

# Istation Reading® Curriculum

Correlated to

Alabama Course of Study

English Language Arts

Grades 4-8



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# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA

## Grade Four



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Reading Standards for Literature</b>			
<b>Key Ideas and Details</b>			
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 12 Living Lessons:</b> Inference</p> <p><b>Cycle 12 Books &amp; Lessons:</b> <i>Mission Incredible, Fields of Change, Weather Watchers</i></p> <p><b>Cycle 13 Book &amp; Lesson:</b> <i>The Desert's Gift</i></p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (fiction):</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p><b>Comprehension Lessons 47 - 63</b></p> <p><b>Cycle 12 Lessons:</b>            Inferencing and Drawing Conclusions            Predicting Outcomes            Cause and Effect</p> <p><b>7:</b> Drawing Conclusions  <b>8A:</b> Representing Text</p> <p><b>Cycle 14 Bridge Lessons:</b>            Compare and Contrast            Supporting Responses</p> <p><b>Cycle 15 Bridge Lessons:</b>            General Comprehension 2            General Comprehension 3            General Comprehension 4</p>

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RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 12 Living Lessons:</b> Summarization</p> <p><b>Cycle 13 Living Lessons:</b> Main Idea, Cause and Effect</p> <p><b>Cycle 13 Books &amp; Lessons:</b> <i>The Rain Forest Howlers</i>, <i>The Desert's Gift</i>, <i>Race Across the Arctic</i></p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (fiction):</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p><b>Comprehension Lessons:</b>  <b>59:</b> <i>The Desert's Gift</i>  <b>60:</b> <i>Monkey Brothers and the Hero Twins</i>  <b>61:</b> <i>The Rain Forest Howlers</i>  <b>62:</b> <i>Phaeton and the Chariot of Fire</i>  <b>63:</b> <i>The Desert's Gift</i></p> <p><b>Poetry Lessons:</b>  Alliteration and Assonance  Hyperbole</p> <p><b>Cycle 12:</b> Summarizing</p>

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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).	<p><b>ISIP AR:</b> Reading Comprehension subtest</p> <p><b>Cycle 13 Books:</b> <i>The Rain Forest Howlers, Race Across the Arctic</i></p>	<p><b>ISIP AR Reading Comprehension Teacher Directed Lessons (fiction):</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 9B, 10A, 10C</p> <p><b>Comprehension Lessons:</b>  <b>60:</b> <i>Monkey Brothers and the Hero Twins</i>  <b>61:</b> <i>The Rain Forest Howlers</i>  <b>62:</b> <i>Phaeton and the Chariot of Fire</i>  <b>63:</b> <i>The Desert's Gift</i></p> <p><b>Cycle 12 Lessons:</b>            Sequencing            Cause and Effect</p> <p><b>Cycle 14 Bridge Lessons:</b>            Compare and Contrast            Supporting Responses</p> <p><b>Cycle 15 Bridge Lessons:</b>            General Comprehension 2            General Comprehension 3</p>

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<b>Craft and Structure</b>			
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<p><b>ISIP AR:</b> Comprehension, Vocabulary subtests</p> <p><b>Cycle 12 Book:</b> <i>Brookside's Best Science Fair Ever</i>, <i>Fossil Hunters: The Black Hills Dig</i></p> <p><b>Cycle 13 Books:</b> <i>Desert's Gift</i>, <i>The Rain Forest Howlers</i>, <i>Race Across the Arctic</i></p> <p><b>Cycle 12 Living Lessons:</b> Context, Vocabulary</p> <p><b>Cycle 13 Living Lessons:</b> Context Clues</p> <p><b>Cycle 14 Living Lessons:</b> Context Clues</p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (fiction):</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p><b>ISIP AR Vocabulary Lessons:</b> 1A, 1B, 2A, 3C, 4B, 5A, 5B, 5C, 6C, 7A, 7B, 7C, 8A, 8B, 8C, 10A, 10B, 10C</p> <p><b>Cycle 12 Lessons:</b> Inferencing and Drawing Conclusions Cause and Effect <b>7:</b> Drawing Conclusions <b>10:</b> Context</p> <p><b>Cycle 15 Bridge Lessons:</b> Metaphors Context Clues</p>
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<p><b>Cycle 12:</b> Compare and Contrast</p> <p><b>Writing Rules:</b> Personal Narrative</p>	<p><b>Comprehension Lessons:</b> <b>52: Informational Texts/Analyzing Persuasive Media:</b> <i>Sharks in Danger</i> <b>54: Literature Poetry Analysis:</b> <i>Night Spirits of the Rain Forest</i> <b>55: Literature Poetry Analysis:</b> <i>A View From Above</i> <b>56: Analyzing a Biography:</b> <i>George Washington Carver</i> <b>57: Analyzing a Biography:</b> <i>Jane Goodall, Champion of Chimpanzees</i></p> <p><b>Writing Rules Personal Narrative:</b> Characteristics Lesson 1.1, First Person Point of View</p>

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<b>Integration of Knowledge and Ideas</b>			
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<p><b>Cycle 12:</b> Representing Text</p> <p><b>Cycle 13 Books:</b> <i>Race Across the Arctic, Power for the Planet</i></p>	<p><b>Cycle 12 Lesson 8:</b> Representing Text</p> <p><b>Elements of Drama:</b> <i>Pandora's Box</i></p>
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.	<p><b>Cycle 12 Paired Books:</b> <i>Earth: Day, Night, and Seasons</i> and <i>Fields of Change</i></p>	<p><b>Comprehension Lessons:</b></p> <p><b>55: Literature Poetry Analysis:</b> <i>A View From Above</i></p> <p><b>56: Literature Analyzing a Biography:</b> <i>George Washington Carver</i></p> <p><b>57: Literature Biography:</b> <i>Jane Goodall, Champion of Chimpanzees</i></p> <p><b>62: Literature Analyzing Elements of Fiction:</b> <i>Phaeton and the Chariot of Fire</i></p> <p><b>Cycle 12 Lesson 11:</b> Compare and Contrast</p>

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<b>Range of Reading and Level of Text Complexity</b>			
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p><b>ISIP AR:</b> Comprehension, Text fluency subtests</p> <p><b>Cycle 12 Books and Passages:</b> <i>Fields of Change, Mission Incredible, Weather Watchers</i></p> <p><b>Cycle 13 Books and Passages:</b> <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><b>Cycle 14 Books and Passages:</b> <i>Escaping Gravity's Grasp, Myth's of the Great Bear</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p><b>ISIP AR Text Fluency Interventions:</b> GR 4 Lessons 1, 2, 3, 5, 7, 9</p>

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<b>Reading Standards for Informational Text</b>			
<b>Key Ideas and Details</b>			
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><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 12 Books:</b> <i>Do Your Part, Earth: Day, Night, and Seasons, Earth: Atmosphere, Our Solar System, Earth: Rocks and Soil, Earth: The Changing Surface, The Moon, Exploring Space, Natural Resources, Water Recycled</i></p> <p><b>Cycle 13 Books:</b> <i>Deepwater Horizon, Exploring the Deep, Forest Fires: Lessons from the Front Lines, Survivors</i></p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (nonfiction):</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Cycle 14:</b> Supporting Responses</p> <p><b>Comprehension Lessons:</b> 47-53, 56-57</p> <p><b>Argumentative Text Characteristics</b></p>
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 13 Living Lessons:</b> Main Idea</p> <p><b>Cycle 13 Books &amp; Lessons:</b> <i>Survivors, Bees at Risk</i></p> <p><b>Cycle 14 Books &amp; Lessons:</b> <i>Race for the Moon, Visit Yellowstone</i></p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (nonfiction):</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Comprehension Lesson 47 Informational Texts:</b> <i>Amazonia Alert</i></p> <p><b>Comprehension Lesson 48 Informational Texts:</b> <i>The World's Healers</i></p> <p><b>Comprehension Lesson 49 Informational Texts:</b> <i>Phoenix Lights</i></p> <p><b>Cycle 12 Lessons:</b> Main Idea <b>8A:</b> Representing Text</p>



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RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 10 Books:</b> <i>The Water Cycle, How Mountains Form</i></p> <p><b>Cycle 12 Books:</b> <i>Earth: The Changing Surface, Earth: Day, Night, Seasons, Earth: Rocks and Soil, Earth: The Moon, Do Your Part</i></p> <p><b>Cycle 12 Science Interactive:</b> <i>Scientific Method, Planet Sequencing, Crater Lab, Scientific Process, The Moon Phases Lab</i></p> <p><b>Cycle 13 Science Interactive:</b> <i>Living Things, Vertebrates vs. Invertebrates, Insects vs. Arachnids, Food Chain, Life Cycles, Water Cycle, Plant Cycle, Plant Anatomy, Photosynthesis, Plant Reproduction, Plant Adaptation</i></p> <p><b>Cycle 14 Science Interactive:</b> <i>Properties of Matter, States and Changes of Matter, Fossil Fuels</i></p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (nonfiction):</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Comprehension Lessons:</b></p> <p><b>47: Informational Texts:</b> <i>Amazonia Alert</i></p> <p><b>50: Informational Texts/Understanding Procedural Text:</b> <i>How to be an Underwater Explorer</i></p> <p><b>51: Informational Texts/Analyzing Persuasive Media:</b> <i>Sharks in Danger</i></p> <p><b>52: Informational Texts/Analyzing Persuasive Media:</b> <i>Public Service Announcement</i></p> <p><b>53: Persuasive Text:</b> <i>Climate Change</i></p> <p><b>56: Literature Analyzing a Biography:</b> <i>George Washington Carver</i></p> <p><b>57: Literature Biography:</b> <i>Jane Goodall, Champion of Chimpanzees</i></p>

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<b>Craft and Structure</b>			
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<p><b>ISIP AR:</b> Comprehension, Vocabulary subtests</p> <p><b>Cycle 13 Books:</b> <i>Forest Fires: Lessons from the Front Lines, Deepwater Horizon, Exploring the Deep, Survivors</i></p> <p><b>Cycle 14 Book:</b> <i>Visit Yellowstone, Race for the Moon</i></p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (nonfiction):</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>ISIP AR Vocabulary Lessons:</b> 1C, 2B, 2C, 3A, 3B, 4A, 4C, 5C, 6A, 6B, 7A, 7B, 7C, 9A, 9B, 9C</p>
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.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 13:</b> Text Structure</p> <p><b>Cycle 13 Books:</b> <i>Bees at Risk</i></p> <p><b>Cycle 13 Book:</b> <i>Forest Fires: Lessons from the Front Lines</i></p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (nonfiction):</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Cycle 12 Lessons:</b> Text Structure <b>8A:</b> Representing Text</p> <p><b>Cycle 15:</b> General Comprehension 2</p> <p><b>Comprehension Lessons:</b> <b>50: Informational Texts/Understanding Procedural Text:</b> <i>How to Be an Underwater Explorer</i> <b>51: Informational Texts/Analyzing Persuasive Media:</b> <i>Sharks In Danger</i> <b>52: Informational Texts/Analyzing Persuasive Media:</b> <i>Public Service Announcement</i> <b>53: Persuasive Text:</b> <i>Climate Change</i></p>

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<b>Integration of Knowledge and Ideas</b>			
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<p><b>Cycle 12 Science Interactive:</b> <i>Scientific Method, Planet Sequencing, Crater Lab, Scientific Process, The Moon Phases Lab</i></p> <p><b>Cycle 13 Science Interactive:</b> <i>Living Things, Vertebrates vs. Invertebrates, Insects vs. Arachnids, Food Chain, Life Cycles, Water Cycle, Plant Cycle, Plant Anatomy, Photosynthesis, Plant Reproduction, Plant Adaptation</i></p> <p><b>Cycle 14 Science Interactive:</b> <i>Properties of Matter, States and Changes of Matter, Fossil Fuels</i></p>	<b>Cycles 12 Lesson 8A:</b> Representing Text

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RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 13 Living Lessons:</b> Author's Purpose</p> <p><b>Cycle 13 Books:</b> <i>Forest Fires: Lessons from the Front Lines, Power for the Planet, Bees at Risk</i></p> <p><b>Cycle 14 Books:</b> <i>Race for the Moon, Visit Yellowstone</i></p>	<p><b>ISIP AR Reading Comprehension Interventions:</b> 2A, 2B, 10C</p> <p><b>Comprehension Lessons – Informational Texts:</b></p> <p><b>47:</b> <i>Amazonia Alert</i></p> <p><b>48:</b> <i>The World's Healers</i></p> <p><b>49:</b> <i>The Mystery of the Phoenix Lights</i></p> <p><b>51:</b> <i>Sharks In Danger</i></p> <p><b>52:</b> <i>Public Service Announcement</i></p> <p><b>53:</b> <i>Climate Change</i></p> <p><b>56:</b> <i>George Washington Carver</i></p> <p><b>57:</b> <i>Jane Goodall, Champion of Chimpanzees</i></p> <p><b>Cycle 12 Lesson 13:</b> Author's Purpose</p> <p><b>Cycle 15:</b> General Comprehension 2</p> <p><b>Argumentative Text Characteristics</b></p>
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		<p><b>Cycle 12 Lesson 8:</b> Representing Text</p> <p><b>Cycle 12 Lesson 11:</b> Compare and Contrast</p> <p><b>Writing Extension Lesson 42:</b> <i>Power for the Planet 3</i></p>

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<b>Range of Reading and Level of Text Complexity</b>			
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 12 Books and Passages:</b> <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><b>Cycle 13 Books and Passages:</b> <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><b>Cycle 14 Books and Passages:</b> <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><b>ISIP AR Vocabulary Lessons:</b> 1C, 2B, 2C, 3A, 3B, 4A, 4C, 5C, 6A, 6B, 7A, 7B, 7C, 9A, 9B, 9C</p> <p><b>ISIP AR Text Fluency Lessons:</b> G4 Lessons 6, 10</p> <p><b>ISIP AR Reading Comprehension Interventions:</b> 1C, 2A, 2B, 3C, 4A, 4B, 5A, 5C, 6C, 7A, 7B, 7C, 9A, 9C</p> <p><b>Cycle 15: Bridge Lesson:</b> General Comprehension 1</p> <p><b>Argumentative Text Characteristics</b></p>

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<b>Reading Standards for Foundational Skills</b>			
<b>Print Concepts</b>			
RF.4.1	Mastered in grade 1.		
<b>Phonological Awareness</b>			
RF.4.2	Mastered in grade 1.		
RF.4.3	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>		
RF.4.3a	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.	<p><b>ISIP AR:</b> Word Analysis, Vocabulary subtests</p> <p><b>All Cycle 9-14 Books</b></p> <p><b>Cycles 13 - 14 Discovery Island:</b> Self-Selected Reading Passages</p> <p><b>Cycle 14:</b> Vocab Lab</p> <p><b>Cycle 15 Living Lessons:</b> Vocabulary</p>	<p><b>ISIP AR G4 Fluency Lessons 1 - 10</b></p> <p><b>ISIP AR Lessons:</b> Reading Comprehension, Vocabulary, Word Analysis</p> <p><b>Cycle 11 Lesson 11:</b> Multisyllabic Words</p> <p><b>Cycle 12 Lesson 3:</b> Vocabulary: Structural Analysis</p> <p><b>Cycles 12-14 Lesson 8A:</b> Representing Text: Vocabulary Support</p> <p><b>Alphabetic Decoding:</b> Final Stable Syllable</p>
<b>Fluency</b>			
RF.4.4	<b>Read with sufficient accuracy and fluency to support comprehension.</b>		
RF.4.4a	Read grade-level text with purpose and understanding.	<p><b>ISIP AR:</b> Text Fluency subtest</p> <p><b>All Cycle 9-14 Books</b></p>	<p><b>ISIP AR Comprehension Lessons</b></p> <p><b>ISIP AR G4 Fluency Lessons 1 - 10</b></p>

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RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>ISIP AR:</b> Text Fluency subtest <b>All Cycle 9-14 Books</b>	<b>ISIP AR G4 Fluency Lessons 1 - 10</b>
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>ISIP AR:</b> Text Fluency subtest <b>Cycle 13 Living Lessons:</b> Context Clues <b>Cycle 14 Living Lessons:</b> Context Clues <b>Cycle 13 Books:</b> <i>Exploring the Deep, Desert's Gift, Power for the Planet, Amazonia Alert, The Rain Forest Howlers, Survivors, Bees at Risk, Deepwater Horizon,</i> <b>Cycle 14 Books and Passages:</b> <i>Race for the Moon, All Aboard! The First Transcontinental Railroad, Visit Yellowstone, Fueling Humanity, A Renewable Future</i>	<b>ISIP AR Comprehension Lessons</b> <b>ISIP AR Vocabulary Lessons (all)</b> <b>ISIP AR G4 Fluency Lessons 1 - 10</b> <b>Cycle 15:</b> Context Clues
<b>Writing Standards</b>			
<b>Text Types and Purposes</b>			
W.4.1	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>		
W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.		<b>Writing Extensions:</b> <b>31:</b> <i>Earth: Atmosphere</i> <b>33:</b> <i>Brookside's Best Science Fair Ever!</i> <b>39:</b> <i>Bees at Risk</i>

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W.4.1b	Provide reasons that are supported by facts and details.		<b>Writing Extensions:</b> <b>31:</b> <i>Earth: Atmosphere</i> <b>33:</b> <i>Brookside's Best Science Fair Ever!</i> <b>39:</b> <i>Bees at Risk</i>
W.4.1c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).		<b>Writing Extensions:</b> <b>31:</b> <i>Earth: Atmosphere</i> <b>33:</b> <i>Brookside's Best Science Fair Ever!</i> <b>39:</b> <i>Bees at Risk</i>
W.4.1d	Provide a concluding statement or section related to the opinion presented.		<b>Writing Extensions:</b> <b>31:</b> <i>Earth: Atmosphere</i> <b>33:</b> <i>Brookside's Best Science Fair Ever!</i> <b>39:</b> <i>Bees at Risk</i>



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W.4.2	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>		
W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<b>Writing Rules:</b> Expository Essay	<p><b>Writing Extensions:</b></p> <p><b>23:</b> <i>Earth: Day, Night, and Seasons</i>  <b>24:</b> <i>Fields of Change: Spring/Summer</i>  <b>25:</b> <i>Fields of Change: Autumn/Winter</i>  <b>26:</b> <i>The Moon</i>  <b>30:</b> <i>Earth: The Changing Surface</i>  <b>35:</b> <i>The Rain Forest Howlers</i>, Chapter 2  <b>36:</b> <i>Amazonia Alert</i>  <b>38:</b> <i>The Desert's Gift</i></p> <p><b>Writing Rules:</b> Expository Essay interventions</p>
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>Writing Rules:</b> Expository Essay	<p><b>Writing Extensions:</b></p> <p><b>23:</b> <i>Earth: Day, Night, and Seasons</i>  <b>24:</b> <i>Fields of Change: Spring/Summer</i>  <b>25:</b> <i>Fields of Change: Autumn/Winter</i>  <b>26:</b> <i>The Moon</i>  <b>30:</b> <i>Earth: The Changing Surface</i>  <b>35:</b> <i>The Rain Forest Howlers</i>, Chapter 2  <b>36:</b> <i>Amazonia Alert</i>  <b>38:</b> <i>The Desert's Gift</i></p> <p><b>Writing Rules:</b> Expository Essay interventions</p>

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## Grade Four



CCSS	Expectation	Istation App	Istation Teacher Resources
W.4.2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	<b>Writing Rules:</b> Expository Essay	<b>Writing Extensions:</b> <b>23:</b> <i>Earth: Day, Night, and Seasons</i> <b>24:</b> <i>Fields of Change: Spring/Summer</i> <b>25:</b> <i>Fields of Change: Autumn/Winter</i> <b>26:</b> <i>The Moon</i> <b>30:</b> <i>Earth: The Changing Surface</i> <b>35:</b> <i>The Rain Forest Howlers, Chapter 2</i> <b>36:</b> <i>Amazonia Alert</i> <b>38:</b> <i>The Desert's Gift</i>  <b>Writing Rules:</b> Expository Essay interventions
W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>Writing Rules:</b> Expository Essay	<b>Writing Extensions:</b> <b>23:</b> <i>Earth: Day, Night, and Seasons</i> <b>24:</b> <i>Fields of Change: Spring/Summer</i> <b>25:</b> <i>Fields of Change: Autumn/Winter</i> <b>26:</b> <i>The Moon</i> <b>30:</b> <i>Earth: The Changing Surface</i> <b>35:</b> <i>The Rain Forest Howlers, Chapter 2</i> <b>36:</b> <i>Amazonia Alert</i> <b>38:</b> <i>The Desert's Gift</i>  <b>Writing Rules:</b> Expository Essay interventions

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CCSS	Expectation	Istation App	Istation Teacher Resources
W.4.2e	Provide a concluding statement or section related to the information or explanation presented.	<b>Writing Rules:</b> Expository Essay	<b>Writing Extensions:</b> <b>23:</b> <i>Earth: Day, Night, and Seasons</i> <b>24:</b> <i>Fields of Change: Spring/Summer</i> <b>25:</b> <i>Fields of Change: Autumn/Winter</i> <b>26:</b> <i>The Moon</i> <b>30:</b> <i>Earth: The Changing Surface</i> <b>35:</b> <i>The Rain Forest Howlers, Chapter 2</i> <b>36:</b> <i>Amazonia Alert</i> <b>38:</b> <i>The Desert's Gift</i>  <b>Writing Rules:</b> Expository Essay interventions
W.4.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>		
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>Writing Rules:</b> Personal Narrative	<b>Writing Extensions:</b> <b>21:</b> <i>Our Solar System</i> <b>22:</b> <i>Mission Incredible</i> <b>29:</b> <i>Fossil Hunters: The Black Hills Dig</i> <b>32:</b> <i>Weather Watchers</i> <b>34:</b> <i>The Rain Forest Howlers, Chapter 1</i>  <b>Writing Rules:</b> Personal Narrative Interventions

