



Istation

Istation Reading Curriculum Correlated to
California Preschool Learning Foundations

Preschool



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Code Legend

| Code | Description |
|-------------|--------------------------------------|
| B | Book |
| BPA | Book and Print Awareness |
| C | Cycle |
| CC | Clapping Clara |
| CR | Classroom Resource |
| CVC | Consonant-Vowel-Consonant |
| CVCe | Consonant-Vowel-Consonant (silent e) |
| EP | Environmental Print |
| ER | Early Reading |
| F | Foundations |
| FLB | Foundations Letter Blocks |
| G | Game |
| HFW | High-Frequency Words |
| IP | Ipractice |
| ISIP | Istation's Indicators of Progress |
| L#L# | Lesson #, Level # |
| L/S R | Letter Sound Recognition |
| LC | Listening Comprehension |
| LD | Language Development |
| MMM | Magical Miss Mousely |

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| Code | Description |
|-------------|---------------------------------|
| PA | Phonological Awareness |
| Ph | Phonics |
| PP | Parent Portal |
| PRP | Printable Passages |
| RC | Reading Comprehension |
| RR | Rhymin' Ralph |
| S | Spelling |
| VC | Vocabulary Cards |
| VCCV | Vowel-Consonant-Consonant-Vowel |
| VOC | Vocabulary |
| WE | Writing Extension |



Preschool

Listening and Speaking

1.0 Language Use and Conventions

Children extend their understanding and usage of language to communicate with others effectively.

| 1.1 | | | |
|--|-----------------------------------|-------------|---|
| Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Listening Comprehension Subtest | ISIP ER LC | Developing Listening Skills, Tiers 2 and 3 |
| | | ISIP ER VOC | Teacher Resources Lessons: ISIP – Vocabulary, Lesson 5: Closed Sorts (Pictures), Tier 3 |
| | | ISIP ER VOC | Teacher Resources Lessons: ISIP – Vocabulary, Lesson 6: Daily Vocabulary Building, Tier 3 |
| | | LD | Identify and Use Direction Words |
| | | F L1 | Listening to Sounds |
| | | F L2 | Sentence Segmentation |
| | | F L3 | Word Length |
| | | F L4 | Syllabication |
| | | F L5 | Alliteration |
| | | F L6 | Beginning Sound Discrimination |
| | | F L7 | Rhyming with Pictures |
| | | F L8 | Rhyming Discrimination |

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1.1

Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--|
| | | F L9 | Rhyming Identification |
| | | F L10 | Generating Rhymes |
| | | F L11 | Onset and Rime |
| | | F L12 | Visual Discrimination |
| | | F L13 | Letter Discrimination |
| | | F L14 | Letter Discrimination |
| | | F L15 | Beginning Sound Pictures and Letter Matching |
| | | EP | Alphabet Book |
| | | EP | Recognizing Signs |
| | | EP | Classifying |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |

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| 1.2 | | | |
|--|-----------------------------------|----------------|---|
| Speak clearly enough to be understood by both familiar and unfamiliar adults and children. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP ER LC | Developing Listening Skills, Tiers 2 and 3 |
| | | ISIP ER VOC | Teacher Resources Lessons: ISIP – Vocabulary, Lesson 5: Closed Sorts (Pictures), Tier 3 |
| | | ISIP ER VOC | Teacher Resources Lessons: ISIP – Vocabulary, Lesson 6: Daily Vocabulary Building, Tier 3 |
| | | LD | Identify and Use Direction Words |
| | | F L1 | Listening to Sounds |
| | | F L2 | Sentence Segmentation |
| | | F L3 | Word Length |
| | | F L4 | Syllabication |
| | | F L5 | Alliteration |
| | | F L6 | Beginning Sound Discrimination |
| | | F L7 | Rhyming with Pictures |
| | | F L8 | Rhyming Discrimination |
| | | F L9 | Rhyming Identification |
| | | F L10 | Generating Rhymes |
| | | F L11 | Onset and Rime |
| | | F L12 | Visual Discrimination |
| | | F L13 | Letter Discrimination |



1.2

Speak clearly enough to be understood by both familiar and unfamiliar adults and children.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--|
| | | F L14 | Letter Discrimination |
| | | F L15 | Beginning Sound Pictures and Letter Matching |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | EP | Alphabet Book |
| | | EP | Recognizing Signs |
| | | EP | Classifying |

