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 1



Standard	Expectation	Istation App	Istation Teacher Resources
1.SL.4.2	Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.		<p><b>Priority Report Lessons:</b></p> <p>Cycle 7 Comprehension Cycle 10 Comprehension</p> <p><b>Writing Extension Lessons:</b></p> <p>1: <i>Sam Tips the Lamp</i> 2: <i>See Sam Sit</i> 3: <i>Dots and Spots</i> 5: <i>Fred Has Ten Hens</i></p>
<b>MEDIA LITERACY</b>			
1.ML.1	<b>Learning Outcome:</b> Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.		
<b>Media Literacy</b>			
1.ML.2.1	Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.	<b>Entire Istation application</b>	<p><b>Writing Extension lesson 11:</b> <i>Homes</i></p> <p><b>Writing Extension Lesson 19:</b> <i>The Three Little Bugs</i></p> <p><b>Comprehension Lesson 3:</b> Asking Questions Strategy, Grades K-1</p>
1.ML.2.2	<i>Standard begins in fifth grade.</i>		

⌂ End of Grade 1 ⌂

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
<b>READING: Foundations</b>			
2.RF.1	<b>Learning Outcome:</b> Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.		
<b>Print Concepts</b>			
2.RF.2.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
2.RF.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
2.RF.2.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
2.RF.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
<b>Phonological Awareness</b>			
2.RF.3.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
2.RF.3.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
2.RF.3.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
2.RF.3.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
2.RF.3.5	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
<b>Phonics</b>			
2.RF.4.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
2.RF.4.2	Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.	<p><b>Cycle 7-8 Lessons:</b> - Compound Words</p> <p><b>Cycles 9-11 Lessons:</b> - Inflected Endings (Verb Dog) - Multisyllabic Word Game</p> <p><b>Cycle 10:</b> Digraphs</p> <p><b>ISIP ER:</b> Alphabetic Decoding subtest</p>	<p><b>Phonics Lessons:</b>  <b>13:</b> Decoding Multisyllabic Words  <b>14:</b> Syllables with -le and -ly  <b>15:</b> Open Syllables  <b>17:</b> Review Digraphs  <b>49:</b> Compound Words Segmenting  <b>63:</b> Complex Word Families</p> <p><b>ISIP ER Alphabetic Decoding Interventions</b></p> <p><b>Cycle 11 Lessons:</b>  <b>7-8:</b> Variant Vowels  <b>11:</b> Multisyllabic Words</p>

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# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
2.RF.4.3	Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.	<p><b>Cycle 3:</b> Short o, Long A, Long O  <b>Cycle 4:</b> Short e, Long E  <b>Cycle 5:</b> Short u, Silent E, Rapid Word Naming  <b>Cycle 6:</b> Silent E, Rapid Word Naming  <b>Cycle 7:</b> Silent E, Long ORE, Open Syllable  <b>Cycle 9:</b> Oddballs Gimme the Ball game (oi, ol, oy, ow), Open Syllable (os, ay)</p> <p><b>Cycle 4 Book:</b> <i>Big Feet</i>  <b>Cycle 6 Book:</b> <i>The Dunes</i>  <b>Cycle 7 Book:</b> <i>The Oatmeal Man</i>  <b>Cycle 8 Books:</b> <i>A Big Sneeze, Bert and Gert, The Fox Pack, The Not-So-Great Skunk Adventure</i>  <b>Cycle 9 Books:</b> <i>Mitch's Big Fish Tales, The Scarecrow, Treasure Hunt at Pirate's Bay, Winter Snowstorm</i>  <b>Cycle 10 Book:</b> <i>The Hero</i></p>	<p><b>Cycle 3 Lessons:</b>                      - Vowel Sound Long O, /oa/  <b>11:</b> Long A, /ai/  <b>Cycle 4 Lesson:</b>  <b>11:</b> Long E, /ea/, /ee/  <b>Cycle 5 Lessons:</b>  <b>6-7:</b> Short u  <b>19:</b> Short u and Blends  <b>Cycles 5-6:</b> Long A, Silent e  <b>Cycle 6 Lesson 9:</b> Long I, Long U  <b>Cycle 9:</b> Long Vowels (ay, ey, oe, ie)  <b>Cycle 11 Lesson 4:</b> Short e, /ea/</p> <p><b>Phonics Lessons:</b>  <b>10:</b> Short Vowel Sounds  <b>19:</b> Short i, Short a  <b>21:</b> Short o  <b>22:</b> Short u  <b>25:</b> Long E vowel sound using /ea/, /ee/  <b>26:</b> Long O vowel sound using /oa/  <b>27:</b> Long A vowel sound using /ai/  <b>51:</b> Long Vowels in the Final Position</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
2.RF.4.4	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).	<p><b>High Frequency Word Blocks, Cycles 6 - 10</b></p> <p><b>Cycles 9 - 11:</b> Oddballs</p> <p><b>Cycle 11:</b> Detective Dan (Irregular)</p> <p><b>HFW Practice Books:</b></p> <p><b>Cycle 6:</b> <i>Where is Jane?</i></p> <p><b>Cycle 7:</b> <i>Homes</i></p> <p><b>Cycle 8:</b> <i>I Like to Help, Bert and Gert</i></p> <p><b>Cycle 9:</b> <i>The Best Trip</i></p> <p><b>Cycle 10:</b> <i>How Can That Be?</i></p>	<p><b>Vocabulary Category Cards:</b> Abbreviations</p> <p><b>Vocabulary Lesson 25:</b> Homophones</p> <p><b>High Frequency Words Lessons:</b></p> <p><b>Cycle 6:</b> <i>was, that, from, she</i></p> <p><b>Cycle 7:</b> <i>do, come, there, have, of, some</i></p> <p><b>Cycle 8:</b> <i>does, your, when, could, give, want</i></p> <p><b>Cycle 9:</b> <i>was, that, from, she</i></p> <p><b>Cycle 10:</b> <i>good, many, their, too, would, look</i></p> <p><b>7B Spelling Tier 2:</b> Irregular Plurals</p> <p><b>Cycle 11 Lesson 12:</b> Homophones</p>
2.RF.4.5	Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).	<p><b>Cycle 11: Oddballs (ild, ind)</b></p>	<p><b>Phonics Lesson 12:</b> Phonograms</p> <p><b>Phonics Lessons 37, 39:</b> Phonograms</p> <p><b>Phonics Lessons 42 - 47:</b> Phonograms</p> <p><b>Phonics Lesson 63:</b> Complex Word Families</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
2.RF.4.6	Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., <i>kitten's</i> , <i>sisters'</i> ), and compound words.	<p><b>Cycle 8:</b> Compound Words  <b>Cycle 10:</b> Detective Dan (Multisyllabic)  <b>Cycle 11:</b> Prefixes, Suffixes, Contractions Game (Contraction Action), Multisyllabic Game  <b>Cycle 13:</b> Number Prefixes (<i>Power for the Planet</i> Vocabulary)</p> <p><b>Cycle 8 Book:</b> <i>The Mailman</i>  <b>Cycle 9 Books:</b> <i>Mitch's Big Fish Tales</i>, <i>Naptime</i>, <i>Treasure Hunt at Pirate's Bay</i>  <b>Cycle 10 Book:</b> <i>The Hero</i></p> <p><b>Cycle 9 Passages:</b> <i>Kittens</i>, <i>Joel and Kay's Best Day</i>  <b>Cycle 11 Passage:</b> <i>From Fearful to Fearless</i></p>	<p><b>Vocabulary Category Cards:</b> Contractions  <b>Vocabulary Lesson 11:</b> Compound Words  <b>Phonics Lessons 10, 13:</b> Decoding Multisyllabic Words  <b>Phonics Lessons 48 - 50:</b> Compound Words</p> <p><b>Cycles 7-9:</b> Compound Words  <b>Cycle 7 Lesson 13:</b> Compound Words  <b>Cycle 8 Lesson 12:</b> Compound Words  <b>Cycle 9 Lesson 9:</b> Compound Words  <b>Cycle 11 Lesson 2:</b> Suffixes: full, ly, less, er, or  <b>Cycle 11 Lesson 10:</b> Contractions</p> <p><b>Vocabulary Lesson 16:</b> Prefixes (dis-, mis-, re-, un-), Grade 2</p>

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# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Fluency</b>			
2.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<b>All Cycle 5-12 Books</b>	<p><b>Fluency Passages:</b></p> <p><b>Cycle 6:</b> <i>The Dunes, Time to Ride My Mule</i></p> <p><b>Cycle 7:</b> <i>Ben and Steve at the Seaside, Hide and Seek, The Oatmeal Man, The Twin Mice</i></p> <p><b>Cycle 8:</b> <i>I Like to Help, King Zung and the Lark, The Shrimp and the Shark, Wait to Paint</i></p> <p><b>Cycle 9:</b> <i>Joel and Kay's Best Day, Kittens, Ranch Hands, The Colt</i></p> <p><b>Cycle 10:</b> <i>Going to the Vet, Insects, The Water Cycle</i></p> <p><b>Cycle 11:</b> <i>From Fearful to Fearless, Hurricanes, The Dirt Detectives</i></p> <p><b>Priority Report Lessons:</b></p> <p>Cycle 9 Comprehension Cycle 10 Comprehension</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
<b>READING: Literature</b>			
2.RL.1	<b>Learning Outcome:</b> Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.		
<b>Key Ideas and Textual Support</b>			
2.RL.2.1	Ask and answer questions (e.g., <i>who was the story about; why did an event happen; where did the story happen</i> ) to demonstrate understanding of main idea and key details in a text.	<p><b>ISIP ER: Reading Comprehension subtest</b></p> <p><b>Cycle 6 Books:</b> <i>The Dunes, The Kid in the Mask</i></p> <p><b>Cycle 7 Books:</b> <i>Fun at the Pond, Just the Right Size, Take That Off Stage, The Oatmeal Man, The Twin Mice</i></p> <p><b>Cycle 8 Books:</b> <i>The Shrimp and the Shark, The Fox Pack</i></p> <p><b>Cycle 9 Books:</b> <i>A Trip to the Dentist, Coach Chapman, Roy and Troy Like Trains, Treasure Hunt at Pirate's Bay, Winter Snowstorm</i></p> <p><b>Cycle 10 Books:</b> <i>Shopping with Mom, The Three Little Bugs, Humphrey the Humpback Whale, The Hero, The Three Little Bugs</i></p> <p><b>Cycle 12:</b> Main Idea</p>	<p><b>Cycle 5:</b> Comprehension 5</p> <p><b>Cycle 7:</b> Comprehension 7</p> <p><b>Cycle 8:</b> Comprehension 8</p> <p><b>Cycle 9:</b> Comprehension 9</p> <p><b>Cycle 12 Comprehension:</b> Main Idea, Summarizing</p> <p><b>Comprehension Lessons:</b></p> <p><b>4:</b> Asking Questions, Grades 2-3</p> <p><b>67:</b> Summarizing, Grades 2-3</p> <p><b>Priority Report Lessons:</b></p> <p>Cycle 9 Comprehension</p> <p>Cycle 10 Comprehension</p>



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
2.RL.2.2	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<p><b>ISIP ER:</b> Reading Comprehension subtest</p> <p><b>Cycle 7 Books:</b> <i>Just the Right Size, The Oatmeal Man, The Big Game</i></p> <p><b>Cycle 8 Book:</b> <i>The Fox Pack, Wait to Paint</i></p> <p><b>Cycle 9 Books:</b> <i>The Flying Pizza, Mitch's Big Fish Tales, Elbert's Birthday, A Trip to the Dentist, The Wise Crow</i></p> <p><b>Cycle 10 Books:</b> <i>A Star is Born, The Three Little Bugs, Who is Following Us?, Humphrey the Humpback Whale, The Three Little Bugs</i></p> <p><b>Cycle 12 Books:</b> <i>Brookside's Best Science Fair Ever!, Mission Incredible, Weather Watchers, Fields of Change</i></p>	<p><b>Priority Report Lesson:</b> Cycle 9 Comprehension</p> <p><b>Comprehension Lesson 6:</b> Summarizing Strategy, Grades 2 - 3</p> <p><b>Comprehension Lesson 31:</b> Sequencing, Grade 2</p> <p><b>Writing Extension 8:</b> <i>Late for the Game</i></p> <p><b>Writing Extension 14:</b> <i>King Zung and the Lark</i></p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
2.RL.2.3	Describe how characters in a story respond to major events and how characters affect the plot.	<p><b>ISIP ER:</b> Reading Comprehension subtest</p> <p><b>Cycle 10 Books:</b> <i>A Star Is Born, Humphrey the Humpback Whale, The Three Little Bugs</i></p> <p><b>Cycle 11 Book:</b> <i>Winter Snowstorm, Who is Following Us?</i></p> <p><b>Cycle 12 Book:</b> <i>Fields of Change</i></p>	<p><b>Priority Report Lessons:</b></p> <p>Cycle 9 Comprehension Cycle 10 Comprehension</p> <p><b>Comprehension Lessons:</b> <b>27:</b> Compare and Contrast, Grade 2 <b>38:</b> Character, Grade 2</p> <p><b>Cycle 10 Lesson 17 Comprehension:</b> Character Analysis</p> <p><b>Cycle 12 Compression:</b> Summarizing</p>
2.RL.2.4	Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	<p><b>Cycle 7 Book:</b> <i>Just the Right Size</i></p>	<p><b>Lesson 2 Comprehension:</b> Making Predictions, Grades 2-3</p>
<b>Structural Elements and Organization</b>			
2.RL.3.1	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<p><b>Cycle 9 Book:</b> <i>The Flying Pizza</i></p> <p><b>Cycle 10 Books:</b> <i>Shopping With Mom, A Star Is Born</i></p> <p><b>Cycle 12:</b> Summarization</p>	<p><b>Cycle 12:</b> Summarizing</p> <p><b>Graphic Organizer:</b> Story Element Chart</p>

**Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA**  
Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
2.RL.3.2	Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	<b>Cycle 9 Fable:</b> <i>The Wise Crow</i>	<p><b>Comprehension Lessons:</b></p> <p><b>27:</b> Compare and Contrast, Grade 2  <b>38:</b> Character, Grade 2</p> <p><b>Cycle 10 Lesson 17 Comprehension:</b> Character Analysis</p> <p><b>Priority Report Lesson:</b> Cycle 10 Comprehension</p>

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# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Synthesis and Connection of Ideas</b>			
2.RL.4.1	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<p><b>ISIP ER:</b> Reading Comprehension subtest</p> <p><b>Cycle 6 Books:</b> <i>Jen and Her New Friends, The Dunes, The Kid in the Mask</i></p> <p><b>Cycle 7 Books:</b> <i>Ben and Steve at the Seaside, Just the Right Size, Take That Off Stage, The Oatmeal Man, The Twin Mice</i></p> <p><b>Cycle 8 Books:</b> <i>A Big Sneeze, Bert and Gert, King Zung and the Lark, Shel and Beth, The Fox Pack, The Not-So-Great Skunk Adventure, The Shrimp and the Shark</i></p> <p><b>Cycle 9 Books and Passages:</b> <i>A Trip to the Dentist, Big Top Tent, Camping, Coach Chapman, Elbert's Birthday, Going on a Ride, Kittens, Joel and Kay's Best Day, Mitch's Big Fish Tales, Naptime, Roy and Troy Like Trains, Royce Likes to Share, The Best Trip, The Flying Pizza, The Scarecrow, The Wise Crow, Winter Snowstorm</i></p> <p><b>Cycle 10 Books and Passages:</b> <i>A Star is Born, Going to the Vet, Humphrey the Humpback Whale, Shopping with Mom, The Hero</i></p> <p><b>Cycle 11 Books and Passages:</b> <i>Bert and Gert, The Flying Pizza, Winter Snowstorm</i></p> <p><b>Cycle 12 Books:</b> <i>Mission Incredible, Fields of Change, Weather Watchers, Fields of Change</i></p>	<p><b>Comprehension Lessons:</b>  <b>27:</b> Compare and Contrast  <b>31:</b> Sequencing  <b>35:</b> Setting  <b>38:</b> Character</p> <p><b>Priority Report Lessons:</b></p> <p><b>Cycle 9:</b> Comprehension  <b>Cycle 10:</b> Comprehension</p> <p><b>Writing Extension Lessons:</b>  <b>18:</b> <i>The Hero</i>  <b>19:</b> <i>The Three Little Bugs</i>  <b>24:</b> <i>Fields of Change, Spring and Summer</i>  <b>29:</b> <i>Fossil Hunters: The Black Hills Dig</i>  <b>32:</b> <i>Weather Watchers</i></p> <p><b>Cycle 12 Comprehension:</b> Summarizing  <b>Cycle 12 Comprehension:</b> Cause and Effect</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
2.RL.4.2	Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	<b>Cycle 10 Book:</b> <i>The Three Little Bugs</i>	<b>Writing Extension Lesson 19:</b> <i>The Three Little Bugs</i>  <b>Priority Report Lesson:</b> Cycle 10 Comprehension
2.RL.4.3	<i>Standard begins at sixth grade.</i>		
<b>READING: Nonfiction</b>			
2.RN.1	<b>Learning Outcome:</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.		
<b>Key Ideas and Textual Support</b>			
2.RN.2.1	Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.	<b>ISIP ER:</b> Comprehension subtest  <b>Cycle 6 Book:</b> <i>Pets: Fish</i>  <b>Cycle 10 Books:</b> <i>How Mountains Form, George Washington Carver</i>  <b>Cycle 12 Books:</b> <i>Earth: Our Solar System, Exploring Space</i>  <b>Cycle 12:</b> Main Idea	<b>Priority Report Lessons:</b>  Cycle 8 Comprehension Cycle 10 Comprehension  <b>Comprehension Lesson 11:</b> Main Idea, Grade 2  <b>Comprehension Lesson 66:</b> Main Idea, Grades 2 - 3  <b>Cycle 10 Comprehension Lesson 10:</b> Main Idea

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
2.RN.2.2	Identify the main idea of a multiparagraph text and the topic of each paragraph.	<p><b>ISIP ER:</b> Comprehension subtest</p> <p><b>Cycle 6 Book:</b> <i>Pets: Fish</i></p> <p><b>Cycle 10 Books:</b> <i>How Mountains Form, George Washington Carver</i></p> <p><b>Cycle 12 Book:</b> <i>Earth: Our Solar System, Exploring Space</i></p> <p><b>Cycle 12:</b> Main Idea</p>	<p><b>Priority Report Lessons:</b></p> <p>Cycle 8 Comprehension Cycle 10 Comprehension</p> <p><b>Comprehension Lessons:</b></p> <p><b>11:</b> Main Idea, Grade 2 <b>66:</b> Main Idea, Grades 2 - 3</p>
2.RN.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.	<p><b>ISIP ER:</b> Reading Comprehension subtest</p> <p><b>Cycle 12:</b> Scientific Process, The Moon Phases Lab</p> <p><b>Cycle 10 Books:</b> <i>The Water Cycle, How Mountains Form</i></p> <p><b>Cycle 12 Books:</b> <i>Earth: The Changing Surface, Earth: Day, Night, Seasons, Earth: Rocks and Soil, Earth: The Moon, Do Your Part</i></p>	

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Structural Elements and Organization</b>			
2.RN.3.1	Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.	<p><b>Cycle 5 Text Features:</b> <i>Snakes</i>, BPA</p> <p><b>Cycle 10 Book:</b> <i>How Mountains Form</i></p> <p><b>Cycle Book 12:</b> <i>Earth: Rocks and Soil, Fields of Change, Earth: Day, Night, Seasons, Earth: Our Solar System</i></p> <p><b>Cycle 12 Living Lessons:</b> Representing Text</p>	<p><b>Priority Report Lesson:</b> Cycle 10 Comprehension</p> <p><b>Cycle 12, Lesson 8A:</b> Representing Text</p>
2.RN.3.2	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.	<p><b>Cycle 9 Passages:</b> <i>Earthworms Help, Ranch Hands</i></p> <p><b>Cycle 10 Passages:</b> <i>Pet Parade, The Water Cycle</i></p> <p><b>Cycle 10 Book:</b> <i>Spiders</i></p>	<p><b>Cycles 12-14 Lesson 11A:</b> Compare and Contrast</p>
2.RN.3.3	Identify what the author wants to answer, explain, or describe in the text.	<p><b>Cycle 12 Living Lessons:</b> Author's Purpose</p> <p><b>Cycle 12 Passage:</b> <i>Do Your Part</i></p>	<p><b>Priority Report Lesson:</b> Cycle 8 Comprehension</p> <p><b>Comprehension Lesson 18:</b> Author's Purpose, Grade 2</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Synthesis and Connection of Ideas</b>			
2.RN.4.1	Describe how an author uses facts to support specific points in a text.	<b>Cycle 12 Passage:</b> <i>Do Your Part, Natural Resources</i>	<b>Cycle 12 Lesson:</b> Author's Purpose  <b>Writing Extension Lesson 46:</b> <i>Coral Reefs</i>
2.RN.4.2	Compare and contrast the most important points presented by two texts on the same topic.	<b>Cycle 12 Books:</b> <i>Earth: Day, Night, and Seasons, Fields of Change</i>	<b>Cycle 14:</b> Supporting Responses  <b>Comprehension Lesson 25:</b> Compare and Contrast Two Texts  <b>Writing Extension Lesson 26:</b> <i>The Moon</i>
2.RN.4.3	<i>Standard begins at sixth grade.</i>		
<b>READING: Vocabulary</b>			
2.RV.1	<b>Learning Outcome:</b> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.		
<b>Vocabulary Building</b>			
2.RV.2.1	Use context clues (e.g., <i>words and sentence clues</i> ) and text features (e.g., <i>table of contents, headings</i> ) to determine the meanings of unknown words.	<b>ISIP ER:</b> Vocabulary subtest  <b>Cycle 12 Book:</b> <i>Fossil Hunters: The Black Hills Dig</i> (Vocabulary)  <b>Cycle 12 Living Lessons:</b> Context Clues	<b>Cycle 12 Lesson 10:</b> Vocabulary: Context  <b>Graphic Organizer:</b> Vocabulary Think-Through



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
2.RV.2.2	Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., <i>change, duck</i> ).	<b>ISP ER:</b> Vocabulary subtest  <b>Cycle 11:</b> Synonyms	<b>Teacher Resource Lessons:</b> ISIP ER Vocabulary Interventions  <b>Graphic Organizer:</b> Semantic Web  Vocabulary Lessons: <b>8:</b> Synonyms, Grade 2 <b>13:</b> Antonyms, Grade 2 <b>28:</b> Homographs, Grade 2 <b>31:</b> Antonym Synonym Review
2.RV.2.3	<i>Standard begins at sixth grade.</i>		
2.RV.2.4	Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.	<b>Cycle 11:</b> Prefixes  <b>Cycle 11 Passage:</b> <i>From Fearful to Fearless</i>	<b>Cycle 11 Lesson 1:</b> Prefixes: pre, re, un, mis, dis  <b>Cycle 12 Lesson 3: Vocabulary:</b> Structural Analysis
2.RV.2.5	Consult reference materials, both print and digital (e.g., <i>dictionary</i> ), to determine or clarify the meanings of words and phrases.	<b>Cycle 12 Books with Glossary:</b> - <i>Weather Watchers</i> - <i>Earth: Day, Night, and Seasons</i> - <i>Our Solar System</i> - <i>Earth: The Changing Surface</i> - <i>The Moon</i> - <i>Earth: Atmosphere</i> - <i>Earth: Rocks and Soil</i>	<b>Vocabulary Lesson 33:</b> Word Meaning Using a Dictionary, Grades 1 - 2

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Vocabulary in Literature and Nonfiction Texts</b>			
2.RV.3.2	Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.	<b>ISIP ER Vocabulary</b>  <b>Cycle 7 Book:</b> <i>Homes</i>  <b>Cycle 9 Book:</b> <i>Mother Cat and Her Kittens</i>  <b>Cycle 10 Books:</b> <i>How Mountains Form, Spiders</i>  <b>Cycle 12 Books:</b> <i>Earth: Day, Night, and Seasons; Earth: Our Solar System</i>	<b>ISIP ER Vocabulary Interventions</b>
2.RV.3.3	<i>Standard begins at third grade.</i>		