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA

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CCSS	Expectation	Istation App	Istation Teacher Resources
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	<b>Writing Rules:</b> Personal Narrative	<p><b>Writing Extensions:</b></p> <p><b>21:</b> <i>Our Solar System</i>  <b>22:</b> <i>Mission Incredible</i>  <b>29:</b> <i>Fossil Hunters: The Black Hills Dig</i>  <b>32:</b> <i>Weather Watchers</i>  <b>34:</b> <i>The Rain Forest Howlers</i>, Chapter 1</p> <p><b>Writing Rules:</b> Personal Narrative Interventions</p>
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.	<b>Writing Rules:</b> Personal Narrative	<p><b>Writing Extensions:</b></p> <p><b>21:</b> <i>Our Solar System</i>  <b>22:</b> <i>Mission Incredible</i>  <b>29:</b> <i>Fossil Hunters: The Black Hills Dig</i>  <b>32:</b> <i>Weather Watchers</i>  <b>34:</b> <i>The Rain Forest Howlers</i>, Chapter 1</p> <p><b>Writing Rules:</b> Personal Narrative Interventions</p>
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>Writing Rules:</b> Personal Narrative	<p><b>Writing Extensions:</b></p> <p><b>21:</b> <i>Our Solar System</i>  <b>22:</b> <i>Mission Incredible</i>  <b>29:</b> <i>Fossil Hunters: The Black Hills Dig</i>  <b>32:</b> <i>Weather Watchers</i>  <b>34:</b> <i>The Rain Forest Howlers</i>, Chapter 1</p> <p><b>Writing Rules:</b> Personal Narrative Interventions</p>

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## Grade Four



CCSS	Expectation	Istation App	Istation Teacher Resources
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.	<b>Writing Rules:</b> Personal Narrative	<b>Writing Extensions:</b> <b>21:</b> <i>Our Solar System</i> <b>22:</b> <i>Mission Incredible</i> <b>29:</b> <i>Fossil Hunters: The Black Hills Dig</i> <b>32:</b> <i>Weather Watchers</i> <b>34:</b> <i>The Rain Forest Howlers, Chapter 1</i>  <b>Writing Rules:</b> Personal Narrative Interventions
<b>Production and Distribution of Writing</b>			
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.)	<b>Writing Rules:</b> Personal Narrative  <b>Writing Rules:</b> Expository Essay  <b>Writing Rules Paragraph Building:</b> Ideas, Organization	<b>Writing Extensions 21-49</b>  <b>Writing Rules:</b> Personal Narrative Interventions  <b>Writing Rules:</b> Expository Essay interventions  <b>Writing Rules Paragraph Building:</b> Six Traits, Units 1-6

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CCSS	Expectation	Istation App	Istation Teacher Resources
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1 – 3 up to and including grade 4.)	<p><b>Writing Rules Paragraph Building:</b> Ideas Trait, Organization Trait</p> <p><b>Writing Rules Paragraph Building:</b> Conventions Trait</p> <p><b>Writing Rules Personal Narrative:</b> Editing</p> <p><b>Writing Rules Expository Essay:</b> Editing</p>	<p><b>Writing Extensions 21-49</b></p> <p><b>Writing Rules Paragraph Building:</b> Six Traits, Unit 1, Ideas Trait</p> <p><b>Writing Rules Paragraph Building:</b> Six Traits, Unit 2, Organization Trait</p> <p><b>Writing Rules Paragraph Building:</b> Six Traits, Unit 6, Conventions Trait</p>
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<p><b>Writing Rules Paragraph Building:</b> Ideas Trait, Organization Trait</p> <p><b>Writing Rules Paragraph Building:</b> Conventions Trait</p> <p><b>Writing Rules Personal Narrative:</b> Editing</p> <p><b>Writing Rules Expository Essay:</b> Editing</p>	<p><b>Writing Extensions 21-49</b></p> <p><b>Writing Rules Paragraph Building:</b> Six Traits, Unit 1, Ideas Trait</p> <p><b>Writing Rules Paragraph Building:</b> Six Traits, Unit 2, Organization Trait</p> <p><b>Writing Rules Paragraph Building:</b> Six Traits, Unit 6, Conventions Trait</p>
<b>Research to Build and Present Knowledge</b>			
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		<p><b>Writing Extensions:</b></p> <p><b>40: Power for the Planet 1:</b> Identifying a Research Topic</p> <p><b>44: Coral Reefs 1:</b> Identifying a Research Topic</p> <p><b>47: Ecosystem 1:</b> Identifying a Research Topic</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
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.		<b>Writing Extensions:</b> <b>41:</b> <i>Power for the Planet 2: Researching and Taking Notes</i> <b>45:</b> <i>Coral Reefs 2: Researching and Taking Notes</i> <b>48:</b> <i>Ecosystem 2: Researching and Taking Notes</i>
W.4.9	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>		
W.4.9a	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).		<b>Writing Extension Lesson 33:</b> <i>Brookside’s Best Science Fair Ever!</i>
W.4.9b	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).		<b>Writing Extensions:</b> <b>36:</b> <i>Amazonia Alert</i> <b>42:</b> <i>Power for the Planet 3</i>

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Range of Writing</b>			
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p><b>Writing Rules:</b> Personal Narrative</p> <p><b>Writing Rules:</b> Expository Essay</p> <p><b>Writing Rules:</b> Paragraph Building</p>	<p><b>Writing Rules Personal Narrative Interventions</b></p> <p><b>Writing Rules Expository Essay Interventions</b></p> <p><b>Writing Rules Paragraph Building: Units 1-6</b></p> <p><b>Writing Extensions 21-49</b></p>
<b>Speaking and Listening Standards</b>			
<b>Comprehension and Collaboration</b>			
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.		<p><b>Writing Extensions:</b></p> <p><b>25:</b> <i>Fields of Change: Autumn/Winter</i></p> <p><b>33:</b> <i>Brookside's Best Science Fair Ever!</i></p> <p><b>Cycle 12 Lessons:</b></p> <p>Inferencing</p> <p>Sequence</p> <p>Main Idea</p> <p>Predicting Outcomes</p> <p>Summarizing</p> <p><b>Group Work, How Does it Work?</b></p>



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CCSS	Expectation	Istation App	Istation Teacher Resources
SL.4.1a	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.		<p><b>ISIP AR Reading Comprehension Lessons</b></p> <p><b>Group Work, How Does it Work?</b></p>
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.		<p><b>ISIP AR Reading Comprehension Lessons</b></p> <p><b>Writing Extensions:</b></p> <p><b>33: Brookside's Best Science Fair Ever!</b>  <b>34: The Rain Forest Howlers, Chapter 1</b></p> <p><b>Group Work, How Does it Work?</b></p>
SL.4.1c	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.		<p><b>ISIP AR Reading Comprehension Lessons</b></p> <p><b>Cycle 15: General Comprehension 1 - 4</b></p> <p><b>Group Work, How Does it Work?</b></p>
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		<p><b>ISIP AR Reading Comprehension Lessons</b></p> <p><b>Writing Extensions:</b></p> <p><b>33: Brookside's Best Science Fair Ever!</b>  <b>34: The Rain Forest Howlers, Chapter 1</b></p>

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**Grade Four**



CCSS	Expectation	Istation App	Istation Teacher Resources
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.		<p><b>ISIP AR Reading Comprehension Lessons</b></p> <p><b>Writing Extensions:</b></p> <p><b>32:</b> <i>Weather Watchers</i></p> <p><b>34:</b> <i>The Rain Forest Howlers</i>, Chapter 1</p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA

## Grade Four



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Presentation of Knowledge and Ideas</b>			
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		<b>Writing Extensions:</b> <b>31:</b> <i>Earth: Atmosphere</i> <b>34:</b> <i>The Rainforest Howlers</i> , Chapter 1  <b>Group Work, How Does it Work?</b>
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)	<b>Writing Rules:</b> Essay Writing Introduction	<b>Group Work, How Does it Work?</b>
<b>Language Standards</b>			
<b>Conventions of Standard English</b>			
L.4.1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>		
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).		<b>Writing Extension 33:</b> Writing a Recommendation: Brookside Best Science Fair Ever, Editing Mini Lesson, adverbs
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).		<b>Writing Extensions:</b> <b>21:</b> <i>Our Solar System</i> <b>24:</b> <i>Fields of Change: Spring/Summer</i>

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CCSS	Expectation	Istation App	Istation Teacher Resources
L.4.1e	Form and use prepositional phrases.		<p><b>Writing Extensions:</b></p> <p><b>21:</b> <i>Our Solar System</i>  <b>24:</b> <i>Fields of Change: Spring/Summer</i>  <b>30:</b> <i>Earth: The Changing Surface</i></p>
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	<p><b>Writing Rules Paragraph Building</b></p> <p><b>Writing Rules Personal Narrative:</b> Drafting, Editing</p> <p><b>Writing Rules Expository Essay:</b> Drafting, Editing</p>	<p><b>Writing Extensions:</b></p> <p><b>33:</b> <i>Brookside's Best Science Fair Ever</i>  <b>36:</b> <i>Amazonia Alert</i>  <b>39:</b> <i>Bees at Risk</i>  <b>42:</b> <i>Power for the Planet 3</i>  <b>46:</b> <i>Coral Reefs: Part 3</i>  <b>49:</b> <i>Ecosystem: Part 3</i></p> <p><b>Writing Rules Paragraph Building Interventions (all)</b></p> <p><b>Writing Rules Personal Narrative Interventions:</b>  Drafting, Editing</p> <p><b>Writing Rules Expository Essay Interventions:</b>  Drafting, Editing</p>
L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).		<p><b>Writing Extensions:</b></p> <p><b>27:</b> <i>A View From Above</i>  <b>33:</b> <i>Brookside's Best Science Fair Ever!</i></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
L.4.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>		
L.4.2a	Use correct capitalization.	<b>Writing Rules Paragraph Building:</b> Conventions	<b>All Writing Extensions 21-39</b> <b>Writing Rules Paragraph Building:</b> Conventions
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	<b>Writing Rules Paragraph Building:</b> Conventions Trait	<b>Writing Extensions:</b> <b>29:</b> <i>Fossil Hunters: The Black Hills Dig</i> <b>32:</b> <i>Weather Watchers</i>
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.	<b>Writing Rules Paragraph Building:</b> Conventions Trait <b>Cycle 14:</b> Coordinating Conjunctions	<b>Writing Extensions:</b> <b>21:</b> <i>Our Solar System</i> <b>30:</b> <i>Earth: The Changing Surface</i> <b>Cycle 14 Bridge Lessons:</b> Conjunctions <b>Cycle 15:</b> Conjunctions <b>ISIP AR G4 Fluency 7:</b> <i>A Very Long Day</i> <b>ISIP AR G4 Fluency 9:</b> <i>Bitter Sweet</i>

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**Grade Four**



CCSS	Expectation	Istation App	Istation Teacher Resources
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	<b>Writing Rules Paragraph Building:</b> Conventions Trait	<p><b>Writing Extensions:</b></p> <p><b>23:</b> <i>Earth: Day, Night, and Seasons</i>  <b>24:</b> <i>Fields of Change: Spring/Summer</i>  <b>25:</b> <i>Fields of Change: Autumn/Winter</i>  <b>32:</b> <i>Weather Watchers</i>  <b>35:</b> <i>The Rain Forest Howlers, Chapter 2</i>  <b>36:</b> <i>Amazonia Alert!</i>  <b>37:</b> <i>Survivors!</i>  <b>42:</b> <i>Power for the Planet</i>  <b>46:</b> <i>Writing a Research Report</i>  <b>49:</b> <i>Writing a Research Report</i></p> <p><b>Writing Rules Paragraph Building:</b> Conventions Trait</p> <p><b>ISIP AR Spelling Lessons (all)</b></p>

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

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Vocabulary Acquisition and Use</b>			
L.4.4	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>		
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<p><b>Cycle 13 Books:</b> <i>Exploring the Deep, Desert's Gift, Power for the Planet, Amazonia Alert, The Rain Forest Howlers, Survivors, Bees at Risk, Deepwater Horizon</i></p> <p><b>Cycle 14 Books and Passages:</b> <i>Race for the Moon, All Aboard! The First Transcontinental Railroad, Visit Yellowstone, Fueling Humanity, A Renewable Future</i></p> <p><b>Cycle 13 Living Lessons:</b> Context Clues</p> <p><b>Cycle 14 Living Lessons:</b> Context Clues</p>	<p><b>Cycle 12 Lesson 10: Vocabulary:</b> Context</p> <p><b>Cycle 15:</b> Context Clues</p> <p><b>ISIP AR Vocabulary Lessons (all)</b></p>
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	<p><b>ISIP AR Vocabulary</b> subtest</p> <p><b>Cycle 14:</b> Vocab Lab</p>	<p><b>ISIP AR Vocabulary Lessons:</b> 1C (<i>trans-</i>), 2C (<i>tain</i>), 3C (<i>sub</i>), 4C (<i>cred</i>), 5A (<i>tract</i>), 6B (<i>graph</i>), 6C (<i>inter-, pre-</i>), 7A (<i>port</i>), 7B (<i>fore-semi-</i>), 7C (<i>scrib/script</i>), 8B (<i>vert, spect</i>), 8C (<i>rupt, struct</i>), 9B (<i>ject</i>), 9C (<i>man, val</i>), 10A (<i>aud, bene</i>), 10B (<i>chron, phon</i>)</p> <p><b>Cycle 12 Vocabulary:</b> Greek and Latin Roots</p> <p><b>Cycle 12 Lesson 3:</b> Vocabulary: Structural Analysis</p> <p><b>Cycle 15 Bridge Lesson:</b> Prefixes</p>



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CCSS	Expectation	Istation App	Istation Teacher Resources
L.4.4c	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><b>Cycle 12 Books with Glossary:</b>  <i>Weather Watchers</i>  <i>Earth: Day, Night, Seasons</i>  <i>Our Solar System</i>  <i>Earth: The Changing Surface</i>  <i>The Moon</i>  <i>Earth: Atmosphere</i>  <i>Earth: Rocks and Soil</i></p> <p><b>Cycle 13 Books with Glossary:</b>  <i>Amazonia Alert!</i>  <i>Deepwater Horizon</i>  <i>Exploring the Deep</i>  <i>Forest Fires: Lessons from the Front Lines</i>  <i>Power for the Planet</i>  <i>Survivors</i></p> <p><b>Cycle 14 Books with Glossary:</b>  <i>Race for the Moon</i>, <i>Visit Yellowstone</i></p>	<p><b>Writing Extensions:</b></p> <p><b>23:</b> <i>Earth: Day, Night, and Seasons</i>  <b>24:</b> <i>Fields of Change: Spring/Summer</i>  <b>25:</b> <i>Fields of Change: Autumn/Winter</i>  <b>32:</b> <i>Weather Watchers</i>  <b>35:</b> <i>The Rain Forest Howlers, Chapter 2</i>  <b>36:</b> <i>Amazonia Alert!</i>  <b>37:</b> <i>Survivors!</i>  <b>42:</b> <i>Power for the Planet</i>  <b>46:</b> <i>Writing a Research Report</i>  <b>49:</b> <i>Writing a Research Report</i></p> <p><b>Writing Rules Paragraph Building:</b> Conventions Trait</p> <p><b>Dictionary and Glossary Skills</b></p>
L.4.5	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>		
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	<p><b>Cycle 15:</b> Similes  <b>Cycle 15:</b> Metaphors</p>	<p><b>Cycle 15:</b> Similes  <b>Cycle 15:</b> Metaphors</p>
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	<p><b>Cycle 14 Book:</b> <i>Visit Yellowstone</i></p>	<p><b>Vocabulary Lessons:</b>  <b>38:</b> Idioms  <b>39:</b> Idioms  <b>40:</b> Idioms  <b>Puns</b>  <b>Adages</b></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<p><b>ISIP AR:</b> Vocabulary subtest</p> <p><b>Cycle 13 Book:</b> <i>Amazonia Alert!</i></p> <p><b>Cycle 15:</b> Antonyms</p> <p><b>Cycle 15:</b> Synonyms</p>	<p><b>ISIP AR Vocabulary Interventions:</b> 2A, 3B, 5C, 8A</p> <p><b>Vocabulary Lessons:</b> 35-37: Analogies</p> <p><b>Cycle 15 Bridge Lessons:</b> Synonyms Analogies Antonyms</p> <p><b>Writing Extension Lesson 37:</b> <i>Survivors</i></p>
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	<p><b>Cycle 13 Books:</b> <i>Forest Fires: Lessons from the Front Lines, Deepwater Horizon, Exploring the Deep, Survivors</i></p> <p><b>Cycle 14 Book:</b> <i>Visit Yellowstone, Race for the Moon</i></p>	<p><b>ISIP AR Vocabulary Interventions (all)</b></p>
<p>☞ End of Grade 4 ☜</p>			

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Five



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Reading Standards for Literature</b>			
<b>Key Ideas and Details</b>			
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 12 Books:</b> <i>Mission Incredible, Fields of Change, Weather Watchers</i></p> <p><b>Cycle 13 Book &amp; Lesson:</b> <i>The Desert's Gift</i></p> <p><b>Cycle 12 Living Lessons:</b> Inference</p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (fiction):</b> 1A, 2C, 3A, 3B, 5B, 6A, 6B, 8A, 8B, 8C, 9B,10A, 10C</p> <p><b>Cycle 12 Lessons:</b>  <b>7:</b> Drawing Conclusions  <b>8A:</b> Representing Text                      Predicting Outcomes</p> <p><b>Cycle 14:</b> Compare and Contrast</p> <p><b>Cycle 14:</b> Supporting Responses</p> <p><b>Cycle 15:</b> General Comprehension</p> <p><b>Comprehension Lessons 47 - 63</b></p>
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><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 13 Books:</b> <i>The Rain Forest Howlers, The Desert's Gift, Race Across the Arctic</i></p> <p><b>Cycle 12 Living Lessons:</b> Summarization</p> <p><b>Cycle 13 Living Lessons:</b> Main Idea, Cause and Effect</p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (fiction):</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A</p> <p><b>Comprehension Lessons:</b></p> <p><b>59: Analyzing Theme in Myths:</b> <i>The Desert's Gift</i>  <b>61: Literature Analyzing Elements of Fiction:</b> <i>The Rainforest Howlers</i>, Chapters 1 and 2</p>

**Istation Reading Curriculum Correlated to Alabama Course of Study for ELA**  
**Grade Five**



CCSS	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).	<p><b>ISIP AR:</b> Reading Comprehension subtest</p> <p><b>Cycle 13 Books:</b> <i>The Rain Forest Howlers, Race Across the Arctic</i></p>	<p><b>ISIP AR Reading Comprehension Teacher Directed Lessons (fiction):</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p><b>Comprehension Lessons:</b>  <b>59:</b> <i>The Desert's Gift</i>  <b>60:</b> <i>Monkey Brothers and the Hero Twins</i>  <b>61:</b> <i>The Rain Forest Howlers</i>  <b>62:</b> <i>Phaeton and the Chariot of Fire</i>  <b>63:</b> <i>The Desert's Gift</i></p> <p><b>Cycle 12:</b> Summarizing  <b>Cycle 15:</b> General Comprehension Lesson 3</p>

**Istation Reading Curriculum Correlated to Alabama Course of Study for ELA**  
**Grade Five**



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Craft and Structure</b>			
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<p><b>ISIP AR:</b> Comprehension, Vocabulary subtest</p> <p><b>Cycle 12 Book:</b> <i>Mission Incredible</i></p> <p><b>Cycle 13 Books:</b> <i>Desert's Gift, The Rain Forest Howlers, Race Across the Arctic</i></p> <p><b>Cycle 13 Living Lessons:</b> Context Clues</p> <p><b>Cycle 14 Living Lessons:</b> Context Clues</p> <p><b>Cycle 15:</b> Metaphors</p> <p><b>Cycle 15:</b> Similes</p>	<p><b>ISIP AR Reading Comprehension Teacher Directed Lessons (fiction):</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p><b>ISIP AR Vocabulary Interventions:</b> 1A, 1B, 2A, 3C, 4B, 5A, 5B, 5C, 6C, 7A, 7B, 8A, 8B, 8C, 10A, 10B, 10C</p> <p><b>Cycle 12 Lessons:</b>            Inferencing and Drawing Conclusions            Summarizing  <b>7:</b> Drawing Conclusions  <b>10:</b> Context</p> <p><b>Cycle 15 Lessons:</b>            Similes            Metaphors            Context Clues</p> <p><b>Comprehension Lessons:</b>  <b>54: Literature Poetry Analysis:</b> <i>Night Spirits of the Rain Forest</i>  <b>55: Literature Poetry Analysis:</b> <i>A View From Above</i></p> <p><b>Poetry:</b>            Alliteration and Assonance            Hyperbole</p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Five