1.3

Use accepted language and style during communication with both familiar and unfamiliar adults and children.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|----------------|---|
| | | ISIP ER LC | Developing Listening Skills, Tiers 2 and 3 |
| | | ISIP ER VOC | Teacher Resources Lessons: ISIP – Vocabulary, Lesson 5: Closed Sorts (Pictures), Tier 3 |
| | | ISIP ER VOC | Teacher Resources Lessons: ISIP – Vocabulary, Lesson 6: Daily Vocabulary Building, Tier 3 |



| 1.3 | | | |
|---|-----------------------------------|-------------|--|
| Use accepted language and style during communication with both familiar and unfamiliar adults and children. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | LD | Identify and Use Direction Words |
| | | F L1 | Listening to Sounds |
| | | F L2 | Sentence Segmentation |
| | | F L3 | Word Length |
| | | F L4 | Syllabication |
| | | F L5 | Alliteration |
| | | F L6 | Beginning Sound Discrimination |
| | | F L7 | Rhyming with Pictures |
| | | F L8 | Rhyming Discrimination |
| | | F L9 | Rhyming Identification |
| | | F L10 | Generating Rhymes |
| | | F L11 | Onset and Rime |
| | | F L12 | Visual Discrimination |
| | | F L13 | Letter Discrimination |
| | | F L14 | Letter Discrimination |
| | | F L15 | Beginning Sound Pictures and Letter Matching |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |



1.3

Use accepted language and style during communication with both familiar and unfamiliar adults and children.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--------------------|
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | EP | Alphabet Book |
| | | EP | Recognizing Signs |
| | | EP | Classifying |

1.4

Use language to construct extended narratives that are real or fictional.

| Code | Digital Student Experience | Code | Teacher Resources |
|-------|---------------------------------------|---------------|--|
| IP ER | Rhymin' Ralph Rhyme-O-Rama, A-Z Songs | ISIP ER LC | Developing Listening Skills, Tiers 2 and 3 |
| | | LD | Identify and Use Direction Words |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | EP | Alphabet Book |



| 1.4 | | | |
|---|-----------------------------------|-------------|--------------------------|
| Use language to construct extended narratives that are real or fictional. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | EP | Recognizing Signs |
| | | EP | Classifying |

2.0 Vocabulary

Children develop age-appropriate vocabulary.

| 2.1 | | | |
|--|---|----------------|---|
| Understand and use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Listening Comprehension and Vocabulary Subtests | ISIP ER LC | Developing Listening Skills, Tier 2 and 3 |
| FLB A-Z | Letter Recognition: Teach, Room, Explore | ISIP ER LC | Prepositions, Tier 2 and 3 |
| FLB A-Z | Literacy Acquisition Theater | ISIP ER LC | Adjectives, Tier 2 and 3 |
| FLB A-Z | Interactive Theater | ISIP ER VOC | Teacher Resources Lessons: ISIP – Vocabulary, Lesson 5: Closed Sorts (Pictures), Tier 3 |
| FLB A-Z | Rhymin’ Ralph Activities | ISIP ER VOC | Teacher Resources Lessons: ISIP – Vocabulary, Lesson 6: Daily Vocabulary Building, Tier 3 |
| FLB A-Z | Sound Recognition Room | EP | Alphabet Book |
| FLB A-Z | Time for Rhyme | EP | Recognizing Signs |



2.1

Understand and use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts.

| Code | Digital Student Experience | Code | Teacher Resources |
|-------------|--|-------------|--|
| F B | A Special Delivery for Dusty, At the Market, Cal and the Clam, Elbert’s Birthday, Fun at the Pond | EP | Classifying |
| F B | The Act, The Cleaning Attack, The Garden Trail, The Last Scrap, Pat’s Cat, Raindrops, Surprise! | F L1 | Listening to Sounds |
| F B | Fun with Friends, Jen and Her New Friends, King Zung and the Lark, My Favorite Things, Where Will They Ride? | F L2 | Sentence Segmentation |
| F B | The Magic Word, The Yellow Pin, Trips with My Family, When I Grow Up, Where is Coco? | F L5 | Alliteration |
| F B | At the Market (BPA) | F L7 | Rhyming with Pictures |
| F B | Dusty the Dog and Coco the Cat (BPA) | F L8 | Rhyming Discrimination |
| | | F L10 | Generating Rhymes |
| | | F L11 | Onset and Rime |
| | | F L12 | Visual Discrimination |
| | | F L13 | Letter Discrimination |
| | | F L14 | Letter Discrimination |
| | | F L15 | Beginning Sound Pictures and Letter Matching |