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# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
<b>WRITING</b>			
2.W.1	<b>Learning Outcome:</b> Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.		
<b>Writing Genres: Argumentative, Informative, and Narrative</b>			
2.W.3.1	Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.		<b>Writing Extensions:</b> <b>9:</b> <i>The Dunes</i> <b>12:</b> <i>Boats</i> <b>14:</b> <i>King Zung and the Lark</i> <b>15:</b> <i>Mitch's Big Fish Tales</i> <b>16:</b> <i>The Best Trip</i> <b>17:</b> <i>The Wise Crow</i> <b>18:</b> <i>The Hero</i> <b>31:</b> <i>Earth: Atmosphere</i> <b>33:</b> <i>Brookside's Best Science Fair Ever!</i>
2.W.3.2	Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.		<b>Writing Extensions:</b> <b>9:</b> <i>The Dunes</i> <b>10:</b> <i>Where is Jane</i> <b>11:</b> <i>Homes</i> <b>12:</b> <i>Boats</i> <b>13:</b> <i>A Big Sneeze</i> <b>19:</b> <i>The Three Little Bugs</i> <b>20:</b> <i>George Washington Carver</i> <b>23:</b> <i>Earth: Day, Night, and Seasons</i> <b>24:</b> <i>Fields of Change: Spring/Summer</i> <b>25:</b> <i>Fields of Change: Autumn/Winter</i> <b>28:</b> <i>Earth: Rocks and Soil</i> <b>30:</b> <i>Earth: The Changing Surface</i>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
2.W.3.3	<p>Develop topics for friendly letters, stories, poems, and other narrative purposes that –</p> <ul style="list-style-type: none"> <li>• Include a beginning.</li> <li>• Use temporal words to signal event order (e.g., <i>first of all</i>).</li> <li>• Provide details to describe actions, thoughts, and feelings.</li> <li>• Provide an ending.</li> </ul>		<p><b>Writing Extensions:</b></p> <p><b>9:</b> <i>The Dunes</i>  <b>10:</b> <i>Where is Jane?</i>  <b>12:</b> <i>Boats</i>  <b>13:</b> <i>A Big Sneeze</i>  <b>14:</b> <i>King Zung and the Lark</i>  <b>15:</b> <i>Mitch's Big Fish Tales</i>  <b>16:</b> <i>The Best Trip</i>  <b>17:</b> <i>The Wise Crow</i>  <b>18:</b> <i>The Hero</i>  <b>20:</b> <i>George Washington Carver</i>  <b>21:</b> <i>Our Solar System</i>  <b>22:</b> <i>Mission Incredible</i>  <b>27:</b> <i>A View From Above</i>  <b>29:</b> <i>Fossil Hunters: The Black Hills Dig</i></p>
<b>The Writing Process</b>			
2.W.4	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> <li>• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., <i>organization, sentence structure, word choice</i>); edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>); and provide feedback to other writers.</li> <li>• Use available technology to publish legible documents.</li> </ul>		<p><b>Writing Extensions 11-33</b></p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>			
2.W.5	<p>With support, conduct short research on a topic.</p> <ul style="list-style-type: none"> <li>Find information on a topic of interest (e.g., <i>cardinals</i>).</li> <li>Identify various visual and text reference sources.</li> <li>Organize, summarize, and present the information, choosing from a variety of formats.</li> </ul>		<p><b>Writing Extensions:</b></p> <p><b>19:</b> <i>The Three Little Bugs</i></p> <p><b>20:</b> <i>George Washington Carver</i></p>
<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>			
2.W.6.1	Demonstrate command of English grammar and usage, focusing on:		
2.W.6.1a	<p><b>Nouns/Pronouns</b> – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p>	<p><b>ISIP ER:</b> Vocabulary subtest</p> <p><b>Cycle 12 Book:</b> <i>Fields of Change</i></p>	<p><b>Writing Extensions 13-20</b></p>
2.W.6.1b	<p><b>Verbs</b> -</p> <ul style="list-style-type: none"> <li>Writing sentences that use the past tense of frequently occurring irregular verbs.</li> <li>Understanding the functions of different types of verbs (e.g., <i>action, linking</i>) in sentences.</li> </ul>	<p><b>ISIP ER:</b> Vocabulary subtest</p> <p><b>Cycles 9 - 11:</b> Verb Dog (Inflected Endings)</p>	<p><b>Writing Extensions 13-20</b></p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
2.W.6.1c	<b>Adjectives/ Adverbs</b> – Writing sentences that use adjectives and adverbs.	ISIP ER: Vocabulary subtest	<b>ISIP ER Listening Comprehension Interventions:</b> Adjectives, Tiers 2 and 3  <b>Writing Extensions:</b>  <b>21:</b> <i>Our Solar System</i> <b>24:</b> <i>Fields of Change: Spring/Summer</i>
2.W.6.1d	<b>Prepositions</b> – <i>Standard begins at fourth grade.</i>		
2.W.6.1e	<b>Usage</b> – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.		<b>Writing Extensions 13-21</b>  <b>Priority Report Lesson:</b> Cycle 10 Comprehension
2.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:		
2.W.6.2a	<b>Capitalization</b> – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.		<b>Writing Extensions:</b>  <b>17:</b> <i>The Wise Crow</i> <b>18:</b> <i>The Hero</i> <b>20:</b> <i>George Washington Carver</i> <b>22:</b> <i>Mission Incredible</i> <b>23:</b> <i>Earth: Day, Night, and Seasons</i> <b>25:</b> <i>Fields of Change: Autumn/Winter</i> <b>30:</b> <i>Earth: Atmosphere</i>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
2.W.6.2b	<p><b>Punctuation –</b></p> <ul style="list-style-type: none"> <li>• Correctly using a period, question mark, or exclamation mark at the end of a sentence.</li> <li>• Using an apostrophe to form contractions and singular possessive nouns.</li> <li>• Using commas in greetings and closings of letters, dates, and to separate items in a series.</li> </ul>	<p><b>Cycle 11:</b> Contraction Action</p> <p><b>ipractice Conventions:</b> Practice Using End Marks</p>	<p><b>Writing Extensions:</b></p> <p><b>14:</b> <i>King Zung and the Lark</i>  <b>15:</b> <i>Mitch's Big Fish Tales</i>  <b>16:</b> <i>The Big Help</i>  <b>17:</b> <i>The Wise Crow</i>  <b>18:</b> <i>The Hero</i>  <b>20:</b> <i>George Washington Carver</i>  <b>21:</b> <i>Our Solar System</i>  <b>22:</b> <i>Mission Incredible</i></p> <p><b>Vocabulary Lesson 6:</b> Contractions</p>
2.W.6.2c	<p><b>Spelling –</b></p> <ul style="list-style-type: none"> <li>• Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.</li> <li>• Generalizing learned spelling patterns (e.g., <i>word families</i> ) when writing words.</li> <li>• Correctly spelling common irregularly-spelled grade-appropriate high frequency words.</li> </ul>	<p><b>Cycle 7 Lessons:</b>                      - Bossy R (Long ORE, ARE with Silent E)</p> <p><b>Cycle 8 Lessons:</b>                      - Bossy R (IRE, URE with Silent E)                      - Bossy R (er, ir, ur)</p> <p><b>Cycle 9 Lessons:</b>                      - Bossy R (A, E, I, O, U)</p> <p><b>Cycles 5-9:</b> Word Masters game  <b>Cycles 6-10:</b> High Frequency Word Blocks  <b>Cycles 8-10:</b> Digraphs  <b>Cycles 9-11:</b> Oddballs, Multisyllabic Word Game  <b>Cycle 11:</b> Detective Dan (irregular)</p> <p>ISIP ER: Spelling subtest</p>	<p><b>Teacher Resource Lessons:</b> ISIP Spelling</p> <p><b>Writing Extensions:</b></p> <p><b>22:</b> <i>Mission Incredible</i>  <b>23:</b> <i>Earth: Day, Night, and Seasons</i>  <b>24:</b> <i>Fields of Change: Spring/Summer</i></p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
<b>SPEAKING AND LISTENING</b>			
2.SL.1	<b>Learning Outcome:</b> Listen actively and adjust the use of spoken language (e.g., <i>conventions, vocabulary</i> ) to communicate effectively with a variety of audiences and for different purposes.		
<b>Discussion and Collaboration</b>			
2.SL.2.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.		<b>Writing Extensions:</b> <b>20:</b> <i>George Washington Carver</i> <b>33:</b> <i>Brookside's Best Science Fair Ever!</i> <b>34:</b> <i>The Rain Forest Howlers</i> , Chapter 1
2.SL.2.2	<i>Standard begins in third grade.</i>		
2.SL.2.3	Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.		<b>Writing Extensions 11-33</b>
2.SL.2.4	Ask for clarification and further explanation as needed about the topics and texts under discussion.		<b>Writing Extensions 11-33</b>
2.SL.2.5	Build on others' talk in conversations by linking comments to the remarks of others.		<b>Writing Extensions 11-33</b>
<b>Comprehension</b>			
2.SL.3.2	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.		<b>Cycle 10 Priority Report Lesson: Comprehension</b> <b>Writing Extensions 11-33</b>



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 2



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Presentation of Knowledge and Ideas</b>			
2.SL.4.1	Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.		<b>Cycle 10 Priority Report Lesson:</b> Comprehension <b>Writing Extensions 11-30</b>
2.SL.4.2	Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.		<b>Writing Extensions:</b> <b>19:</b> <i>The Three Little Bugs</i> <b>20:</b> <i>George Washington Carver</i> <b>21:</b> <i>Our Solar System</i>
<b>MEDIA LITERACY</b>			
2.ML.1	<b>Learning Outcome:</b> Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.		
<b>Media Literacy</b>			
2.ML.2.1	Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	<b>Entire Istation application</b>	
2.ML.2.2	<i>Standard begins in fifth grade.</i>		

End of Grade 2

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
<b>READING: Foundations</b>			
3.RF.1	<b>Learning Outcome:</b> Apply foundational reading skills to build reading fluency and comprehension.		
<b>Print Concepts</b>			
3.RF.2.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
3.RF.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
3.RF.2.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
3.RF.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
<b>Phonological Awareness</b>			
3.RF.3.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
3.RF.3.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
3.RF.3.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
3.RF.3.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
3.RF.3.5	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
<b>Phonics</b>			
3.RF.4.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
3.RF.4.2	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.	<p><b>Cycle 9 Bossy R:</b> In Context, Lesson, Passage  <b>Cycles 9:</b> Word Masters Game (Card Deck)  <b>Cycle 9 Open Syllable:</b> Lesson, Passage, Skill Book</p> <p><b>Cycles 9-10 Multisyllabic Words:</b> In Context, Lesson, Passage, Skill Book  <b>Cycles 9-10 Digraphs:</b> In Context, Lesson, Passage, Skill Book  <b>Cycles 9-11 Inflected Endings:</b> In Context, Lesson, Passage, Skill Book  <b>Cycles 9-10 The Oddballs:</b> Lesson, Passages, Skill Book</p> <p><b>Cycle 11 Odd Balls:</b> In Context, Lesson  <b>Cycle 11:</b> Multisyllabic Game  <b>Cycle 10:</b> Detective Dan Multisyllabic Words  <b>ISIP ER:</b> Spelling Fluency subtest</p>	<p><b>Phonics Lessons:</b></p> <p><b>14:</b> Syllables (words that end with -le or -y)  <b>15:</b> Open Syllables  <b>21:</b> Decoding with Short o  <b>23:</b> Decoding with Soft c  <b>24:</b> Decoding with Soft g followed by letter e  <b>25-27:</b> Long Vowels  <b>31, 33-34:</b> Beginning Blends  <b>39:</b> Decoding with ar (Bossy R)  <b>42-44, 46:</b> Phonograms  <b>48-50:</b> Compound Words  <b>57-58, 61-62:</b> Vowel Digraphs  <b>63:</b> Complex Word Families</p> <p><b>Cycle 9 Priority Report Lesson:</b> Two Syllables, Dividing Between Consonants  <b>Cycle 10 Priority Report Lessons:</b>                      - Two Syllables, Divide Between Vowel and Consonant                      - Digraph Patterns aw, au, all, ald, alk, alt  <b>Cycle 11 Priority Report Lessons:</b>                      - Multisyllabic Words                      - Variant Vowel /oo/</p>
3.RF.4.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
3.RF.4.4	Read grade-appropriate words that have blends (e.g., <i>walk, play</i> ) and common spelling patterns (e.g., <i>qu-</i> ; <i>doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural</i> ).	<b>ISIP ER:</b> Reading Comprehension subtest  <b>Cycles 9-11:</b> Inflected Endings	<b>Cycles 9-10 Priority Report Lessons:</b> Inflected Endings  <b>Cycle 11 Lesson 5:</b> Inflected Endings (y to i and adding -es, -ed)  <b>Phonics Lessons 30-34:</b> Beginning Blends
3.RF.4.5	Know and use more difficult word families when reading unfamiliar words (e.g., <i>-ight</i> ).	<b>Cycle 11:</b> Odd Balls (igh, ild, ind)	<b>Phonics Lesson 63:</b> Complex Word Families
3.RF.4.6	Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., <i>will not = won't</i> ) and possessives (e.g., <i>children's, Dennis's</i> ).	<b>Cycle 11 Lessons:</b> - Prefixes - Suffixes - Contractions (Contraction Action game)  <b>Cycle 11 Passage:</b> <i>From Fearful to Fearless</i> (prefixes, suffixes, possessives, contractions)  <b>Cycle 12 Living Lessons:</b> Vocabulary (prefixes, suffixes)  <b>Cycle 12 Books:</b> - <i>Fields of Change: Spring/Summer</i> (suffixes, possessives, contractions) - <i>Fossil Hunters: The Black Hills Dig</i> (Suffixes, contractions)	<b>Cycle 11 Lessons:</b>  <b>1:</b> Prefixes (pre, re, un, mis, dis) <b>2:</b> Suffixes (ful, ly, less, er, or) <b>10:</b> Contractions  <b>Cycle 11 Passage:</b> <i>From Fearful to Fearless</i>  <b>Writing Extensions:</b>  <b>24:</b> <i>Fields of Change: Spring/Summer</i> (suffixes) <b>29:</b> <i>Fossil Hunters: The Black Hills Dig</i> (suffixes)

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Fluency</b>			
3.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<p><b>ISIP ER:</b> Text Fluency subtest</p> <p><b>Cycle 12:</b> Vocabulary (Fluent Read)</p> <p><b>All Cycle 9-13 Books</b></p>	<p><b>Fluency Passages:</b></p> <p><b>Cycle 10:</b> <i>Going to the Vet, Insects, People Send Mail, The Water Cycle</i></p> <p><b>Cycle 11:</b> <i>From Fearful to Fearless, Hurricanes, The Dirt Detectives</i></p> <p><b>Cycle 13:</b> <i>Into the Darkness, The Mystery of the Phoenix Lights, The Lost Treasure of the Ruby Dagger</i></p>

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# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
<b>READING: Literature</b>			
3.RL.1	<b>Learning Outcome:</b> Read and comprehend a variety of literature within a range of complexity appropriate for grades 2 - 3. By the end of grade 3, students interact with texts proficiently and independently.		
<b>Key Ideas and Textual Support</b>			
3.RL.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p><b>ISIP ER:</b> Comprehension subtest</p> <p><b>Cycle 9 Books:</b> <i>A Trip to the Dentist, Coach Chapman, Roy and Troy Like Trains, Treasure Hunt at Pirate's Bay, Winter Snowstorm</i></p> <p><b>Cycle 10 Books:</b> <i>Shopping with Mom, The Three Little Bugs, Humphrey the Humpback Whale, The Hero, The Three Little Bugs</i></p> <p><b>Cycle 11 Books:</b> <i>Who is Following Us?, The Queen's Suitcase, The Three Little Bugs</i></p> <p><b>Cycle 12 Books:</b> <i>Brookside's Best Science Fair Ever!, The Black Hills Dig, Weather Watchers, Mission Incredible</i></p> <p><b>Cycle 13 Books:</b> <i>The Desert's Gift, The Rain Forest Howlers</i></p> <p><b>Cycle 12 Living Lessons:</b> Summarization 1, Main Idea, Inference</p>	<p><b>Comprehension Lesson 4:</b> Asking Questions, Grades 2-3</p> <p><b>Cycle 12 Priority Report Comprehension Lessons:</b></p> <ul style="list-style-type: none"> <li>- Inferencing and Drawing Conclusions</li> <li>- Main Idea</li> <li>- Predicting Outcomes</li> </ul>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
3.RL.2.2	Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	<p><b>Cycle 10 Book:</b> <i>The Three Little Bugs</i></p> <p><b>Cycle 13 Passage:</b> <i>Monkey Brothers and the Hero Twins</i></p> <p><b>Cycle 13 Book:</b> <i>The Desert's Gift</i></p>	<p><b>Writing Extension Lesson 19:</b> <i>The Three Little Bugs</i></p> <p><b>Comprehension Lesson 60 Literature Analyzing Theme In Myths:</b> <i>Monkey Brothers and the Hero Twins</i></p> <p><b>Comprehension Lesson 63 Literature Analyzing Elements of Fiction:</b> <i>The Desert's Gift</i></p>
3.RL.2.3	Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i> ) and explain how their actions contribute to the plot.	<p><b>ISIP ER:</b> Comprehension subtest</p> <p><b>Cycle 12 Living Lessons:</b></p> <ul style="list-style-type: none"> <li>- Cause and Effect</li> <li>- Predicting Outcomes</li> <li>- Inference</li> <li>- Drawing Conclusions</li> </ul> <p><b>Cycle 10 Books:</b> <i>A Star Is Born, Humphrey the Humpback Whale, The Three Little Bugs</i></p> <p><b>Cycle 11 Books:</b> <i>Winter Snowstorm, Who is Following Us?</i></p> <p><b>Cycle 12 Book:</b> <i>Fields of Change</i></p> <p><b>Cycle 13 Books:</b> <i>The Rainforest Howlers, The Desert's Gift</i></p>	<p><b>Comprehension Lesson 39:</b> Character, Grade 3</p> <p><b>Cycle 12 Lessons:</b></p> <ul style="list-style-type: none"> <li>- Sequence</li> <li>- Comprehension: Cause and Effect</li> <li>- Predicting Outcomes</li> <li>- Inferencing and Drawing Conclusions</li> </ul>
3.RL.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Structural Elements and Organization</b>			
3.RL.3.1	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	<p><b>Cycle 11:</b> <i>The Three Little Bugs</i></p> <p><b>Cycle 12 Books:</b> <i>Weather Watchers, Fossil Hunters: The Black Hills Dig, Brookside's Best Science Fair Ever!, A View From Above: A Collection of Moon Poems</i></p>	<p><b>Writing Extension Lesson 33:</b> <i>Brookside's Best Science Fair Ever!</i></p> <p><b>Lesson 55 Literature Poetry Analysis:</b> <i>A View From Above</i></p> <p><b>Comprehension Lesson 60 Literature Analyzing Theme In Myths:</b> <i>Monkey Brothers and the Hero Twins</i></p>
3.RL.3.2	Distinguish personal point of view from that of the narrator or those of the characters.	<p><b>Cycle 11 Book:</b> <i>The Three Little Bugs</i></p>	
<b>Synthesis and Connection of Ideas</b>			
3.RL.4.1	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., <i>create mood, emphasize aspects of a character or setting</i> ).	<p><b>ISIP ER:</b> Reading Comprehension subtest</p> <p><b>Cycle 9 Book:</b> <i>The Flying Pizza</i> (Intro)</p> <p><b>Cycle 12 Book:</b> <i>Fossil Hunters: The Black Hills Dig</i></p>	<p><b>Cycle 9:</b> Read With Meaning 9</p> <p><b>Cycle 11:</b> Reading With Meaning 11</p> <p><b>Comprehension Lesson 36:</b> Setting, Grade 3</p>



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
3.RL.4.2	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., <i>in books from a series</i> ).	<p><b>Cycle 10 Books:</b> <i>Who is Following Us?, The Three Little Bugs, Humphrey the Humpback Whale</i></p> <p><b>Cycle 12 Paired Books:</b> <i>Earth: Day, Night, and Seasons</i> and <i>Fields of Change</i></p> <p><b>Cycle 12 Book:</b> <i>A View From Above</i></p>	<b>Comprehension Lesson 26:</b> Compare and Contrast Two Texts
<b>READING: Nonfiction</b>			
3.RN.1	<b>Learning Outcome:</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2 - 3. By the end of grade 3, students interact with texts proficiently and independently.		
<b>Key Ideas and Textual Support</b>			
3.RN.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p><b>ISIP ER:</b> Comprehension subtest</p> <p><b>Cycle 10 Books and Passages:</b> <i>George Washington Carver, How Mountains Form, Insects, People Send Mail, Pet Parade, Spiders, The Water Cycle, Water is a Good Thing, Whales</i></p> <p><b>Cycle 12 Books:</b> <i>Do Your Part, Earth: Day, Night, and Seasons, Earth: Atmosphere, Our Solar System, Earth: Rocks and Soil, Earth: The Changing Surface, The Moon, Exploring Space, Natural Resources, Water Recycled</i></p> <p><b>Cycle 13 Books:</b> <i>Deepwater Horizon, Exploring the Deep, Forest Fires: Lessons from the Front Lines, Survivors, Dangerous Snakes</i></p>	<b>Comprehension Lesson 12:</b> Main Idea, Grade 3

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
3.RN.2.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p><b>ISIP ER:</b> Comprehension subtest</p> <p><b>Cycle 10 Book:</b> <i>How Mountains Form</i></p> <p><b>Cycle 12 Living Lessons:</b> Main Idea</p> <p><b>Cycle 13 Living Lessons:</b> Main Idea</p> <p><b>Cycle 12 Books and Passages:</b> <i>Earth: Atmosphere, Exploring Space, Do Your Part, Water Recycled, Natural Resources,</i></p> <p><b>Cycle 13 Book:</b> <i>Amazonia Alert</i></p>	<p><b>Comprehension Lessons:</b></p> <p><b>10:</b> Main Idea</p> <p><b>12:</b> Main Idea</p> <p><b>Cycle 12 Lesson:</b> Main Idea</p>

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# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
3.RN.2.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	<p><b>ISIP ER:</b> Comprehension subtest</p> <p><b>Cycle 12:</b> Scientific Process, The Moon Phases Lab</p> <p><b>Cycle 10 Books:</b> <i>The Water Cycle, How Mountains Form</i></p> <p><b>Cycle 12 Books:</b> <i>Earth: The Changing Surface, Earth: Day, Night, Seasons, Earth: Rocks and Soil, Earth: The Moon, Do Your Part</i></p> <p><b>Cycle 12 Science Interactive:</b> <i>Scientific Method, Planet Sequencing, Crater Lab</i></p> <p><b>Cycle 13 Science Interactive:</b> <i>Living Things, Vertebrates vs. Invertebrates, Insects vs. Arachnids, Food Chain, Life Cycles, Water Cycle, Plant Cycle, Plant Anatomy, Photosynthesis, Plant Reproduction, Plant Adaptation</i></p>	
<b>Structural Elements and Organization</b>			
3.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>maps, illustrations, charts, font/format</i> ).	<p><b>Cycle 12 Books:</b> <i>Earth: Day, Night, and Seasons; Earth: Atmosphere, Earth: Our Solar System, Earth: Rocks and Soil, Earth: The Changing Surface</i></p>	<p><b>Cycle 12 Books:</b> <i>Earth: Atmosphere, Earth: The Changing Surface</i></p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
3.RN.3.2	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	<p><b>Cycle 12 Book:</b> <i>Earth: The Moon</i></p> <p><b>Cycle 12 Passage:</b> <i>Water Recycled</i></p>	
3.RN.3.3	Distinguish one's own perspective from that of the author of the text.	<p><b>Cycle 12 Books and Passages:</b> <i>A View From Above, Do Your Part, Earth: Atmosphere, Earth: Rocks and Soil</i></p> <p><b>Cycle 13 Books:</b> <i>Forest Fires: Lessons from the Front Lines, Power for the Planet</i></p>	<b>Cycle 12 Lesson 13:</b> Author's Purpose
<b>Synthesis and Connection of Ideas</b>			
3.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	<b>Cycle 12 Books:</b> <i>Our Solar System, Earth: Atmosphere</i>	<p><b>Comprehension Lesson 19:</b> Author's Purpose, Grade 3</p> <p><b>Cycle 12 Book:</b> <i>Earth: Atmosphere</i></p>
3.RN.4.2	Compare and contrast the most important points and key details presented in two texts on the same top.	<p><b>Cycle 10 Book:</b> <i>Whales</i></p> <p><b>Cycle 12 Books:</b> <i>Weather Watchers, Earth: The Moon</i></p>	<p><b>Cycle 10 Book:</b> <i>Whales</i></p> <p><b>Cycle 12 Books:</b> <i>The Moon, Weather Watchers</i></p> <p><b>Graphic Organizer:</b> Venn Diagram</p>
3.RN.4.3	<i>Standard begins at sixth grade.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
<b>READING: Vocabulary</b>			
3.RV.1	<b>Learning Outcome:</b> Build and use accurately conversational, general academic, and content-specific words and phrases.		
<b>Vocabulary Building</b>			
3.RV.2.1	Apply context clues (e.g., <i>word, phrase, and sentence clues</i> ) and text features (e.g., <i>maps, illustrations, charts</i> ) to determine the meanings of unknown words.	<p><b>ISIP ER:</b> Vocabulary subtest</p> <p><b>Cycle 12 Living Lessons:</b> Context</p> <p><b>Cycle 13 Living Lessons:</b> Context</p> <p><b>Cycle 9 Book:</b> <i>The Flying Pizza</i></p> <p><b>Cycle 10 Books:</b> <i>Three Little Bugs, How Mountains Form, Humphrey and the Humpback Whales, Who Is Following Us?, Spider, George Washington Carver</i></p> <p><b>Cycle 12 Books:</b> <i>The Black Hills Dig, Weather Watchers, Brookside's Best Science Fair Ever, Fields of Change</i></p>	<b>Cycle 12 Lesson 10 Vocabulary:</b> Context
3.RV.2.2	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., <i>puzzle, fire</i> ).	<p><b>ISIP ER:</b> Vocabulary subtest</p> <p><b>Cycle 11:</b> Homophones</p> <p><b>Cycle 13 Books:</b> <i>Amazonia Alert!</i> (synonyms), <i>The Desert's Gift</i> (homophones), <i>Forest Fires</i> (antonyms), <i>Race Across the Arctic</i> (similes and metaphors)</p>	<p><b>Cycle 11, Lesson 12:</b> Homophones</p> <p><b>Vocabulary Lesson 26:</b> Homophones</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
3.RV.2.3	<i>Standard begins at sixth grade.</i>		
3.RV.2.4	Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	<p><b>ISIP ER:</b> Vocabulary subtest</p> <p><b>Cycle 11:</b> Prefixes and Suffixes</p> <p><b>Cycle 12 Living Lessons:</b> Vocabulary</p>	<p><b>Writing Extensions:</b></p> <p><b>24:</b> <i>Fields of Change: Spring/Summer</i></p> <p><b>28:</b> <i>Earth: Rocks and Soil</i></p> <p><b>29:</b> <i>Fossil Hunters: The Black Hills Dig</i></p> <p><b>30:</b> <i>Earth: The Changing Surface</i></p> <p><b>31:</b> <i>Earth: Atmosphere</i></p> <p><b>33:</b> <i>Brookside's Best Science Fair Ever!</i></p> <p><b>34:</b> <i>The Rain Forest Howlers, Chapter 1</i></p>