CCSS	Expectation	Istation App	Istation Teacher Resources
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.		<p><b>Comprehension Lessons:</b>  <b>54: Literature Poetry Analysis:</b> <i>Night Spirits of the Rain Forest</i>  <b>55: Literature Poetry Analysis:</b> <i>A View From Above</i></p> <p><b>Elements of Drama:</b> <i>Pandora's Box</i>  <b>Poetry:</b>                      Alliteration and Assonance                      Hyperbole</p>
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.		<p><b>Comprehension Lessons:</b>  <b>54: Literature Poetry Analysis:</b> <i>Night Spirits of the Rain Forest</i>  <b>55: Literature Poetry Analysis:</b> <i>A View From Above</i></p> <p><b>Writing Rules Personal Narrative:</b> Characteristics                      Lesson 1.1, First Person                      Point of View</p>
<b>Integration of Knowledge and Ideas</b>			
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<b>Cycle 13 Book:</b> <i>The Desert's Gift</i>	<p><b>ISIP AR 1A Reading Comprehension:</b> <i>Time for Music</i></p> <p><b>ISIP AR 9B Reading Comprehension:</b> <i>Sounds Like School Spirit</i></p>
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		<p><b>ISIP AR 5B Reading Comprehension:</b> <i>Lunchtime with Lisa</i></p> <p><b>ISIP AR 8B Reading Comprehension:</b> <i>Time to Fly</i></p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Five



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Range of Reading and Level of Text Complexity</b>			
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	<p><b>ISIP AR:</b> Comprehension, Text Fluency subtest</p> <p><b>Cycle 12 Books and Passages:</b> <i>Fields of Change, Mission Incredible, Weather Watchers</i></p> <p><b>Cycle 13 Books and Passages:</b> <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><b>Cycle 14 Books and Passages:</b> <i>Escaping Gravity's Grasp, Myth's of the Great Bear</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p><b>ISIP AR Text Fluency Interventions:</b> GR 5 Lessons 1, 2, 3, 5, 7, 9</p>

**Istation Reading Curriculum Correlated to Alabama Course of Study for ELA**  
**Grade Five**



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Reading Standards for Informational Text</b>			
<b>Key Ideas and Details</b>			
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 12 Books:</b> <i>Do Your Part, Earth: Day, Night, and Seasons, Earth: Atmosphere, Our Solar System, Earth: Rocks and Soil, Earth: The Changing Surface, The Moon, Exploring Space, Natural Resources, Water Recycled</i></p> <p><b>Cycle 13 Books:</b> <i>Deepwater Horizon, Exploring the Deep, Forest Fires: Lessons from the Front Lines, Survivors</i></p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (nonfiction):</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Cycle 12 Lessons:</b> Text Structure Main Idea <b>8A:</b> Representing Text <b>13:</b> Author's Purpose</p> <p><b>Cycle 14:</b> Supporting Responses</p>
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 13 Living Lessons:</b> Main Idea</p> <p><b>Cycle 13 Books &amp; Lessons:</b> <i>Survivors, Bees at Risk</i></p> <p><b>Cycle 14 Books &amp; Lessons:</b> <i>Race for the Moon, Visit Yellowstone</i></p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (nonfiction):</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Comprehension Lesson 47 Informational Texts:</b> <i>Amazonia Alert</i></p> <p><b>Comprehension Lesson 48 Informational Texts:</b> <i>The World's Healers</i></p> <p><b>Comprehension Lesson 49 Informational Texts:</b> <i>Phoenix Lights</i></p> <p><b>Cycle 12 Lessons:</b> Main Idea <b>8A:</b> Representing Text</p>



# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA

## Grade Five



CCSS	Expectation	Istation App	Istation Teacher Resources
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.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 12 Books:</b> <i>Earth: The Changing Surface, Earth: Day, Night, Seasons, Earth: Rocks and Soil, Earth: The Moon, Do Your Part</i></p> <p><b>Cycle 12 Science Interactive:</b> <i>Scientific Method, Planet Sequencing, Crater Lab, Scientific Process, The Moon Phases Lab</i></p> <p><b>Cycle 13 Science Interactive:</b> <i>Living Things, Vertebrates vs. Invertebrates, Insects vs. Arachnids, Food Chain, Life Cycles, Water Cycle, Plant Cycle, Plant Anatomy, Photosynthesis, Plant Reproduction, Plant Adaptation</i></p> <p><b>Cycle 14 Science Interactive:</b> <i>Properties of Matter, States and Changes of Matter, Fossil Fuels</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Comprehension Lesson 56 Literature Analyzing a Biography:</b> <i>George Washington Carver</i></p> <p><b>Comprehension Lesson 57 Literature Biography:</b> <i>Jane Goodall, Champion of Chimpanzees</i></p> <p><b>Cycle 15 Bridge Lesson:</b> General Comprehension 1</p>
<b>Craft and Structure</b>			
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<p><b>ISIP AR:</b> Comprehension, Vocabulary subtests</p> <p><b>Cycle 13 Books:</b> <i>Forest Fires: Lessons from the Front Lines, Deepwater Horizon, Exploring the Deep, Survivors</i></p> <p><b>Cycle 14 Books:</b> <i>Visit Yellowstone, Race for the Moon</i></p>	<p><b>ISIP AR Comprehension Teacher Directed Lessons (nonfiction):</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>ISIP AR Vocabulary Interventions:</b> 1C, 2B, 2C, 3A, 3B, 4A, 4C, 5C, 6A, 6B, 7A, 7B, 7C, 9A, 9B, 9C</p> <p><b>Cycle 12:</b> Main Idea</p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA

## Grade Five



CCSS	Expectation	Istation App	Istation Teacher Resources
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 13:</b> Text Structure</p> <p><b>Cycle 13 Books:</b> <i>Deepwater Horizon, Forest Fires: Lessons from the Front Lines</i></p>	<p><b>Cycle 12:</b> Text Structure</p> <p><b>Cycle 12 Lesson 8A:</b> Representing Text</p> <p><b>Cycle 15:</b> General Comprehension 2</p> <p><b>Comprehension Lessons:</b></p> <p><b>50:</b> <i>How to Be an Underwater Explorer</i></p> <p><b>51:</b> <i>Sharks in Danger</i></p> <p><b>52:</b> <i>Public Service Announcement</i></p> <p><b>53:</b> <i>Climate Change</i></p>
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<p><b>Cycle 13 Book:</b> <i>Amazonia Alert</i></p> <p><b>Cycle 13 Book:</b> <i>Bees At Risk</i></p>	<p><b>Writing Extension Lesson 41:</b> <i>Power for the Planet Part 2</i></p> <p><b>Writing Extension Lesson 45:</b> <i>Coral Reefs Part 2</i></p> <p><b>Writing Extension Lesson 48:</b> <i>Ecosystem Part 2</i></p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Five



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Integration of Knowledge and Ideas</b>			
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><b>Cycle 12 Science Interactive:</b> <i>Scientific Method, Planet Sequencing, Crater Lab, Scientific Process, The Moon Phases Lab</i></p> <p><b>Cycle 13 Science Interactive:</b> <i>Living Things, Vertebrates vs. Invertebrates, Insects vs. Arachnids, Food Chain, Life Cycles, Water Cycle, Plant Cycle, Plant Anatomy, Photosynthesis, Plant Reproduction, Plant Adaptation</i></p> <p><b>Cycle 14 Science Interactive:</b> <i>Properties of Matter, States and Changes of Matter, Fossil Fuels</i></p>	<p><b>Cycles 12 Lesson 8A:</b> Representing Text</p>
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><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 13 Living Lessons:</b> Author's Purpose</p> <p><b>Cycle 13 Books:</b> <i>Forest Fires: Lessons from the Front Lines, Power for the Planet, Bees at Risk</i></p> <p><b>Cycle 14 Books:</b> <i>Race for the Moon, Visit Yellowstone</i></p>	<p><b>ISIP AR Reading Comprehension Interventions:</b> 2A, 2B, 4A, 10C</p> <p><b>Comprehension Lessons – Informational Texts:</b></p> <p><b>47:</b> <i>Amazonia Alert</i></p> <p><b>48:</b> <i>The World's Healers</i></p> <p><b>49:</b> <i>The Mystery of the Phoenix Lights</i></p> <p><b>50:</b> <i>How to Be an Underwater Explorer</i></p> <p><b>51:</b> <i>Sharks in Danger</i></p> <p><b>52:</b> <i>Public Service Announcement</i></p> <p><b>53:</b> <i>Climate Change</i></p> <p><b>56:</b> <i>George Washington Carver</i></p> <p><b>57:</b> <i>Jane Goodall, Champion of Chimpanzees</i></p> <p><b>Cycle 15:</b> General Comprehension 2</p> <p><b>Argumentative Text Characteristics</b></p>

**Istation Reading Curriculum Correlated to Alabama Course of Study for ELA**  
**Grade Five**



CCSS	Expectation	Istation App	Istation Teacher Resources
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>Cycle 13 Book:</b> <i>Exploring the Deep</i>	<b>Cycle 12 Lesson 11:</b> Compare and Contrast

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA

## Grade Five



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Range of Reading and Level of Text Complexity</b>			
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4 – 5 text complexity band independently and proficiently.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 12 Books and Passages:</b> <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><b>Cycle 13 Books and Passages:</b> <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><b>Cycle 14 Books and Passages:</b> <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><b>ISIP AR Comprehension Teacher Directed Lessons (nonfiction):</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5A, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>ISIP AR Fluency Interventions:</b> G5 Lessons 6, 10</p> <p><b>Cycle 12 Lessons:</b> Text Structure Main Idea <b>8A:</b> Representing Text <b>13:</b> Author's Purpose</p> <p><b>Cycle 15:</b> General Comprehension 1</p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Five



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Reading Standards for Foundational Skills</b>			
<b>Print Concepts</b>			
RF.5.1	Mastered in grade 1.		
<b>Phonological Awareness</b>			
RF.5.2	Mastered in grade 1.		
<b>Phonics and Word Recognition</b>			
RF.5.3	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>		
RF.5.3a	Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<p><b>ISIP AR:</b> Text Fluency, Vocabulary subtests</p> <p><b>Cycle 13 Books:</b> <i>Deepwater Horizon, Power for the Planet</i></p> <p><b>Cycles 13 - 14 Discovery Island:</b> Self-Selected Reading Passages</p> <p><b>Cycle 14:</b> Vocab Lab</p> <p><b>Cycle 15 Living Lessons:</b> Vocabulary</p>	<p><b>ISIP AR Lessons:</b> Vocabulary</p> <p><b>ISIP AR Word Analysis Teacher-Directed Interventions</b></p> <p><b>ISIP AR G5 Fluency Lessons 1 - 10</b></p> <p><b>Cycle 11 Lesson 11:</b> Multisyllabic Words</p> <p><b>Cycle 12 Lesson 3:</b> Vocabulary: Structural Analysis</p> <p><b>Cycles 12-14 Lesson 8A:</b> Representing Text: Vocabulary Support</p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Five



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

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Writing Standards</b>			
<b>Text Types and Purposes</b>			
W.5.1	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>		
W.5.1a	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.		<b>Writing Extension Lessons:</b> <b>31:</b> <i>Earth: Atmosphere</i> <b>33:</b> <i>Brookside's Best Science Fair Ever!</i> <b>35:</b> <i>The Rain Forest Howlers, Chapter 2</i> <b>39:</b> <i>Bees at Risk</i>
W.5.1b	Provide logically ordered reasons that are supported by facts and details.		<b>Writing Extension Lessons:</b> <b>31:</b> <i>Earth: Atmosphere</i> <b>33:</b> <i>Brookside's Best Science Fair Ever!</i> <b>35:</b> <i>The Rain Forest Howlers, Chapter 2</i> <b>39:</b> <i>Bees at Risk</i>
W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).		<b>Writing Extension Lessons:</b> <b>31:</b> <i>Earth: Atmosphere</i> <b>33:</b> <i>Brookside's Best Science Fair Ever!</i> <b>35:</b> <i>The Rain Forest Howlers, Chapter 2</i> <b>39:</b> <i>Bees at Risk</i>



# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA

## Grade Five



CCSS	Expectation	Istation App	Istation Teacher Resources
W.5.1d	Provide a concluding statement or section related to the opinion presented.		<b>Writing Extension Lessons:</b> <b>31:</b> <i>Earth: Atmosphere</i> <b>33:</b> <i>Brookside's Best Science Fair Ever!</i> <b>35:</b> <i>The Rain Forest Howlers</i> , Chapter 2 <b>39:</b> <i>Bees at Risk</i>
W.5.2	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>		
W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<b>Writing Rules Essay Writing:</b> Expository Essay, Plan  <b>Writing Rules Paragraph Building:</b> Ideas Trait	<b>Writing Rules Expository Essay:</b> Planning Lesson 2.2, Form a Controlling Idea  <b>Writing Rules Expository Essay:</b> Planning Lesson 2.3, Form an Introduction  <b>Writing Rules Expository Essay:</b> Planning Lesson 2.4, Subtopics
W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>Writing Rules Essay Writing:</b> Draft	<b>Writing Rules Expository Essay:</b> Planning Lesson 2.4, Subtopics
W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	<b>Writing Rules Paragraph Building:</b> Organization Trait	<b>Writing Rules Expository Essay:</b> Planning Lesson 2.4, Subtopics
W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>Writing Rules Paragraph Building:</b> Word Choice Trait	<b>Writing Rules Paragraph Building Unit 4:</b> Word Choice Trait

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## Grade Five



CCSS	Expectation	Istation App	Istation Teacher Resources
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.	<b>Writing Rules Paragraph Building:</b> Organization Trait	<b>Writing Rules Expository Essay:</b> Planning Lesson 2.4, Subtopics
W.5.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>		
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>Writing Rules:</b> Personal Narrative, Plan <b>Writing Rules:</b> Personal Narrative, Draft	<b>Writing Rules Personal Narrative:</b> Planning Lesson 2.1, Focus Your Overall Topic <b>Writing Rules Personal Narrative:</b> Planning Lesson 2.2, Form an Introduction
W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<b>Writing Rules:</b> Personal Narrative, Draft	<b>Writing Rules Personal Narrative:</b> Drafting Lesson 3.2, Body Paragraphs <b>Writing Rules Paragraph Building:</b> Six Traits, Unit 4, Word Choice Trait
W.5.3	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<b>Writing Rules Paragraph Building:</b> Sentence Fluency Trait	<b>Writing Rules Paragraph Building:</b> Six Traits, Unit 5, Sentence Fluency Trait
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>Writing Rules Paragraph Building:</b> Word Choice Trait <b>Writing Rules Paragraph Building:</b> Voice Trait	<b>Writing Rules Paragraph Building:</b> Six Traits, Unit 3, Voice Trait <b>Writing Rules Paragraph Building:</b> Six Traits, Unit 4, Word Choice Trait
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.	<b>Writing Rules:</b> Personal Narrative <b>Writing Rules:</b> Paragraph Building	<b>Writing Rules Personal Narrative:</b> Drafting the Conclusion

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Production and Distribution of Writing</b>			
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.)	<b>Writing Rules Essay Writing:</b> Personal Narrative <b>Writing Rules Essay Writing:</b> Expository <b>Writing Rules:</b> Paragraph Building	<b>Writing Extensions 21-49</b> <b>Writing Rules:</b> Expository Essay <b>Writing Rules:</b> Personal Narrative
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1 – 3 up to and including grade 5.)	<b>Writing Rules Essay Writing:</b> Personal Narrative <b>Writing Rules Essay Writing:</b> Expository <b>Writing Rules:</b> Paragraph Building <b>Writing Rules Essay Writing:</b> Introduction to Writing Process	<b>Writing Extensions 21-49</b> <b>Writing Rules:</b> Expository Essay <b>Writing Rules:</b> Personal Narrative
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<b>Writing Rules Essay Writing:</b> Personal Narrative <b>Writing Rules Essay Writing:</b> Expository	<b>Writing Extensions:</b> <b>39:</b> Bees at Risk <b>42:</b> Power for the Planet Part 3 <b>46:</b> Coral Reefs Part 3 <b>49:</b> Ecosystem Part 3

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## Grade Five



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Research to Build and Present Knowledge</b>			
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		<b>Writing Extensions:</b> <b>40 - 42: Power for the Planet</b> Parts 1 - 3 <b>43: Forest Fires</b> <b>44 - 46: Coral Reefs</b> Parts 1 - 3 <b>47 - 49: Ecosystem</b> 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.		<b>Writing Extensions:</b> <b>40 - 42: Power for the Planet</b> Parts 1 - 3 <b>43: Forest Fires</b> <b>44 - 46: Coral Reefs</b> Parts 1 - 3 <b>47 - 49: Ecosystem</b> Parts 1 - 3
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		<b>Writing Extensions:</b> <b>42: Power for the Planet</b> Part 3 <b>46: Coral Reefs</b> Part 3 <b>49: Ecosystem</b> Part 3
W.5.9a	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).		<b>Writing Extension Lesson 32: Weather Watchers</b>  <b>Cycle 14: Compare and Contrast</b>

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## Grade Five



CCSS	Expectation	Istation App	Istation Teacher Resources
W.5.9b	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).		<b>Writing Extension Lessons:</b>  <b>28:</b> <i>Earth: Rocks and Soil</i> <b>30:</b> <i>Earth: The Changing Surface</i> <b>31:</b> <i>Earth: Atmosphere</i> <b>36:</b> <i>Amazonia Alert!</i> <b>37:</b> <i>Survivors</i> <b>39:</b> <i>Bees at Risk</i> <b>43:</b> <i>Forest Fires</i>
<b>Range of Writing</b>			
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.	<b>Writing Rules:</b> Personal Narrative  <b>Writing Rules:</b> Expository Essay  <b>Writing Rules:</b> Paragraph Building	<b>Writing Rules Personal Narrative Interventions</b>  <b>Writing Rules Expository Essay Interventions</b>  <b>Writing Rules Paragraph Building:</b> Units 1-6  <b>Writing Extensions 21-49</b>

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Speaking and Listening Standards</b>			
<b>Comprehension and Collaboration</b>			
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.		<p><b>Writing Extensions:</b></p> <p><b>25:</b> <i>Fields of Change: Autumn/Winter</i>  <b>33:</b> <i>Brookside's Best Science Fair Ever!</i></p> <p><b>Cycle 12 Lessons:</b>            Inferencing            Sequence            Main Idea            Predicting Outcomes            Summarizing</p> <p><b>Group Work...How Does it Work?</b></p>
SL.5.1a	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.		<p><b>Writing Extensions:</b></p> <p><b>25:</b> <i>Fields of Change: Autumn/Winter</i>  <b>33:</b> <i>Brookside's Best Science Fair Ever!</i></p> <p><b>Cycle 12 Lessons:</b>            Inferencing            Sequence            Main Idea            Predicting Outcomes            Summarizing</p> <p><b>Group Work...How Does it Work?</b></p>

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## Grade Five



CCSS	Expectation	Istation App	Istation Teacher Resources
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.		<b>ISIP AR Reading Comprehension Lessons</b>  <b>Writing Extensions:</b>  <b>33: Brookside's Best Science Fair Ever!</b> <b>34: The Rain Forest Howlers, Chapter 1</b>  <b>Group Work...How Does it Work?</b>
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		<b>ISIP AR Reading Comprehension Lessons</b>  <b>Cycle 15: General Comprehension 1 - 4</b>  <b>Group Work...How Does it Work?</b>
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		<b>Writing Extensions:</b>  <b>33: Brookside's Best Science Fair Ever!</b> <b>34: The Rain Forest Howlers, Chapter 1</b>
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		<b>Cycle 12: Summarizing</b>  <b>Group Work...How Does it Work?</b>
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		<b>Comprehension Lesson 53 Informational Texts/ Persuasive: Global Warming - Not just for Polar Bears Anymore</b>

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Presentation of Knowledge and Ideas</b>			
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		<b>Writing Extension Lesson 20: <i>George Washington Carver</i></b>  <b>Group Work...How Does it Work?</b>
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.)		<b>Comprehension Lesson 53 Informational Texts/ Persuasive: <i>Global Warming - Not just for Polar Bears Anymore</i></b>  <b>Group Work...How Does it Work?</b>
<b>Language Standards</b>			
<b>Conventions of Standard English</b>			
L.5.1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>		
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<b>Cycle 14: Coordinating Conjunctions</b>  <b>Writing Rules Paragraph Building: Conventions Trait</b>	<b>Writing Extensions:</b> <b>21: <i>Our Solar System</i></b> <b>30: <i>Earth: The Changing Surface</i></b>  <b>Cycle 14 Bridge Lesson: Conjunctions</b> <b>Cycle 15: Conjunctions</b>  <b>ISIP AR G4 Fluency 7: <i>A Very Long Day</i></b> <b>ISIP AR G4 Fluency 9: <i>Bitter Sweet</i></b>



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**Grade Five**



CCSS	Expectation	Istation App	Istation Teacher Resources
L.5.1d	Recognize and correct inappropriate shifts in verb tense.	<b>Writing Rules Paragraph Building:</b> Conventions Trait  <b>Writing Rules Personal Narrative:</b> Revising and Editing	<b>Writing Rules Paragraph Building:</b> Conventions Trait  <b>Writing Rules Personal Narrative:</b> Revising and Editing

