

Istation Reading® Curriculum

Correlated to
Massachusetts Academic Standards for
English Language Arts and Literacy

Grades Pre-K-8



Istation

Supporting Educators. Empowering Kids.
Changing Lives.

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Istation Reading Curriculum Correlated to Massachusetts ELA and Literacy Standards

Pre-Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
READING: LITERATURE [RL]			
Key Ideas and Details			
RL.PK.1	With prompting and support, ask and answer questions about a story or poem read aloud.	Cycle 2 Book Concepts: <i>Where is Coco?</i>	Comprehension Lesson 69: Asking Questions Comprehension Lesson 1: Making Predictions
RL.PK.2	With prompting and support, retell a sequence of events from a story read aloud.	Cycle 4 Book: <i>My Hands and Feet</i>	Writing Extensions 4: <i>The Toads are Lost</i> Writing Extension 2: <i>See Sam Sit</i>
RL.PK.3	With prompting and support, act out characters and events from a story or poem read aloud.	ISIP ER: Listening Comprehension Subtest	Writing Extension 5: <i>Fred Has Ten Hens</i>
Craft and Structure			
RL.PK.4	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud. (See pre-kindergarten Language Standards 4–6 on applying knowledge of vocabulary to reading.)	Cycle 1 Book: <i>At the Market</i> , BPA	

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CCR	Expectation	Istation App	Istation Teacher Resources
RL.PK.5	Show awareness of the rhythmic structure of a poem or song by clapping or through movement.	Foundations: Clapping Clara - Segmenting 1- and 2-Syllable Words - Segmenting 2- and 3-Syllable Words Foundations: Clapping Words with Tab ISIP ER: Phonemic Blending Subtest	Clapping Clara: - Syllables Game - Segmenting Words into Syllables Phonological/Phonemic Awareness: - Syllables 1 - Syllables 2 - Syllables 3 ISIP ER Phonological Awareness: Blending Syllables, Tiers 2 and 3
RL.PK.6	With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds.	ISIP ER: Listening Comprehension Subtest	Writing Extension 5: <i>Fred Has Ten Hens</i>
Integration of Knowledge and Ideas			
RL.PK.7	With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.	Cycle 2 Book Concepts: <i>Where is Coco?</i>	Comprehension Lesson 69: Asking Questions Comprehension Lesson 1: Making Predictions
RL.PK.8	(Not applicable.)		
RL.PK.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Cycle 7 Comprehension Book: <i>Just The Right Size</i>	
Range of Reading and Level of Text Complexity			

Istation Reading Curriculum Correlated to Massachusetts ELA and Literacy Standards

Pre-Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
RL.PK.10	Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.	Foundations Books: <i>A Special Delivery for Dusty, At the Market, Cal and the Clam, Dusty the Dog and Coco the Cat, Elbert's Birthday, Fun at the Pond, Fun with Friends, Jen and Her New Friends, King Zung and the Lark, My Favorite Things, Pat's Cat, Raindrops, Surprise!, The Act, The Cleaning Attack, The Garden Trail, The Last Scrap, The Magic Word, The Yellow Pin, Trips with My Family, When I Grow Up, Where is Coco?, Where Will They Ride?</i>	ISIP ER Listening Comprehension Interventions Cycles 2-7: Reading for Meaning Lessons

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Pre-Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
READING: INFORMATIONAL TEXT [RI]			
Key Ideas and Details			
RI.PK.1	With prompting and support, ask and answer questions about an informational text read aloud.	ISIP ER: Reading Comprehension Subtest Cycle 5 Book: <i>Pets: Snakes</i> Cycle 6 Book: <i>Pets: Fish</i> Cycle 7: <i>Homes</i>	Comprehension Lesson 64: Main Idea Comprehension Lesson 65: Identifying Details
RI.PK.2	With prompting and support, recall important facts from an informational text after hearing it read aloud.	ISIP ER: Reading Comprehension Subtest Cycle 5 Book: <i>Pets: Snakes</i> Cycle 6 Book: <i>Pets: Fish</i> Cycle 7: <i>Homes</i>	Comprehension Lesson 64: Main Idea Comprehension Lesson 65: Identifying Details
RI.PK.3	With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant's gait differs from a bunny's hop).	ISIP ER: Reading Comprehension Subtest Cycle 5 Book: <i>Pets: Snakes</i> Cycle 6 Book: <i>Pets: Fish</i> Cycle 7: <i>Homes</i>	Writing Extension 3: <i>Dots and Spots</i> Writing Extension 11: <i>Homes</i>

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Pre-Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
RI.PK.4	With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud. (See pre-kindergarten Language Standards 4–6 on applying knowledge of vocabulary to reading.)	Cycle 6 Book: <i>Pets: Fish</i> Cycle 7: <i>Homes</i>	
RI.PK.5	(Begins in kindergarten or when the individual child is ready.)		
RI.PK.6	With prompting and support, “read” illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).	Cycle 1 Book: <i>At the Market</i> , BPA	
Integration of Knowledge and Ideas			
RI.PK.7	With prompting and support, describe important details from an illustration or photograph.	Cycle 3 Book: <i>Dots and Spots</i> Cycle 5 Book: <i>Pets: Snakes</i>	Cycle 3 Comprehension Priority Lesson: <i>Dots and Spots</i> Writing Extension 3: <i>Dots and Spots</i>
R.I.PK.8	(Begins in kindergarten or when the individual child is ready.)		
RI.K.9	With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.	Foundations Books: <i>At the Market, Raindrops, Dots and Spots, Pets: Snakes, Pets: Fish, Homes</i>	

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Pre-Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
RI.PK.10	Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.		Comprehension Lesson 64: Main Idea
READING: FOUNDATIONAL SKILLS [RF]			
Print Concepts			
RF.PK.1	With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.	ISIP ER: Alphabetic Decoding Subtest Cycle 1 Books: <i>At the Market</i> , BPA; <i>Dusty the Dog and Coco the Cat</i> , <i>Where is Coco?</i> Cycle 2 Book: <i>Summer Camp</i> , BPA	Cycle 1: Spelling Lesson Cycle 2: Spelling Lesson Cycle 6: Spelling Lesson Cycle 7: Spelling Lesson
a	Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.	Cycle 1 Books: <i>At the Market</i> , BPA; <i>Dusty the Dog and Coco the Cat</i> Cycle 2 Book: <i>Summer Camp</i> , BPA Cycle 3 Book: <i>Lamps</i> , BPA Cycle 4 Book: <i>Where is Coco?</i> , BPA	
b	(Begins in kindergarten or when the individual child is ready.)		
c	(Begins in kindergarten or when the individual child is ready.)		

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CCR	Expectation	Istation App	Istation Teacher Resources
d	Recognize and name some uppercase letters of the alphabet and the lowercase letters in their own name.	ISIP ER: Letter Knowledge Subtest Foundations Letter Blocks A-Z: <ul style="list-style-type: none"> - Letter Introduction - Pictorial Mnemonics - Letter Formation and Trace - Literacy Acquisition Theater - Letter Discrimination - Capital and Lowercase Discrimination - Letter Sound - Letter Rooms - Beginning Sound Explorer 	ISIP ER Letter Knowledge Interventions Letter Lessons A1-Z1: Letter Name Recognition Lessons
RF.K.2	With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Foundations: Clapping Clara <ul style="list-style-type: none"> - Segmenting 1- and 2-Syllable Words - Segmenting 2- and 3-Syllable Words Foundations: Clapping Words with Tab ISIP ER: Phonemic Awareness Subtest	Clapping Clara: <ul style="list-style-type: none"> - Syllables Game - Segmenting Words into Syllables Phonological/Phonemic Awareness: <ul style="list-style-type: none"> - Syllables 1 - Syllables 2 - Syllables 3 ISIP ER Phonological Awareness: <ul style="list-style-type: none"> - Blending Syllables, Tiers 2 and 3 - Blending Compound Words, Tiers 2 and 3

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Pre-Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
a	With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).	Cycles 2-4: Rhymin' Ralph <ul style="list-style-type: none"> - Distinguish Two Words That Rhyme (Bubble Machine) - Anticipatory Rhyming - ID Rhyming Words - Rhyme Snag Grab Bag ISIP ER: Phonemic Awareness Subtest	Cycle 3 Lesson 20: Rhyming Phonograms, Short Vowels Cycle 3 Cycle Rhymin' Ralph: Distinguish When Two Words Rhyme Cycle 4 Rhymin' Ralph: Rhyme in Context Cycle 4 Rhymin' Ralph: Identify Rhyme
b	With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.	PreK: Counting Words with Tab Cycles 0-2 Clapping Clara: Segmenting Sentences ISIP ER: Phonemic Awareness Subtest	Clapping Clara: Segmenting Words in Sentences Foundations, Lesson 2: Sentence Segmentation Cycle 1, Lesson 1: Identify Words in a Sentence
c	Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound.	Foundations: Magical Miss Mousely <ul style="list-style-type: none"> -Initial Phoneme Recognition -Initial Phoneme Pairs -First Phoneme Sound Sort -First Phoneme Four Square Activity 	Foundations Lesson 5: Alliteration Magical Miss Mousely: <ul style="list-style-type: none"> - Identify Word Pairs with Same Initial Phoneme - First Phoneme Sound Sort
d	(Begins in kindergarten or when the individual child is ready.)		
e	(Begins in kindergarten or when the individual child is ready.)		

Phonics and Word Recognition

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CCR	Expectation	Istation App	Istation Teacher Resources
RF.PK.3	Demonstrate beginning understanding of phonics and word analysis skills.	Letter and Sound Recognition Activities Cycle 1: Mm, Aa, Pp, Cc Cycle 2: Tt, Ii, Ss, Ll Cycle 3: Rr, Oo, Nn, Dd Cycle 4: Ff, Ee, Gg, Hh Cycle 5: Bb, Uu, Jj, Ww Cycle 6: Zz, Kk, Vv, Yy Cycle 7: Qq, Xx ISIP ER: Letter Knowledge, Phonemic Awareness Subtests	Letter Lessons A3-Z3: Sound-Symbol Correspondence
a	Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written "B").	Foundations Letter Blocks A-Z: - Letter Introduction - Pictorial Mnemonics - Literacy Acquisition Theater - Letter Sound - Letter Rooms - Beginning Sound Explorer ISIP ER: Phonemic Awareness, Letter Knowledge Subtests	ISIP ER Sound Recognition Interventions Letter Lessons A3-Z3: Sound-Symbol Correspondence
b	(Begins in kindergarten or when the individual child is ready.)		
c	Recognize their own name and familiar common signs and labels (e.g., STOP).	Foundations Letter A Block: - <i>Dusty the Dog and Coco the Cat</i> , BPA - <i>At the Market</i> , BPA	
d	(Begins in kindergarten or when the individual child is ready.)		

Fluency

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CCR	Expectation	Istation App	Istation Teacher Resources
RF.PK.4	(Begins in kindergarten or when the individual child is ready.)		
WRITING [W]			
Text Types and Purposes			
W.PK.1	Dictate words to express a preference or opinion about a topic (e.g., "I would like to go to the fire station to see the truck and meet the firemen.").		Writing Extensions 1-5
W.PK.2	Use a combination of dictating and drawing to supply information about a topic.		Writing Extensions 1-5
W.PK.3	Use a combination of dictating and drawing to tell a story.		Writing Extensions 1-5
Production and Distribution of Writing			
W.PK.4	(Begins in grade 1.)		
W.PK.5	(Begins in kindergarten or when the individual child is ready.)		
W.PK.6	Recognize that digital tools (e.g., computers, mobile phones, cameras) are used for communication and, with guidance and support, use them to convey messages in pictures and/or words.	Entire Istation Application	

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Pre-Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
Research to Build and Present Knowledge			
W.PK.7	(Begins in kindergarten or when the individual child is ready.)		
W.PK.8	(Begins in kindergarten or when the individual child is ready.)		
W.PK.9	(Begins in grade 4.		
Range of Writing			
W.PK.10	(Begins in kindergarten or when the individual child is ready.)		
SPEAKING AND LISTENING [SL]			
Comprehension and Collaboration			
SL.PK.1	Participate in collaborative conversations with diverse partners during daily routines and play.		SIP ER Listening Comprehension: Developing Listening Skills, Tiers 2 and 3, "Discussion" section
a	Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways).		SIP ER Listening Comprehension: Developing Listening Skills, Tiers 2 and 3, "Discussion" section
b	Continue a conversation through multiple exchanges.		Writing Extension Lesson 12: Boats ISIP ER Listening Comprehension: Developing Listening Skills, Tiers 2 and 3

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CCR	Expectation	Istation App	Istation Teacher Resources
SL.PK.2	Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).	Foundations Letter A Block: <i>Dusty and Coco</i> read-aloud book with BPA and vocabulary Foundations Letter C Block: <i>My Favorite Things</i> read-aloud/user-made book	Cycle 2 Lesson 24: Reading for Meaning ISIP ER Listening Comprehension: Developing Listening Skills, Tiers 2 and 3
SL.PK.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		Writing Extension 1: <i>Sam Tips the Lamp</i> , Sharing Your Work section
Presentation of Knowledge and Ideas			
SL.PK.4	Describe personal experiences; tell stories.		Writing Extensions 1-5
SL.PK.5	Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.		Writing Extensions 1-5
SL.PK.6	Speak audibly and express thoughts, feelings, and ideas.		Writing Extension 1: <i>Sam Tips the Lamp</i> , "Sharing Your Work" section
LANGUAGE [L]			
Conventions of Standard English			
L.PK.1	Demonstrate command of the conventions of standard English grammar and usage when speaking.	ISIP ER: Listening Comprehension, Vocabulary Subtests	

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Pre-Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
a	Demonstrate the ability to speak in complete sentences and to form questions using frequently occurring nouns, verbs, question words, and prepositions; name and use in context numbers 0–10 (see pre-kindergarten mathematics standards for Counting and Cardinality).	ISIP ER: Vocabulary, Listening Comprehension Subtests	ISIP ER Listening Comprehension Interventions: - Adjectives, Tiers 2 and 3 - Prepositions, Tiers 2 and 3
L.PK.2	(Begins in kindergarten.)		
Knowledge of Language			
L.PK.3	(Begins in grade 2.)		
Vocabulary Acquisition and Use			
L.PK.4	Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play.	ISIP ER: Vocabulary, Listening Comprehension Subtests Foundations Literacy Acquisition Stories: Letter Blocks A-Z	Suggested Uses for Alliterative Stories and Poems: Vocabulary Mapping
a	With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad).	ISIP ER: Vocabulary Subtest	
L.PK.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	ISIP ER: Vocabulary Subtest	

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CCR	Expectation	Istation App	Istation Teacher Resources
a	Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, texture).		Vocabulary: Closed Conceptual Sort
b	(Begins in kindergarten.)		
c	Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).		Writing Extensions 1-5
d	(Begins in kindergarten.)		

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Pre-Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
L.PK.6	Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.	<p>Foundations Letter A Block: <i>Dusty and Coco</i> read-aloud book with BPA and vocabulary</p> <p>Foundations Letter B Block: <i>Where Will They Ride</i> read-aloud book with vocabulary</p> <p>Foundations Letter E Block: <i>Elbert's Birthday</i> read aloud book with vocabulary</p> <p>Foundations Letter F Block: <i>Fun with Friends</i> read-aloud book with vocabulary</p> <p>Foundations Letter H Block: <i>Trips with My Family</i> read-aloud book with vocabulary</p> <p>Foundations Letter J Block: <i>Fun at the Pond</i> read-aloud book with vocabulary</p> <p>Foundations Letter L Block: <i>The Yellow Pin</i> read-aloud book with vocabulary</p> <p>Foundations Letter M Block: <i>The Garden Trail</i> read-aloud book with vocabulary</p> <p>Foundations Letter N Block: <i>When I Grow Up</i> read-aloud book with vocabulary</p> <p>Foundations Letter O Block: <i>King Zung and the Lark</i> read-aloud book with vocabulary</p> <p>Foundations Letter R Block: <i>Raindrops</i> read-loud book with vocabulary</p> <p>Foundations Letter T Block: <i>A Special Delivery for Dusty</i> read-aloud book with vocabulary</p>	

End of Grade Pre-K

Istation Reading Curriculum Correlated to Massachusetts ELA and Literacy Standards

Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
READING: LITERATURE [RL]			
Key Ideas and Details			
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	<p>ISIP ER: Reading Comprehension, Listening Comprehension Subtests</p> <p>Cycle 1 Books: <i>Mac and Cam, Pam and Cam, The Maps, Pam and the Cap, Sam has Mail</i></p> <p>Cycle 2 Books: <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>Cycle 3 Books: <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>Cycle 4 Books: <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>Cycle 5 Books: <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>Cycle 6 Books: <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>Cycle 7 Books: <i>Just the Right Size, The Oatmeal Man, The Big Game, Hide and Seek, Where Will They Ride? Wake Up!</i></p>	<p>Comprehension Lesson 3: Asking Questions Strategy</p> <p>Comprehension Lesson 64: Main Idea</p> <p>Comprehension Lesson 65: Identifying Details</p> <p>Comprehension Lesson 69: Asking Questions</p>

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Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
RL.K.2	With prompting and support, retell familiar stories, including key details.	<p>ISIP ER: Reading Comprehension, Listening Comprehension Subtests</p> <p>Ipractice Early Reading:</p> <ul style="list-style-type: none"> - ABC Stories - Rhymin' Ralph Rhyme-O-Rama A-Z songs <p>Cycle 2 Books: <i>Tim and Sam, Sam Tips the Lamp</i></p> <p>Cycle 3 Books: <i>Trips with My Family, The Toads are Lost</i></p> <p>Cycle 4 Books: <i>In the Sand, The Green Team, My Dog Has Fleas</i></p> <p>Cycle 5 Books: <i>Where Will They Ride?, Fun at Home, The Blue Blimp</i></p> <p>Cycle 6 Books: <i>The Dunes, Just in Time</i></p> <p>Cycle 7 Books: <i>Just the Right Size, The Oatmeal Man, The Big Game</i></p>	<p>Comprehension Lesson 65: Identifying Details</p> <p>Writing Extensions:</p> <p>1: <i>Sam Tips the Lamp</i></p> <p>2: <i>See Sam Sit</i></p> <p>3: <i>Dots and Spots</i></p> <p>4: <i>The Toads Are Lost</i></p> <p>5: <i>Fred Has Ten Hens</i></p>
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	<p>Cycle 2 Book: <i>Tim at Camp</i></p> <p>Cycle 3 Book: <i>Trips with My Family</i></p> <p>Cycle 4 Book: <i>In the Sand</i></p>	<p>ISIP ER Comprehension Interventions</p> <p>Comprehension Lesson 34: Setting</p> <p>Comprehension Lesson 70: Characteristics of Characters</p> <p>Cycle 3: Comprehension 3</p>

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Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
RL.K.4	Ask and answer questions about unknown words in a text. (See kindergarten Language Standards 4–6 on applying knowledge of vocabulary to reading.)	<p>Practice Early Reading:</p> <ul style="list-style-type: none"> - ABC Stories - Rhymin' Ralph <p>Rhyme-O-Rama: A-Z songs</p> <p>Cycle 2 Books: <i>Tim and Sam, Sam Tips the Lamp</i></p> <p>Cycle 3 Books: <i>Trips with My Family, The Toads are Lost</i></p> <p>Cycle 4 Books: <i>In the Sand, The Green Team, My Dog Has Fleas</i></p> <p>Cycle 5 Books: <i>Where Will They Ride?, Fun at Home, The Blue Blimp</i></p> <p>Cycle 6 Books: <i>The Dunes, Just in Time</i></p> <p>Cycle 7 Books: <i>Just the Right Size, The Oatmeal Man, The Big Game</i></p>	Writing Extension Lesson 4: <i>The Toads Are Lost</i>

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Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
RL.K.5	Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).	<p>Ipactice Early Reading:</p> <ul style="list-style-type: none"> - ABC Stories - Rhymin' Ralph Rhyme-O-Rama A-Z songs <p>Cycle 1 Books: <i>Pam and Cam, The Maps</i></p> <p>Cycle 2 Books: <i>Tim and Sam, Sam Tips the Lamp, Summer Camp, BPA</i></p> <p>Cycle 3 Books: <i>Dots and Spots, The Toads Are Lost, In the Rain, Lamps, BPA</i></p> <p>Cycle 4 Books: <i>Fred Has Ten Hens, The Green Team, My Dog Has Fleas, Where is Coco?, BPA</i></p> <p>Cycle 5 Books: <i>Bug in the Mud, Fun at Home, The Blue Blimp</i></p> <p>Cycle 6 Books: <i>The Dune, Just in Time</i></p> <p>Cycle 7 Books: <i>The Oatmeal Man, The Big Game</i></p>	
RL.K.6	With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story.	<p>Cycle 2 Book: <i>Summer Camp, BPA</i></p> <p>Cycle 3 Book: <i>Lamps, BPA</i></p> <p>Cycle 4 Book: <i>Where is Coco?, BPA</i></p>	

Istation Reading Curriculum Correlated to Massachusetts ELA and Literacy Standards

Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
Integration of Knowledge and Ideas			
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	ISIP ER: Listening Comprehension Subtest Cycle 2 Book: <i>Summer Camp</i> , BPA Cycle 3 Book: <i>Lamps</i> , BPA Cycle 4 Book: <i>Where is Coco?</i> , BPA	ISIP ER Listening Comprehension Interventions
RL.1.8	(Not applicable.)		
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Cycle 7 Comprehension Book: <i>Just The Right Size</i>	Writing Extension Lesson 7: Fun At Home
Range of Reading and Level of Text Complexity			
RL.K.10	Actively engage in group reading activities with purpose and understanding.		Cycles 2-11: Reading for Meaning Lessons
READING: INFORMATIONAL TEXT [RI]			
Key Ideas and Details			
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	ISIP ER: Reading Comprehension Subtest Cycle 5 Book: <i>Pets: Snakes</i> Cycle 6 Book: <i>Pets: Fish</i> Cycle 7: <i>Homes</i>	Comprehension Lesson 64: Main Idea Comprehension Lesson 65: Identifying Details

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Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	ISIP ER: Reading Comprehension Subtest Cycle 5 Book: <i>Pets: Snakes</i> Cycle 6 Book: <i>Pets: Fish</i> Cycle 7: <i>Homes</i>	Comprehension Lesson 6: Main Idea, Grade K Comprehension Lesson 64: Main Idea Comprehension Lesson 65: Identifying Details
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	ISIP ER: Reading Comprehension Subtest Cycle 5 Book: <i>Pets: Snakes</i> Cycle 6 Book: <i>Pets: Fish</i> Cycle 7: <i>Homes</i>	Writing Extension 11: <i>Homes</i>
Craft and Structure			
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text. (See kindergarten Language Standards 4–6 on applying knowledge of vocabulary to reading.)	Cycle 6 Book: <i>Pets: Fish</i> Cycle 7 Book: <i>Homes</i>	
RI.K.5	Identify the front cover, back cover, and title page of a book.	Cycle 6 Book: <i>Pets: Fish</i> Cycle 7 Book: <i>Homes</i>	
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.	Cycle 5: <i>Pets: Snakes</i>	

Istation Reading Curriculum Correlated to Massachusetts ELA and Literacy Standards

Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
Integration of Knowledge and Ideas			
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Cycle 5: <i>Pets: Snakes</i>	
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	Cycle 6 Book: <i>Pets: Fish</i>	
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures).		Comprehension Lesson 64: Main Idea
Range of Reading and Level of Text Complexity			
RI.K.10	Actively engage in group reading activities with purpose and understanding.		Comprehension Lesson 64: Main Idea Comprehension Lesson 65: Identifying Details

Istation Reading Curriculum Correlated to Massachusetts ELA and Literacy Standards

Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
READING: FOUNDATIONAL SKILLS [RF]			
Print Concepts			
RF.K.1	Demonstrate understanding of the organization and basic features of print.	<p>Cycle 1 Books: <i>At the Market</i>, BPA; <i>Dusty the Dog and Coco the Cat</i></p> <p>Cycle 2 Book: <i>Summer Camp</i>, BPA</p> <p>Cycle 3 Book: <i>Lamps</i>, BPA</p> <p>Cycle 4 Book: <i>Where is Coco?</i>, BPA</p>	
a	Follow words from left to right, top to bottom, and page by page.	<p>Cycle 1 Books: <i>At the Market</i>, BPA; <i>Dusty the Dog and Coco the Cat</i></p> <p>Cycle 2 Book: <i>Summer Camp</i>, BPA</p> <p>Cycle 3 Book: <i>Lamps</i>, BPA</p> <p>Cycle 4 Book: <i>Where is Coco?</i>, BPA</p>	
b	Recognize that spoken words are represented in written language by specific sequences of letters.	<p>ISIP ER: Alphabetic Decoding Subtest</p> <p>Cycle 1 Books: <i>At the Market</i>, BPA; <i>Dusty the Dog and Coco the Cat</i>, <i>Where is Coco?</i></p> <p>Cycle 2 Book: <i>Summer Camp</i>, BPA</p>	
c	Understand that words are separated by spaces in print.	<p>Cycle 1 Books: <i>At the Market</i>, BPA; <i>Dusty the Dog and Coco the Cat</i>, <i>Where is Coco?</i></p> <p>Cycle 2 Book: <i>Summer Camp</i>, BPA</p>	

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Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
d	Recognize and name all upper- and lowercase letters of the alphabet.	ISIP ER: Letter Knowledge Subtest Letter Recognition Activities: Cycle 1: Mm, Aa, Pp, Cc Cycle 2: Tt, Ii, Ss, Ll Cycle 3: Rr, Oo, Nn, Dd Cycle 4: Ff, Ee, Gg, Hh Cycle 5: Bb, Uu, Jj, Ww Cycle 6: Zz, Kk, Vv, Yy Cycle 7: Qq, Xx	Letter Lessons A1-Z1: Letter Name Recognition Lessons
Phonological Awareness			
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Cycles 0-3 Clapping Clara: - Segmenting Sentences - Segmenting Words Cycle 3 Magical Miss Mousely: - First Phoneme - Initial Phoneme Pairs - Initial Phoneme Sound Sort	Cycles 1-2 Clapping Clara: Segmenting Words into Syllables Clapping Clara: Syllables Game Cycle 3 Magical Miss Mousely: Identify Word Pairs with the Same Initial Phoneme Cycle 4 Magical Miss Mousely: First Phoneme Sound Sort
a	Recognize and produce rhyming words.	ISIP ER: Phonemic Awareness Subtest Cycles 2 - 4 Rhyming Ralph: - Distinguish Two Words That Rhyme (Bubble Machine) - Anticipatory Rhyming - ID Rhyming Words - Rhyme Snag Grab Bag	Cycle 3 Lesson 20: Rhyming Phonograms, Short Vowels Cycle 3 Rhyming Ralph: Distinguish When Two Words Rhyme Cycle 4 Rhyming Ralph: Rhyme in Context Cycle 4 Rhyming Ralph: Identify Rhyme

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Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
b	Count, pronounce, blend, and segment syllables in spoken words.	<p>ISIP ER: Phonemic Awareness Subtest</p> <p>Cycle 0: Counting Syllables with Tab</p> <p>Cycles 0-3 Clapping Clara:</p> <ul style="list-style-type: none"> - Segmenting 1- and 2-Syllable Words - Segmenting 2- and 3-Syllable Words 	<p>Phonological Awareness Lesson 14: Onset and Rime</p> <p>Cycle 3 Lesson 20: Rhyming Phonograms, Short Vowels</p> <p>Clapping Clara: Syllables Game</p> <p>Clapping Clara: Segmenting Words Into Syllables</p> <p>Phonological/Phonemic Awareness:</p> <ul style="list-style-type: none"> - Syllables 1 - Syllables 2 - Syllables 3 <p>ISIP ER Phonological Awareness: Blending Syllables, Tiers 2 and 3</p>
c	Blend and segment onsets and rimes of single-syllable spoken words.	<p>ISIP ER: Phonemic Awareness Subtest</p> <p>Cycles 2-4: Onset-Rime Game with Tab</p>	<p>Phonological Awareness Lesson 14: Onset and Rime</p> <p>Cycle 3 Lesson 20: Rhyming Phonograms, Short Vowels</p>
d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ⁶ (This does not include CVCs ending with /l/, /r/, or /x/.)	<p>ISIP ER: Phonemic Awareness Subtest</p> <p>Cycle 3 Magical Miss Mousely:</p> <ul style="list-style-type: none"> - Initial Phoneme Recognition - Initial Phoneme Pairs - First Phoneme Sound Sort - First Phoneme Four Square Activity 	<p>Cycle 3 Lesson 9: Blending Beg/Mid/Ending Sounds with Letters</p> <p>Cycle 4 Lesson 9: Blending Beg/Mid/Ending Sounds with Letters</p> <p>Cycle 6 Lesson 7: Beginning/Middle/Ending Sounds and Letters</p>

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Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
Phonics and Word Recognition			
RF.K.4	Know and apply grade-level phonics and word analysis skills in decoding words.	ISIP ER: Letter Knowledge and Alphabetic Decoding Subtests	
a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	ISIP ER: Letter Knowledge, Alphabetic Decoding Subtests Letter and Sound Recognition Activities: Cycle 1: Mm, Aa, Pp, Cc Cycle 2: Tt, Ii, Ss, Ll Cycle 3: Rr, Oo, Nn, Dd Cycle 4: Ff, Ee, Gg, Hh Cycle 5: Bb, Uu, Jj, Ww Cycle 6: Zz, Kk, Vv, Yy Cycle 7: Qq, Xx	Letter Lessons A3-Z3: Sound-Symbol Correspondence

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Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels	<p>ISIP ER: Alphabetic Decoding Subtest</p> <p>Cycle 1 Letter Activities: Long and Short Aa</p> <p>Cycle 2 Letter Activities: Long and Short Ii</p> <p>Cycle 3 Letter Activities: Long and Short Oo</p> <p>Cycle 4 Letter Activities: Long and Short Ee</p> <p>Cycle 5 Letter Activities: Long and Short Uu</p>	<p>Cycles 1-7 Spelling Lessons</p> <p>Cycle 3 Lesson 25: Long A (ai), Long O (oa)</p> <p>Cycle 4 Lesson 24: Long E (ee, ea)</p> <p>Cycle 2 Lesson 19: Short i</p> <p>Cycle 3 Lesson 24: Short o</p> <p>Cycle 5 Lesson 19: Short u</p>
c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<p>ISIP ER: Spelling Subtest</p> <p>High-Frequency Word Blocks</p> <p>Cycles 1 - 10 HFW Practice Books:</p> <p>Cycle 1: <i>Pam and the Cap</i></p> <p>Cycle 2: <i>Tim at Camp</i></p> <p>Cycle 3: <i>On the Dot</i></p> <p>Cycle 4: <i>My Hands and Feet</i></p> <p>Cycle 5: <i>The Bun for Us</i></p> <p>Cycle 6: <i>Where is Jane?</i></p> <p>Cycle 7: <i>Boats, Hide and Seek, Homes, Mark and Kate, Take That Off Stage</i></p>	<p>High-Frequency Words Lessons:</p> <p>Cycle 1: <i>and, they, see, has</i></p> <p>Cycle 2: <i>this, is, his, go</i></p> <p>Cycle 3: <i>here, are, you, they</i></p> <p>Cycle 4: <i>my, where, with, to</i></p> <p>Cycle 5: <i>what, said, for, her</i></p> <p>Cycle 6: <i>was, that, from, she</i></p> <p>Cycle 7: <i>do, come, there, have, of, some</i></p>

Istation Reading Curriculum Correlated to Massachusetts ELA and Literacy Standards

Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	ISIP ER: Alphabetic Decoding Subtest Cycles 2-4: Onset and Rime (Word Families) Cycle 7: Bossy R	Cycle 2 Lesson 20: Rhyming Phonograms Cycle 3 Lesson 20: Rhyming Phonograms, Short Vowels Cycle 3 Lesson 21: Rhyming Phonograms, Long Vowels Cycle 4 Lesson 19: Rhyming Phonograms, Long Vowels Cycle 5 Lesson 15: Rhyming Phonograms Cycles 1-7: Spelling Lessons

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Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
Fluency			
RF.K.4	Read early-emergent-reader texts with purpose and understanding.	<p>Cycle 1 Books: <i>Pam and Cam, The Maps</i></p> <p>Cycle 2 Books: <i>Tim and Sam, Sam Tips the Lamp</i></p> <p>Cycle 3 Books: <i>Dots and Spots, The Toads Are Lost, In the Rain</i></p> <p>Cycle 4 Books: <i>Fred Has Ten Hens, The Green Team, My Dog Has Fleas</i></p> <p>Cycle 5 Books: <i>Bug in the Mud, Fun at Home, The Blue Blimp</i></p> <p>Cycle 6 Books: <i>The Dune, Just in Time</i></p> <p>Cycle 7 Books: <i>The Oatmeal Man, The Big Game</i></p>	<p>Cycle 1 Books: <i>Pam and Cam, The Maps</i></p> <p>Cycle 2 Books: <i>Tim and Sam, Sam Tips the Lamp</i></p> <p>Cycle 3 Books: <i>Dots and Spots, The Toads Are Lost, In the Rain</i></p> <p>Cycle 4 Books: <i>Fred Has Ten Hens, The Green Team, My Dog Has Fleas</i></p> <p>Cycle 5 Books: <i>Bug in the Mud, Fun at Home, The Blue Blimp</i></p> <p>Cycle 6 Books: <i>The Dune, Just in Time</i></p> <p>Cycle 7 Books: <i>The Oatmeal Man, The Big Game</i></p>
WRITING [W]			
Text Types and Purposes			
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)		Writing Extensions 1-10

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Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.		Writing Extensions 1-10
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.		Writing Extensions 1-10
a	For poems, use rhyming words to create structure. (See kindergarten Reading Foundational Skills Standard 2a.)		Early Reading: Poetry, K-1
Production and Distribution of Writing			
W.K.4	(Begins in grade 1.)		
W.K.5	With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.		Writing Extensions 1-10
a	(Begins in grade 3.)		
b	Demonstrate the ability to use vocabulary appropriate for kindergarten (as described in kindergarten Language Standards 4–6).		Writing Extensions 1-10

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Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.		Writing Extensions 1-10
Research to Build and Present Knowledge			
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		Writing Extension 4: <i>The Toads are Lost</i> Writing Extension 11: <i>Homes</i>
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		Writing Extension 4: <i>The Toads are Lost</i> Writing Extension 11: <i>Homes</i>
W.K.9	(Begins in grade 4.)		
Range of Writing			
W.K.10	Write or dictate writing routinely for a range of tasks, purposes, and audiences.		Writing Extensions 1-10
SPEAKING AND LISTENING [SL]			
Comprehension and Collaboration			
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		Writing Extensions 1-10

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Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).		Writing Extensions 1-10
b	Continue a conversation through multiple exchanges.		Writing Extensions 1-10
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	ISIP ER: Listening Comprehension Subtest	Writing Extensions 1-10 Comprehension Lesson 3: Asking Questions Strategy Comprehension Lesson 69: Asking Questions
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		Writing Extensions 1-10
Presentation of Knowledge and Ideas			
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		Writing Extensions 1-10
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		Writing Extensions 1-10
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.		Writing Extensions 1-10

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Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
LANGUAGE			
Conventions of Standard English			
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.		Writing Extensions 1-10
a	Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100 (see kindergarten mathematics standards for Counting and Cardinality).	ISIP ER: Vocabulary Subtest	ISIP ER Listening Comprehension: Prepositions, Tiers 2 and 3 Writing Extensions 1-10
b	Form questions that seek additional information, rather than a simple yes/no answer.		Comprehension Lesson 69: Asking Questions, Grades K-1
c	Form regular plural nouns orally by adding /s/ or /es/.		Writing Extensions 1-10
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Cycle 1 Book: <i>At the Market</i>, BPA Cycle 2 Books: <i>Dusty the Dog</i> and <i>Coco the Cat</i>, BPA, Summer Camp, BPA Cycle 3 Book: <i>Lamps</i>, BPA Cycle 4 Book: <i>Where is Coco?</i>	Writing Extensions 1-10

Istation Reading Curriculum Correlated to Massachusetts ELA and Literacy Standards

Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
a	Print upper- and lowercase letters.	Letter Formation Cycles 1-7: Cycle 1: Mm, Aa, Pp, Cc Cycle 2: Tt, Ii, Ss, Ll Cycle 3: Rr, Oo, Nn, Dd Cycle 4: Ff, Ee, Gg, Hh Cycle 5: Bb, Uu, Jj, Ww Cycle 6: Zz, Kk, Vv, Yy Cycle 7: Qq, Xx	Letter Lessons A1-Z1: Letter Name Recognition
b	Capitalize the first word in a sentence and the pronoun I.	Cycle 1 Book: <i>At the Market</i> , BPA Cycle 2 Books: <i>Dusty the Dog and Coco the Cat</i> , BPA, <i>Summer Camp</i> , BPA Cycle 3 Book: <i>Lamps</i> , BPA Cycle 4 Book: <i>Where is Coco?</i>	Writing Extensions 1-10
c	Recognize and name end punctuation.	Cycle 1 Book: <i>At the Market</i> , BPA Cycle 2 Books: <i>Dusty the Dog and Coco the Cat</i> , BPA, <i>Summer Camp</i> , BPA Cycle 3 Book: <i>Lamps</i> , BPA Cycle 4 Book: <i>Where is Coco?</i>	Writing Extensions 1-10

Istation Reading Curriculum Correlated to Massachusetts ELA and Literacy Standards

Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
d	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	ISIP ER: Letter Knowledge Subtest Letter and Sound Recognition Activities: Cycle 1: Mm, Aa, Pp, Cc Cycle 2: Tt, Ii, Ss, Ll Cycle 3: Rr, Oo, Nn, Dd Cycle 4: Ff, Ee, Gg, Hh Cycle 5: Bb, Uu, Jj, Ww Cycle 6: Zz, Kk, Vv, Yy Cycle 7: Qq, Xx	Letter Lessons A3-Z3: Sound Symbol Correspondence Writing Extensions 1-10
e	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	ISIP ER: Spelling, Alphabetic Decoding Subtests Cycles 3-4: Word Masters	Cycles 1-7: Spelling Lessons
f	Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).		Math Unit 7: Rote Counting - Calendar Counting 1-30
Knowledge of Language			
L.K.3	(Begins in grade 2)		
Vocabulary Acquisition and Use			
L.K.4	Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content.	ISIP ER: Vocabulary, Listening Comprehension Subtests Cycles 1-7 Books	

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Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).	ISIP ER: Vocabulary Subtest	Vocabulary Lesson 29: Multiple Meaning Words
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	ISIP ER: Vocabulary, Listening Comprehension Subtests	
a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	ISIP ER: Vocabulary, Reading Comprehension Subtests	ISIP ER Vocabulary Interventions Vocabulary: Conceptual Sort Vocabulary: Closed Conceptual Sort
b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	ISIP ER: Vocabulary, Reading Comprehension Subtests	
c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).	ISIP ER: Vocabulary, Reading Comprehension Subtests	
d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		Vocabulary Lesson 7: Synonyms Vocabulary Lesson 10: Shades of Meaning

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Kindergarten



CCR	Expectation	Istation App	Istation Teacher Resources
L.K.6	Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.	<p>ISIP ER: Vocabulary, Reading Comprehension Subtests</p> <p>Books with Vocabulary, Cycles 1-5: Cycle 1: <i>Mac and Cam, Sam Has Mail, Clem the Clown and Tim the Dog</i> Cycle 2: <i>Pam and the Cap, The Act, Where is Coco?, Dusty the Dog and Coco the Cat, Sam Tips the Lamp, Tim and Sam, Pam and Cam, See Sam Sit, Pip and His Lips</i> Cycle 3: <i>Lamps, Trips with My Family, Cal and the Clam, The Garden Trail, Dots and Spots, Snails in a Pail, Stan the Man, Toast in the Road, The Toads are Lost, In the Rain</i> Cycle 4: <i>Sam Has Mail, Fun with Friends, The Yellow Pin, The Cleaning Attack, Fred Has Ten Hens, Meg and the Hens, Jean and Dean, Big Feet, The Green Team, My Dog Has Fleas</i> Cycle 5: <i>Pat's Cat, Surprise!, Raindrops, Pals, Bug in the Mud, Late for the Game, Homes for Sale, I Rode Home, Fun at Home, The Blue Blimp</i></p>	Writing Extensions 1-10

⌂ End of Grade K ⌂

Istation Reading Curriculum Correlated to Massachusetts ELA and Literacy Standards

Grade One



CCR	Expectation	Istation App	Istation Teacher Resources
READING: LITERATURE [RL]			
Key Ideas and Details			
RL.1.1	Ask and answer questions about key details in a text.	<p>ISIP ER: Reading Comprehension Subtest</p> <p>Cycle 4 Books: <i>Big Feet, My Hands and Feet, Where Is Coco?</i></p> <p>Cycle 5 Book: <i>The Bun for Us</i></p> <p>Cycle 6 Books: <i>A Special Delivery for Dusty, Jen and Her New Friends</i></p> <p>Cycle 7 Books: <i>At the Farm, The Big Game</i></p> <p>Cycle 8 Books: <i>The Shrimp and the Shark, The Queen's Suitcase</i></p> <p>Cycle 9 Books: <i>Elbert's Birthday, Naptime</i></p>	<p>Cycle 10 Comprehension 10: Main Idea</p> <p>Comprehension Lesson 3: Asking Questions Strategy, Grades K-1</p> <p>Comprehension Lesson 10: Main Idea, Grade 1</p> <p>Comprehension Lesson 40: Problem and Solution, Grade 1</p> <p>Comprehension Lesson 64: Main Idea, Grades K-1</p> <p>Comprehension Lesson 65: Identifying Details, Grades K-1</p> <p>Comprehension Lesson 69: Asking Questions, Grades K-1</p>

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Grade One



CCR	Expectation	Istation App	Istation Teacher Resources
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p>Cycle 5 Books: <i>Where Will They Ride?</i>, <i>Fun at Home</i>, <i>The Blue Blimp</i></p> <p>Cycle 6 Books: <i>The Dunes</i>, <i>Just in Time</i></p> <p>Cycle 7 Books: <i>Just the Right Size</i>, <i>The Oatmeal Man</i>, <i>The Big Game</i></p> <p>Cycle 8 Books: <i>The Queen's Suitcase</i>, <i>The Fox Pack</i></p> <p>Cycle 9 Books: <i>The Flying Pizza</i>, <i>Mitch's Big Fish Tales</i></p>	<p>Comprehension Lessons:</p> <p>30: Sequencing 40: Problem - Solution, Grade 1 65: Identifying Details, Grades K-1</p>
RL.1.3	Describe characters, settings, and major events in a story, using key details.	<p>Cycle 4 Books: <i>Big Feet</i>, <i>Fred Has Ten Hens</i>, <i>Jean and Dean</i></p> <p>Cycle 5 Books: <i>Fun at Home</i>, <i>The Bun for Us</i></p> <p>Cycle 6 Books: <i>The Dunes</i>, <i>A Special Delivery for Dusty</i>, <i>Jen and Her New Friends</i></p> <p>Cycle 7 Books: <i>At the Farm</i>, <i>The Big Game</i>, <i>Mr. Grump and the Beautiful Yard</i>, <i>Take That Off Stage</i>, <i>Where Will They Ride?</i></p> <p>Cycle 8 Books: <i>The Queen's Suitcase</i>, <i>A Big Squeeze</i>, <i>I Like To Help</i>, <i>The Queen's Suitcase</i>, <i>The Shrimp and the Shark</i>, <i>Wait to Paint</i></p> <p>Cycle 9 Books: <i>Elbert's Birthday</i>, <i>Naptime</i></p>	<p>Cycle Comprehension Lessons:</p> <p>4: Characters 6: Setting 10: Main Idea</p> <p>Comprehension Lessons:</p> <p>34: Setting, Kindergarten and Grade 1 37: Character, Kindergarten and Grade 1 40: Problem - Solution, Grade 1 70: Characteristics of Characters, Grades K-1</p>

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Grade One



CCR	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language Standards 4–6 on applying knowledge of vocabulary to reading.)		<p>Early Reading: Poetry, K-1</p> <p>Writing Extensions:</p> <p>5: <i>Fred Has Ten Hens</i> 6: <i>My Dog Has Fleas</i> 7: <i>Fun At Home</i> 9: <i>The Dunes</i> 10: <i>Where is Jane?</i></p>
RL.1.5	Identify characteristics of common types of stories, including folktales and fairy tales.	<p>Cycle 2 Book: <i>Summer Camp</i>, BPA, <i>Dusty the Dog and Coco the Cat</i>, BPA</p> <p>Cycle 3 Book: <i>Lamps</i>, BPA</p> <p>Cycle 4 Book: <i>Where is Coco?</i>, BPA</p> <p>Cycle 7 Book: <i>Mr. Grump and the Beautiful Yard</i>, BPA</p>	<p>Writing Extensions:</p> <p>8: <i>Late for the Game</i> 9: <i>The Dunes</i> 10: <i>Where is Jane?</i></p> <p>Comprehension Lessons:</p> <p>20: Conclusions, Grade 1 30: Sequencing, Grade 12 34: Setting, K-1 40: Problem-Solution, Grade 1 46: Compare-Contrast, Grade 1 70: Characteristics of Characters, Grades K-1</p>
RL.1.6	Identify who is telling the story at various points in a text.	<p>Cycle 2 Book: <i>Summer Camp</i>, BPA</p> <p>Cycle 3 Book: <i>Lamps</i>, BPA</p> <p>Cycle 4 Books: <i>Where is Coco?</i>, BPA</p>	

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Grade One



CCR	Expectation	Istation App	Istation Teacher Resources
Integration of Knowledge and Ideas			
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	<p>ISIP ER: Reading Comprehension, Listening Comprehension Subtests</p> <p>Cycle 4 Books: <i>Big Feet, Fred Has Ten Hens, Jean and Dean</i></p> <p>Cycle 5 Books: <i>Fun at Home, The Bun for Us</i></p> <p>Cycle 7 Books: <i>At the Farm, Mr. Grump and the Beautiful Yard</i></p> <p>Cycle 8 Books: <i>A Big Sneeze, I Like to Help, The Wise Crow</i></p> <p>Cycle 10 Books: <i>The Hero, Who Is Following Us?</i></p>	<p>Comprehension Lesson 70: Characteristics of Characters, K-1</p> <p>Cycle 6 Comprehension 6: Setting</p>
RL.1.8	(Not applicable. For expectations regarding central messages or lessons in stories, see RL.2.)		
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	<p>Cycle 7 Books: <i>Ben and Steve at the Seaside, Just the Right Size</i></p> <p>Cycle 8 Book: <i>Shel and Beth</i></p>	<p>Comprehension Lesson 46: Compare-Contrast, Grade 1</p>

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Grade One



CCR	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
RL.1.10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.	<p>Cycle 4 Books: <i>Big Feet, Fred Has Ten Hens, Jean and Dean, My Hands and Feet, The Great Pig Escape, Where is Coco?</i></p> <p>Cycle 5 Books: <i>Fun at Home, The Blue Blimp, The Bun for Us, Where Will They Ride?</i></p> <p>Cycle 6 Books: <i>A Special Delivery for Dusty, Jen and Her New Friends, Just in Time, The Kid in the Mask</i></p> <p>Cycle 7 Books: <i>At the Farm, Ben and Steve at the Seaside, Just the Right Size, Mark and Kate, Mr. Grump and the Beautiful Yard, Take That Off Stage, The Big Game, The Oatmeal Man</i></p> <p>Cycle 8 Books: <i>A Big Sneeze, I Like to Help, Shel and Beth, The Mailman, The Queen's Suitcase, The Shrimp and the Shark, Wait to Paint</i></p>	<p>Cycle 9 Books: <i>Big Top Tent, Camping, Elbert's Birthday, Going on a Ride, Kittens, Joel and Kay's Best Day, Mitch's Big Fish Tales, Nap Time, Royce Likes to Share, The Best Trip, The Scarecrow, The Wise Crow</i></p> <p>Cycle 10 Books: <i>A Star is Born, Going to the Vet, How Can That Be?, Shopping with Mom, The Hero, The Strange Noise, Who is Following Us?</i></p>
READING: INFORMATIONAL TEXT [RI]			
Key Ideas and Details			
RI.1.1	Ask and answer questions about key details in a text.	<p>ISIP ER: Reading Comprehension Subtest</p> <p>Cycle 7 Books: <i>Homes, Boats</i></p> <p>Cycle 9 Book: <i>The Mother Cat and Her Kittens</i></p>	<p>Comprehension Lesson 64: Main Idea - Nonfiction</p> <p>Comprehension Lesson 65: Identifying Details, K-1</p>

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Grade One



CCR	Expectation	Istation App	Istation Teacher Resources
RI.1.2	Identify the main topic and retell key details of a text.	Cycle 7 Books: <i>Homes, Boats</i> Cycle 9 Passages: <i>Earthworms Help, The Colt</i>	Comprehension Lesson 10: Main Idea, Grade 1 Comprehension Lesson 64: Main Idea - Nonfiction Comprehension Lesson 65: Identifying Details, K-1
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Cycle 7 Book: <i>Homes</i> Cycle 9 Book: <i>The Mother Cat and Her Kittens</i> Cycle 9 Passages: <i>Earthworms Help, Ranch Hands, The Colt</i>	Writing Extensions: 11: <i>Homes</i> 12: <i>Boats</i> 20: <i>George Washington Carver</i>
Craft and Structure			
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	Cycle 5 Book: <i>Pets: Snakes</i> Cycle 6 Book: <i>Pets: Fish</i> Cycle 7 Book: <i>Homes</i> Cycle 10 Books: <i>How Mountains Form, Whales</i>	
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Cycle 5 Book: <i>Pets: Snakes, BPA</i> Cycle 6 Book: <i>Pets: Fish</i> Cycle 10 Book: <i>How Mountains Form</i>	

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Grade One



CCR	Expectation	Istation App	Istation Teacher Resources
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Cycle 5 Book: <i>Pets: Snakes</i> , BPA	
Integration of Knowledge and Ideas			
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	Cycle 5 Book: <i>Pets: Snakes</i> , BPA Cycle 10 Books: <i>How Mountains Form</i> , <i>Spiders</i> , <i>Whales</i>	
RI.1.8	Identify the reasons an author gives to support points in a text.	Cycle 6 Comprehension Book: <i>Pets: Fish</i>	
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		Writing Extension 20: <i>George Washington Carver</i>

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Grade One



CCR	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
RI.1.10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.	<p>Cycle 8 Books: <i>Boats, Homes</i></p> <p>Cycle 9 Books and Passages: <i>Mother Cat and Her Kittens, Earthworms Help, Ranch Hands, The Colt</i></p> <p>Cycle 10 Books and Passages: <i>How Mountains Form, Insects, People Send Mail, Pet Parade, Spiders, The Water Cycle, Water is a Good Thing, Whales</i></p>	
READING: FOUNDATIONAL SKILLS [RF]			
Print Concepts			
RF.1.1	Demonstrate understanding of the organization and basic features of print.	<p>Cycle 1 Book: <i>At the Market</i>, BPA</p> <p>Cycle 2 Books: <i>Dusty the Dog and Coco the Cat</i>, BPA, <i>Summer Camp</i>, BPA</p> <p>Cycle 3 Book: <i>Lamps</i>, BPA</p> <p>Cycle 4 Book: <i>Where is Coco?</i></p>	

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Grade One



CCR	Expectation	Istation App	Istation Teacher Resources
a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<p>Cycle 1 Book: <i>At the Market</i>, BPA</p> <p>Cycle 2 Books: <i>Dusty the Dog and Coco the Cat</i>, BPA, <i>Summer Camp</i>, BPA</p> <p>Cycle 3 Book: <i>Lamps</i>, BPA</p> <p>Cycle 4 Book: <i>Where is Coco?</i></p> <p>Cycle 7 Book: <i>Mr. Grump and the Beautiful Yard</i></p>	
Phonological Awareness			
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<p>Cycles 0-3 Clapping Clara:</p> <ul style="list-style-type: none"> - Segmenting Sentences - Segmenting Words <p>Cycle 3 Magical Miss Mousely:</p> <ul style="list-style-type: none"> - First Phoneme - Initial Phoneme Pairs - Initial Phoneme Sound Sort 	<p>Cycles 1-2 Clapping Clara: Segmenting Words into Syllables</p> <p>Clapping Clara: Syllables Game</p> <p>Cycle 3 Magical Miss Mousely: Identify Word Pairs with the Same Initial Phoneme</p> <p>Cycle 4 Magical Miss Mousely: First Phoneme Sound Sort</p>
a	Distinguish long from short vowel sounds in spoken single-syllable words.	ISIP ER: Phonemic Awareness Subtest	Cycle 7 Spelling Lesson: Silent E

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Grade One



CCR	Expectation	Istation App	Istation Teacher Resources
b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	ISIP ER: Phonemic Awareness Subtest Cycle 4: Consonant Blends Cycle 5: Blending	ISIP ER Phonological Awareness Interventions: Blending Spoken Phonemes, Tier 2 Phonological Awareness Lesson 33: Phoneme Blending
c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	ISIP ER: Phonemic Awareness Subtest Cycle 3: Magical Miss Mousely: - First Phoneme Recognition - Pairs of First Phonemes - First Phoneme Sound Sort Cycle 4: Magical Miss Mousely: First Phoneme Four Square Cycle 1: Beginning Sounds with Tab Cycles 2-3: Ending Sounds with Tab	ISIP ER Phonological Awareness Interventions: - Initial Sound Fluency - Identifying Final Phonemes Magical Miss Mousely: - Identify Word Pairs with Same Initial Phoneme - First Phoneme Sound Sort
d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	ISIP ER: Phonemic Awareness Subtest Cycles 2-3: Segmenting Phonemes with Tab	Cycle 3 Lesson 9: Blending Beg/Mid/Ending Sounds with Letters Cycle 7 Lesson 1: Segmenting and Blending Sounds in Words

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Grade One



CCR	Expectation	Istation App	Istation Teacher Resources
Phonics and Word Recognition			
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	ISIP ER: Alphabetic Decoding Subtest	<p>ISIP ER Phonological Awareness: Compound Words, Tier 2</p> <p>ISIP ER Phonological Awareness: Initial Sound Fluency, Tier 3</p> <p>ISIP ER Phonological Awareness: Blending Spoken Phonemes, Tier 2</p> <p>ISIP ER Phonological Awareness: Initial Sound Fluency, Tier 2</p> <p>ISIP ER Phonological Awareness: Blending Syllables, Tier 3</p>
a	Know the spelling-sound correspondences for common consonant digraphs.	<p>ISIP ER: Spelling Subtest</p> <p>Cycle 8: Digraphs (SH and TH)</p> <p>Cycle 9: Digraphs (CH)</p> <p>Cycle 10: Digraphs (WH and PH)</p>	<p>Phonics Lesson 17: Review Digraphs</p> <p>Cycle 8: Digraph (ch)</p> <p>Cycle 9: Digraph (sh)</p> <p>Cycle 9: Digraph (th)</p> <p>Cycle 10: Digraph (ph and wh)</p>

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Grade One



CCR	Expectation	Istation App	Istation Teacher Resources
b	Decode regularly spelled one-syllable words.	<p>ISIP ER: Alphabetic Decoding Subtest</p> <p>Cycle 1 Books: <i>Mac and Cam, Pam and Cam, The Maps</i></p> <p>Cycle 2 Books: <i>Pam and the Cap, Pip and His Lips, Sam Tips the Lamp, See Sam Sit, Tim and Sam</i></p> <p>Cycle 3 Books: <i>Dots and Spots, In the Rain, Snails in a Pail, Stan the Man</i></p> <p>Cycle 4 Books: <i>Big Feet, Fred Has Tens Hens, Meg and the Hens, The Green Team</i></p> <p>Cycle 5 Books: <i>Bug in the Mud, Fun at Home, The Blue Blimp, The Bun for Us</i></p>	<p>Cycle 1 Lesson 13: Blend Sounds to Read Words</p> <p>Cycle 2 Lesson9: Read CVC Words with Short i</p> <p>Cycle 3 Lesson 14: Read word with Vowel sounds oa</p> <p>Cycle 5 Lesson 12: Blend Sounds of Letters to Read Words</p> <p>Phonics Lessons:</p> <p>10: Read and Spell Words with Short Vowel Sounds</p> <p>11: Blend Sounds to Read and Spell Words</p> <p>18: Blending with Short a</p> <p>19: Blending with Short i and a</p> <p>21: Decoding with Short o</p> <p>22: Decoding with Short u</p> <p>25: Read Words with Long Vowel</p> <p>26: Decoding with Long Vowel /oa/</p> <p>27: Decoding with Long Vowel</p> <p>51: Long Vowels in the Final Position</p>

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Grade One



CCR	Expectation	Istation App	Istation Teacher Resources
c	Know final -e and common vowel team conventions for representing long vowel sounds.	<p>ISIP ER: Alphabetic Decoding Subtest</p> <p>Cycle 3: Long A, Long O</p> <p>Cycle 4: Long Vowel E</p> <p>Cycle 5: Long A with Silent E, Rapid Word Naming</p> <p>Cycle 6: Long I with Silent E, Rapid Word Naming</p> <p>Cycle 7: Long ORE, ARE with Silent E, Rapid Word Naming, Open Syllables</p> <p>Cycle 8: IRE, URE with Silent E</p> <p>Cycles 3-7: Word Masters</p> <p>ISIP ER: Alphabetic Decoding Subtest</p>	<p>ISIP ER Alphabetic Decoding Interventions</p> <p>Cycle 3 Lessons:</p> <p>12: Vowel Sound with Letters ai 14: Reading words with Vowel Sounds oa 21: Rhyming Phonograms, Long Vowels</p> <p>Cycle 4 Lessons:</p> <p>11: Vowel Sounds with Letters ea, ee 19: Rhyming Phonograms, Long Vowels</p> <p>Cycle 6 Lessons:</p> <p>9: Long Vowel Sounds I, U 14: Rhyming Phonograms, Long Vowels, Silent e</p> <p>Cycle 9: Long Vowels</p> <p>Phonics Lessons:</p> <p>14: Syllables with -le and -y 15: Open Syllables 25-27: Long Vowel Teams 51: Open Syllable 52: Close Syllable with -le and -y 53: Open Syllable 54 - 55: Long Vowel Teams</p>

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Grade One



CCR	Expectation	Istation App	Istation Teacher Resources
d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Cycle 9: Multisyllabic Words Cycle 10: Multisyllabic Words	Cycle 9 Two Syllables: Dividing Between Consonants Cycle 10 Lesson 9: Open Syllables Phonics Lessons: 13: Decoding Multisyllabic Words 14: Syllables with -le and -y 15: Open Syllables 51: Open Syllable 52: Close Syllable with -le and -y 53: Open Syllable

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CCR	Expectation	Istation App	Istation Teacher Resources
e	Decode two-syllable words following basic patterns by breaking the words into syllables.	<p>ISIP ER: Alphabetic Decoding Subtest</p> <p>Cycle 1 Books: <i>Mac and Cam, Pam and Cam, The Maps</i></p> <p>Cycle 2 Books: <i>Pam and the Cap, Pip and His Lips, Sam Tips the Lamp, See Sam Sit, Tim and Sam</i></p> <p>Cycle 3 Books: <i>Dots and Spots, In the Rain, Snails in a Pail, Stan the Man</i></p> <p>Cycle 4 Books: <i>Big Feet, Fred Has Tens Hens, Meg and the Hens, The Green Team</i></p> <p>Cycle 5 Books: <i>Bug in the Mud, Fun at Home, The Blue Blimp, The Bun for Us</i></p>	<p>Cycle 1 Lesson 13: Blend Sounds to Read Words</p> <p>Cycle 2 Lesson9: Read CVC Words with Short i</p> <p>Cycle 3 Lesson 14: Read word with Vowel sounds oa</p> <p>Cycle 5 Lesson 12: Blend Sounds of Letters to Read Words</p> <p>Phonics Lessons:</p> <p>10: Read and Spell Words with Short Vowel Sounds</p> <p>11: Blend Sounds to Read and Spell Words</p> <p>18: Blending with Short a</p> <p>19: Blending with Short i and a</p> <p>21: Decoding with Short o</p> <p>22: Decoding with Short u</p> <p>25: Read Words with Long Vowel</p> <p>26: Decoding with Long Vowel /oa/</p> <p>27: Decoding with Long Vowel</p> <p>51: Long Vowels in the Final Position</p>
f	Read words with inflectional endings.	<p>Cycle 9 Books: <i>Camping, Mitch's Big Fish Tales, Going on a Ride, Nap Time</i></p> <p>Cycle 10 Books: <i>The Hero, The Strange Noise</i></p> <p>Cycle 9: Inflected Endings</p> <p>Cycle 10: Inflected Endings -s, -ed, -ing</p>	<p>Cycle 9: Inflected Endings</p> <p>Cycle 10: Inflected Endings</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
g	Recognize and read grade-appropriate irregularly spelled words.	<p>High Frequency Word Blocks, Cycles 1-10</p> <p>HFW Practice Books: Cycle 1: <i>Pam and the Cap</i> Cycle 2: <i>Tim at Camp</i> Cycle 3: <i>On the Dot</i> Cycle 4: <i>My Hands and Feet</i> Cycle 5: <i>The Bun for Us</i> Cycle 6: <i>Where is Jane?</i> Cycle 7: <i>Homes</i> Cycle 8: <i>I Like to Help</i> Cycle 9: <i>The Best Trip</i> Cycle 10: <i>How Can That Be?</i></p>	<p>High Frequency Words Lessons:</p> <p>Cycle 1: <i>and, they, see, has</i> Cycle 2: <i>this, is, his, go</i> Cycle 3: <i>here, are, you, they</i> Cycle 4: <i>my, where, with, to</i> Cycle 5: <i>what, said, for, her</i> Cycle 6: <i>was, that, from, she</i> Cycle 7: <i>do, come, there, have, of, some</i> Cycle 8: <i>does, your, when, could, give, want</i> Cycle 9: <i>was, that, from, she</i> Cycle 10: <i>good, many, their, too, would, look</i></p>

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CCR	Expectation	Istation App	Istation Teacher Resources
Fluency			
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	ISIP ER: Text Fluency Subtest All Cycle 1-10 Books	ISIP ER Text Fluency Interventions Books as Fluency Passages: Cycle 4: <i>Fred Has Ten Hens, Jean and Dean, Meg and the Hens, My Dog Has Fleas, My Hands and Feet, The Green Team</i> Cycle 5: <i>Fun at Home, Homes for Sale, The Blue Blimp</i> Cycle 6: <i>Just in Time, The Dunes, Time to Ride My Mule</i> Cycle 7: <i>At the Farm, Ben and Steve at the Seaside, Hide and Seek, The Oatmeal Man, The Twin Mice</i> Cycle 8: <i>I Like to Help, King Zung and the Lark, The Shrimp and the Shark, Wait to Paint</i> Cycle 10 Lesson 20: Fluency Cycle 11 Lesson 14: Fluency

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CCR	Expectation	Istation App	Istation Teacher Resources
a	Read grade-level text with purpose and understanding.	<p>All Cycle 1-10 Books</p> <p>ISIP ER: Text Fluency Subtest</p>	<p>ISIP ER Text Fluency Interventions</p> <p>Books as Fluency Passages:</p> <p>Cycle 4: <i>Fred Has Ten Hens, Jean and Dean, Meg and the Hens, My Dog Has Fleas, My Hands and Feet, The Green Team</i></p> <p>Cycle 5: <i>Fun at Home, Homes for Sale, The Blue Blimp</i></p> <p>Cycle 6: <i>Just in Time, The Dunes, Time to Ride My Mule</i></p> <p>Cycle 7: <i>At the Farm, Ben and Steve at the Seaside, Hide and Seek, The Oatmeal Man, The Twin Mice</i></p> <p>Cycle 8: <i>I Like to Help, King Zung and the Lark, The Shrimp and the Shark, Wait to Paint</i></p> <p>Cycle 10 Lesson 20: Fluency</p> <p>Cycle 11 Lesson 14: Fluency</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	ISIP ER: Text Fluency Subtest All Cycle 1-10 Books	Books as Fluency Passages: Cycle 4: <i>Fred Has Ten Hens, Jean and Dean, Meg and the Hens, My Dog Has Fleas, My Hands and Feet, The Green Team</i> Cycle 5: <i>Fun at Home, Homes for Sale, The Blue Blimp</i> Cycle 6: <i>Just in Time, The Dunes, Time to Ride My Mule</i> Cycle 7: <i>At the Farm, Ben and Steve at the Seaside, Hide and Seek, The Oatmeal Man, The Twin Mice</i> Cycle 8: <i>I Like to Help, King Zung and the Lark, The Shrimp and the Shark, Wait to Paint</i> Cycle 10 Lesson 20: Fluency Cycle 11 Lesson 14: Fluency

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CCR	Expectation	Istation App	Istation Teacher Resources
c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	ISIP ER: Text Fluency Subtest Cycle 10 Books: <i>The Three Little Bugs, How Mountains Form, Humphrey the Humpback Whale</i>	ISIP Priority Alert: Timed Reading with Meaning Cycle 2 Lesson 24: Reading for Meaning Cycle 3 Lesson 26: Reading for Meaning Cycle 4 Lesson 25: Reading for Meaning Cycle 5 Lesson 21: Reading for Meaning Cycle 6 Lesson 18: Reading for Meaning Cycle 7 Lesson 20: Reading for Meaning Cycle 8 Lesson 19: Reading for Meaning Cycle 9 Lesson 28: Reading for Meaning Cycle 10 Lesson 24: Reading for Meaning
WRITING [W]			
Text Types and Purposes			
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		Writing Extensions: 12: <i>Boats</i> 14: <i>King Zung and the Lark</i> 16: <i>The Best Trip</i> 20: <i>George Washington Carver</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		Writing Extensions: 11: <i>Homes</i> 12: <i>Boats</i> 13: <i>A Big Sneeze</i> 19: <i>The Three Little Bugs</i> 20: <i>George Washington Carver</i>
W.1.3	Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.		Writing Extensions: 13: <i>A Big Sneeze</i> 14: <i>King Zung and the Lark</i> 15: <i>Mitch's Big Fish Tales</i> 16: <i>The Best Trip</i> 17: <i>The Wise Crow</i> 18: <i>The Hero</i>
a	For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).		Writing Extensions 11-20
Production and Distribution of Writing			
W.1.4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)		Writing Extensions 11-20
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		Writing Extensions 11-20
a	(Begins in grade 3.)		

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 1).		Writing Extensions 11-20
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		Writing Extensions 11-20
Research to Build and Present Knowledge			
W.1.7	Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).		Writing Extensions: 11: <i>Homes</i> 12: <i>Boats</i> 18: <i>The Hero</i> 19: <i>The Three Little Bugs</i> 20: <i>George Washington Carver</i>
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		Writing Extensions 11-20
W.1.9	(Begins in grade 4.)		
Range of Writing			
W.1.10	Write routinely for a range of tasks, purposes, and audiences.		Writing Extensions 11-20

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CCR	Expectation	Istation App	Istation Teacher Resources
SPEAKING AND LISTENING [SL]			
Comprehension and Collaboration			
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.		Writing Extensions 1-20
a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		Writing Extensions 1-20
b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		Writing Extensions 1-20
c	Ask questions to clear up any confusion about the topics and texts under discussion.		Writing Extensions 1-20
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	All Cycles 1-10 Books	Writing Extensions 1-20
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		Writing Extensions 1-20
Presentation of Knowledge and Ideas			
SL.1.4	Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		Writing Extensions 1-20
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		Writing Extensions 1-20

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CCR	Expectation	Istation App	Istation Teacher Resources
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)		Writing Extensions 1-20
LANGUAGE [L]			
Conventions of Standard English			
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.		Writing Extensions 13-20
a	Produce and expand simple and compound sentences.		Writing Extensions 1-20
b	Demonstrate understanding that a question is a type of sentence.	Cycle 4: <i>Where is Coco?</i> , BPA	Writing Extensions 1-20
c	Use singular and plural nouns with matching verbs in sentences.	ISIP ER: Reading Comprehension Subtest	Writing Extensions 1-20
d	Use verbs in sentences to convey a sense of past, present, and future.	ISIP ER: Reading Comprehension Subtest	Writing Extensions 1-20
e	Use common, proper, and possessive nouns.	ISIP ER: Vocabulary Subtest	Writing Extensions 1-20
f	Use personal, possessive, and indefinite pronouns.	ISIP ER: Reading Comprehension Subtest	Writing Extensions 1-20

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CCR	Expectation	Istation App	Istation Teacher Resources
g	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.	ISIP ER: Vocabulary Subtest	ISIP ER Listening Comprehension Interventions: Prepositions, Tiers 2 and 3
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Writing Extensions 1-20
a	Print legibly all upper- and lowercase letters.	Letter Formation Cycles 1-7 Cycle 1: Aa, Cc, Mm, Pp Cycle 2: Ii, Ll, Ss, Tt Cycle 3: Dd, Nn, Oo, Rr Cycle 4: Ee, Ff, Gg, Hh Cycle 5: Bb, Jj, Uu, Ww Cycle 6: Kk, Vv, Yy, Zz Cycle 7: Qq, Xx	Letter Lessons A1-Z1: Letter Name Recognition Lessons
b	Use end punctuation for sentences.	Cycle 4 Book: <i>Where is Coco?</i> , BPA	Writing Extensions 1-20
c	Capitalize the names of months and people.	Cycle 4 Book: <i>Where is Coco?</i> , BPA	Writing Extension 14: <i>King Zung and the Lark</i> Writing Extension 17: <i>The Wise Crow</i> Writing Extension 18: <i>The Hero</i> Writing Extension 25: <i>Fields of Change: Autumn/Winter</i>

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Grade One



CCR	Expectation	Istation App	Istation Teacher Resources
d	Use commas in dates and to separate individual words in a series.		Writing Extensions: 18: The Hero 20: George Washington Carver
e	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	ISIP ER: Spelling Subtest	Writing Extension 23: Earth: Day, Night, and Seasons Writing Extension 24: Fields of Change: Spring/Summer Cycles 1-7 Spelling Lessons Cycle 3 Lesson 25: Spelling Long a ai and Long o oa Cycle 4 Lesson 23: Spelling with Short /e/ and Blends Cycle 6 Lesson 17: Spelling CVCs with ie and ue
f	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Cycles 3-10: Word Masters Game ISIP ER: Spelling Subtest	ISIP ER Spelling Interventions Cycles 1-7 Spelling Lessons Cycle 3 Lesson 25: Spelling Long a ai and Long o oa Cycle 4 Lesson 23: Spelling with Short /e/ and Blends Cycle 6 Lesson 17: Spelling CVCs with ie and ue

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Grade One



CCR	Expectation	Istation App	Istation Teacher Resources
g	Write numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base Ten); understand that numbers are also written as words; write words for numbers from one to ten.	Unit 14: Rote Counting to 100	Unit 14: One Hundred Is A Lot Unit 14: One Hundred Twenty Is Plenty!
Knowledge of Language			
L.1.3	(Begins in grade 2)		
Vocabulary Acquisition and Use			
L.1.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	ISIP ER: Vocabulary Subtest All Istation Books	Vocabulary Lesson 29: Homographs ISIP: Vocabulary
a	Use sentence-level context as a clue to the meaning of a word or phrase.	ISIP ER: Vocabulary, Comprehension Subtests Cycle 10 Books: <i>How Mountains Form, Humphrey and the Humpback Whales, The Three Little Bug, Whales</i>	Cycle 12 Lesson 10 Vocabulary: Context Vocabulary Lesson 29: Homographs ISIP ER Vocabulary Interventions
b	Use frequently occurring affixes as a clue to the meaning of a word.	ISIP ER: Vocabulary Subtest Cycles 9-10: Inflected Endings (Verb Dog) Cycle 11: Prefixes and Suffixes	Vocabulary Lesson 15: Prefixes <i>un</i> and <i>re</i> Vocabulary Lesson 16: Prefixes <i>mis</i> , <i>dis</i> , <i>un</i> , <i>re</i> Writing Extension 28: Earth: Rocks and Soil
c	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).	ISIP ER: Vocabulary Subtest Cycles 9-10: Inflected Endings (Verb Dog)	