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# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
3.RV.2.5	Consult reference materials, both print and digital (e.g., <i>dictionary</i> ), to determine or clarify the meanings of words and phrases.	<p><b>Cycle 12 Books with Glossary:</b>  <i>Weather Watchers</i>  <i>Earth: Day, Night, Seasons</i>  <i>Our Solar System</i>  <i>Earth: The Changing Surface</i>  <i>The Moon</i>  <i>Earth: Atmosphere</i>  <i>Earth: Rocks and Soil</i></p> <p><b>Cycle 13 Books with Glossary:</b>  <i>Amazonia Alert!</i>  <i>Deepwater Horizon</i>  <i>Exploring the Deep</i>  <i>Forest Fires: Lessons from the Front Lines</i>  <i>Power for the Planet</i>  <i>Survivors</i></p>	<p><b>Vocabulary Lessons:</b></p> <p><b>33:</b> Word Meaning Using a Dictionary  <b>34:</b> Word Meaning Using a Dictionary/Thesaurus</p> <p><b>Writing Extensions:</b></p> <p><b>23:</b> <i>Earth: Day, Night, and Seasons</i>  <b>24:</b> <i>Fields of Change: Spring/Summer</i>  <b>25:</b> <i>Fields of Change: Autumn/Winter</i>  <b>32:</b> <i>Weather Watchers</i>  <b>35:</b> <i>The Rain Forest Howlers, Chapter 2</i>  <b>36:</b> <i>Amazonia Alert!</i>  <b>37:</b> <i>Survivors!</i>  <b>42:</b> <i>Power for the Planet</i>  <b>46:</b> <i>Writing a Research Report</i>  <b>49:</b> <i>Writing a Research Report</i></p>
<b>Vocabulary in Literature and Nonfiction Texts</b>			
3.RV.3.1	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., <i>similes</i> ).	<p><b>Cycle 11 Book:</b> <i>The Dirt Detectives</i></p> <p><b>Cycle 12 Books:</b> <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></p> <p><b>Cycle 12 Living Lessons:</b> Inference 2</p> <p><b>Cycle 13 Book:</b> <i>Race Across the Arctic</i></p>	<p><b>Lesson 24:</b> Making Inferences</p> <p><b>Vocabulary Lessons:</b></p> <p><b>38:</b> Idioms  <b>39:</b> Idioms</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
3.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	<p><b>ISIP ER:</b> Vocabulary subtest</p> <p><b>Cycle 12 Books, Vocabulary Match:</b> <i>Day, Night, Seasons, Mission Incredible, Our Solar System, Black Hills Dig, Earth's Changing Surface, Earth: Rocks and Soil, Earth: Atmosphere, Weather Watchers</i></p> <p><b>Cycle 12 Science Interactive:</b> <i>Scientific Method, Planet Sequencing, Crater Lab</i></p>	<p><b>Comprehension Lesson 24:</b> Making Inferences</p> <p><b>ISIP AR 9A Vocabulary Tier 3:</b> Homographs - <i>Food for Thought</i></p> <p><b>Writing Extensions (Editing):</b>  <b>23:</b> <i>Earth: Day, Night, Seasons</i>  <b>24:</b> <i>Fields of Change: Spring/Summer</i>  <b>26:</b> <i>The Moon</i>  <b>27:</b> <i>A View From Above</i>  <b>28:</b> <i>Earth: Rocks and Soil</i>  <b>30:</b> <i>Earth: The Changing Surface</i>  <b>31:</b> <i>Atmosphere</i></p>
3.RV.3.3	Recognize the meanings of idioms in context.	<b>Cycle 12:</b> Context	<p><b>Vocabulary Lessons:</b>  <b>38:</b> Idioms  <b>39:</b> Idioms</p>



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
<b>WRITING</b>			
3.W.1	<b>Learning Outcome:</b> Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.		
<b>Handwriting</b>			
3.W.2.1	Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.		<p><b>Writing Extensions (legible handwriting, margins):</b></p> <p><b>16:</b> <i>The Best Trip</i>  <b>18:</b> <i>The Hero</i></p> <p><b>Writing Extensions (legible print or cursive handwriting):</b></p> <p><b>18:</b> <i>The Hero</i>  <b>19:</b> <i>The Three Little Bugs</i>  <b>20:</b> <i>George Washington Carver</i>  <b>21:</b> <i>Our Solar System</i></p>
3.W.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
<b>Writing Genres: Argumentative, Informative, and Narrative</b>			
3.W.3.1	<p>Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• State the opinion in an introductory statement or section.</li> <li>• Support the opinion with reasons in an organized way.</li> <li>• Connect opinion and reasons using words and phrases.</li> <li>• Provide a concluding statement or section.</li> </ul>		<p><b>Writing Extensions:</b></p> <p><b>31:</b> <i>Earth: Atmosphere</i>  <b>33:</b> <i>Brookside's Best Science Fair Ever!</i></p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
3.W.3.2	<p>Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>• State the topic, develop a main idea for the introductory paragraph, and group related information together.</li> <li>• Develop the topic with facts and details.</li> <li>• Connect ideas within categories of information using words and phrases.</li> <li>• Use text features (e.g., <i>pictures, graphics</i> ) when useful to aid comprehension.</li> <li>• Provide a concluding statement or section.</li> </ul>		<p><b>Writing Extensions:</b></p> <p><b>23:</b> <i>Earth: Day, Night, and Seasons</i>  <b>24:</b> <i>Fields of Change: Spring/Summer</i>  <b>25:</b> <i>Fields of Change: Autumn/Winter</i>  <b>26:</b> <i>The Moon</i>  <b>30:</b> <i>Earth: The Changing Surface</i>  <b>35:</b> <i>The Rain Forest Howlers, Chapter 2</i>  <b>36:</b> <i>Amazonia Alert!</i>  <b>38:</b> <i>The Desert's Gift</i></p>
3.W.3.3	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Establish an introduction (e.g., situation, narrator, characters).</li> <li>• Include specific descriptive details and clear event sequences.</li> <li>• Include dialogue.</li> <li>• Connect ideas and events using introduction and transition words.</li> <li>• Provide an ending.</li> </ul>		<p><b>Writing Extensions:</b></p> <p><b>21:</b> <i>Our Solar System</i>  <b>22:</b> <i>Mission Incredible</i>  <b>29:</b> <i>Fossil Hunters: The Black Hills Dig</i>  <b>32:</b> <i>Weather Watchers</i>  <b>34:</b> <i>The Rain Forest Howlers, Chapter 1</i></p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
<b>The Writing Process</b>			
3.W.4	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> <li>• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); and edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>).</li> <li>• Use technology to interact and collaborate with others to publish legible documents.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Writing Extensions 21-49</b></li> <li>• <b>Writing Extensions:</b></li> <li><b>39:</b> Bees at Risk</li> <li><b>42:</b> Power for the Planet Part 3</li> <li><b>46:</b> Coral Reefs Part 3</li> <li><b>49:</b> Ecosystem Part 3</li> </ul>
<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>			
3.W.5	<p>Conduct short research on a topic.</p> <ul style="list-style-type: none"> <li>• Identify a specific topic or question of interest (e.g., <i>where did Benjamin Harrison grow up?</i>).</li> <li>• Locate information in reference texts, electronic resources, or through interviews.</li> <li>• Recognize that some sources may be more reliable than others.</li> <li>• Record relevant information in their own words.</li> <li>• Present the information, choosing from a variety of formats.</li> </ul>		<p><b>Writing Extensions:</b></p> <p><b>40:</b> <i>Power for the Planet:</i> Identifying a Research Topic</p> <p><b>44:</b> <i>Coral Reefs:</i> Identifying a Research Topic</p> <p><b>47:</b> <i>Ecosystem:</i> Identifying a Research Topic</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>			
3.W.6.1	<i>Demonstrate command of English grammar and usage, focusing on:</i>		
3.W.6.1a	<b>Nouns/Pronouns</b> – Writing sentences using abstract nouns (e.g., <i>hope, thought</i> ).		<b>Writing Extensions:</b> <b>14:</b> <i>King Zung and the Lark</i> <b>16:</b> <i>The Best Trip</i> <b>32:</b> <i>Weather Watchers</i> <b>34:</b> <i>The Rain Forest Howlers</i> , Chapter 1
3.W.6.1b	<b>Verbs</b> – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.		<b>Writing Extensions 21-39</b>
3.W.6.1c	<b>Adjectives/ Adverbs</b> – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.		<b>Writing Extensions:</b> <b>24:</b> <i>Fields of Change; Spring/Summer</i> <b>37:</b> <i>Survivors</i>
3.W.6.1d	<i>Standard begins at fourth grade.</i>		
3.W.6.1e	<b>Usage</b> – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., <i>and, for, but, or</i> ).		<b>Writing Extensions:</b> <b>33:</b> <i>Brookside's Best Science Fair Ever</i> <b>36:</b> <i>Amazonia Alert!</i>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
3.W.6.2	<i>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</i>		
3.W.6.2a	<p><b>Capitalization</b> – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.</p>		<p><b>Writing Extensions:</b></p> <p><b>18:</b> <i>The Hero</i>  <b>20:</b> <i>George Washington Carver</i>  <b>22:</b> <i>Mission Incredible</i>  <b>25:</b> <i>Fields of Change: Autumn/Winter</i>  <b>30:</b> <i>Earth: The Changing Surface</i>  <b>35:</b> <i>The Rain Forest Howlers, Chapter 2</i>  <b>38:</b> <i>The Desert's Gift</i></p>
3.W.6.2b	<p><b>Punctuation</b> –</p> <ul style="list-style-type: none"> <li>• Correctly using apostrophes to form contractions and singular and plural possessives.</li> <li>• Using quotation marks to mark direct speech.</li> <li>• Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., <i>a small, red bicycle</i>).</li> </ul>		<p><b>Writing Extensions:</b></p> <p><b>22:</b> <i>Mission Incredible</i>  <b>23:</b> <i>Earth: Day, Night, and Seasons</i>  <b>24:</b> <i>Fields of Change: Spring/Summer</i>  <b>29:</b> <i>Fossil Hunters: The Black Hills Dig</i>  <b>31:</b> <i>Atmosphere</i>  <b>32:</b> <i>Weather Watchers</i></p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
3.W.6.2c	<p><b>Spelling –</b></p> <ul style="list-style-type: none"> <li>Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.</li> <li>Using spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs</i> ) when writing.</li> </ul>		<p>• <b>Writing Extensions:</b></p> <p><b>24:</b> <i>Fields of Change: Spring/Summer</i>  <b>28:</b> <i>Earth: Rocks and Soil</i>  <b>33:</b> <i>Brookside’s Best Science Fair Ever!</i>  <b>34:</b> <i>The Rain Forest Howlers, Chapter 1</i>  <b>36:</b> <i>Amazonia Alert!</i>  <b>39:</b> <i>Bees at Risk</i>  <b>43:</b> <i>Forest Fires</i></p> <p>• <b>Writing Extensions 17-49</b></p>
<b>SPEAKING AND LISTENING</b>			
3.SL.1	<b>Learning Outcome:</b> Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.		
<b>Discussion and Collaboration</b>			
3.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others’ ideas and expressing personal ideas clearly.		<p><b>Writing Extensions:</b></p> <p><b>25:</b> <i>Fields of Change: Autumn Winter</i>  <b>26:</b> <i>The Moon</i>  <b>29:</b> <i>Fossil Hunters: The Black Hills Dig</i>  <b>31:</b> <i>Atmosphere</i>  <b>34:</b> <i>The Rain Forest Howlers, Chapter 1</i></p>
3.SL.2.2	Explore ideas under discussion by drawing on readings and other information.		<b>Writing Extensions 20-49</b>
3.SL.2.3	Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.		<b>Writing Extensions 20-49</b>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
3.SL.2.4	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.		<b>Writing Extensions:</b> <b>33:</b> <i>Brookside's Best Science Fair Ever!</i> <b>34:</b> <i>The Rain Forest Howlers</i> , Chapter 1
3.SL.2.5	Explain personal ideas and understanding in reference to the discussion.		<b>Writing Extensions:</b> <b>19:</b> <i>The Three Little Bugs</i> <b>20:</b> <i>George Washington Carver</i>
<b>Comprehension</b>			
3.SL.3.1	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., <i>charts and graphs</i> ), and orally.		<b>Writing Extensions:</b> <b>30:</b> <i>Earth: The Changing Surface</i> <b>31:</b> <i>Atmosphere</i>
3.SL.3.2	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		<b>Cycle 12 Comprehension Lessons:</b> - Main Idea - Predicting Outcomes
<b>Presentation of Knowledge and Ideas</b>			
3.SL.4.1	Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.		<b>Writing Extensions:</b> <b>30:</b> <i>Earth: The Changing Surface</i> <b>31:</b> <i>Earth: Atmosphere</i>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 3



Standard	Expectation	Istation App	Istation Teacher Resources
3.SL.4.2	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.		<b>Writing Extensions:</b>  <b>30:</b> <i>Earth: The Changing Surface</i> <b>31:</b> <i>Atmosphere</i>
3.SL.4.3	<i>Students are expected to build upon and continue applying conventions learned previously.</i>		
<b>MEDIA LITERACY</b>			
3.ML.1	<b>Learning Outcome:</b> Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.		
<b>Media Literacy</b>			
3.ML.2.1	Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.		<b>Writing Extensions:</b>  <b>39:</b> <i>Bees at Risk</i> <b>42:</b> <i>Power for the Planet</i> Part 3 <b>46:</b> <i>Coral Reefs</i> Part 3 <b>49:</b> <i>Ecosystem</i> Part 3
3.ML.2.2	<i>Standard begins in fifth grade.</i>		

End of Grade 3



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 4



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Reading: Foundations</b>			
4.RF.1	<b>Learning Outcome:</b> Apply foundational reading skills to build reading fluency and comprehension.		
<b>Print Concepts</b>			
4.RF.2.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
4.RF.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
4.RF.2.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
4.RF.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
<b>Phonological Awareness</b>			
4.RF.3.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
4.RF.3.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
4.RF.3.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
4.RF.3.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
4.RF.3.5	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
<b>Phonics</b>			
4.RF.4.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 4



Standard	Expectation	Istation App	Istation Teacher Resources
4.RF.4.2	Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.	<p><b>Cycles 13-14 Discovery Island:</b> Self-Selected Reading Passages</p> <p><b>Cycle 14:</b> Vocab Lab</p> <p><b>ISIP AR:</b> <i>Word Analysis</i>, Vocabulary subtests</p> <p><b>All Cycle 9-14 Books</b></p> <p><b>Cycle 15 Living Lessons:</b> Vocabulary</p>	<p><b>Cycle 11 Lesson 11:</b> Multisyllabic Words</p> <p><b>Cycle 12 Lesson 3:</b> Vocabulary: Structural Analysis</p> <p><b>Cycles 12-14 Lesson 8A:</b> Representing Text: Vocabulary Support</p> <p><b>ISIP AR G4 Fluency Lessons 1-10</b></p> <p><b>ISIP AR Lessons:</b> Reading Comprehension, Vocabulary</p>
4.RF.4.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
4.RF.4.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
4.RF.4.5	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 4



Standard	Expectation	Istation App	Istation Teacher Resources
4.RF.4.6	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., <i>roots and affixes</i> ) to read accurately unfamiliar multi-syllabic words in context.	<p><b>Cycle 11:</b> Multisyllabic</p> <p><b>Cycles 13 14 Discovery Island:</b> Self-Selected Reading Passages</p> <p><b>Cycle 14:</b> Vocab Lab</p> <p><b>Cycle 15 Living Lessons:</b> Vocabulary</p> <p><b>ISIP AR:</b> Comprehension, Text Fluency, Vocabulary subtests</p>	<p><b>Cycle 11 Lesson 11:</b> Multisyllabic Words</p> <p><b>Cycle 12 Lesson 3:</b> Vocabulary: Structural Analysis</p> <p><b>Cycles 12-14 Lesson 8A:</b> Representing Text: Vocabulary Support</p> <p><b>ISIP AR G4 Fluency Lessons 1-10</b></p> <p><b>ISIP AR Lessons:</b> Reading Comprehension, Vocabulary, Word Analysis</p>
<b>Fluency</b>			
4.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<p><b>ISIP AR:</b> Text Fluency subtest, Reading Comprehension subtest</p> <p><b>Cycle 13 Living Lessons:</b> Context Clues</p> <p><b>Cycle 14 Living Lessons:</b> Context Clues</p> <p><b>Cycle 13 Books:</b> <i>Exploring the Deep, Desert's Gift, Power for the Planet, Amazonia Alert, The Rain Forest Howlers, Survivors, Bees at Risk, Deepwater Horizon</i></p> <p><b>Cycle 14 Books and Passages:</b> <i>Race for the Moon, All Aboard! The First Transcontinental Railroad, Visit Yellowstone, Fueling Humanity, A Renewable Future</i></p>	<p><b>ISIP AR Comprehension Lessons</b></p> <p><b>ISIP AR Vocabulary Lessons (all)</b></p> <p><b>ISIP AR G4 Fluency Lessons 1-10</b></p> <p><b>Cycle 15:</b> Context Clues</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 4



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Reading: Literature</b>			
4.RL.1	<b>Learning Outcome:</b> Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.		
<b>Key Ideas and Textual Support</b>			
4.RL.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 12 Living Lessons:</b> Inference</p> <p><b>Cycle 12 Books &amp; Lessons:</b> <i>Mission Incredible, Fields of Change, Weather Watchers</i></p> <p><b>Cycle 13 Book &amp; Lesson:</b> <i>The Desert's Gift</i></p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (fiction):</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p><b>Comprehension Lessons 47-63</b></p>
4.RL.2.2	Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 12 Living Lessons:</b> Summarization</p> <p><b>Cycle 13 Living Lessons:</b> Main Idea, Cause and Effect</p> <p><b>Cycle 13 Books &amp; Lessons:</b> <i>The Rain Forest Howlers, The Desert's Gift, Race Across the Arctic</i></p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (fiction):</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p><b>Comprehension Lesson 59 Analyzing Theme in Myths:</b> <i>The Desert's Gift</i></p> <p><b>Comprehension Lesson 61 Literature Analyzing Elements of Fiction:</b> <i>The Rainforest Howlers, Chapters 1 and 2</i></p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 4



Standard	Expectation	Istation App	Istation Teacher Resources
4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	<p><b>ISIP AR:</b> Reading Comprehension subtest</p> <p><b>Cycle 13 Books:</b> <i>The Rain Forest Howlers</i>, <i>Race Across the Arctic</i></p>	<p><b>ISIP AR Reading Comprehension Teacher Directed Lessons (fiction):</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 9B, 10A, 10C</p> <p><b>Comprehension Lessons:</b></p> <p><b>60:</b> <i>Monkey Brothers and the Hero Twins</i></p> <p><b>61:</b> <i>The Rain Forest Howlers</i></p> <p><b>62:</b> <i>Phaeton and the Chariot of Fire</i></p> <p><b>63:</b> <i>The Desert's Gift</i></p> <p><b>Cycle 15:</b> General Comprehension Lesson 3</p>
4.RL.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

Grade 4



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Structural Elements and Organization</b>			
4.RL.3.2	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<p><b>Cycle 12:</b> Compare and Contrast</p> <p><b>Cycle 14:</b> Compare/Contrast (<i>Visit Yellowstone</i> Intro)</p>	<p><b>Comprehension Lessons:</b></p> <p><b>52: Informational Texts/Analyzing Persuasive Media:</b> <i>Sharks in Danger</i></p> <p><b>55: Literature Poetry Analysis:</b> <i>A View From Above</i></p> <p><b>56: Literature Analyzing a Biography:</b> <i>George Washington Carver</i></p> <p><b>57: Literature Biography:</b> <i>Jane Goodall, Champion of Chimpanzees</i></p> <p><b>Writing Rules Personal Narrative:</b> Characteristics Lesson 1.1, First Person Point of View</p>

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# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

Grade 4



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Synthesis and Connection of Ideas</b>			
4.RL.4.2	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	<b>Cycle 12 Paired Books:</b> <i>Earth: Day, Night, and Seasons</i> and <i>Fields of Change</i>	<p><b>Cycle 12 Lesson 11:</b> Compare and Contrast</p> <p><b>Comprehension Lessons:</b></p> <p><b>55: Literature Poetry Analysis:</b> <i>A View From Above</i></p> <p><b>56: Literature Analyzing a Biography:</b> <i>George Washington Carver</i></p> <p><b>57: Literature Biography:</b> <i>Jane Goodall, Champion of Chimpanzees</i></p> <p><b>62: Literature Analyzing Elements of Fiction:</b> <i>Phaeton and the Chariot of Fire</i>, Grades 4-5</p> <p><b>63: Literature Analyzing Elements of Fiction:</b> <i>The Desert's Gift</i>, Grades 4-5</p>

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# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 4



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Reading: Nonfiction</b>			
4.RN.1	<b>Learning Outcome:</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.		
<b>Key Ideas and Textual Support</b>			
4.RN.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 12 Books:</b> <i>Do Your Part, Earth: Day, Night, and Seasons, Earth: Atmosphere, Our Solar System, Earth: Rocks and Soil, Earth: The Changing Surface, The Moon, Exploring Space, Natural Resources, Water Recycled</i></p> <p><b>Cycle 13 Books:</b> <i>Deepwater Horizon, Exploring the Deep, Forest Fires: Lessons from the Front Lines, Survivors</i></p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (nonfiction):</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Cycle 14:</b> Supporting Responses</p>
4.RN.2.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 13 Living Lessons:</b> Main Idea</p> <p><b>Cycle 13 Books &amp; Lessons:</b> <i>Survivors, Bees at Risk</i></p> <p><b>Cycle 14 Books &amp; Lessons:</b> <i>Race for the Moon, Visit Yellowstone</i></p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (nonfiction):</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Comprehension Lesson 47 Informational Texts:</b> <i>Amazonia Alert</i></p>



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 4



Standard	Expectation	Istation App	Istation Teacher Resources
4.RN.2.3	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	<p><b>Cycle 12 Living Lessons:</b> Cause and Effect</p> <p><b>Cycle 12 Books:</b> <i>Earth: The Moon, Water Recycled</i></p> <p><b>Cycle 13 Books:</b> <i>Exploring the Deep, Forest Fires: Lessons from the Front Lines, Bees at Risk, Amazonia Alert!</i></p> <p><b>Cycle 13:</b> Scientific Interactive, Water Cycle, Plant Cycle</p> <p><b>Cycle 14 Books:</b> <i>Race for the Moon, Visit Yellowstone</i></p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (nonfiction):</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Comprehension Lessons:</b></p> <p><b>47: Informational Texts:</b> <i>Amazonia Alert</i></p> <p><b>50: Informational Texts/Understanding Procedural Text:</b> <i>How to be an Underwater Explorer</i></p> <p><b>51: Informational Texts/Analyzing Persuasive Media:</b> <i>Sharks in Danger</i></p>
<b>Structural Elements and Organization</b>			
4.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>charts, tables, graphs, headings, subheadings, font/format</i> ).	<p><b>Cycle 12 Science Interactive:</b> <i>Scientific Method, Planet Sequencing, Crater Lab, Scientific Process, The Moon Phases Lab</i></p> <p><b>Cycle 13 Science Interactive:</b> <i>Living Things, Vertebrates vs. Invertebrates, Insects vs. Arachnids, Food Chain, Life Cycles, Water Cycle, Plant Cycle, Plant Anatomy, Photosynthesis, Plant Reproduction, Plant Adaptation</i></p> <p><b>Cycle 14 Science Interactive:</b> <i>Properties of Matter, States and Changes of Matter, Fossil Fuels</i></p>	<p><b>Cycles 12 Lesson 8A:</b> Representing Text</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 4