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Five



CCSS	Expectation	Istation App	Istation Teacher Resources
L.5.2	<b>Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.</b>		
L.5.2a	Use punctuation to separate items in a series.	<b>Writing Rules Paragraph Building:</b> Conventions Trait	<b>Writing Extension Lesson 20:</b> <i>George Washington Carver</i>
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.		<b>Writing Extension Lesson 22:</b> <i>Mission Incredible</i>
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.	<b>Writing Rules:</b> Personal Narrative <b>Writing Rules:</b> Expository Essay <b>Writing Rules Paragraph Building:</b> Conventions Trait	<b>Word Analysis:</b> ISIP AR Teacher-Directed Interventions (Tiers 1 - 3) <b>Writing Extensions:</b> <b>23:</b> <i>Earth: Day, Night, and Seasons</i> <b>24:</b> <i>Fields of Change: Spring/Summer</i> <b>25:</b> <i>Fields of Change: Autumn/Winter</i> <b>32:</b> <i>Weather Watchers</i> <b>35:</b> <i>The Rain Forest Howlers, Chapter 2</i> <b>36:</b> <i>Amazonia Alert!</i> <b>37:</b> <i>Survivors!</i> <b>42:</b> <i>Power for the Planet</i> <b>46:</b> <i>Writing a Research Report</i> <b>49:</b> <i>Writing a Research Report</i>  <b>Writing Rules Paragraph Building:</b> Conventions Trait

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA

## Grade Five



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Knowledge of Language</b>			
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>Writing Rules:</b> Personal Narrative <b>Writing Rules:</b> Expository <b>Writing Rules Paragraph Building:</b> Conventions Trait	<b>Writing Rules Paragraph Building: Six Traits, Unit 6:</b> Conventions
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<b>Writing Rules:</b> Personal Narrative <b>Writing Rules:</b> Expository <b>Writing Rules Paragraph Building:</b> Conventions Trait	<b>Writing Rules Paragraph Building: Six Traits, Unit 5:</b> Sentence Fluency

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Five



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Vocabulary Acquisition and Use</b>			
L.5.4	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>		
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<p><b>Cycle 13 Books:</b> <i>Exploring the Deep, Desert's Gift, Power for the Planet, Amazonia Alert, The Rain Forest Howlers, Survivors, Bees at Risk, Deepwater Horizon</i></p> <p><b>Cycle 14 Books and Passages:</b> <i>Race for the Moon, All Aboard! The First Transcontinental Railroad, Visit Yellowstone, Fueling Humanity, A Renewable Future</i></p> <p><b>Cycle 13 Living Lessons:</b> Context Clues</p> <p><b>Cycle 14 Living Lessons:</b> Context Clues</p>	<p><b>Cycle 12 Lesson 10: Vocabulary:</b> Context</p> <p><b>Cycle 15:</b> Context Clues</p> <p><b>ISIP AR Vocabulary Lessons (all)</b></p>
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	<p><b>ISIP AR:</b> Vocabulary subtest</p> <p><b>Cycle 14:</b> Vocab Lab</p>	<p><b>ISIP AR Vocabulary Lessons:</b> 1C (<i>trans-</i>), 2C (<i>tain</i>), 3C (<i>sub</i>), 4C (<i>cred</i>), 5A (<i>tract</i>), 6B (<i>graph</i>), 6C (<i>inter-, pre-</i>), 7A (<i>port</i>), 7B (<i>fore-semi-</i>), 7C (<i>scrib/script</i>), 8B (<i>vert, spect</i>), 8C (<i>rupt, struct</i>), 9B (<i>ject</i>), 9C (<i>man, val</i>), 10A (<i>aud, bene</i>), 10B (<i>chron, phon</i>)</p> <p><b>Cycle 12 Lesson 13: Vocabulary:</b> Structural Analysis</p> <p><b>Cycle 15 Bridge Lesson:</b> Prefixes</p>

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## Grade Five



CCSS	Expectation	Istation App	Istation Teacher Resources
L.5.4c	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><b>Cycle 12 Books with Glossary:</b>  <i>Weather Watchers</i>  <i>Earth: Day, Night, Seasons</i>  <i>Our Solar System</i>  <i>Earth: The Changing Surface</i>  <i>The Moon</i>  <i>Earth: Atmosphere</i>  <i>Earth: Rocks and Soil</i></p> <p><b>Cycle 13 Books with Glossary:</b>  <i>Amazonia Alert!</i>  <i>Deepwater Horizon</i>  <i>Exploring the Deep</i>  <i>Forest Fires: Lessons from the Front Lines</i>  <i>Power for the Planet</i>  <i>Survivors</i></p> <p><b>Cycle 14 Books with Glossary:</b>  <i>Race for the Moon , Visit Yellowstone</i></p>	<p><b>Writing Extensions:</b></p> <p><b>23:</b> <i>Earth: Day, Night, and Seasons</i>  <b>24:</b> <i>Fields of Change: Spring/Summer</i>  <b>25:</b> <i>Fields of Change: Autumn/Winter</i>  <b>32:</b> <i>Weather Watchers</i>  <b>35:</b> <i>The Rain Forest Howlers, Chapter 2</i>  <b>36:</b> <i>Amazonia Alert!</i>  <b>37:</b> <i>Survivors!</i>  <b>42:</b> <i>Power for the Planet</i>  <b>46:</b> <i>Writing a Research Report</i>  <b>49:</b> <i>Writing a Research Report</i></p> <p><b>Writing Rules Paragraph Building:</b> Conventions Trait</p> <p><b>ISIP AR Vocabulary Lessons:</b> 2A, 3B, 4B, 5A, 5B, 5C, 6A, 6B, 6C, 7A, 7B, 7C, 8A, 8B, 8C, 9A, 9B, 9C, 10A, 10B, 10C</p>
L.5.5	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>		
L.5.5a	Interpret figurative language, including similes and metaphors, in context.	<p><b>Cycle 13 Book:</b> <i>Race Across the Arctic</i></p> <p><b>Cycle 15:</b> Metaphors</p> <p><b>Cycle 15:</b> Similes</p>	<p><b>Cycle 15:</b> Similes</p> <p><b>Cycle 15:</b> Metaphors</p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Five



CCSS	Expectation	Istation App	Istation Teacher Resources
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	<b>Cycle 14 Book:</b> <i>Visit Yellowstone</i>	<b>Vocabulary Lessons:</b> <b>40:</b> Idioms Puns Adages
L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<b>ISIP AR: Vocabulary subtest</b>  <b>Cycle 13 Books:</b> <i>Amazonia Alert!, Desert's Gift, Forest Fires: Lessons from the Front Lines, Exploring the Deep</i>  <b>Cycle 15:</b> Antonyms  <b>Cycle 15:</b> Synonyms	<b>ISIP AR Vocabulary Interventions:</b> 3C, 4B, 5C, 6A, 8A, 9A, 10C  <b>Cycle 15 Bridge Lessons:</b> Synonyms Analogies Antonyms  <b>Vocabulary Lessons:</b> <b>35:</b> Analogies <b>36:</b> Analogies <b>37:</b> Analogies  <b>Writing Extension Lesson 37:</b> <i>Survivors</i>
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<b>Cycle 13 Book:</b> <i>Exploring the Deep</i>  <b>Cycle 14 Book:</b> <i>Race for the Moon</i>	<b>ISIP AR Vocabulary Interventions:</b> 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B, 4C, 5A, 5C, 6A, 6B, 6C, 7A, 7B, 7C, 8B, 8C, 9A, 9B, 9C, 10A, 10B, 10C  <b>Vocabulary Lessons:</b> <b>35:</b> Analogies <b>36:</b> Antonyms and Synonyms <b>37:</b> Analogies
 End of Grade 5 			

**Istation Reading Curriculum Correlated to Alabama Course of Study for ELA**  
Grade Six



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Reading Standards for Literature</b>			
<b>Key Ideas and Details</b>			
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 15:</b> Inference</p> <p><b>Timeless Tales Unit 1.1B - GP:</b> <i>Buyer Beware</i></p> <p><b>Timeless Tales Unit 2.1B - GP:</b> <i>Giant Killer</i></p> <p><b>Timeless Tales Unit 2.1B - IP:</b> <i>Rising Swan</i></p> <p><b>Timeless Tales Unit 3.1A - IP:</b> <i>Battle of Summer and Winter</i></p> <p><b>Timeless Tales Unit 3.1B - IP:</b> <i>Masks</i></p> <p><b>Timeless Tales Unit 4.1B - IP:</b> <i>Hollywood Kid</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 2C, 3A, 3B, 8B, 8C</p> <p><b>Cycle 15:</b> General Comprehension</p> <p><b>Timeless Tales Storytelling Across Cultures:</b> Making Inferences</p> <p><b>Timeless Tales Units 1 - 2 Priority:</b> Making Inferences</p> <p><b>Timeless Tales Unit 1 Priority Lesson:</b> Characterization</p> <p><b>Timeless Tales Unit 2 Priority Lessons:</b> Point of View Dramatic Techniques History and Culture</p> <p><b>Timeless Tales Unit 3 Priority:</b> Making Inferences</p> <p><b>Timeless Tales Unit 3 Priority:</b> Characterization</p> <p><b>G6 Fluency Lessons 1-9</b></p>

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## Grade Six



CCSS	Expectation	Istation App	Istation Teacher Resources
RL.6.2	Determine a theme or 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.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 15:</b> Main Idea, Summarization</p> <p><b>Timeless Tales Unit 1.1A:</b> <i>Didja Ninja and the Kitty</i></p> <p><b>Timeless Tales Unit 1.1A - GP:</b> <i>Mulan</i></p> <p><b>Timeless Tales Unit 1.1A - IP:</b> <i>Wall of Water</i></p> <p><b>Timeless Tales Unit 2.1A - IP:</b> <i>Bear</i></p> <p><b>Timeless Tales Unit 3.1B - IP:</b> <i>Masks</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 10A, 10C</p> <p><b>Cycle 15:</b> General Comprehension Lessons 1, 3, 4</p> <p><b>Timeless Tales Storytelling Across Cultures:</b> Sequence and Summary</p> <p><b>Timeless Tales Unit 1 Priority:</b> Sequential Summary</p> <p><b>Timeless Tales Units 2 - 3 Priority:</b> Story Elements</p>
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 15:</b> Drawing Conclusions</p> <p><b>Timeless Tales Unit 2.1A - GP:</b> <i>The Warning</i></p> <p><b>Timeless Tales Unit 2.1A - IP:</b> <i>Bear</i></p> <p><b>Timeless Tales Unit 3.1B - IP:</b> <i>Masks</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p><b>Cycle 15:</b> General Comprehension 3</p> <p><b>Timeless Tales Unit 1 Priority:</b> Characterization</p> <p><b>Timeless Tales Unit 2 Priority:</b> Plot Elements Dramatic Techniques</p> <p><b>Timeless Tales Units 2 - 3 Priority:</b> Story Elements</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey</p>



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Grade Six



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Craft and Structure</b>			
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 a specific word choice on meaning and tone.	<p><b>ISIP AR:</b> Comprehension, Vocabulary subtests</p> <p><b>Writing Rules Paragraph Building:</b> Word Choice</p> <p><b>Timeless Tales Unit 1.1B:</b> <i>Didja Ninja and the Missing Jewel</i></p> <p><b>Timeless Tales Unit 4.1B - GP:</b> <i>The Author's Purpose Featuring Didja Ninja</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p><b>ISIP AR Vocabulary interventions:</b> 1A, 1B, 2A, 3C, 4B, 5A, 5B, 6C, 8A, 8B, 8C, 10A, 10B, 10C</p> <p><b>Timeless Tales Fairy Tales, Legends, and Folklore:</b> Vocabulary Visa</p> <p><b>Timeless Tales Units 2 - 3 Priority:</b> Vocabulary Visa</p> <p><b>Timeless Tales Unit 3 Priority:</b> Symbolism</p> <p><b>Timeless Tales Unit 4 Priority:</b> Author's Purpose</p> <p><b>Timeless Tales Priority- Vocabulary:</b> Context Clues</p>
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.	<p><b>Timeless Tales Unit 2.1A - GP:</b> <i>The Warning</i></p> <p><b>Timeless Tales Unit 2.1A - IP:</b> <i>Bear</i></p> <p><b>Timeless Tales Unit 3.1B - IP:</b> <i>Masks</i></p> <p><b>Timeless Tales Unit 4.1A:</b> <i>Didja Ninja and the Battle Stunt</i></p>	<p><b>Cycle 15:</b> General Comprehension 1 - 3</p> <p><b>Timeless Tales Unit 2 Priority:</b> Plot Elements</p> <p><b>Timeless Tales Units 2 - 3 Priority:</b> Story Elements</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey</p>

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## Grade Six



CCSS	Expectation	Istation App	Istation Teacher Resources
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 15:</b> Author's Purpose</p> <p><b>Timeless Tales Unit 4:</b> The Author's Purpose Featuring Didja Ninja</p>	<p><b>ISIP AR Comprehension Interventions:</b> 10C</p> <p><b>Cycle 15:</b> General Comprehension 1 - 3</p> <p><b>Timeless Tales Unit 2 Priority:</b> Point of View</p> <p><b>Timeless Tales Unit 4 Priority:</b> Author's Purpose</p>
<b>Integration of Knowledge and Ideas</b>			
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	<p><b>TT2.0 NexLevel L2 Virtual World:</b> <i>Les Misérables</i> Adaptation</p>	<p><b>Timeless Tales Priority Report Lesson Extras:</b></p> <p><b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Problem and Solution, Plot Elements</p> <p><b>Unit 3:</b> Hero's Journey</p> <p><b>Unit 4:</b> Author's Purpose</p> <p><b>Unit 4:</b> Author's Stylistic Choices</p> <p><b>TT2.0 NexLevel L2 Teacher-Directed Priority Report Lesson:</b> Dramatic Techniques</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
RL.6.8	Differentiate among odes, ballads, epic poetry, and science fiction.	<p><b>ISIP AR:</b> Comprehension Subtest</p> <p><b>Timeless Tales Units:</b></p> <p><b>1.1A:</b> Sequence and Summary  <b>2.1A:</b> Plot Elements  <b>3.1B:</b> Sequential Summary Organizer with <i>Perseus and Medusa</i></p> <p><b>TT2.0 NexLevel:</b></p> <p><b>L2 Virtual World:</b> <i>Les Misérables</i> Adaptation  <b>L2 World of Wonders:</b> <i>Views of the Desert</i>  <b>L3 Hub:</b> Tony (ACER)  <b>L3 World of Wonders:</b> <i>Two Poems</i>  <b>L5 World of Wonders:</b> <i>Memory Two Ways</i>  <b>L6 Virtual World:</b> Theme Comparison Activities</p>	<p><b>Timeless Tales Priority Lessons:</b></p> <p><b>Unit 1:</b> Sequential Summary  <b>Unit 2:</b> Sequence and Summary  <b>Unit 4:</b> Sequencing</p> <p><b>Timeless Tales Priority Lesson Extras:</b></p> <p><b>Units 2-3:</b> Story Elements  <b>Unit 4:</b> Text Structures</p> <p><b>TT2.0 NexLevel:</b></p> <ul style="list-style-type: none"> <li>- <i>Masks</i> Unit Plan</li> <li>- Analyzing Across Genres Essay Prompt</li> </ul> <p><b>Writing Rules Expository Essay, Planning Lesson 2.2:</b> Form a Controlling Idea</p>
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.	<p><b>Timeless Tales Units 1–5:</b> World of Wonders Writing Prompts</p>	<p><b>Timeless Tales Priority Report Lesson Extras:</b></p> <p><b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Problem and Solution, Plot Elements, Story Elements  <b>Unit 3:</b> Story Elements, Hero's Journey  <b>Unit 4:</b> Author's Purpose</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Range of Reading and Level of Text Complexity</b>			
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>ISIP AR:</b> Comprehension, Text Fluency subtests  <b>Timeless Tales Units 1 – 4:</b> World of Wonders Passages (self-selected reading passages)	<b>ISIP AR Comprehension Interventions:</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C  <b>ISIP AR Text Fluency Interventions:</b> GR 6 Lessons 1, 2, 3, 5, 7, 9  <b>Timeless Tales Units 1 - 3 Priority:</b> Text Fluency  <b>G6 Fluency Lessons 1-9</b>

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Reading Standards for Informational Text</b>			
<b>Key Ideas and Details</b>			
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 15:</b> Inference</p> <p><b>Timeless Tales Unit 1.1B - GP:</b> <i>Who Stole the Mona Lisa</i></p> <p><b>Timeless Tales Unit 1.1B - IP:</b> <i>Unexpected Treasure</i></p> <p><b>Timeless Tales Unit 4.1A - GP:</b> <i>History of Hollywood: Special Effects and Makeup</i></p> <p><b>Timeless Tales Unit 4.1B - IP:</b> <i>Film Adaptations and Documentaries</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 4A, 5B, 7A, 7B, 9C, 10B</p> <p><b>Cycle 14:</b> Supporting Responses</p> <p><b>Cycle 15:</b> General Comprehension 1 - 2</p> <p><b>Timeless Tales Unit 1 Priority:</b> Summarize and Paraphrase</p> <p><b>Timeless Tales Unit 1-2 Priority:</b> Text Fluency</p> <p><b>G6 Fluency Lessons:</b> 4, 10</p>
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.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 15:</b> Main Idea</p> <p><b>Cycle 15:</b> Summarization</p> <p><b>Timeless Tales Unit 1.1A - IP:</b> <i>Unofficial Biography of Harry Houdini</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Cycle 14:</b> Supporting Responses;</p> <p><b>Cycle 15:</b> General Comprehension 1 - 3</p> <p><b>Timeless Tales Unit 1 Priority:</b> Summarize and Paraphrase</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
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).	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Timeless Tales Unit 1.1A - IP:</b> <i>Unofficial Biography of Harry Houdini</i></p> <p><b>Timeless Tales Unit 1.1B - IP:</b> <i>Unexpected Treasure</i></p> <p><b>Timeless Tales Unit 4.1A - GP:</b> <i>History of Hollywood: Special Effects and Makeup</i></p> <p><b>Timeless Tales Unit 4.1A - IP:</b> <i>Film Adaptations and Documentaries</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Timeless Tales Unit 1 Priority:</b> Summarize and Paraphrase</p>
<b>Craft and Structure</b>			
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<p><b>Timeless Tales Unit 1.1B:</b> <i>Unexpected Treasure</i></p> <p>Timeless Tales Units 1 – 4: Card Match</p> <p><b>Timeless Tales Unit 2:</b> Analogy Charger</p>	<p><b>Cycle 15:</b> General Comprehension 4</p> <p><b>Timeless Tales Units 1 - 2 Priority:</b> <i>Vocabulary Visa</i></p> <p><b>Timeless Tales Unit 3 Priority:</b> <i>Symbolism (extras)</i></p> <p><b>Timeless Tales Priority- Vocabulary:</b> Context Clues</p>
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<p><b>Cycle 15:</b> Text Structure</p> <p><b>Timeless Tales Unit 4.1A - GP:</b> <i>History of Hollywood: Special Effects and Makeup</i></p> <p><b>Timeless Tales Unit 4.1A - IP:</b> <i>Film Adaptations and Documentaries</i></p>	<p><b>Cycle 12 Lesson 9:</b> Text Structure</p> <p><b>Cycle 15:</b> General Comprehension 4</p> <p><b>Timeless Tales Unit 4 Priority:</b> Text Structures</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<b>Cycle 15:</b> Author's Purpose	<b>Cycle 15:</b> General Comprehension 4  <b>ISIP AR 2B Reading Comprehension:</b> <i>Spreading the Love</i>  <b>Timeless Tales Unit 2 Priority:</b> Point of View  <b>Timeless Tales Unit 4 Priority:</b> Author's Purpose
<b>Integration of Knowledge and Ideas</b>			
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<b>Timeless Tales Unit 4.1B: On Set:</b> Movie Maker, World of Wonders Passages	<b>TT2.0 NexLevel Teacher-Directed L3 Priority Lesson:</b> Analyzing Argument
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.	<b>Timeless Tales Units 1–4:</b> World of Wonders Writing Prompts <b>TT2.0 NexLevel:</b> <b>L3 World of Wonders Prompt:</b> <i>Pro/Con</i> <b>L4 World of Wonders Prompts:</b> <i>Good, Bad, and the AI; Woman with Three Names</i> <b>L5 Virtual World:</b> Logical Fallacies <b>L5 Reteach:</b> L Glass	<b>TT2.0 NexLevel Teacher Directed L3 Priority Lesson:</b> Analyzing Argument

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CCSS	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).	<b>TT2.0 NexLevel Virtual World:</b> <b>L3 Virtual World First Contact:</b> Comms Log, Humanity Sim <b>L5 Virtual World:</b> <i>Memory Two Ways</i> <b>L6 World of Wonders:</b> <i>Murasaki Shikibu: The Woman Behind the First Novel</i>	<b>Timeless Tales Unit 4 Priority Report Lesson</b> <b>Extras:</b> Author's Purpose  <b>Timeless Tales Teacher-Directed Unit 4 Lesson:</b> Author's Stylistic Choices  <b>TT2.0 NexLevel Teacher-Directed Priority Lessons:</b> <b>L3:</b> Analyzing Argument <b>L3:</b> Evaluating Persuasive Content
<b>Range of Reading and Level of Text Complexity</b>			
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Timeless Tales:</b> Units 1–4 - World of Wonders (self-selected reading)	<b>Timeless Tales Unit 1-2 Priority:</b> Text Fluency  <b>Timeless Tales Unit 4 Priority Lessons:</b> Text Structures Text Fluency Author's Purpose