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Grade One



CCR	Expectation	Istation App	Istation Teacher Resources
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		Vocabulary: Conceptual Sort Vocabulary: Closed Conceptual Sort
a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	ISIP ER: Vocabulary, Comprehension Subtests	Vocabulary: Conceptual Sort Vocabulary: Closed Conceptual Sort
b	Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	ISIP ER: Vocabulary, Comprehension Subtests	Vocabulary: Conceptual Sort Vocabulary: Closed Conceptual Sort
c	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	ISIP ER: Vocabulary, Comprehension Subtests	Vocabulary Lesson 35: Analogies
d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., <i>large</i> , <i>gigantic</i>) by defining or choosing them or by acting out the meanings.	ISIP ER: Vocabulary, Comprehension Subtests	Vocabulary Lesson 7 Vocabulary Lesson 30 Vocabulary Lesson 10: Shades of Meaning

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Grade One



CCR	Expectation	Istation App	Istation Teacher Resources
L.1.6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., <i>because</i>) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)	ISIP ER: Vocabulary, Comprehension Subtests	Writing Extensions 1-20

↻ End of Grade 1 ↻

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Grade Two



CCR	Expectation	Istation App	Istation Teacher Resources
READING: LITERATURE [RL]			
Key Ideas and Details			
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<p>ISIP ER: Reading Comprehension Subtest</p> <p>Cycle 6 Books: <i>The Dunes, The Kid in the Mask</i></p> <p>Cycle 7 Books: <i>Fun at the Pond, Just the Right Size, Take That Off Stage, The Oatmeal Man, The Twin Mice</i></p> <p>Cycle 8 Books: <i>The Shrimp and the Shark, The Fox Pack</i></p> <p>Cycle 9 Books: <i>A Trip to the Dentist, Coach Chapman, Roy and Troy Like Trains, Treasure Hunt at Pirate's Bay, Winter Snowstorm</i></p> <p>Cycle 10 Books: <i>Shopping with Mom, The Three Little Bugs, Humphrey the Humpback Whale, The Hero, The Three Little Bugs</i></p> <p>Cycle 11 Books: <i>Who is Following Us?, The Queen's Suitcase, The Three Little Bugs</i></p> <p>Cycle 12 Books: <i>Brookside's Best Science Fair Ever!, The Black Hills Dig, Weather Watchers, Mission Incredible</i></p> <p>Cycle 12 Living Lessons: Summarization 1, Main Idea, Inference</p>	<p>Cycle 5: Comprehension 5</p> <p>Cycle 7: Comprehension 7</p> <p>Cycle 8: Comprehension 8</p> <p>Cycle 9: Comprehension 9</p> <p>Cycle 12 Comprehension: Main Idea, Summarizing</p> <p>Comprehension Lessons</p> <p>4: Asking Questions, Grades 2-3</p> <p>67: Summarizing Grades 2-3</p>

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Grade Two



CCR	Expectation	Istation App	Istation Teacher Resources
RL.2.2	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<p>ISIP ER: Reading Comprehension Subtest</p> <p>Cycle 7 Books: <i>Just the Right Size, The Oatmeal Man, The Big Game</i></p> <p>Cycle 8 Book: <i>The Fox Pack, Wait to Paint</i></p> <p>Cycle 9 Books: <i>The Flying Pizza, Mitch's Big Fish Tales, Elbert's Birthday, A Trip to the Dentist, The Wise Crow</i></p> <p>Cycle 10 Books: <i>A Star is Born, The Three Little Bugs, Who is Following Us?, Humphrey the Humpback Whale, The Three Little Bugs</i></p> <p>Cycle 12 Books: <i>Brookside's Best Science Fair Ever!, Mission Incredible, Weather Watchers, Fields of Change</i></p>	<p>Comprehension Lesson 6: Summarizing Strategy, Grades 2-3</p> <p>Comprehension Lesson 31: Sequencing, Grade 2</p> <p>Writing Extension 8: <i>Late for the Game</i></p> <p>Writing Extension 14: <i>King Zung and the Lark</i></p>
RL.2.3	Describe how characters in a story respond to major events and challenges.	<p>ISIP ER: Reading Comprehension Subtest</p> <p>Cycle 10 Books: <i>A Star Is Born, Humphrey the Humpback Whale, The Three Little Bugs</i></p> <p>Cycle 11 Book: <i>Winter Snowstorm, Who is Following Us?</i></p> <p>Cycle 12 Book: <i>Fields of Change</i></p>	<p>Comprehension Lessons 27: Compare and Contrast, Grade 2 38: Character, Grade 2</p> <p>Cycle 6: Comprehension 6</p> <p>Cycle 9: Comprehension 9</p> <p>Cycle 10 Lesson 17 Comprehension: Character Analysis</p> <p>Cycle 12 Compression: Summarizing</p>

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Grade Two



CCR	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	Cycle 12 Moon Poems: <i>A View From Above</i>	Writing Extension 27: <i>A View From Above</i>
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Cycle 9 Book: <i>The Flying Pizza</i> Cycle 10 Books: <i>Shopping With Mom, A Star is Born</i> Cycle 12 Books: <i>Fields of Change</i> Cycle 12 Living Lessons: Summarization	Cycle 12: Summarizing
RL.2.6	Explain what dialogue is and how it can reveal characters' thoughts and perspectives.	Cycle 9 Fable: <i>The Wise Crow</i> Cycle 10 Books: <i>A Star is Born, Humphrey the Humpback Whale</i>	Comprehension Lessons: 27: Compare and Contrast, Grade 2 38: Character, Grade 2 Cycle 10 Lesson 17 Comprehension: Character Analysis

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Grade Two



CCR	Expectation	Istation App	Istation Teacher Resources
Integration of Knowledge and Ideas			
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<p>ISIP ER: Reading Comprehension Subtest</p> <p>Cycle 6 Books: <i>Jen and Her New Friends, The Dunes, The Kid in the Mask</i></p> <p>Cycle 7 Books: <i>Ben and Steve at the Seaside, Just the Right Size, Take That Off Stage, The Oatmeal Man, The Twin Mice</i></p> <p>Cycle 8 Books: <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>Cycle 9 Books and Passages: <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>Cycle 10 Books and Passages: <i>A Star is Born, Going to the Vet, Humphrey the Humpback Whale, Shopping with Mom, The Hero</i></p> <p>Cycle 11 Books and Passages: <i>Bert and Gert, The Flying Pizza, Winter Snowstorm</i></p> <p>Cycle 12 Books: <i>Mission Incredible, Fields of Change, Weather Watchers, Fields of Change</i></p>	<p>Comprehension Lessons:</p> <p>27: Compare and Contrast 31: Sequencing 35: Setting 38: Character</p> <p>Cycle 7: Comprehension 7 Cycle 8: Comprehension 8</p> <p>Writing Extension Lessons:</p> <p>18: <i>The Hero</i> 19: <i>The Three Little Bugs</i> 24: <i>Fields of Change, Spring and Summer</i> 29: <i>Fossil Hunters: The Black Hills Dig</i> 32: <i>Weather Watchers</i></p> <p>Cycle 12 Comprehension: Summarizing Cycle 12 Comprehension: Cause and Effect</p>
RL.2.8	(Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)		
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Cycle 10 Book: <i>The Three Little Bugs</i>	Writing Extension Lesson 19: <i>The Three Little Bugs</i>

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Grade Two



CCR	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
RL.2.10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.	<p>ISIP ER: Reading Comprehension, Text Fluency Subtests</p> <p>Cycle 3 Books: <i>The Garden Trail, The Lost Island</i></p> <p>Cycle 4 Books: <i>The Great Pig Escape, Fun at Pinecone Stream, Pat's Cat</i></p> <p>Cycle 6 Books: <i>The Dunes, The Kid in the Mask</i></p> <p>Cycle 7 Books: <i>Fun at the Pond, Just the Right Size, Take That Off Stage, The Oatmeal Man, The Twin Mice</i></p> <p>Cycle 8 Books: <i>A Big Sneeze, Bert and Gert, King Zung and the Lark, The Fox Pack, The Not-So-Great Skunk Adventure, The Shrimp and the Shark</i></p>	<p>Cycle 9: <i>A Trip to the Dentist, Coach Chapman, Mitch's Big Fish Tales, Roy and Troy Like Trains, Royce Likes to Share, The Flying Pizza, The Wise Crow, Treasure Hunt at Pirate's Bay, Winter Snowstorm</i></p> <p>Cycle 10 Books: <i>Going to the Vet, Humphrey the Humpback Whale, The Three Little Bugs</i></p> <p>Cycle 11 Books: <i>From Fearful to Fearless</i></p> <p>Cycle 12 Books: <i>A Trip to the Grand Canyon, Brookside's Best Science Fair Ever, Fields of Change, Fossil Hunters: The Black Hills Dig, Mission Incredible, Weather Watchers</i></p>

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Grade Two



CCR	Expectation	Istation App	Istation Teacher Resources
READING: INFORMATIONAL TEXT [RI]			
Key Ideas and Details			
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<p>ISIP ER: Reading Comprehension Subtest</p> <p>Cycle 7 Books: <i>Boats, Homes</i></p> <p>Cycle 9 Books: <i>Earthworms Help, Mother Cat and Her Kittens, Ranch Hands, The Colt</i></p> <p>Cycle 10 Books: <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>Cycle 11 Books: <i>Hurricanes, The Dirt Detectives</i></p> <p>Cycle 12 Books: <i>Do your Part, Earth: Day, Night, and Seasons, Earth: Atmosphere, Earth: Our Solar System, Earth: The Changing Surface, Earth: The Moon, Earth: Rocks and Soil, Natural Resources, Water Recycled</i></p> <p>Cycle 12 Living Lessons: Main Idea, Cause and Effect, Compare and Contrast</p>	Comprehension Lesson 11: Main Idea

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Grade Two



CCR	Expectation	Istation App	Istation Teacher Resources
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<p>ISIP ER: Reading Comprehension Subtest</p> <p>Cycle 6 Book: <i>Pets: Chapter 3</i></p> <p>Cycle 7 Book: <i>Boats</i></p> <p>Cycle 12 Books: <i>Earth: The Moon, Exploring Space, Natural Resources, Earth: Rocks and Soil, Earth: Atmosphere</i></p> <p>Cycle 12: Main Idea, Text Structure</p>	<p>Comprehension Lessons</p> <p>11: Main Idea</p> <p>66: Main Idea, Grades 2-3</p>
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.	<p>ISIP ER: Reading Comprehension Subtest</p> <p>Cycle 12: Scientific Process, The Moon Phases Lab</p> <p>Cycle 10 Books: <i>The Water Cycle, How Mountains Form</i></p> <p>Cycle 12 Books: <i>Earth: The Changing Surface, Earth: Day, Night, Seasons, Earth: Rocks and Soil, Earth: The Moon, Do Your Part</i></p> <p>Cycle 12 Science Interactive: <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>	

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CCR	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	<p>ISIP ER: Reading Comprehension, Vocabulary Subtests</p> <p>Cycle 7 Books: <i>Homes, Boats</i></p> <p>Cycle 10 Books: <i>How Mountains Form</i></p> <p>Cycle 12 Books, Vocabulary Match: <i>Day, Night, Our Solar System, Black Hills Dig, Earth's Changing Surface, Earth: Rocks and Soil, Earth: Atmosphere</i></p> <p>Cycle 12 Science Interactive: Scientific Method, Planet Sequencing, Crater Lab</p>	Cycle 12 Lesson 10 Vocabulary: Context
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<p>Cycle 5 Text Features: <i>Snakes, BPA</i></p> <p>Cycle 10 Book: <i>How Mountains Form</i></p> <p>Cycle Book 12: <i>Earth: Rocks and Soil, Fields of Change, Earth: Day, Night, Seasons, Earth: Our Solar System</i></p> <p>Cycle 12 Living Lessons: Representing Text</p>	Cycle 12, Lesson 8A: Representing Text
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Cycle 12 Living Lessons: Author's Purpose	Comprehension Lesson 18: Author's Purpose

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CCR	Expectation	Istation App	Istation Teacher Resources
Integration of Knowledge and Ideas			
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Cycle 10 Book: <i>How Mountains Form</i> Cycle 12 Book: <i>Earth: Rocks and Soil</i> Cycle 12 Living Lessons: Representing Text	
RI.2.8	Describe how reasons support specific points the author makes in a text.	Cycle 6 Book: <i>Pets: Fish</i>	Writing Extensions: 11: <i>Homes</i> 12: <i>Boats</i> 20: <i>George Washington Carver</i> 23: <i>Earth: Day, Night, Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 28: <i>Earth: Rocks and Soil</i> 30: <i>Earth: The Changing Surface</i>
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.		Writing Extension Lesson 26: <i>The Moon</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
RI.2.10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.	<p>ISIP ER: Reading Comprehension Subtest</p> <p>Cycle 5 Book: <i>Pets: Snakes</i></p> <p>Cycle 6 Book: <i>Pets: Fish</i></p> <p>Cycle 7 Books: <i>Boats, Homes</i></p> <p>Cycle 9 Books and Passages: <i>Earthworms Help, Ranch Hands, The Colt, Mother Cat and Her Kittens</i></p> <p>Cycle 10 Books and Passages: <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>Cycle 11 Books and Passages: <i>Hurricanes, The Dirt Detectives</i></p> <p>Cycle 12 Books and Passages: <i>Do Your Part, Earth: Day, Night, and Seasons, Earth: Atmosphere, Earth: Our Solar System, Earth: The Moon, Exploring Space</i></p>	

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CCR	Expectation	Istation App	Istation Teacher Resources
READING: FOUNDATIONAL SKILLS [RF]			
Phonics and Word Recognition			
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	ISIP ER: Alphabetic Decoding Subtest	<p>ISIP ER Phonological Awareness: Compound Words, Tier 2</p> <p>ISIP ER Phonological Awareness: Initial Sound Fluency, Tier 3</p> <p>ISIP ER Phonological Awareness: Blending Spoken Phonemes, Tier 2</p> <p>ISIP ER Phonological Awareness: Initial Sound Fluency, Tier 2</p> <p>ISIP ER Phonological Awareness: Blending Syllables, Tier 3</p>
a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	<p>ISIP ER: Alphabetic Decoding Subtest</p> <p>Cycle 3: Short O, Long A, Long O</p> <p>Cycle 4: Short E and Long E</p> <p>Cycle 5: Short U, Silent E, Rapid Word Naming</p> <p>Cycle 6: Silent E, Rapid Word Naming</p>	<p>Phonics Lessons:</p> <p>10-12: Decoding CVC Words</p> <p>18-22: Decoding Short Vowel Words</p> <p>25-27: Long Vowel Teams</p> <p>54-55: Long Vowel Teams</p> <p>ISIP ER Alphabetic Decoding Interventions</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Know spelling-sound correspondences for additional common vowel teams.	ISIP ER: Alphabetic Decoding Subtest Cycles 5-9: Word Masters Cycle 7: Long ORE, ARE with Silent E, Bossy R (or, ar), Rapid Word Naming Cycle 8: IRE, URE with Silent E, Bossy R (er, ir, ur), Rapid Word Naming Cycles 9-11: The Oddballs	ISIP ER Alphabetic Decoding Interventions Phonics Lessons: 37-41: R-Controlled Vowels 56-57: Variant Vowels (The Oddballs)
c	Decode regularly spelled two-syllable words with long vowels.	ISIP ER: Alphabetic Decoding Subtest Cycle 8: The Digraphs Cycle 9: The Digraphs, The Oddballs (variant vowels) Cycle 10: Detective Dan (multisyllabic words, sneaky schwa) Cycle 11: Contraction Action, Multisyllabic Game, Detective Dan (irregular words)	ISIP ER Alphabetic Decoding Interventions Phonics Lessons: 13: Multisyllable Words 14: Syllables with -le and -ly 15: Open Syllables 48-50: Compound Words 51, 53: Open Syllables 52: Closed Syllables
d	Decode words with common prefixes and suffixes.	Cycle 11: Prefixes, Suffixes Cycle 12: Living Lessons Vocabulary Cycle 12 Books: <i>Earth: The Changing Surface</i>	Vocabulary Lessons: 16: Prefixes, Grade 2 19: Suffixes, Grade 2

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CCR	Expectation	Istation App	Istation Teacher Resources
e	Identify words with inconsistent but common spelling-sound correspondences.	Cycles 9-11: The Oddballs Cycle 11: Detective Dan	Cycle 11 Lesson 12: Homophones Vocabulary Lesson 25: Homophones
f	Recognize and read grade-appropriate irregularly spelled words.	High Frequency Word Blocks, Cycles 6-10 HFW Practice Books: Cycle 6: <i>Where is Jane?</i> Cycle 7: <i>Homes</i> Cycle 8: <i>I Like to Help</i> Cycle 9: <i>The Best Trip</i> Cycle 10: <i>How Can That Be?</i> Cycles 9-11: The Oddballs Cycle 11: Detective Dan	High Frequency Words Lessons: Cycle 6: was, that, from, she Cycle 7: do, come, there, have, of, some Cycle 8: does, your, when, could, give, want Cycle 9: was, that, from, she Cycle 10: good, many, their, too, would, look Cycle 11 Lesson 12: Homophones

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Grade Two



CCR	Expectation	Istation App	Istation Teacher Resources
Fluency			
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	ISIP ER: Text Fluency Subtest All Cycle 1-10 Books	ISIP ER Text Fluency Interventions Books as Fluency Passages: Cycle 4: <i>Fred Has Ten Hens, Jean and Dean, Meg and the Hens, My Dog Has Fleas, My Hands and Feet, The Green Team</i> Cycle 5: <i>Fun at Home, Homes for Sale, The Blue Blimp</i> Cycle 6: <i>Just in Time, The Dunes, Time to Ride My Mule</i> Cycle 7: <i>At the Farm, Ben and Steve at the Seaside, Hide and Seek, The Oatmeal Man, The Twin Mice</i> Cycle 8: <i>I Like to Help, King Zung and the Lark, The Shrimp and the Shark, Wait to Paint</i> Cycle 10 Lesson 20: Fluency Cycle 11 Lesson 14: Fluency
a	Read grade-level text with purpose and understanding.	ISIP ER: Text Fluency Subtest All Cycle 5-12 Books	Cycle 7 Lesson 16: Passage Reading: Prosody Cycle 8 Lesson 15: Passage Reading: Prosody

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	All Cycle 5-12 Books	<p>Fluency Passages:</p> <p>Cycle 6: <i>Just in Time, The Dunes, Time to Ride My Mule</i></p> <p>Cycle 7: <i>At the Farm, Ben and Steve at the Seaside, Hide and Seek, The Oatmeal Man, The Twin Mice</i></p> <p>Cycle 8: <i>I Like to Help, King Zung and the Lark, The Shrimp and the Shark, Wait to Paint</i></p> <p>Cycle 9: <i>Joel and Kay's Best Day, Kittens, Ranch Hands, The Colt</i></p> <p>Cycle 10: <i>Going to the Vet, Insects, People Send Mail, The Water Cycle</i></p> <p>Cycle 11: <i>From Fearful to Fearless, Hurricanes, The Dirt Detectives</i></p>

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Grade Two



CCR	Expectation	Istation App	Istation Teacher Resources
c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>ISIP ER: Text Fluency Subtest</p> <p>Cycle 8 Book: <i>The Queen's Suitcase</i></p> <p>Cycle 9 Book: <i>The Flying Pizza</i></p> <p>Cycle 10 Books: <i>Three Little Bugs, How Mountains Form, Humphrey and the Humpback Whales, Who Is Following Us?, Spider, George Washington Carver</i></p> <p>Cycle 12 Books: <i>The Black Hills Dig, Weather Watchers, Brookside's Best Science Fair Ever, Fields of Change</i></p>	<p>Cycle 12 Lesson 10 Vocabulary: Context</p> <p>Vocabulary Lesson 23: Context Clues</p>

WRITING [W]

Text Types and Purposes

W.2.1	Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.		<p>Writing Extensions:</p> <p>9: <i>The Dunes</i></p> <p>12: <i>Boats</i></p> <p>14: <i>King Zung and the Lark</i></p> <p>15: <i>Mitch's Big Fish Tales</i></p> <p>16: <i>The Best Trip</i></p> <p>17: <i>The Wise Crow</i></p> <p>18: <i>The Hero</i></p> <p>31: <i>Earth: Atmosphere</i></p> <p>33: <i>Brookside's Best Science Fair Ever!</i></p>
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Grade Two



CCR	Expectation	Istation App	Istation Teacher Resources
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		Writing Extensions: 9: <i>The Dunes</i> 10: <i>Where is Jane</i> 11: <i>Homes</i> 12: <i>Boats</i> 13: <i>A Big Sneeze</i> 19: <i>The Three Little Bugs</i> 20: <i>George Washington Carver</i> 23: <i>Earth: Day, Night, Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 28: <i>Earth: Rocks and Soil</i> 30: <i>Earth: The Changing Surface</i>
W.2.3	Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.		Writing Extensions: 9: <i>The Dunes</i> 10: <i>Where is Jane?</i> 12: <i>Boats</i> 13: <i>A Big Sneeze</i> 14: <i>King Zung and the Lark</i> 15: <i>Mitch's Big Fish Tales</i> 16: <i>The Best Trip</i> 17: <i>The Wise Crow</i> 18: <i>The Hero</i> 20: <i>George Washington Carver</i> 21: <i>Our Solar System</i> 22: <i>Mission Incredible</i> 27: <i>A View From Above</i> 29: <i>Fossil Hunters: The Black Hills Dig</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
a	For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)		Writing Extension 27: <i>A View From Above - Writing An Acrostic Poem</i>
Production and Distribution of Writing			
W.2.4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		Writing Extensions 10-33
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		Writing Extensions: 11: <i>Homes</i> 18: <i>The Hero</i> 19: <i>The Three Little Bugs</i>
a	(Begins in grade 3.)		
b	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 2).		Writing Extensions 10-33
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		Writing Extensions: 19: <i>The Three Little Bugs</i> 20: <i>George Washington Carver</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
Research to Build and Present Knowledge			
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		Writing Extensions: 11: <i>Homes</i> 18: <i>The Hero</i> 19: <i>The Three Little Bugs</i>
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.		Writing Extensions: 13: <i>A Big Sneeze</i> 15: <i>Mitch's Big Fish Tales</i>
W.2.9	(Begins in grade 4.)		
SPEAKING AND LISTENING [SL]			
Comprehension and Collaboration			
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.		Writing Extensions 11-33
a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		Writing Extensions 11-33
b	Build on others' talk in conversations by linking their comments to the remarks of others.		Writing Extensions 15-39
c	Ask for clarification and further explanation as needed about the topics and texts under discussion.		Writing Extensions 11-33

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CCR	Expectation	Istation App	Istation Teacher Resources
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		Writing Extensions 11-33
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		Writing Extensions 11-33
Presentation of Knowledge and Ideas			
SL.2.4	Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary. (See grade 2 Language Standards 4–6 for specific expectations regarding vocabulary.)		Writing Extensions 11-30
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or descriptions of experiences when appropriate to clarify ideas, thoughts, and feelings.		Writing Extensions 18-33
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language Standards 1 and 3 for specific expectations.)		Writing Extensions: 28: <i>Earth: Rocks and Soil</i> 34: <i>The Rainforest Howlers</i> , Chapter 1 36: <i>Amazonia Alert!</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
LANGUAGE [L]			
Conventions of Standard English			
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.	ISIP ER: Vocabulary Subtest	Writing Extensions 11-33
a	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.		Writing Extensions: 15: <i>Mitch's Big Fish Tales</i> 17: <i>The Wise Crow</i> 21: <i>Our Solar System</i> 22: <i>Mission Incredible</i> 26: <i>The Moon</i>
b	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.	ISIP ER: Reading Comprehension Subtest	ISIP ER Listening Comprehension Interventions: Adjectives, Tiers 2 and 3 Writing Extension Lesson 21: <i>Our Solar System</i> Writing Extension Lesson 24: <i>Fields of Change: Spring/Summer</i>
c	Use collective nouns and frequently occurring irregular plural nouns.	ISIP ER: Vocabulary Subtest Cycle 12 Book: <i>Fields of Change</i>	
d	Use reflexive pronouns.		Cycle 9: Comprehension Priority Report

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CCR	Expectation	Istation App	Istation Teacher Resources
e	Form and use the past tense of frequently occurring irregular verbs.	ISIP ER: Vocabulary Subtest Cycles 9-11: Verb Dog (Inflected Endings) Cycle 12 Book: <i>Fields of Change</i>	Writing Extension Lesson 30: <i>Earth: The Changing Surface</i>
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Writing Extensions 11-33
a	Print upper- and lowercase letters legibly and fluently.	ISIP ER: Letter Knowledge Subtest Letter Recognition Activities: Cycle 1: Mm, Aa, Pp, Cc Cycle 2: Tt, Ii, Ss, Ll Cycle 3: Rr, Oo, Nn, Dd Cycle 4: Ff, Ee, Gg, Hh Cycle 5: Bb, Uu, Jj, Ww Cycle 6: Zz, Kk, Vv, Yy Cycle 7: Qq, Xx	Letter Lessons A1-Z1: Letter Name Recognition Lessons
b	Capitalize holidays, product names, and geographic names.		Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 25: <i>Fields of Change: Autumn/Winter</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
c	Use commas in greetings and closings of letters.		Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 28: <i>Earth: Rocks and Soil</i> 38: <i>The Desert's Gift</i>
d	Use an apostrophe to form contractions and frequently occurring possessives.	ISIP ER: Spelling Subtest Cycle 11: Contraction Action	Writing Extension 14: <i>King Zung and the Lark</i> Writing Extension 16: <i>The Best Trip</i>
e	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	ISIP ER: Spelling Subtest	ISIP ER Spelling Interventions Cycle 9, Lesson 27: Spelling Words with oi and oy Cycle 11, Lesson 7: Variant Vowel
f	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Cycle 12 Books with Glossary: - <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>	Vocabulary Lesson 33: Word Meaning Using a Dictionary
Knowledge of Language			
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		Writing Extensions 11-33

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Grade Two



CCR	Expectation	Istation App	Istation Teacher Resources
a	Compare formal and informal uses of English.		Writing Extensions 11-33
Vocabulary Acquisition and Use			
L2.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	<p>ISIP ER: Vocabulary Subtest</p> <p>Cycle 6 Books: <i>The Last Scrap, A Special Delivery for Dusty, In the Sand, Jen and Her New Friends, Time to Ride, Time to Ride My Mule, The Dunes, A Cute Mule, Just in Time</i></p> <p>Cycle 7 Books: <i>Where Will They Ride?, Fun at the Pond, Mark and Kate, Ben and Steve at the Seaside, Hide and Seek, Homes, Take That Off Stage, Boats, The Twin Mice, The Oatmeal Man, The Big Game</i></p> <p>Cycle 8 Books: <i>The Queen's Suitcase, The Fox Pack</i></p> <p>Cycle 9 Books: <i>Mitch's Big Fish Tales, The Wise Crow</i></p> <p>Cycle 10 Books: <i>Who is Following Us?, A Star is Born, The Three Little Bugs, How Mountains Form, Humphrey the Humpback Whale</i></p> <p>Cycle 12 Books: <i>Earth: Day, Night, Seasons, Fields of Change, Mission Incredible, Fossil Hunters: The Black Hills Dig, Earth: Rocks and Soil, Earth: Atmosphere, Weather Watchers</i></p>	<p>ISIP ER Vocabulary Interventions</p> <p>Vocabulary Lessons:</p> <p>8: Synonyms, Grade 2 11: Compound Words 13: Antonyms, Grade 2 25: Homophones, Grade 2 28: Homographs, Grade 2 31: Antonym Synonym Review, Grade 2</p>

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Grade Two



CCR	Expectation	Istation App	Istation Teacher Resources
a	Use sentence-level context as a clue to the meaning of a word or phrase.	<p>ISIP ER: Reading Comprehension, Vocabulary Subtests</p> <p>Cycle 12 Books: <i>Fields of Change, Brookside's Best Science Fair Ever!, Earth: Rocks and Soil, Earth: The Changing Surface, Our Solar System, Mission Incredible, Weather Watchers</i></p>	<p>Vocabulary Lesson 29: Homographs</p> <p>Cycle 12 Comprehension Lessons: Inference, Cause and Effect, Sequencing, Main Idea, Predicting Outcomes, Summarizing</p> <p>ISIP ER Reading Comprehension Interventions and Vocabulary Interventions</p>
b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	<p>Cycle 11: Prefixes</p>	<p>Vocabulary Lesson 16: Prefixes</p> <p>Cycle 11 Lesson 1: Prefixes: pre, re, un, mis, dis</p>
c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	<p>ISIP ER: Reading Comprehension subtest, Vocabulary subtest</p> <p>Cycle 11: Prefixes</p> <p>Cycle 12 Book: <i>Brookside's Best Science Fair Ever!</i></p>	<p>Writing Extensions:</p> <p>24: <i>Fields of Change: Spring and Summer</i></p> <p>31: <i>Earth: Atmosphere</i></p> <p>33: <i>Brookside's Best Science Fair Ever!</i></p> <p>34: <i>The Rain Forest Howlers</i>, Chapter 1</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).	Cycles 7-8: Compound Words	Cycle 7 Lesson 13: Compound Words Cycle 8 Lesson 12: Compound Words Cycle 9 Lesson 9: Compound words Phonics Lesson 50: Finding Compound Words in Connected Text Vocabulary Lesson 11: Compound Words
e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Cycle 12 Books with Glossary: - <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>	Vocabulary Lesson 34: Word Meaning Using a Dictionary/Thesaurus
f	Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., <i>a.m.</i> , <i>p.m.</i>).		Early Reading: Abbreviations

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CCR	Expectation	Istation App	Istation Teacher Resources
L.2.5	Demonstrate understanding of nuances in word meanings.	ISIP ER: Vocabulary Subtest	Vocabulary Lesson 8: Synonyms, Grade 2 Vocabulary Lesson 13: Antonyms, Grade 2 Vocabulary Lesson 28: Homographs Vocabulary Lesson 31: Antonym Synonym Review ISIP ER Vocabulary Interventions
a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy or juicy</i>).		Writing Extensions 11-33
b	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).		Vocabulary Lesson 10: Shades of Meaning
L.2.6	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)		Writing Extensions 11-33

End of Grade 2

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Grade Three



CCR	Expectation	Istation App	Istation Teacher Resources
READING: LITERATURE [RL]			
Key Ideas and Details			
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>ISIP ER: Comprehension Subtest</p> <p>Cycle 9 Books: <i>A Trip to the Dentist, Coach Chapman, Roy and Troy Like Trains, Treasure Hunt at Pirate's Bay, Winter Snowstorm</i></p> <p>Cycle 10 Books: <i>Shopping with Mom, The Three Little Bugs, Humphrey the Humpback Whale, The Hero, The Three Little Bugs</i></p> <p>Cycle 11 Books: <i>Who is Following Us?, The Queen's Suitcase, The Three Little Bugs</i></p> <p>Cycle 12 Books: <i>Brookside's Best Science Fair Ever!, The Black Hills Dig, Weather Watchers, Mission Incredible</i></p> <p>Cycle 13 Books: <i>The Desert's Gift, The Rain Forest Howlers</i></p> <p>Cycle 12 Living Lessons: Summarization 1, Main Idea, Inference</p>	<p>Comprehension Lesson 4: Asking Questions, Grades 2-3</p> <p>Cycle 12 Comprehension Lessons:</p> <ul style="list-style-type: none"> - Inferencing and Drawing Conclusions - Main Idea, Predicting Outcomes

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CCR	Expectation	Istation App	Istation Teacher Resources
RL.3.2	Recall stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<p>ISIP ER: Comprehension Subtest</p> <p>Cycle 10 Books: <i>Who is Following Us?</i>, <i>A Star is Born</i>, <i>The Three Little Bugs</i>, <i>Humphrey the Humpback Whale</i></p> <p>Cycle 12 Books: <i>Fields of Change</i>, <i>A View From Above</i>, <i>Brookside's Best Science Fair Ever!</i>, <i>A Trip to the Grand Canyon</i></p> <p>Cycle 13 Books: <i>The Desert's Gift</i>, <i>The Rain Forest Howlers</i></p>	<p>Cycle 12 Comprehension Lessons:</p> <ul style="list-style-type: none"> - Representing Text - Summarizing - Sequence - Text Structure <p>Comprehension Lesson 39: Character</p>
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<p>ISIP ER: Comprehension Subtest</p> <p>Cycle 12 Living Lessons:</p> <ul style="list-style-type: none"> - Cause and Effect - Predicting Outcomes - Inference - Drawing Conclusions <p>Cycle 10 Books: <i>A Star Is Born</i>, <i>Humphrey the Humpback Whale</i>, <i>The Three Little Bugs</i></p> <p>Cycle 11 Book: <i>Winter Snowstorm</i>, <i>Who is Following Us?</i></p> <p>Cycle 12 Book: <i>Fields of Change</i></p> <p>Cycle 13 Book: <i>The Rainforest Howlers</i>, <i>the Desert's Gift</i></p>	<p>Comprehension Lesson 39: Character, Grade 3</p> <p>Cycle 12 Lessons:</p> <ul style="list-style-type: none"> - Sequence - Comprehension: Cause and Effect - Predicting Outcomes - Inferencing and Drawing Conclusions

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CCR	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	<p>ISIP ER: Comprehension Subtest</p> <p>Cycle 12 Living Lessons: Context, Vocabulary</p> <p>Cycle 12 Books: <i>Brookside's Best Science Fair Ever</i>, <i>Fossil Hunters: The Black Hills Dig</i></p> <p>Cycle 13 Book: <i>Race Across the Arctic</i></p>	<p>Cycle 12: Inferencing and Drawing Conclusions</p> <p>Cycle 12 Lesson 10: Context</p>
RL.3.5	Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.	<p>Cycle 9 Books: <i>A Trip to the Dentist</i>, <i>Camping</i>, <i>Elbert's Birthday</i>, <i>Mitch's Big Fish Tales</i>, <i>Naptime</i>, <i>Roy and Troy Like Trains</i>, <i>The Best Trip</i>, <i>The Flying Pizza</i>, <i>The Wise Crow</i>, <i>Treasure Hunt at Pirate's Bay</i>, <i>Winter Snowstorm</i></p> <p>Cycle 10 Books: <i>Humphrey and the Humpback Whale</i>, <i>Shopping with Mom</i>, <i>The Hero</i>, <i>The Three Little Bugs</i>, <i>Who is Following Us?</i></p> <p>Cycle 11 Books: <i>Just the Right Size</i>, <i>The Flying Pizza</i>, <i>The Queen's Suitcase</i></p> <p>Cycle 12 Books: <i>Brookside's Best Science Fair Ever!</i>, <i>Fields of Change</i>, <i>Weather Watchers</i></p> <p>Cycle 13 Books: <i>The Desert's Gift</i>, <i>The Rain Forest Howlers</i></p>	<p>Comprehension Lessons:</p> <p>16: Text Structure, Grade 3</p> <p>28: Compare and Contrast, Grade 3</p> <p>39: Character, Grade 3</p> <p>44: Cause and Effect, Grade 3</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
RL.3.6	Distinguish their own point of view from that of a text's narrator or those of its characters.	<p>Cycle 12 Boks and Passages: <i>A View From Above, Do Your Part, Earth: Atmosphere, Earth: Rocks and Soil</i></p> <p>Cycle 13 Books: <i>Forest Fires: Lessons from the Front Lines, Power for the Planet</i></p>	Cycle 12, Lesson 13: Author's Purpose
Integration of Knowledge and Ideas			
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<p>Cycle 12 Living Lessons: Representing Text</p> <p>Cycle 12 Paired Books: <i>Fields of Change, Earth: Day, Night, and Seasons</i></p> <p>Cycle 13 Books: <i>Amazonia Alert, Deepwater Horizon</i></p>	Cycle 12, Lesson 8: Representing Text
RL.3.8	(Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)		
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Cycle 12 Paired Books: <i>Fields of Change and Earth: Day, Night, and Seasons</i>	<p>Comprehensions Lesson 26: Compare and Contrast Two Texts, Grade 3</p> <p>Comprehension Lesson 28: Compare and Contrast, Grade 3</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
RL.3.10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3.	<p>Cycle 9 Books: <i>A Trip to the Dentist, Coach Chapman, Mitch's Big Fish Tales, Roy and Troy Like Trains, Royce Likes to Share, The Flying Pizza, The Wise Crow, Treasure Hunt at Pirate's Bay, Winter Snowstorm</i></p> <p>Cycle 10 Books: <i>Going to the Vet, Humphrey the Humpback Whale, The Three Little Bugs</i></p> <p>Cycle 11 Books: <i>From Fearful to Fearless</i></p> <p>Cycle 12 Books: <i>A Trip to the Grand Canyon, Brookside's Best Science Fair Ever, Fields of Change, Fossil Hunters: The Black Hills Dig, Mission Incredible, Weather Watchers</i></p> <p>Cycle 13 Books: <i>Desert's Gift, First Round-Up, Ghost Dancers, Ghost Party, Into The Darkness, Monkey Brothers and the Hero Twins, Night Spirits of the Rain forest, Power for the Planet, Race Across the Arctic, Spirit of the Wild, Swimming with Whale Sharks, The Lost Treasure of the Ruby Dagger, The Rain Forest Howlers, What Time Is It?</i></p>	