Standard	Expectation	Istation App	Istation Teacher Resources
4.RN.3.2	Describe the organizational structure (e.g., <i>chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description</i> ) of events, ideas, concepts, or information in a text or part of a text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 13:</b> Text Structure</p> <p><b>Cycle 13 Book:</b> <i>Bees at Risk</i></p> <p><b>Cycle 13 Book:</b> <i>Forest Fires: Lessons from the Front Lines</i></p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (nonfiction):</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Cycle 15:</b> General Comprehension 2</p>
4.RN.3.3	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.		<p><b>Comprehension Lessons:</b></p> <p><b>52: Informational Texts/Analyzing Persuasive Media:</b> <i>Sharks in Danger</i></p> <p><b>55: Literature Poetry Analysis:</b> <i>A View From Above</i></p> <p><b>56: Analyzing a Biography:</b> <i>George Washington Carver</i></p> <p><b>57: Analyzing a Biography:</b> <i>Jane Goodall, Champion of Chimpanzees</i></p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 4



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Synthesis and Connection of Ideas</b>			
4.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	<p><b>Cycle 13 Life Science:</b></p> <ul style="list-style-type: none"> <li>- Amazonia Alert!</li> <li>- Living Things with Dr. Amelia Chameleon</li> <li>- Food Chain Activity: Predator and Prey</li> <li>- Vertebrates and Invertebrates</li> <li>- Insects and Arachnids</li> </ul> <p><b>Cycle 13 Living Lessons:</b> Author's Purpose</p> <p><b>Cycle 14 Books:</b> <i>Race for the Moon, Visit Yellowstone</i></p>	<p><b>Writing Extensions:</b></p> <p><b>25:</b> <i>Fields of Change: Autumn/Winter</i></p> <p><b>31:</b> <i>Atmosphere</i></p> <p><b>46:</b> <i>Coral Reefs, Part 3 of 3</i></p> <p><b>Comprehension Lessons:</b></p> <p><b>48: Informational Texts:</b> <i>The World's Healers, Grades 4-5</i></p> <p><b>51: Informational Texts/Analyzing Persuasive Media:</b> <i>Sharks in Danger, Grade 4-5</i></p> <p><b>52: Informational Texts/Analyzing Persuasive Media:</b> <i>Public Service Announcement, Grades 4-5</i></p>
4.RN.4.2	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	<p><b>Cycle 14 Physical Science:</b></p> <ul style="list-style-type: none"> <li>- <i>All Aboard: The First Transcontinental Railroad</i></li> <li>- Exploring Physical and Chemical Changes</li> <li>- Chemical Changes Lab</li> <li>- Changes in Matter</li> </ul>	<p><b>Comprehension Lessons:</b></p> <p><b>48: Informational Texts:</b> <i>The World's Healers, Grades 4-5</i></p> <p><b>52: Informational Texts/Analyzing Persuasive Media:</b> <i>Public Service Announcement, Grades 4-5</i></p>
4.RN.4.3	<i>Standard begins at sixth grade.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

Grade 4



Standard	Expectation	Istation App	Istation Teacher Resources
<b>READING: Vocabulary</b>			
4.RV.1	<b>Learning Outcome:</b> Build and use accurately general academic and content-specific words and phrases.		
<b>Vocabulary Building</b>			
4.RV.2.1	Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., <i>charts, headings/subheadings, font/format</i> ) to determine the meanings of unknown words.	<p><b>Cycle 13 Books:</b> <i>Exploring the Deep, Desert's Gift, Power for the Planet, Amazonia Alert!, The Rain Forest Howlers, Survivors!, Bees at Risk, Deepwater Horizon</i></p> <p><b>Cycle 13-14 Living Lessons:</b> Context Clues, Vocabulary, Representing Text</p> <p><b>Cycle 14 Books and Passages:</b> <i>Race for the Moon, All Aboard! The First Transcontinental Railroad, Visit Yellowstone, Fueling Humanity, A Renewable Future</i></p> <p><b>ISIP AR:</b> Vocabulary subtest</p>	<p><b>Cycle 15:</b> Context Clues</p> <p><b>ISIP AR Vocabulary Lessons</b> (all)</p>
4.RV.2.2	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.	<p><b>Cycle 13 Book:</b> <i>Amazonia Alert!</i></p> <p><b>Cycle 15:</b> Antonyms</p> <p><b>Cycle 15:</b> Synonyms</p> <p><b>ISIP AR:</b> Vocabulary subtest</p>	<p><b>Cycle 15 Bridge Lesson:</b> Synonyms</p> <p><b>Writing Extension Lesson 37:</b> <i>Survivors</i></p> <p><b>ISIP AR Vocabulary Interventions:</b> 2A, 3B, 4B, 5C, 6A, 8A</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 4



Standard	Expectation	Istation App	Istation Teacher Resources
4.RV.2.3	Standard begins at sixth grade.		
4.RV.2.4	Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.	<p><b>ISIP AR:</b> Vocabulary subtest</p> <p><b>Cycle 13:</b> Prefixes (uni, di, bi, tri)</p> <p><b>Cycle 14:</b> Vocab Lab</p>	<p><b>ISIP AR Vocabulary Lessons:</b> 1C (<i>trans-</i>), 2C (<i>tain</i>), 3C (<i>sub</i>), 4C (<i>cred</i>), 5A (<i>tract</i>), 6B (<i>graph</i>), 6C (<i>inter-</i>, <i>pre-</i>), 7A (<i>port</i>), 7B (<i>fore-semi-</i>), 7C (<i>scrib/script</i>), 8B (<i>vert, spect</i>), 8C (<i>rupt, struct</i>), 9B (<i>ject</i>), 9C (<i>man, val</i>), 10A (<i>aud, bene</i>), 10B (<i>chron, phon</i>)</p>
4.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.	<p><b>Cycle 12 Books with Glossary:</b>  <i>Weather Watchers</i>  <i>Earth: Day, Night, Seasons</i>  <i>Our Solar System</i>  <i>Earth: The Changing Surface</i>  <i>The Moon</i>  <i>Earth: Atmosphere</i>  <i>Earth: Rocks and Soil</i></p> <p><b>Cycle 13 Books with Glossary:</b>  <i>Amazonia Alert!</i>  <i>Deepwater Horizon</i>  <i>Exploring the Deep</i>  <i>Forest Fires: Lessons from the Front Lines</i>  <i>Power for the Planet</i>  <i>Survivors</i></p> <p><b>Cycle 14 Books with Glossary:</b>  <i>Race for the Moon, Visit Yellowstone</i></p>	<p><b>Writing Extensions:</b></p> <ul style="list-style-type: none"> <li>- <b>23:</b> <i>Earth: Day, Night, Seasons</i></li> <li>- <b>24:</b> <i>Fields of Change: Spring/Summer</i></li> <li>- <b>25:</b> <i>Fields of Change: Autumn/Winter</i></li> <li>- <b>32:</b> <i>Weather Watchers</i></li> <li>- <b>34:</b> <i>The Rain Forest Howlers, Chapter</i></li> <li>- <b>36:</b> <i>Amazonia Alert!</i></li> <li>- <b>37:</b> <i>Survivors!</i></li> <li>- <b>38:</b> <i>The Desert's Gift</i></li> <li>- <b>42:</b> <i>Power for the Planet 3</i></li> <li>- <b>46:</b> Writing a Research Paper: <i>Coral Reefs</i></li> <li>- <b>49:</b> Writing a Research Paper: <i>Ecosystems</i></li> </ul> <p><b>Writing Rules Paragraph Building:</b> Conventions Trait</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 4



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Vocabulary in Literature and Nonfiction Texts</b>			
4.RV.3.1	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., <i>similes, metaphors, or hyperbole</i> ).	<p><b>Cycle 13 Books:</b> <i>Forest Fires: Lessons from the Front Lines, Deepwater Horizon, Exploring the Deep, Survivors</i></p> <p><b>Cycle 14 Books:</b> <i>Visit Yellowstone, Race for the Moon</i></p>	<b>ISIP AR Vocabulary Interventions</b> (all)
4.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.	<p><b>Cycle 13 Books:</b> <i>Exploring the Deep, Desert's Gift, Power for the Planet, Amazonia Alert, The Rain Forest Howlers, Survivors, Bees at Risk, Deepwater Horizon,</i></p> <p><b>Cycle 14 Books and Passages:</b> <i>Race for the Moon, All Aboard! The First Transcontinental Railroad, Visit Yellowstone, Fueling Humanity, A Renewable Future</i></p>	<b>ISIP AR Vocabulary Lessons</b> (all)
4.RV.3.3	Explain the meanings of proverbs, adages, and idioms in context.	<b>Cycle 14 Book:</b> <i>Visit Yellowstone</i> (idioms and hyperbole)	<p><b>Vocabulary Lessons:</b></p> <p><b>38:</b> Idioms  <b>39:</b> Idioms</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 4



Standard	Expectation	Istation App	Istation Teacher Resources
<b>WRITING</b>			
4.W.1	<b>Learning Outcome:</b> Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.		
<b>Handwriting</b>			
4.W.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
<b>Writing Genres: Argumentative, Informative, and Narrative</b>			
4.W.3.1	<p>Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• In an introductory statement, clearly state an opinion to a particular audience.</li> <li>• Support the opinion with facts and details from various sources, including texts.</li> <li>• Use an organizational structure to group related ideas that support the purpose.</li> <li>• Connect opinion and reasons using words and phrases.</li> <li>• Provide a concluding statement or section related to the position presented.</li> </ul>		<p><b>Writing Extensions:</b></p> <p><b>31:</b> <i>Earth: Atmosphere</i></p> <p><b>33:</b> <i>Brookside's Best Science Fair Ever!</i></p> <p><b>39:</b> <i>Bees at Risk</i></p>



Standard	Expectation	Istation App	Istation Teacher Resources
4.W.3.2	<p>Write informative compositions on a variety of topics that</p> <ul style="list-style-type: none"> <li>• Provide an introductory paragraph with a clear main idea.</li> <li>• Provide supporting paragraphs with topic and summary sentences.</li> <li>• Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.</li> <li>• Connect ideas using words and phrases.</li> <li>• Include text features (e.g., <i>formatting, pictures, graphics</i> ) and multimedia when useful to aid comprehension.</li> <li>• Use language and vocabulary appropriate for audience and topic.</li> <li>• Provide a concluding statement or section.</li> </ul>	<p><b>Writing Rules:</b> Expository Essay</p>	<p><b>Writing Extensions:</b></p> <p><b>23:</b> <i>Earth: Day, Night, and Seasons</i>  <b>24:</b> <i>Fields of Change: Spring/Summer</i>  <b>25:</b> <i>Fields of Change: Autumn/Winter</i>  <b>26:</b> <i>The Moon</i>  <b>30:</b> <i>Earth: The Changing Surface</i>  <b>35:</b> <i>The Rain Forest Howlers, Chapter 2</i>  <b>36:</b> <i>Amazonia Alert!</i>  <b>38:</b> <i>The Desert's Gift</i></p> <p><b>Writing Rules:</b> Expository Essay interventions</p>





Standard	Expectation	Istation App	Istation Teacher Resources
4.W.3.3	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.</li> <li>• Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.</li> <li>• Use dialogue and descriptive details to develop events and reveal characters’ personalities, feelings, and responses to situations.</li> <li>• Employ vocabulary with sufficient sensory (<i>sight, sound, smell, touch, taste</i> ) details to give clear pictures of ideas and events.</li> <li>• Provide an ending that follows the narrated experiences or events.</li> </ul>	<p><b>Writing Rules:</b> Personal Narrative</p>	<p><b>Writing Extensions:</b></p> <p><b>21:</b> <i>Our Solar System</i>  <b>22:</b> <i>Mission Incredible</i>  <b>29:</b> <i>Fossil Hunters: The Black Hills Dig</i>  <b>32:</b> <i>Weather Watchers</i>  <b>34:</b> <i>The Rain Forest Howlers, Chapter 1</i></p> <p><b>Writing Rules:</b> Personal Narrative interventions</p>

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Standard	Expectation	Istation App	Istation Teacher Resources
<b>The Writing Process</b>			
4.W.4	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> <li>• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i> ); edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>).</li> <li>• Use technology to interact and collaborate with others to publish legible documents.</li> </ul>	<p><b>Writing Rules:</b> Personal Narrative</p> <p><b>Writing Rules:</b> Expository Essay</p> <p><b>Writing Rules Paragraph Building:</b> Ideas, Organization</p> <p><b>Writing Rules Personal Narrative:</b> Editing</p> <p><b>Writing Rules Expository Essay:</b> Editing</p>	<p><b>Writing Extensions 21-49</b></p> <p><b>Writing Rules:</b> Personal Narrative Interventions</p> <p><b>Writing Rules:</b> Expository Essay interventions</p> <p><b>Writing Rules Paragraph Building:</b> Six Traits, Units 1-6</p> <p><b>Writing Rules Paragraph Building:</b> Six Traits, Unit 1, Ideas Trait</p> <p><b>Writing Rules Paragraph Building:</b> Six Traits, Unit 2, Organization Trait</p> <p><b>Writing Rules Paragraph Building:</b> Six Traits, Unit 6, Conventions Trait</p>

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Standard	Expectation	Istation App	Istation Teacher Resources
<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>			
4.W.5	Conduct short research on a topic. <ul style="list-style-type: none"> <li>Identify a specific question to address (e.g., <i>What is the history of the Indy 500?</i>).</li> <li>Use organizational features of print and digital sources to efficiently locate further information.</li> <li>Determine the reliability of the sources.</li> <li>Summarize and organize information in their own words, giving credit to the source.</li> <li>Present the research information, choosing from a variety of formats.</li> </ul>		<b>Writing Extensions:</b>  <b>40: Power for the Planet 1: Identifying a Research Topic</b> <b>41: Power for the Planet 2: Researching and Taking Notes</b> <b>44: Coral Reefs 1: Identifying a Research Topic</b> <b>45: Coral Reefs 2: Researching and Taking Notes</b> <b>47: Ecosystem 1: Identifying a Research Topic</b> <b>48: Ecosystem 2: Researching and Taking Notes</b>
<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>			
4.W.6.1	<i>Demonstrate command of English grammar and usage, focusing on:</i>		
4.W.6.1a	<b>Nouns/Pronouns</b> – Writing sentences that include relative pronouns (e.g., <i>who, which</i> ) and reflexive pronouns (e.g., <i>myself, ourselves</i> ) and explaining their functions in the sentence.	<b>Writing Rules Paragraph Building:</b> Conventions Trait  <b>Writing Rules Personal Narrative:</b> Revising and Editing	<b>Writing Rules Paragraph Building:</b> Conventions Trait  <b>Writing Rules Personal Narrative:</b> Revising and Editing
4.W.6.1b	<b>Verbs</b> – <ul style="list-style-type: none"> <li>Writing sentences that use the progressive verb tenses.</li> <li>Recognizing and correcting inappropriate shifts in verb tense.</li> <li>Using modal auxiliaries (e.g., <i>can, may, must</i>).</li> </ul>	<b>Writing Rules Paragraph Building:</b> Conventions Trait  <b>Writing Rules Personal Narrative:</b> Revising and Editing	<b>Writing Rules Paragraph Building:</b> Conventions Trait  <b>Writing Rules Personal Narrative:</b> Revising and Editing

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4.W.6.1c	<b>Adjectives/ Adverbs</b> – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.		<b>ISIP AR Spelling Intervention:</b> 2C (pg. 5)
4.W.6.1d	<b>Prepositions</b> – Writing sentences that include prepositions, explaining their functions in the sentence.		<b>Writing Extensions:</b> <b>21:</b> <i>Our Solar System</i> <b>24:</b> <i>Fields of Change: Spring/Summer</i> <b>30:</b> <i>Earth: The Changing Surface</i>
4.W.6.1e	<b>Usage</b> – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., <i>yet, nor, so</i> ).	<b>Writing Rules Paragraph Building</b>  <b>Writing Rules Personal Narrative:</b> Drafting, Editing  <b>Writing Rules Expository Essay:</b> Drafting, Editing	<b>Writing Extensions:</b>  <b>33:</b> <i>Brookside’s Best Science Fair Ever!</i> <b>36:</b> <i>Amazonia Alert</i> <b>39:</b> <i>Bees at Risk</i> <b>42:</b> <i>Power for the Planet 3</i> <b>46:</b> <i>Coral Reefs 3</i> <b>49:</b> <i>Ecosystem 3</i>  <b>Writing Rules Paragraph Building Interventions</b> (all)  <b>Writing Rules Personal Narrative Interventions:</b> Drafting, Editing  <b>Writing Rules Expository Essay Interventions:</b> Drafting, Editing
4.W.6.2	<i>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</i>		

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Standard	Expectation	Istation App	Istation Teacher Resources
4.W.6.2a	<p><b>Capitalization</b> – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.</p>	<p><b>Writing Rules Paragraph Building:</b> Conventions Trait</p> <p><b>Writing Rules Personal Narrative:</b> Revising and Editing</p>	<p><b>Writing Extensions:</b></p> <p><b>23:</b> <i>Mission Incredible</i></p> <p><b>25:</b> <i>Fields of Change: Autumn/Winter</i></p> <p><b>30:</b> <i>Earth: The changing Surface</i></p> <p><b>35:</b> <i>The Rain Forest Howlers, Chapter 2</i></p> <p><b>36:</b> <i>Amazonia Alert!</i></p> <p><b>38:</b> <i>The Desert's Gift</i></p> <p><b>42:</b> <i>Power for the Planet</i></p> <p><b>49:</b> <i>Ecosystems</i></p>
4.W.6.2b	<p><b>Punctuation</b> –</p> <ul style="list-style-type: none"> <li>• Correctly using apostrophes to form possessives and contractions.</li> <li>• Correctly using quotation marks and commas to mark direct speech.</li> <li>• Using a comma before a coordinating conjunction in a compound sentence.</li> </ul>	<p><b>Writing Rules Paragraph Building</b></p>	<p><b>Writing Extensions 21-49</b></p> <p><b>Writing Rules Paragraph Building Interventions</b> (all)</p> <p><b>Writing Rules Personal Narrative Interventions</b> (all)</p>
4.W.6.2c	<p><b>Spelling</b> – Using spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs</i> ) in writing single and multi-syllable words.</p>	<p><b>Cycle 13 Vocabulary:</b> <i>Word Family Tree (Survivors)</i></p> <p><b>Writing Rules Paragraph Building:</b> <i>Conventions Trait</i></p>	<p><b>Writing Extensions 21-49</b></p>

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Standard	Expectation	Istation App	Istation Teacher Resources
<b>SPEAKING AND LISTENING</b>			
4.SL.1	<b>Learning Outcome:</b> Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i> ) to communicate effectively with a variety of audiences and for different purposes.		
<b>Discussion and Collaboration</b>			
4.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.		<p><b>Writing Extensions:</b></p> <p><b>25:</b> <i>Fields of Change: Autumn/Winter</i>  <b>33:</b> <i>Brookside's Best Science Fair Ever!</i></p> <p><b>Cycle 12 Lessons:</b></p> <ul style="list-style-type: none"> <li>- Inferencing</li> <li>- Sequence</li> <li>- Main Idea</li> <li>- Predicting Outcomes</li> <li>- Summarizing</li> </ul>
4.SL.2.2	Explore ideas under discussion by drawing on readings and other information.		<p><b>ISIP AR Reading Comprehension Lessons</b></p> <p><b>Cycle 15:</b> General Comprehension 1 - 4</p>
4.SL.2.3	Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.		<p><b>Writing Extensions:</b></p> <p><b>33:</b> <i>Brookside's Best Science Fair Ever!</i>  <b>34:</b> <i>The Rain Forest Howlers, Chapter 1</i></p>

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4.SL.2.4	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.		<b>Writing Extensions:</b> <b>31:</b> <i>Earth: Atmosphere</i> <b>34:</b> <i>The Rainforest Howlers</i> , Chapter 1
4.SL.2.5	Review the key ideas expressed and explain personal ideas in reference to the discussion.		<b>Writing Extension Lessons:</b> <b>33:</b> <i>Brookside's Best Science Fair Ever!</i> <b>36:</b> <i>Amazonia Alert</i> <b>42:</b> <i>Power for the Planet 3</i>
<b>Comprehension</b>			
4.SL.3.1	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		<b>Writing Extensions:</b> <b>41:</b> <i>Power for the Planet</i> , 2 <b>45:</b> <i>Coral Reefs</i> , 2 <b>49:</b> <i>Ecosystems</i> , 2
4.SL.3.2	Identify and use evidence a speaker provides to support particular points.		<b>Writing Extensions:</b> <b>32:</b> <i>Weather Watchers</i> <b>34:</b> <i>The Rain Forest Howlers</i> , Chapter 1

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Standard	Expectation	Istation App	Istation Teacher Resources
<b>Presentation of Knowledge and Ideas</b>			
4.SL.4.1	Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.		<b>Writing Extensions:</b> <b>25:</b> <i>Fields of Change: Autumn/Winter</i> <b>31:</b> <i>Earth: Atmosphere</i>
4.SL.4.2	Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.		<b>Writing Extensions:</b> <b>31:</b> <i>Earth: Atmosphere</i> <b>34:</b> <i>The Rain Forest Howlers, Chapter 1</i>
4.SL.4.3	<i>Students are expected to build upon and continue applying conventions learned previously.</i>		
<b>MEDIA LITERACY</b>			
4.ML.1	<b>Learning Outcome:</b> Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.		
<b>Media Literacy</b>			
4.ML.2.1	Recognize claims in print, image, and multimedia and identify evidence used to support these claims.	<b>Entire Istation application</b>	
4.ML.2.2	<i>Standard begins in fifth grade.</i>		

∞ End of Grade 4 ∞



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## Grade 5



Standard	Expectation	Istation App	Istation Teacher Resources
<b>READING: Foundations</b>			
5.RF.1	<b>Learning Outcome:</b> Apply foundational reading skills to demonstrate reading fluency and comprehension.		
<b>Print Concepts</b>			
5.RF.2.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
5.RF.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
5.RF.2.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
5.RF.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
<b>Phonological Awareness</b>			
5.RF.3.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
5.RF.3.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
5.RF.3.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
5.RF.3.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
5.RF.3.5	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
<b>Phonics</b>			
5.RF.4.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		

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Standard	Expectation	Istation App	Istation Teacher Resources
5.RF.4.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
5.RF.4.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
5.RF.4.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
5.RF.4.5	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
5.RF.4.6	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., <i>roots and affixes</i> ) to read accurately unfamiliar multi-syllabic words in context.	<p><b>ISIP AR:</b> Text Fluency, Vocabulary subtests</p> <p><b>Cycle 13 Books:</b> <i>Deepwater Horizon, Power for the Planet</i></p> <p><b>Cycles 13-14 Discovery Island:</b> Self-Selected Reading Passages</p> <p><b>Cycle 14:</b> Vocab Lab</p> <p><b>Cycle 15 Living Lessons:</b> Vocabulary</p>	<p><b>ISIP AR Lessons:</b> Vocabulary</p> <p><b>ISIP AR Word Analysis Teacher-Directed Interventions</b></p> <p><b>ISIP AR G5 Fluency Lessons 1-10</b></p> <p><b>Cycle 11 Lesson 11:</b> Multisyllabic Words</p> <p><b>Cycle 12 Lesson 3:</b> Vocabulary: Structural Analysis</p> <p><b>Cycles 12-14 Lesson 8A:</b> Representing Text: Vocabulary Support</p>

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Standard	Expectation	Istation App	Istation Teacher Resources
<b>Fluency</b>			
5.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<p><b>ISIP AR:</b> Comprehension, Vocabulary, Text Fluency subtests</p> <p><b>Cycle 13 Books:</b> <i>Exploring the Deep, Desert's Gift, Power for the Planet, Amazonia Alert, The Rain Forest Howlers, Survivors, Bees at Risk, Deepwater Horizon</i></p> <p><b>Cycle 14 Books and Passages:</b> <i>Race for the Moon, All Aboard! The First Transcontinental Railroad, Visit Yellowstone, Fueling Humanity, A Renewable Future</i></p>	<p><b>ISIP AR Comprehension Lessons (all)</b></p> <p><b>ISIP AR Vocabulary Lessons (all)</b></p> <p><b>ISIP AR G5 Fluency Lessons 1-10</b></p>
<b>READING: Literature</b>			
5.RL.1	<b>Learning Outcome:</b> Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.		
<b>Key Ideas and Textual Support</b>			
5.RL.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 12 Books:</b> <i>Mission Incredible, Fields of Change, Weather Watchers</i></p> <p><b>Cycle 13 Book &amp; Lesson:</b> <i>The Desert's Gift</i></p> <p><b>Cycle 12 Living Lessons:</b> Inference</p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (fiction):</b> 1A, 3A, 3B, 5B, 6A, 6B, 8A, 8B, 8C, 9B,10A</p> <p><b>Cycle 14:</b> Compare and Contrast</p> <p><b>Cycle 14:</b> Supporting Responses</p> <p><b>Cycle 15:</b> General Comprehension</p> <p><b>Comprehension Lessons 47-63</b></p>