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2.2

Understand and use accepted words for categories of objects encountered in everyday life.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|--|----------------|---|
| ISIP ER | Listening Comprehension and Vocabulary Subtests | ISIP ER LC | Developing Listening Skills, Tier 2 and 3 |
| FLB A-Z | Letter Recognition: Teach, Room, Explore | ISIP ER LC | Prepositions, Tier 2 and 3 |
| FLB A-Z | Literacy Acquisition Theater | ISIP ER LC | Adjectives, Tier 2 and 3 |
| FLB A-Z | Interactive Theater | ISIP ER VOC | Teacher Resources Lessons: ISIP – Vocabulary, Lesson 5: Closed Sorts (Pictures), Tier 3 |
| FLB A-Z | Rhymin’ Ralph Activities | ISIP ER VOC | Teacher Resources Lessons: ISIP – Vocabulary, Lesson 6: Daily Vocabulary Building, Tier 3 |
| FLB A-Z | Sound Recognition Room | EP | Alphabet Book |
| FLB A-Z | Time for Rhyme | EP | Recognizing Signs |
| F B | A Special Delivery for Dusty, At the Market, Cal and the Clam, Elbert’s Birthday, Fun at the Pond | EP | Classifying |
| F B | The Act, The Cleaning Attack, The Garden Trail, The Last Scrap, Pat’s Cat, Raindrops, Surprise! | F L1 | Listening to Sounds |
| F B | Fun with Friends, Jen and Her New Friends, King Zung and the Lark, My Favorite Things, Where Will They Ride? | F L2 | Sentence Segmentation |
| F B | The Magic Word, The Yellow Pin, Trips with My Family, When I Grow Up, Where is Coco? | F L5 | Alliteration |
| F B | At the Market (BPA) | F L7 | Rhyming with Pictures |
| F B | Dusty the Dog and Coco the Cat (BPA) | F L8 | Rhyming Discrimination |
| | | F L10 | Generating Rhymes |



2.2

Understand and use accepted words for categories of objects encountered in everyday life.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|-------|--|
| | | F L11 | Onset and Rime |
| | | F L12 | Visual Discrimination |
| | | F L13 | Letter Discrimination |
| | | F L14 | Letter Discrimination |
| | | F L15 | Beginning Sound Pictures and Letter Matching |

2.3

Understand and use both simple and complex words that describe the relations between objects.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|---|-------------|---|
| ISIP ER | Listening Comprehension and Vocabulary Subtests | ISIP ER VOC | Teacher Resources Lessons: ISIP – Vocabulary, Lesson 5: Closed Sorts (Pictures), Tier 3 |
| FLB A-Z | Letter Recognition: Teach, Room, Explore | ISIP ER VOC | Teacher Resources Lessons: ISIP – Vocabulary, Lesson 6: Daily Vocabulary Building, Tier 3 |
| FLB A-Z | Literacy Acquisition Theater | ISIP ER LC | Developing Listening Skills, Tiers 2 and 3 |
| FLB A-Z | Interactive Theater | ISIP ER LC | Prepositions, Tiers 2 and 3 |
| FLB A-Z | Rhymin’ Ralph Activities | ISIP ER LC | Adjectives, Tiers 2 and 3 |
| FLB A-Z | Sound Recognition Room | F L1 | Listening to Sounds |
| FLB A-Z | Time for Rhyme | F L2 | Sentence Segmentation |