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CCR	Expectation	Istation App	Istation Teacher Resources
READING: INFORMATIONAL TEXT [RI]			
Key Ideas and Details			
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>ISIP ER: Comprehension Subtest</p> <p>Cycle 10 Books and Passages: <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>Cycle 12 Books: <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>Cycle 13 Books: <i>Deepwater Horizon, Exploring the Deep, Forest Fires: Lessons from the Front Lines, Survivors</i></p>	Comprehension Lesson 12: Main Idea
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p>ISIP ER: Comprehension Subtest</p> <p>Cycle 10 Book: <i>How Mountains Form</i></p> <p>Cycle 12 Living Lessons: Main Idea</p> <p>Cycle 13 Living Lessons: Main Idea</p> <p>Cycle 12 Books and Passages: <i>Earth: Atmosphere, Exploring Space, Do Your Part, Water Recycled, Natural Resources,</i></p> <p>Cycle 13 Book: <i>Amazonia Alert</i></p>	<p>Comprehension Lessons:</p> <p>10: Main Idea 12: Main Idea</p> <p>Cycle 12 Lesson: Main Idea</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<p>ISIP ER: Comprehension Subtest</p> <p>Cycle 12: Scientific Process, The Moon Phases Lab</p> <p>Cycle 10 Books: <i>The Water Cycle, How Mountains Form</i></p> <p>Cycle 12 Books: <i>Earth: The Changing Surface, Earth: Day, Night, Seasons, Earth: Rocks and Soil, Earth: The Moon, Do Your Part</i></p> <p>Cycle 12 Science Interactive: <i>Scientific Method, Planet Sequencing, Crater Lab</i></p> <p>Cycle 13 Science Interactive: <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>	

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CCR	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	<p>ISIP ER: Vocabulary Subtest</p> <p>Cycle 12 Books, Vocabulary Match: <i>Day, Night, Our Solar System, Black Hills Dig, Earth's Changing Surface, Earth: Rocks and Soil, Earth: Atmosphere</i></p> <p>Cycle 12 Science Interactive: <i>Scientific Method, Planet Sequencing, Crater Lab</i></p> <p>Cycle 13 Books, Vocabulary Match: <i>Amazonia Alert, Survivors, Bees at Risk, Forest Fires, Lessons from the Front Lines</i></p> <p>Cycle 13 Science Interactive: <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>Writing Extensions:</p> <p>23: <i>Earth: Day, Night, Seasons</i></p> <p>24: <i>Fields of Change: Spring/Summer</i></p> <p>26: <i>The Moon</i></p> <p>27: <i>A View From Above</i></p> <p>28: <i>Earth: Rocks and Soil</i></p> <p>30: <i>Earth: The Changing Surface</i></p> <p>31: <i>Atmosphere</i></p>
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<p>Cycle 10 Book: <i>How Mountains Form</i></p> <p>Cycle 11: Informational Text</p> <p>Cycle 12 Books: <i>Earth: Rocks and Soil, Our Solar System, The Moon</i></p> <p>Cycle 12 Living Lessons: Representing Text</p>	<p>Cycle 11: Informational Text Characteristics</p> <p>Cycle 12 Book: <i>Earth: Atmosphere</i></p> <p>Cycle 12 Book: <i>Earth: The Changing Surface</i></p>

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CCR	Expectation	Istation App	Istation Teacher Resources
RI.3.6	Distinguish their own point of view from that of the author of a text.	<p>Cycle 12 Books and Passages: <i>A View From Above, Do Your Part, Earth: Atmosphere, Earth: Rocks and Soil</i></p> <p>Cycle 13 Books: <i>Forest Fires: Lessons from the Front Lines, Power for the Planet</i></p>	Cycle 12 Lesson 13: Author's Purpose
Integration of Knowledge and Ideas			
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<p>Cycle 11: Informational Text</p> <p>Cycle 12 Living Lessons: Representing Text</p> <p>Cycle 12 Paired Books: <i>Fields of Change</i> and <i>Earth: Day, Night, and Seasons</i></p> <p>Cycle 13 Books: <i>Amazonia Alert, Deepwater Horizon</i></p>	<p>Cycle 11: Informational Text Characteristics</p> <p>Cycle 12 Lesson 8: Representing Text</p>
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<p>Cycle 11 Passage: <i>Hurricanes</i></p> <p>Cycle 12 Books and Passages: <i>The Moon, Water Recycled, Earth: Day, Night, and Seasons, Natural Resources, Earth: Atmosphere, Earth: The Changing Surface</i></p> <p>Cycle 13 Book: <i>Amazonia Alert</i></p>	<p>Cycle 12 Lesson 8: Representing Text</p> <p>Cycle 12 Lesson 9: Text Structure</p>
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	Cycle 13 Books: <i>Forest Fires: Lessons from the Front Lines, Power for the Planet</i>	

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CCR	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
RI.3.10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.	<p>Cycle 9 Books and Passages: <i>Earthworms Help, Ranch Hands, The Colt</i></p> <p>Cycle 10 Books and Passages: <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>Cycle 11 Books and Passages: <i>Hurricanes, The Dirt Detectives</i></p> <p>Cycle 12 Books and Passages: <i>Do Your Part, Earth: Day, Night, and Seasons, Earth: Atmosphere, Earth: Our Solar System, The Moon, Exploring Space, Natural Resources, Water Recycled</i></p> <p>Cycle 13 Books and Passages: <i>Amazonia Alert!, A Desert Filled with Colonies, A Vaquero's Life, Bees at Risk, Blowing Bubbles from the Rain Forest, Colossal Critter Construction, Come Visit Jefferson, Dangerous Snakes, Deepwater Horizon, Exploring the Deep, Forest Fires: Lessons from the Front Lines, Monkey Trouble, Power for the Planet, Survivors, Teen navigators, The Bats of Austin, The Mystery of the Phoenix Lights</i></p>	

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CCR	Expectation	Istation App	Istation Teacher Resources
READING: FOUNDATIONAL SKILLS [RF]			
Phonics and Word Recognition			
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	ISIP ER: Letter Knowledge, Alphabetic Decoding Subtests	Teacher Resources Lesson: ISIP - Reading Comprehension: Alphabetic Decoding, Lesson 3 Cycle 3 Priority Report Comprehension Lessons
a	Identify and know the meaning of the most common prefixes and derivational suffixes.	ISIP ER: Alphabetic Decoding Subtest Cycle 11: Prefixes Cycle 11: Suffixes Cycle 12 Living Lessons: Vocabulary Cycle 13 Books: <i>Rain Forest Howlers, Power for the Planet</i>	Cycle 11 Lessons: 1: Prefixes: pre, re, un, mis, dis 2: Suffixes: ful, ly, less, er, or Writing Extensions: 24: <i>Fields of Change: Spring/Summer</i> 31: <i>Earth: Atmosphere</i> Vocabulary Lessons: 17: Prefixes: non-, over-, pre-, mis- 20: Suffixes: -able, -hood, -ible, -ish, -ment, -ness 21: Affixes

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Decode words with common Latin suffixes.	Cycle 11: Suffixes	Writing Extensions: 28: <i>Earth: Rocks and Soil</i> 29: <i>Fossil Hungers: The Black Hills Dig</i> 31: <i>Earth: Atmosphere</i> 33: <i>Brookside's Best Science Fair Ever!</i> 34: <i>The Rain Forest Howlers, Chapter 1</i> 36: <i>Amazonia Alert</i> 39: <i>Bees at Risk</i>
c	Decode multisyllable words.	ISIP ER: Alphabetic Decoding Subtest Cycle 11: Multisyllabic Game Cycle 11: Prefixes Cycle 11: Suffixes Cycle 12: Vocabulary Cycle 13 Books: <i>Deepwater Horizon, Power for the Planet, Survivors, Rain Forest Howlers</i>	Cycle 11 Lessons: 1: Prefixes: pre, re, un, mis, dis 11: Multisyllabic Words Cycle 12 Lesson 3: Vocabulary: Structural Analysis
d	Read grade-appropriate irregularly spelled words.	High Frequency Word Blocks, Cycles 9-10 HFW Practice Books: Cycle 9: <i>The Best Trip</i> Cycle 10: <i>How Can That Be?</i> Cycles 9-11: The Oddballs Cycle 11: Detective Dan	High Frequency Words Lessons: Cycle 6: was, that, from, she Cycle 7: do, come, there, have, of, some Cycle 8: does, your, when, could, give, want Cycle 9: was, that, from, she Cycle 10: good, many, their, too, would, look Cycle 11 Lesson 12: Homophones

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CCR	Expectation	Istation App	Istation Teacher Resources
Fluency			
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	ISIP ER: Text Fluency Subtest All Cycle 9-13 Books	Cycle 10 Fluency Passages: <i>Going to the Vet, Insects, People Send Mail, The Water Cycle</i> Cycle 11 Fluency Passages: <i>From Fearful to Fearless, Hurricanes, The Dirt Detectives</i> Cycle 13 Fluency Passages: <i>Into the Darkness, The Mystery of the Phoenix Lights, The Lost Treasure of the Ruby Dagger</i>
a	Read grade-level text with purpose and understanding.	ISIP ER: Text Fluency Subtest All Cycle 9-13 Books	Cycle 11 Lesson 14: Fluency Cycle 11: <i>Hurricanes</i> Cycle 11: <i>The Dirt Detectives</i> Cycle 12: Inferencing and Drawing Conclusions Cycle 12: Main Idea Cycle 13: <i>The Lost Treasure of the Ruby Dagger</i> Cycle 13: <i>Into the Darkness</i>
b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	ISIP ER: Text Fluency Subtest All Cycle 9-13 Books	Cycle 10 Fluency Passages: <i>Going to the Vet, Insects, People Send Mail, The Water Cycle</i> Cycle 11 Fluency Passages: <i>From Fearful to Fearless, Hurricanes, The Dirt Detectives</i> Cycle 13 Fluency Passages: <i>Into the Darkness, The Mystery of the Phoenix Lights, The Lost Treasure of the Ruby Dagger</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	ISIP ER: Text Fluency Subtest Cycle 12 Living Lessons: Context	Cycle 12 Lesson 10: Vocabulary: Context
WRITING [W]			
Text Types and Purposes			
W.3.1	Write opinion pieces on topics or texts, supporting an opinion with reasons.	Cycle 11: Sandbox Games	Writing Extensions: 31: Earth: Atmosphere 33: Brookside's Best Science Fair Ever Cycle 11: Argumentative Text Characteristics
a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Cycle 11: Sandbox Games	Writing Extensions: 31: Earth: Atmosphere 33: Brookside's Best Science Fair Ever Cycle 11: Argumentative Text Characteristics
b	Provide reasons that support the opinion.	Cycle 11: Sandbox Games	Writing Extensions: 31: Earth: Atmosphere 33: Brookside's Best Science Fair Ever Cycle 11: Argumentative Text Characteristics

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CCR	Expectation	Istation App	Istation Teacher Resources
c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	Cycle 11: <i>Sandbox Games</i>	Writing Extensions: 31: <i>Earth: Atmosphere</i> 33: <i>Brookside's Best Science Fair Ever</i> Cycle 11: Argumentative Text Characteristics
d	Provide a concluding statement or section.	Cycle 11: <i>Sandbox Games</i>	Writing Extensions: 31: <i>Earth: Atmosphere</i> 33: <i>Brookside's Best Science Fair Ever</i> Cycle 11: Argumentative Text Characteristics
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 26: <i>The Moon</i> 30: <i>Earth: The Changing Surface</i> 35: <i>The Rain Forest Howlers, Chapter 2</i> 36: <i>Amazonia Alert</i> 38: <i>The Desert's Gift</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
a	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.		Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 26: <i>The Moon</i> 30: <i>Earth: The Changing Surface</i> 35: <i>The Rain Forest Howlers, Chapter 2</i> 36: <i>Amazonia Alert</i> 38: <i>The Desert's Gift</i>
b	Develop the topic with facts, definitions, and details.		Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 26: <i>The Moon</i> 30: <i>Earth: The Changing Surface</i> 35: <i>The Rain Forest Howlers, Chapter 2</i> 36: <i>Amazonia Alert</i> 38: <i>The Desert's Gift</i>
c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.		Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 26: <i>The Moon</i> 30: <i>Earth: The Changing Surface</i> 35: <i>The Rain Forest Howlers, Chapter 2</i> 36: <i>Amazonia Alert</i> 38: <i>The Desert's Gift</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
d	Provide a concluding statement or section.		Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 26: <i>The Moon</i> 30: <i>Earth: The Changing Surface</i> 35: <i>The Rain Forest Howlers</i> , Chapter 2 36: <i>Amazonia Alert</i> 38: <i>The Desert's Gift</i>
W.3.3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.		Writing Extensions: 21: <i>Our Solar System</i> 22: <i>Mission Incredible</i> 29: <i>Fossil Hunters: The Black Hills Dig</i> 32: <i>Weather Watchers</i> 34: <i>The Rain Forest Howlers</i> , Chapter 1
a	Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.		Writing Extensions: 21: <i>Our Solar System</i> 22: <i>Mission Incredible</i> 29: <i>Fossil Hunters: The Black Hills Dig</i> 32: <i>Weather Watchers</i> 34: <i>The Rain Forest Howlers</i> , Chapter 1
b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		Writing Extensions: 21: <i>Our Solar System</i> 22: <i>Mission Incredible</i> 29: <i>Fossil Hunters: The Black Hills Dig</i> 32: <i>Weather Watchers</i> 34: <i>The Rain Forest Howlers</i> , Chapter 1

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CCR	Expectation	Istation App	Istation Teacher Resources
c	Use figurative language to suggest images. (See grade 3 Reading Literature Standard 4.)		Writing Extensions: 21: <i>Our Solar System</i> 22: <i>Mission Incredible</i> 29: <i>Fossil Hunters: The Black Hills Dig</i> 32: <i>Weather Watchers</i> 34: <i>The Rain Forest Howlers</i> , Chapter 1
d	Use temporal words and phrases to signal order where appropriate.		Writing Extensions: 22: <i>Mission Incredible</i> 24: <i>Fields of Change: Spring/Summer</i> 32: <i>Weather Watchers</i>
e	Provide a sense of closure.		Writing Extensions: 21: <i>Our Solar System</i> 22: <i>Mission Incredible</i> 29: <i>Fossil Hunters: The Black Hills Dig</i> 32: <i>Weather Watchers</i> 34: <i>The Rain Forest Howlers</i> , Chapter 1
f	For poems, use words and phrases that form patterns of sound (e.g., rhyme, repetition of sounds within words or within lines) to create meaning or effect.		Writing Extension 27: <i>A View from Above</i>
Production and Distribution of Writing			
W.3.4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		Writing Extensions 21-49

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CCR	Expectation	Istation App	Istation Teacher Resources
W.3.5	Develop and strengthen writing as needed by planning, revising, and editing.		Writing Extensions 21-49
a	Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 3).		Writing Extensions 21-49
b	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).		Writing Extensions 21-49
W.3.6	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		Writing Extensions: 39: <i>Bees at Risk</i> 42: <i>Power for the Planet</i> Part 3 46: <i>Coral Reefs</i> Part 3 49: <i>Ecosystem</i> Part 3
Research to Build and Present Knowledge			
W.3.7	Conduct short research projects that build knowledge about a topic.		Writing Extensions: 40: <i>Power for the Planet: Identifying a Research Topic</i> 44: <i>Coral Reefs: Identifying a Research Topic</i> 47: <i>Ecosystem: Identifying a Research Topic</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		Writing Extensions: 41: <i>Power for the Planet, 2: Researching and Taking Notes</i> 45: <i>Coral Reefs, 2: Researching and Taking Notes</i> 48: <i>Ecosystem 2: Researching and Taking Notes</i>
W.3.9	(Begins in grade 4.)		
Range of Writing			
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		Writing Extensions 21-49

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CCR	Expectation	Istation App	Istation Teacher Resources
SPEAKING AND LISTENING [SL]			
Comprehension and Collaboration			
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly	Cycle 12 Lessons: <ul style="list-style-type: none"> - Inferencing - Sequence - Main Idea - Predicting Outcomes - Summarizing 	Writing Extensions: <p>25: <i>Fields of Change: Autumn Winter</i> 26: <i>The Moon</i> 29: <i>Fossil Hunters: The Black Hills Dig</i> 31: <i>Atmosphere</i> 34: <i>The Rain Forest Howlers</i>, Chapter 1</p>
a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)		Writing Extensions 20-49
b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		Writing Extensions 20-49
c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		Writing Extensions: <p>33: <i>Brookside's Best Science Fair Ever</i> 34: <i>The Rain Forest Howlers</i>, Chapter 1</p>
d	Explain their own ideas and understanding in light of the discussion.		Writing Extensions: <p>19: <i>The Three Little Bugs</i> 20: <i>George Washington Carver</i></p>

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CCR	Expectation	Istation App	Istation Teacher Resources
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		Writing Extensions: 30: Earth: The Changing Surface 31: Atmosphere
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		Cycle 12 Comprehension Lessons: - Main Idea - Predicting Outcomes
Presentation of Knowledge and Ideas			
SL.3.4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)		Writing Extensions 21-49
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		Writing Extensions: 30: Earth: The Changing Surface 31: Earth: Atmosphere

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CCR	Expectation	Istation App	Istation Teacher Resources
LANGUAGE [L]			
Conventions of Standard English			
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)		Writing Extensions 21-49
a	Produce, expand, and rearrange complete simple, compound, and complex sentences.	Cycle 14: Coordinating Conjunctions	Cycle 14: Conjunctions Writing Extensions 21-49
b	Ensure subject-verb and pronoun-antecedent agreement.		Writing Extensions 21-49
c	Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence.	Cycle 11: Inflected Endings - Nouns and Verbs	Cycle 10: Change y to i Writing Extensions 21-49
d	Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.	Cycle 14: Coordinating Conjunction	Cycle 14: Conjunctions Writing Extensions: 21: <i>Our Solar System</i> 22: <i>Mission Incredible</i> 26: <i>The Moon</i> 30: <i>Earth: The Changing Surface</i> 35: <i>The Rain Forest Howlers</i> , Chapter 2

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CCR	Expectation	Istation App	Istation Teacher Resources
e	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.		Writing Extensions: 24: <i>Fields of Change; Spring/Summer</i> 37: <i>Survivors</i>
f	Use abstract nouns.		Writing Extensions: 27: <i>A View From Above</i> 28: <i>Earth: Rocks and Soil</i> 30: <i>Earth: The Changing Surface</i> 33: <i>Brookside's Best Science Fair Ever!</i> 34: <i>The Rain Forest Howlers, Chapter 1</i> 37: <i>Survivors!</i>
g	Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.	Cycle 9: Multisyllabic Cycle 11: Inflected Endings - Nouns and Verbs Cycle 13 Book: <i>Bees at Risk</i>	Writing Extensions: 14: <i>King Zung and the Lark</i> 16: <i>The Best Trip</i> 32: <i>Weather Watchers</i> 34: <i>The Rain Forest Howlers , Chapter 1</i>
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.		Writing Extensions 21-49
a	Write legibly and fluently by hand, using either printing or cursive handwriting.		Writing Extensions 18-49

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Capitalize appropriate words in titles.		Writing Extensions: 22: <i>Mission Incredible</i> 36: <i>Amazonia Alert!</i> 42: <i>Power for the Planet</i> 46: <i>Writing a Research Paper</i> 49: <i>Writing a Research Paper</i>
c	Use commas in addresses.		Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 28: <i>Earth: Rocks and Soil</i> 38: <i>The Desert's Gift</i>
d	Use commas and quotation marks in dialogue.		Writing Extensions: 29: <i>Fossil Hunters: The Black Hills Dig</i> 31: <i>Atmosphere</i> 32: <i>Weather Watchers</i>
e	Form and use possessives.		Writing Extensions 14: <i>King Zung and the Lark</i> 16: <i>The Best Trip</i> 32: <i>Weather Watchers</i> 34: <i>The Rain Forest Howlers, Chapter 1</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
f	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	<p>Cycle 10 Inflected Endings: Double the Final Consonant</p> <p>Cycle 11 Inflected Endings: Nouns and Verbs Change y to i</p> <p>Cycle 11: Suffixes</p> <p>ISIP ER: Spelling Subtest</p>	<p>Writing Extensions:</p> <p>24: <i>Fields of Change: Spring and Summer</i></p> <p>26: <i>The Moon</i></p> <p>33: <i>Brookside's Best Science Fair Ever!</i></p>
g	Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., "Three pandas could be seen eating leaves high in the bamboo grove.").	<p>Math Unit 36: <i>Two-Step Word Problems - All Operations</i></p>	<p>Math Unit 36: <i>Two-Step Word Problems - All Operations</i></p>
h	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<p>ISIP ER: Spelling Subtest</p>	<p>Writing Extensions:</p> <p>26: <i>The Moon</i></p> <p>27: <i>A View From Above</i></p> <p>28: <i>Earth: Rocks and Soil</i></p> <p>29: <i>Fossil Hunters: The Black Hills Dig</i></p> <p>30: <i>Earth: The Changing Surface</i></p> <p>31: <i>Atmosphere</i></p> <p>32: <i>Weather Watchers</i></p> <p>36: <i>Amazonia Alert!</i></p>

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CCR	Expectation	Istation App	Istation Teacher Resources
i	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Cycle 12 Books with Glossary: <ul style="list-style-type: none"> - <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> 	Writing Extensions: <p>19: <i>The Three Little Bugs</i> 23: <i>Earth: Day, Night, and Seasons</i> 24: <i>Fields of Change: Spring and Summer</i> 25: <i>Fields of Change: Autumn and Winter</i> 35: <i>The Rain Forest Howlers</i>, Chapter 2</p> <p>Vocabulary Lesson 34: Word Meaning Using a Dictionary/Thesaurus</p>
Knowledge of Language			
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ISIP ER: Text Fluency Subtest	Writing Extensions 21-49
a	Choose words and phrases for effect.		Writing Extensions: <p>23: <i>Earth: Day, Night, and Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 26: <i>The Moon</i> 30: <i>Earth: The Changing Surface</i> 35: <i>The Rain Forest Howlers</i>, Chapter 2 36: <i>Amazonia Alert!</i> 38: <i>The Desert's Gift</i></p>
b	Recognize and observe differences between the conventions of spoken and written English.		Writing Extensions 21-49

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CCR	Expectation	Istation App	Istation Teacher Resources
Vocabulary Acquisition and Use			
L3.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.	<p>Cycle 12 Books with Glossary:</p> <ul style="list-style-type: none"> - <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>Cycle 13 Books with Glossary:</p> <ul style="list-style-type: none"> - <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>Vocabulary Lessons:</p> <p>33: Word Meaning Using a Dictionary 34: Word Meaning Using a Dictionary/Thesaurus</p> <p>Writing Extensions:</p> <p>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> 35: <i>The Rain Forest Howlers</i>, Chapter 2 36: <i>Amazonia Alert!</i> 37: <i>Survivors!</i> 42: <i>Power for the Planet</i> 46: Writing a Research Report 49: Writing a Research Report</p>
a	Use sentence-level context as a clue to the meaning of a word or phrase.	<p>ISIP ER: Reading Comprehension Subtest, Vocabulary Subtest</p> <p>Cycle 12 Books: <i>Fields of Change</i>, <i>Brookside's Best Science Fair Ever!</i>, <i>Earth: Rocks and Soil</i>, <i>Earth: The Changing Surface</i>, <i>Our Solar System</i>, <i>Mission Incredible</i>, <i>Weather Watchers</i></p>	<p>Vocabulary Lesson 29: Homographs</p> <p>Cycle 12 Comprehension Lessons: Inference, Cause and Effect, Sequencing, Main Idea, Predicting Outcomes, Summarizing</p> <p>ISIP ER Reading Comprehension Interventions and Vocabulary Interventions</p>

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Grade Three



CCR	Expectation	Istation App	Istation Teacher Resources
b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	ISIP ER: Vocabulary Subtest Cycle 11: Prefixes and Suffixes Cycle 12 Living Lessons: Vocabulary Cycle 13 Books: <i>Power for the Planet, Rainforest Howlers</i>	Writing Extensions: 24: <i>Fields of Change: Spring/Summer</i> 28: <i>Earth: Rocks and Soil</i> 29: <i>Fossil Hunters: The Black Hills Dig</i> 30: <i>Earth: The Changing Surface</i> 31: <i>Earth: Atmosphere</i> 33: <i>Brookside's Best Science Fair Ever!</i> 34: <i>The Rain Forest Howlers, Chapter 1</i>
c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).	Cycle 11: Prefixes Cycle 12 Book: <i>Brookside's Best Science Fair Ever!</i>	Writing Extensions: 24: <i>Fields of Change: Spring and Summer</i> 31: <i>Earth: Atmosphere</i> 33: <i>Brookside's Best Science Fair Ever!</i> 34: <i>The Rain Forest Howlers , Chapter 1</i>
d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Cycle 12 Books with Glossary: - <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>	Writing Extension Lesson 27: <i>A View From Above</i> Vocabulary Lesson 34: Word Meaning Using a Dictionary/Thesaurus

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Grade Three



CCR	Expectation	Istation App	Istation Teacher Resources
e	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).		Early Reading: Abbreviations Writing Extensions: 35: <i>The Rain Forest Howlers</i> , Chapter 2 36: <i>Amazonia Alert!</i> 42: <i>Power for the Planet</i> 46: <i>Writing a Research Paper</i> 49: <i>Writing a Research Paper</i>
f	Recognize and use appropriate symbols related to grade-level content or common in everyday life (e.g., <, >).	Math Unit 37: Comparing Fractions with Same Numerators	Math Unit 37: Whole Numbers and Fractions - Symbols
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	ISIP ER: Vocabulary Subtest Cycle 11: Homophones Cycle 13 Books: <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)	Cycle 11 Lesson 12: Homophones Vocabulary Lesson 26: Homophones
a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	Cycle 13 Book: <i>Race Across the Arctic</i>	Vocabulary Lessons: 39: Idioms 38: Idioms
b	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly or helpful</i>).	ISIP ER: Reading Comprehension, Vocabulary Subtests	

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CCR	Expectation	Istation App	Istation Teacher Resources
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)	<p>ISIP ER: Reading Comprehension, Vocabulary Subtests</p> <p>Cycle 12 Books: <i>Earth: Day, Night, Seasons, Fields of Change, Mission Incredible, Fossil Hunters: The Black Hills Dig, Earth: Rocks and Soil, Earth: Atmosphere, Weather Watchers</i></p> <p>Cycle 13 Books: <i>Amazonia Alert, Desert's Gift, Exploring the Deep, Power for the Planet</i></p>	Writing Extensions 11-33

End of Grade 3

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Grade Four



CCR	Expectation	Istation App	Istation Teacher Resources
READING: LITERATURE [RL]			
Key Ideas and Details			
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	ISIP AR: Comprehension Subtest Cycle 12 Living Lessons: Inference Cycle 12 Books & Lessons: <i>Mission Incredible, Fields of Change, Weather Watchers</i> Cycle 13 Book & Lesson: <i>The Desert's Gift</i>	ISIP AR Comprehension Teacher Directed Lessons (fiction): 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C Comprehension Lessons 47-63
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	ISIP AR: Comprehension Subtest Cycle 12 Living Lessons: Summarization Cycle 13 Living Lessons: Main Idea, Cause and Effect Cycle 13 Books & Lessons: <i>The Rain Forest Howlers, The Desert's Gift, Race Across the Arctic</i>	ISIP AR Comprehension Teacher Directed Lessons (fiction): 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C Comprehension Lesson 59 Analyzing Theme in Myths: <i>The Desert's Gift</i> Comprehension Lesson 61 Literature Analyzing Elements of Fiction: <i>The Rainforest Howlers, Chapters 1 and 2</i>
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	ISIP AR: Reading Comprehension Subtest Cycle 13 Books: <i>The Rain Forest Howlers, Race Across the Arctic</i>	ISIP AR Reading Comprehension Teacher Directed Lessons (fiction): 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 9B, 10A, 10C Comprehension Lessons: 60: <i>Monkey Brothers and the Hero Twins</i> 61: <i>The Rain Forest Howlers</i> 62: <i>Phaeton and the Chariot of Fire</i> 63: <i>The Desert's Gift</i> Cycle 15: General Comprehension Lesson 3

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Grade Four



CCR	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	<p>ISIP AR: Comprehension, Vocabulary Subtests</p> <p>Cycle 12 Book: <i>Brookside's Best Science Fair Ever</i>, <i>Fossil Hunters: The Black Hills Dig</i></p> <p>Cycle 13 Books: <i>The Desert's Gift</i>, <i>The Rain Forest Howlers</i>, <i>Race Across the Arctic</i></p> <p>Cycle 12 Living Lessons: Context, Vocabulary</p> <p>Cycle 13 Living Lessons: Context Clues</p> <p>Cycle 14 Living Lessons: Context Clues</p>	<p>ISIP AR Comprehension Teacher Directed Lessons (fiction): 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p>ISIP AR Vocabulary Lessons: 1A, 1B, 2A, 3C, 4B, 5A, 5B, 6C, 8A, 8B, 8C, 10A, 10B, 10C</p> <p>Cycle 12: Inferencing and Drawing Conclusions</p> <p>Cycle 12 Lesson 10: Context</p> <p>Cycle 15 Lessons:</p> <ul style="list-style-type: none"> - Context Clues - Similes - Metaphors
RL.4.5	Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.		<p>Comprehension Lessons:</p> <p>55: Literature Poetry Analysis: <i>A View From Above</i></p> <p>56: Literature Analyzing a Biography: <i>George Washington Carver</i></p> <p>57: Literature Biography: <i>Jane Goodall, Champion of Chimpanzees</i></p> <p>62: Literature Analyzing Elements of Fiction: <i>Phaeton and the Chariot of Fire</i></p>

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Grade Four



CCR	Expectation	Istation App	Istation Teacher Resources
RL.4.6	Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.	Cycle 12: Compare and Contrast Cycle 14: Compare/Contrast (Visit Yellowstone Intro)	Comprehension Lessons: 52: Informational Texts/Analyzing Persuasive Media: Sharks in Danger 55: Literature Poetry Analysis: <i>A View From Above</i> 56: Literature Analyzing a Biography: <i>George Washington Carver</i> 57: Literature Biography: <i>Jane Goodall, Champion of Chimpanzees</i> Writing Rules Personal Narrative: Characteristics Lesson 1.1, First Person Point of View
Integration of Knowledge and Ideas			
RL.4.7	Make connections between a written story or drama and its visual or oral presentation, identifying where the presentation reflects specific descriptions and directions in the written text.	Cycle 12 Paired Books: <i>Earth: Day, Night, and Seasons and Fields of Change</i>	
RL.4.8	(Not applicable. For expectations regarding themes in literary texts, see RL.2.)		