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Standard	Expectation	Istation App	Istation Teacher Resources
5.RL.2.2	Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 13 Books:</b> <i>The Rain Forest Howlers, The Desert's Gift, Race Across the Arctic</i></p> <p><b>Cycle 12 Living Lessons:</b> Summarization</p> <p><b>Cycle 13 Living Lessons:</b> Main Idea, Cause and Effect</p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (fiction):</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A</p> <p><b>Comprehension Lessons:</b></p> <p><b>59: Analyzing Theme in Myths:</b> <i>The Desert's Gift</i></p> <p><b>61: Literature Analyzing Elements of Fiction:</b> <i>The Rainforest Howlers</i>, Chapters 1 and 2</p>
5.RL.2.3	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.	<p><b>Cycle 13 Books:</b> <i>The Rain Forest Howlers, Race Across the Arctic</i></p> <p><b>ISIP AR:</b> Reading Comprehension subtest</p>	<p><b>ISIP AR Reading Comprehension Teacher Directed Lessons (fiction):</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 9B, 10A, 10C</p> <p><b>Comprehension Lessons:</b></p> <p><b>60: Monkey Brothers and the Hero Twins</b></p> <p><b>61: The Rain Forest Howlers</b></p> <p><b>62: Phaeton and the Chariot of Fire</b></p> <p><b>63: The Desert's Gift</b></p> <p><b>Cycle 15:</b> General Comprehension Lesson 3</p>
5.RL.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		

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Standard	Expectation	Istation App	Istation Teacher Resources
<b>Structural Elements and Organization</b>			
5.RL.3.1	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.		<p><b>Comprehension Lessons:</b></p> <p><b>54: Literature Poetry Analysis: <i>Night Spirits of the Rain Forest</i></b> , Grades 4-5</p> <p><b>55: Literature Poetry Analysis: <i>A View From Above</i></b> , Grades 4-5</p>
5.RL.3.2	Describe how a narrator’s or speaker’s point of view influences how events are portrayed.		<p><b>Comprehension Lesson 55 Literature Poetry Analysis: <i>A View From Above</i></b></p> <p><b>Writing Rules Personal Narrative: Characteristics Lesson 1.1, First Person Point of View</b></p>
<b>Synthesis and Connection of Ideas</b>			
5.RL.4.1	Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.	<p><b>Cycle 13 Book: <i>Race Across the Arctic</i></b></p> <p><b>Cycle 14 Book: <i>A Renewable Future</i></b></p> <p><b>Cycle 15 Living Lessons: Representing Text</b></p>	<b>Cycle 15 Lesson: General Comprehension 1</b>
5.RL.4.2	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	<b>Cycle 15 Living Lessons: Compare and Contrast</b>	

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Standard	Expectation	Istation App	Istation Teacher Resources
<b>READING: Nonfiction</b>			
5.RN.1	<b>Learning Outcome:</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.		
<b>Key Ideas and Textual Support</b>			
5.RN.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 12 Books:</b> <i>Do Your Part, Earth: Day, Night, and Seasons, Earth: Atmosphere, Our Solar System, Earth: Rocks and Soil, Earth: The Changing Surface, The Moon, Exploring Space, Natural Resources, Water Recycled</i></p> <p><b>Cycle 13 Books:</b> <i>Deepwater Horizon, Exploring the Deep, Forest Fires: Lessons from the Front Lines, Survivors</i></p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (nonfiction):</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Cycle 14:</b> Supporting Responses</p>
5.RN.2.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 13 Living Lessons:</b> Main Idea</p> <p><b>Cycle 13 Books &amp; Lessons:</b> <i>Survivors, Bees at Risk</i></p> <p><b>Cycle 14 Books &amp; Lessons:</b> <i>Race for the Moon, Visit Yellowstone</i></p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (nonfiction):</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Comprehension Lesson 47 Informational Texts:</b> <i>Amazonia Alert</i></p>

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## Grade 5



Standard	Expectation	Istation App	Istation Teacher Resources
5.RN.2.3	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.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 12 Books:</b> <i>Earth: The Changing Surface, Earth: Day, Night, Seasons, Earth: Rocks and Soil, Earth: The Moon, Do Your Part</i></p> <p><b>Cycle 12 Science Interactive:</b> <i>Scientific Method, Planet Sequencing, Crater Lab, Scientific Process, The Moon Phases Lab</i></p> <p><b>Cycle 13 Science Interactive:</b> <i>Living Things, Vertebrates vs. Invertebrates, Insects vs. Arachnids, Food Chain, Life Cycles, Water Cycle, Plant Cycle, Plant Anatomy, Photosynthesis, Plant Reproduction, Plant Adaptation</i></p> <p><b>Cycle 14 Science Interactive:</b> <i>Properties of Matter, States and Changes of Matter, Fossil Fuels</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Comprehension Lesson 47 Informational Texts:</b> <i>Amazonia Alert</i></p> <p><b>Comprehension Lesson 50 Informational Texts/Understanding Procedural Text:</b> <i>How to be an Underwater Explorer</i></p> <p><b>Comprehension Lesson 51 Informational Texts/Analyzing Persuasive Media:</b> <i>Sharks in Danger</i></p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 5



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Structural Elements and Organization</b>			
5.RN.3.1	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	<p><b>Cycle 13 Books:</b> <i>Amazonia Alert!, Bees at Risk, Deepwater Horizon, Exploring the Deep, Forest Fires: Lessons from the Front Lines, Power for the Planet, Survivors!</i></p> <p><b>Cycle 14 Books:</b> <i>Race for the Moon, Visit Yellowstone</i></p> <p><b>Cycle 15:</b> Representing Text</p> <p><b>All Life Science, Physical Science Lessons</b></p>	<p><b>Comprehension Lesson 50 Informational Texts/Understanding Procedural Text:</b> <i>How to Be an Underwater Explorer</i>, Grades 4-5</p>
5.RN.3.2	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 13:</b> Text Structure</p> <p><b>Cycle 13 Books:</b> <i>Deepwater Horizon, Forest Fires: Lessons from the Front Lines</i></p>	<p><b>Cycle 12 Lesson 9:</b> Text Structure</p> <p><b>Cycle 15:</b> General Comprehension 2</p>



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 5



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Synthesis and Connection of Ideas</b>			
5.RN.4.1	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 13 Living Lessons:</b> Author's Purpose</p> <p><b>Cycle 13 Books:</b> <i>Forest Fires: Lessons from the Front Lines, Power for the Planet, Bees at Risk</i></p> <p><b>Cycle 14 Books:</b> <i>Race for the Moon, Visit Yellowstone</i></p>	<p><b>ISIP AR Reading Comprehension Interventions:</b> 2A, 2B, 10C</p> <p><b>Comprehension Lessons – Informational Texts:</b></p> <p><b>47:</b> <i>Amazonia Alert</i></p> <p><b>48:</b> <i>The World's Healers</i></p> <p><b>49:</b> <i>The Mystery of the Phoenix Lights</i></p> <p><b>Cycle 15:</b> General Comprehension 2</p>
5.RN.4.2	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	<p><b>Cycle 12 Science Interactive:</b> <i>Scientific Method, Planet Sequencing, Crater Lab, Scientific Process, The Moon Phases Lab</i></p> <p><b>Cycle 13 Science Interactive:</b> <i>Living Things, Vertebrates vs. Invertebrates, Insects vs. Arachnids, Food Chain, Life Cycles, Water Cycle, Plant Cycle, Plant Anatomy, Photosynthesis, Plant Reproduction, Plant Adaptation</i></p> <p><b>Cycle 14 Science Interactive:</b> <i>Properties of Matter, States and Changes of Matter, Fossil Fuels</i></p>	<p><b>Cycles 12 Lesson 8A:</b> Representing Text</p>
5.RN.4.3	<i>Standard begins at sixth grade.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 5



Standard	Expectation	Istation App	Istation Teacher Resources
<b>READING: Vocabulary</b>			
5.RV.1	<b>Learning Outcome:</b> Build and use accurately general academic and content-specific words and phrases.		
<b>Vocabulary Building</b>			
5.RV.2.1	Select and apply context clues (e.g., <i>word, phrase, sentence, and paragraph clues</i> ) and text features to determine the meanings of unknown words.	<p><b>Cycle 13 Books:</b> <i>Exploring the Deep, Desert's Gift, Power for the Planet, Amazonia Alert, The Rain Forest Howlers, Survivors, Bees at Risk, Deepwater Horizon</i></p> <p><b>Cycle 14 Books and Passages:</b> <i>Race for the Moon, All Aboard! The First Transcontinental Railroad, Visit Yellowstone, Fueling Humanity, A Renewable Future</i></p> <p><b>Cycle 13 Living Lessons:</b> Context Clues</p> <p><b>Cycle 14 Living Lessons:</b> Context Clues</p>	<p><b>Cycle 15:</b> Context Clues</p> <p><b>ISIP AR Vocabulary Lessons</b> (all)</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 5



Standard	Expectation	Istation App	Istation Teacher Resources
5.RV.2.2	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	<p><b>Cycle 13 Books:</b> <i>Amazonia Alert!</i>, <i>Desert's Gift</i>, <i>Forest Fires: Lessons from The Front Lines</i>, <i>Race Across the Arctic</i></p> <p><b>Cycle 13 Living Lessons:</b></p> <ul style="list-style-type: none"> <li>- Homophones</li> <li>- Antonyms</li> <li>- Synonyms</li> <li>- Analogies</li> </ul> <p><b>Cycle 14 Book:</b> <i>Race for the Moon</i></p> <p><b>Cycle 15 Sentence Building Lessons:</b></p> <ul style="list-style-type: none"> <li>- Antonyms</li> <li>- Synonyms</li> <li>- Analogies</li> <li>- Similes</li> <li>-Metaphors</li> </ul> <p><b>ISIP AR:</b> Vocabulary subtest</p>	<p><b>Cycle 15 Lesson:</b> Synonyms</p> <p><b>Writing Extension Lesson 37:</b> <i>Survivors!</i></p> <p><b>ISIP AR Vocabulary Interventions:</b> 2A, 3B, 5C, 8A</p>
5.RV.2.3	<i>Standard begins at sixth grade.</i>		
5.RV.2.4	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., <i>word origins, common Greek and Latin affixes and roots, parts of speech</i> ).	<p><b>ISIP AR:</b> Vocabulary subtest</p> <p><b>Cycle 14:</b> Vocab Lab</p>	<p><b>ISIP AR Vocabulary Lessons:</b> 1C (<i>trans-</i>), 2C (<i>tain</i>), 3C (<i>sub</i>), 4C (<i>cred</i>), 5A (<i>tract</i>), 6B (<i>graph</i>), 6C (<i>inter-, pre-</i>), 7A (<i>port</i>), 7B (<i>fore-semi-</i>), 7C (<i>scrib/script</i>), 8B (<i>vert, spect</i>), 8C (<i>rupt, struct</i>), 9B (<i>ject</i>), 9C (<i>man, val</i>), 10A (<i>aud, bene</i>), 10B (<i>chron, phon</i>)</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 5



Standard	Expectation	Istation App	Istation Teacher Resources
5.RV.2.5	Consult reference materials, both print and digital (e.g., <i>dictionary, thesaurus</i> ), to find the pronunciation and clarify the precise meanings of words and phrases.	<p><b>Cycle 12 Books with Glossary:</b>  <i>Weather Watchers</i>  <i>Earth: Day, Night, Seasons</i>  <i>Our Solar System</i>  <i>Earth: The Changing Surface</i>  <i>The Moon</i>  <i>Earth: Atmosphere</i>  <i>Earth: Rocks and Soil</i></p> <p><b>Cycle 13 Books with Glossary:</b>  <i>Amazonia Alert!</i>  <i>Deepwater Horizon</i>  <i>Exploring the Deep</i>  <i>Forest Fires: Lessons from the Front Lines</i>  <i>Power for the Planet</i>  <i>Survivors</i></p> <p><b>Cycle 14 Books with Glossary:</b>  <i>Race for the Moon, Visit Yellowstone</i></p>	<p><b>Writing Extensions:</b></p> <p><b>23:</b> <i>Earth: Day, Night, and Seasons</i>  <b>24:</b> <i>Fields of Change: Spring/Summer</i>  <b>25:</b> <i>Fields of Change: Autumn/Winter</i>  <b>32:</b> <i>Weather Watchers</i>  <b>35:</b> <i>The Rain Forest Howlers, Chapter 2</i>  <b>36:</b> <i>Amazonia Alert!</i>  <b>37:</b> <i>Survivors!</i>  <b>42:</b> <i>Power for the Planet</i>  <b>46:</b> <i>Writing a Research Report</i>  <b>49:</b> <i>Writing a Research Report</i></p> <p><b>Writing Rules Paragraph Building:</b> Conventions                      Trait</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 5



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Vocabulary in Literature and Nonfiction Texts</b>			
5.RV.3.1	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., <i>similes, metaphors, hyperbole, or allusion</i> ).	<p><b>Cycle 13 Books:</b> <i>Desert's Gift, Forest Fires: Lessons from the Front Lines, Power for the Planet, Race Across the Arctic</i></p> <p><b>Cycle 14 Books:</b> <i>Visit Yellowstone, Race for the Moon</i></p> <p><b>Cycle 14 Living Lessons:</b> Imagery and Mood</p> <p><b>Cycle 15 Sentence Building Lessons:</b></p> <ul style="list-style-type: none"> <li>- Similes</li> <li>- Metaphors</li> </ul>	<p><b>All ISIP AR Vocabulary Interventions</b></p> <p><b>Cycle 15: Similes</b></p> <p><b>Cycle 15: Metaphors</b></p>
5.RV.3.2	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.	<p><b>Cycle 13 Books:</b> <i>Forest Fires: Lessons from the Front Lines, Deepwater Horizon, Exploring the Deep, Survivors!</i></p> <p><b>Cycle 14 Books:</b> <i>Visit Yellowstone, Race for the Moon</i></p>	<p><b>All ISIP AR Vocabulary Interventions</b></p>
5.RV.3.3	Analyze the meanings of proverbs, adages, and idioms in context.	<p><b>Cycle 14 Book:</b> <i>Visit Yellowstone</i></p>	<p><b>Vocabulary Lessons:</b></p> <p><b>38:</b> Idioms</p> <p><b>39:</b> Idioms</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 5



Standard	Expectation	Istation App	Istation Teacher Resources
<b>WRITING</b>			
5.W.1	<b>Learning Outcome:</b> Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.		
<b>Handwriting</b>			
5.W.2.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
5.W.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
<b>Writing Genres: Argumentative, Informative, and Narrative</b>			
5.W.3.1	<p>Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Clearly present a position in an introductory statement to an identified audience.</li> <li>• Support the position with qualitative and quantitative facts and details from various sources, including texts.</li> <li>• Use an organizational structure to group related ideas that support the purpose.</li> <li>• Use language appropriate for the identified audience.</li> <li>• Connect reasons to the position using words, phrases, and clauses.</li> <li>• Provide a concluding statement or section related to the position presented.</li> </ul>		<p><b>Writing Extension Lessons:</b></p> <p><b>31:</b> <i>Earth: Atmosphere</i>  <b>33:</b> <i>Brookside’s Best Science Fair Ever!</i>  <b>35:</b> <i>The Rain Forest Howlers</i>, Chapter 2  <b>39:</b> <i>Bees at Risk</i></p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 5



Standard	Expectation	Istation App	Istation Teacher Resources
5.W.3.2	<p>Write informative compositions on a variety of topics that —</p> <ul style="list-style-type: none"> <li>• Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.</li> <li>• Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.</li> <li>• Connect ideas within and across categories using transition words (e.g., <i>therefore</i>, <i>in addition</i> ).</li> <li>• Include text features (e.g., <i>formatting</i>, <i>pictures</i>, <i>graphics</i> ) and multimedia when useful to aid comprehension.</li> <li>• Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.</li> <li>• Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<p><b>Writing Rules Essay Writing:</b> Expository Essay, Plan</p> <p><b>Writing Rules Paragraph Building:</b> Ideas Trait</p>	<p><b>Writing Rules Expository Essay:</b> Planning Lesson 2.2, Form a Controlling Idea</p> <p><b>Writing Rules Expository Essay:</b> Planning Lesson 2.3, Form an Introduction</p> <p><b>Writing Rules Expository Essay:</b> Planning Lesson 2.4, Subtopics</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 5



Standard	Expectation	Istation App	Istation Teacher Resources
5.W.3.3	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Develop the exposition (e.g., <i>describe the setting, establish the situation, introduce the narrator and/or characters</i> ).</li> <li>• Develop an event sequence (e.g., <i>conflict, climax, resolution</i> ) that unfolds naturally, connecting ideas and events using transitions.</li> <li>• Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</li> <li>• Use precise and expressive vocabulary and figurative language for effect.</li> <li>• Provide an ending that follows from the narrated experiences or events.</li> </ul>	<p><b>Writing Rules:</b> Personal Narrative</p> <p><b>Writing Rules:</b> Paragraph Building</p>	<p><b>Writing Extensions:</b></p> <p><b>29:</b> <i>Fossil Hunters: The Black Hills Dig</i></p> <p><b>32:</b> <i>Weather Watchers</i></p> <p><b>34:</b> <i>The Rain Forest Howlers</i>, Chapter 1</p> <p><b>Writing Rules:</b> Personal Narrative interventions</p>
<b>The Writing Process</b>			
5.W.4	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> <li>• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i> ); and edit writing for format and standard English conventions.</li> <li>• Use technology to interact and collaborate with others to publish legible documents.</li> </ul>	<p><b>Writing Rules Paragraph Building</b></p> <p><b>Writing Rules Personal Narrative</b></p> <p><b>Writing Rules Expository Essay</b></p>	<p><b>Writing Rules Paragraph Building:</b> Organization Trait</p> <p><b>Writing Rules Expository Essay:</b> Drafting</p> <p><b>Writing Rules Personal Narrative:</b> Drafting</p>



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 5



Standard	Expectation	Istation App	Istation Teacher Resources
<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>			
5.W.5	Conduct short research assignments and tasks on a topic. <ul style="list-style-type: none"> <li>• With support, formulate a research question (e.g., <i>What were John Wooden’s greatest contributions to college basketball?</i> ).</li> <li>• Identify and acquire information through reliable primary and secondary sources.</li> <li>• Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</li> <li>• Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.</li> <li>• Present the research information, choosing from a variety of sources.</li> </ul>		<b>Writing Extensions:</b>  <b>40-42: Power for the Planet 1-3</b> <b>43: Forest Fires</b> <b>Writing Extension 44-45: Coral Reefs 1 - 2:</b> Identifying a Research Topic, Researching and Taking Notes  <b>Writing Extension 47-48: Ecosystem 1 - 2:</b> Identifying a Research Topic, Researching and Taking Notes
<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>			
5.W.6.1	Demonstrate command of English grammar and usage, focusing on:		
5.W.6.1a	<b>Nouns/Pronouns</b> – Students are expected to build upon and continue applying conventions learned previously.	<b>Writing Rules Paragraph Building:</b> Conventions Trait	<b>Writing Rules Paragraph Building:</b> Conventions Trait

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 5



Standard	Expectation	Istation App	Istation Teacher Resources
5.W.6.1b	<p><b>Verbs –</b></p> <ul style="list-style-type: none"> <li>• Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.</li> <li>• Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).</li> </ul>	<p><b>Writing Rules Paragraph Building:</b> Conventions Trait, Word Choice Trait</p> <p><b>Writing Rules Personal Narrative:</b> Revising and Editing</p>	<p><b>Writing Rules Paragraph Building:</b> Conventions Trait, Word Choice</p> <p><b>Writing Rules Personal Narrative:</b> Revising and Editing</p>
5.W.6.1c	<p><b>Adjectives/ Adverbs –</b> Students are expected to build upon and continue applying conventions learned previously.</p>		
5.W.6.1d	<p><b>Prepositions –</b> Writing sentences that include prepositional phrases and explaining their functions in the sentence.</p>	<p><b>Cycle 14:</b> Coordinating Conjunctions</p> <p><b>Writing Rules Paragraph Building:</b> Conventions Trait</p>	<p><b>Writing Extensions:</b></p> <p><b>21:</b> <i>Our Solar System</i></p> <p><b>30:</b> <i>Earth: The Changing Surface</i></p> <p><b>ISIP AR G4 Fluency 7:</b> <i>A Very Long Day</i></p> <p><b>ISIP AR G4 Fluency 9:</b> <i>Bitter Sweet</i></p>

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## Grade 5



Standard	Expectation	Istation App	Istation Teacher Resources
5.W.6.1e	<p><b>Usage</b> – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p>	<p><b>Writing Rules Paragraph Building:</b> Sentence Fluency</p> <p><b>Writing Rules Personal Narrative:</b> Drafting, Editing</p> <p><b>Writing Rules Expository Essay:</b> Drafting, Editing</p>	<p><b>Writing Extensions:</b></p> <p><b>33:</b> <i>Brookside’s Best Science Fair Ever!</i>  <b>36:</b> <i>Amazonia Alert!</i>  <b>39:</b> <i>Bees at Risk</i>  <b>42:</b> <i>Power for the Planet 3</i>  <b>46:</b> <i>Coral Reefs 3</i>  <b>49:</b> <i>Ecosystem 3</i></p> <p><b>All Writing Rules Paragraph Building Interventions</b></p> <p><b>Writing Rules Personal Narrative Interventions:</b> Drafting, Editing</p> <p><b>Writing Rules Expository Essay Interventions:</b> Drafting, Editing</p> <p><b>Cycle 15:</b> Conjunctions</p>
5.W.6.2	<p><i>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</i></p>		

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## Grade 5



Standard	Expectation	Istation App	Istation Teacher Resources
5.W.6.2a	<p><b>Capitalization</b> – Applying correct usage of capitalization in writing.</p>	<p><b>Writing Rules Paragraph Building:</b> Conventions Trait</p>	<p><b>Writing Rules Paragraph Building:</b> Conventions Trait</p> <p><b>Writing Extensions:</b>  <b>22:</b> <i>Mission Incredible</i>  <b>23:</b> <i>Earth: Day, Night, and Seasons</i>  <b>25:</b> <i>Fields of Change: Autumn/Winter</i>  <b>29:</b> <i>Fossil Hunters: The Black Hills Dig</i>  <b>30:</b> <i>The Changing Surface</i>  <b>35:</b> <i>The Rain Forest Howlers, Chapter 2</i>  <b>36:</b> <i>Amazonia Alert!</i>  <b>38:</b> <i>The Desert's Gift</i>  <b>39:</b> <i>Bees at Risk</i>  <b>42:</b> <i>Power for the Planet</i>  <b>43:</b> <i>Forest Fires</i>  <b>46:</b> <i>Writing a Research Report</i>  <b>49:</b> <i>Writing a Research Report</i></p>
5.W.6.2b	<p><b>Punctuation</b> –</p> <ul style="list-style-type: none"> <li>Applying correct usage of apostrophes and quotation marks in writing.</li> <li>Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.</li> </ul>	<p><b>Writing Rules Paragraph Building</b></p> <p><b>Writing Rules Personal Narrative:</b> Revising and Editing</p>	<p><b>Writing Extensions 21-49</b></p> <p><b>All Writing Rules Paragraph Building Interventions</b></p> <p><b>All Writing Rules Personal Narrative Interventions</b></p>

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Standard	Expectation	Istation App	Istation Teacher Resources
5.W.6.2c	<b>Spelling</b> – Applying correct spelling patterns and generalizations in writing.	<b>ISIP AR:</b> Word Analysis subtest  <b>Writing Rules Personal Narrative:</b> Revising and Editing	<b>All Writing Rules Personal Narrative Interventions</b>  <b>Writing Extensions:</b> 22: <i>Mission Incredible</i> 23: <i>Earth: Day, Night, and Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 32: <i>Weather Watchers</i> 42: <i>Power for the Planet</i> 46: <i>Writing a Research Report</i> 49: <i>Writing a Research Report</i>
<b>SPEAKING AND LISTENING</b>			
5.SL.1	<b>Learning Outcome:</b> Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.		
<b>Discussion and Collaboration</b>			
5.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others’ ideas and expressing personal ideas clearly.		<b>Writing Extensions:</b> 25: <i>Fields of Change: Autumn/Winter</i> 33: <i>Brookside's Best Science Fair Ever!</i>  <b>Cycle 12 Lessons:</b> - Inferencing - Sequence - Main Idea - Predicting Outcomes - Summarizing

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 5



Standard	Expectation	Istation App	Istation Teacher Resources
5.SL.2.2	Reflect on and contribute to ideas under discussion by drawing on readings and other resources.		<p><b>Writing Extensions:</b></p> <p><b>33:</b> <i>Brookside's Best Science Fair Ever!</i>  <b>34:</b> <i>The Rain Forest Howlers</i>, Chapter 1</p>
5.SL.2.3	Establish and follow agreed-upon rules for discussion.		<p><b>Writing Extensions:</b></p> <p><b>31:</b> <i>Atmosphere</i>  <b>34:</b> <i>The Rainforest Howlers</i>, Chapter 1</p>
5.SL.2.4	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		<p><b>Writing Extensions:</b></p> <p><b>25:</b> <i>Fields of Change: Autumn/Winter</i>  <b>33:</b> <i>Brookside's Best Science Fair Ever!</i></p> <p><b>Cycle 13 Lessons:</b></p> <ul style="list-style-type: none"> <li>- Inference</li> <li>- Sequence</li> <li>- Main Idea</li> <li>- Predicting Outcomes</li> <li>- Summarization</li> </ul>
5.SL.2.5	Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.		<p><b>ISIP AR Reading Comprehension Lessons</b></p> <p><b>Cycle 15:</b> General Comprehension 1 - 4</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 5