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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Writing Standards</b>			
<b>Text Types and Purposes</b>			
W.6.1	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>		
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.	<b>TT2.0 NexLevel World of Wonders Writing Prompts:</b> <b>L1:</b> <i>Typhoid Mary</i> <b>L3:</b> <i>Pro/Con</i> <b>L4:</b> <i>Good, Bad, and AI; Woman with Three Names</i> <b>L5:</b> <i>Bats</i>	<b>TT2.0 NexLevel Teacher-Directed Lessons:</b> <b>L3 Priority:</b> Analyzing Argument <b>L5 Advanced Argumentative Texts:</b> Extending the Lesson (Write)
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<b>TT2.0 NexLevel World of Wonders Writing Prompts:</b> <b>L1:</b> <i>Typhoid Mary</i> <b>L3:</b> <i>Pro/Con</i> <b>L4:</b> <i>Good, Bad, and AI; Woman with Three Names</i> <b>L5:</b> <i>Bats</i>	<b>TT2.0 NexLevel Teacher-Directed Lessons:</b> <b>L3 Priority:</b> Analyzing Argument <b>L5 Advanced Argumentative Texts:</b> Extending the Lesson (Write)
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<b>TT2.0 NexLevel World of Wonders Writing Prompts:</b> <b>L1:</b> <i>Typhoid Mary</i> <b>L3:</b> <i>Pro/Con</i> <b>L4:</b> <i>Good, Bad, and AI; Woman with Three Names</i> <b>L5:</b> <i>Bats</i>	<b>TT2.0 NexLevel Teacher-Directed Lessons:</b> <b>L3 Priority:</b> Analyzing Argument <b>L5 Advanced Argumentative Texts:</b> Extending the Lesson (Write)

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CCSS	Expectation	Istation App	Istation Teacher Resources
W.6.1d	Establish and maintain a formal style.	<b>TT2.0 NexLevel World of Wonders Writing Prompts:</b> <b>L1:</b> <i>Typhoid Mary</i> <b>L3:</b> <i>Pro/Con</i> <b>L4:</b> <i>Good, Bad, and AI; Woman with Three Names</i> <b>L5:</b> <i>Bats</i>	<b>TT2.0 NexLevel Teacher-Directed Lessons:</b> <b>L3 Priority:</b> Analyzing Argument <b>L5 Advanced Argumentative Texts:</b> Extending the Lesson (Write)
W.6.1e	Provide a concluding statement or section that follows from the argument presented.	<b>TT2.0 NexLevel World of Wonders Writing Prompts:</b> <b>L1:</b> <i>Typhoid Mary</i> <b>L3:</b> <i>Pro/Con</i> <b>L4:</b> <i>Good, Bad, and AI; Woman with Three Names</i> <b>L5:</b> <i>Bats</i>	<b>TT2.0 NexLevel Teacher-Directed Lessons:</b> <b>L3 Priority:</b> Analyzing Argument <b>L5 Advanced Argumentative Texts:</b> Extending the Lesson (Write)

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CCSS	Expectation	Istation App	Istation Teacher Resources
W.6.2	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>		
W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<b>Writing Rules Expository Essay:</b> Planning, Drafting  <b>Writing Rules Paragraph Building:</b> Ideas, Organization	<b>Writing Rules Expository Essay, Characteristics Lesson 1.2:</b> Point of View  <b>Writing Rules Paragraph Building – Six Traits:</b> Ideas Trait, Organization Trait
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<b>Writing Rules Expository Essay:</b> Drafting, Revising  <b>Writing Rules Paragraph Building:</b> Organization, Voice, Word Choice	<b>Writing Rules Paragraph Building – Six Traits:</b> Ideas Trait, Organization Trait, Voice Trait
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.	<b>Writing Rules Expository Essay:</b> Drafting, Revising  <b>Writing Rules Paragraph Building:</b> Organization, Voice, Word Choice	<b>Writing Rules Paragraph Building – Six Traits:</b> Ideas Trait, Organization Trait, Voice Trait
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>Writing Rules Paragraph Building:</b> Voice	<b>Writing Rules Paragraph Building – Six Traits, Unit 3:</b> Voice Trait
W.6.2e	Establish and maintain a formal style.	<b>Writing Rules Paragraph Building:</b> Voice	<b>Writing Rules Paragraph Building – Six Traits, Unit 3:</b> Voice Trait
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.	<b>Writing Rules Paragraph Building:</b> Organization	<b>Writing Rules Paragraph Building – Six Traits, Unit 2:</b> Organization Trait  <b>Writing Rules Expository Essay – Planning Lesson 2.5:</b> Concluding Sentence

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

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CCSS	Expectation	Istation App	Istation Teacher Resources
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.)	<p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rules Essay Writing:</b> Expository</p> <p><b>Writing Rules:</b> Paragraph Building</p> <p><b>Timeless Tales Units 1 – 4:</b> World of Wonders Writing Prompts</p>	<p><b>Writing Rules Personal Narrative – Characteristics, Lessons 1.1 - 1.3:</b> First Person Point of View, Voice, Setting</p>
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1 - 3 up to and including grade 6.)	<p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rules Essay Writing:</b> Expository</p> <p><b>Writing Rules:</b> Paragraph Building</p> <p><b>Writing Rules:</b> Introduction to Writing Process</p> <p><b>Timeless Tales Units 1 - 4:</b> World of Wonders Writing Prompts</p>	<p><b>Writing Rules Paragraph Building, Six Traits, Unit 6:</b> Conventions Trait</p>
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rules Essay Writing:</b> Expository</p> <p><b>Writing Rules:</b> Paragraph Building</p> <p><b>Timeless Tales Units 1–4:</b> World of Wonders Writing Prompts</p>	<p><b>Timeless Tales Units 2 - 3 Priority:</b> Story Elements (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)</p> <p><b>Timeless Tales Unit 4 Priority:</b> Author's Purpose (extras)</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Research to Build and Present Knowledge</b>			
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		<p><b>Writing Extension Lessons 40 - 42: <i>Power for the Planet</i> Parts 1 - 3</b></p> <p><b>Timeless Tales Fairy Tales, Legends, and Folklore: Problem and Solution (extras)</b></p> <p><b>Timeless Tales Unit 2 Priority: Symbolism (extras)</b></p> <p><b>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</b></p>
W.6.8	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.		<p><b>Writing Extension Lessons 47 - 49: <i>Ecosystem</i> Parts 1 - 3</b></p>
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		<p><b>Timeless Tales Fairy Tales, Legends, and Folklore: Problem and Solution (extras)</b></p> <p><b>Timeless Tales Units 2 - 3 Priority: Story Elements (extras)</b></p> <p><b>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</b></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
W.6.9a	Apply grade 6 Reading standards to literature (e.g., “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”).	<b>Timeless Tales Units 1 – 4:</b> World of Wonders Writing Prompts	<b>Timeless Tales Units 2 - 3 Priority:</b> Story Elements (extras)  <b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)
W.6.9b	Apply grade 6 Reading standards to literary nonfiction (e.g., “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”).	<b>Timeless Tales Units 1 – 4:</b> World of Wonders Writing Prompts	<b>Writing Extension Lessons 47 - 49:</b> <i>Ecosystem</i> Parts 1 - 3  <b>Timeless Tales Unit 3 Priority:</b> Vocabulary Visa (extras)
<b>Range of Writing</b>			
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.	<b>Writing Rules Essay Writing:</b> Expository  <b>Writing Rules Essay Writing:</b> Personal Narrative  <b>Writing Rules:</b> Paragraph Building  <b>Timeless Tales Units 1 – 4:</b> World of Wonders Writing Prompts	<b>Writing Rules Personal Narrative, Drafting Lessons 3.1 - 3.3:</b> Introduction, Body Paragraphs, Conclusion

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Speaking and Listening Standards</b>			
<b>Comprehension and Collaboration</b>			
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.		<p><b>Cycle 15:</b> General Comprehension 2, 3, 4</p> <p><b>Timeless Tales Units 2 - 3:</b> Story Elements</p> <p><b>Timeless Tales Unit 3:</b> Hero's Journey</p>
SL.6.1a	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.		<p><b>Cycle 15:</b> General Comprehension 2, 3, 4</p> <p><b>Timeless Tales Unit 3:</b> Hero's Journey</p>
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		<p><b>Timeless Tales Fairy Tales, Legends, and Folklore Lesson:</b> Problem and Solution (extras)</p> <p><b>Timeless Tales Unit 2 Priority:</b> Plot Elements (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Characterization</p> <p><b>Timeless Tales Unit 4 Priority:</b> Text Structures</p> <p><b>Timeless Tales Unit 4 Priority:</b> Author's Purpose</p>



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CCSS	Expectation	Istation App	Istation Teacher Resources
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		<p><b>Cycle 15:</b> General Comprehension 2, 3, 4</p> <p><b>Timeless Tales Units 2 - 3:</b> Story Elements</p> <p><b>Timeless Tales Unit 3 Priority:</b> Protagonist/Antagonist</p> <p><b>Timeless Tales Unit 3:</b> Hero's Journey</p> <p><b>Timeless Tales Unit 4 Priority:</b> Text Structures</p>
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		<p><b>Cycle 15:</b> General Comprehension 2, 3, 4</p> <p><b>Timeless Tales Unit 1 Priority:</b> Summarize and Paraphrase</p> <p><b>Timeless Tales Unit 1 Priority:</b> Sequential Summary</p>
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><b>Timeless Tales Fairy Tales, Legends, and Folklore Lesson:</b> Problem and Solution (extras)</p> <p><b>Timeless Tales Unit 2 Priority:</b> Plot Elements (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Symbolism (extras)</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
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.		<b>Timeless Tales Unit 4 Priority:</b> Author's Purpose
<b>Presentation of Knowledge and Ideas</b>			
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		<b>Timeless Tales Fairy Tales, Legends, and Folklore Lesson:</b> Problem and Solution (extras)  <b>Timeless Tales Units 2 and 3 Priority:</b> Story Elements  <b>Timeless Tales Unit 2 Priority:</b> Plot Elements (extras)  <b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		<b>Timeless Tales Fairy Tales, Legends, and Folklore Lesson:</b> Problem and Solution (extras)  <b>Timeless Tales Units 1 - 2 Priority:</b> Summarize and Paraphrase (extras)  <b>Timeless Tales Unit 2 Priority:</b> Vocabulary Visa (extras)  <b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)

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## Grade Six



CCSS	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.)	<b>Timeless Tales:</b> Fluency	<p><b>Timeless Tales Priority Units 1 - 4:</b> Text Fluency</p> <p><b>Timeless Tales Unit 3:</b> Vocabulary Visa (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)</p> <p><b>Timeless Tales Unit 3:</b> Vocabulary Visa (extras)</p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA

## Grade Six



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Language Standards</b>			
<b>Conventions of Standard English</b>			
L.6.1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>		
L.6.1b	Ensure that pronouns are in the proper case (subjective, objective, possessive).	<b>Writing Rules Paragraph Building:</b> Conventions <b>TT2.0 NexLevel L1--L5:</b> World of Wonders Prompts	<b>Writing Rules Paragraph Building Six Traits, Unit 6:</b> Conventions Trait  <b>Writing Rules Personal Narrative - Characteristics Lesson 1.1:</b> First Person Point of View  <b>Writing Rules Expository Essay Characteristics 1.2:</b> Point of View  <b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)  <b>Timeless Tales Unit 4 Priority:</b> Author's Purpose (extras)
L.6.1c	Use intensive pronouns (e.g., myself, ourselves).	<b>Writing Rules:</b> Personal Narrative  <b>Writing Rules:</b> Expository  <b>Writing Rules Paragraph Building:</b> Sentence Fluency Trait  <b>TT2.0 NexLevel L1 World of Wonders Prompt:</b> <i>Shipwrecked</i> (Personal Narrative)	<b>Writing Rules Paragraph Building Six Traits, Unit 5:</b> Sentence Fluency Trait  <b>Writing Rules Expository Essay Characteristics 1.1:</b> Audience

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CCSS	Expectation	Istation App	Istation Teacher Resources
L.6.1d	Recognize and correct inappropriate shifts in pronoun number and person.	<p><b>Writing Rules Paragraph Building:</b> Conventions</p> <p><b>Timeless Tales L1-L5:</b> World of Wonders Prompts</p>	<p><b>Writing Rules Paragraph Building Six Traits, Unit 6:</b> Conventions Trait</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)</p> <p><b>Timeless Tales Unit 4 Priority:</b> Author's Purpose (extras)</p> <p><b>TT2.0 NexLevel:</b> Research Unit</p>
L.6.1e	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	<p><b>Writing Rules Paragraph Building:</b> Conventions</p>	<p><b>Writing Rules Paragraph Building Six Traits, Unit 6:</b> Conventions Trait</p>
L.6.1f	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	<p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rules Essay Writing:</b> Expository Essay</p>	<p><b>Writing Rules Expository Essay Characteristics 1.3:</b> Voice</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
L.6.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>		
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	<b>Writing Rules Essay Writing:</b> Personal Narrative <b>Writing Rule Essay Writing:</b> Expository	<b>Writing Rules Paragraph Building, Six Traits, Unit 6:</b> Conventions Trait
L.6.2b	Spell correctly.	<b>Writing Rules Essay Writing:</b> Personal Narrative <b>Writing Rules:</b> Expository Essay <b>Timeless Tales Units 1 – 4:</b> Spelling Lab	<b>Writing Extension Lesson 24:</b> <i>Fields of Change: Spring/Summer</i> <b>Timeless Tales Priority -Word Analysis:</b> Spelling <b>Timeless Tales Unit 1 Priority Word Analysis and Spelling:</b> Root Words <b>Timeless Tales Unit 2 Priority Word Analysis and Spelling:</b> Suffixes <b>Timeless Tales Unit 3 Priority Word Analysis and Spelling:</b> Syllabification

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA

## Grade Six



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Knowledge of Language</b>			
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rules:</b> Expository Essay</p> <p><b>Writing Rules:</b> Conventions Trait</p> <p><b>Timeless Tales Unit 1 – 4:</b> All Passages</p> <p><b>Timeless Tales Units 1 – 4:</b> World of Wonders Writing Prompts</p>	<p><b>Writing Rules Paragraph Building Six Traits, Unit 5:</b> Sentence Fluency Trait</p> <p><b>Writing Rules Paragraph Building Six Traits, Unit 6:</b> Conventions Trait</p> <p><b>Timeless Tales Units 2 and 3 Priority:</b> Story Elements (extras)</p> <p><b>Timeless Tales Unit 3 Priority Lessons:</b> Vocabulary Visa (extras) Hero's Journey (extras)</p> <p><b>Timeless Tales Priority-Word Analysis Lessons:</b> Root Words and Word Families Spelling</p>
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.	<p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rules Essay Writing:</b> Expository</p>	<p><b>Writing Rules Paragraph Building Six Traits, Unit 5:</b> Sentence Fluency Trait</p> <p><b>Writing Rules Expository Essay Characteristics 1.1:</b> Audience</p>
L.6.3b	Maintain consistency in style and tone.	<p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rules:</b> Expository Essay</p>	<p><b>Writing Rules Expository Essay Characteristics 1.3:</b> Voice</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Vocabulary Acquisition and Use</b>			
L.6.4	<b>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.</b>		
L.6.4a	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.	<p><b>ISIP AR:</b> Vocabulary subtests</p> <p><b>Cycle 15:</b> Context</p> <p><b>Timeless Tales Units 1 – 4:</b> Card Match</p> <p><b>Timeless Tales Unit 1:</b> Mystery Word</p> <p><b>Timeless Tales Unit 2:</b> Word Sort</p> <p><b>Timeless Tales Unit 3:</b> Syllable Search, Vocab Hack</p>	<p><b>ISIP AR Comprehension Interventions:</b> All</p> <p><b>ISIP AR Vocabulary Interventions:</b> All</p> <p><b>Cycle 15:</b> Context Clues</p> <p><b>Timeless Tales Units 1 - 4 Priority:</b> Vocabulary Visa</p> <p><b>Timeless Tales Priority- Vocabulary:</b> Context Clues</p>
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	<p><b>ISIP AR:</b> Vocabulary subtests</p> <p><b>Cycle 15:</b> Vocabulary</p> <p><b>Cycle 15:</b> Prefixes</p> <p><b>Cycle 15:</b> Suffixes</p> <p><b>Timeless Tales Unit 1:</b> Vocab Lab</p> <p><b>Timeless Tales Unit 2:</b> Word Sort</p>	<p><b>ISIP AR Vocabulary Interventions:</b> 1C, 2B, 2C, 3A, 3B, 4A, 4C, 5A, 5B, 5C, 6A, 6B, 6C, 7A, 7B, 7C, 8B, 8C, 9A, 9B, 9C, 10A, 10B</p> <p><b>Timeless Tales: Unit 1 Priority Word Analysis:</b> Suffixes</p> <p><b>Timeless Tales Unit 2 Priority Word Analysis:</b> Root Words</p> <p><b>Timeless Tales Priority Word Analysis:</b> Root Words and Word Families</p>



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## Grade Six



CCSS	Expectation	Istation App	Istation Teacher Resources
L.6.4c	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><b>Timeless Tales Unit 1–4:</b> 4Square with Didja Ninja</p> <p><b>Timeless Tales Unit 1–4:</b> All Passages (Glossary)</p> <p><b>Timeless Tales Units 1–4:</b> Card Match</p>	<p><b>Cycle 15:</b> Synonyms</p> <p><b>Writing Extension Lessons 36 - 37:</b> Editing</p>
L.6.4d	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).	<p><b>Timeless Tales Unit 1–4:</b> 4-Square with Didja Ninja</p> <p><b>Timeless Tales Unit 1–4:</b> All Passages (Vocabulary Preview)</p>	<p><b>Cycle 15 Bridge Lesson:</b> Synonyms</p> <p><b>Cycle 15 Bridge Lesson:</b> Context Clues</p> <p><b>Writing Extension Lesson 36:</b> Editing (Dictionary, Thesaurus)</p> <p><b>Writing Extension Lesson 37:</b> Editing (Dictionary, Thesaurus)</p>
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p><b>Timeless Tales Unit 1.1B:</b> <i>Didja Ninja and the Missing Jewel</i></p> <p><b>Timeless Tales Unit 1.1B:</b> Unexpected Treasures</p> <p><b>Timeless Tales Unit 2:</b> Analogy Charger</p> <p><b>Timeless Tales Unit 2:</b> Word Sort</p>	<p><b>Cycle 12 Lesson 10A Vocabulary:</b> Context</p> <p><b>Cycle 15:</b> Context Clues</p> <p><b>Cycle 15:</b> Similes</p> <p><b>Cycle 15:</b> Metaphors</p> <p><b>Timeless Tales Unit 2 Priority:</b> Vocabulary Visa</p> <p><b>Timeless Tales Unit 3 Priority:</b> Symbolism</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
L.6.5a	Interpret figures of speech (e.g., personification) in context.	<p><b>Timeless Tales Unit 1.1B:</b> <i>Didja Ninja and the Missing Jewel</i></p> <p><b>Timeless Tales Unit 1.1B:</b> <i>Unexpected Treasure</i></p>	<p><b>Cycle 15:</b> Similes</p> <p><b>Cycle 15:</b> Metaphors</p> <p><b>Timeless Tales Units 1 - 2 Priority:</b> Making Inferences (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Symbolism</p>
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<p><b>Timeless Tales Unit 1:</b> Mystery Word</p> <p><b>Timeless Tales Unit 2:</b> Analogy Charger, Word Sort, Card Match</p> <p><b>Timeless Tales Unit 3:</b> Vocab Hack</p>	<p><b>Cycle 12 Lesson 10A, Vocabulary:</b> Context</p> <p><b>Cycle 15:</b> Context Clues, Similes, Metaphors</p> <p><b>Timeless Tales Units 2 - 3 Priority:</b> Vocabulary Visa</p>
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	<p><b>Writing Rules Unit 4 Paragraph Building:</b> Word Choice Trait</p>	<p><b>Timeless Tales Unit 2:</b> Vocabulary Visa (extras)</p>
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p><b>Timeless Tales Unit 1–4:</b> 4Square with Didja Ninja</p> <p><b>Timeless Tales Unit 1–4:</b> Vocabulary Preview (All Passages)</p>	<p><b>Timeless Tales Units 1 - 4 Priority:</b> Vocabulary Visa</p> <p><b>Timeless Tales Priority- Word Analysis Lessons:</b> Spelling</p> <p>Root Words and Word Families</p> <p><b>Timeless Tales Priority-Vocabulary:</b> Context Clues</p>

**Istation Reading** Curriculum Correlated to Alabama Course of Study for ELA  
Grade Six



CCSS	Expectation	Istation App	Istation Teacher Resources
↻ End of Grade 6 ↻			

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA

## Grade Seven



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Reading Standards for Literature</b>			
<b>Key Ideas and Details</b>			
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 15:</b> Inference</p> <p><b>Timeless Tales Unit 1.1B - GP:</b> <i>Buyer Beware</i></p> <p><b>Timeless Tales Unit 2.1B - GP:</b> <i>Giant Killer</i></p> <p><b>Timeless Tales Unit 2.1B - IP:</b> <i>Rising Swan</i></p> <p><b>Timeless Tales Unit 3.1A - IP:</b> <i>Battle of Summer and Winter</i></p> <p><b>Timeless Tales Unit 3.1B - IP:</b> <i>Masks</i></p> <p><b>Timeless Tales Unit 4.1B - IP:</b> <i>Hollywood Kid</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 2C, 3A, 3B, 8B, 8C</p> <p><b>Timeless Tales Storytelling Across Cultures:</b> Making Inferences</p> <p><b>Timeless Tales Unit 1 Priority:</b> Characterization</p> <p><b>Timeless Tales Unit 2 Priority:</b> Dramatic Techniques Point of View History and Culture</p> <p><b>Timeless Tales Unit 3 Priority:</b> Characterization</p> <p><b>Timeless Tales Units 1 - 3 Priority:</b> Making Inferences</p> <p><b>Timeless Tales Priority- Vocabulary:</b> Context Clues</p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Seven