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| 2.3 | | | |
|---|--|-------------|--|
| Understand and use both simple and complex words that describe the relations between objects. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| F B | A Special Delivery for Dusty, At the Market, Cal and the Clam, Elbert's Birthday | F L5 | Alliteration |
| F B | Fun at the Pond, Dusty the Dog and Coco the Cat, Fun with Friends, Jen and Her New Friends | F L7 | Rhyming with Pictures |
| F B | King Zung and the Lark, My Favorite Things, Pat's Cat, Raindrops, Where Will They Ride? | F L8 | Rhyming Discrimination |
| F B | The Act, The Cleaning Attack, The Garden Trail, The Last Scrap, Surprise! | F L10 | Generating Rhymes |
| F B | The Magic Word, The Yellow Pin, Trips with My Family, When I Grow Up, Where Is Coco? | F L11 | Onset and Rime |
| | | F L12 | Visual Discrimination |
| | | F L13 | Letter Discrimination |
| | | F L14 | Letter Discrimination |
| | | F L15 | Beginning Sound Pictures and Letter Matching |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |
| | | EP | Alphabet Book |
| | | EP | Recognizing Signs |



| 2.3 | | | |
|---|-----------------------------------|-------------|--------------------------|
| Understand and use both simple and complex words that describe the relations between objects. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | EP | Classifying |

3.0 Grammar

Children develop age-appropriate grammar.

| 3.1 | | | |
|---|-----------------------------------|-------------|----------------------------------|
| Understand and use increasingly complex and longer sentence including sentences that combine two to three phrases or three to four concepts to communicate ideas. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | LD | Identify and Use Direction Words |
| | | EP | Alphabet Book |
| | | EP | Recognizing Signs |
| | | EP | Classifying |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |



3.2

Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns and possessives.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|---------------------------------|----------------|---|
| ISIP ER | Listening Comprehension Subtest | ISIP ER VOC | Teacher Resources Lessons: ISIP – Vocabulary, Lesson 5: Closed Sorts (Pictures), Tier 3 |
| FLB A-Z | Literacy Acquisition Theater | ISIP ER VOC | Teacher Resources Lessons: ISIP – Vocabulary, Lesson 6: Daily Vocabulary Building, Tier 3 |
| FLB A-Z | Book Concepts | LD | Identify and Use Direction Words |
| FLB A-Z | Rhyme-O-Rama | EP | Alphabet Book |
| | | EP | Recognizing Signs |
| | | EP | Classifying |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |



Reading

1.0 Concepts about Print

Children recognize print conventions and understand that print carries specific meaning.

| 1.1 | | | |
|---|----------------------------|------|---|
| Display appropriate book-handling behaviors and knowledge of print conventions. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| C1B | At the Market (BPA) | EP | Alphabet Book |
| C2B | Summer Camp (BPA) | WE B | Sam Tips the Lamp, See Sam Sit, Dots and Spots, The Toads Are Lost, Fred Has Ten Hens |

| 1.2 | | | |
|---|--|------|---|
| Understand that print is something that is read and has specific meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| FLB A-Z | Literacy Acquisition Theater | WE B | Sam Tips the Lamp, See Sam Sit, Dots and Spots, The Toads Are Lost, Fred Has Ten Hens |
| FLB A-Z | Rhymin' Ralph Activities | WE 1 | Sam Tips the Lamp |
| FLB A-Z | Time for Rhyme Poems | WE 2 | See Sam Sit |
| F B | A Special Delivery for Dusty, At the Market, Cal and the Clam, Elbert's Birthday | WE 3 | Dots and Spots |
| F B | Fun at the Pond, Dusty the Dog and Coco the Cat, Fun with Friends, Jen and Her New Friends | WE 4 | The Toads Are Lost |
| F B | King Zung and the Lark, My Favorite Things, Pat's Cat, Raindrops, Where Will They Ride? | WE 5 | Fred Has Ten Hens |



| 1.2 | | | |
|---|--|------|-------------------|
| Understand that print is something that is read and has specific meaning. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| F B | The Act, The Cleaning Attack, The Garden Trail, The Last Scrap, Surprise! | | |
| F B | The Magic Word, The Yellow Pin, Trips with My Family, When I Grow Up, Where Is Coco? | | |
| F B | At the Market (BPA) | | |
| C1-C7 | Alphabet Review, Letter Formation, Letter Recognition | | |
| C1B | Dusty the Dog and Coco the Cat, Where Is Coco? | | |
| C2B | Summer Camp (BPA) | | |

2.0 Phonological Awareness

Children develop age-appropriate phonological awareness.