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Grade Four



CCR	Expectation	Istation App	Istation Teacher Resources
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures	Cycle 12 Paired Books: <i>Earth: Day, Night, and Seasons and Fields of Change</i>	<p>Comprehension Lesson 55 – Literature Poetry Analysis: <i>A View From Above</i></p> <p>Comprehension Lesson 56 – Literature Analyzing a Biography: <i>George Washington Carver</i></p> <p>Comprehension Lesson 57 – Literature Biography: <i>Jane Goodall, Champion of Chimpanzees</i></p> <p>Comprehension Lesson 62 Literature Analyzing Elements of Fiction: <i>Phaeton and the Chariot of Fire</i></p>
Range of Reading and Level of Text Complexity			
RL.4.10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.	<p>ISIP AR: Comprehension, Text fluency Subtests</p> <p>Cycle 12 Books and Passages: <i>Fields of Change, Mission Incredible, Weather Watchers</i></p> <p>Cycle 13 Books and Passages: <i>Desert's Gift, First Round-Up, Ghost Dancers, Ghost Party, Into the Darkness, Monkey Brothers and the Hero Twins, Night Spirits of the Rain forest, Race Across the Arctic, Spirit of the Wild, Swimming with the Whale Sharks, The Lost Treasure of the Ruby Dagger, What Time is It?</i></p> <p>Cycle 14 Books and Passages: <i>Escaping Gravity's Grasp, Myth's of the Great Bear</i></p>	<p>ISIP AR Comprehension Interventions: 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p>ISIP AR Text Fluency Interventions: GR 4 Lessons 1, 2, 3, 5, 7, 9</p>

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Grade Four



CCR	Expectation	Istation App	Istation Teacher Resources
READING: INFORMATIONAL TEXT [RI]			
Key Ideas and Details			
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>ISIP AR: Comprehension Subtest</p> <p>Cycle 12 Books: <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>Cycle 13 Books: <i>Deepwater Horizon, Exploring the Deep, Forest Fires: Lessons from the Front Lines, Survivors</i></p>	<p>ISIP AR Comprehension Teacher Directed Lessons (nonfiction): 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p>Cycle 14: Supporting Responses</p>
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.	<p>Cycle 13 Living Lessons: Main Idea</p> <p>Cycle 13 Books & Lessons: <i>Survivors, Bees at Risk</i></p> <p>Cycle 14 Books & Lessons: <i>Race for the Moon, Visit Yellowstone</i></p> <p>ISIP AR: Reading Comprehension Subtest</p>	<p>Comprehension Lesson 47 Informational Texts: <i>Amazonia Alert</i></p> <p>ISIP AR Comprehension Teacher Directed Lessons (nonfiction): 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.	<p>ISIP AR: Comprehension Subtest</p> <p>Cycle 10 Books: <i>The Water Cycle, How Mountains Form</i></p> <p>Cycle 12 Books: <i>Earth: The Changing Surface, Earth: Day, Night, Seasons, Earth: Rocks and Soil, Earth: The Moon, Do Your Part</i></p> <p>Cycle 12 Science Interactive: <i>Scientific Method, Planet Sequencing, Crater Lab, Scientific Process, The Moon Phases Lab</i></p> <p>Cycle 13 Science Interactive: <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>Cycle 14 Science Interactive: <i>Properties of Matter, States and Changes of Matter, Fossil Fuels</i></p>	<p>ISIP AR Comprehension Teacher Directed Lessons (nonfiction): 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p>Comprehension Lessons:</p> <p>47: Informational Texts: <i>Amazonia Alert</i></p> <p>50: Informational Texts/Understanding Procedural Text: <i>How to be an Underwater Explorer</i></p> <p>51: Informational Texts/Analyzing Persuasive Media: <i>Sharks in Danger</i></p>
Craft and Structure			
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	<p>ISIP AR: Comprehension, Vocabulary Subtests</p> <p>Cycle 13 Books: <i>Forest Fires: Lessons from the Front Lines, Deepwater Horizon, Exploring the Deep, Survivors</i></p> <p>Cycle 14 Book: <i>Visit Yellowstone, Race for the Moon</i></p>	<p>ISIP AR Comprehension Teacher Directed Lessons (nonfiction): 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p>ISIP AR Vocabulary Lessons: 1C, 2B, 2C, 3A, 3B, 4A, 4C, 5C, 6A, 6B, 7A, 7B, 7C, 9A, 9B, 9C</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	ISIP AR: Comprehension Subtest Cycle 13: Text Structure Cycle 13 Books: <i>Bees at Risk</i> Cycle 13 Book: <i>Forest Fires: Lessons from the Front Lines</i>	ISIP AR Comprehension Teacher Directed Lessons (nonfiction): 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B Cycle 15: General Comprehension 2
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Cycle 14 Book: <i>Visit Yellowstone</i>	Comprehension Lessons: 52: Informational Texts/Analyzing Persuasive Media: <i>Sharks in Danger</i> 55: Literature Poetry Analysis: <i>A View From Above</i> 56: Analyzing a Biography: <i>George Washington Carver</i> 57: Analyzing a Biography: <i>Jane Goodall, Champion of Chimpanzees</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
Integration of Knowledge and Ideas			
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.	<p>Cycle 12 Science Interactive: <i>Scientific Method, Planet Sequencing, Crater Lab, Scientific Process, The Moon Phases Lab</i></p> <p>Cycle 13 Science Interactive: <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>Cycle 14 Science Interactive: <i>Properties of Matter, States and Changes of Matter, Fossil Fuels</i></p>	Cycle 12, Lesson 8A: Representing Text
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	<p>ISIP AR: Comprehension Subtest</p> <p>Cycle 13 Living Lessons: Author's Purpose</p> <p>Cycle 13 Books: <i>Forest Fires: Lessons from the Front Lines, Power for the Planet, Bees at Risk</i></p> <p>Cycle 14 Books: <i>Race for the Moon, Visit Yellowstone</i></p>	<p>ISIP AR Reading Comprehension Interventions: 2A, 2B, 10C</p> <p>Comprehension Lessons – Informational Texts:</p> <p>47: <i>Amazonia Alert</i></p> <p>48: <i>The World's Healers</i></p> <p>49: <i>The Mystery of the Phoenix Lights</i></p> <p>Cycle 15: General Comprehension 2</p>
RI.4.9	Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.	<p>Cycle 14 Physical Science:</p> <ul style="list-style-type: none"> - All Aboard: The First Transcontinental Railroad - Exploring Physical and Chemical Changes - Chemical Changes Lab - Changes in Matter 	<p>Comprehension Lessons:</p> <p>48: Informational Texts: <i>The World's Healers</i>, Grades 4-5</p> <p>52: Informational Texts/Analyzing Persuasive Media: <i>Public Service Announcement</i>, Grades 4-5</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
RI.4.10	By the end of grade 4, read and understand informational texts within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	<p>ISIP AR: Comprehension Subtest</p> <p>Cycle 12 Books and Passages: <i>Do Your Part, Earth: Day, Night, and Seasons, Earth: Atmosphere, Earth: Our Solar System, The Moon, Exploring Space, Natural Resources, Water Recycled</i></p> <p>Cycle 13 Books and Passages: <i>Amazonia Alert, A Desert Filled with Colonies, A Vaquero's Life, Bees at Risk, Blowing Bubbles from the Rain Forest, Colossal Critter Construction, Come Visit Jefferson, Dangerous Snakes, Deepwater Horizon, Exploring the Deep, Forest Fires: Lessons from the Front Lines, Monkey Trouble, Power for the Planet, Survivors, Teen navigators, The Bats of Austin, The Mystery of the Phoenix Lights</i></p> <p>Cycle 14 Books and Passages: <i>A Boon for the Planet, A renewable Future, Asteroid Hunters, How Can Brown Make a Car Go Green?, It's a Bird...It's a Plane...It's Jetman!, Journey Through the Triangle, Low Down Living, Man on a Wire, Race for the Moon, Too-Cool Transportation: Aisha's Travel Blog, Visit Yellowstone</i></p>	<p>ISIP AR Vocabulary Lessons: 1C, 2B, 2C, 3A, 3B, 4A, 4C, 5C, 6A, 6B, 7A, 7B, 7C, 9A, 9B, 9C</p> <p>ISIP AR Text Fluency Lessons: G4 Lessons 6, 10</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
READING: FOUNDATIONAL SKILLS [RF]			
Phonics and Word Recognition			
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	ISIP AR: Word Analysis Subtest Cycle 14: Vocab Lab	ISIP AR Lessons: Word Analysis Teacher-Directed Interventions
a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	ISIP AR: Word Analysis, Vocabulary Subtests All Cycle 9-14 Books Cycles 13-14 Discovery Island: Self-Selected Reading Passages Cycle 14: Vocab Lab Cycle 15 Living Lessons: Vocabulary	ISIP AR G4 Fluency Lessons 1-10 ISIP AR Lessons: Reading Comprehension, Vocabulary, Word Analysis Cycle 11 Lesson 11: Multisyllabic Words Cycle 12 Lesson 3: Vocabulary: Structural Analysis Cycles 12-14 Lesson 8A: Representing Text: Vocabulary Support

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CCR	Expectation	Istation App	Istation Teacher Resources
Fluency			
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	<p>ISIP AR: Connected Text Fluency, Reading Comprehension Subtests</p> <p>Cycles 13-14 Living Lessons: Context Clues</p> <p>Cycle 13 Books: <i>Exploring the Deep, Desert's Gift, Power for the Planet, Amazonia Alert, The Rain Forest Howlers, Deepwater Horizon Survivors, Bees at Risk,</i></p> <p>Cycle 14 Books and Passages: <i>Race for the Moon, All Aboard! The First Transcontinental Railroad, Visit Yellowstone, Fueling Humanity, A Renewable Future</i></p>	<p>ISIP AR Comprehension Lessons</p> <p>ISIP AR Vocabulary Lessons (all)</p> <p>ISIP AR G4 Fluency Lessons 1-10</p> <p>Cycle 15: Context Clues</p>
a	Read grade-level text with purpose and understanding.	<p>ISIP AR: Text Fluency Subtest</p> <p>All Cycle 9-14 Books</p>	<p>ISIP AR Comprehension Lessons</p> <p>ISIP AR G4 Fluency Lessons 1-10</p>
b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p>ISIP AR: Text Fluency Subtest</p> <p>All Cycle 9-14 Books</p>	<p>ISIP AR G4 Fluency Lessons 1-10</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>ISIP AR: Text Fluency Subtest</p> <p>Cycle 13 Living Lessons: Context Clues</p> <p>Cycle 14 Living Lessons: Context Clues</p> <p>Cycle 13 Books: <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>Cycle 14 Books and Passages: <i>Race for the Moon, All Aboard! The First Transcontinental Railroad, Visit Yellowstone, Fueling Humanity, A Renewable Future</i></p>	<p>ISIP AR Comprehension Lessons</p> <p>ISIP AR Vocabulary Lessons (all)</p> <p>ISIP AR G4 Fluency Lessons 1-10</p> <p>Cycle 15: Context Clues</p>
WRITING [W]			
Text Types and Purposes			
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Cycle 11: <i>Sandbox Games</i>	<p>Writing Extensions:</p> <p>31: <i>Earth: Atmosphere</i></p> <p>33: <i>Brookside's Best Science Fair Ever</i></p> <p>39: <i>Bees at Risk</i></p> <p>Cycle 11: Argumentative Text Characteristics</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer's purpose.	Cycle 11: Sandbox Games	Writing Extensions: 31: Earth: Atmosphere 33: Brookside's Best Science Fair Ever 39: Bees at Risk Cycle 11: Argumentative Text Characteristics
b	Provide reasons that are supported by facts and details.	Cycle 11: Sandbox Games	Writing Extensions: 31: Earth: Atmosphere 33: Brookside's Best Science Fair Ever 39: Bees at Risk Cycle 11: Argumentative Text Characteristics
c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	Cycle 11: Sandbox Games	Writing Extensions: 31: Earth: Atmosphere 33: Brookside's Best Science Fair Ever 39: Bees at Risk Cycle 11: Argumentative Text Characteristics
d	Provide a concluding statement or section related to the opinion presented.	Cycle 11: Sandbox Games	Writing Extensions: 31: Earth: Atmosphere 33: Brookside's Best Science Fair Ever 39: Bees at Risk Cycle 11: Argumentative Text Characteristics

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CCR	Expectation	Istation App	Istation Teacher Resources
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Writing Rules: Expository Essay	Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 26: <i>The Moon</i> 30: <i>Earth: The Changing Surface</i> 35: <i>The Rain Forest Howlers</i> , Chapter 2 36: <i>Amazonia Alert</i> 38: <i>The Desert's Gift</i> Writing Rules: Expository Essay Interventions
a	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Writing Rules: Expository Essay	Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 26: <i>The Moon</i> 30: <i>Earth: The Changing Surface</i> 35: <i>The Rain Forest Howlers</i> , Chapter 2 36: <i>Amazonia Alert</i> 38: <i>The Desert's Gift</i> Writing Rules: Expository Essay interventions

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Writing Rules: Expository Essay	Writing Extensions: <i>23: Earth: Day, Night, and Seasons</i> <i>24: Fields of Change: Spring/Summer</i> <i>25: Fields of Change: Autumn/Winter</i> <i>26: The Moon</i> <i>30: Earth: The Changing Surface</i> <i>35: The Rain Forest Howlers, Chapter 2</i> <i>36: Amazonia Alert</i> <i>38: The Desert's Gift</i> Writing Rules: Expository Essay Interventions
c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	Writing Rules: Expository Essay	Writing Extensions: <i>23: Earth: Day, Night, and Seasons</i> <i>24: Fields of Change: Spring/Summer</i> <i>25: Fields of Change: Autumn/Winter</i> <i>26: The Moon</i> <i>30: Earth: The Changing Surface</i> <i>35: The Rain Forest Howlers, Chapter 2</i> <i>36: Amazonia Alert</i> <i>38: The Desert's Gift</i> Writing Rules: Expository Essay Interventions

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CCR	Expectation	Istation App	Istation Teacher Resources
d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writing Rules: Expository Essay	Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 26: <i>The Moon</i> 30: <i>Earth: The Changing Surface</i> 35: <i>The Rain Forest Howlers</i> , Chapter 2 36: <i>Amazonia Alert</i> 38: <i>The Desert's Gift</i> Writing Rules: Expository Essay interventions
e	Provide a concluding statement or section related to the information or explanation presented.	Writing Rules: Expository Essay	Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 26: <i>The Moon</i> 30: <i>Earth: The Changing Surface</i> 35: <i>The Rain Forest Howlers</i> , Chapter 2 36: <i>Amazonia Alert</i> 38: <i>The Desert's Gift</i> Writing Rules: Expository Essay Interventions

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CCR	Expectation	Istation App	Istation Teacher Resources
W.4.3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.	Writing Rules: Personal Narrative	Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 26: <i>The Moon</i> 30: <i>Earth: The Changing Surface</i> 35: <i>The Rain Forest Howlers</i> , Chapter 2 36: <i>Amazonia Alert</i> 38: <i>The Desert's Gift</i> Writing Rules: Expository Essay Interventions
a	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.	Writing Rules: Personal Narrative	Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 26: <i>The Moon</i> 30: <i>Earth: The Changing Surface</i> 35: <i>The Rain Forest Howlers</i> , Chapter 2 36: <i>Amazonia Alert</i> 38: <i>The Desert's Gift</i> Writing Rules: Expository Essay Interventions

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Use dialogue and description to develop experiences or events or show responses to situations.	Writing Rules: Personal Narrative	Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 26: <i>The Moon</i> 30: <i>Earth: The Changing Surface</i> 35: <i>The Rain Forest Howlers</i> , Chapter 2 36: <i>Amazonia Alert</i> 38: <i>The Desert's Gift</i> Writing Rules: Expository Essay Interventions
c	Use a variety of transitional words and phrases to manage sequence.	Writing Rules: Personal Narrative	Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 26: <i>The Moon</i> 30: <i>Earth: The Changing Surface</i> 35: <i>The Rain Forest Howlers</i> , Chapter 2 36: <i>Amazonia Alert</i> 38: <i>The Desert's Gift</i> Writing Rules: Expository Essay Interventions

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CCR	Expectation	Istation App	Istation Teacher Resources
d	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.	Writing Rules: Personal Narrative	Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 26: <i>The Moon</i> 30: <i>Earth: The Changing Surface</i> 35: <i>The Rain Forest Howlers</i> , Chapter 2 36: <i>Amazonia Alert</i> 38: <i>The Desert's Gift</i> Writing Rules: Expository Essay Interventions
e	Provide a sense of closure appropriate to the narrated experiences or events.	Writing Rules: Personal Narrative	Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 24: <i>Fields of Change: Spring/Summer</i> 25: <i>Fields of Change: Autumn/Winter</i> 26: <i>The Moon</i> 30: <i>Earth: The Changing Surface</i> 35: <i>The Rain Forest Howlers</i> , Chapter 2 36: <i>Amazonia Alert</i> 38: <i>The Desert's Gift</i> Writing Rules: Expository Essay Interventions
e	For poems, use patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) and visual patterns (e.g., line length, grouped lines as stanzas or verses) to create works that are distinctly different in form from prose narratives. (See grade 4 Reading Literature Standard 5.)		Poetry Sound Devices: Alliteration and Assonance Poetry: Figurative Language - Hyperbole

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CCR	Expectation	Istation App	Istation Teacher Resources
Production and Distribution of Writing			
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Writing Rules Paragraph Building: Ideas Writing Rules Paragraph Building: Organization	Writing Extensions 21-49 Writing Rules Paragraph Building: - Unit 1, Ideas Trait - Unit 2, Organization Trait - Unit 3, Voice Trait
W.4.5	Develop and strengthen writing as needed by planning, revising, and editing. a	Writing Rules Paragraph Building: Ideas Trait, Organization Trait, Conventions Trait Writing Rules Personal Narrative: Editing Writing Rules Expository Essay: Editing	Writing Extensions 21-49 Writing Rules Paragraph Building: - Unit 1, Ideas Trait - Unit 2, Organization Trait - Unit 6, Conventions Trait
a	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).	Writing Rules Paragraph Building: Conventions Trait	Writing Rules Paragraph Building: Six Traits, Unit 6, Conventions Trait
b	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).	Writing Rules Paragraph Building: Organization Trait Writing Rules Personal Narrative: Editing Writing Rules Expository Essay: Editing	Writing Extensions 21-49 Writing Rules Paragraph Building: Six Traits, Unit 2, Organization Trait

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CCR	Expectation	Istation App	Istation Teacher Resources
W.4.6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Writing Rules Essay Writing: Personal Narrative Writing Rules Essay Writing: Expository	Writing Extensions: 39: <i>Bees at Risk</i> 42: <i>Power for the Planet</i> Part 3 46: <i>Coral Reefs</i> Part 3 49: <i>Ecosystem</i> Part 3
Research to Build and Present Knowledge			
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		Writing Extension 40: <i>Power for the Planet</i> 1: Identifying a Research Topic Writing Extension 44: <i>Coral Reefs</i> 1: Identifying a Research Topic Writing Extension 47: <i>Ecosystem</i> 1: Identifying a Research Topic
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		Writing Extension 41: <i>Power for the Planet</i> 2: <i>Researching and Taking Notes</i> Writing Extension 45: <i>Coral Reefs</i> 2: <i>Researching and Taking Notes</i> Writing Extension 48: <i>Ecosystem</i> 2: <i>Researching and Taking Notes</i>

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Grade Four



CCR	Expectation	Istation App	Istation Teacher Resources
W.4.9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.		Writing Extensions: 40: <i>Power for the Planet 1: Identifying a Research Topic</i> 44: <i>Coral Reefs 1: Identifying a Research Topic</i> 47: <i>Ecosystem 1: Identifying a Research Topic</i>
Range of Writing			
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Writing Rules Paragraph Building Writing Rules Personal Narrative Writing Rules Expository Essay	Writing Extensions 21-49 Writing Rules Paragraph Building Interventions Writing Rules Personal Narrative Interventions Writing Rules Expository Essay Interventions
SPEAKING AND LISTENING [SL]			
Comprehension and Collaboration			
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.		Writing Extensions: 25: <i>Fields of Change: Autumn/Winter</i> 33: <i>Brookside's Best Science Fair Ever</i> Cycle 12 Lessons: - Inferencing - Sequence - Main Idea - Predicting Outcomes - Summarizing

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CCR	Expectation	Istation App	Istation Teacher Resources
a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)		ISIP AR Reading Comprehension Lessons
b	Follow agreed-upon rules for discussions and carry out assigned roles.		ISIP AR Reading Comprehension Lessons Writing Extensions: 33: <i>Brookside's Best Science Fair Ever</i> 34: <i>The Rain Forest Howlers</i> , Chapter 1
c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.		ISIP AR Reading Comprehension Lessons Cycle 15: General Comprehension 1-4
d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		ISIP AR Reading Comprehension Lessons Writing Extensions: 33: <i>Brookside's Best Science Fair Ever</i> 34: <i>The Rain Forest Howlers</i> , Chapter 1
SL.4.2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		Writing Extensions: 41: <i>Power for the Planet</i> , 2 45: <i>Coral Reefs</i> , 2 49: <i>Ecosystems</i> , 2

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CCR	Expectation	Istation App	Istation Teacher Resources
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.		ISIP AR Reading Comprehension Lessons Writing Extensions: 32: <i>Weather Watchers</i> 34: <i>The Rain Forest Howlers</i> , Chapter 1
Presentation of Knowledge and Ideas			
SL.4.4	Report on a topic, text, procedure, or solution to a mathematical problem, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)		Writing Extensions: 31: <i>Earth: Atmosphere</i> 34: <i>The Rainforest Howlers</i> , Chapter 1
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		Writing Extensions: 41: <i>Power for the Planet</i> , 2 45: <i>Coral Reefs</i> , 2 49: <i>Ecosystems</i> , 2
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)	Writing Rules: Essay Writing Introduction	Cycle 15: Context Clues Writing Rules Paragraph Building: Six Traits, Unit 3, Voice Trait

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Grade Four



CCR	Expectation	Istation App	Istation Teacher Resources
LANGUAGE [L]			
Conventions of Standard English			
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	Writing Rules Paragraph Building: Conventions Trait Writing Rules Personal Narrative: Revising and Editing	Writing Rules Paragraph Building: Conventions Trait Writing Rules Personal Narrative: Revising and Editing
a	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.	Cycles 13-15: Sentence Building Writing Rules Paragraph Building Writing Rules Personal Narrative: Drafting, Editing Writing Rules Expository Essay: Drafting, Editing	Writing Extensions: 33: Brookside's Best Science Fair Ever 36: Amazonia Alert 39: Bees at Risk 42: Power for the Planet 3 46: Coral Reefs 3 49: Ecosystem 3 Writing Rules Paragraph Building Interventions (all) Writing Rules Personal Narrative Interventions: Drafting, Editing Writing Rules Expository Essay Interventions: Drafting, Editing

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Correctly use frequently confused words (e.g., their/there).	Cycle 13: The Desert's Gift (homophones)	Writing Extensions: 23: Earth: Day, Night, and Seasons 24: Fields of Change: Spring/Summer 25: Fields of Change: Autumn/Winter 27: A View From Above 30: Earth: The Changing Surface 32: Weather Watchers 33: Brookside's Best Science Fair Ever 37: Survivors
c	Use helping verbs, also known as auxiliaries (e.g., can, may, might, should), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.	Writing Rules Paragraph Building: Conventions Trait Writing Rules Personal Narrative: Revising and Editing	Writing Rules Paragraph Building: Conventions Trait Writing Rules Personal Narrative: Revising and Editing
d	Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.	Writing Rules Paragraph Building: Conventions Trait Writing Rules Personal Narrative: Revising and Editing	Writing Rules Personal Narrative Characteristics Lesson 1.1: First Person Point of View Writing Rules Expository Essay Characteristics 1.2: Point of View
e	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.		Writing Extensions: 21: Our Solar System 24: Fields of Change: Spring/Summer 30: Earth: The Changing Surface

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CCR	Expectation	Istation App	Istation Teacher Resources
f	Form and use progressive verb tenses.	Writing Rules Paragraph Building: Conventions Writing Rules Personal Narrative: Revising and Editing	Writing Extensions 21-49
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Writing Rules Paragraph Building: Conventions Writing Rules Personal Narrative: Revising and Editing	Writing Extensions 21-49 Writing Rules Paragraph Building: Conventions
a	Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.		Writing Extensions: 23: <i>Earth: Day, Night, and Seasons</i> 35: <i>The Rain Forest Howlers</i> , Chapter 2 38: <i>The Desert's Gift</i>
b	Use correct capitalization.	Writing Rules: - Paragraph Building: Conventions Trait - Personal Narrative: Conventions - Expository Essay: Conventions	Writing Extensions 21-39 Writing Rules Paragraph Building: Conventions
c	Use commas and quotation marks to mark direct speech and quotations from a text.	Writing Rules Paragraph Building: Conventions Trait Writing Rules Personal Narrative: Conventions	Writing Extensions: 29: <i>Fossil Hunter: The Black Hills Dig</i> 32: <i>Weather Watchers</i> 43: <i>Forest Fires</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
d	Use a comma before a coordinating conjunction in a compound sentence.	<p>Writing Rules Paragraph Building: Conventions Trait</p> <p>Cycle 14: Coordinating Conjunctions</p>	<p>Writing Extensions:</p> <p>21: <i>Our Solar System</i> 30: <i>Earth: The Changing Surface</i></p> <p>Cycle 15: Conjunctions</p> <p>ISIP AR G4 Fluency 7: <i>A Very Long Day</i> ISIP AR G4 Fluency 9: <i>Bitter Sweet</i></p>
e	Spell grade-appropriate words correctly, consulting references as needed.	<p>Writing Rules: Personal Narrative</p> <p>Writing Rules: Expository Essay</p> <p>Writing Rules Paragraph Building: Ideas, Organization</p> <p>Writing Rules Personal Narrative: Editing</p> <p>Writing Rules Expository Essay: Editing</p>	<p>Writing Extensions 21-49</p> <p>Writing Rules: Personal Narrative Interventions</p> <p>Writing Rules: Expository Essay Interventions</p> <p>Writing Rules Paragraph Building: Six Traits, Units 1-6</p> <p>Writing Rules Paragraph Building: Six Traits, Unit 1, Ideas Trait</p> <p>Writing Rules Paragraph Building: Six Traits, Unit 2, Organization Trait</p> <p>Writing Rules Paragraph Building: Six Traits, Unit 6, Conventions Trait</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
Knowledge of Language			
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Writing Rules Paragraph Building: Conventions Trait Writing Rules Personal Narrative: Revising and Editing	Writing Rules Paragraph Building: Conventions Trait Writing Rules Personal Narrative: Revising and Editing
a	Choose words and phrases to convey ideas precisely.	Writing Rules Paragraph Building: Word Choice	Writing Extensions 21-49 Writing Rules Paragraph Building: Word Choice Trait
b	Choose punctuation for effect.	Writing Rules Paragraph Building: Sentence Fluency Writing Rules Personal Narrative: Drafting Writing Rules Expository Essay: Drafting	Writing Rules Paragraph Building: Sentence Fluency Trait Writing Rules Personal Narrative Interventions: Drafting Writing Rules Expository Essay Interventions: Drafting
c	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion).	Writing Rules Essay Writing: Introduction to Essay Writing	Writing Rules: Expository Essay, Characteristics Voice

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CCR	Expectation	Istation App	Istation Teacher Resources
Vocabulary Acquisition and Use			
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	<p>Cycle 13 Books: <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>Cycle 14 Books and Passages: <i>Race for the Moon, All Aboard! The First Transcontinental Railroad, Visit Yellowstone, Fueling Humanity, A Renewable Future</i></p> <p>Cycle 13 Living Lessons: Context Clues</p> <p>Cycle 14 Living Lessons: Context Clues</p>	<p>Cycle 15: Context Clues</p> <p>ISIP AR Vocabulary Lessons (all)</p>
a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<p>Cycle 13 Books: <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>Cycle 14 Books and Passages: <i>Race for the Moon, All Aboard! The First Transcontinental Railroad, Visit Yellowstone, Fueling Humanity, A Renewable Future</i></p> <p>Cycle 13 Living Lessons: Context Clues</p> <p>Cycle 14 Living Lessons: Context Clues</p>	<p>Cycle 15: Context Clues</p> <p>ISIP AR Vocabulary Lessons (all)</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	Cycle 14: Vocab Lab	ISIP AR Vocabulary Interventions: 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>)
c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<p>Cycle 12 Books with Glossary: <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>Cycle 13 Books with Glossary: <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>Cycle 14 Books with Glossary: <i>Race for the Moon</i>, <i>Visit Yellowstone</i></p>	<p>Writing Extensions:</p> <p>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> 35: <i>The Rain Forest Howlers, Chapter 2</i> 36: <i>Amazonia Alert</i> 37: <i>Survivors</i> 42: <i>Power for the Planet</i> 46: <i>Writing a Research Report</i> 49: <i>Writing a Research Report</i></p>

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CCR	Expectation	Istation App	Istation Teacher Resources
d	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).		Writing Extensions: 35: <i>The Rain Forest Howlers</i> , Chapter 2 36: <i>Amazonia Alert</i> 42: <i>Power for the Planet</i> 46: <i>Writing a Research Report</i> 49: <i>Writing a Research Report</i>
L.4.5	Demonstrate understanding of figurative language and nuances in word meanings.	Cycle 14 Book: <i>Visit Yellowstone</i> Cycle 15: Similes Cycle 15: Metaphors	Cycle 15: Similes Cycle 15: Metaphors
a	Explain the meaning of simple similes and metaphors in context.	Cycle 15: Similes Cycle 15: Metaphors	Cycle 15: Similes Cycle 15: Metaphors
b	Recognize and explain the meaning of common idioms, adages, and proverbs.	Cycle 14 Book: <i>Visit Yellowstone</i>	Vocabulary Lessons: 38: Idioms 39: Idioms
c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Cycle 13 Book: <i>Amazonia Alert</i> Cycle 15: Antonyms Cycle 15: Synonyms ISIP AR: Vocabulary subtest	Cycle 15 Bridge Lesson: Synonyms Writing Extension Lesson 37: <i>Survivors</i> ISIP AR Vocabulary Interventions: 2A, 3B, 5C, 8A

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CCR	Expectation	Istation App	Istation Teacher Resources
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)	<p>Cycle 13 Books: <i>Forest Fires: Lessons from the Front Lines</i>, <i>Deepwater Horizon</i>, <i>Exploring the Deep</i>, <i>Survivors</i></p> <p>Cycle 14 Book: <i>Visit Yellowstone</i>, <i>Race for the Moon</i></p>	ISIP AR Vocabulary Interventions (all)

End of Grade 4

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Grade Five



CCR	Expectation	Istation App	Istation Teacher Resources
READING: LITERATURE [RL]			
Key Ideas and Details			
RL.5.1	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)	<p>ISIP AR: Comprehension Subtest</p> <p>Cycle 12 Books: <i>Mission Incredible, Fields of Change, Weather Watchers</i></p> <p>Cycle 13 Book & Lesson: <i>The Desert's Gift</i></p> <p>Cycle 12 Living Lessons: Inference</p>	<p>ISIP AR Comprehension Teacher Directed Lessons (fiction): 1A, 3A, 3B, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A</p> <p>Cycle 14: Compare and Contrast</p> <p>Cycle 14: Supporting Responses</p> <p>Cycle 15: General Comprehension</p> <p>Comprehension Lessons 47-63</p>
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<p>ISIP AR: Comprehension Subtest</p> <p>Cycle 13 Books: <i>The Rain Forest Howlers, The Desert's Gift, Race Across the Arctic</i></p> <p>Cycle 12 Living Lessons: Summarization</p> <p>Cycle 13 Living Lessons: Main Idea, Cause and Effect</p>	<p>ISIP AR Comprehension Teacher Directed Lessons (fiction): 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A</p> <p>Comprehension Lessons:</p> <p>59: Analyzing Theme in Myths: <i>The Desert's Gift</i></p> <p>61: Literature Analyzing Elements of Fiction: <i>The Rainforest Howlers</i>, Chapters 1 and 2</p> <p>Poetry: Figurative Language - Hyperbole</p> <p>Poetry: Sound Devices - Alliteration and Assonance</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	ISIP AR: Reading Comprehension Subtest Cycle 13 Books: <i>The Rain Forest Howlers, Race Across the Arctic</i>	ISIP AR Reading Comprehension Teacher Directed Lessons (fiction): 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 9B, 10A, 10C Comprehension Lessons: 60: <i>Monkey Brothers and the Hero Twins</i> 61: <i>The Rain Forest Howlers</i> 62: <i>Phaeton and the Chariot of Fire</i> 63: <i>The Desert's Gift</i> Cycle 15: General Comprehension Lesson 3
Craft and Structure			
RL.5.4	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	Cycle 12 Book: <i>Mission Incredible</i> Cycle 13 Books: <i>Desert's Gift, The Rain Forest Howlers, Race Across the Arctic</i> Cycle 13 Living Lessons: Context Clues Cycle 14 Living Lessons: Context Clues Cycle 15: Metaphors, Similes	Cycle 15: Similes, Metaphors Comprehension Lessons: 54: Literature Poetry Analysis: <i>Night Spirits of the Rain Forest</i> 55: Literature Poetry Analysis: <i>A View From Above</i>
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		Comprehension Lessons: 54: Literature Poetry Analysis: <i>Night Spirits of the Rain Forest</i> 55: Literature Poetry Analysis: <i>A View From Above</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama.	Cycle 14: Cumulative Assessment 2 Writing Rules Personal Narrative: Characteristics	Comprehension Lesson 55 Literature Poetry Analysis: <i>A View From Above</i> Writing Rules Personal Narrative: Characteristics Lesson 1.1, First Person Point of View
Integration of Knowledge and Ideas			
RL.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Cycle 13 Book: <i>Race Across the Arctic</i> Cycle 14 Book: <i>A Renewable Future</i> Cycle 15 Living Lessons: Representing Text	Cycle 15 Lesson: General Comprehension 1
RL.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Cycle 15 Living Lessons: Author's Purpose	Comprehension Lesson 55 Literature Poetry Analysis: <i>A View From Above</i> Writing Rules Personal Narrative: Characteristics Lesson 1.1, First Person Point of View
RL.5.9	Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.	Cycle 13 Books: <i>Amazonia Alert, Bees at Risk, Deepwater Horizon, Exploring the Deep, Forest Fires: Lessons from the Front Lines, Power for the Planet, Survivors</i> Cycle 14 Books: <i>Race for the Moon, Visit Yellowstone</i> Cycle 15: Representing Text All Life Science, Physical Science Lessons	Comprehension Lesson 50 Informational Texts/Understanding Procedural Text: How to Be an Underwater Explorer, Grades 4-5

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CCR	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
RL.5.10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.	<p>ISIP AR: Comprehension, Text Fluency Subtest</p> <p>Cycle 12 Books and Passages: <i>Fields of Change, Mission Incredible, Weather Watchers</i></p> <p>Cycle 13 Books and Passages: <i>Desert's Gift, First Round-Up, Ghost Dancers, Ghost Party, Into the Darkness, Monkey Brothers and the Hero Twins, Night Spirits of the Rain forest, Races Across the Arctic, Spirit of the Wild, Swimming with the Whale Sharks, The Lost Treasure of the Ruby Dagger, What Time is It?</i></p> <p>Cycle 14 Books and Passages: <i>Escaping Gravity's Grasp, Myth's of the Great Bear</i></p>	<p>ISIP AR Comprehension Interventions: 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p>ISIP AR Text Fluency Interventions: GR 5 Lessons 1, 2, 3, 5, 7, 9</p>
READING: INFORMATIONAL TEXT [RI]			
Phonics and Word Recognition			
RI.5.1	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)	<p>ISIP AR: Comprehension Subtest</p> <p>Cycle 12 Books: <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>Cycle 13 Books: <i>Deepwater Horizon, Exploring the Deep, Forest Fires: Lessons from the Front Lines, Survivors</i></p>	<p>ISIP AR Comprehension Teacher Directed Lessons (nonfiction): 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p>Cycle 14: Supporting Responses</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	ISIP AR: Comprehension Subtest Cycle 13 Living Lessons: Main Idea Cycle 13 Books & Lessons: <i>Survivors, Bees at Risk</i> Cycle 14 Books & Lessons: <i>Race for the Moon, Visit Yellowstone</i>	ISIP AR Comprehension Teacher Directed Lessons (nonfiction): 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B Comprehension Lesson 47 Informational Texts: <i>Amazonia Alert</i>
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	ISIP AR: Comprehension Subtest Cycle 12 Books: <i>Earth: The Changing Surface, Earth: Day, Night, Seasons, Earth: Rocks and Soil, Earth: The Moon, Do Your Part</i> Cycle 12 Science Interactive: <i>Scientific Method, Planet Sequencing, Crater Lab, Scientific Process, The Moon Phases Lab</i> Cycle 13 Science Interactive: <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> Cycle 14 Science Interactive: <i>Properties of Matter, States and Changes of Matter, Fossil Fuels</i>	ISIP AR Comprehension Interventions: 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B Comprehension Lesson 47 Informational Texts: <i>Amazonia Alert</i> Comprehension Lesson 50 Informational Texts/Understanding Procedural Text: <i>How to be an Underwater Explorer</i> Comprehension Lesson 51 Informational Texts/Analyzing Persuasive Media: <i>Sharks in Danger</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	ISIP AR: Comprehension, Vocabulary Subtests Cycle 13 Books: <i>Forest Fires: Lessons from the Front Lines, Deepwater Horizon, Exploring the Deep, Survivors</i> Cycle 14 Books: <i>Visit Yellowstone, Race for the Moon</i>	ISIP AR Comprehension Teacher Directed Lessons (nonfiction): 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B ISIP AR Vocabulary Interventions: 1C, 2B, 2C, 3A, 3B, 4A, 4C, 5C, 6A, 6B, 7A, 7B, 7C, 9A, 9B, 9C
RI.5.5	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.	ISIP AR: Comprehension Subtest Cycle 13: Text Structure Cycle 13 Books: <i>Deepwater Horizon, Forest Fires: Lessons from the Front Lines</i>	Cycle 12 Lesson 9: Text Structure Cycle 15: General Comprehension 2
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		Comprehension Lesson 55 Literature Poetry Analysis: A View From Above Writing Rules Personal Narrative: Characteristics Lesson 1.1, First Person Point of View

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CCR	Expectation	Istation App	Istation Teacher Resources
Integration of Knowledge and Ideas			
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<p>Cycle 13 Books: <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>Cycle 14 Books: <i>Race for the Moon, Visit Yellowstone</i></p> <p>Cycle 15: Representing Text</p> <p>All Life Science, Physical Science Lessons</p>	<p>Comprehension Lesson 50 Informational Texts/Understanding Procedural Text: How to Be an Underwater Explorer, Grades 4-5</p>
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<p>ISIP AR: Comprehension Subtest</p> <p>Cycle 13 Living Lessons: Author's Purpose</p> <p>Cycle 13 Books: <i>Forest Fires: Lessons from the Front Lines, Power for the Planet, Bees at Risk</i></p> <p>Cycle 14 Books: <i>Race for the Moon, Visit Yellowstone</i></p>	<p>ISIP AR Reading Comprehension Interventions: 2A, 2B, 10C</p> <p>Comprehension Lessons – Informational Texts:</p> <p>47: <i>Amazonia Alert</i> 48: <i>The World's Healers</i> 49: <i>The Mystery of the Phoenix Lights</i></p> <p>Cycle 15: General Comprehension 2</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
RI.5.9	Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.	Cycle 13 Book: <i>Exploring the Deep</i>	<p>Comprehension Lesson 49 Informational Texts: <i>Phoenix Lights</i></p> <p>Comprehension Lesson 50 Informational Texts/Understanding Procedural Text: <i>How to Be an Underwater Explorer</i></p> <p>Comprehension Lesson 51 Informational Texts/Analyzing Persuasive Media: <i>Sharks in Danger</i></p>