CCSS	Expectation	Istation App	Istation Teacher Resources
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 the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 15:</b> Main Idea, Summarization</p> <p><b>Timeless Tales Unit 1.1A:</b> <i>Didja Ninja and the Kitty</i></p> <p><b>Timeless Tales Unit 1.1A - GP:</b> <i>Mulan</i></p> <p><b>Timeless Tales Unit 1.1A - IP:</b> <i>Wall of Water</i></p> <p><b>Timeless Tales Unit 2.1A - IP:</b> <i>Bear</i></p> <p><b>Timeless Tales Unit 3.1B - IP:</b> <i>Masks</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 10A, 10C</p> <p><b>Cycle 15:</b> General Comprehension Lessons 1, 3, 4</p> <p><b>Timeless Tales Storytelling Across Cultures:</b> Sequence and Summary</p> <p><b>Timeless Tales Unit 1 Priority:</b> Sequential Summary</p> <p><b>Timeless Tales Units 2 - 3 Priority:</b> Story Elements</p>
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<p><b>Timeless Tales Unit 2.1A - GP:</b> <i>The Warning</i></p> <p><b>Timeless Tales Unit 2.1A - IP:</b> <i>Bear</i></p> <p><b>Timeless Tales Unit 3.1B - IP:</b> <i>Masks</i></p> <p><b>Timeless Tales Unit 4.1A:</b> <i>Didja Ninja and the Battle Stunt</i></p>	<p><b>Cycle 15:</b> General Comprehension 1 - 3</p> <p><b>Timeless Tales Unit 1 Priority:</b> Characterization</p> <p><b>Timeless Tales Unit 2 Priority:</b> Plot Elements History and Culture Dramatic Techniques</p> <p><b>Timeless Tales Units 2 - 3 Priority:</b> Story Elements</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Craft and Structure</b>			
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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<p><b>ISIP AR:</b> Comprehension, Vocabulary subtests</p> <p><b>Writing Rules Paragraph Building:</b> Word Choice</p> <p><b>Timeless Tales Unit 1.1B:</b> <i>Didja Ninja and the Missing Jewel</i></p> <p><b>Timeless Tales Unit 4.1B - GP:</b> <i>The Author's Purpose Featuring Didja Ninja</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p><b>ISIP AR Vocabulary interventions:</b> 1A, 1B, 2A, 3C, 4B, 5A, 5B, 6C, 8A, 8B, 8C, 10A, 10B, 10C</p> <p><b>Timeless Tales Fairy Tales, Legends, and Folklore:</b> Vocabulary Visa</p> <p><b>Timeless Tales Units 2 - 3 Priority:</b> Vocabulary Visa</p> <p><b>Timeless Tales Unit 3 Priority:</b> Symbolism</p> <p><b>Timeless Tales Unit 4 Priority:</b> Author's Purpose</p> <p><b>Timeless Tales Priority- Vocabulary:</b> Context Clues</p>
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<p><b>Timeless Tales Unit 2.1A - GP:</b> <i>The Warning</i></p> <p><b>Timeless Tales Unit 2.1A - IP:</b> <i>Bear!</i></p> <p><b>Timeless Tales Unit 3.1B - GP:</b> <i>Didja Ninja and the Hero's Journey in Space</i></p> <p><b>Timeless Tales Unit 3.1B - IP:</b> <i>Masks</i></p>	<p><b>Timeless Tales Unit 2 Priority:</b> Plot Elements</p> <p><b>Timeless Tales Units 2 - 3 Priority:</b> Story Elements</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey</p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Seven



CCSS	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><b>Timeless Tales Unit 3.1A - GP:</b> <i>Apollo and Python</i></p> <p><b>Timeless Tales Unit 3.1A - IP:</b> <i>Battle of Summer and Winter</i></p> <p><b>Timeless Tales Unit 3.1B - GP:</b> <i>Didja Ninja and the Hero's Journey in Space</i></p> <p><b>Timeless Tales Unit 3.1B - IP:</b> <i>Masks</i></p>	<p><b>Timeless Tales Units 2 - 3 Priority:</b> Story Elements</p> <p><b>Timeless Tales Unit 3 Priority:</b> Characterization</p> <p><b>Timeless Tales Unit 3 Priority:</b> Protagonist/Antagonist</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Integration of Knowledge and Skills</b>			
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<p><b>Timeless Tales Unit 2.1B:</b> <i>Giant Killer, Rising Swann</i></p> <p><b>TT2.0 NexLevel:</b></p> <p><b>L2 Virtual World:</b> <i>SAGE Theater</i></p> <p><b>L6 Virtual World:</b> Poetry and Figurative Language</p>	<p><b>Timeless Tales Priority Report Lesson Extras:</b></p> <p><b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Problem and Solution, Plot Elements</p> <p><b>Unit 3:</b> Hero's Journey</p> <p><b>Unit 4:</b> Author's Purpose</p> <p><b>TT2.0 L2 Teacher-Directed Priority Lesson:</b> Dramatic Techniques</p>
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.	<p><b>TT2.0 NexLevel L1 World of Wonders:</b> <i>The Real Sherlock Holmes</i></p>	<p><b>Timeless Tales Priority Report Lesson Extras:</b></p> <p><b>Unit 1:</b> Storytelling Across Cultures - Sequence and Summary</p> <p><b>Unit 2:</b> Fairy Tales, Legends, and Folklore: Problem and Solution, Plot Elements, Story Elements</p> <p><b>Unit 3:</b> Story Elements, Hero's Journey, Characterization</p> <p><b>Unit 4:</b> Author's Purpose</p>
<b>Range of Reading and Level of Text Complexity</b>			
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p><b>Timeless Tales Units 1 – 4:</b> World of Wonders Passages (self-selected reading passages)</p>	<p><b>Timeless Tales Units 1 - 3 Priority:</b> Text Fluency</p> <p><b>G7 Fluency Lessons 1-9</b></p>



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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Reading Standards for Informational Text</b>			
<b>Key Ideas and Details</b>			
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 15:</b> Inference</p> <p><b>Timeless Tales Unit 1.1B - GP:</b> <i>Who Stole the Mona Lisa</i></p> <p><b>Timeless Tales Unit 1.1B - IP:</b> <i>Unexpected Treasure</i></p> <p><b>Timeless Tales Unit 4.1A - GP:</b> <i>History of Hollywood: Special Effects and Makeup</i></p> <p><b>Timeless Tales Unit 4.1B - IP:</b> <i>Film Adaptations and Documentaries</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 4A, 5B, 7A, 7B, 9C, 10B</p> <p><b>Cycle 14:</b> Supporting Responses</p> <p><b>Cycle 15:</b> General Comprehension 1</p> <p><b>Timeless Tales Unit 1 Priority:</b> Summarize and Paraphrase</p> <p><b>Timeless Tales Unit 1-2 Priority:</b> Text Fluency</p> <p><b>G7 Fluency Lessons:</b> 2, 6, 10</p>
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Cycle 15:</b> Main Idea</p> <p><b>Cycle 15:</b> Summarization</p> <p><b>Timeless Tales Unit 1.1A - IP:</b> <i>Unofficial Biography of Harry Houdini</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Cycle 15:</b> General Comprehension 3</p> <p><b>Timeless Tales Unit 1 Priority:</b> Summarize and Paraphrase</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
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).	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Timeless Tales Unit 1.1A - IP:</b> <i>Unofficial Biography of Harry Houdini</i></p> <p><b>Timeless Tales Unit 1.1B - IP:</b> <i>Unexpected Treasure</i></p> <p><b>Timeless Tales Unit 4.1A - GP:</b> <i>History of Hollywood: Special Effects and Makeup</i></p> <p><b>Timeless Tales Unit 4.1A - IP:</b> <i>Film Adaptations and Documentaries</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Cycle 15:</b> General Comprehension 1 - 3</p>

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## Grade Seven



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Craft and Structure</b>			
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.	<p><b>ISIP AR:</b> Comprehension, Vocabulary subtests</p> <p><b>Timeless Tales Unit 1.1B:</b> <i>Unexpected Treasure</i></p> <p><b>Timeless Tales Units 1 – 4:</b> Card Match</p> <p><b>Timeless Tales Unit 2:</b> Analogy Charger</p>	<p><b>ISIP AR Comprehension Interventions:</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>ISIP AR Vocabulary Interventions:</b> 1C, 2B, 2C, 3A, 3B, 4A, 4C, 5C, 6A, 6B, 7A, 7B, 7C, 9A, 9B, 9C</p> <p><b>Cycle 15:</b> General Comprehension 4</p> <p><b>Cycle 15:</b> Context Clues</p> <p><b>Cycle 15:</b> Analogies</p> <p><b>Timeless Tales Units 1 - 2 Priority:</b> Vocabulary Visa</p> <p><b>Timeless Tales Unit 3 Priority:</b> Symbolism (extras)</p> <p><b>Timeless Tales Unit 4 Priority:</b> Author's Purpose</p> <p><b>Timeless Tales Priority- Vocabulary:</b> Context Clues</p>
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<p><b>Timeless Tales Unit 4.1A:</b> <i>History of Hollywood: Special Effects and Makeup</i></p> <p><b>Timeless Tales Unit 4.1A:</b> <i>Film Adaptations and Documentaries</i></p>	<p><b>Cycle 15:</b> General Comprehension 2 - 4</p> <p><b>Timeless Tales Unit 4 Priority:</b> Text Structures</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
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.	<b>ISIP AR:</b> Comprehension subtest  <b>Cycle 15:</b> Author's Purpose	<b>ISIP AR Comprehension Interventions:</b> 2A, 2B  <b>Cycle 15:</b> General Comprehension 4  <b>Timeless Tales Unit 2 Priority:</b> Point of View
<b>Integration of Knowledge and Skills</b>			
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	<b>Timeless Tales Unit 4.1B:</b> <i>On Set: Movie Maker</i> , World of Wonders Passages  <b>TT2.0 NexLevel:</b>  <b>L4 Virtual World:</b> Rhetorical Devices <b>L5 World of Wonders Prompt:</b> Memory Two Ways <b>L6 Virtual World:</b> Poetry and Figurative Language	<b>Timeless Tales Unit 4 Priority Lesson (extras):</b> Author's Purpose  <b>TT2.0 NexLevel L2 Teacher-Directed Priority Lesson:</b> Point of View
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.	<b>TT2.0 NexLevel:</b>  <b>L3 Hub, Tier 1:</b> Table 1 <b>L3 Hub, Tier 2:</b> Table 1 <b>L3 Hub, Tier 3:</b> Table 1 <b>L3 Hub, Tier 5:</b> Tony <b>L3 Virtual World:</b> First Contact <b>L3 Reteach:</b> ACERF <b>L3 World of Wonders Prompt:</b> Pro/Con <b>L4 World of Wonders Prompts:</b> Good, Bad, AI; Woman with Three Names <b>L5 Hub, Tier 1:</b> Tables 1 and 2 <b>L5 Reteach (Learning Lounge):</b> Zak GLASS	<b>TT2.0 NexLevel Teacher-Directed Priority Lessons:</b>  <b>L3:</b> Evaluating Persuasive Content <b>L3:</b> Analyzing Argument

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CCSS	Expectation	Istation App	Istation Teacher Resources
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.	<p><b>Timeless Tales Units:</b></p> <p><b>4.1A:</b> <i>History of Hollywood: Special Effects and Makeup</i></p> <p><b>4.1A:</b> <i>Film Adaptations and Documentaries</i></p> <p><b>TT2.0 NexLevel:</b></p> <p><b>L3 Virtual World First Contact:</b> Comms Log</p> <p><b>L3 World of Wonders Prompt:</b> Pro/Con</p> <p><b>L4 World of Wonders Prompt:</b> Good, Bad, AI</p> <p><b>L6 World of Wonders:</b> Poetry and Figurative Language</p> <p><b>L6:</b> World of Wonders</p>	<p><b>Timeless Tales Unit 4 Priority Lesson:</b> Text Structures</p> <p><b>TT2.0 NexLevel Teacher-Directed Priority Lessons:</b></p> <p><b>L3:</b> Analyzing Argument</p> <p><b>L3:</b> Evaluating Persuasive Content</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Range of Reading and Level of Text Complexity</b>			
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Timeless Tales:</b> Units 1–4 - World of Wonders (self-selected reading)</p>	<p><b>ISIP AR Comprehension Interventions:</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5C, 6C, 7A, 7B, 9A, 9C, 10B</p> <p><b>ISIP AR Text Fluency Interventions:</b> GR 7 Lesson 6, GR 7 Lesson 9, GR 7 Lesson 10</p> <p><b>Timeless Tales Unit 4 Priority:</b> Text Structures</p> <p><b>Timeless Tales Unit 1 &amp; 4 Priority:</b> Text Fluency</p> <p><b>Timeless Tales Unit 4 Priority:</b> Author's Purpose</p> <p><b>G7 Fluency Lessons:</b> 2, 6, 10</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Writing Standards</b>			
<b>Text Types and Purposes</b>			
W.7.1	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>		
W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<b>Timeless Tales World of Wonders Unit 4.1A:</b> Writing prompt for <i>Mom's Phone and the Intergalactic Cyborg Empire</i>  <b>Timeless Tales World of Wonders Unit 4.1B:</b> Writing prompt for <i>The Art of Persuasion</i>	
W.7.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>Timeless Tales World of Wonders Unit 4.1A:</b> Writing prompt for <i>Mom's Phone and the Intergalactic Cyborg Empire</i>  <b>Timeless Tales World of Wonders Unit 4.1B:</b> Writing prompt for <i>The Art of Persuasion</i>	
W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<b>Timeless Tales World of Wonders Unit 4.1A:</b> Writing prompt for <i>Mom's Phone and the Intergalactic Cyborg Empire</i>  <b>Timeless Tales World of Wonders Unit 4.1B:</b> Writing prompt for <i>The Art of Persuasion</i>	
W.7.1d	Establish and maintain a formal style.	<b>Writing Rules Paragraph Building:</b> Voice	<b>Writing Rules Paragraph Building – Six Traits, Unit 3:</b> Voice Trait

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CCSS	Expectation	Istation App	Istation Teacher Resources
W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.	<p><b>Timeless Tales World of Wonders Unit 4.1A:</b> Writing prompt for <i>Mom's Phone and the Intergalactic Cyborg Empire</i></p> <p><b>Timeless Tales World of Wonders Unit 4.1B:</b> Writing prompt for <i>The Art of Persuasion</i></p>	
W.7.2	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>		
W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<p><b>Writing Rules Essay Writing:</b> Planning, Drafting</p> <p><b>Writing Rules Paragraph Building:</b> Ideas, Organization</p>	<b>Writing Rules Expository Essay:</b> Planning Unit 2
W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<p><b>Writing Rules Essay Writing:</b> Expository</p> <p><b>Writing Rules Paragraph Building:</b> Organization, Voice, Word Choice</p>	<p><b>Writing Rules Expository Essay Planning Lesson 2.2:</b> Form a Controlling Idea</p> <p><b>Writing Rules Expository Essay Characteristics:</b> Point of View, Audience</p>
W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<p><b>Writing Rules Essay Writing:</b> Expository</p> <p><b>Writing Rules Paragraph Building:</b> Organization, Voice, Word Choice</p>	<b>Writing Rules Paragraph Building, Six Traits:</b> Ideas Trait, Organization Trait, Sentence Fluency Trait



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CCSS	Expectation	Istation App	Istation Teacher Resources
W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p><b>Writing Rules Essay Writing:</b> Expository</p> <p><b>Writing Rules Paragraph Building:</b> Word Choice</p>	<b>Writing Rules Paragraph Building, Six Traits:</b> Ideas Trait, Word Choice Trait, Sentence Fluency Trait
W.7.2e	Establish and maintain a formal style.	<b>Writing Rules Paragraph Building:</b> Voice	<b>Writing Rules Paragraph Building – Six Traits, Unit 3:</b> Voice Trait
W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	<p><b>Writing Rules Essay Writing:</b> Expository</p> <p><b>Writing Rules Paragraph Building:</b> Word Choice, Sentence Fluency</p>	<p><b>Writing Rules Personal Narrative Drafting Lesson 3.3:</b> Conclusion</p> <p><b>Writing Rules Paragraph Building, Six Traits, Unit 2:</b> Organization Trait</p>
W.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>		
W.7.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>Writing Rules Essay Writing:</b> Personal Narrative	<b>Writing Rules Personal Narrative Characteristics Lessons:</b> First Person Point of View, Voice, Dialogue
W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<p><b>Writing Rules Essay Writing:</b> Personal Narrative: Setting, Description, Dialogue</p> <p><b>Timeless Tales Units 1 – 4:</b> World of Wonders Writing Prompts</p>	<b>Writing Rules Personal Narrative, Characteristics Lessons:</b> Setting, Description, Dialogue

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CCSS	Expectation	Istation App	Istation Teacher Resources
W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rules Paragraph Building:</b> Organization, Word Choice, Sentence Fluency</p>	<p><b>Writing Rules Paragraph Building, Six Traits:</b> Organization Trait, Word Choice Trait, Sentence Fluency Trait</p>
W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<p><b>Writing Rules Essay Writing:</b> Personal Narrative: Setting, Description, Dialogue</p> <p><b>Timeless Tales Units 1 – 4:</b> World of Wonders Writing Prompts</p>	<p><b>Writing Rules Personal Narrative, Characteristics Lessons:</b> Setting, Description, Dialogue</p>
W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	<p><b>Writing Rules Paragraph Building:</b> Organization</p>	<p><b>Writing Rules Paragraph Building, Six Traits, Unit 2:</b> Organization Trait</p> <p><b>Writing Rules Essay Writing Planning Lesson 2.5:</b> Form a Conclusion</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Production and Distribution of Writing</b>			
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.)	<p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rules Essay Writing:</b> Expository</p> <p><b>Writing Rules:</b> Paragraph Building</p> <p><b>Timeless Tales:</b> World of Wonders Writing Prompts</p>	<p><b>Writing Rules Paragraph Building:</b> Organization</p> <p><b>Writing Rules Personal Narrative Drafting Lesson 3.1:</b> Introduction</p> <p><b>Writing Rules Personal Narrative Drafting Lesson 3.2:</b> Body Paragraphs</p>
W.7.5	With some guidance and support from peers and adults, 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. (Editing for conventions should demonstrate command of Language standards 1 - 3 up to and including grade 7.)	<p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rules Essay Writing:</b> Expository</p> <p><b>Writing Rules:</b> Paragraph Building</p> <p><b>Timeless Tales:</b> World of Wonders Writing Prompts</p>	<p><b>Writing Rules Personal Narrative Drafting Lesson 3.1 - 3.3:</b> Introduction, Body Paragraphs, Conclusion</p>
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rules Essay Writing:</b> Expository</p> <p><b>Writing Rules:</b> Paragraph Building</p> <p><b>Timeless Tales:</b> World of Wonders Writing Prompts</p>	<p><b>Writing Rules Personal Narrative Drafting Lesson 3.1 - 3.3:</b> Introduction, Body Paragraphs, Conclusion</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Research to Build and Present Knowledge</b>			
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		<p><b>Writing Extension Lessons 40 - 42: <i>Power for the Planet</i> 1 - 3</b></p> <p><b>Timeless Tales Fairy Tales, Legends, and Folklore: <i>Problem and Solution</i> (extras)</b></p> <p><b>Timeless Tales Unit 2 Priority: <i>Symbolism</i> (extras)</b></p> <p><b>Timeless Tales Unit 3 Priority: <i>Hero's Journey</i> (extras)</b></p>
W.7.8	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.		<p><b>Writing Extension Lessons 47 - 49: <i>Ecosystem</i> Parts 1 - 3</b></p>
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>Timeless Tales Units 1 – 4: World of Wonders Writing Prompts</b>	<p><b>Timeless Tales Fairy Tales, Legends, and Folklore: <i>Problem and Solution</i> (extras)</b></p> <p><b>Timeless Tales Units 2 - 3 Priority: <i>Story Elements</i> (extras)</b></p> <p><b>Timeless Tales Unit 3 Priority: <i>Hero's Journey</i> (extras)</b></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
W.7.9a	Apply grade 7 Reading standards to literature (e.g., "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 Units 1–4: World of Wonders Writing Prompts	
W.7.9b	Apply grade 7 Reading standards to literary nonfiction (e.g. "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").	Timeless Tales Units 1 – 4: World of Wonders Writing Prompts	Cycle 15: General Comprehension 2, 3, 4