| 2.1 | | | |
|---|---|---------------|----------------------------------|
| Orally blend and delete words and syllables without the support of pictures or objects. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Phonemic Awareness Subtest | ISIP ER PA | Blending Syllables, Tier 2 and 3 |
| FLB | Letter A books: Dusty the Dog and Coco the Cat, At the Market (BPA) | F L2 | Sentence Segmentation |
| F PA | Counting Syllables with Tab | F L4 | Syllabication |
| F | Clapping Clara: Two-Syllable Words | CC | Segmenting Words into Syllables |
| F | Clapping Clara: Three-Syllable Words | CC | Syllables Game |



2.1

Orally blend and delete words and syllables without the support of pictures or objects.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|-------------------------------|
| F | Clapping Clara: Segmenting Words in Sentences | CC | Segmenting Words in Sentences |

2.2

Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|--|---------------|---|
| ISIP ER | Phonemic Awareness Subtest | ISIP ER PA | Identifying Final Phonemes, Tier 2 and 3 |
| F PA | Beginning, Middle, End Phoneme Segmentation with Tab | ISIP ER PA | Initial Sound Fluency, Tier 2 and 3 |
| F | Beginning Sound Game | ISIP ER PA | Blending Spoken Phonemes, Tier 2 and 3 |
| F | Beginning Sound Explorer: A-Z | F L11 | Onset and Rime |
| F | Magical Miss Mousely: Initial Phoneme Recognition | MMM | Identify Word Pairs with the Same Initial Phoneme |
| F | Magical Miss Mousely: Initial Phoneme Pairs | MMM | First Phoneme Sound Sort |
| F | Magical Miss Mousely: First Phoneme Sound Sort | | |
| F | Magical Miss Mousely: First Phoneme Four Square | | |
| C2 | Onset-Rime Game with Tab | | |



3.0 Alphabets and Word/Print Recognition

Children extend their recognition of letters of the alphabet.

| 3.1 | | | |
|--|----------------------------|-------|-----------------------|
| Recognize own name or other common words in print. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | F L12 | Visual Discrimination |
| | | EP | Alphabet Book |
| | | EP | Recognizing Signs |
| | | EP | Classifying |

| 3.2 | | | |
|--|--|---------|--|
| Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Letter Knowledge Subtest | ISIP ER | Teacher Resources Lessons: ISIP – Letter Knowledge |
| FLB A-Z | Alphabet Song | F L13 | Letter Discrimination |
| FLB A-Z | Capital and Lowercase Letter Discrimination Activities | F L14 | Letter Discrimination |
| FLB A-Z | Letter Recognition Activities | EP L | Alphabet Book |
| | | C1-C7 | Letter Name Recognition Lessons |
| | | C1-C7 | Priority: Letter Name Recognition Lessons |
| | | C1-C7 | Letter/Sound Recognition Lessons |



| 3.3 | | | |
|--|--|-------------|--|
| Begin to recognize that letters have sounds. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Letter Knowledge and Phonemic Awareness Subtests | ISIP ER | Teacher Resources Lessons: ISIP – Letter Knowledge Lesson 1: Identify the target letter sound from a group of five letters, Tier 1 |
| FLB A-Z | Letter Introductions | ISIP ER | Teacher Resources Lessons: ISIP – Letter Knowledge Lesson 2: Match capital and lowercase letters to sounds, Tier 1 |
| FLB A-Z | Literacy Acquisition Theater | ISIP ER | Teacher Resources Lessons: ISIP – Letter Knowledge Lesson 3: Match letters and pictures that begin with the letter sound, Tier 2 |
| FLB A-Z | Sound Recognition Room | ISIP ER | Teacher Resources Lessons: ISIP – Letter Knowledge Lesson 4: Identify the target letter from a group of five letters, Tier 2 |
| FLB A-Z | Sound Recognition Explore | F L14 | Letter Discrimination |
| | | F L15 | Beginning Sound Pictures and Letter Matching |
| | | C1-C7 | Letter Name Recognition Lessons |
| | | C1-C7 | Priority: Letter Name Recognition Lessons |
| | | C1-C7 | Letter/Sound Recognition Lessons |



4.0 Comprehension and Analysis of Age-Appropriate Text

Children demonstrate understanding of age-appropriate text read aloud.