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CCR	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
RI.5.10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.	<p>ISIP AR: Comprehension Subtest</p> <p>Cycle 12 Books and Passages: <i>Do Your Part, Earth: Day, Night, and Seasons, Earth: Atmosphere, Earth: Our Solar System, The Moon, Exploring Space, Natural Resources, Water Recycled</i></p> <p>Cycle 13 Books and Passages: <i>Amazonia Alert, A Desert Filled with Colonies, A Vaquero's Life, Bees at Risk, Blowing Bubbles from the Rain Forest, Colossal Critter Construction, Come Visit Jefferson, Dangerous Snakes, Deepwater Horizon, Exploring the Deep, Forest Fires: Lessons from the Front Lines, Monkey Trouble, Power for the Planet, Survivors, Teen Navigators, The Bats of Austin, The Mystery of the Phoenix Lights</i></p> <p>Cycle 14 Books and Passages: <i>A Boon for the Planet, A Renewable Future, Asteroid Hunters, How Can Brown Make a Car Go Green?, It's a Bird...It's a Plane...It's Jetman!, Journey Through the Triangle, Low Down Living, Man on a Wire, Race for the Moon, Too-Cool Transportation: Aisha's Travel Blog, Visit Yellowstone</i></p>	<p>ISIP AR Comprehension Teacher Directed Lessons (nonfiction): 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p>ISIP AR Fluency Interventions: G5 Lessons 6, 10</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
READING: FOUNDATIONAL SKILLS [RF]			
Phonics and Word Recognition			
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.	<p>ISIP AR: Word Analysis, Connected Text Fluency Subtests</p> <p>Cycle 13 Books: Deepwater Horizon, Power for the Planet</p> <p>Cycles 13-14 Discovery Island: Self-Selected Reading Passages</p> <p>Cycle 14: Vocab Lab</p> <p>Cycle 15 Living Lessons: Vocabulary</p>	<p>ISIP AR Lessons: Vocabulary</p> <p>Word Analysis: ISIP AR Teacher-Directed Interventions (Tiers 1-3)</p> <p>ISIP AR G5 Fluency Lessons 1-10</p> <p>Cycle 12 Lesson 3: Vocabulary: Structural Analysis</p> <p>Cycles 12-14 Lesson 8A: Representing Text: Vocabulary Support</p>
a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	<p>ISIP AR: Text Fluency, Vocabulary Subtests</p> <p>Cycle 13 Books: Deepwater Horizon, Power for the Planet</p> <p>Cycles 13-14: Discovery Island: Self-Selected Reading Passages</p> <p>Cycle 14: Vocab Lab</p> <p>Cycle 15 Living Lessons: Vocabulary</p>	<p>ISIP AR Lessons: Vocabulary</p> <p>ISIP AR Word Analysis Teacher-Directed Interventions</p> <p>ISIP AR G5 Fluency Lessons 1-10</p> <p>Cycle 11 Lesson 11: Multisyllabic Words</p> <p>Cycle 12 Lesson 3: Vocabulary: Structural Analysis</p> <p>Cycles 12-14 Lesson 8A: Representing Text: Vocabulary Support</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
Fluency			
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	ISIP AR: Comprehension, Text Fluency Subtests All Cycle 11-14 Books	ISIP AR Comprehension Interventions ISIP AR G5 Fluency Lessons 1-10
a	Read grade-level text with purpose and understanding.	ISIP AR: Comprehension, Text Fluency Subtests All Cycle 11-14 Books	ISIP AR Comprehension Interventions ISIP AR G5 Fluency Lessons 1-10
b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	ISIP AR: Comprehension, Text Fluency Subtests All Cycle 11-14 Books	ISIP AR Comprehension Interventions ISIP AR G5 Fluency Lessons 1-10
c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	ISIP AR: Comprehension, Vocabulary, Text Fluency Subtests Cycle 13-14 Living Lessons: Context Clues Cycle 13 Books: <i>Exploring the Deep, Desert's Gift, Power for the Planet, Amazonia Alert, The Rain Forest Howlers, Survivors, Bees at Risk, Deepwater Horizon</i> Cycle 14 Books and Passages: <i>Race for the Moon, All Aboard! The First Transcontinental Railroad, Visit Yellowstone, Fueling Humanity, A Renewable Future</i>	ISIP AR Comprehension Lessons (all) ISIP AR Vocabulary Lessons (all) ISIP AR G5 Fluency Lessons 1-10 Cycle 15: Context Clues

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CCR	Expectation	Istation App	Istation Teacher Resources
WRITING [W]			
Text Types and Purposes			
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		Writing Extension Lessons: 31: <i>Earth: Atmosphere</i> 33: <i>Brookside's Best Science Fair Ever</i> 35: <i>The Rain Forest Howlers</i> , Chapter 2 39: <i>Bees at Risk</i>
a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose		Writing Extension Lessons: 31: <i>Earth: Atmosphere</i> 33: <i>Brookside's Best Science Fair Ever</i> 35: <i>The Rain Forest Howlers</i> , Chapter 2 39: <i>Bees at Risk</i>
b	Provide logically ordered reasons that are supported by facts and details.		Writing Extension Lessons: 31: <i>Earth: Atmosphere</i> 33: <i>Brookside's Best Science Fair Ever</i> 35: <i>The Rain Forest Howlers</i> , Chapter 2 39: <i>Bees at Risk</i>
c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).		Writing Extension Lessons: 31: <i>Earth: Atmosphere</i> 33: <i>Brookside's Best Science Fair Ever</i> 35: <i>The Rain Forest Howlers</i> , Chapter 2 39: <i>Bees at Risk</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
d	Provide a concluding statement or section related to the opinion presented.		Writing Extension Lessons: 31: Earth: Atmosphere 33: Brookside's Best Science Fair Ever 35: The Rain Forest Howlers, Chapter 2 39: Bees at Risk
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Writing Rules Essay Writing: Expository Essay, Plan	Writing Rules Expository Essay: Planning Lesson 2.2: Form a Controlling Idea Writing Rules Expository Essay: Planning Lesson 2.3: Form an Introduction Writing Rules Expository Essay: Planning Lesson 2.4: Subtopics
a	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Writing Rules Essay Writing: Expository Essay, Plan Writing Rules Paragraph Building: Ideas Trait	Writing Rules Expository Essay: Planning Lesson 2.2, Form a Controlling Idea Writing Rules Expository Essay: Planning Lesson 2.3, Form an Introduction Writing Rules Expository Essay: Planning Lesson 2.4, Subtopics
b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Writing Rules Essay Writing: Draft	Writing Rules Expository Essay: Planning Lesson 2.4, Subtopics

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CCR	Expectation	Istation App	Istation Teacher Resources
c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	Writing Rules Paragraph Building: Organization Trait	Writing Rules Expository Essay: Planning Lesson 2.4, Subtopics
d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writing Rules Paragraph Building: Word Choice Trait	Writing Rules Paragraph Building Unit 4: Word Choice Trait
e	Provide a concluding statement or section related to the information or explanation presented.	Writing Rules Paragraph Building: Organization Trait	Writing Rules Expository Essay: Planning Lesson 2.4, Subtopics
W.5.3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.	Writing Rules: Personal Narrative Writing Rules: Paragraph Building	Writing Extensions: 29: Fossil Hunters: The Black Hills Dig 32: Weather Watchers 34: The Rain Forest Howlers, Chapter 1 Writing Rules: Personal Narrative Interventions
a	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.	Writing Rules: Personal Narrative, Plan Writing Rules: Personal Narrative, Draft	Writing Rules Personal Narrative: Planning Lesson 2.1, Focus Your Overall Topic Writing Rules Personal Narrative: Planning Lesson 2.2, Form an Introduction
b	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.	Writing Rules: Personal Narrative, Draft	Writing Rules Personal Narrative: Drafting Lesson 3.2, Body Paragraphs Writing Rules Paragraph Building: Six Traits, Unit 4, Word Choice Trait

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CCR	Expectation	Istation App	Istation Teacher Resources
c	Use a variety of transitional words, phrases, and clauses to manage the sequence.	Writing Rules Paragraph Building: Sentence Fluency Trait	Writing Rules Paragraph Building: Six Traits, Unit 5, Sentence Fluency Trait
d	Use concrete words and phrases and sensory details to convey experiences or events precisely.	Writing Rules Paragraph Building: Word Choice Trait Writing Rules Paragraph Building: Voice Trait	Writing Rules Paragraph Building: Six Traits, Unit 3, Voice Trait Writing Rules Paragraph Building: Six Traits, Unit 4, Word Choice Trait
e	Provide a sense of closure appropriate to the narrated experiences or events.	Writing Rules: Personal Narrative Writing Rules: Paragraph Building	Writing Rules Personal Narrative: Drafting the Conclusion
f	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)	Writing Rules: Introduction Writing Rules: Personal Narrative	Writing Extensions: 34-35: <i>The Rain Forest Howlers</i> , Chapters 1-2 36: <i>Amazonia Alert</i> 38: <i>The Desert's Gift coupled with -</i> Comprehension Lesson 59: <i>Analyzing Theme in Myths: The Desert's Gift</i> , Grades 4-5
g	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.		Writing Extension 37: <i>Survivors</i> Comprehension Lesson 55: <i>Literature Poetry Analysis: A View From Above</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
Production and Distribution of Writing			
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	Writing Rules Personal Narrative Writing Rules Expository Essay Writing Rules Paragraph Building	Writing Rules Expository Essay Interventions Writing Rules Personal Narrative Interventions Writing Rules Paragraph Building Interventions Writing Extensions 21-49
W.5.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Writing Rules Personal Narrative Writing Rules Expository Essay Writing Rules Paragraph Building	Writing Rules Expository Essay Interventions Writing Rules Personal Narrative Interventions Writing Rules Paragraph Building Interventions Writing Extensions 21-49
a	Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 5).	Writing Rules Paragraph Building: Conventions Trait Writing Rules Personal Narrative: Revising and Editing	Writing Rules Paragraph Building: Conventions Trait Writing Rules Personal Narrative: Revising and Editing
b	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).	Writing Rules Paragraph Building: Word Choice Trait	Writing Rules Paragraph Building Unit 4: Word Choice Trait Writing Extensions 21-49

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CCR	Expectation	Istation App	Istation Teacher Resources
W.5.6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Writing Rules Essay Writing: Personal Narrative Writing Rules Essay Writing: Expository	Writing Extensions: 39: <i>Bees at Risk</i> 40-42: <i>Power for the Planet</i> Parts 1-3 43: <i>Forest Fires</i> 44-46: <i>Coral Reefs</i> Parts 1-3 47-49: <i>Ecosystem</i> Parts 1-3
Research to Build and Present Knowledge			
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		Writing Extensions: 40-42: <i>Power for the Planet</i> Parts 1-3 43: <i>Forest Fires</i> 44-46: <i>Coral Reefs</i> Parts 1-3 47-49: <i>Ecosystem</i> Parts 1-3
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		Writing Extensions: 40-42: <i>Power for the Planet</i> Parts 1-3 43: <i>Forest Fires</i> 44-46: <i>Coral Reefs</i> Parts 1-3 47-49: <i>Ecosystem</i> Parts 1-3
W.5.9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.		Writing Extension 42: <i>Power for the Planet</i> Part 3: Writing a Research Report Writing Extension 46: <i>Coral Reefs</i> Part 3: Writing a Research Report Writing Extension 49: <i>Ecosystem</i> Part 3: Writing a Research Report

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CCR	Expectation	Istation App	Istation Teacher Resources
Range of Writing			
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Writing Rules Paragraph Building Writing Rules Personal Narrative Writing Rules Expository Essay	Writing Extensions 21-49 Writing Rules Paragraph Building Interventions Writing Rules Personal Narrative Interventions Writing Rules Expository Essay Interventions
SPEAKING AND LISTENING [SL]			
Comprehension and Collaboration			
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.		Writing Extensions: 25: <i>Fields of Change: Autumn/Winter</i> 33: <i>Brookside's Best Science Fair Ever!</i> Cycle 12 Lessons: - Inferencing - Sequence - Main Idea - Predicting Outcomes - Summarizing

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CCR	Expectation	Istation App	Istation Teacher Resources
a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)		Writing Extensions: 25: <i>Fields of Change: Autumn/Winter</i> 33: <i>Brookside's Best Science Fair Ever!</i> Cycle 12 Lessons: - Inferencing - Sequence - Main Idea - Predicting Outcomes - Summarizing
b	Follow agreed-upon rules for discussions and carry out assigned roles.		ISIP AR Reading Comprehension Lessons Writing Extensions: 33: <i>Brookside's Best Science Fair Ever!</i> 34: <i>The Rain Forest Howlers, Chapter 1</i>
c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		ISIP AR Reading Comprehension Lessons Cycle 15: General Comprehension 1-4
d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		Writing Extensions: 33: <i>Brookside's Best Science Fair Ever!</i> 34: <i>The Rain Forest Howlers, Chapter 1</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		Cycle 12: Summarizing
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		Comprehension Lesson 53 Informational Texts/ Persuasive: <i>Global Warming - Not just for Polar Bears Anymore</i>
Presentation of Knowledge and Skills			
SL.5.4	Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)		Writing Extension Lesson 20: <i>George Washington Carver</i>
SL.5.5	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Writing Rules Essay Writing: Expository Essay, Plan Writing Rules Paragraph Building: Ideas Trait	Writing Rules Expository Essay: Planning Lesson 2.2, Form a Controlling Idea Writing Rules Expository Essay: Planning Lesson 2.3, Form an Introduction Writing Rules Expository Essay: Planning Lesson 2.4, Subtopics
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations.)		Comprehension Lesson 53: Informational Texts/ Persuasive: <i>Global Warming - Not Just for Polar Bears Anymore</i>

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CCR	Expectation	Istation App	Istation Teacher Resources
LANGUAGE [L]			
Conventions of Standard English			
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	Writing Rules Paragraph Building: Conventions Trait Writing Rules Personal Narrative: Revising and Editing	Writing Rules Paragraph Building: Conventions Trait Writing Rules Personal Narrative: Revising and Editing
a	Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.	Writing Rules Paragraph Building: Conventions Trait, Word Choice Trait Writing Rules Personal Narrative: Revising and Editing	Writing Rules Paragraph Building: Conventions Trait, Word Choice Writing Rules Personal Narrative: Revising and Editing
b	Recognize and correct inappropriate shifts in verb tense.	Writing Rules Paragraph Building: Conventions Trait, Word Choice Trait Writing Rules Personal Narrative: Revising and Editing	Writing Rules Paragraph Building: Conventions Trait, Word Choice Writing Rules Personal Narrative: Revising and Editing

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CCR	Expectation	Istation App	Istation Teacher Resources
c	Use active and passive verbs, choosing between them depending on the overall meaning of the sentence.	Writing Rules Paragraph Building: Conventions Trait, Word Choice Trait Writing Rules Personal Narrative: Revising and Editing	Writing Rules Paragraph Building: Conventions Trait, Word Choice Writing Rules Personal Narrative: Revising and Editing
d	Form and use perfect verb tenses.	Writing Rules Paragraph Building: Conventions Trait, Word Choice Trait Writing Rules Personal Narrative: Revising and Editing	Writing Rules Paragraph Building: Conventions Trait, Word Choice Writing Rules Personal Narrative: Revising and Editing
L.5.2	Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.	Writing Rules Paragraph Building: Conventions Trait	Writing Rules Paragraph Building: Conventions Trait
a	Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.	Writing Rules Paragraph Building: Conventions Trait Writing Rules Paragraph Building	Writing Extensions 21-49 Writing Rules Paragraph Building Intervention (all) Writing Rules Personal Narrative Interventions (all)
b	Use punctuation to separate items in a series.	Writing Rules Paragraph Building: Conventions Trait	Writing Rules Paragraph Building: Conventions Trait

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CCR	Expectation	Istation App	Istation Teacher Resources
c	Use a comma to separate an introductory element from the rest of the sentence.	Writing Rules Paragraph Building: Conventions Trait	Writing Rules Paragraph Building: Conventions Trait Writing Extensions 21-49
d	Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	Writing Rules Paragraph Building: Conventions Trait Writing Rules Paragraph Building	Writing Extensions 21-49 Writing Rules Paragraph Building Intervention (all) Writing Rules Personal Narrative Interventions (all)
e	Use underlining, quotation marks, or italics to indicate titles of works.		Writing Extension 22: Mission Incredible

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CCR	Expectation	Istation App	Istation Teacher Resources
f	Spell grade-appropriate words correctly, consulting references as needed.	ISIP AR: Word Analysis Subtest Writing Rules Personal Narrative: Editing Writing Rules Expository Essay: Editing Writing Rules Paragraph Building: Conventions Trait	ISIP AR Word Analysis Interventions Writing Extensions: 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> 35: <i>The Rain Forest Howlers</i> , Chapter 2 36: <i>Amazonia Alert</i> 37: <i>Survivors</i> 42: <i>Power for the Planet</i> 46: <i>Writing a Research Report</i> 49: <i>Writing a Research Report</i> Writing Rules Paragraph Building: Conventions Trait
Knowledge of Language			
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Writing Rules: Personal Narrative Writing Rules: Expository Writing Rules Paragraph Building: Conventions Trait	Writing Rules Paragraph Building: Six Traits, Unit 6: Conventions
a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Writing Rules: Personal Narrative Writing Rules: Expository Writing Rules Paragraph Building: Conventions Trait	Writing Rules Paragraph Building: Six Traits, Unit 5: Sentence Fluency

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		Writing Extension Lesson 32: Weather Watchers Cycle 14: Compare and Contrast
Vocabulary Acquisition and Use			
L.5.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.		Writing Extension Lessons: 28: <i>Earth: Rocks and Soil</i> 30: <i>Earth: The Changing Surface</i> 31: <i>Earth: Atmosphere</i> 36: <i>Amazonia Alert</i> 37: <i>Survivors</i> 39: <i>Bees at Risk</i> 43: <i>Forest Fires</i>
a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Cycle 13 Books: <i>Exploring the Deep, Desert's Gift, Power for the Planet, Amazonia Alert, The Rain Forest Howlers, Survivors, Bees at Risk, Deepwater Horizon</i> Cycle 13 Living Lessons: Context Clues Cycle 14 Living Lessons: Context Clues Cycle 14 Books and Passages: <i>Race for the Moon, All Aboard! The First Transcontinental Railroad, Visit Yellowstone, Fueling Humanity, A Renewable Future</i> ISIP AR: Vocabulary Subtest	Cycle 15: Context Clues ISIP AR Vocabulary Lessons (all)

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).	ISIP AR: Vocabulary Subtest Cycles 14-15: Vocab Lab	ISIP AR Vocabulary Lessons: 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</i> , <i>spect</i>), 8C (<i>rupt</i> , <i>struct</i>), 9B (<i>ject</i>), 9C (<i>man</i> , <i>val</i>), 10A (<i>aud</i> , <i>bene</i>), 10B (<i>chron</i> , <i>phon</i>)
c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Cycle 13 Books with Glossary: <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> Cycle 14 Books with Glossary: <i>Race for the Moon</i> , <i>Visit Yellowstone</i>	Writing Extensions: 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> 35: <i>The Rain Forest Howlers</i> , Chapter 2 36: <i>Amazonia Alert</i> 37: <i>Survivors</i> 42: <i>Power for the Planet</i> 46: Writing a Research Report 49: Writing a Research Report
d	Recognize and use appropriate abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., <i>lb.</i> , <i>oz.</i> , etc.).		Advanced Reading Lesson: Abbreviations
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Cycle 13 Book: <i>Race Across the Arctic</i> Cycle 15: Metaphors Cycle 15: Similes	Cycle 15: Similes Cycle 15: Metaphors

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Grade Five



CCR	Expectation	Istation App	Istation Teacher Resources
a	Interpret figurative language, including similes and metaphors, in context.	Cycle 13 Book: <i>Race Across the Arctic</i> Cycle 15: Metaphors Cycle 15: Similes	Cycle 15: Similes Cycle 15: Metaphors
b	Recognize and explain the meaning of common idioms, adages, and proverbs.	Cycle 14 Book: <i>Visit Yellowstone</i>	Vocabulary Lessons: 38: Idioms 39: Idioms
c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Cycle 13 Book: <i>Amazonia Alert</i> Cycle 15: Antonyms, Synonyms ISIP AR: Vocabulary Subtest	Cycle 15 Bridge Lesson: Synonyms Writing Extension 37: <i>Survivors</i> ISIP AR Vocabulary Interventions: 2A, 3B, 5C, 8A
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)	Cycle 13 Book: <i>Exploring the Deep</i> Cycle 14 Book: <i>Race for the Moon</i>	Vocabulary Lessons: 35: Analogies 36: Antonyms and Synonyms 37: Analogies ISIP AR Vocabulary Interventions (all)

œ End of Grade 5 œ

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Grade Six



CCR	Expectation	Istation App	Istation Teacher Resources
READING: LITERATURE [RL]			
Key Ideas and Details			
RL.6.1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)	<p>ISIP AR: Comprehension Subtest</p> <p>Timeless Tales Units:</p> <p>1.1B: <i>Mona Lisa, Unexpected Treasure, Buyer Beware</i></p> <p>2.1B: <i>Giant Killer, Rising Swann</i></p> <p>3.1A: <i>Apollo, Battle of Summer and Winter</i></p> <p>4.1A: World of Wonders Passages</p> <p>4.1B: <i>On Set: Movie Maker, Hollywood Kid, World of Wonders Passages</i></p> <p>TT2.0 NexLevel L2 Virtual World: <i>Les Misérables</i> Adaptation</p>	<p>ISIP AR Comprehension Interventions: 2C, 3A, 3B, 8B, 8C</p> <p>Timeless Tales Priority Report Lessons:</p> <p>Unit 1: Storytelling Across Cultures: Making Inferences</p> <p>Units 1-2: Making Inferences</p> <p>Unit 3: Making Inferences</p> <p>Unit 3: Characterization</p> <p>TT2.0 NexLevel Teacher-Directed Lessons:</p> <p>L1: Characterization</p> <p>L1: Vocab in Context</p> <p>L2: History and Culture</p> <p>L2: Drama</p> <p>L2: Point of View</p>
RL.6.2	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p>Timeless Tales Units:</p> <p>1.1A: <i>Mulan, Wall of Water, Real Superman</i></p> <p>1.1B: <i>Mona Lisa, Unexpected Treasure, Buyer Beware</i></p> <p>2.1A: <i>The Warning: Bear!, Sinking</i></p> <p>3.1B: <i>Masks</i></p> <p>4.1A: World of Wonders Passages</p> <p>TT2.0 NexLevel L2 Virtual World: <i>Les Misérables</i> Adaptation</p>	<p>ISIP AR Comprehension Interventions: 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 10A, 10C</p> <p>Timeless Tales Priority Report Lessons:</p> <p>Unit 1: Storytelling Across Cultures: Sequence and Summary</p> <p>Unit 1: Sequential Summary</p> <p>Units 2-3: Story Elements</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
RL.6.3	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	ISIP AR: Comprehension Subtest Timeless Tales Units: 2.1A: <i>The Warning, Bear!</i> 3.1B: <i>Masks</i> TT2.0 NexLevel L1 Hub: Tier 1: Indirect and Direct Characterization Tier 2: Looks Tier 3: Actions	ISIP AR Comprehension Interventions: 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C Timeless Tales Priority Report Lessons: Unit 2: Plot Elements Units 2-3: Story Elements Unit 3: Hero's Journey TT2.0 NexLevel Teacher-Directed Lessons: L1: Characterization L2: Drama
Craft and Structure			
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	ISIP AR: Comprehension, Vocabulary Subtests Writing Rules Paragraph Building: Word Choice Timeless Tales Unit 1.1B: <i>Didja Ninja and the Missing Jewel</i> Timeless Tales Unit 4.1B: <i>The Author's Purpose Featuring Didja Ninja</i>	ISIP AR Comprehension Interventions: 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C ISIP AR Vocabulary interventions: 1A, 1B, 2A, 3C, 4B, 5A, 5B, 6C, 8A, 8B, 8C, 10A, 10B, 10C Timeless Tales Fairy Tales, Legends, and Folklore: Vocabulary Visa Timeless Tales Priority Units: 2-3: Vocabulary Visa 3: Symbolism 4: Author's Purpose

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CCR	Expectation	Istation App	Istation Teacher Resources
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Timeless Tales Units: 2.1A: <i>The Warning, Bear!</i> 3.1B: <i>Masks</i> 4.1A: <i>Didja Ninja and the Battle Stunt</i> TT2.0 NexLevel: L1 Tier 3 Hub: Sub Lessons L1 Virtual World: <i>Sherlock and Moriarty</i> L2 Virtual World: <i>Les Misérables</i> Adaptation	Cycle 15: General Comprehension 1-3 Timeless Tales Units: 2 Priority: Plot Elements 2-3 Priority: Story Elements 3 Priority: Hero's Journey TT2.0 NexLevel L2 Teacher-Directed Lesson: Drama
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	ISIP AR: Comprehension Subtest Timeless Tales Unit 4: The Author's Purpose Featuring Didja Ninja	ISIP AR Comprehension Interventions: 10C Timeless Tales Unit 4 Priority: Author's Purpose
Integration of Knowledge and Ideas			
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text.	TT2.0 NexLevel L2 Virtual World: <i>Les Misérables</i> Adaptation	Timeless Tales Priority Report Lesson Extras: Unit 2: Fairy Tales, Legends, and Folklore: Problem and Solution, Plot Elements Unit 3: Hero's Journey Unit 4: Author's Purpose TT2.0 NexLevel L2 Teacher-Directed Lesson: Drama
RL.6.8	(Not applicable. For expectations regarding themes in literary texts, see RL.2.)		

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CCR	Expectation	Istation App	Istation Teacher Resources
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Timeless Tales Units 1–4: World of Wonders Writing Prompts	Timeless Tales Priority Report Lesson Extras: Unit 2: Fairy Tales, Legends, and Folklore: Problem and Solution, Plot Elements, Story Elements Unit 3: Story Elements, Hero's Journey Unit 4: Author's Purpose
Range of Reading and Level of Text Complexity			
RL.6.10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.	ISIP AR: Comprehension, Text Fluency Subtests Timeless Tales Units 1–4: World of Wonders Passages (self-selected reading passages) TT2.0 NexLevel: L1: Fluency Assessment L2 Virtual World: Les Misérables Adaptation	ISIP AR Comprehension Interventions: 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C ISIP AR Text Fluency Interventions: Grade 6 Lessons 1, 2, 3, 5, 7, 9 Timeless Tales Units 1-3 Priority: Text Fluency TT2.0 NexLevel Teacher-Directed Lessons: L1: Characterization L1: Vocab in Context L1: Fluency L1: Word Analysis (Spelling) L2: Word Analysis (Root Words) L2: Fluency L2: History and Culture L2: Drama L2: Point of View

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CCR	Expectation	Istation App	Istation Teacher Resources
READING: INFORMATIONAL TEXT [RI]			
Key Ideas and Details			
RI.6.1	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)	Timeless Tales Units: 1.1B: <i>Who Stole the Mona Lisa, Unexpected Treasure</i> 4.1A: <i>History of Hollywood: Special Effects and Makeup</i> 4.1B: <i>Film Adaptations and Documentaries</i> TT2.0 L1-L2: World of Wonders	ISIP AR Comprehension Interventions: 4A, 5B, 7A, 7B, 9C, 10B Timeless Tales Unit 1 Priority Report Lesson: Summarize and Paraphrase
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	ISIP AR: Comprehension Subtest Cycle 15: Main Idea, Summarization Timeless Tales Unit 1.1A: <i>Harry Houdini, World of Wonders Passages</i>	ISIP AR Comprehension Interventions: 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B Timeless Tales Unit 1 Priority Report Lesson: Summarize and Paraphrase
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	ISIP AR: Comprehension Subtest Timeless Tales Units: 1.1A: <i>Harry Houdini, World of Wonders Passages and Writing Prompts</i> 1.1B: <i>Unexpected Treasure</i> 4.1A: <i>History of Hollywood: Special Effects and Makeup, Film Adaptations and Documentaries</i> TT2.0 NexLevel L1-L2: World of Wonders	ISIP AR Comprehension Interventions: 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B Timeless Tales Unit 1 Priority Lesson: Summarization and Paraphrase

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CCR	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	Timeless Tales Units: 1.1B: <i>Didja Ninja and the Missing Jewel, Unexpected Treasures</i> 2.1B: Analogy Charger, Word Sort	Timeless Tales Priority Report Lessons: Unit 2: Vocabulary Visa Unit 3: Symbolism
RI.6.5	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.	Timeless Tales Unit 4.1A: <i>History of Hollywood: Special Effects and Makeup, Making of a Documentary, Whose Idea Was That?, World of Wonders Passages</i>	Timeless Tales Priority Report Lessons: Unit 2: Vocabulary Visa Unit 3: Symbolism
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	TT2.0 NexLevel: L2 Virtual World: Point of View L2 Tier 3 Hub: Jamal's Splat Chat L2 Tier 7 Hub: Tony's Conversation about Point of View	ISIP AR 2A Reading Comprehension: <i>Do Your Part</i> Timeless Tales Unit 4 Priority: Author's Purpose TT2.0 NexLevel L2 Priority: Point of View
Integration of Knowledge and Ideas			
RI.6.7	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.	Timeless Tales Unit 4.1B: <i>On Set: Movie Maker, World of Wonders Passages</i>	Timeless Tales Unit 4 Priority Report Lesson Extras: Author's Purpose
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Timeless Tales Units 1–4: World of Wonders Writing Prompts	Writing Extension Lessons 47-49: Ecosystem Parts 1-3 Timeless Tales Unit 3 Priority: Vocabulary Visa (extras)

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CCR	Expectation	Istation App	Istation Teacher Resources
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		Timeless Tales Unit 4 Priority Report Lesson Extras: Author's Purpose
Range of Reading and Level of Text Complexity			
RI.6.10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.	Timeless Tales Units 1–4: World of Wonders (self-selected reading)	Timeless Tales Unit 4 Priority: - Text Structures - Text Fluency - Author's Purpose
WRITING [W]			
Text Types and Purposes			
W.6.1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.	Timeless Tales Units 1–4: World of Wonders Writing Prompts TT2.0 NexLevel L3 Tier 2 Hub: <i>Rumors</i> TT2.0 NexLevel World of Wonders: <i>Should We Bring Back Extinct Species?</i>	Writing Extension Lessons 47-49: Ecosystem Parts 1-3 Timeless Tales Unit 3 Priority: Vocabulary Visa (extras) TT2.0 NexLevel L3 Priority: Analyzing Argument TT2.0 NexLevel L3 Priority: Evaluating Persuasive Content TT2.0 NexLevel: Argumentative Text Quiz

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CCR	Expectation	Istation App	Istation Teacher Resources
a	Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.	TT2.0 NexLevel L3 Tier 2 Hub: <i>Rumors</i> TT2.0 NexLevel World of Wonders: <i>Should We Bring Back Extinct Species?</i>	TT2.0 NexLevel L3 Priority: Analyzing Argument TT2.0 NexLevel L3 Priority: Evaluating Persuasive Content TT2.0 NexLevel: Argumentative Text Quiz
b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	TT2.0 NexLevel L3 Virtual World: Comms Log TT2.0 L3 COD Reteach: SAGE's Intro	TT2.0 NexLevel L3 Priority: Analyzing Argument TT2.0 NexLevel L3 Priority: Evaluating Persuasive Content TT2.0 NexLevel: Argumentative Text Quiz
c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	TT2.0 NexLevel L3 Virtual World: Comms Log TT2.0 L3 COD Reteach: SAGE's Intro	TT2.0 NexLevel L3 Priority: Analyzing Argument TT2.0 NexLevel L3 Priority: Evaluating Persuasive Content TT2.0 NexLevel L5 Priority: Argumentative Texts TT2.0 NexLevel: Argumentative Text Quiz

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CCR	Expectation	Istation App	Istation Teacher Resources
d	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	TT2.0 NexLevel L3 Virtual World: Comms Log TT2.0 L3 COD Reteach: SAGE's Intro	TT2.0 NexLevel L3 Priority: Analyzing Argument TT2.0 NexLevel L3 Priority: Evaluating Persuasive Content TT2.0 NexLevel: Argumentative Text Quiz
e	Provide a concluding statement or section that follows from the argument presented.	TT2.0 NexLevel L3 Virtual World: Comms Log TT2.0 L3 COD Reteach: SAGE's Intro	TT2.0 NexLevel L3 Priority: Analyzing Argument TT2.0 NexLevel L3 Priority: Evaluating Persuasive Content TT2.0 NexLevel: Argumentative Text Quiz
W.6.2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Writing Rules Expository Essay: Planning, Drafting Writing Rules Paragraph Building: Ideas, Organization	Writing Rules Expository Essay: Planning, Drafting Writing Rules Paragraph Building: Ideas, Organization
a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.	Writing Rules Expository Essay: Planning, Drafting Writing Rules Paragraph Building: Ideas, Organization	Writing Rules Expository Essay, Characteristics Lesson 1.2: Point of View Writing Rules Paragraph Building – Six Traits: Ideas Trait, Organization Trait

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Writing Rules Expository Essay: Drafting, Revising Writing Rules Paragraph Building: Organization, Voice, Word Choice	Writing Rules Expository Essay: Drafting, Revising Writing Rules Paragraph Building: Organization, Voice, Word Choice
c	Use appropriate transitions to clarify the relationships among ideas and concepts.	Writing Rules Expository Essay: Drafting, Revising Writing Rules Paragraph Building: Organization, Voice, Word Choice	Writing Rules Paragraph Building – Six Traits: Ideas Trait, Organization Trait, Voice Trait
d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writing Rules Paragraph Building: Voice	Writing Rules Paragraph Building – Six Traits, Unit 3: Voice Trait
e	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	Writing Rules Paragraph Building: Voice	Writing Rules Paragraph Building – Six Traits, Unit 3: Voice Trait
f	Provide a concluding statement or section that follows from the information or explanation presented.	Writing Rules Expository Essay: Drafting, Revising Writing Rules Paragraph Building: Organization, Voice, Word Choice	Writing Rules Paragraph Building – Six Traits: Ideas Trait, Organization Trait, Voice Trait

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CCR	Expectation	Istation App	Istation Teacher Resources
W.6.3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.	Writing Rules Essay Writing: Personal Narrative Writing Rules: Paragraph Building Timeless Tales Units 1–4: World of Wonders Writing Prompts	Writing Rules Personal Narrative – Characteristics, Lessons 1.1-1.3: First Person Point of View, Voice, Setting
a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.	Writing Rules Personal Narrative: Planning, Drafting	Writing Rules Personal Narrative Units 1-3: Characteristics, Planning, Drafting
b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Writing Rules Personal Narrative: Drafting Timeless Tales Units 1–4: World of Wonders Writing Prompts	Writing Rules Personal Narrative – Characteristics, Lessons 1.1-1.3: First Person Point of View, Voice, Setting
c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Writing Rules Paragraph Building: Sentence Fluency	Writing Rules Personal Narrative – Characteristics, Lessons 1.1-1.3: First Person Point of View, Voice, Setting
d	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.	Writing Rules Paragraph Building: Word Choice, Voice Timeless Tales Units 1–4: World of Wonders Writing Prompts	Writing Rules Personal Narrative – Characteristics, Lessons 1.1-1.3: First Person Point of View, Voice, Setting
e	Provide a conclusion that follows from the narrated experiences or events.	Writing Rules Essay Writing: Personal Narrative Writing Rules Paragraph Building: Organization	Writing Rules Personal Narrative - Drafting, Lesson 3.3: Conclusion

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CCR	Expectation	Istation App	Istation Teacher Resources
Production and Distribution of Writing			
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	Writing Rules Essay: Expository Writing Rules Essay: Personal Narrative Writing Rules: Paragraph Building Timeless Tales Units 1–4: World of Wonders Writing Prompts	Writing Rules Paragraph Building: Drafting Lesson 3.1 Introduction Writing Rules Paragraph Building: Drafting Lesson 3.2 Body Paragraphs Writing Rules Paragraph Building: Drafting Lesson 3.3 Conclusion
W.6.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	TT2.0 NexLevel L1-L2: World of Wonders Timeless Tales Units 1-4: World of Wonders Writing Prompts	Timeless Tales Priority Lesson Extras: Unit 2: Fairy Tales, Legends, and Folklore: Problem and Solution Unit 2: Symbolism Unit 3: Hero's Journey Units 2-3: Story Elements Writing Extension Lessons: 40-42: <i>Power for the Planet</i> Parts 1-3 44: Identifying a Research Topic 45: Researching and Taking Notes 47-49: Ecosystem Parts 1-3 TT2.0 NexLevel Teacher-Directed Lessons: L1: Characterization L2: History and Culture L2: Drama L2: Point of View TT2.0 NexLevel: Research Unit