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Range of Writing</b>			
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.	<p><b>Writing Rules Essay Writing:</b> Expository</p> <p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rules:</b> Paragraph Building</p> <p><b>Timeless Tales Units 1 – 4:</b> World of Wonders Writing Prompts</p>	<p><b>Writing Rules Personal Narrative Interventions</b></p> <p><b>Writing Rules Expository Essay Interventions</b></p> <p><b>Writing Rules Paragraph Building:</b> Units 1-6</p>
<b>Speaking and Listening Standards</b>			
<b>Comprehension and Collaboration</b>			
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		<p><b>Cycle 15:</b> General Comprehension 2, 3, 4</p> <p><b>Timeless Tales Units 2 - 3:</b> Story Elements</p> <p><b>Timeless Tales Unit 3:</b> Hero's Journey</p> <p><b>Timeless Tales Unit 4 Priority:</b> Text Structures</p> <p><b>Timeless Tales Unit 4 Priority:</b> Author's Purpose</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
SL.7.1a	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.		<p><b>Cycle 15:</b> General Comprehension 2, 3, 4</p> <p><b>Timeless Tales Unit 2 Priority:</b> Symbolism</p> <p><b>Timeless Tales Unit 3 Priority:</b> Characterization</p> <p><b>Timeless Tales Unit 4 Priority:</b> Text Structures, Author's Purpose</p>
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		<p><b>Timeless Tales Fairy Tales, Legends, and Folklore Lesson:</b> Problem and Solution (extras)</p> <p><b>Timeless Tales Unit 2 Priority:</b> Plot Elements (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Characterization</p> <p><b>Timeless Tales Unit 4 Priority:</b> Text Structures, Author's Purpose</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		<p><b>Timeless Tales Units 2 and 3:</b> Story Elements</p> <p><b>Timeless Tales Unit 3 Priority:</b> Protagonist/Antagonist</p> <p><b>Timeless Tales Unit 3:</b> Hero's Journey</p> <p><b>Timeless Tales Unit 4 Priority:</b> Text Structures</p>
SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.		<p><b>Timeless Tales Unit 3:</b> Hero's Journey Lesson extras</p>
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.		<p><b>Timeless Tales Fairy Tales, Legends, and Folklore Lesson:</b> Problem and Solution (extras)</p> <p><b>Timeless Tales Unit 2 Priority:</b> Plot Elements (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Symbolism (extras)</p>



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CCSS	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.		<p><b>Timeless Tales Fairy Tales, Legends, and Folklore Lesson:</b> Problem and Solution (extras)</p> <p><b>Timeless Tales Unit 4 Priority:</b> Author's Purpose</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Presentation of Knowledge and Ideas</b>			
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		<p><b>Timeless Tales Fairy Tales, Legends, and Folklore Lesson:</b> Problem and Solution (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Symbolism (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)</p> <p><b>Timeless Tales Unit 3:</b> Vocabulary Visa (extras)</p>
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		<p><b>Timeless Tales Fairy Tales, Legends, and Folklore Lesson:</b> Problem and Solution (extras)</p> <p><b>Timeless Tales Units 1 and 2 Priority:</b> Summarize and Paraphrase (extras)</p> <p><b>Timeless Tales Unit 2 Priority:</b> Vocabulary Visa (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)</p>

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CCSS	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><b>Timeless Tales Units 1 - 4 Priority:</b> Text Fluency</p> <p><b>Timeless Tales Unit 3:</b> Vocabulary Visa (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)</p> <p><b>Timeless Tales Unit 3:</b> Vocabulary Visa (extras)</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Language Standards</b>			
<b>Conventions of Standard English</b>			
L.7.1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>		
L.7.1b	Explain the function of phrases and clauses in general and their function in specific sentences.	<b>Writing Rules Paragraph Building:</b> Conventions Trait, Sentence Fluency Trait  <b>Writing Rules Essay Writing:</b> Personal Narrative  <b>Writing Rules Essay Writing:</b> Expository  <b>Timeless Tales Units 1–4:</b> World of Wonders Writing Prompts	<b>Writing Rules Paragraph Building Six Traits, Unit 6:</b> Conventions Trait  <b>TT2.0 NexLevel:</b> Research Unit
L.7.1c	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<b>Writing Rules Essay:</b> Expository - Editing	<b>Writing Rules Paragraph Building Six Traits, Unit 6:</b> Conventions Trait  <b>TT2.0 NexLevel:</b> - Research Unit - Student Guide - Research Unit - Teacher Guide - Research Unit - Teacher Slideshow
L.7.1d	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<b>Writing Rules Paragraph Building:</b> Conventions Trait, Sentence Fluency Trait  <b>Writing Rules Essay Writing:</b> Personal Narrative  <b>Writing Rules Essay Writing:</b> Expository	<b>Writing Rules Unit 6:</b> Conventions  <b>TT2.0 NexLevel Research Unit:</b> - Student Guide - Teacher Slideshow
L.7.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>		

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CCSS	Expectation	Istation App	Istation Teacher Resources
L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	<p><b>Writing Rules Essay:</b> Expository - Editing</p> <p><b>Writing Rules Paragraph Building:</b> Conventions</p>	
L.7.2b	Spell correctly.	<p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rules Essay Writing:</b> Expository</p> <p><b>Timeless Tales Units 1 – 4:</b> Spelling Lab</p>	<p><b>Writing Rules Paragraph Building, Six Traits, Unit 6:</b> Conventions Trait</p> <p><b>Timeless Tales Unit 1 Priority - Word Analysis and Spelling:</b> Root Words</p> <p><b>Timeless Tales Unit 2 Priority - Word Analysis and Spelling:</b> Suffixes</p> <p><b>Timeless Tales Unit 3 Priority - Word Analysis and Spelling:</b> Syllabification</p> <p><b>Timeless Tales Priority -Word Analysis:</b> Spelling</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Knowledge of Language</b>			
L.7.3	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>		
L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<b>Writing Rules Paragraph Building:</b> Word Choice, Sentence Fluency	<b>Writing Rules Paragraph Building, Six Traits:</b> Sentence Fluency Trait, Conventions Trait  <b>Writing Rules Paragraph Building, Six Traits, Unit 6:</b> Conventions Trait
<b>Vocabulary Acquisition and Use</b>			
L.7.4	<b>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.</b>		
L.7.4a	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.	<b>ISIP AR:</b> Vocabulary subtest  <b>Cycle 15:</b> Context  <b>Timeless Tales Units 1 – 4:</b> Card Match  <b>Timeless Tales Unit 1:</b> Mystery Word  <b>Timeless Tales Unit 2:</b> Word Sort  <b>Timeless Tales Unit 3:</b> Syllable Search, Vocab Hack	<b>ISIP AR Comprehension Interventions:</b> All  <b>ISIP AR Vocabulary Interventions:</b> All  <b>Timeless Tales Priority- Vocabulary:</b> Context Clues  <b>Timeless Tales Units 1 - 4 Priority:</b> Vocabulary Visa

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## Grade Seven



CCSS	Expectation	Istation App	Istation Teacher Resources
L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	<p><b>ISIP AR:</b> Vocabulary subtest</p> <p><b>Cycle 15:</b> Prefixes</p> <p><b>Cycle 15:</b> Suffixes</p> <p><b>Timeless Tales Unit 1:</b> Vocab Lab</p> <p><b>Timeless Tales Unit 2:</b> Word Sort</p>	<p><b>ISIP AR Vocabulary Interventions:</b> 1C, 2B, 2C, 3A, 3B, 4A, 4C, 5A, 5B, 5C, 6A, 6B, 6C, 7A, 7B, 7C, 8B, 8C, 9A, 9B, 9C, 10A, 10B</p> <p><b>Timeless Tales Unit 1 Priority Word Analysis:</b> Suffixes</p> <p><b>Timeless Tales Unit 2 Priority Word Analysis:</b> Root Words</p> <p><b>Timeless Tales Priority- Word Analysis:</b> Root Words and Word Families</p>
L.7.4c	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><b>Timeless Tales Units 1 – 4:</b> 4Square with Didja Ninja</p> <p><b>Timeless Tales Units 1 – 4:</b> All Passages (Glossary)</p> <p><b>Timeless Tales Units 1 – 4:</b> Card Match</p>	<p><b>Cycle 15:</b> Synonyms</p> <p><b>Writing Extension Lesson 36:</b> Editing (Dictionary, Thesaurus)</p> <p><b>Writing Extension Lesson 37:</b> Editing (Dictionary, Thesaurus)</p>
L.7.4d	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).	<p><b>Timeless Tales Units 1 – 4:</b> 4Square with Didja Ninja</p> <p><b>Timeless Tales Units 1 – 4:</b> All Passages (Vocabulary Preview)</p>	<p><b>Cycle 15:</b> Synonyms</p> <p><b>Cycle 15:</b> Context Clues</p> <p><b>Writing Extension Lesson 36:</b> Editing (Dictionary, Thesaurus)</p> <p><b>Writing Extension Lesson 37:</b> Editing (Dictionary, Thesaurus)</p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA

## Grade Seven



CCSS	Expectation	Istation App	Istation Teacher Resources
L.7.5	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>		
L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	<b>Timeless Tales Unit 1.1B: <i>Didja Ninja and the Missing Jewel</i></b>  <b>Timeless Tales Unit 1.1B: <i>Unexpected Treasure</i></b>	<b>Cycle 15: Similes</b>  <b>Cycle 15: Metaphors</b>  <b>Timeless Tales Units 1 - 2 Priority: Making Inferences (extras)</b>  <b>Timeless Tales Unit 3 Priority: Symbolism (extras)</b>
L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<b>ISIP AR: Vocabulary subtest</b>  <b>Timeless Tales Unit 1: Mystery Word</b>  <b>Timeless Tales Unit 2: Analogy Charger, Word Sort, Card Match</b>  <b>Timeless Tales Unit 3: Vocab Hack</b>	<b>ISIP AR Vocabulary Interventions: 8A</b>  <b>Cycle 15: Antonyms</b>  <b>Cycle 15: Synonyms</b>  <b>Cycle 15: Analogies</b>  <b>Timeless Tales Units 2 - 3 Priority: Vocabulary Visa</b>
L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	<b>Writing Rules Paragraph Building: Word Choice</b>	<b>Timeless Tales Units 1 - 2 Priority: Making Inferences (extras)</b>  <b>Timeless Tales Unit 2: Vocabulary Visa (extras)</b>



# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA

## Grade Seven



CCSS	Expectation	Istation App	Istation Teacher Resources
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p><b>ISIP AR:</b> Vocabulary subtest</p> <p><b>Timeless Tales Units 1 – 4:</b> 4Square with Didja Ninja</p> <p><b>Timeless Tales Units 1 – 4:</b> Vocabulary Preview (All Passages)</p>	<p><b>ISIP AR Comprehension Interventions:</b> 1A, 1B, 2A, 3C, 4B, 5A, 5B, 6C, 8A, 8B, 8C, 10A, 10B, 10C</p> <p><b>ISIP AR Vocabulary Interventions:</b> 1A, 1B, 2A, 3C, 4B, 5A, 5B, 6C, 8A, 8B, 8C, 10A, 10B, 10C</p> <p><b>Timeless Tales Units 1 - 4 Priority:</b> Vocabulary Visa</p> <p><b>Timeless Tales Priority- Word Analysis:</b> Spelling Root Words and Word Families</p> <p><b>Timeless Tales Priority- Vocabulary:</b> Context Clues</p>
<p>⌂ End of Grade 7 ⌂</p>			

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Eight



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Reading Standards for Literature</b>			
<b>Key Ideas and Details</b>			
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.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Timeless Tales Unit 2.1B - IP:</b> <i>Rising Swan</i></p> <p><b>Timeless Tales Unit 3.1B - IP:</b> <i>Masks</i></p> <p><b>Timeless Tales Unit 4.1B - IP:</b> <i>Hollywood Kid</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 2C, 3A, 3B, 8B, 8C</p> <p><b>Timeless Tales Units 1 - 2 Priority:</b> Making Inferences</p> <p><b>Timeless Tales Unit 1 Priority:</b> Characterization</p> <p><b>Timeless Tales Unit 2 Priority:</b> Point of View History and Culture Dramatic Techniques</p> <p><b>Timeless Tales Unit 3:</b> Making Inferences</p> <p><b>Timeless Tales Unit 3 Priority:</b> Characterization</p> <p><b>Timeless Tales Priority- Vocabulary:</b> Context Clues</p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Eight



CCSS	Expectation	Istation App	Istation Teacher Resources
RL.8.2	Determine a theme or central idea 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.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Timeless Tales Unit 1.1A - GP:</b> <i>Mulan</i></p> <p><b>Timeless Tales Unit 1.1A - IP:</b> <i>Wall of Water</i></p> <p><b>Timeless Tales Unit 3.1B - IP:</b> <i>Masks</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 10A, 10C</p> <p><b>Timeless Tales Unit 1 Priority:</b> Sequential Summary</p> <p><b>Timeless Tales Unit 2 Priority:</b> Plot Elements</p> <p><b>Timeless Tales Units 2 and 3 Priority:</b> Story Elements</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey</p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA

## Grade Eight



CCSS	Expectation	Istation App	Istation Teacher Resources
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.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Timeless Tales Unit 2.1A - GP:</b> <i>The Warning</i></p> <p><b>Timeless Tales Unit 2.1A - IP:</b> <i>Bear</i></p> <p><b>Timeless Tales Unit 3.1B - IP:</b> <i>Masks</i></p> <p><b>Timeless Tales Unit 4.1B - IP:</b> <i>Hollywood Kid</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C</p> <p><b>Writing Rules Personal Narrative - Characteristics Lesson 1.5:</b> Dialogue</p> <p><b>Timeless Tales Unit 1 Priority:</b> Characterization</p> <p><b>Timeless Tales Unit 2 Priority:</b> History and Culture Dramatic Techniques</p> <p><b>Timeless Tales Units 2 and 3 Priority:</b> Story Elements</p> <p><b>Timeless Tales Unit 3 Priority:</b> Characterization</p> <p><b>Timeless Tales Unit 3 Priority:</b> Protagonist/Antagonist</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey</p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Eight



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Craft and Structure</b>			
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 and tone, including analogies or allusions to other texts.	<b>Writing Rules Paragraph Building:</b> Word Choice  <b>Timeless Tales Unit 1.1B:</b> <i>Didja Ninja and the Missing Jewel</i>	<b>Unit 15:</b> Context Clues  <b>Timeless Tales Units 2 - 3 Priority:</b> Vocabulary Visa  <b>Timeless Tales Unit 3 Priority:</b> Symbolism  <b>Timeless Tales Unit 4 Priority:</b> Author's Purpose  <b>Timeless Tales Priority- Vocabulary:</b> Context Clues
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<b>Timeless Tales Unit 4:</b> <i>Didja Ninja and the Battle Stunt</i>	<b>Timeless Tales Unit 2 Priority:</b> Plot Elements  <b>Timeless Tales Units 2 and 3 Priority:</b> Story Elements  <b>Timeless Tales Unit 3 Priority:</b> Hero's Journey

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA

## Grade Eight



CCSS	Expectation	Istation App	Istation Teacher Resources
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<b>TT2.0 NexLevel:</b> <b>L3 World of Wonders:</b> <i>Is the Truth Out There?</i> <b>L4 Hub:</b> Bulletin Board - Persuasion in Ads L4 Virtual World: Rhetorical Devices <b>L6:</b> Virtual Word	<b>TT2.0 NexLevel Teacher-Directed Priority Lessons:</b> <b>L2:</b> Point of View <b>L3:</b> Informational Text Features <b>L3:</b> Analyzing Argument <b>L3:</b> Informative Text Organizational Patterns  <b>TT2.0 NexLevel Research Units:</b> - Research Unit Student Guide - Research Unit Teacher Guide  <b>TT2.0 NexLevel:</b> - Group Collaboration Guide - Multimodal Texts
<b>Integration of Knowledge and Ideas</b>			
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	<b>Timeless Tales Unit 4.1A - IP:</b> <i>Whose Idea Was That? The Making of Film Adaptations</i>	
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.	<b>Timeless Tales Unit 2:</b> <i>Giant Killer</i> <b>Timeless Tales Unit 2.1B - IP:</b> <i>Rising Swan</i>	<b>Timeless Tales Exhibit 11: Unit 2:</b> <i>Sir George and Slasher</i>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Eight



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Range of Reading and Level of Text Complexity</b>			
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6 – 8 text complexity band independently and proficiently.	<b>ISIP AR:</b> Comprehension, Text Fluency subtests  <b>Timeless Tales Units 1 – 4:</b> World of Wonders Passages (self-selected reading passages)	<b>ISIP AR Comprehension Interventions:</b> 1A, 2C, 3A, 3B, 4C, 5B, 6A, 6B, 8A, 8B, 8C, 9B, 10A, 10C  <b>Timeless Tales Units 1 - 3 Priority:</b> Text Fluency  <b>G8 Fluency Lessons 1-9</b>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA

## Grade Eight



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Reading Standards for Informational Text</b>			
<b>Key Ideas and Details</b>			
RI.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.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Timeless Tales Unit 2.1B - IP:</b> <i>Rising Swan</i></p> <p><b>Timeless Tales Unit 3.1B - IP:</b> <i>Masks</i></p> <p><b>Timeless Tales Unit 4.1B - IP:</b> <i>Hollywood Kid</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 4A, 5B, 7A, 7B, 9C, 10B</p> <p><b>Timeless Tales Units 1 - 2 Priority:</b> Making Inferences Text Fluency</p> <p><b>Timeless Tales Unit 3:</b> Making Inferences</p> <p><b>Timeless Tales Unit 3 Priority:</b> Characterization</p> <p><b>G8 Fluency Lessons:</b> 6, 10</p>
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Timeless Tales Units 1 – 4:</b> World of Wonders Writing Prompts</p>	<p><b>ISIP AR Comprehension Interventions:</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Timeless Tales Unit 1 Priority:</b> Summarize and Paraphrase</p>
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Timeless Tales Unit 1.1A - IP:</b> <i>Unofficial Biography of Harry Houdini</i></p> <p><b>Timeless Tales Unit 4.1A - GP:</b> <i>History of Hollywood: Special Effects and Makeup</i></p> <p><b>Timeless Tales Unit 4.1A - IP:</b> <i>Film Adaptations and Documentaries</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>Timeless Tales Unit 1 Priority:</b> Summarize and Paraphrase</p> <p><b>Timeless Tales Unit 4 Priority:</b> Text Structures</p>



# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Eight



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Craft and Structure</b>			
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.	<p><b>ISIP AR:</b> Comprehension, Vocabulary subtests</p> <p><b>Timeless Tales Unit 1.1B:</b> <i>Unexpected Treasure</i></p> <p><b>Timeless Tales Units 1 – 4:</b> <i>Card Match</i></p> <p><b>Timeless Tales Unit 2:</b> <i>Analogy Charger</i></p>	<p><b>ISIP AR Comprehension Interventions:</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 6C, 7A, 7B, 7C, 9A, 9C, 10B</p> <p><b>ISIP AR Vocabulary Interventions:</b> 1C, 2B, 2C, 3A, 3B, 4A, 4C, 5C, 6A, 6B, 7A, 7B, 7C, 9A, 9B, 9C</p> <p><b>Cycle 15:</b> Context Clues</p> <p><b>Cycle 15:</b> Analogies</p> <p><b>Timeless Tales Units 1 - 2 Priority:</b> Vocabulary Visa</p> <p><b>Timeless Tales Unit 3 Priority:</b> Symbolism (extras)</p> <p><b>Timeless Tales Unit 4 Priority:</b> Author's Purpose</p> <p><b>Timeless Tale Priority- Vocabulary:</b> Context Clues</p>
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<p><b>Writing Rules Paragraph Building:</b> Organization</p> <p><b>Timeless Tales Unit 4.1A:</b> <i>History of Hollywood: Special Effects and Makeup</i></p> <p><b>Timeless Tales Unit 4.1A:</b> <i>Film Adaptations and Documentaries</i></p>	<p><b>Writing Rules Paragraph Building, Six Traits, Unit 2:</b> Organization Trait</p> <p><b>Timeless Tales Unit 4 Priority:</b> Text Structures</p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Eight



CCSS	Expectation	Istation App	Istation Teacher Resources
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.	<b>ISIP AR:</b> Comprehension subtest  <b>Cycle 15:</b> Author's Purpose	<b>ISIP AR Comprehension Interventions:</b> 2A, 2B  <b>Cycle 15:</b> General Comprehension 4  <b>Timeless Tales Unit 2 Priority:</b> Point of View  <b>Timeless Tales Unit 4 Priority:</b> Author's Purpose

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Eight



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Integration of Knowledge and Ideas</b>			
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.	<b>TT2.0 NexLevel:</b> <b>L3 World of Wonders: Is the Truth Out There?</b> <b>L4 Hub: Bulletin Board - Persuasion in Ads</b> <b>L4 Virtual World: Rhetorical Devices</b> <b>L6: Virtual Word</b>	<b>TT2.0 NexLevel Teacher-Directed Priority Lessons:</b> <b>L2:</b> Point of View <b>L3:</b> Informational Text Features <b>L3:</b> Analyzing Argument <b>L3:</b> Informative Text Organizational Patterns  <b>TT2.0 NexLevel Research Units:</b> - Research Unit Student Guide - Research Unit Teacher Guide  <b>TT2.0 NexLevel:</b> - Group Collaboration Guide - Multimodal Texts
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.	<b>TT2.0 NexLevel World of Wonders Prompts:</b> <b>L1:</b> <i>Typhoid Mary</i> <b>L3:</b> Pro/Con <b>L4:</b> <i>Good, Bad, AI; Woman with Three Names</i> <b>L5:</b> <i>Bats: Fact or Fiction</i>  <b>TT2.0 NexLevel L7 Hub:</b> Bulletin Board Credibility QTT	<b>TT2.0 NexLevel Teacher-Directed Priority Lessons:</b> <b>L3:</b> Analyzing Argument <b>L5:</b> Advanced Argumentative Texts  <b>TT2.0 NexLevel:</b> Argumentative Text Quiz