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Comprehension</b>			
5.SL.3.1	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		<b>Writing Extensions:</b> <b>31:</b> <i>Atmosphere</i> <b>34:</b> <i>The Rainforest Howlers</i> , Chapter 1
5.SL.3.2	Summarize a speaker’s points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.		<b>Writing Extensions:</b> <b>31:</b> <i>Atmosphere</i> <b>34:</b> <i>The Rainforest Howlers</i> , Chapter 1
<b>Presentation of Knowledge and Ideas</b>			
5.SL.4.1	Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.		<b>Writing Extensions:</b> <b>30:</b> <i>Writing a Script or a Pamphlet</i> <b>31:</b> <i>Atmosphere</i>
5.SL.4.2	Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes		<b>Writing Extensions:</b> <b>30:</b> <i>Writing a Script or a Pamphlet</i> <b>31:</b> <i>Atmosphere</i>
5.SL.4.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 5



Standard	Expectation	Istation App	Istation Teacher Resources
<b>MEDIA LITERACY</b>			
5.ML.1	<b>Learning Outcome:</b> Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.		
<b>Media Literacy</b>			
5.ML.2.1	Review claims made in various types of media and evaluate evidence used to support these claims.	<b>Cycle 14 Physical Science Lessons:</b> <ul style="list-style-type: none"> <li>- <i>All Aboard: The First Transcontinental Railroad</i></li> <li>- Exploring Physical and Chemical Changes</li> <li>- Chemical Changes Lab</li> <li>- Changes in Matter</li> </ul>	<b>Comprehension Lessons:</b>  <b>51: Informational Texts/Analyzing Persuasive Media:</b> <i>Sharks in Danger</i> <b>52: Informational Texts/Analyzing Persuasive Media:</b> Public Service Announcement <b>53: Informational Texts/Persuasive:</b> <i>Global Warming - Not Just For Polar Bears Anymore</i>
5.ML.2.2	Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.	<b>Cycle 14 Physical Science Lessons:</b> <ul style="list-style-type: none"> <li>- Matter Introduction</li> <li>- Mass and Weight: Sir Isaac Newton</li> <li>- Mass and Weight Lab</li> <li>- Volume and Density: <i>A Golden Discovery</i></li> <li>- Volume and Density Lab</li> <li>- <i>Where Does Soda Come From?</i> (Solubility)</li> <li>- Solubility Lab</li> <li>- <i>Race for the Moon</i></li> </ul>	<b>Comprehension Lessons:</b>  <b>51: Informational Texts/Analyzing Persuasive Media:</b> <i>Sharks in Danger</i> <b>52: Informational Texts/Analyzing Persuasive Media:</b> Public Service Announcement

œ End of Grade 5 ð



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
<b>READING: Literature</b>			
6.RL.1	<b>Learning Outcome:</b> Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.		
<b>Key Ideas and Textual Support</b>			
6.RL.2.1	Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 15:</b> Inference</p> <p><b>Timeless Tales Units:</b></p> <p><b>1.1B:</b> <i>Mona Lisa, Unexpected Treasure, Buyer Beware</i></p> <p><b>2.1B:</b> <i>Giant Killer, Rising Swann</i></p> <p><b>3.1A:</b> <i>Apollo, Battle of Summer and Winter</i></p> <p><b>4.1A:</b> World of Wonders Passages</p> <p><b>4.1B:</b> <i>On Set: Movie Maker, Hollywood Kid, World of Wonders Passages</i></p> <p><b>TT2.0 L1 Virtual World:</b> <i>Sherlock &amp; Moriarty</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 2C, 3A, 3B, 8B, 8C</p> <p><b>Cycle 15:</b> General Comprehension</p> <p><b>Timeless Tales Priority Report Lessons:</b></p> <p><b>Unit 1:</b> Storytelling Across Cultures: Making Inferences</p> <p><b>Units 1-2:</b> Making Inferences</p> <p><b>Unit 3:</b> Making Inferences</p> <p><b>Unit 3:</b> Characterization</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization</p> <p><b>L1:</b> Vocab in Context</p> <p><b>L2:</b> Vocab in Context</p> <p><b>L2:</b> History &amp; Culture</p> <p><b>L2:</b> Drama</p> <p><b>L2:</b> Point of View</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
6.RL.2.2	Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	<p><b>Cycle 15:</b> Main Idea, Summarization</p> <p><b>Timeless Tales Units:</b></p> <p><b>1.1A:</b> <i>Mulan, Wall of Water, Real Superman</i></p> <p><b>1.1B:</b> <i>Mona Lisa, Unexpected Treasure, Buyer Beware</i></p> <p><b>2.1A:</b> <i>The Warning: Bear!, Sinking</i></p> <p><b>3.1B:</b> <i>Masks</i></p> <p><b>4.1A:</b> World of Wonders Passages</p> <p><b>TT 2.0 L1-L2:</b> World of Wonders</p>	<p><b>ISIP AR Comprehension Interventions:</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 10A, 10C</p> <p><b>Cycle 15:</b> General Comprehension Lessons 1, 3, 4</p> <p><b>Timeless Tales Storytelling Across Cultures:</b> Sequence and Summary</p> <p><b>Timeless Tales Unit 1 Priority:</b> Sequential Summary</p> <p><b>Timeless Tales Units 2-3 Priority:</b> Story Elements</p>

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# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
6.RL.2.3	Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 15:</b> Drawing Conclusions</p> <p><b>Timeless Tales Units:</b></p> <p><b>2.1A:</b> <i>The Warning, Bear</i></p> <p><b>3.1B:</b> <i>Masks</i></p> <p><b>TT2.0 L1 HUB:</b> Direct and Indirect Characterization</p>	<p>ISIP AR Comprehension Interventions: 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p>Cycle 15: General Comprehension 3</p> <p><b>Timeless Tales Priority Report Lessons:</b></p> <p>Unit 2: Plot Elements</p> <p>Units 2-3: Story Elements</p> <p>Unit 3: Hero's Journey</p> <p>TT2.0 Teacher-Directed Lessons:</p> <p>L1: Characterization</p> <p>L2: History and Culture</p> <p>L2: Drama</p>
6.RL.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Structural Elements and Organization</b>			
6.RL.3.1	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.	<p><b>Timeless Tales Units:</b></p> <p><b>1.1A:</b> <i>Mulan, Wall of Water, Real Superman</i>  <b>1.1B:</b> <i>Buyer Beware</i>  <b>2.1A:</b> <i>The Warning, Bear!, Ogre, Sinking, World of Wonders Passages</i>  <b>2.1B:</b> <i>Giant Killer, Rising Swann</i>  <b>3.1B:</b> <i>Didja Ninja in Space, Masks, Perseus</i>  <b>4.1B:</b> <i>On Set: Movie Maker, Hollywood Kid, World of Wonders Passages</i></p>	<p><b>Cycle 15 Lessons:</b> General Comprehension 1-3</p> <p><b>Timeless Tales Priority Report Lessons:</b></p> <p><b>Unit 1:</b> Sequential Summary  <b>Unit 2:</b> Plot Elements  <b>Units 2-3:</b> Story Elements  <b>Unit 3:</b> Hero's Journey, Characterization  <b>Unit 4:</b> Author's Purpose, Text Structures</p> <p><b>TT2.0 L2 Teacher-Directed Lesson:</b> Drama</p>
6.RL.3.2	Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.	<p><b>ISIP AR:</b> Comprehension, Vocabulary subtests</p> <p><b>Writing Rules Paragraph Building:</b> Word Choice</p> <p><b>Timeless Tales Units:</b></p> <p>1.1B: <i>Didja Ninja and the Missing Jewel, Unexpected Treasure</i>                  2.1B: <i>Didja Ninja and the Dragon, Giant Killer, Rising Swann, Destination Unknown</i>                  3.1A: <i>Apollo, Battle of Summer and Winter</i></p>	<p><b>Cycle 15 Lessons:</b> General Comprehension 1-3</p> <p><b>Timeless Tales Priority Report Lessons:</b></p> <p><b>Unit 3:</b> Hero's Journey, Characterization, Vocabulary Visa, Symbolism  <b>Unit 4:</b> Author's Purpose, Author's Stylistic Choices, Lesson Extras</p> <p><b>TT2.0 Teacher-Directed Lesson L2:</b> Point of View</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Synthesis and Connection of Ideas</b>			
6.RL.4.1	Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.		<p><b>Timeless Tales Priority Report Lesson Extras:</b></p> <p><b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Problem and Solution, Plot Elements  <b>Unit 3:</b> Hero's Journey  <b>Unit 4:</b> Author's Purpose</p> <p><b>TT2.0 L2 Teacher-Directed Lesson:</b> Drama</p>
6.RL.4.2	Compare and contrast works of literature in different forms or genres (e.g., <i>stories and poems</i> ; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		<p><b>Timeless Tales Priority Report Lesson Extras:</b></p> <p><b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Problem and Solution, Plot Elements, Story Elements  <b>Unit 3:</b> Story Elements, Hero's Journey  <b>Unit 4:</b> Author's Purpose</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
<b>READING: Nonfiction</b>			
6.RN.1	<b>Learning Outcome:</b> Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.		
<b>Key Ideas and Textual Support</b>			
6.RN.2.1	Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	<p><b>Cycle 15:</b> Inference</p> <p><b>Timeless Tales Units:</b></p> <p><b>1.1B:</b> <i>Who Stole the Mona Lisa, Unexpected Treasure</i></p> <p><b>4.1A:</b> <i>History of Hollywood: Special Effects and Makeup</i></p> <p><b>4.1B:</b> <i>Film Adaptations and Documentaries</i></p> <p><b>TT2.0 L1-L2:</b> World of Wonders</p>	<p><b>ISIP AR Comprehension Interventions:</b> 4A, 5B, 7A, 7B, 9C, 10B</p> <p><b>Cycle 15 Lesson:</b> General Comprehension 1-2</p> <p><b>Timeless Tales Unit 1 Priority Report Lesson:</b> Summarize and Paraphrase</p>
6.RN.2.2	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 15:</b> Main Idea, Summarization</p> <p><b>Timeless Tales Unit 1.1A:</b> <i>Harry Houdini, World of Wonders Passages</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Cycle 15 Lesson:</b> General Comprehension 1-3</p> <p><b>Timeless Tales Unit 1 Priority Report Lesson:</b> Summarize and Paraphrase</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
6.RN.2.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., <i>through examples or anecdotes</i> ).	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Timeless Tales Units:</b></p> <p><b>1.1A:</b> <i>Harry Houdini</i>, <i>World of Wonders</i> Passages and Writing Prompts</p> <p><b>1.1B:</b> Unexpected Treasure</p> <p><b>4.1A:</b> <i>History of Hollywood: Special Effects and Makeup, Film Adaptations and Documentaries</i></p> <p><b>TT2.0 L1-L2:</b> <i>World of Wonders</i></p>	<p><b>SIP AR Comprehension Interventions:</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Timeless Tales Unity 1 Priority Lesson:</b> Summarization and Paraphrase</p>
<b>Structural Elements and Organization</b>			
6.RN.3.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
6.RN.3.2	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<p><b>Cycle 15:</b> Text Structure</p> <p><b>Timeless Tales Unit 4.1A:</b> <i>History of Hollywood: Special Effects and Makeup, Making of a Documentary, Whose Idea Was That?</i>, <i>World of Wonders</i> Passages</p>	<p><b>Cycle 15:</b> General Comprehension 4</p> <p><b>Timeless Tales Unit 4 Priority Report Lessons:</b> Text Structures, Author's Purpose</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
6.RN.3.3	Determine an author’s perspective or purpose in a text, and explain how it is conveyed in the text.	<p><b>Cycle 15:</b> Author's Purpose</p> <p><b>Timeless Tales Unit 4.1A:</b> <i>History of Hollywood: Special Effects and Makeup, Making of a Documentary, Whose Ideas Was That, World of Wonders Passages</i></p>	<p><b>Cycle 15:</b> General Comprehension 4</p> <p><b>ISIP AR:</b> 2B Reading Comprehension - <i>Spreading the Love</i></p> <p><b>Timeless Tales Unit 4 Priority Report Lesson:</b> Author's Purpose</p> <p><b>TT2.0 L2 Lesson:</b> Point of View</p>
<b>Synthesis and Connection of Ideas</b>			
6.RN.4.2	Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.	<p><b>Timeless Tales Unit 4.1B:</b> <i>On Set: Movie Maker, World of Wonders Passages</i></p>	<p><b>Timeless Tales Unit 4 Priority Report Lesson Extras:</b> Author's Purpose</p>
6.RN.4.3	Compare and contrast one author’s presentation of events with that of another.		<p><b>Timeless Tales Unit 4 Priority Report Lesson Extras:</b> Author's Purpose</p>



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
<b>READING: Vocabulary</b>			
6.RV.1	Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
<b>Vocabulary Building</b>			
6.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	<p><b>ISIP AR:</b> Vocabulary subtests</p> <p><b>Cycle 15:</b> Context</p> <p><b>Timeless Tales Units:</b></p> <p><b>1–4:</b> Card Match</p> <p><b>1:</b> Mystery Word</p> <p><b>2:</b> Word Sort</p> <p><b>3:</b> Syllable Search, Vocab Hack</p> <p><b>TT2.0 L1:</b> Arcade Card Match</p>	<p><b>ISIP AR Comprehension Interventions:</b> All</p> <p><b>ISIP AR Vocabulary Interventions:</b> All</p> <p><b>Cycle 15:</b> Context Clues</p> <p><b>Timeless Tales Units 1-4 Priority Report Lesson:</b> Vocabulary Visa</p> <p><b>TT2.0 Priority Lessons:</b></p> <p>L1: Vocab in Context</p> <p>L2: Vocab in Context</p>
6.RV.2.2	Use the relationship between particular words (e.g., <i>cause/effect, part/whole, item/category</i> ) to better understand each of the words.	<p><b>Timeless Tales Units:</b></p> <p><b>1.1B:</b> Mystery Word</p> <p><b>2.1B:</b> Analogy Charger, Word Sort, Card Match</p> <p><b>3.1B:</b> Vocab Hack</p>	<p><b>Cycle 15 Lessons:</b> Context Clues, Similes, Metaphors</p> <p><b>Timeless Tales Unit 2-3 Priority Report Lesson:</b> Vocabulary Visa</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
6.RV.2.3	Distinguish among the connotations of words with similar denotations.	<b>ISIP AR:</b> Vocabulary subtest <b>Writing Rules Unit 4:</b> Paragraph Building Word Choice Trait	<b>Timeless Tales Unit 2 Priority Report Lesson Extras:</b> Vocabulary Visa
6.RV.2.4	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i> ).	<b>ISIP AR:</b> Vocabulary subtests <b>Cycle 15:</b> Vocabulary, Prefixes, Suffixes <b>Timeless Tales Units:</b> <b>1:</b> Vocab Lab <b>2:</b> Word Sort	<b>ISIP AR Vocabulary Interventions:</b> 1C, 2B, 2C, 3A, 3B, 4A, 4C, 5A, 5B, 5C, 6A, 6B, 6C, 7A, 7B, 7C, 8B, 8C, 9A, 9B, 9C, 10A, 10B <b>Timeless Tales Priority Word Analysis:</b> <b>Unit 1:</b> Suffixes <b>Unit 2:</b> Root Words <b>TT2.0 L2 Teacher-Directed Lesson:</b> World Analysis (Root Words)
6.RV.2.5	Consult reference materials, both print and digital (e.g., <i>dictionary, thesaurus</i> ), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	<b>Timeless Tales Units:</b> <b>1–4:</b> 4Square with Didja Ninja <b>1–4:</b> All Passages (Glossary) <b>1–4:</b> Card Match <b>TT2.0 L1:</b> Arcade: Lockdown, Card Match	<b>Cycle 15 Lesson:</b> Synonyms <b>Writing Extension Lessons 36-37:</b> Editing (Dictionary, Thesaurus)

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Vocabulary in Literature and Nonfiction Texts</b>			
6.RV.3.1	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<b>Timeless Tales Units:</b> <b>1.1B:</b> <i>Didja Ninja and the Missing Jewel, Unexpected Treasures</i> <b>2:</b> <i>Analogy Charger, Word Sort</i>	<b>Cycle 15:</b> Context Clues, Similes, Metaphors  <b>Timeless Tales Priority Report Lessons:</b>  <b>Unit 2:</b> Vocabulary Visa <b>Unit 3:</b> Symbolism
6.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.	<b>Timeless Tales Unit:</b>  <b>4.1B:</b> <i>On Set: Movie Maker, World of Wonders Passages</i>	<b>Timeless Tales Unit 2:</b> Vocabulary Visa (Extras)
6.RV.3.3	Interpret figures of speech (e.g., <i>personification</i> ) in context.	<b>Timeless Tales Units:</b>  <b>1.1B:</b> <i>Didja Ninja and the Missing Jewel, Unexpected Treasure</i>	<b>Cycle 15:</b> Similes, Metaphors  <b>Timeless Tales Priority Lesson Extras:</b>  <b>Units 1-2:</b> Making Inferences <b>Unit 3 Priority:</b> Symbolism

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
<b>WRITING</b>			
6.W.1	<b>Learning Outcome:</b> Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.		
<b>Handwriting</b>			
6.W.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
<b>Writing Genres: Argumentative, Informative, and Narrative</b>			
6.W.3.2	<p>Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</li> <li>● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>● Include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension.</li> <li>● Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>	<p><b>Writing Rules Expository Essay:</b> Planning, Drafting</p> <p><b>Writing Rules Paragraph Building:</b> Ideas Trait, Organization Trait, Voice Trait, Word Choice Trait</p> <p><b>TT2.0 L1-L2:</b> World of Wonders</p>	<p><b>Writing Rules Paragraph Building - Six Traits:</b></p> <p><b>Unit 1:</b> Ideas Trait  <b>Unit 2:</b> Organization Trait  <b>Unit 3:</b> Voice Trait  <b>Unit 4:</b> Word Choice</p> <p><b>Writing Rules Expository Essay, Characteristics Lesson 1.2:</b> Point of View</p> <p><b>TT2.0 L2 Teacher-Directed Lessons:</b> History and Culture</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
6.W.3.3	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Engage and orient the reader by developing an exposition (e.g., <i>describe the setting, establish the situation, introduce the narrator and/or characters</i>).</li> <li>● Organize an event sequence (e.g., <i>conflict, climax, resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>● Provide an ending that follows from the narrated experiences or events.</li> </ul>	<p><b>Timeless Tales Units 1–4:</b> World of Wonders Writing Prompts</p> <p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rules Personal Narrative:</b> Planning, Drafting</p> <p><b>Writing Rules Paragraph Building:</b> Word Choice Trait, Voice Trait, Organization Trait, Sentence Fluency Trait</p> <p><b>TT2.0 L1-L2:</b> World of Wonders</p>	<p><b>Writing Rules Personal Narrative Units 1-3:</b> Characteristics, Planning, Drafting</p> <p><b>Writing Rules Personal Narrative - Characteristics, Lessons 1.1-1.3:</b> First Person Point of View, Voice, Setting</p> <p><b>Writing Rules Personal Narrative - Drafting, Lesson 3.3:</b> Conclusion</p>
<b>The Writing Process</b>			
6.W.4	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> <li>● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>● Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul>	<p><b>Writing Rules Essay:</b> Expository</p> <p><b>Writing Rules Essay:</b> Personal Narrative</p> <p><b>Writing Rules Paragraph Building</b></p> <p><b>Timeless Tales Units 1–4:</b> World of Wonders Writing Prompts</p>	<p><b>Writing Rules Paragraph Building:</b> Drafting Lesson 3.1 Introduction</p> <p><b>Writing Rules Paragraph Building:</b> Drafting Lesson 3.2 Body Paragraphs</p> <p><b>Writing Rules Paragraph Building:</b> Drafting Lesson 3.3 Conclusion</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>			
6.W.5	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> <li>● Formulate a research question (e.g., <i>In what ways did Madame Walker influence Indiana society?</i> ).</li> <li>● Gather relevant information from multiple sources, and annotate sources.</li> <li>● Assess the credibility of each source.</li> <li>● Quote or paraphrase the information and conclusions of others.</li> <li>● Avoid plagiarism and provide basic bibliographic information for sources.</li> <li>● Present information, choosing from a variety of formats.</li> </ul>	<p><b>Timeless Tales Units 1-4:</b> World of Wonders Writing Prompts</p> <p><b>TT2.0 L1-L2:</b> World of Wonders</p>	<p><b>Timeless Tales Priority Lesson Extras:</b></p> <p><b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Problem and Solution  <b>Unit 2 Priority:</b> Symbolism  <b>Unit 3 Priority:</b> Hero's Journey  <b>Units 2-3:</b> Story Elements</p> <p><b>Writing Extension Lessons:</b></p> <p><b>40-42:</b> <i>Power for the Planet</i> Parts 1-3  <b>44:</b> <i>Identifying a Research Topic</i>  <b>45:</b> <i>Researching and Taking Notes</i>  <b>47-49:</b> <i>Ecosystem</i> Parts 1-3</p> <p><b>TT20 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization  <b>L2:</b> History and Culture  <b>L2:</b> Drama  <b>L2:</b> Point of View</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>			
6.W.6.1	<i>Demonstrate command of English grammar and usage, focusing on:</i>		
6.W.6.1a	<b>Pronouns –</b> Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).	<b>Writing Rules Essay Writing:</b> Expository Essay	<b>Writing Rules Personal Narrative Characteristics Lesson 1.1:</b> First Person Point of View  <b>Writing Rules Expository Essay Characteristics 1.2:</b> Point of View
6.W.6.1b	<b>Verbs –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>		
6.W.6.1c	<b>Adjectives and Adverbs –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>		
6.W.6.1d	<b>Phrases and Clauses –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>		
6.W.6.1e	<b>Usage –</b> Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.	<b>Writing Rules Paragraph Building</b>  <b>Timeless Tales Units 1–4:</b> World of Wonders Writing Prompts	<b>Timeless Tales Priority Report Lessons:</b>  <b>Unit 1 Storytelling Across Cultures:</b> Sequence and Summary <b>Unit 2 Extras:</b> Vocabulary Visa <b>Unit 2:</b> Text Fluency <b>Unit 4:</b> Sequencing, Text Fluency  <b>Writing Rules Paragraph Building Six Traits Unit 5:</b> Sentence Fluency Trait

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
6.W.6.2	<i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</i>		
6.W.6.2a	<p><b>Capitalization –</b> Students are expected to build upon and continue applying conventions learned previously.</p>	<p><b>Writing Rules Paragraph Building:</b> Conventions Trait</p> <p><b>Writing Rules Essay:</b> Personal Narrative (Edit)</p> <p><b>Writing Rules Essay:</b> Expository Essay (Edit)</p>	<p><b>Timeless Tales Priority Report Lessons:</b></p> <p><b>Unit 1 Word Analysis and Spelling:</b> Root Words</p> <p><b>Unit 2 Word Analysis and Spelling:</b> Suffixes</p> <p><b>Unit 3 Word Analysis and Spelling:</b> Syllabification</p> <p><b>Writing Rules Paragraph Building - Six Traits</b></p> <p><b>Unit 6:</b> Conventions Trait</p>
6.W.6.2b	<p><b>Punctuation –</b></p> <ul style="list-style-type: none"> <li>● Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>● Using semicolons to connect main clauses and colons to introduce a list or quotation.</li> </ul>	<p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rule Essay Writing:</b> Expository</p>	<p><b>Writing Rules Paragraph Building, Six Traits,</b></p> <p><b>Unit 6:</b> Conventions Trait</p>



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
6.W.6.2c	<p><b>Spelling –</b> Students are expected to build upon and continue applying conventions learned previously.</p>	<p><b>Writing Rules:</b> Personal Narrative</p> <p><b>Writing Rules:</b> Expository Essay</p> <p><b>Timeless Tales Units 1–4:</b> Spelling Lab</p>	<p><b>Writing Extension Lesson 24:</b> <i>Fields of Change: Spring/Summer</i></p> <p><b>Timeless Tales Priority Report Lessons:</b> Unit 1 Word Analysis and Spelling - Root Words Unit 2 Word Analysis and Spelling - Suffixes Unit 3 Word Analysis and Spelling - Syllabification</p> <p><b>TT2.0 L1 Teacher-Directed Lesson:</b> Word Analysis (Spelling)</p>