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CCR	Expectation	Istation App	Istation Teacher Resources
a	Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 6).	Writing Rules Paragraph Building: Conventions	Writing Rules Paragraph Building Unit 6: Conventions Trait TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide
b	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).	Timeless Tales Unit 1: - Vocab Match Game - Intro to Mystery Word Game TT2.0 L1: Arcade Card Match	Timeless Tales Unit 3 Priority: Vocabulary Visa Timeless Tales Unit 4 Priority: Word Analysis - Understanding Words in Context Lesson
W.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide TT2.0 NexLevel Research Unit: Teacher Slideshow
Research to Build and Present Knowledge			
W.6.7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide TT2.0 NexLevel Research Unit: Teacher Slideshow

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CCR	Expectation	Istation App	Istation Teacher Resources
W.6.8	When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	TT2.0 NexLevel: - L3 Tier 1 Hub: Angela Talking - L3 Tier 3 Hub: Macey - L3 Tier 4 Hub: Bias Key Term	TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide
W.6.9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.		TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide TT2.0 NexLevel Research Unit: Teacher Slideshow
Range of Writing			
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide TT2.0 NexLevel Research Unit: Teacher Slideshow

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CCR	Expectation	Istation App	Istation Teacher Resources
SPEAKING AND LISTENING [SL]			
Comprehension and Collaboration			
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		Timeless Tales Units 2-3: Story Elements Timeless Tales Unit 3: Hero's Journey TT2.0 NexLevel Teacher-Directed Lessons: L1: Characterization L1: Vocab in Context L1: Fluency L2: Word Analysis (Spelling) L2: Word Analysis (Root Words) L2: Fluency L2: Vocab in Context L2: History and Culture L2: Drama L2: Point of View
a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)		Timeless Tales Priority Lessons: Unit 3: Hero's Journey Unit 4: Word Analysis: Understanding Words in Context TT2.0 NexLevel Priority Lessons: L1: Text Fluency L2: Analyzing Drama

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		<p>Timeless Tales Fairy Tales, Legends, and Folklore Lesson: Problem and Solution (extras)</p> <p>Timeless Tales Unit 2 Priority: Plot Elements (extras)</p> <p>Timeless Tales Unit 3 Priority: Characterization</p> <p>Timeless Tales Unit 4 Priority: Text Structures</p> <p>Timeless Tales Unit 4 Priority: Author's Purpose</p>
c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		<p>Timeless Tales Priority Lessons:</p> <p>Units 1-2: Making Inferences Unit 3: Vocabulary Visa</p> <p>TT2.0 NexLevel Priority Lessons:</p> <p>L1: Characterization L3: Evaluating Persuasive Content</p> <p>TT2.0 NexLevel: Mood</p>
d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		<p>Timeless Tales Unit 1 Priority: Summarize and Paraphrase</p> <p>Timeless Tales Unit 1 Priority: Sequential Summary</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
SL.6.2	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>Timeless Tales Fairy Tales, Legends, and Folklore Lesson: Problem and Solution (extras)</p> <p>Timeless Tales Unit 2 Priority: Plot Elements (extras)</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p> <p>Timeless Tales Unit 3 Priority: Symbolism (extras)</p>
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p>TT2.0 NexLevel:</p> <p>L3 Virtual World: Comms Log Questions</p> <p>L3: SAGE's Intro.</p>	<p>TT2.0 NexLevel Priority Lessons:</p> <p>L3: Analyzing Argument</p> <p>L3: Evaluating Persuasive Content</p> <p>TT2.0 Teacher-Directed Lesson: Argumentative Text Quiz</p> <p>Timeless Tales Unit 4 Priority: Author's Purpose</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
Presentation of Knowledge and Ideas			
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.		Timeless Tales Priority Report Lesson Extras: Units 2-3: Story Elements Unit 2: Fairy Tales, Legends, and Folklore: Problem and Solution Unit 2: Plot Elements Unit 3: Hero's Journey TT2.0 NexLevel Teacher-Directed Lessons: L1: Characterization L2: History and Culture L2: Point of View
SL.6.5	Include multimedia components and visual displays in presentations to clarify information.		Timeless Tales Priority Report Lessons: Units 1-2: Summarize and Paraphrase Unit 2: Vocabulary Visa Unit 2: Fairy Tales, Legends, and Folklore Lesson Extras: Problem and Solution Unit 3: Hero's Journey TT2.0 NexLevel Teacher-Directed Lessons: L1: Characterization L2: History and Culture L2: Point of View

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CCR	Expectation	Istation App	Istation Teacher Resources
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language Standards 1 and 3 for specific expectations.)	Writing Rules Intro to Essay Writing: Voice	Timeless Tales Unit 4 Priority: Author's Stylistic Choices Writing Rules Expository Essay: Characteristics 1.3, Voice

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CCR	Expectation	Istation App	Istation Teacher Resources
LANGUAGE [L]			
Conventions of Standard English			
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	Writing Rules Paragraph Building: Conventions Timeless Tales Units 1–4: World of Wonders Writing Prompts	Writing Rules Paragraph Building Six Traits, Unit 6: Conventions Trait Timeless Tales Unit 3 Priority: Hero's Journey (extras) Timeless Tales Unit 4 Priority: Author's Purpose (extras) TT2.0 NexLevel: Research Unit
a	Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.	Writing Rules Paragraph Building: Conventions Timeless Tales Units 1–4: World of Wonders Writing Prompts	Writing Rules Paragraph Building Six Traits, Unit 6: Conventions Trait Timeless Tales Unit 3 Priority: Hero's Journey (extras) Timeless Tales Unit 4 Priority: Author's Purpose (extras) TT2.0 NexLevel: Research Unit

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.	<p>Writing Rules: Personal Narrative</p> <p>Writing Rules: Expository</p> <p>Writing Rules Paragraph Building: Sentence Fluency Trait</p> <p>TT2.0 NexLevel L3: World of Wonders - <i>The Midnight Prowler</i></p>	<p>Writing Rules Paragraph Building Six Traits, Unit 5: Sentence Fluency Trait</p> <p>Writing Rules Expository Essay Characteristics 1.1: Audience</p>
c	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<p>Writing Rules Paragraph Building: Conventions</p> <p>Timeless Tales Units 1–4: World of Wonders Writing Prompts</p>	<p>Writing Rules Paragraph Building Six Traits, Unit 6: Conventions Trait</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p> <p>Timeless Tales Unit 4 Priority: Author's Purpose (extras)</p> <p>TT2.0 NexLevel: Research Unit</p>
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>Writing Rules Paragraph Building: Conventions</p> <p>Timeless Tales Units 1–4: World of Wonders Writing Prompts</p>	<p>Writing Rules Paragraph Building Six Traits, Unit 6: Conventions Trait</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p> <p>Timeless Tales Unit 4 Priority: Author's Purpose (extras)</p> <p>TT2.0 NexLevel: Research Unit</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Writing Rules Paragraph Building: Conventions Timeless Tales Units 1–4: World of Wonders Writing Prompts	Writing Rules Paragraph Building Six Traits, Unit 6: Conventions Trait Timeless Tales Unit 3 Priority: Hero's Journey (extras) Timeless Tales Unit 4 Priority: Author's Purpose (extras) TT2.0 NexLevel: Research Unit
b	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).	Writing Rules: Personal Narrative Writing Rules: Expository Essay Timeless Tales Units 1–4: Spelling Lab	Writing Extension Lesson 24: <i>Fields of Change:</i> Spring/Summer Timeless Tales Priority Report Lessons: Unit 1: Word Analysis and Spelling - Root Words Unit 2: Word Analysis and Spelling - Suffixes Unit 3: Word Analysis and Spelling - Syllabification TT2.0 L1 Teacher-Directed Lesson: Word Analysis (Spelling)

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CCR	Expectation	Istation App	Istation Teacher Resources
Knowledge of Language			
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Writing Rules: Personal Narrative Writing Rules: Expository Writing Rules Paragraph Building: Sentence Fluency Trait TT2.0 NexLevel L3: World of Wonders - <i>The Midnight Prowler</i>	Writing Rules Paragraph Building Six Traits, Unit 5: Sentence Fluency Trait Writing Rules Expository Essay Characteristics 1.1: Audience
a	Vary sentence patterns for meaning, reader/listener interest, and style.	Writing Rules: Personal Narrative Writing Rules: Expository Writing Rules Paragraph Building: Sentence Fluency Trait TT2.0 NexLevel L3: World of Wonders - <i>The Midnight Prowler</i>	Writing Rules Paragraph Building Six Traits, Unit 5: Sentence Fluency Trait Writing Rules Expository Essay Characteristics 1.1: Audience
b	Maintain consistency in style and tone.	Writing Rules: Personal Narrative Writing Rules: Expository Writing Rules Paragraph Building: Sentence Fluency Trait TT2.0 NexLevel L3: World of Wonders - <i>The Midnight Prowler</i>	Writing Rules Paragraph Building Six Traits, Unit 5: Sentence Fluency Trait Writing Rules Expository Essay Characteristics 1.1: Audience

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CCR	Expectation	Istation App	Istation Teacher Resources
Vocabulary Acquisition and Use			
L6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	ISIP AR: Vocabulary Subtests Timeless Tales Units: 1–4: Card Match 1: Mystery Word 2: Word Sort 3: Syllable Search, Vocab Hack TT2.0 NexLevel: L1 Arcade: Card Match L2 Arcade: Abnarwhal Game	ISIP AR Comprehension Interventions (all) ISIP AR Vocabulary Interventions (all) Cycle 15: Context Clues Timeless Tales Units 1-4 Priority: Vocabulary Visa
a	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	TT2.0 NexLevel L1 Arcade: Card Match Timeless Tales Unit 1: - Vocab Match - Intro to Mystery Word Game	Timeless Tales Priority Units: 3: Vocabulary Visa 4: Word Analysis: Understanding Words in Context

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CCR	Expectation	Istation App	Istation Teacher Resources
b	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>).	<p>Cycle 15 Vocabulary: Prefixes, Suffixes</p> <p>Timeless Tales Unit 2: Word Sort</p> <p>ISIP AR: Vocabulary Subtest</p> <p>TT2.0 NexLevel L2 Arcade: Abnarwhal Game</p>	<p>Timeless Tales: Unit 1 Priority Word Analysis: Suffixes</p> <p>Timeless Tales Unit 2 Priority Word Analysis: Root Words</p> <p>ISIP AR Vocabulary Lessons: 1C (trans-), 2C (tain), 3C (sub), 4C (cred), 5A (tract), 6B (graph), 6C (inter-, pre-), 7A (port), 7B (fore-semi-), 7C (scrib/script), 8B (vert, spect), 8C (rupt, struct), 9B (ject), 9C (man, val), 10A (aud, bene), 10B (chron, phon)</p> <p>TT2.0 NexLevel Priority Word Analysis:</p> <ul style="list-style-type: none"> - Root Words - Word Families, - Affixes
c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<p>Timeless Tales Unit 1–4: 4 Square with Didja Ninja</p> <p>Timeless Tales Unit 1–4: All Passages (Glossary)</p> <p>Timeless Tales Units 1–4: Card Match</p> <p>TT2.0 NexLevel:</p> <p>L1: World of Wonders (<i>Hexagon</i>)</p> <p>L1: Virtual World (Glossary/Lexicon)</p> <p>L1: Tier 1 Hub (Dashboard Lexicon)</p>	<p>TT2.0 NexLevel Word Analysis: Spelling Lesson</p> <p>Timeless Tales Unit 1 Priority Lesson: Word Analysis - Suffixes</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Timeless Tales Units: 1.1B: Vocab Match Game 1.1B: Mystery Word Game Intro	Timeless Tales Unit 3 Priority: Vocabulary Visa Timeless Tales Unit 4 Priority Word Analysis: Understanding Words in Context
L6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	ISIP AR: Vocabulary Subtest Writing Rules Unit 4: Paragraph Building Word Choice Trait	Cycle 15: Metaphor, Simile Timeless Tales Unit 4: Author's Stylistic Choices TT2.0 NexLevel L6 Priority: Poetry
a	Interpret figures of speech (e.g., personification) in context.	Timeless Tales Units: 1.1B: Mystery Word 2.1B: Analogy Charger, Word Sort, Card Match 3.1B: Vocab Match	Cycle 15 Lessons: Context Clues, Similes, Metaphors Timeless Tales Unit 2-3 Priority Report Lesson: Vocabulary Visa
b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	ISIP AR: Vocabulary Subtest Writing Rules Unit 4: Paragraph Building Word Choice Trait	Timeless Tales Unit 2: Vocabulary Visa (extras)
c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	ISIP AR: Vocabulary Subtest Writing Rules Unit 4: Paragraph Building Word Choice Trait	Timeless Tales Unit 2: Vocabulary Visa (extras)

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CCR	Expectation	Istation App	Istation Teacher Resources
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)	Timeless Tales Units: 1.1B: Mystery Word 2.1B: Analogy Charger, Word Sort, Card Match 3.1B: Vocab Match	Cycle 15 Lessons: Context Clues, Similes, Metaphors Timeless Tales Unit 2-3 Priority Report Lesson: Vocabulary Visa

End of Grade 6

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Grade Seven



CCR	Expectation	Istation App	Istation Teacher Resources
READING: LITERATURE [RL]			
Key Ideas and Details			
RL.7.1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)	ISIP AR: Comprehension Subtest TT2.0 NexLevel: L1 Virtual World: <i>Sherlock and Moriarty</i> L2 Virtual World: <i>Les Misérables</i> Adaptation L3 Hub Tier 3: <i>Rumors</i>	ISIP AR 4C Comprehension Lesson: <i>Labor of Love</i> TT2.0 NexLevel L3 Priority: Analyzing Argument
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.	ISIP AR: Comprehension Subtest Timeless Tales Units: 1.1A: <i>Mulan, Wall of Water, Real Superman, Mona Lisa, Unexpected Treasure</i> 1.1B: <i>Buyer Beware</i> 2.1A: <i>The Warning, Bear!, Sinking</i> 3.1B: <i>Masks</i> 4.1A: <i>World of Wonders Passages</i> 4.1B: <i>On Set: Movie Maker, Hollywood Kid, World of Wonders Passages</i>	ISIP AR Comprehension Interventions: 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 10A, 10C Timeless Tales Priority Report Lessons: Unit 1: Sequential Summary Unit 2: Story Elements Unit 3: Story Elements, Hero's Journey, Characterization Unit 4: Author's Purpose
RL.7.3	Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).	Timeless Tales Units: 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> 4.1B: <i>On Set: Movie Maker, Hollywood Kid, World of Wonders Passages</i> TT2.0 L1 Hub: Conversations - Direct and Indirect Characterization	Timeless Tales Priority Report Lessons: Unit 2: Plot Elements, Story Elements Unit 3: Story Elements, Characterization, Protagonist/Antagonist, Hero's Journey TT2.0 Teacher-Directed Lessons: L1: Characterization L2: Drama

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CCR	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	<p>ISIP AR: Comprehension, Vocabulary Subtests</p> <p>Timeless Tales Units:</p> <p>1.1B: <i>Unexpected Treasure, Didja Ninja and the Missing Jewel</i></p> <p>2.1B: <i>Didja Ninja and the Dragon, Giant Killer, Rising Swann, Destination Unknown</i></p> <p>3.1A: <i>Apollo, Battle of Summer and Winter</i></p> <p>4.1B: <i>The Author's Purpose Featuring Didja Ninja</i></p> <p>TT2.0 NexLevel:</p> <p>L1: Lab Lockdown</p> <p>L1 Arcade: Card Match</p>	<p>ISIP AR Comprehension Interventions: 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p>ISIP AR Vocabulary interventions: 1A, 1B, 2A, 3C, 4B, 5A, 5B, 6C, 8A, 8B, 8C, 10A, 10B, 10C</p> <p>Timeless Tales Priority Report Lessons:</p> <p>Units 2-3: Vocabulary Visa</p> <p>Unit 2: Fairy Tales, Legends, and Folklore: Vocabulary Visa (Extras)</p> <p>Unit 3: Symbolism</p> <p>Unit 4: Author's Purpose</p> <p>TT2.0 NexLevel Teacher-Directed Lessons:</p> <p>L1: Vocab in Context L1: Word Analysis: Spelling</p> <p>L2: Word Analysis: Root Words</p>
RL.7.5	Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).	<p>Timeless Tales Units:</p> <p>2.1A: <i>The Warning, Bear!, Ogre, Sinking</i></p> <p>3.1A: <i>Apollo, Battle of Summer and Winter</i></p> <p>3.1B: <i>Didja Ninja in Space, Masks, Perseus</i></p> <p>4.1B: <i>On Set: Movie Maker, Hollywood Kid, World of Wonders Passages</i></p> <p>TT2.0 NexLevel L1 Hub: Conversations - Direct and Indirect Characterization</p>	<p>Timeless Tales Priority Report Lessons:</p> <p>Unit 2: Plot Elements, Story Elements</p> <p>Unit 3: Story Elements, Characterization, Protagonist/Antagonist, Hero's Journey</p> <p>TT2.0 NexLevel Teacher-Directed Lessons:</p> <p>L1: Characterization</p> <p>L2: Drama</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<p>Timeless Tales Unit 3.1A - GP: <i>Apollo and Python</i></p> <p>Timeless Tales Unit 3.1A - IP: <i>Battle of Summer and Winter</i></p> <p>Timeless Tales Unit 3.1B - GP: <i>Didja Ninja and the Hero's Journey in Space</i></p> <p>Timeless Tales Unit 3.1B - IP: <i>Masks</i></p>	<p>Timeless Tales Units 2-3 Priority: Story Elements</p> <p>Timeless Tales Unit 3 Priority: Characterization</p> <p>Timeless Tales Unit 3 Priority: Protagonist/Antagonist</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey</p>
Integration of Knowledge and Ideas			
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.	Timeless Tales Unit 2.1B: <i>Giant Killer, Rising Swann</i>	<p>Timeless Tales Priority Report Lesson Extras:</p> <p>Unit 2: Fairy Tales, Legends, and Folklore: Problem and Solution, Plot Elements</p> <p>Unit 3: Hero's Journey</p> <p>Unit 4: Author's Purpose</p> <p>TT2.0 L2 Teacher-Directed Lesson: Drama</p>
RL.7.8	(Not applicable. For expectations regarding themes in literary texts, see RL.2.)		

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CCR	Expectation	Istation App	Istation Teacher Resources
RL.7.9	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.		Timeless Tales Priority Report Lesson Extras: Unit 1: Storytelling Across Cultures - Sequence and Summary Unit 2: Fairy Tales, Legends, and Folklore: Problem and Solution, Plot Elements, Story Elements Unit 3: Story Elements, Hero's Journey, Characterization Unit 4: Author's Purpose
RL.7.10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.	Timeless Tales Units 1–4: World of Wonders Passages (self-selected reading passages)	Timeless Tales Units 1-3 Priority: Text Fluency
READING: INFORMATIONAL TEXT [RI]			
Key Ideas and Details			
RI.7.1	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)	Timeless Tales Units: 1.1B: Practice Making Inferences 1.1B: Didja Ninja Inferences 1.1B: Inferences - <i>Mona Lisa</i> TT2.0 NexLevel L1: World of Wonders - <i>Horror Story of Typhoid Mary</i>	Timeless Tales Storytelling Across Cultures Lesson: Making Inferences Timeless Tales Unit 1: Summarize and Paraphrase ISIP AR 9C Comprehension Lesson: <i>When a Bark is More Than a Bark</i> Timeless Tales Units 3-4 Priority Lesson Extras: Making Inferences

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CCR	Expectation	Istation App	Istation Teacher Resources
RI.7.2	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.	ISIP AR: Comprehension Subtest Cycle 15: Main Idea Cycle 15: Summarization Timeless Tales Unit 1.1A - IP: <i>Unofficial Biography of Harry Houdini</i>	ISIP AR Comprehension Interventions: 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B Cycle 15: General Comprehension 3 Timeless Tales Unit 1 Priority: Summarize and Paraphrase
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	ISIP AR: Comprehension Subtest Timeless Tales Unit 1.1A - IP: <i>Unofficial Biography of Harry Houdini</i> Timeless Tales Unit 1.1B - IP: <i>Unexpected Treasure</i> Timeless Tales Unit 4.1A - GP: <i>History of Hollywood: Special Effects and Makeup</i> Timeless Tales Unit 4.1A - IP: <i>Film Adaptations and Documentaries</i>	ISIP AR Comprehension Interventions: 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B Cycle 15: General Comprehension 1-3

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CCR	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	ISIP AR: Comprehension, Vocabulary Subtests Timeless Tales Unit 1.1B: <i>Unexpected Treasure</i> Timeless Tales Units 1–4: Card Match Timeless Tales Unit 2: Analogy Charger	ISIP AR Comprehension Interventions: 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B ISIP AR Vocabulary Interventions: 1C, 2B, 2C, 3A, 3B, 4A, 4C, 5C, 6A, 6B, 7A, 7B, 7C, 9A, 9B, 9C Cycle 15: General Comprehension 4 Cycle 15: Context Clues Cycle 15: Analogies Timeless Tales Units 1 - 2 Priority: Vocabulary Visa Timeless Tales Unit 3 Priority: Symbolism (extras) Timeless Tales Unit 4 Priority: Author's Purpose
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.	Timeless Tales Unit 4.1A: <i>History of Hollywood: Special Effects and Makeup</i> Timeless Tales Unit 4.1A: <i>Film Adaptations and Documentaries</i>	Cycle 15: General Comprehension 2- 4 Timeless Tales Unit 4 Priority: Text Structures
RI.7.6	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.	ISIP AR: Comprehension Subtest Cycle 15: Author's Purpose	ISIP AR Comprehension Interventions: 2A, 2B Cycle 15: General Comprehension 4

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CCR	Expectation	Istation App	Istation Teacher Resources
Integration of Knowledge and Ideas			
RI.7.7	Compare and contrast a written text to an audio, video, or multimedia version, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Timeless Tales Unit 4.1B: <i>On Set: Movie Maker</i> , World of Wonders Passages	Timeless Tales Priority Report Lesson Extras Unit 4: Author's Purpose
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		TT2.0 NexLevel Priority Lessons: L3: Evaluating Persuasive Content L3: Analyzing Argument L5: Advanced Argumentative Texts
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Timeless Tales Units: 4.1A: <i>History of Hollywood: Special Effects and Makeup</i> 4.1A: <i>Film Adaptations and Documentaries</i>	Timeless Tales Unit 4 Priority: Text Structures
Range of Reading and Level of Text Complexity			
RI.7.10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.	Timeless Tales Units 1-4: World of Wonders Passages (self-selected reading passages)	Timeless Tales Unit 4 Priority: Text Structures, Text Fluency, Author's Purpose

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Grade Seven



CCR	Expectation	Istation App	Istation Teacher Resources
WRITING [W]			
Text Types and Purposes			
W.7.1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.	TT2.0 NexLevel: L3 Hub: <i>Rumors</i> L3 Virtual World: <i>First Contact</i> L5 Virtual World: <i>Persuasion</i>	TT2.0 NexLevel : L3 Priority: Analyzing Argument L3 Priority: Evaluating Persuasive Content L5: Priority - Advanced Argumentative Texts TT2.0 NexLevel: Argumentative Text Quiz
a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.	TT2.0 NexLevel: L3 Hub: <i>Rumors</i> L3 Virtual World: <i>First Contact</i> L5 Virtual World: <i>Persuasion</i>	TT2.0 NexLevel : L3 Priority: Analyzing Argument L3 Priority: Evaluating Persuasive Content L5: Priority - Advanced Argumentative Texts TT2.0 NexLevel: Argumentative Text Quiz
b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	TT2.0 NexLevel: L3 Hub: <i>Rumors</i> L3 Virtual World: <i>First Contact</i> L5 Virtual World: <i>Persuasion</i>	TT2.0 NexLevel : L3 Priority: Analyzing Argument L3 Priority: Evaluating Persuasive Content L5: Priority - Advanced Argumentative Texts TT2.0 NexLevel: Argumentative Text Quiz

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CCR	Expectation	Istation App	Istation Teacher Resources
c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	TT2.0 NexLevel: L3 Hub: <i>Rumors</i> L3 Virtual World: <i>First Contact</i> L5 Virtual World: Persuasion	TT2.0 NexLevel Priority Lessons: L3: Evaluating Persuasive Content L3: Analyzing Argument L5: Advanced Argumentative Texts TT2.0 NexLevel: Argumentative Text Quiz
d	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	TT2.0 NexLevel: L3 Hub: <i>Rumors</i> L3 Virtual World: <i>First Contact</i> L5 Virtual World: Persuasion	TT2.0 NexLevel : L3 Priority: Analyzing Argument L3 Priority: Evaluating Persuasive Content L5: Priority - Advanced Argumentative Texts TT2.0 NexLevel: Argumentative Text Quiz
e	Provide a concluding statement or section that follows from and supports the argument presented.	TT2.0 NexLevel: L3 Hub: <i>Rumors</i> L3 Virtual World: <i>First Contact</i> L5 Virtual World: Persuasion	TT2.0 NexLevel Priority Lessons: L3: Evaluating Persuasive Content L3: Analyzing Argument L5: Advanced Argumentative Texts TT2.0 NexLevel: Argumentative Text Quiz
f	Provide a concluding statement or section that follows from and supports the argument presented.	TT2.0 NexLevel: L3 Hub: <i>Rumors</i> L3 Virtual World: <i>First Contact</i> L5 Virtual World: Persuasion	TT2.0 NexLevel : L3 Priority: Analyzing Argument L3 Priority: Evaluating Persuasive Content L5: Priority - Advanced Argumentative Texts TT2.0 NexLevel: Argumentative Text Quiz

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Grade Seven



CCR	Expectation	Istation App	Istation Teacher Resources
W.7.2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<p>Writing Rules Expository Essay: Planning, Drafting</p> <p>Writing Rules Paragraph Building: Ideas Trait, Organization Trait, Voice Trait, Word Choice Trait</p> <p>TT2.0 NexLevel L1-L2: World of Wonders</p>	<p>Writing Rules Paragraph Building - Six Traits:</p> <p>Unit 1: Ideas Trait Unit 2: Organization Trait Unit 3: Voice Trait Unit 4: Word Choice</p> <p>Writing Rules Expository Essay, Characteristics Lesson 1.2: Point of View</p> <p>TT2.0 L2 Teacher-Directed Lessons: History and Culture</p>
a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<p>Writing Rules Expository Essay: Planning, Drafting</p> <p>Writing Rules Paragraph Building: Ideas Trait</p> <p>TT2.0 NexLevel L1-L2: World of Wonders</p>	<p>Writing Rules Paragraph Building - Six Traits:</p> <p>Unit 1: Ideas Trait</p> <p>Writing Rules Expository Essay, Characteristics Lesson 1.2: Point of View</p> <p>TT2.0 NexLevel L2 Teacher-Directed Lessons: History and Culture</p>
b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<p>Writing Rules Essay Writing: Expository</p>	<p>TT2.0 NexLevel Informational Text: Organizational Patterns</p> <p>Timeless Tales Unit 4 Priority: Text Structures</p> <p>Writing Rules Expository Essay Planning Lesson 2.2: Form a Controlling Idea</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Writing Rules Paragraph Building: Sentence Fluency Trait TT2.0 NexLevel L3: World of Wonders Passages	Writing Rules Paragraph Building - Six Traits, Unit 5: Sentence Fluency Trait Writing Rules Paragraph Building - Six Traits, Unit 6: Conventions
d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writing Rules Paragraph Building: Organizing Paragraphs Writing Rules Essay Drafting Writing: Expository TT2.0 NexLevel L2-L3: World of Wonders Passages	Writing Rules Expository Essay, Planning Lesson 2.4: Subtopics
e	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	Writing Rules Paragraph Building: Organizing Paragraphs Writing Rules Essay Drafting Writing: Expository TT2.0 NexLevel L2-L3: World of Wonders Passages	Writing Rules Expository Essay, Characteristics 1.3: Voice
f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	Writing Rules Essay Writing: Expository Writing Rules: Paragraph Building Timeless Tales: World of Wonders Writing Prompts	Writing Rules Expository Essay, Planning Lesson 2.5: Concluding Sentence

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CCR	Expectation	Istation App	Istation Teacher Resources
W.7.3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.	Writing Rules Essay Writing: Personal Narrative Writing Rules Essay Writing: Expository Writing Writing Rules Paragraph Building: Organization	Writing Rules Personal Narrative Unit 3: Drafting
a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.	Writing Rules Personal Narrative: Planning, Drafting Timeless Tales Unit 4: Didja Ninja	Writing Rules Personal Narrative Units 1: Characteristics Writing Rules Personal Narrative Characteristics Lesson 1.1: First Person Point of View TT2.0 NexLevel L2 Priority: Point of View
b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Writing Rules Personal Narrative: Drafting Timeless Tales Units 1–4: World of Wonders Writing Prompts	Writing Rules Personal Narrative – Characteristics, Lessons 1.1-1.5: First Person Point of View, Voice, Setting, Description, Dialogue
c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Writing Rules Paragraph Building: Sentence Fluency	Writing Rules Paragraph Building - Six Traits, Unit 5: Sentence Fluency Trait Writing Rules Paragraph Building - Six Traits, Unit 6: Conventions
d	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.	Writing Rules Personal Narrative Essay Writing: Setting, Description, Dialogue Timeless Tales Units 1–4: World of Wonders Writing Prompts	Writing Rules Personal Narrative – Characteristics Lessons: Setting, Description, Dialogue

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CCR	Expectation	Istation App	Istation Teacher Resources
e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	Writing Rules Essay Writing: Personal Narrative Writing Rules Paragraph Building: Organization	Writing rules Personal Narrative Drafting Lesson 3.3: Conclusion
Production and Distribution of Writing			
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Writing Rules Essay: Expository - Publishing Timeless Tales Units: 1.1A: World of Wonders Passages 1.1B: World of Wonders Passages 2.1A: World of Wonders Passages	TT2.0 NexLevel: Research Unit - Student Guide TT2.0 NexLevel: Research Unit - Teacher Guide
W.7.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Writing Rules Essay Writing: Personal Narrative Writing Rules Essay Writing: Expository Writing	Writing Extensions 47-49: Identifying a Research Topic, Researching and Taking Notes, Writing a Research Report TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide TT2.0 NexLevel Research Unit: Teacher Slideshow

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CCR	Expectation	Istation App	Istation Teacher Resources
a	Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 7).	Writing Rules Paragraph Building: Conventions Writing Rules Essay Writing: Personal Narrative Writing Rules Essay Writing: Expository Writing	Writing Rules Unit 6: Conventions Writing Rules Conventions: Rubric TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide
b	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).	Connected Text Fluency, Vocabulary Subtests TT2.0 NexLevel: L1: Tier 5 Hub (Tony the Bouncer) L2: Tier 7 Hub (Tony the Bouncer) L3: Tier 5 Hub (Tony the Bouncer) Writing Rules Expository Essay: Planning, Drafting Writing Rules Paragraph Building: - Voice Trait - Word Choice Trait	Timeless Tales Unit 2: Vocabulary Visa (extras) - Analogies Writing Rules Paragraph Building Six Traits Unit 3: Voice Trait Writing Rules Paragraph Building Six Traits Unit 4: Word Choice Trait

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CCR	Expectation	Istation App	Istation Teacher Resources
W.7.6	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.	Writing Rules Expository Essay: Publishing Timeless Tales Unit Lessons: Unit 1.1A: World of Wonders Writing Prompts Unit 1.1B: World of Wonders Writing Prompts Unit 2.1A: World of Wonders Writing Prompts	Writing Extensions 47-49: Identifying a Research Topic, Researching and Taking Notes, Writing a Research Report TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide TT2.0 NexLevel Research Unit: Teacher Slideshow
Research to Build and Present Knowledge			
W.7.7	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide TT2.0 NexLevel Research Unit: Teacher Slideshow
W.7.8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide TT2.0 NexLevel Research Unit: Teacher Slideshow

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CCR	Expectation	Istation App	Istation Teacher Resources
W.7.9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.		TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide TT2.0 NexLevel Research Unit: Teacher Slideshow
Range of Writing			
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Writing Rules Essay Writing: Expository Writing Rules Essay Writing: Personal Narrative Writing Rules Paragraph Building Timeless Tales Units 1–4: World of Wonders Writing Prompts	Writing Rules Personal Narrative, Drafting Lessons 3.1 - 3.3: Introduction, Body Paragraphs, Conclusion TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide TT2.0 NexLevel Research Unit: Teacher Slideshow
SPEAKING AND LISTENING [SL]			
Comprehension and Collaboration			
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and clearly expressing their own.	TT2.0 NexLevel: L1 Virtual World: <i>Sherlock and Moriarty</i> L2 Virtual World: <i>Les Misérables</i> Adaptation L3 Virtual World: <i>First Contact</i> L3 Hub: <i>Rumors</i>	Timeless Tales Priority Report Lessons: Units 1-4: Text Fluency Units 1-2: Making Inferences Unit 3: Hero's Journey (extras) Unit 3: Symbolism TT2.0 NexLevel Teacher-Directed Lessons: L1: Characterization L1-L2: Fluency

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CCR	Expectation	Istation App	Istation Teacher Resources
a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)	TT2.0 NexLevel: L1 Virtual World: <i>Sherlock and Moriarty</i> L2 Virtual World: <i>Les Misérables</i> Adaptation L3 Virtual World: <i>First Contact</i> L3 Hub: <i>Rumors</i>	Timeless Tales Priority Report Lessons: Units 1-4: Text Fluency Units 1-2: Making Inferences Unit 3: Hero's Journey (extras) Unit 3: Symbolism TT2.0 NexLevel Teacher-Directed Lessons: L1: Characterization L1-L2: Fluency
b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		Timeless Tales Priority Report Lessons: Unit 2: Fairy Tales, Legends, and Folklore Units 3-4: Making Inferences Units 3-4: Text Fluency TT2.0 NexLevel: - Student-Led Discussion Rubric - Research Unit - Student Guide - Research Unit - Teacher Guide

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CCR	Expectation	Istation App	Istation Teacher Resources
c	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.	TT2.0 NexLevel: L1 Tier 5 Hub: Conversations L2 Virtual World: <i>Les Misérables</i> Adaptation (Pascal LeClair) L3 Virtual World: MAVEN and Rene Timeless Tales Unit 1.1B: Didja Ninja Inferences	Timeless Tales Priority Report Lessons: Unit 1: Characterization Units 1-4: Making Inferences Unit 2: Fairy Tales, Legends, and Folklore TT2.0 NexLevel: - Student-Led Discussion Rubric - Research Unit - Student Guide - Research Unit - Teacher Guide
d	Acknowledge new information expressed by others and, when warranted, modify their own views.	TT2.0 NexLevel L3 Hub: <i>Rumors</i>	TT2.0 NexLevel Priority Lessons: L3: Analyzing Argument L3: Evaluating Persuasive Content TT2.0 NexLevel: Argumentative Text Quiz
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		Timeless Tales Priority Report Lessons: Units 1-2: Making Inferences Unit 3: Hero's Journey (extras) Unit 3: Symbolism TT2.0 NexLevel Priority Teacher-Directed Lessons: L1: Characterization L1-L2: Text Fluency L2: Analyzing Drama