| 4.1 | | | |
|---|--|-------------|---|
| Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| ISIP ER | Listening Comprehension Subtest | ISIP ER LC | Developing Listening Skills, Tier 2 and 3 |
| C1B | At the Market (BPA) | RC L1 | Making Predictions |
| C1B | Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown and Tim the Dog, At the Market (BPA) | WE B | Sam Tips the Lamp, See Sam Sit, Dots and Spots, The Toads Are Lost, Fred Has Ten Hens |
| C1B | Sam Has Mail, Pam and Cam, Pam and the Cap, The Maps | WE 1 | Sam Tips the Lamp |
| IP ER | ABC Stories | WE 2 | See Sam Sit |
| IP ER | Rhyming Ralph Rhyme-O-Rama, A-Z Songs | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |



5.0 Literacy Interest and Response

Children demonstrate motivation for a broad range of literacy activities.

| 5.1 | | | |
|---|--|-------------|----------------------------------|
| Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| FLB A-Z | Literacy Acquisition Theater | ISIP ER PA | Distinguish Rhyme, Tiers 2 and 3 |
| FLB A-Z | Rhymin' Ralph Activities | EP | Recognizing Signs |
| FLB A-Z | Time for Rhyme Poems | EP | Classifying |
| F B | A Special Delivery for Dusty, At the Market, Cal and the Clam, Elbert's Birthday | F L5 | Alliteration |
| F B | Fun at the Pond, Dusty the Dog and Coco the Cat, Fun with Friends, Jen and Her New Friends | F L7 | Rhyming with Pictures |
| F B | King Zung and the Lark, My Favorite Things, Pat's Cat, Raindrops, Where Will They Ride? | F L8 | Rhyming Discrimination |
| F B | The Act, The Cleaning Attack, The Garden Trail, The Last Scrap, Surprise! | F L10 | Generating Rhymes |
| F B | The Magic Word, The Yellow Pin, Trips with My Family, When I Grow Up, Where Is Coco? | EP | Alphabet Book |
| F B | At the Market (BPA) | EP | Recognizing Signs |
| | | EP | Classifying |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |



5.1

Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--------------------|
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |

5.2

Engage in more complex routines associated with literacy activities.

| Code | Digital Student Experience | Code | Teacher Resources |
|---------|--|------------|----------------------------------|
| FLB A-Z | Literacy Acquisition Theater | ISIP ER PA | Distinguish Rhyme, Tiers 2 and 3 |
| FLB A-Z | Rhymin' Ralph Activities | EP | Recognizing Signs |
| FLB A-Z | Time for Rhyme Poems | EP | Classifying |
| F B | A Special Delivery for Dusty, At the Market, Cal and the Clam, Elbert's Birthday | F L5 | Alliteration |
| F B | Fun at the Pond, Dusty the Dog and Coco the Cat, Fun with Friends, Jen and Her New Friends | F L7 | Rhyming with Pictures |
| F B | King Zung and the Lark, My Favorite Things, Pat's Cat, Raindrops, Where Will They Ride? | F L8 | Rhyming Discrimination |
| F B | The Act, The Cleaning Attack, The Garden Trail, The Last Scrap, Surprise! | F L10 | Generating Rhymes |
| F B | The Magic Word, The Yellow Pin, Trips with My Family, When I Grow Up, Where Is Coco? | EP | Alphabet Book |
| F B | At the Market (BPA) | EP | Recognizing Signs |



| 5.2 | | | |
|--|-----------------------------------|-------------|--------------------------|
| Engage in more complex routines associated with literacy activities. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | EP | Classifying |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |

Writing

1.0 Writing Strategies

Children demonstrate increasing writing skills.

| 1.2 | | | |
|--|-----------------------------------|-------------|---|
| Write letters or letter-like shapes to represent words or ideas. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| FLB A-Z | Letter Formation | F L13 | Letter Discrimination |
| FLB A-Z | Capital/Lower Teach | F L14 | Letter Discrimination |
| | | C1-C7 | Letter Name Recognition Lessons |
| | | C1-C7 | Priority: Letter Name Recognition Lessons |
| | | C1-C7 | Sound-Symbol Correspondence Lessons |



| 1.2 | | | |
|--|----------------------------|-------|--------------------|
| Write letters or letter-like shapes to represent words or ideas. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | C1-C7 | Spelling Lessons |
| | | WE 1 | Sam Tips the Lamp |
| | | WE 2 | See Sam Sit |
| | | WE 3 | Dots and Spots |
| | | WE 4 | The Toads Are Lost |
| | | WE 5 | Fred Has Ten Hens |