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Eight



CCSS	Expectation	Istation App	Istation Teacher Resources
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.	<p><b>TT2.0 NexLevel:</b></p> <p><b>L1 World of Wonders Prompts:</b> <i>Panyee FC, The Real Sherlock Holmes: Dr. Joseph Bell, Shipwrecked</i></p> <p><b>L2 World of Wonders Prompts:</b> <i>13 Things You Didn't Know About the Eiffel Tower, A Mad Scientist's Guide to Neuroplasticity, View of the Desert</i></p> <p><b>L3 World of Wonders Prompts:</b> <i>Is the Truth Out There?, Adventure Time: Videoconferencing Edition, Pro/Con: Should We Bring back Extinct Species?</i></p> <p><b>L4 Virtual World:</b> Rhetorical Devices</p> <p><b>L4 World of Wonders Prompts:</b> <i>Hard Time: Working to Rehabilitate Teen Prisoners, Wrong Turn</i></p> <p><b>L5 World of Wonders Prompt:</b> <i>Memory Two Ways</i></p> <p><b>L6 World of Wonders Prompts:</b> <i>Murasaki Shikibu: The Woman Behind the World's First Novel, The Roads Less Traveled</i></p> <p><b>TT2.0 NexLevel L7 World of Wonders:</b> Writing</p>	<p><b>Writing Rules Paragraph Building – Six Traits:</b> Ideas Trait, Organization Trait, Sentence Fluency Trait</p> <p><b>TT2.0 NexLevel Teacher-Directed Priority Lessons:</b></p> <p><b>L2:</b> Dramatic Techniques</p> <p><b>L3:</b> Informational Text Features</p> <p><b>L3:</b> Informative Text Organizational Patterns</p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Eight



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Range of Reading and Level of Text Complexity</b>			
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	<p><b>ISIP AR:</b> Comprehension subtest</p> <p><b>Timeless Tales Units 1 – 4:</b> World of Wonders (self-selected reading)</p>	<p><b>ISIP AR Comprehension Interventions:</b> 1B, 1C, 2A, 2B, 3C, 4A, 4B, 5C, 6C, 7A, 7B, 9A, 9C, 10B</p> <p><b>ISIP AR Text Fluency Interventions:</b> GR 8 Lesson 6, GR 8 Lesson 9, GR 8 Lesson 10</p> <p><b>Timeless Tales Unit 4 Priority:</b> Text Structures</p> <p><b>Timeless Tales Unit 1-2 Priority:</b> Text Fluency</p> <p><b>Timeless Tales Unit 4 Priority:</b> Author's Purpose</p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Eight



CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Writing Standards</b>			
<b>Text Types and Purposes</b>			
W.8.1	<b>Write arguments to support claims with clear reasons and relevant evidence</b>		
W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	<b>Timeless Tales World of Wonders Unit 4.1A:</b> Writing prompt for <i>Mom's Phone and the Intergalactic Cyborg Empire</i>  <b>Timeless Tales World of Wonders Unit 4.1B:</b> Writing prompt for <i>The Art of Persuasion</i>	
W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>Timeless Tales World of Wonders Unit 4.1A:</b> Writing prompt for <i>Mom's Phone and the Intergalactic Cyborg Empire</i>  <b>Timeless Tales World of Wonders Unit 4.1B:</b> Writing prompt for <i>The Art of Persuasion</i>	
W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<b>Timeless Tales World of Wonders Unit 4.1A:</b> Writing prompt for <i>Mom's Phone and the Intergalactic Cyborg Empire</i>  <b>Timeless Tales World of Wonders Unit 4.1B:</b> Writing prompt for <i>The Art of Persuasion</i>	
W.8.1d	Establish and maintain a formal style.	<b>Writing Rules Paragraph Building:</b> Voice	<b>Writing Rules Paragraph Building – Six Traits, Unit 3:</b> Voice Trait

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Eight



CCSS	Expectation	Istation App	Istation Teacher Resources
W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.	<p><b>Timeless Tales World of Wonders Unit 4.1A:</b> Writing prompt for <i>Mom's Phone and the Intergalactic Cyborg Empire</i></p> <p><b>Timeless Tales World of Wonders Unit 4.1B:</b> Writing prompt for <i>The Art of Persuasion</i></p>	
W.8.2	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>		
W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<p><b>Writing Rules Essay Writing:</b> Expository</p> <p><b>Writing Rules Paragraph Building:</b> Ideas, Organization</p>	<b>Writing Rules Expository Essay:</b> Planning Unit
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<p><b>Writing Rules Essay Writing:</b> Expository</p> <p><b>Writing Rules Paragraph Building:</b> Organization, Voice, Word Choice</p>	<b>Writing Rules Expository Essay:</b> Planning Unit
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<p><b>Writing Rules Essay Writing:</b> Expository</p> <p><b>Writing Rules Paragraph Building:</b> Organization, Voice, Word Choice</p>	<b>Writing Rules Paragraph Building, Six Traits:</b> Ideas Trait, Organization Trait, Sentence Fluency Trait
W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p><b>Writing Rules Essay Writing:</b> Expository</p> <p><b>Writing Rules Paragraph Building:</b> Word Choice</p>	<b>Writing Rules Paragraph Building, Six Traits:</b> Ideas Trait, Word Choice Trait, Sentence Fluency Trait

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Eight



CCSS	Expectation	Istation App	Istation Teacher Resources
W.8.2e	Establish and maintain a formal style.	<b>Writing Rules Essay Writing:</b> Expository <b>Writing Rules Paragraph Building:</b> Voice	<b>Writing Rules Paragraph Building – Six Traits, Unit 3:</b> Voice Trait
W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>Writing Rules Essay Writing:</b> Expository <b>Writing Rules Paragraph Building:</b> Word Choice, Sentence Fluency	<b>Writing Rules Paragraph Building, Six Traits, Unit 2:</b> Organization Trait
W.8.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>		
W.8.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>Writing Rules Essay Writing:</b> Personal Narrative	<b>Writing Rules Personal Narrative Characteristics Lesson 1.1:</b> First Person Point of View <b>Writing Rules Personal Narrative Characteristics Lesson 1.2:</b> Voice <b>Writing Rules Personal Narrative Characteristics Lesson 1.5:</b> Dialogue
W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<b>Writing Rules Essay Writing:</b> Personal Narrative <b>Timeless Tales Units 1 – 4:</b> World of Wonders Writing Prompts	<b>Writing Rules Personal Narrative Characteristics Lesson 1.3:</b> Setting <b>Writing Rules Personal Narrative Characteristics Lesson 1.4:</b> Description <b>Writing Rules Personal Narrative Characteristics Lesson 1.5:</b> Dialogue



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## Grade Eight



CCSS	Expectation	Istation App	Istation Teacher Resources
W.8.3c	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.	<p><b>Writing Rules Essay Writing:</b> Personal Narrative: Setting, Description</p> <p><b>Writing Rules Paragraph Building:</b> Organization, Word Choice, Sentence Fluency</p>	<p><b>Writing Rules Paragraph Building Six Traits:</b> Word Choice Trait, Sentence Fluency Trait, Organization Trait</p>
W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Timeless Tales Units 1 – 4:</b> World of Wonders Writing Prompts</p>	<p><b>Writing Rules Personal Narrative Characteristics Lesson 1.3:</b> Setting</p> <p><b>Writing Rules Personal Narrative Characteristics Lesson 1.4:</b> Description</p> <p><b>Writing Rules Personal Narrative Characteristics Lesson 1.5:</b> Dialogue</p>
W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	<p><b>Writing Rules Paragraph Building:</b> Organization</p>	<p><b>Writing Rules Paragraph Building Unit 2:</b> Organization Trait</p> <p><b>Writing Rules Personal Narrative Planning Lesson 2.5:</b> Form a Conclusion</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Production and Distribution of Writing</b>			
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.)	<b>Writing Rules Essay Writing:</b> Personal Narrative <b>Writing Rules Essay Writing:</b> Expository <b>Writing Rules:</b> Paragraph Building <b>Timeless Tales World of Wonders:</b> Writing Prompts	<b>Writing Rules Paragraph Building Six Traits Unit 2:</b> Organization Trait <b>Writing Rules Personal Narrative Drafting Lessons 3.1 - 3.3:</b> Introduction, Body Paragraphs, Conclusion
W.8.5	With some guidance and support from peers and adults, 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. (Editing for conventions should demonstrate command of Language standards 1 - 3 up to and including grade 8.)	<b>Writing Rules Essay Writing:</b> Personal Narrative <b>Writing Rules Essay Writing:</b> Expository <b>Writing Rules:</b> Paragraph Building <b>Timeless Tales World of Wonders:</b> Writing Prompts	<b>Writing Rules Personal Narrative Drafting Lessons 3.1 - 3.3:</b> Introduction, Body Paragraphs, Conclusion
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>Writing Rules Essay Writing:</b> Personal Narrative <b>Writing Rules Essay Writing:</b> Expository <b>Writing Rules:</b> Paragraph Building <b>Timeless Tales World of Wonders:</b> Writing Prompts	<b>Writing Rules Personal Narrative Drafting Lessons 3.1 - 3.3:</b> Introduction, Body Paragraphs, Conclusion

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Research to Build and Present Knowledge</b>			
W.8.7	Conduct short 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.		<p><b>Writing Extension Lessons 40 - 42: Power for the Planet Parts 1 - 3</b></p> <p><b>Timeless Tales Unit 3 Priority:</b> Symbolism (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Vocabulary Visa (extras)</p>
W.8.8	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.		<p><b>Writing Extension Lessons 47 - 49: Ecosystem Parts 1 - 3</b></p>
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p><b>Timeless Tales Units 1 – 4:</b> World of Wonders Writing Prompts</p>	<p><b>Timeless Tales Units 2 - 3 Priority:</b> Story Elements (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)</p>
W.8.9a	Apply grade 8 Reading standards to literature (e.g., “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”).	<p><b>Timeless Tales Units 1 – 4:</b> World of Wonders Writing Prompts</p>	<p><b>Timeless Tales Unit 2 Priority:</b> Plot Elements (extras)</p> <p><b>Timeless Tales Units 2 - 3 Priority:</b> Story Elements (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
W.8.9b	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	<b>Timeless Tales Units 1 – 4:</b> World of Wonders Writing Prompts	<b>Writing Extension Lessons 47 - 49:</b> <i>Ecosystem</i> Parts 1 - 3 <b>Timeless Tales Unit 3 Priority:</b> Vocabulary Visa (extras)
<b>Range of Writing</b>			
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.	<b>Writing Rules Essay Writing:</b> Expository <b>Writing Rules Essay Writing:</b> Personal Narrative <b>Writing Rules:</b> Paragraph Building <b>Timeless Tales Units 1 – 4:</b> World of Wonders Writing Prompts	<b>Writing Rules Personal Narrative Lesson 3.1:</b> Introduction <b>Writing Rules Personal Narrative Drafting Lesson 3.2:</b> Body Paragraphs <b>Writing Rules Personal Narrative Drafting Lesson 3.3:</b> Conclusion
<b>Speaking and Listening Standards</b>			
<b>Comprehension and Collaboration</b>			
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.		<b>Timeless Tales Units 2 - 3:</b> Story Elements <b>Timeless Tales Unit 3:</b> Hero's Journey <b>Timeless Tales Unit 4 Priority:</b> Text Structures <b>Timeless Tales Unit 4 Priority:</b> Author's Purpose

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CCSS	Expectation	Istation App	Istation Teacher Resources
SL.8.1a	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.		<p><b>Timeless Tales Unit 2 Priority:</b> Symbolism</p> <p><b>Timeless Tales Unit 3 Priority:</b> Characterization</p> <p><b>Timeless Tales Unit 4 Priority:</b> Text Structures</p> <p><b>Timeless Tales Unit 4 Priority:</b> Author's Purpose</p>
SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		<p><b>Timeless Tales Unit 2 Priority:</b> Plot Elements (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Characterization</p> <p><b>Timeless Tales Unit 4 Priority:</b> Text Structures</p> <p><b>Timeless Tales Unit 4 Priority:</b> Author's Purpose</p>
SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		<p><b>Timeless Tales Unit 2 Priority:</b> Symbolism (extras)</p> <p><b>Timeless Tales Units 2 and 3:</b> Story Elements (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.		<p><b>Timeless Tales Unit 2 Priority:</b> Symbolism (extras)</p> <p><b>Timeless Tales Units 2 and 3:</b> Story Elements (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)</p>
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.		<p><b>Timeless Tales Unit 4 Priority:</b> Author's Purpose (extras)</p>
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.		<p><b>Timeless Tales Fairy Tales, Legends, and Folklore Lesson:</b> Problem and Solution (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)</p>
<b>Presentation of Knowledge and Ideas</b>			
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 eye contact, adequate volume, and clear pronunciation.		<p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		<p><b>Timeless Tales Units 1 - 2 Priority:</b> Summarize and Paraphrase (extras)</p> <p><b>Timeless Tales Unit 2 Priority:</b> Vocabulary Visa (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)</p>
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.)		<p><b>Timeless Tales Units 1 - 4 Priority:</b> Text Fluency</p> <p><b>Timeless Tales Unit 3:</b> Vocabulary Visa (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)</p> <p><b>Timeless Tales Unit 3:</b> Vocabulary Visa (extras)</p>
<b>Language Standards</b>			
<b>Conventions of Standard English</b>			
L.8.1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>		
L.8.1b	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	<p><b>Timeless Tales Units 1-4:</b> World of Wonders Writing Prompts</p> <p><b>Writing Rules Paragraph Building:</b> Voice</p>	<p><b>Writing Rules Paragraph Building – Six Traits, Unit 3:</b> Voice Trait</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
L.8.1c	Form and use verbs in the active and passive voice.	<b>Writing Rules Paragraph Building:</b> Conventions <b>Writing Rules Paragraph Building:</b> Voice	<b>Writing Rules Paragraph Building Six Traits Unit 3:</b> Voice Trait
L.8.1d	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	<b>Timeless Tales Units 1-4:</b> World of Wonders Writing Prompts <b>Writing Rules Paragraph Building:</b> Voice	<b>Writing Rules Paragraph Building – Six Traits, Unit 3:</b> Voice Trait
L.8.1e	Recognize and correct inappropriate shifts in verb voice and mood.	<b>Timeless Tales Units 1 – 4:</b> World of Wonders Writing Prompts <b>Writing Rules Paragraph Building:</b> Voice	<b>Writing Rules Paragraph Building Six Traits Unit 3:</b> Voice Trait
L.8.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>		
L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	<b>Writing Rules Paragraph Building:</b> Conventions Trait	<b>Writing Rules Paragraph Building Six Traits Unit 6:</b> Conventions Trait <b>Timeless Tales Unit 3 Priority:</b> Text Fluency (extras)



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CCSS	Expectation	Istation App	Istation Teacher Resources
L.8.2c	Spell correctly.	<p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rules Essay Writing:</b> Expository Essay</p> <p><b>Timeless Tales Units 1 – 4:</b> Spelling Lab</p>	<p><b>Timeless Tales Unit 1 Priority Word Analysis and Spelling:</b> Root Words</p> <p><b>Timeless Tales Unit 2 Priority Word Analysis and Spelling:</b> Suffixes</p> <p><b>Timeless Tales Unit 3 Priority Word Analysis and Spelling:</b> Syllabification</p> <p><b>Timeless Tales Priority- Word Analysis:</b> Spelling</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
<b>Knowledge of Language</b>			
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p><b>Writing Rules Essay Writing:</b> Personal Narrative</p> <p><b>Writing Rules Essay Writing:</b> Expository</p> <p><b>Writing Rules Paragraph Building:</b> Conventions</p> <p><b>Timeless Tales Unit 1 – 4:</b> All Passages</p> <p><b>Timeless Tales Units 1 – 4:</b> World of Wonders Writing Prompts</p>	<p><b>Writing Rules Paragraph Building Six Traits, Unit 5:</b> Sentence Fluency Trait</p> <p><b>Writing Rules Paragraph Building Six Traits Unit 6:</b> Conventions Trait</p> <p><b>Timeless Tales Unit 3 Priority:</b> Vocabulary Visa (extras)</p> <p><b>Timeless Tales Unit 3 Priority:</b> Hero's Journey (extras)</p> <p><b>Timeless Tales Unit 4 Priority:</b> Author's Purpose (extras)</p> <p><b>Timeless Tales Priority- Word Analysis:</b> Spelling Root Words and Word Families</p> <p><b>Timeless Tales Priority- Vocabulary:</b> Context Clues</p>
L.8.3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	<p><b>Writing Rules Paragraph Building:</b> Conventions</p> <p><b>Writing Rules Paragraph Building:</b> Voice</p>	<p><b>Writing Rules Paragraph Building Six Traits Unit 3:</b> Voice Trait</p>

# Istation Reading Curriculum Correlated to Alabama Course of Study for ELA Grade Eight



CCSS	Expectation	Istation App	Istation Teacher Resources
L.8.4	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>		
L.8.4a	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.	<b>ISIP AR:</b> Vocabulary subtest  <b>Cycle 15:</b> Context  <b>Timeless Tales Units 1 – 4:</b> Card Match  <b>Timeless Tales Unit 1:</b> Mystery Word  <b>Timeless Tales Unit 2:</b> Word Sort  <b>Timeless Tales Unit 3:</b> Syllable Search, Vocab Hack	<b>ISIP AR Comprehension Interventions:</b> All  <b>ISIP AR Vocabulary Interventions:</b> All  <b>Timeless Tales Units 1 - 4 Priority:</b> Vocabulary Visa  <b>Timeless Tales Priority- Vocabulary:</b> Context Clues
L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	<b>ISIP AR:</b> Vocabulary subtest  <b>Cycle 15:</b> Context  <b>Timeless Tales Units 1 – 4:</b> Card Match  <b>Timeless Tales Unit 1:</b> Mystery Word  <b>Timeless Tales Unit 2:</b> Word Sort  <b>Timeless Tales Unit 3:</b> Syllable Search, Vocab Hack	<b>ISIP AR Vocabulary Interventions:</b> 1C, 2B, 2C, 3A, 3B, 4A, 4C, 5A, 5B, 5C, 6A, 6B, 6C, 7A, 7B, 7C, 8B, 8C, 9A, 9B, 9C, 10A, 10B  <b>Timeless Tales Units 1 - 4 Priority:</b> Vocabulary Visa  <b>Timeless Tales Unit 1 Priority:</b> Word Analysis: Suffixes  <b>Timeless Tales Unit 2 Priority:</b> Word Analysis: Root Words  <b>Timeless Tales Priority- Word Analysis:</b> Root Words and Word Families

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## Grade Eight



CCSS	Expectation	Istation App	Istation Teacher Resources
L.8.4c	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><b>Timeless Tales Unit 1 – 4:</b> 4Square with Didja Ninja</p> <p><b>Timeless Tales Unit 1 – 4:</b> All Passages (Glossary)</p> <p><b>Timeless Tales Units 1 – 4:</b> Card Match</p>	<p><b>Writing Extension Lessons:</b></p> <p><b>36:</b> Editing (Dictionary, Thesaurus)</p> <p><b>37:</b> Editing (Dictionary, Thesaurus)</p>
L.8.4d	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).	<p><b>Timeless Tales Unit 1 – 4:</b> 4Square with Didja Ninja</p> <p><b>Timeless Tales Unit 1 – 4:</b> All Passages (Vocabulary Preview)</p>	<p><b>Writing Extension Lessons:</b></p> <p><b>36:</b> Editing (Dictionary, Thesaurus)</p> <p><b>37:</b> Editing (Dictionary, Thesaurus)</p>
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p><b>Timeless Tales Unit 1.1B:</b> <i>Didja Ninja and the Missing Jewel</i></p> <p><b>Timeless Tales Unit 1.1B:</b> <i>Unexpected Treasures</i></p> <p><b>Timeless Tales Unit 2:</b> Analogy Charger</p> <p><b>Timeless Tales Unit 2:</b> Word Sort</p>	<p><b>Cycle 15:</b> Similes</p> <p><b>Cycle 15:</b> Metaphors</p> <p><b>Timeless Tales Unit 2 Priority:</b> Vocabulary Visa</p> <p><b>Timeless Tales Unit 3 Priority:</b> Symbolism</p>
L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context.	<p><b>Timeless Tales Unit 1.1B:</b> <i>Didja Ninja and the Missing Jewel</i></p> <p><b>Timeless Tales Unit 1.1B:</b> <i>Unexpected Treasure</i></p>	<p><b>Timeless Tales Units 1 and 2 Priority:</b> Making Inferences (extras)</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
L.8.5b	Use the relationship between particular words to better understand each of the words.	<p><b>Timeless Tales Unit 1:</b> Mystery Word</p> <p><b>Timeless Tales Unit 2:</b> Analogy Charger, Word Sort, Card Match</p> <p><b>Timeless Tales Unit 3:</b> Vocab Hack</p>	<p><b>Timeless Tales Unit 1 Priority:</b> Word Analysis: Suffixes</p> <p><b>Timeless Tales Units 2 - 3 Priority:</b> Vocabulary Visa</p>
L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	<p><b>Writing Rules Paragraph Building:</b> Word Choice</p>	<p><b>Timeless Tales Unit 2 Priority:</b> Vocabulary Visa (extras)</p>
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p><b>Timeless Tales Unit 1–4:</b> 4Square with Didja Ninja</p> <p><b>Timeless Tales Unit 1–4:</b> Vocabulary Preview (All Passages)</p>	<p><b>Timeless Tales Units 1 - 4 Priority:</b> Vocabulary Visa</p> <p><b>Timeless Tales Priority- Word Analysis:</b> Spelling Root Words and Word Families</p> <p><b>Timeless Tales Priority- Vocabulary:</b> Context Clues</p>
<p>🌀 End of Grade 8 🌀</p>			