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CCR	Expectation	Istation App	Istation Teacher Resources
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	TT2.0 NexLevel L3 Hub: Rumors	TT2.0 NexLevel Priority Lessons: L3: Analyzing Argument L3: Evaluating Persuasive Content TT2.0 NexLevel: Argumentative Text Quiz
Presentation of Knowledge and Ideas			
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language Standards 4–6 for specific expectations regarding vocabulary.)	TT2.0 NexLevel Virtual World: 1.1B: Didja Ninja (Inferences) L2 Virtual World: <i>Les Misérables</i> Adaptation (Pascal LeClair) L2 Tier 5 Hub: Crime Scene	Timeless Tales Priority Lessons: Units 1-2: Making Inferences Unit 3: Symbolism TT2.0 NexLevel Priority Lessons: L1: Characterization L1-L2: Text Fluency
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Timeless Tales Unit Lessons: 1.1B: <i>Mona Lisa</i> , Part 1 (Inferences) 3.1B: <i>Masks</i>	Timeless Tales Priority Lessons: Unit 2: Plot Elements Unit 4: Word Analysis: Understanding Words in Context (extras) TT2.0 NexLevel L2 Priority: History and Culture

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CCR	Expectation	Istation App	Istation Teacher Resources
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language Standards 1 and 3 for specific expectations.)		<p>Timeless Tales Units 1-4 Priority: Text Fluency</p> <p>Timeless Tales Unit 3: Vocabulary Visa (extras)</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p> <p>Timeless Tales Unit 3: Vocabulary Visa (extras)</p>
LANGUAGE [L]			
Conventions of Standard English			
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	<p>Writing Rules Paragraph Building: Conventions Trait, Sentence Fluency Trait</p> <p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository</p> <p>Timeless Tales Units 1–4: World of Wonders Writing Prompts</p>	<p>Writing Rules Paragraph Building Six Traits, Unit 6: Conventions Trait</p> <p>Writing Extension Lesson 42: <i>Power for the Planet 3</i></p> <p>TT2.0 NexLevel: Research Unit - Student Guide</p> <p>TT2.0 NexLevel: Research Unit - Teacher Guide</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
a	Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.	<p>Writing Rules Paragraph Building: Conventions Trait, Sentence Fluency Trait</p> <p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository</p> <p>Timeless Tales Units 1–4: World of Wonders Writing Prompts</p>	<p>Writing Rules Paragraph Building Six Traits, Unit 6: Conventions Trait</p> <p>TT2.0 NexLevel: Research Unit</p>
b	Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).	<p>Writing Rules Essay: Expository - Editing</p>	<p>Writing Rules Paragraph Building Six Traits, Unit 6: Conventions Trait</p> <p>TT2.0 NexLevel: Research Unit - Student Guide</p> <p>TT2.0 NexLevel: Research Unit - Teacher Guide</p> <p>TT2.0 NexLevel: Research Unit - Teacher Slideshow</p>
c	Recognize and correct inappropriate shifts in pronoun number and person in sentences with multiple clauses and phrases.	<p>Writing Rules Paragraph Building: Conventions Trait, Sentence Fluency Trait</p> <p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository</p>	<p>Writing Rules Unit 6: Conventions</p> <p>Writing Rules: Conventions Rubric</p> <p>TT2.0 NexLevel Research Unit: Student Guide</p> <p>TT2.0 NexLevel Research Unit: Teacher Slideshow</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
d	Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.	Writing Rules Paragraph Building: Sentence Fluency Trait	Writing Rules Unit 6: Conventions Writing Rules: Conventions Rubric TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Slideshow
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Writing Rules Essay Writing: Expository - Publishing Writing Rules Paragraph Building: Conventions Trait TT2.0 NexLevel L1: Lab Lockdown	Writing Rules Unit 6: Conventions Writing Rules Conventions: Rubric TT2.0 NexLevel World Analysis: Spelling TT2.0 NexLevel: Research Unit
a	Use a comma to separate coordinate adjectives (e.g., <i>a fascinating, enjoyable movie</i>).	Writing Rules Essay: Expository - Editing Writing Rules Paragraph Building: Conventions	Writing Rules Unit 6: Conventions Writing Rules: Conventions Rubric TT2.0 NexLevel Research Unit: Student Guide
b	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).	Writing Rules Paragraph Building: Conventions Trait TT2.0 NexLevel: Research Unit TT2.0 NexLevel L1: Lab Lockdown	Writing Rules Paragraph Building: Six Traits, Unit 6, Conventions Trait TT2.0 NexLevel: Word Analysis - Spelling

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Grade Seven



CCR	Expectation	Istation App	Istation Teacher Resources
Knowledge of Language			
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Writing Rules Paragraph Building: Conventions Trait TT2.0 NexLevel: Research Unit TT2.0 NexLevel L1: Lab Lockdown	Writing Rules Paragraph Building: Six Traits, Unit 6, Conventions Trait TT2.0 NexLevel: Word Analysis - Spelling
a	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.	Writing Rules Paragraph Building: Organization Trait Writing Rules Essay: Expository - Drafting TT2.0 L2-L3: World of Wonders Writing Prompts	Writing Rules Personal Narrative, Drafting Lessons 3.2: Body Paragraphs
b	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.		Writing Rules Expository Essay, Characteristics 1.3: Voice TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide TT2.0 NexLevel Research Unit: Teacher Slideshow

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Grade Seven



CCR	Expectation	Istation App	Istation Teacher Resources
Vocabulary Acquisition and Use			
L7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	Timeless Tales Units: 1–4: 4Square with Didja Ninja, Card Match 1.1B: Mystery Word, Vocab Lab 2.1B: Word Sort, Analogy Charger 3.1B: Syllable Search, Vocab Hack	Timeless Tales Units 1-4 Priority: Vocabulary Visa
a	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Timeless Tales Units 1–4: Card Match Timeless Tales Unit 1: Mystery Word Timeless Tales Unit 2: Word Sort Timeless Tales Unit 3: Syllable Search, Vocab Hack ISIP AR: Vocabulary Subtest	Timeless Tales Units 1 - 4 Priority: Vocabulary Visa ISIP AR Vocabulary Interventions (all)

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Grade Seven



CCR	Expectation	Istation App	Istation Teacher Resources
b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).	Timeless Tales Unit 1: Vocab Lab (roots and suffixes) Timeless Tales Unit 2: Word Sort ISIP AR: Vocabulary Subtest	TT2.0 NexLevel Priority Word Analysis: Root Words and Word Families Timeless Tales Unit 1 Priority Word Analysis: Suffixes Timeless Tales Unit 2 Priority Word Analysis: Root Words ISIP AR Vocabulary Lessons: 1C (trans-), 2C (tain), 3C (sub), 4C (cred), 5A (tract), 6B (graph), 6C (inter-, pre-), 7A (port), 7B (fore-semi-), 7C (scrib/script), 8B (vert, spect), 8C (rupt, struct), 9B (ject), 9C (man, val), 10A (aud, bene), 10B (chro
c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Timeless Tales Unit 1–4: 4 Square with Didja Ninja Timeless Tales Unit 1–4: All Passages (Glossary) Timeless Tales Units 1–4: Card Match	
d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Timeless Tales Unit 1–4: 4 Square with Didja Ninja Timeless Tales Unit 1–4: All Passages (Vocabulary Preview)	

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Grade Seven



CCR	Expectation	Istation App	Istation Teacher Resources
L7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	ISIP AR: Vocabulary Subtest Writing Rules Paragraph Building: Word Choice	Timeless Tales Priority Lesson Extras: Units 1-2: Making Inferences Units 2-3: Vocabulary Visa Timeless Tales Unit 4 Lesson: Author's Stylistic Choices TT2.0 NexLevel L6 Priority: Analyzing Poetry
a	Interpret figures of speech (e.g., literary, biblical, mythological allusions) in context.	ISIP AR: Vocabulary Subtest Writing Rules Paragraph Building: Word Choice	Timeless Tales Priority Lesson Extras: Units 1-2: Making Inferences Units 2-3: Vocabulary Visa Timeless Tales Unit 4 Lesson: Author's Stylistic Choices TT2.0 NexLevel L6 Priority: Analyzing Poetry
b	Distinguish among the connotations of words with similar denotations.	ISIP AR: Vocabulary Subtest Writing Rules Paragraph Building: Word Choice	Timeless Tales Priority Lesson Extras: Units 1-2: Making Inferences Units 2-3: Vocabulary Visa Timeless Tales Unit 4 Lesson: Author's Stylistic Choices TT2.0 NexLevel L6 Priority: Analyzing Poetry

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Grade Seven



CCR	Expectation	Istation App	Istation Teacher Resources
c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).	ISIP AR: Vocabulary Subtest Writing Rules Paragraph Building: Word Choice	Timeless Tales Priority Lesson Extras: Units 1-2: Making Inferences Units 2-3: Vocabulary Visa Timeless Tales Unit 4 Lesson: Author's Stylistic Choices TT2.0 NexLevel L6 Priority: Analyzing Poetry
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)	TT2.0 NexLevel: L1 Arcade: Lab Lockdown L1 Arcade: Card Match Timeless Tales Units: 1.1A: World of Wonders Passages 1.1A: Vocab Preview - <i>Wall of Water</i> 3.1B: Word Analysis Intro	TT20.0 NexLevel Teacher-Directed Lessons: L1: Vocab in Context L1: Word Analysis: Spelling L2: Word Analysis: Root Words

End of Grade 7

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Grade Eight



CCR	Expectation	Istation App	Istation Teacher Resources
READING: LITERATURE			
Key Ideas and Details			
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	ISIP AR: Comprehension Subtest TT2.0 NexLevel: L1 Virtual World: <i>Sherlock and Moriarty</i> L2 Virtual World: <i>Les Misérables</i> Adaptation L3 Hub Tier 3: <i>Rumors</i>	ISIP AR Comprehension Interventions: 2C, 3A, 3B, 8B, 8C Timeless Tales Priority Report Lessons: Units 1-3: Making Inferences Unit 3: Characterization TT2.0 NexLevel Teacher-Directed Lessons: L1: Characterization L1: Vocab in Context L2: History and Culture L2: Drama L2: Point of View TT2.0 NexLevel L3 Priority: Analyzing Argument

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Grade Eight



CCR	Expectation	Istation App	Istation Teacher Resources
RL.8.2	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	ISIP AR: Reading Comprehension Subtest Timeless Tales Units: 1.1A: <i>Unofficial Biography of Harry Houdini</i> , <i>World of Wonders Passages</i> 2.1B: <i>Giant Killer</i> TT2.0 NexLevel: L1: Content on Demand L1 Virtual World: <i>Sherlock and Moriarty</i> L2 Virtual World: <i>Les Misérables Adaptation</i> L3: <i>World Of Wonders Passages</i>	Timeless Tales Unit 1 Priority Lesson: Summarize and Paraphrase Timeless Tales Units 2-3: Story Elements Writing Rules Expository Essay Planning Lesson 2.2: Form a Controlling Idea TT2.0 NexLevel Lessons: - <i>Masks</i> Novella Unit Plan - Advanced Plot Elements Quiz TT2.0 NexLevel L2 Priority: History and Culture
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	TT2.0 NexLevel: L1 Virtual World: <i>Sherlock and Moriarty</i> L2 Virtual World: <i>Les Misérables Adaptation</i> Timeless Tales Unit 2.1B: Reading Comprehension Skills	TT2.0 NexLevel L2 Priority: History and Culture
Craft and Structure			
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	Writing Rules Paragraph Building: Word Choice Timeless Tales Unit 1.1B: <i>Didja Ninja and the Missing Jewel</i>	Unit 15: Context Clues Timeless Tales Units 2-3 Priority: Vocabulary Visa Timeless Tales Unit 3 Priority: Symbolism Timeless Tales Unit 4 Priority: Author's Purpose

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Grade Eight



CCR	Expectation	Istation App	Istation Teacher Resources
RL.8.5	Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.	TT2.0 NexLevel L2 Virtual World: <i>Les Misérables</i> Adaptation TT2.0 NexLevel L1-L3: World of Wonders Passages	TT2.0 NexLevel Lessons: Advanced Non-Linear Plot Elements Advanced Plot Elements Quiz Timeless Tales Unit 2 Priority Lesson Extras: Plot Elements
RL.8.6	Analyze how differences in point of view between characters and audience (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	ISIP AR: Comprehension Subtest TT2.0 NexLevel: L2 Hub Tier 3: Crime Scene - Point of View and Perspective L2 Hub Tier 7: Point of View Conversation Timeless Tales Units: 1.1A: <i>Mulan</i> 1.1A: <i>Wall of Water</i> 3.1B: <i>Masks</i>	TT2.0 NexLevel Priority Lessons: L2: Point of View L2: Analyzing Drama TT2.0 NexLevel: Masks Unit Plan
Integration of Knowledge and Ideas			
RL.8.7	Analyze the extent to which an audio, filmed, or staged production of a story, drama, or poem stays faithful to or departs from the original text or script, evaluating the choices made by the director or performer(s).	Timeless Tales Unit 4.1A: Whose Idea Was That? The Making of Film Adaptations TT2.0 NexLevel Level 2 Virtual World: <i>Les Misérables</i> Adaptation	TT2.0 NexLevel L2 Priority: Dramatic Techniques
RL.8.8	(Not applicable. For expectations regarding themes in literary texts, see RL.2.)		

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Grade Eight



CCR	Expectation	Istation App	Istation Teacher Resources
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Timeless Tales Units 1–4: World of Wonders Writing Prompts	Timeless Tales Priority Extras: Unit 2: Plot Elements Units 2-3: Story Elements Unit 3: Hero's Journey
Range of Reading and Level of Text Complexity			
RL.8.10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.	ISIP AR: Comprehension, Text Fluency Subtests Timeless Tales Units 1–4: World of Wonders Passages (self-selected reading passages)	ISIP AR Comprehension Interventions: 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C Timeless Tales Units 1-4 Priority: Text Fluency
READING: INFORMATIONAL TEXT [RI]			
Key Ideas and Details			
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.	Timeless Tales Units: 1.1B: Practice Making Inferences 1.1B: Didja Ninja Inferences 1.1B: Inferences - <i>Mona Lisa</i> TT2.0 NexLevel L1: World of Wonders - <i>Horror Story of Typhoid Mary</i>	Timeless Tales Storytelling Across Cultures Lesson: Making Inferences Timeless Tales Unit 1: Summarize and Paraphrase ISIP AR 9C Comprehension Lesson: <i>When a Bark is More Than a Bark</i> Timeless Tales Units 3-4 Priority Lesson Extras: Making Inferences

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Grade Eight



CCR	Expectation	Istation App	Istation Teacher Resources
RI.8.2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.	TT2.0 NexLevel: L3 Tier 1: Hub (National Conspirer Tabloid) L2-L3: World of Wonders Passages	TT2.0 NexLevel Informational Text: Organizational Patterns TT2.0 NexLevel Informational Text: Features Writing Rules Expository Essay, Planning Lesson 2.2: Form a Controlling Idea Timeless Tales Unit 4 Priority: Text Structures
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	ISIP AR: Comprehension Subtest Timeless Tales Units: 1.1A: <i>Unofficial Biography of Harry Houdini</i> 4.1A: <i>History of Hollywood: Special Effects and Makeup</i> 4.1A: <i>Film Adaptations and Documentaries</i>	ISIP AR Comprehension Interventions: 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B Timeless Tales Unit 1 Priority: Summarize and Paraphrase Timeless Tales Unit 4 Priority: Text Structures
Craft and Structure			
RI.8.4	Determine the meaning of words and phrases as they are used in a 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	Timeless Tales Unit 1.1B: <i>Unexpected Treasure</i> Timeless Tales Unit 4.1B: <i>On Set: Movie Maker</i> , World of Wonders Passages	Timeless Tales Priority Lesson: Author's Purpose TT2.0 L1 Teacher-Directed Lesson: Vocab in Context

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CCR	Expectation	Istation App	Istation Teacher Resources
RI.8.5	Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.	Writing Rules Paragraph Building: Organization Timeless Tales Unit 4.1A: <i>History of Hollywood: Special Effects and Makeup</i> Timeless Tales Unit 4.1A: <i>Film Adaptations and Documentaries</i>	Writing Rules Paragraph Building, Six Traits, Unit 2: Organization Trait Timeless Tales Unit 4 Priority: Text Structures
RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	ISIP AR: Comprehension Subtest TT2.0 NexLevel: L2 Virtual World: <i>Les Misérables</i> Adaptation L2 Hub Tier 3: Crime Scene - Point of View and Perspective L2 Hub Tier 7: Point of View Conversation	TT2.0 NexLevel Priority Lessons: L1: Characterization L2: Point of View Timeless Tales Unit 3: Protagonist/Antagonist
Integration of Knowledge and Ideas			
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	TT2.0 NexLevel L3 Hub Tier 1: Bulletin Board National Conspirer Timeless Tales Unit 4.1A: <i>Hollywood Special Effects</i>	TT2.0 NexLevel: Informational Text - Organizational Patterns TT2.0 NexLevel: Informational Text Features Writing Rules Expository Essay, Planning lesson 2.2: Form a Controlling Idea Timeless Tales Unit 4 Priority: Text Features

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Grade Eight



CCR	Expectation	Istation App	Istation Teacher Resources
RI.8.8	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.	Timeless Tales World of Wonders Unit 4.1A: Writing prompt for <i>Mom's Phone and the Intergalactic Cyborg Empire</i> Timeless Tales World of Wonders Unit 4.1B: Writing prompt for <i>The Art of Persuasion</i> TT2.0 NexLevel: L3 Hub Tier 2: Rumors - Intro to Argument L3 Content on Demand: SAGE's Intro	TT2.0 NexLevel Priority Lessons: L3: Analyzing Argument L3: Evaluating Persuasive Content
RI.8.9	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.	Timeless Tales World of Wonders Unit 4.1A: Writing prompt for <i>Mom's Phone and the Intergalactic Cyborg Empire</i> Timeless Tales World of Wonders Unit 4.1B: Writing Prompt for <i>The Art of Persuasion</i>	TT2.0 NexLevel: <i>Masks</i> Novella Unit Plan
Range of Reading and Level of Text Complexity			
RI.8.10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.	ISIP AR: Comprehension Subtest Timeless Tales Units 1-4: World of Wonders (self-selected reading)	ISIP AR Comprehension Interventions: 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5C, 6C, 7A, 7B, 9A, 9C, 10B ISIP AR Text Fluency Interventions: GR 8 Lesson 6, GR 8 Lesson 9, GR 8 Lesson 10 Timeless Tales Priority Lessons: Unit 4: Text Structures Unit 4: Text Fluency Unit 4: Author's Purpose

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Grade Eight



CCR	Expectation	Istation App	Istation Teacher Resources
WRITING [W]			
Text Types and Purposes			
W.8.1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.	TT2.0 NexLevel: L3 Hub: Rumors L3 Virtual World: First Contact L5 Virtual World: Persuasion	TT2.0 NexLevel : L3 Priority: Analyzing Argument L3 Priority: Evaluating Persuasive Content L5: Priority - Advanced Argumentative Texts TT2.0 NexLevel: Argumentative Text Quiz
a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.	TT2.0 NexLevel: L3 Hub: Rumors L3 Virtual World: First Contact L5 Virtual World: Persuasion	TT2.0 NexLevel : L3 Priority: Analyzing Argument L3 Priority: Evaluating Persuasive Content L5: Priority - Advanced Argumentative Texts TT2.0 NexLevel: Argumentative Text Quiz
b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	TT2.0 NexLevel: L3 Hub: Rumors L3 Virtual World: First Contact L5 Virtual World: Persuasion	TT2.0 NexLevel : L3 Priority: Analyzing Argument L3 Priority: Evaluating Persuasive Content L5: Priority - Advanced Argumentative Texts TT2.0 NexLevel: Argumentative Text Quiz

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CCR	Expectation	Istation App	Istation Teacher Resources
c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	TT2.0 NexLevel: L3 Hub: <i>Rumors</i> L3 Virtual World: <i>First Contact</i> L5 Virtual World: Persuasion	TT2.0 NexLevel : L3 Priority: Analyzing Argument L3 Priority: Evaluating Persuasive Content L5: Priority - Advanced Argumentative Texts TT2.0 NexLevel: Argumentative Text Quiz
d	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	TT2.0 NexLevel: L3 Hub: <i>Rumors</i> L3 Virtual World: <i>First Contact</i> L5 Virtual World: Persuasion	TT2.0 NexLevel : L3 Priority: Analyzing Argument L3 Priority: Evaluating Persuasive Content L5: Priority - Advanced Argumentative Texts TT2.0 NexLevel: Argumentative Text Quiz
e	Provide a concluding statement or section that follows from and supports the argument presented.	TT2.0 NexLevel: L3 Hub: <i>Rumors</i> L3 Virtual World: <i>First Contact</i> L5 Virtual World: Persuasion	TT2.0 NexLevel : L3 Priority: Analyzing Argument L3 Priority: Evaluating Persuasive Content L5: Priority - Advanced Argumentative Texts TT2.0 NexLevel: Argumentative Text Quiz
W.8.2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Writing Rules Essay Writing: Expository	Writing Rules Essay Writing: Interventions

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CCR	Expectation	Istation App	Istation Teacher Resources
a	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Writing Rules Expository Essay: Organizing Writing Rules Paragraph Building: Organization	Writing Rules Paragraph Building - Six Traits: Unit 2: Organization Trait
b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Writing Rules Expository Essay: Organizing Writing Rules Paragraph Building: Organization	Writing Rules Paragraph Building - Six Traits: Unit 2: Organization Trait
c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Writing Rules Essay Writing: Expository Writing Rules Paragraph Building: Organization, Voice, Word Choice	Writing Rules Paragraph Building, Six Traits: Ideas Trait, Organization Trait, Sentence Fluency Trait
d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writing Rules Essay Writing: Expository Writing Rules Paragraph Building: Voice, Word Choice	Writing Rules Expository Essay, Planning Lesson 2.3: Form an Introduction Writing Rules Paragraph Building – Six Traits, Unit 3: Voice Trait
e	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).	Writing Rules Essay Writing: Expository Writing Rules Paragraph Building: Voice, Word Choice	Writing Rules Expository Essay, Planning Lesson 2.3: Form an Introduction Writing Rules Paragraph Building – Six Traits, Unit 3: Voice Trait
f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	Writing Rules Essay Writing: Expository	Writing Rules Expository Essay, Planning Lesson 2.5: Concluding Sentence

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CCR	Expectation	Istation App	Istation Teacher Resources
W.8.3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.	Writing Rules Essay Writing: Personal Narrative	Writing Rules Personal Narrative: Interventions
a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.	Writing Rules Essay Writing: Personal Narrative	Writing Rules Personal Narrative Characteristics Lesson 1.1: First Person Point of View
b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	Writing Rules Essay Writing: Personal Narrative Writing Rules Paragraph Building: Organization Trait, Sentence Fluency Trait	Writing Rules Personal Narrative: Characteristics, Unit 1 Writing Rules Personal Narrative - Characteristics Lesson 1.5: Dialogue
c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Writing Rules Essay Writing: Personal Narrative Writing Rules Paragraph Building: Word Choice Trait, Voice Trait, Organization Trait, Sentence Fluency Trait	Writing Rules Personal Narrative: Characteristics, Unit 1
d	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.	Writing Rules Essay Writing: Personal Narrative Writing Rules Paragraph Building: Word Choice Trait, Voice Trait, Sentence Fluency Trait, Conventions	Writing Rules Personal Narrative Characteristics, Lessons 1.1-2: First Person Point of View, Voice
e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	Writing Rules Essay Writing: Personal Narrative	Writing Rules Personal Narrative - Drafting, Lesson 3.3: Conclusion

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CCR	Expectation	Istation App	Istation Teacher Resources
Production and Distribution of Writing			
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Writing Rules Essay: Expository - Publishing Timeless Tales Units: 1.1A: World of Wonders Passages 1.1B: World of Wonders Passages 2.1A: World of Wonders Passages	TT2.0 NexLevel: Research Unit - Student Guide TT2.0 NexLevel: Research Unit - Teacher Guide
W.8.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Writing Rules Essay Writing: Personal Narrative Writing Rules: Paragraph Building Timeless Tales World of Wonders: Writing Prompts	Writing Rules Personal Narrative Drafting Lessons 3.1-3.3: Introduction, Body Paragraphs, Conclusion
a	Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 8).	Writing Rules Paragraph Building: Conventions Trait, Sentence Fluency Trait Writing Rules Essay Writing: Personal Narrative Writing Rules Essay Writing: Expository Timeless Tales Units 1–4: World of Wonders Writing Prompts	Writing Rules Paragraph Building Six Traits, Unit 6: Conventions Trait Writing Rules: Conventions Rubric TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).	Writing Rules Paragraph Building: Word Choice Trait, Sentence Fluency Trait Writing Rules Essay Writing: Personal Narrative Writing Rules Essay Writing: Expository Timeless Tales Units 1–4: World of Wonders Writing Prompts	Writing Rules Expository Essay, Planning Lesson 2.3: Form an Introduction Writing Rules Paragraph Building – Six Traits, Unit 3: Voice Trait TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide
W.8.6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Writing Rules Essay Writing: Personal Narrative Writing Rules: Paragraph Building Timeless Tales World of Wonders: Writing Prompts	Writing Rules Personal Narrative Drafting Lessons 3.1-3.3: Introduction, Body Paragraphs, Conclusion
Research to Build and Present Knowledge			
W.8.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		TT2.0 NexLevel Research Unit: Teacher Guide TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel L3 Priority: Informational Text Features Self-Selected Reading Guide Timeless Tales Storytelling Across Cultures Lesson: Sequence and Summary

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CCR	Expectation	Istation App	Istation Teacher Resources
W.8.8	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		TT2.0 NexLevel Research Unit: Teacher Guide TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel L3 Priority: Informational Text Features Self-Selected Reading Guide Timeless Tales Storytelling Across Cultures Lesson: Sequence and Summary
W.8.9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.	Timeless Tales Units 1–4: World of Wonders Writing Prompts	Timeless Tales Units 2-3 Priority: Story Elements (extras) Timeless Tales Unit 3 Priority: Hero's Journey (extras) TT2.0 NexLevel Research Unit: Teacher Guide TT2.0 NexLevel Research Unit: Student Guide
Range of Writing			
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Writing Rules Essay Writing: Expository Writing Rules Essay Writing: Personal Narrative Timeless Tales Units 1–4: World of Wonders Writing Prompts	Writing Rules Personal Narrative, Drafting Lessons 3.1-3.3: Introduction, Body Paragraphs, Conclusion TT2.0 NexLevel Research Unit: Teacher Guide TT2.0 NexLevel Research Unit: Student Guide

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CCR	Expectation	Istation App	Istation Teacher Resources
SPEAKING AND LISTENING [SL]			
Comprehension and Collaboration			
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	TT2.0 NexLevel: L2: Virtual World (Pascal LeClair) L3 Tier 5: Hub (Tony Conversation) L3: Virtual World (MAVEN and Rene)	Timeless Tales Priority Lessons: Units 1-2: Making Inferences Units 2-3: Story Elements Unit 3: Hero's Journey Unit 4: Text Structures, Author's Purpose TT2.0 NexLevel Priority Lessons: L1: Characterization L1: Vocab in Context L1: Fluency L1: Word Analysis (Spelling) L2: Word Analysis (Root Words) L2: Fluency L2: History and Culture L2: Drama L2: Point of View L3: Analyzing Argument TT2.0 NexLevel: Group Collaboration Guide
a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)	TT2.0 NexLevel: L1 Tier 5: Hub (Tony the Bouncer Conversation) L2 Tier 7: Hub (Tony the Bouncer Conversation) L3 Tier 5: Hub (Tony the Bouncer Conversation)	TT2.0 NexLevel: Advanced Argumentative Texts

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.		Timeless Tales Priority Lessons: Unit 2: Symbolism (extras) Unit 4: Text Fluency TT2.0 NexLevel Priority Lessons: L1-L3: Text Fluency
c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	TT2.0 NexLevel: L3 Tier 5: Hub Arcade L2-L3: Virtual World	TT2.0 Level 1 Priority: Characterization Timeless Tales Unit 3: Hero's Journey
d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.		TT2.0 NexLevel Priority Lessons: L2: Dramatic Techniques L2: Analyzing Drama L3: Analyzing Argument Timeless Tales Lessons: Unit 3: Hero's Journey (extras) Unit 4: Analyzing Argument
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		Timeless Tales Unit 4 Priority Lesson Extras: Author's Purpose TT2.0 NexLevel: Research Unit: Student Guide Research Unit: Teacher Guide Research Unit: Teacher Slideshow

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CCR	Expectation	Istation App	Istation Teacher Resources
SL.8.3	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.		TT2.0 NexLevel Priority Lessons: L3: Analyzing Argument L5: Advanced Argumentative Texts TT2.0 NexLevel: Multimodal Texts
Presentation of Knowledge and Ideas			
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 8 Language Standards 4–6 for specific expectations regarding vocabulary.)		TT2.0 NexLevel Priority Lessons: L3: Analyzing Argument L5: Advanced Argumentative Texts TT2.0 NexLevel: Multimodal Texts
SL.8.5	Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	TT2.0 NexLevel: L1: World of Wonders L2: Virtual World (Entire Activity) L3: World of Wonders	Timeless Tales Priority Lesson Extras: Units 1-2: Summarize and Paraphrase Unit 2: Vocabulary Visa Unit 3: Hero's Journey TT2.0 Teacher-Directed Lessons: L1: Characterization L2: History and Culture L2: Point of View TT2.0 NexLevel: <i>Masks</i> Novella Unit Plan

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CCR	Expectation	Istation App	Istation Teacher Resources
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)	TT2.0 NexLevel: L3: World of Wonders (Pro/Con Prompt) L3: Virtual World (MAVEN Conversations) L3 Tier 2: Hub (Macey and Skylar's Conversation/Email)	TT2.0 NexLevel: Presentation Rubric
LANGUAGE [L]			
Conventions of Standard English			
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	Writing Rules Paragraph Building: Conventions Trait, Sentence Fluency Trait Writing Rules Essay Writing: Personal Narrative Writing Rules Essay Writing: Expository Timeless Tales Units 1–4: World of Wonders Writing Prompts	Writing Rules Paragraph Building Six Traits, Unit 6: Conventions Trait Writing Rules: Conventions Rubric TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide
a	Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.	Writing Rules Essay Writing: Expository - Preparing to Publish	Writing Rules Paragraph Building Six Traits, Unit 6: Conventions Trait Writing Rules: Conventions Rubric TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate a particular meaning.	Writing Rules Paragraph Building: Conventions	Writing Rules Paragraph Building Six Traits, Unit 6: Conventions Trait Writing Rules: Conventions Rubric TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Writing Rules Paragraph Building: Sentence Fluency Trait	Writing Rules Paragraph Building Six Traits, Unit 6: Conventions Trait Writing Rules: Conventions Rubric TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide
a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Writing Rules Paragraph Building: Conventions	Writing Rules Paragraph Building Six Traits, Unit 6: Conventions Trait Writing Rules: Conventions Rubric TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide

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CCR	Expectation	Istation App	Istation Teacher Resources
b	Use an ellipsis to indicate an omission.	Writing Rules Paragraph Building: Conventions	Writing Rules Paragraph Building Six Traits, Unit 6: Conventions Trait Writing Rules: Conventions Rubric TT2.0 NexLevel Research Unit: Student Guide TT2.0 NexLevel Research Unit: Teacher Guide
c	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).	Writing Rules Essay Writing: Expository - Preparing to Publish	TT2.0 NexLevel Priority: Word Analysis- Spelling Writing Rules Paragraph Building - Six Traits, Unit 6: Conventions Trait Writing Rules: Conventions Rubric
Knowledge of Language			
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Writing Rules Paragraph Building: Sentence Fluency Trait	TT2.0 NexLevel Priority: Word Analysis- Spelling Writing Rules Paragraph Building - Six Traits, Unit 6: Conventions Trait Writing Rules: Conventions Rubric

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CCR	Expectation	Istation App	Istation Teacher Resources
a	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.	Writing Rules Essay Writing: Personal Narrative	<p>Writing Rules Expository Essay, Characteristics 1.3: Voice</p> <p>Writing Rules Paragraph Building - Six Traits, Unit 3: Voice Trait</p>
b	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.		<p>Writing Rules Expository Essay, Characteristics 1.1: Audience</p> <p>Writing Rules Expository Essay, Planning Lesson 2.1: Choose an Overall Topic</p> <p>Writing Rules Personal Narrative: Planning Unit 2</p> <p>Timeless Tales Unit 4: Text Structures</p> <p>Timeless Tales Unit 4 Priority: Author's Purpose</p>
Vocabulary Acquisition and Use			
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 <i>reading and content</i> , choosing flexibly from a range of strategies.	<p>Timeless Tales Lessons:</p> <p>Unit 2: Word Analysis Game</p> <p>Unit 2: Word Analysis Game Intro</p> <p>TT2.0 NexLevel L2 Arcade: Abnarwhal game</p>	<p>Timeless Tales Priority Lessons:</p> <p>Units 2-4: Vocabulary Visa</p> <p>Unit 4 Word Analysis: Understanding Words in Context</p> <p>TT2.0 NexLevel Lessons:</p> <p>Vocabulary: Context Clues</p> <p>Priority Word Analysis: Root Words and Word Families</p> <p>Priority Word Analysis: Affixes</p>

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CCR	Expectation	Istation App	Istation Teacher Resources
a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	TT2.0 NexLevel Arcade: Card Match	<p>Timeless Tales Unit 2 Priority: Vocabulary Visa</p> <p>Timeless Tales Unit 3 Priority: Vocabulary Visa</p> <p>Timeless Tales Unit 4 Priority - Word Analysis: Understanding Words in Context</p> <p>Timeless Tales Unit 4 Priority: Vocabulary Visa</p> <p>TT2.0 Vocabulary: Context Clues</p>
b	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>TT2.0 NexLevel L2 Arcade: <i>Abnarwhal</i> game</p> <p>Timeless Tales Unit 2: Word Sort</p>	<p>TT2.0 NexLevel Priority: Word Analysis - Root Word Families</p> <p>TT20 NexLevel Priority: Word Analysis - Affixes</p>
c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<p>Timeless Tales Unit 1–4: 4 Square with Didja Ninja</p> <p>Timeless Tales Unit 1–4: All Passages (Glossary)</p> <p>Timeless Tales Units 1–4: Card Match</p>	

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CCR	Expectation	Istation App	Istation Teacher Resources
d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Timeless Tales Unit 1–4: 4 Square with Didja Ninja Timeless Tales Unit 1–4: All Passages (Vocabulary Preview)	
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Writing Rules Paragraph Building: Voice Writing Rules Personal Narrative: Editing Writing Rules Essay: Expository - Editing	Writing Rules: Personal Narrative Rubric Writing Rules: Expository Essay Rubric
a	Interpret figures of speech (e.g. verbal irony, puns) in context.	Timeless Tales Unit 1.1B: <i>Didja Ninja and the Missing Jewel</i> Timeless Tales Unit 1.1B: <i>Unexpected Treasure</i>	Timeless Tales Priority Lessons: Units 2-4: Vocabulary Visa Unit 4 Word Analysis: Understanding Words in Context TT2.0 NexLevel Vocabulary: Context Clues
b	Use the relationship between particular words to better understand each of the words.	TT2.0 NexLevel: L1 Arcade: Lab Lockdown L1 Arcade: Card Match	Timeless Tales Unit 2 Priority - Word Analysis: Root Words - Lesson Extras Timeless Tales Unit 4 Priority - Word Analysis: Understanding Words in Context - Lesson Extras

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CCR	Expectation	Istation App	Istation Teacher Resources
c	Distinguish among the connotations (associations) of words with similar denotations. (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).	ISIP AR: Vocabulary Subtest Writing Rules Paragraph Building: Word Choice	Timeless Tales Priority Lesson Extras: Units 1-2: Making Inferences Units 2-3: Vocabulary Visa Timeless Tales Unit 4 Lesson: Author's Stylistic Choices TT2.0 NexLevel L6 Priority: Analyzing Poetry
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)	TT2.0 NexLevel: L1 Arcade: Lab Lockdown L1 Arcade: Card Match Timeless Tales Units: 1.1A: World of Wonders Passages 1.1A: Vocab Preview - Wall of Water 3.1B: Word Analysis Intro	TT20.0 NexLevel Teacher-Directed Lessons: L1: Vocab in Context L1: Word Analysis: Spelling L2: Word Analysis: Root Words

End of Grade 8