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# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
<b>SPEAKING AND LISTENING</b>			
6.SL.1	<b>Learning Outcome:</b> Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.		
<b>Discussion and Collaboration</b>			
6.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.		<p><b>Cycle 15:</b> General Comprehension 2, 3, 4</p> <p><b>Timeless Tales Units:</b></p> <p><b>2-3:</b> Story Elements  <b>3:</b> Hero's Journey</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization  <b>L1:</b> Vocab in Context  <b>L1:</b> Fluency  <b>L2:</b> Word Analysis (Spelling)  <b>L2:</b> Word Analysis (Root Words)  <b>L2:</b> Fluency  <b>L2:</b> Vocab in Context  <b>L2:</b> History and Culture  <b>L2:</b> Drama  <b>L2:</b> Point of View</p>
6.SL.2.2	Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.		<p><b>Cycle 15:</b> General Comprehension 2, 3, 4</p> <p><b>Timeless Tales Priority Report Lesson:</b>  <b>Unit 3:</b> Hero's Journey</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
6.SL.2.3	Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.		<p><b>Timeless Tales Priority Report Lesson Extras:</b></p> <p><b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Problem and Solution <b>Unit 2:</b> Plot Elements <b>Unit 3:</b> Characterization <b>Unit 4:</b> Text Structures, Author's Purpose</p>
6.SL.2.4	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		<p><b>Cycle 15:</b> General Comprehension 2, 3, 4</p> <p><b>Timeless Tales Priority Report Lessons:</b></p> <p><b>Units 2-3:</b> Story Elements <b>Unit 3:</b> Protagonist/Antagonist, Hero's Journey <b>Unit 4:</b> Text Structures</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization <b>L1:</b> Vocab in Context <b>L1:</b> Fluency <b>L1:</b> Word Analysis (Spelling) <b>L2:</b> Word Analysis (Root Words) <b>L2:</b> Fluency <b>L2:</b> Vocab in Context <b>L2:</b> History and Culture <b>L2:</b> Drama <b>L2:</b> Point of View</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
6.SL.2.5	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		<p><b>Cycle 15:</b> General Comprehension 2, 3, 4</p> <p><b>Timeless Tales Priority Report Lessons:</b> Unit 1: Summarize and Paraphrase, Sequential Summary</p>
<b>Comprehension</b>			
6.SL.3.1	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		<p><b>Timeless Tales Priority Report Lesson Extras:</b></p> <p><b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Problem and Solution <b>Unit 2:</b> Plot Elements <b>Unit 3:</b> Hero's Journey, Symbolism</p>
6.SL.3.2	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		<p><b>Timeless Tales Unit 4 Priority:</b> Author's Purpose</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Presentation of Knowledge and Ideas</b>			
6.SL.4.1	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		<p><b>Timeless Tales Priority Report Lesson Extras:</b></p> <p><b>Units 2-3:</b> Story Elements  <b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Problem and Solution  <b>Unit 2:</b> Plot Elements  <b>Unit 3:</b> Hero's Journey</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization  <b>L2:</b> History &amp; Culture  <b>L2:</b> Point of View</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
6.SL.4.2	Create engaging presentations that include multimedia components (e.g., <i>graphics, images, music, sound</i> ) and visual displays in presentations to clarify information.		<p><b>Timeless Tales Priority Report Lessons:</b></p> <p><b>Units 1-2:</b> Summarize and Paraphrase  <b>Unit 2:</b> Vocabulary Visa  <b>Unit 2:</b> Fairy Tales, Legends, and Folklore Lesson                      Extras: Problem and Solution  <b>Unit 3:</b> Hero's Journey</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization  <b>L2:</b> History and Culture  <b>L2:</b> Point of View</p>
6.SL.4.3	<i>Students are expected to build upon and continue applying concepts learned previously .</i>		
<b>MEDIA LITERACY</b>			
6.ML.1	<b>Learning Outcome:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.		
<b>Media Literacy</b>			
6.ML.2.1	Use evidence to evaluate the accuracy of information presented in multiple media messages.	<b>All Timeless Tales Reader Response Lessons</b>	

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 6



Standard	Expectation	Istation App	Istation Teacher Resources
6.ML.2.2	Identify the target audience of a particular media message, using the context of the message (e.g., <i>where it is placed, when it runs, etc.</i> )	<p><b>Cycle 15 Living Lesson:</b> Author's Purpose</p> <p><b>Timeless Tales Unit Lessons:</b></p> <p><b>4.1A:</b> <i>History of Hollywood: Special Effects and Makeup</i></p> <p><b>4.1B:</b> <i>Four Square, Comprehension Skills</i></p> <p><b>4.1B:</b> <i>Film Adaptations and Documentaries</i></p>	<p><b>Timeless Tales Priority Report Lessons:</b></p> <p><b>Unit 4:</b> Author's Purpose, Author's Stylistic Choices</p>

∞ End of Grade 6 ∞

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
<b>READING: Literature</b>			
7.RL.1	<b>Learning Outcome:</b> Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.		
<b>Key Ideas and Textual Support</b>			
7.RL.2.1	Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Timeless Tales Units:</b></p> <p><b>1.1B:</b> <i>Mona Lisa, Unexpected Treasure, Buyer Beware</i></p> <p><b>2.1B:</b> <i>Giant Killer, Rising Swann</i></p> <p><b>3.1A:</b> <i>Apollo, Battle of Summer and Winter</i></p> <p><b>4.1A:</b> World of Wonders Passages</p>	<p><b>ISIP AR Comprehension Interventions:</b> 2C, 3A, 3B, 8B, 8C</p> <p><b>Timeless Tales Priority Report Lessons:</b></p> <p><b>Unit 1:</b> Sequential Summary, Making Inferences</p> <p><b>Unit 2:</b> Making Inferences, Symbolism</p> <p><b>Unit 3:</b> Making Inferences, Characterization, Protagonist/Antagonist</p> <p><b>Unit 4:</b> Author's Purpose, Sequencing</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization</p> <p><b>L1:</b> Vocab in Context</p> <p><b>L2:</b> Vocab in Context</p> <p><b>L2:</b> History and Culture</p> <p><b>L2:</b> Drama</p> <p><b>L2:</b> Point of View</p>



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
7.RL.2.2	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Timeless Tales Units:</b>  <b>1.1A:</b> <i>Mulan, Wall of Water, Real Superman</i>  <b>1.1B:</b> <i>Mona Lisa, Unexpected Treasure, Buyer Beware</i>  <b>2.1A:</b> <i>The Warning, Bear!, Sinking</i>  <b>3.1B:</b> <i>Masks</i>  <b>4.1A:</b> <i>World of Wonders Passages</i>  <b>4.1B:</b> <i>On Set: Movie Maker, Hollywood Kid , World of Wonders Passages</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 10A, 10C</p> <p><b>Timeless Tales Priority Report Lessons:</b>  <b>Unit 1:</b> Sequential Summary  <b>Unit 2:</b> Story Elements  <b>Unit 3:</b> Story Elements, Hero's Journey, Characterization  <b>Unit 4:</b> Author's Purpose</p>
7.RL.2.3	Analyze how particular elements of a story or drama interact (e.g., <i>how setting shapes the characters or plot</i> ).	<p><b>Timeless Tales Units:</b>  <b>2.1A:</b> <i>The Warning, Bear!, Ogre, Sinking</i>  <b>3.1A:</b> <i>Apollo, Battle of Summer and Winter</i>  <b>3.1B:</b> <i>Didja Ninja in Space, Masks, Perseus</i>  <b>4.1B:</b> <i>On Set: Movie Maker, Hollywood Kid, World of Wonders Passages</i></p> <p><b>TT2.0 L1 Hub:</b> Direct and Indirect Characterization</p>	<p><b>Timeless Tales Priority Report Lessons:</b>  Unit 2: Plot Elements, Story Elements  Unit 3: Story Elements, Characterization, Protagonist/Antagonist, Hero's Journey</p> <p><b>TT2.0 Teacher-Directed Lessons:</b>  <b>L1:</b> Characterization  <b>L2:</b> Drama</p>
7.RL.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Structural Elements and Organization</b>			
7.RL.3.1	Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.	<b>Timeless Tales Units:</b> <b>Unit 2.1A:</b> <i>The Warning, Bear!</i> <b>Unit 3.1B:</b> <i>Didja Ninja and the Hero's Journey in Space, Masks</i>	<b>Timeless Tales Priority Report Lessons:</b> <b>Unit 2:</b> Plot Elements <b>Units 2-3 Priority:</b> Story Elements <b>Unit 3:</b> Hero's Journey <b>TT2.0 L2 Teacher-Directed Lesson:</b> Drama
7.RL.3.2	Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	<b>Timeless Tales Unit 3.1B:</b> <i>Didja Ninja and the Hero's Journey in Space, Masks</i>	<b>Timeless Tales Priority Report Lessons:</b> <b>Units 2-3:</b> Story Elements <b>Unit 3:</b> Characterization, Protagonist/Antagonist, Hero's Journey <b>TT2.0 L2 Teacher-Directed Lesson:</b> Point of View

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Synthesis and Connection of Ideas</b>			
7.RL.4.1	Compare and contrast a written story, play or poem with its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., <i>lighting, sound, color, or camera focus and angles in a film</i> ).	<b>Timeless Tales Unit 2.1B:</b> <i>Giant Killer, Rising Swann</i>	<p><b>Timeless Tales Priority Report Lesson Extras:</b></p> <p><b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Problem and Solution, Plot Elements</p> <p><b>Unit 3:</b> Hero's Journey</p> <p><b>Unit 4:</b> Author's Purpose</p> <p><b>TT2.0 L2 Teacher-Directed Lesson:</b> Drama</p>
7.RL.4.2	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.		<p><b>Timeless Tales Priority Report Lesson Extras:</b></p> <p><b>Unit 1:</b> Storytelling Across Cultures - Sequence and Summary</p> <p><b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Problem and Solution, Plot Elements, Story Elements</p> <p><b>Unit 3:</b> Story Elements, Hero's Journey, Characterization</p> <p><b>Unit 4:</b> Author's Purpose</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
<b>READING: Nonfiction</b>			
7.RN.1	<b>Learning Outcome:</b> Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.		
<b>Key Ideas and Textual Support</b>			
7.RN.2.1	Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Timeless Tales Units:</b></p> <p><b>1.1B:</b> <i>Who Stole the Mona Lisa, Unexpected Treasure</i></p> <p><b>4.1A:</b> <i>History of Hollywood: Special Effects and Makeup</i></p> <p><b>4.1B:</b> <i>Film Adaptations and Documentaries</i></p> <p><b>TT2.0 L1-L2:</b> World of Wonders</p>	<p><b>ISIP AR Comprehension Interventions:</b> 4A, 5B, 7A, 7B, 9C, 10B</p> <p><b>Timeless Tales Unit 1 Priority:</b> Summarize and Paraphrase</p>
7.RN.2.2	Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	<p><b>ISIP AR:</b> Reading Comprehension subtest</p> <p><b>Timeless Tales Unit 1.1A:</b> <i>Unofficial Biography of Harry Houdini</i>, World of Wonders Passages</p>	<p><b>Timeless Tales Unit 1 Priority Lesson:</b> Summarize and Paraphrase</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
7.RN.2.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., <i>how ideas influence individuals or events, or how individuals influence ideas or events</i> ).	<p><b>Timeless Tales Units:</b></p> <p><b>1.1A:</b> <i>Unofficial Biography of Harry Houdini. World of Wonders Passages and Writing Prompts</i></p> <p><b>1.1B:</b> <i>Unexpected Treasure</i></p> <p><b>4.1A:</b> <i>History of Hollywood: Special Effects and Makeup</i></p> <p><b>Unit 4.1A:</b> <i>Film Adaptations and Documentaries</i></p> <p><b>TT2.0 L1-L2:</b> World of Wonders</p>	<p><b>ISIP AR Comprehension Interventions:</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Timeless Tales Unit 1 Priority Lesson:</b> Summarize and Paraphrase</p>
<b>Structural Elements and Organization</b>			
7.RN.3.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
7.RN.3.2	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas	<p><b>Timeless Tales Unit 4.1A:</b> <i>History of Hollywood: Special Effects and Makeup, Making of a Documentary, Whose Idea Was That?, World of Wonders Passages</i></p>	<p><b>Timeless Tales Unit 4 Priority Lesson:</b> Text Structures</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
7.RN.3.3	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Timeless Tales Units:</b></p> <p><b>4.1A:</b> <i>History of Hollywood: Special Effects and Makeup, Making of a Documentary, Whose Idea Was That?</i>, World of Wonders Passages</p> <p><b>4.1B:</b> World of Wonders Passages</p> <p><b>TT2.0 L2 Hub:</b> Intro to Claims &amp; Evidence/Fallacies</p>	<p><b>ISIP AR Comprehension Interventions: 2A, 2B</b></p> <p><b>Timeless Tales Unit 4 Priority Report Lessons:</b> Author's Purpose, Text Structures</p> <p><b>TT2.0 L2 Teacher-Directed Lesson:</b> Point of View</p>
<b>Synthesis and Connection of Ideas</b>			
7.RN.4.2	Compare and contrast a print or digital text with an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., <i>how the delivery of a speech affects the impact of the words</i> ).	<p><b>Timeless Tales Unit 4.1B:</b> <i>On Set: Movie Maker</i>, World of Wonders Passages</p>	<p><b>Timeless Tales Priority Report Lesson:</b> Unit 4: Author's Purpose (extras)</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
<b>READING: Vocabulary</b>			
7.RV.1	<b>Learning Outcome:</b> Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
<b>Vocabulary Building</b>			
7.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	<p><b>ISIP AR:</b> Vocabulary subtest</p> <p><b>Timeless Tales Units:</b></p> <p><b>1–4:</b> Card Match</p> <p><b>1:</b> Mystery Word</p> <p><b>2:</b> Word Sort</p> <p><b>3:</b> Syllable Search, Vocab Hack</p> <p><b>TT2.0 L1 Arcade:</b> Card Match</p>	<p><b>ISIP AR Comprehension Interventions:</b> All</p> <p><b>ISIP AR Vocabulary Interventions:</b> All</p> <p><b>Timeless Tales Priority Lesson Extras:</b></p> <p><b>Units 1-4:</b> Vocabulary Visa, Words in Context</p> <p><b>TT2.0 L1 Teacher-Directed Lesson:</b> Vocab in Context</p>
7.RV.2.2	Use the relationship between particular words (e.g., <i>synonym/antonym, analogy</i> ) to better understand each of the words.	<p><b>ISIP AR:</b> Vocabulary subtest</p> <p><b>Timeless Tales Unit 1:</b> Mystery Word</p> <p><b>Timeless Tales Unit 2:</b> Analogy Charger, Word Sort, Card Match</p> <p><b>Timeless Tales Unit 3:</b> Vocab Hack</p>	<p><b>ISIP AR Vocabulary Interventions:</b> 8A</p> <p><b>Timeless Tales Units 2-3 Priority:</b> Vocabulary Visa</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
7.RV.2.3	Distinguish among the connotations of words with similar denotations.	<b>Writing Rules Paragraph Building:</b> Word Choice	<b>Timeless Tales Priority Lesson Extras:</b> <b>Units 1-2:</b> Making Inferences <b>Units 2-3:</b> Vocabulary Visa
7.RV.2.4	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ).	<b>Timeless Tales Units:</b> <b>1:</b> Vocab Lab <b>2:</b> Word Sort	<b>ISIP AR Vocabulary Interventions:</b> 1C, 2B, 2C, 3A, 3B, 4A, 4C, 5A, 5B, 5C, 6A, 6B, 6C, 7A, 7B, 7C, 8B, 8C, 9A, 9B, 9C, 10A, 10B <b>Timeless Tales Priority Report Lessons:</b> <b>Unit 1: Word Analysis:</b> Suffixes <b>Unit 2 Word Analysis:</b> Root Words <b>TT2.0 L2 Teacher-Directed Lesson:</b> Word Analysis (Root Words)
7.RV.2.5	Consult general and specialized reference materials, both print and digital (e.g., <i>dictionary</i> , <i>thesaurus</i> , <i>style guide</i> ), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	<b>Timeless Tales Units:</b> <b>1-4:</b> 4Square with Didja Ninja <b>1-4:</b> All Passages (Glossary) <b>1-4:</b> Card Match <b>TT2.0 L1 Arcade:</b> Lab Lockdown, Card Match	<b>Writing Extension Lessons:</b> <b>36:</b> Editing (Dictionary, Thesaurus) <b>37:</b> Editing (Dictionary, Thesaurus)



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Vocabulary in Literature and Nonfiction Texts</b>			
7.RV.3.1	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., <i>alliteration</i> ) within a story, poem, or play.	<p><b>ISIP AR:</b> Comprehension, Vocabulary subtests</p> <p><b>Timeless Tales Units:</b></p> <p><b>1.1B:</b> <i>Unexpected Treasure, Didja Ninja and the Missing Jewel</i></p> <p><b>2.1B:</b> <i>Didja Ninja and the Dragon, Giant Killer, Rising Swann, Destination Unknown</i></p> <p><b>3.1A:</b> <i>Apollo, Battle of Summer and Winter</i></p> <p><b>4.1B:</b> <i>The Author's Purpose Featuring Didja Ninja</i></p> <p><b>TT2.0 L1:</b> Lab Lockdown</p> <p><b>TT2.0 L1 Arcade:</b> Card Match</p>	<p><b>ISIP AR Comprehension Interventions:</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p><b>ISIP AR Vocabulary interventions:</b> 1A, 1B, 2A, 3C, 4B, 5A, 5B, 6C, 8A, 8B, 8C, 10A, 10B, 10C</p> <p><b>Timeless Tales Priority Report Lessons:</b></p> <p><b>Units 2-3 Priority:</b> Vocabulary Visa</p> <p><b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Vocabulary Visa (Extras)</p> <p><b>Unit 3:</b> Symbolism</p> <p><b>Unit 4:</b> Author's Purpose</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Vocab in Context</p> <p><b>L1:</b> Word Analysis (Spelling)</p> <p><b>L2:</b> Word Analysis (Root Words)</p>
7.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<p><b>Timeless Tales Unit 1.1B:</b> <i>Unexpected Treasure</i></p> <p><b>Timeless Tales Unit 4.1B:</b> <i>On Set: Movie Maker, World of Wonders Passages</i></p>	<p><b>Timeless Tales Priority Lesson:</b> Author's Purpose</p> <p><b>TT2.0 L1 Teacher-Directed Lesson:</b> Vocab in Context</p>
7.RV.3.3	Interpret figures of speech (e.g., <i>literary, religious, and mythological allusions</i> ) in context.	<p><b>Timeless Tales: Unit 1.1B:</b> <i>Didja Ninja and the Missing Jewel, Unexpected Treasure</i></p>	<p><b>Timeless Tales Priority Report Lessons:</b></p> <p><b>Units 1-2:</b> Making Inferences</p> <p><b>Unit 3:</b> Symbolism</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
<b>WRITING</b>			
7.W.1	Learning Outcome: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.		
<b>Handwriting</b>			
7.W.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
<b>Writing Genres: Argumentative, Informative, and Narrative</b>			
7.W.3.2	<p>Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., <i>charts</i>, <i>tables</i>), and multimedia when useful to aiding comprehension.</li> <li>● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p><b>Writing Rules Expository Essay:</b> Planning, Drafting</p> <p><b>Writing Rules Paragraph Building:</b> Ideas Trait, Organization Trait, Voice Trait, Word Choice Trait</p> <p><b>TT2.0 L1-L2:</b> World of Wonders</p>	<p><b>Writing Rules Paragraph Building - Six Traits:</b></p> <p><b>Unit 1:</b> Ideas Trait  <b>Unit 2:</b> Organization Trait  <b>Unit 3:</b> Voice Trait  <b>Unit 4:</b> Word Choice</p> <p><b>Writing Rules Expository Essay, Characteristics Lesson 1.2:</b> Point of View</p> <p><b>TT2.0 L2 Teacher-Directed Lessons:</b> History and Culture</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
7.W.3.3	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>● Organize an event sequence (e.g., <i>conflict</i>, <i>climax</i>, <i>resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>● Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>	<p><b>Timeless Tales Units 1–4:</b> World of Wonders Writing Prompts</p> <p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rules Personal Narrative:</b> Planning, Drafting</p> <p><b>Writing Rules Paragraph Building:</b> Word Choice Trait, Voice Trait, Organization Trait, Sentence Fluency Trait</p> <p><b>TT2.0 L1-L2:</b> World of Wonders</p>	<p><b>Writing Rules Personal Narrative Units 1-3:</b> Characteristics, Planning, Drafting</p> <p><b>Writing Rules Personal Narrative - Characteristics, Lessons 1.1-1.3:</b> First Person Point of View, Voice, Setting</p> <p><b>Writing Rules Personal Narrative - Drafting, Lesson 3.3:</b> Conclusion</p>
<b>The Writing Process</b>			
7.W.4	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> <li>● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>● Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.</li> </ul>	<p><b>Writing Rules Essay:</b> Expository</p> <p><b>Writing Rules Essay:</b> Personal Narrative</p> <p><b>Writing Rules Paragraph Building</b></p> <p><b>Timeless Tales Units 1–4:</b> World of Wonders Writing Prompts</p>	<p><b>Writing Rules Paragraph Building:</b> Drafting Lesson 3.1 Introduction</p> <p><b>Writing Rules Paragraph Building:</b> Drafting Lesson 3.2 Body Paragraphs</p> <p><b>Writing Rules Paragraph Building:</b> Drafting Lesson 3.3 Conclusion</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>			
7.W.5	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> <li>● Formulate a research question.</li> <li>● Gather relevant information from multiple sources, using search terms effectively, and annotate sources.</li> <li>● Assess the credibility and accuracy of each source.</li> <li>● Quote or paraphrase the information and conclusions of others.</li> <li>● Avoid plagiarism and follow a standard format for citation.</li> <li>● Present information, choosing from a variety of formats.</li> </ul>	<p><b>Timeless Tales Units 1-4:</b> World of Wonders Writing Prompts</p> <p><b>TT2.0 L1-L2:</b> World of Wonders</p>	<p><b>Timeless Tales Unit 2 Fair Tales, Legends, and Folklore Lesson Extras:</b> Problem and Solution</p> <p><b>Timeless Tales Priority Lesson Extras:</b></p> <p><b>Unit 2 Priority:</b> Symbolism  <b>Unit 3 Priority:</b> Hero's Journey  <b>Units 2-3:</b> Story Elements</p> <p><b>Writing Extension Lessons:</b></p> <p><b>40-42:</b> <i>Power for the Planet</i> Parts 1-3  <b>44:</b> <i>Identifying a Research Topic</i>  <b>45:</b> <i>Researching and Taking Notes</i>  <b>47-49:</b> <i>Ecosystem</i> Parts 1-3</p> <p><b>TT20 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization  <b>L2:</b> History and Culture  <b>L2:</b> Drama  <b>L2:</b> Point of View</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>			
7.W.6.1	<i>Demonstrate command of English grammar and usage, focusing on:</i>		
7.W.6.1a	<b>Pronouns</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>		
7.W.6.1b	<b>Verbs</b> – Recognizing and correcting problems with subject/verb agreement.	<b>Writing Rules Paragraph Building:</b> Conventions Trait, Sentence Fluency Trait  <b>Timeless Tales Units 1–4:</b> World of Wonders Writing Prompts	<b>Writing Rules Paragraph Building Six Traits, Unit 6:</b> Conventions Trait  <b>Timeless Tales Priority Report Lessons:</b>  Unit 3: Hero's Journey Unit 4: Author's Purpose
7.W.6.1c	<b>Adjectives and Adverbs</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>		
7.W.6.1d	<b>Phrases and Clauses</b> – Recognizing and correcting misplaced and dangling modifiers.	<b>Writing Rules Paragraph Building:</b> Sentence Fluency Trait	<b>Writing Rules Paragraph Building Six Traits, Unit 3:</b> Voice Trait  <b>Writing Rules Paragraph Building Six Traits, Unit 5:</b> Sentence Fluency Trait
7.W.6.1e	<b>Usage</b> – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.		<b>Writing Extensions 46 and 49:</b> Writing a Research Report  <b>Writing Rules Paragraph Building Six Traits, Unit 5:</b> Sentence Fluency Trait

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
7.W.6.2	<i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</i>		
7.W.6.2a	<b>Capitalization</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>		
7.W.6.2b	<i>Punctuation – Using commas with subordinate clauses.</i>	<b>Writing Rules Paragraph Building:</b> Sentence Fluency Trait	<b>Writing Rules Paragraph Building:</b> Six Traits, Unit 5, Sentence Fluency Trait  <b>Timeless Tales Teacher-directed Lesson:</b>  <b>Unit 3 Text Fluency Lesson Extras:</b> Integrating Research and Technology
7.W.6.2c	<b>Spelling</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
<b>SPEAKING AND LISTENING</b>			
7.SL.1	<b>Learning Outcome:</b> Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i> ) to communicate effectively with a variety of audiences and for different purposes.		
<b>Discussion and Collaboration</b>			
7.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.		<p><b>Timeless Tales Units:</b></p> <p><b>2-3:</b> Story Elements  <b>3:</b> Hero's Journey</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization  <b>L1:</b> Vocab in Context  <b>L1:</b> Fluency  <b>L2:</b> Word Analysis (Spelling)  <b>L2:</b> Word Analysis (Root Words)  <b>L2:</b> Fluency  <b>L2:</b> Vocab in Context  <b>L2:</b> History and Culture  <b>L2:</b> Drama  <b>L2:</b> Point of View</p>
7.SL.2.2	Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.		<p><b>Timeless Tales Unit 3 Priority Report Lesson:</b>                      Hero's Journey</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
7.SL.2.3	Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		<p><b>Timeless Tales Priority Report Lessons:</b></p> <p><b>Unit 2:</b> Plot Elements (Extras)  <b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Problem and Solution (Extras)  <b>Unit 3:</b> Characterization  <b>Unit 4:</b> Text Structures, Author's Purpose</p>
7.SL.2.4	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		<p><b>Timeless Tales Priority Report Lessons:</b></p> <p><b>Units 2-3:</b> Story Elements  <b>Unit 3:</b> Protagonist/Antagonist, Hero's Journey  <b>Unit 4:</b> Text Structures</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization  <b>L1:</b> Vocab in Context  <b>L1:</b> Fluency  <b>L1:</b> Word Analysis (Spelling)  <b>L2:</b> Word Analysis (Root Words)  <b>L2:</b> Fluency  <b>L2:</b> Vocab in Context  <b>L2:</b> History and Culture  <b>L2:</b> Drama  <b>L2:</b> Point of View</p>