Appendix

Classroom Resources

| Letter and Game Cards | |
|-----------------------|--|
| Code | Resources |
| CR | Word Masters Spelling Game Score Card |
| CR | Lowercase Letter Cards |
| CR | Alphabetic Letter Cards: Lowercase (Small) |
| CR | Capital Letter Cards |
| CR | Alphabetic Letter Cards: Capital (Small) |

School-to-Home Resources

| Pre-Reading | |
|-------------|--|
| Code | Resources |
| PP | Blending Separate Spoken Sounds into Words |
| PP | Listening for Beginning Sounds |

| Cycle 1 | |
|---------|---|
| Code | Resources |
| PP | Identifying the Initial Short Vowel Sound /a/ |
| PP | Reading Sentences with HFW |



| Cycle 1 | |
|---------|-----------------|
| Code | Resources |
| C1 G | Word Bank Cards |
| B | Pam and Cam |
| B | The Maps |

| Cycle 2 | |
|---------|--|
| Code | Resources |
| PP | Identifying Letters and Sounds for Short Vowel /a/ and /i/ |
| PP | Listening for the Middle Sound |
| C2 G | Word Bank Cards |
| C2 G | Phonogram Cards |
| B | Pip and His Lips |
| B | Tim and Sam |
| B | Sam Tips the Lamp |

| Cycle 3 | |
|---------|---|
| Code | Resources |
| PP | Reading oa Words |
| PP | Reading Words with Beginning Blends: sl, sn, sp, st |

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| Cycle 3 | |
|----------------|---------------------------------------|
| Code | Resources |
| PP | Writing Extension: Dots and Spots |
| PP | Writing Extension: The Toads Are Lost |
| C3 G | Word Bank Cards |
| C3 G | Phonogram Cards |
| C3 G | Word Masters Spelling Game Cards |
| B | The Toads in the Road |
| B | Stan the Man |
| B | Dots and Spots |
| B | The Toads Are Lost |

| Cycle 4 | |
|----------------|--------------------------------------|
| Code | Resources |
| PP | Reading ee and ea Words |
| PP | Reading Sentences with HFW |
| PP | Writing Extension: Fred Has Ten Hens |
| PP | Writing Extension: My Dog Has Fleas |
| C4 G | Word Bank Cards |
| C4 G | Phonogram Cards |

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| Cycle 4 | |
|---------|----------------------------------|
| Code | Resources |
| C4 G | Word Masters Spelling Game Cards |
| B | Meg and the Hens |
| B | The Green Team |
| B | Fred Has Ten Hens |
| B | My Dog Has Fleas |

| Cycle 5 | |
|---------|--------------------------------------|
| Code | Resources |
| PP | Reading with Expression |
| PP | Spelling CVCe Words with A and O |
| PP | Writing Extension: Fun at Home |
| PP | Writing Extension: Late for the Game |
| C5 G | Word Bank Cards |
| C5 G | Phonogram Cards |
| C5 G | Word Masters Spelling Game Cards |
| B | Homes for Sale |
| B | The Blue Blimp |
| B | Late for the Game |

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| Cycle 5 | |
|----------------|------------------|
| Code | Resources |
| B | Fun at Home |

| Cycle 6 | |
|----------------|---|
| Code | Resources |
| PP | Making New CVC Words through Sound Substitution |
| PP | Reading Letters and Words Rapidly |
| PP | Writing Extension: The Dunes |
| PP | Writing Extension: Where Is Jane? |
| C6 G | Word Bank Cards |
| C6 G | Phonogram Cards |
| C6 G | Word Masters Spelling Game Cards |
| B | Time to Ride My Mule |
| B | Just in Time |
| B | Where Is Jane? |
| B | The Dunes |

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| Cycle 7 | |
|----------------|---|
| Code | Resources |
| PP | Reading Open Syllable, One Syllable Words |
| PP | Reading Words Containing ar |
| PP | Writing Extension: Homes |
| PP | Writing Extension: Boats |
| C7 G | Word Bank Cards |
| C7 G | Phonogram Cards |
| C7 G | Word Masters Spelling Game Cards |
| B | Mark and Kate |
| B | The Big Game |
| B | Boats |
| B | Homes |