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
7.SL.2.5	Acknowledge new information expressed by others, and consider it in relation to one's own views.		<p><b>Timeless Tales Priority Lesson Extras:</b></p> <p><b>Unit 2:</b> Plot Elements  <b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Problem and Solution  <b>Unit 3:</b> Characterization  <b>Unit 4:</b> Text Structures, Author's Purpose</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization  <b>L2:</b> History and Culture  <b>L2:</b> Point of View T</p>
<b>Comprehension</b>			
7.SL.3.1	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., <i>visually</i> , <i>quantitatively</i> , <i>orally</i> ) and explain how the ideas clarify a topic, text, or issue under study.		<p><b>Timeless Tales Priority Lesson Extras:</b></p> <p><b>Unit 2:</b> Plot Elements  <b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Problem and Solution  <b>Unit 3:</b> Hero's Journey, Symbolism</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
7.SL.3.2	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		<b>Timeless Tales Unit 4 Priority:</b> Author's Purpose
<b>Presentation of Knowledge and Ideas</b>			
7.SL.4.1	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		<p><b>Timeless Tales Priority Report Lessons:</b></p> <p><b>Units 2-3:</b> Story Elements  <b>Unit 2:</b> Plot Elements  <b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Problem and Solution (Extras)  <b>Unit 3:</b> Hero's Journey</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization  <b>L2:</b> History and Culture  <b>L2:</b> Point of View</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
7.SL.4.2	Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.		<p><b>Timeless Tales Priority Report Lessons:</b></p> <p><b>Units 1-2:</b> Summarize and Paraphrase  <b>Unit 2:</b> Vocabulary Visa  <b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Problem and Solution (Extras)  <b>Unit 3:</b> Hero's Journey</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization  <b>L2:</b> History and Culture  <b>L2:</b> Point of View</p>
7.SL.4.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
<b>MEDIA LITERACY</b>			
7.ML.1	<b>Learning Outcome:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.		
<b>Media Literacy</b>			
7.ML.2.1	Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.		<b>Timeless Tales Unit 2 Fairy Tales, Legends, and Folklore Lesson Extras: Plot Elements</b>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 7



Standard	Expectation	Istation App	Istation Teacher Resources
7.ML.2.2	Analyze the ways that the media use words and images to attract the public's attention.		<b>Timeless Tales Units 2-3 Lesson Extras: Story Elements</b>

↻ End of Grade 7 ↻

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 8



Standard	Expectation	Istation App	Istation Teacher Resources
<b>READING: Literature</b>			
8.RL.1	<b>Learning Outcome:</b> Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.		
<b>Key Ideas and Textual Support</b>			
8.RL.2.1	Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Timeless Tales Units:</b></p> <p><b>2.1B:</b> <i>Rising Swann</i></p> <p><b>3.1B:</b> <i>Masks</i></p> <p><b>4.1B:</b> <i>Hollywood Kid</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 2C, 3A, 3B, 8B, 8C</p> <p><b>Timeless Tales Priority Report Lessons:</b></p> <p><b>Units 1-2:</b> Making Inferences</p> <p><b>Unit 3:</b> Making Inferences, Characterization</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization</p> <p><b>L1:</b> Vocab in Context</p> <p><b>L2:</b> History and Culture</p> <p><b>L2:</b> Drama</p> <p><b>L2:</b> Point of View</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 8



Standard	Expectation	Istation App	Istation Teacher Resources
8.RL.2.2	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Timeless Tales Unit 1.1A - GP:</b> <i>Mulan</i></p> <p><b>Timeless Tales Unit 1.1A - IP:</b> <i>Wall of Water</i></p> <p><b>Timeless Tales Unit 3.1B - IP:</b> <i>Masks</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 10A, 10C</p> <p><b>Timeless Tales Priority Report Lessons:</b></p> <p><b>Unit 1:</b> Sequential Summary  <b>Unit 2:</b> Plot Elements  <b>Units 2-3:</b> Story Elements  <b>Unit 3:</b> Hero's Journey</p>
8.RL.2.3	Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Timeless Tales Units:</b>                  2.1A: <i>The Warning, Bear!, Ogre, Sinking</i>                  3.1A: <i>Apollo, Battle of Summer and Winter</i>                  3.1B: <i>Didja Ninja in Space, Masks, Perseus</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p><b>Writing Rules Personal Narrative - Characteristics Lesson 1.5:</b> Dialogue</p> <p><b>Timeless Tales Priority Report Lessons:</b></p> <p><b>Unit 1:</b> Storytelling Across Cultures: making Inferences (Extras)  <b>Unit 2:</b> Plot Elements, Story Elements  <b>Unit 3:</b> Story Elements, Characterization, Protagonist/Antagonist, Hero's Journey</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p>
8.RL.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 8



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Structural Elements and Organization</b>			
8.RL.3.1	Compare and contrast the structure of two or more related works of literature (e.g., <i>similar topic or theme</i> ), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.	<b>Timeless Tales Units:</b> <b>1.1A:</b> <i>Mulan, Wall of Water, Real Super</i> <b>2.1A:</b> <i>The Warning, Bear!, Sinking</i> <b>3.1B:</b> <i>Didja Ninja in Space, Masks, Perseus</i> <b>4.1B:</b> <i>On Set: Movie Maker, Hollywood Kid, World of Wonders Passages</i>	<b>Timeless Tales Priority Report Lessons:</b> <b>Unit 1:</b> Sequential Summary <b>Unit 2:</b> Plot Elements, Story Elements <b>Unit 3:</b> Story Elements, Hero's Journey <b>Unit 4:</b> Author's Purpose
8.RL.3.2	Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	<b>Timeless Tales Unit 2.1B:</b> <i>Giant Killer, Rising Swann, World of Wonders Passages</i>	<b>Timeless Tales Teacher-Directed Lessons:</b> <b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Literary Symbolism <b>Units 2-3:</b> Story Elements <b>Unit 3 Priority Extras:</b> Hero's Journey
<b>Synthesis and Connection of Ideas</b>			
8.RL.4.1	Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	<b>Timeless Tales Unit 4.1A:</b> <i>Whose Idea Was That? The Making of Film Adaptations</i>	<b>TT2.0 L2 Teacher-Directed Lesson:</b> Drama

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 8



Standard	Expectation	Istation App	Istation Teacher Resources
8.RL.4.2	Analyze how works of literature draw on and transform earlier texts.	<b>Timeless Tales Unit 2.1B:</b> <i>Giant Killer, Rising Swann, World of Wonders Passages</i>	<p><b>Timeless Tales Priority Report Lesson Extras:</b></p> <p><b>Unit 2:</b> Fairy Tales, Legends, and Folklore - Literary Symbolism, Story Elements</p> <p><b>Unit 3:</b> Story Elements, Hero's Journey</p>
<b>READING: Nonfiction</b>			
8.RN.1	<b>Learning Outcome:</b> Read a variety of nonfiction within a range of complexity appropriate for grades 6 - 8. By the end of grade 8, students interact with texts proficiently and independently.		
<b>Key Ideas and Textual Support</b>			
8.RN.2.1	Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Timeless Tales Units:</b></p> <p><b>2.1B:</b> <i>Rising Swann</i></p> <p><b>3.1B:</b> <i>Masks</i></p> <p><b>4.1B:</b> <i>Hollywood Kid</i></p> <p><b>TT2.0 L1-L2:</b> World of Wonders</p>	<p><b>ISIP AR Comprehension Interventions:</b> 4A, 5B, 7A, 7B, 9C, 10B</p> <p><b>Timeless Tales Priority Report Lessons:</b></p> <p><b>Units 1-3:</b> Making Inferences</p> <p><b>Unit 3:</b> Characterization</p>



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 8



Standard	Expectation	Istation App	Istation Teacher Resources
8.RN.2.2	Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	<p><b>ISIP AR:</b> Reading Comprehension subtest</p> <p><b>Timeless Tales Units 1-4:</b> World of Wonders Passages</p>	<p><b>ISIP AR Comprehension Interventions:</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Timeless Tales Unit 1 Priority Report Lesson:</b> Summarize and Paraphrase</p>
8.RN.2.3	Analyze how a text makes connections and distinctions among individuals, events, and ideas.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Timeless Tales Units:</b></p> <p><b>1.1A:</b> <i>Unofficial Biography of Harry Houdini</i></p> <p><b>4.1A:</b> <i>History of Hollywood: Special Effects and Makeup, Film Adaptations and Documentaries</i></p> <p><b>TT2.0 L1-L2:</b> World of Wonders</p>	<p><b>ISIP AR Comprehension Interventions:</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Timeless Tales Unit 1 Priority Report Lesson:</b> Summarize and Paraphrase</p> <p><b>Timeless Tales Unit 4 Priority Report Lesson:</b> Text Structures</p>
<b>Structural Elements and Organization</b>			
8.RN.3.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
8.RN.3.2	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<p><b>Writing Rules Paragraph Building:</b> Organization</p> <p><b>Timeless Tales Unit 4.1A:</b> <i>History of Hollywood: Special Effects and Makeup, Film Adaptations and Documentaries</i></p>	<p><b>Writing Rules Paragraph Building, Six Traits, Unit 2:</b> Organization Trait</p> <p><b>Timeless Tales Unit 4 Priority Report Lesson:</b> Text Structures</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 8



Standard	Expectation	Istation App	Istation Teacher Resources
8.RN.3.3	Analyze how a text makes connections and distinctions among individuals, events, and ideas.	<b>Timeless Tale Unit 1.1A:</b> <i>Unofficial Biography of Harry Houdini</i> , World of Wonders Passages	<b>Timeless Tales Unit 1 Priority Report Lesson:</b> Summarize and Paraphrase
<b>Synthesis and Connection of Ideas</b>			
8.RN.4.1	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	<b>Timeless Tales Unit 4.1B:</b> <i>The Author's Purpose Featuring Didja Ninja</i> , <i>On Set: Movie Maker</i>	<b>Timeless Tales Unit 4 Priority Report Lesson:</b> Author's Purpose
8.RN.4.2	Evaluate the advantages and disadvantages of using different mediums (e.g., <i>print or digital text, video, multimedia</i> ) to present a particular topic or idea.	<b>Timeless Tales Unit 4.1B:</b> <i>On Set: Movie Maker</i> , World of Wonders Passages	<b>Timeless Tales Unit 4 Priority Report Lessons:</b> Text Structures, Author's Purpose
8.RN.4.3	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		<b>Timeless Tales Unit 4 Priority Report Lesson:</b> Text Structures

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 8



Standard	Expectation	Istation App	Istation Teacher Resources
<b>READING: Vocabulary</b>			
8.RV.1	<b>Learning Outcome:</b> Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
<b>Vocabulary Building</b>			
8.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	<b>ISIP AR:</b> Vocabulary subtest  <b>Timeless Tales Units:</b> <b>1–4:</b> Card Match <b>1:</b> Mystery Word <b>2:</b> Word Sort <b>3:</b> Syllable Search, Vocab Hack  <b>TT2.0 L1 Arcade:</b> Card Match	<b>ISIP AR Comprehension Interventions:</b> All  <b>ISIP AR Vocabulary Interventions:</b> All  <b>Timeless Tales Units 1-4 Priority:</b> Vocabulary Visa  <b>TT2.0 L1 Teacher-Directed Lesson:</b> Vocab in Context
8.RV.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
8.RV.2.3	Distinguish among the connotations of words with similar denotations.	<b>Writing Rules Paragraph Building:</b> Word Choice	<b>Timeless Tales Lesson Extras:</b>  <b>Unit 2:</b> Vocabulary Visa <b>Unit 4:</b> Author's Stylistic Choices (Connotation/Denotation Mad Libs)

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 8



Standard	Expectation	Istation App	Istation Teacher Resources
8.RV.2.4	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i> ).	<p><b>ISIP AR:</b> Vocabulary subtest</p> <p><b>Timeless Tales Units:</b></p> <p><b>1–4:</b> Card Match  <b>1:</b> Mystery Word  <b>2:</b> Word Sort  <b>3:</b> Syllable Search, Vocab Hack</p> <p><b>TT2.0 L2 Arcade:</b> <i>Abnarwhal</i></p>	<p><b>ISIP AR Vocabulary Interventions:</b> 1C, 2B, 2C, 3A, 3B, 4A, 4C, 5A, 5B, 5C, 6A, 6B, 6C, 7A, 7B, 7C, 8B, 8C, 9A, 9B, 9C, 10A, 10B</p> <p><b>Timeless Tales Priority Lessons:</b></p> <p><b>Units 1-4:</b> Vocabulary Visa  <b>Unit 1:</b> Word Analysis: Suffixes  <b>Unit 2:</b> Word Analysis: Root Words</p> <p><b>TT2.0 L2 Teacher-Directed Lesson:</b> Word Analysis (Root Words)</p>
8.RV.2.5	Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	<p><b>Timeless Tales Units:</b></p> <p><b>1–4:</b> 4 Square with Didja Ninja  <b>1–4:</b> All Passages (Glossary)</p> <p><b>TT2.0 L1 Arcade:</b> Lab Lockdown, Card Match</p>	<p><b>Timeless Tales Unit 3 Priority Lesson:</b> Word Analysis: Syllabification</p> <p><b>TT2.0 L1 Teacher-Directed Lesson:</b> Vocab in Context</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 8



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Vocabulary in Literature and Nonfiction Texts</b>			
8.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>Timeless Tales Units:</b> <b>1-4:</b> 4Square with Didja Ninja <b>1-4:</b> All Passages (Glossary) <b>1-4:</b> Card Match	<b>Timeless Tales Units 1-4 Priority Lessons:</b> Vocabulary Visa
8.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>Timeless Tales Units:</b> <b>1.1B:</b> <i>Didja Ninja and the Missing Jewel, Unexpected Treasure</i> <b>2.1B:</b> <i>Didja Ninja and the Dragon, Giant Killer, Rising Swann, Destination Unknown</i> <b>3.1A:</b> <i>Apollo, Battle of Summer and Winter</i> <b>4.1B:</b> <i>On Set: Movie Maker, World of Wonders</i> Passages	<b>Timeless Tales Priority Lessons:</b> <b>Units 1-2:</b> Making Inferences (Extras) <b>Unit 2:</b> Symbolism, Vocabulary Visa Unit 3: Vocabulary Visa, Characterization, Symbolism <b>Unit 4:</b> Author's Purpose
8.RV.3.3	Interpret figures of speech (e.g., verbal irony, puns) in context.	<b>Timeless Tales Unit 1.1B:</b> <i>Didja Ninja and the Missing Jewel, Unexpected Treasure</i>	<b>Timeless Tales Units 1-2 Priority Lesson Extras:</b> Making Inferences

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 8



Standard	Expectation	Istation App	Istation Teacher Resources
<b>WRITING</b>			
8.W.1	<b>Learning Outcome:</b> Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.		
<b>Handwriting</b>			
8.W.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		
<b>Writing Genres: Argumentative, Informative, and Narrative</b>			
8.W.3.2	<p>Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., <i>headings</i> ), graphics (e.g., <i>charts, tables</i> ), and multimedia when useful to aiding comprehension.</li> <li>● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to the purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p><b>Writing Rules Expository Essay:</b> Planning, Drafting</p> <p><b>Writing Rules Paragraph Building:</b> Ideas Trait, Organization Trait, Voice Trait, Word Choice Trait</p> <p><b>TT2.0 L1-L2:</b> World of Wonders</p>	<p><b>Writing Rules Paragraph Building - Six Traits:</b></p> <p><b>Unit 1:</b> Ideas Trait  <b>Unit 2:</b> Organization Trait  <b>Unit 3:</b> Voice Trait  <b>Unit 4:</b> Word Choice</p> <p><b>Writing Rules Expository Essay, Characteristics Lesson 1.2:</b> Point of View</p> <p><b>TT2.0 L2 Teacher-Directed Lessons:</b> History and Culture</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 8



Standard	Expectation	Istation App	Istation Teacher Resources
8.W.3.3	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>● Organize an event sequence (e.g., <i>conflict</i>, <i>climax</i>, <i>resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>● Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>● Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>	<p><b>Timeless Tales Units 1–4:</b> World of Wonders Writing Prompts</p> <p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rules Personal Narrative:</b> Planning, Drafting</p> <p><b>Writing Rules Paragraph Building:</b> Word Choice Trait, Voice Trait, Organization Trait, Sentence Fluency Trait</p> <p><b>TT2.0 L1-L2:</b> World of Wonders</p>	<p><b>Writing Rules Personal Narrative Units 1-3:</b> Characteristics, Planning, Drafting</p> <p><b>Writing Rules Personal Narrative - Characteristics, Lessons 1.1-1.3:</b> First Person Point of View, Voice, Setting</p> <p><b>Writing Rules Personal Narrative - Drafting, Lesson 3.3:</b> Conclusion</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 8



Standard	Expectation	Istation App	Istation Teacher Resources
<b>The Writing Process</b>			
8.W.4	Apply the writing process to – <ul style="list-style-type: none"> <li>● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>● Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.</li> </ul>	<b>Writing Rules Essay Writing:</b> Personal Narrative  <b>Writing Rules Essay Writing:</b> Expository  <b>Writing Rules Paragraph Building</b>  <b>Timeless Tales Units 1–4:</b> World of Wonders Writing Prompts  <b>TT2.0 L1-L2:</b> World of Wonders  <b>TT2.0 L2 Virtual World:</b> Les Miserables	<b>Writing Rules Paragraph Building Six Traits Unit 2:</b> Organization Trait  <b>Writing Rules Personal Narrative Drafting Lessons 3.1 - 3.3:</b> Introduction, Body Paragraphs, Conclusion  <b>TT2.0 Teacher-Directed Lessons:</b>  <b>L1:</b> Characterization <b>L2:</b> History and Culture <b>L2:</b> Drama TDL <b>L2:</b> Point of View



# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 8



Standard	Expectation	Istation App	Istation Teacher Resources
<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>			
8.W.5	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> <li>● Formulate a research question.</li> <li>● Gather relevant information from multiple sources, using search terms effectively, and annotate sources.</li> <li>● Assess the credibility and accuracy of each source.</li> <li>● Quote or paraphrase the information and conclusions of others.</li> <li>● Avoid plagiarism and follow a standard format for citation.</li> <li>● Present information, choosing from a variety of formats.</li> </ul>	<p><b>Timeless Tales Units 1-4:</b> World of Wonders Writing Prompts</p>	<p><b>Timeless Tales Priority Lesson Extras:</b></p> <p><b>Unit 1:</b> Summarize and Paraphrase  <b>Units 2-3:</b> Story Elements  <b>Unit 3:</b> Antagonist/Protagonist, Symbolism, Hero's Journey, Vocabulary Visa  <b>Unit 4:</b> Text Structures, Author's Purpose</p> <p><b>Writing Extensions 47-49:</b> Identifying a Research Topic, Researching and Taking Notes, Writing a Research Report</p>
<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>			
8.W.6.1	<i>Demonstrate command of English grammar and usage, focusing on:</i>		
8.W.6.1a	<b>Pronouns</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>		
8.W.6.1b	<p><b>Verbs</b> – Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using a inappropriate shifts in verb voice.</p>	<p><b>Writing Rules Paragraph Building:</b> Conventions Trait</p> <p><b>Writing Rules Paragraph Building:</b> Voice Trait</p>	<p><b>Writing Rules Paragraph Building Six Traits Unit 3:</b> Voice Trait</p>
8.W.6.1c	<p><b>Adjectives and Adverbs</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i></p>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 8



Standard	Expectation	Istation App	Istation Teacher Resources
8.W.6.1d	<b>Phrases and Clauses –</b> Students are expected to build upon and continue applying conventions learned previously.		
8.W.6.1e	<b>Usage –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>		
8.W.6.2	<i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</i>		
8.W.6.2a	<b>Capitalization –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>		
8.W.6.2b	<b>Punctuation –</b> Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.	<b>Writing Rules Paragraph Building:</b> Conventions Trait	<b>Writing Rules Paragraph Building Six Traits Unit 6:</b> Conventions Trait  <b>Timeless Tales Unit 3 Priority:</b> Text Fluency (Extras)
8.W.6.2c	<b>Spelling –</b> Students are expected to build upon and continue applying conventions learned previously.		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 8



Standard	Expectation	Istation App	Istation Teacher Resources
<b>SPEAKING AND LISTENING</b>			
8.SL.1	<b>Learning Outcome:</b> Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i> ) to communicate effectively with a variety of audiences and for different purposes.		
<b>Discussion and Collaboration</b>			
8.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	<b>TT2.0 L2 Virtual World:</b> <i>Les Miserables</i>	<p><b>Timeless Tales Priority Lessons:</b></p> <p><b>Units 2-3:</b> Story Elements  <b>Unit 3:</b> Hero's Journey  <b>Unit 4:</b> Text Structures, Author's Purpose</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization  <b>L1:</b> Vocab in Context  <b>L1:</b> Fluency  <b>L1:</b> Word Analysis (Spelling)  <b>L2:</b> Word Analysis (Root Words)  <b>L2:</b> Fluency  <b>L2:</b> History and Culture  <b>L2:</b> Drama  <b>L2:</b> Point of View</p>

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## Grade 8



Standard	Expectation	Istation App	Istation Teacher Resources
8.SL.2.2	Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.		<p><b>Timeless Tales Priority Lessons:</b></p> <p><b>Unit 2:</b> Symbolism  <b>Unit 3:</b> Characterization  <b>Unit 4:</b> Text Structures, Author's Purpose</p>
8.SL.2.3	Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		<p><b>Timeless Tales Priority Lessons:</b></p> <p><b>Unit 2:</b> Plot Elements (Extras)  <b>Unit 3:</b> Characterization  <b>Unit 4:</b> Text Structures, Author's Purpose</p>

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# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 8



Standard	Expectation	Istation App	Istation Teacher Resources
8.SL.2.4	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		<p><b>Timeless Tales Priority Lesson Extras:</b></p> <p><b>Unit 2:</b> Symbolism  <b>Units 2-3:</b> Story Elements  <b>Unit 3:</b> Hero's Journey</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization  <b>L1:</b> Vocab in Context  <b>L1:</b> Fluency  <b>L1:</b> Word Analysis (Spelling)  <b>L2:</b> Word Analysis (Root Words)  <b>L2:</b> Fluency  <b>L2:</b> History &amp; Culture  <b>L2:</b> Drama  <b>L2:</b> Point of View</p>

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Standard	Expectation	Istation App	Istation Teacher Resources
8.SL.2.5	Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.		<p><b>Timeless Tales Priority Lesson Extras:</b></p> <p><b>Unit 2:</b> Symbolism  <b>Units 2-3:</b> Story Elements  <b>Unit 3:</b> Hero's Journey</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization  <b>L2:</b> History &amp; Culture  <b>L2:</b> Point of View</p>
<b>Comprehension</b>			
8.SL.3.1	Analyze the purpose of information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i> ) and evaluate the motives (e.g., <i>social, commercial, political</i> ) behind its presentation.		<p><b>Timeless Tales Unit 4 Priority Lesson Extras:</b>            Author's Purpose</p>
8.SL.3.2	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		<p><b>Timeless Tales Fairy Tales, Legends, and Folklore Lesson Extras:</b> Problem and Solution</p> <p><b>Timeless Tales Unit 3 Priority Lesson Extras:</b>            Hero's Journey</p>

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

## Grade 8



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Presentation of Knowledge and Ideas</b>			
8.SL.4.1	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		<p><b>Timeless Tales Unit 3 Priority Lesson Extras:</b> Hero's Journey</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization <b>L2:</b> History&amp; Culture <b>L2:</b> Point of View</p>
8.SL.4.2	Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.		<p><b>Timeless Tales Priority Lesson Extras:</b></p> <p><b>Units 1-2:</b> Summarize and Paraphrase <b>Unit 2:</b> Vocabulary Visa <b>Unit 3:</b> Hero's Journey</p> <p><b>TT2.0 Teacher-Directed Lessons:</b></p> <p><b>L1:</b> Characterization <b>L2:</b> History&amp; Culture <b>L2:</b> Point of View</p>
8.SL.4.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i>		

# Istation Reading Curriculum Correlated to Indiana Academic Standards for ELA

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Standard	Expectation	Istation App	Istation Teacher Resources
<b>MEDIA LITERACY</b>			
8.ML.1	<b>Learning Outcome:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.		
<b>Media Literacy</b>			
8.ML.2.1	Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.	<b>Timeless Tales Unit 4.1B:</b> Analyzing Author's Purpose	<b>Timeless Tales Unit 4 Priority Lesson:</b> Author's Purpose
8.ML.2.2	Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.	<b>Timeless Tales Unit 4.1B:</b> <i>On Set: Movie Maker</i>	<b>Timeless Tales Priority Lesson Extras:</b> <b>Unit 3:</b> Hero's Journey <b>Unit 4:</b> Author's Purpose, Text Structures

↻ End of Grade 8 ↻