

# Istation Reading<sup>®</sup> Curriculum

Correlated to

Mississippi English Language Arts  
Early Learning Standards

Grade Pre-K (Four Year Old)



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**Pre-Kindergarten (Four Year Old)**



Standard	Expectation	Istation App	Istation Teacher Resources
<b>Reading Standards for Literature</b>			
<b>Key Ideas and Details</b>			
1	With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”).	<b>ISIP ER: Listening Comprehension subtest</b>  <b>Cycles 1 - 3 HFW Books:</b> <i>Pam and the Cap, Tim at Camp, On the Dot</i> , comprehension questions	<b>Comprehension Lesson 69:</b> Asking Questions  <b>Comprehension Lesson 1:</b> Making Predictions
2	With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).	<b>ISIP ER:</b> Listening Comprehension subtest  <b>Practice Early Reading:</b> - ABC Stories - Rhymin' Ralph Rhyme-O-Rama A-Z songs  <b>Cycle 4 Book:</b> <i>My Hands and Feet</i>	<b>Comprehension Lesson 9:</b> Main Idea  <b>Writing Extensions 1 - 5</b>
3	With prompting and support, identify some characters, settings and/or major events in a story.	<b>ISIP ER:</b> Listening Comprehension subtest  <b>Cycle 1 Book:</b> <i>Dusty the Dog and Coco the Cat</i> , comprehension questions	<b>ISIP ER Listening Comprehension Interventions</b>  <b>Writing Extension 5:</b> <i>Fred Has Ten Hens</i>  <b>Elements of Drama:</b> <i>The Little Red Hen</i>
<b>Craft and Structure</b>			
4	Exhibit curiosity and interest in learning words in print.	<b>ISIP ER:</b> Vocabulary subtest, Listening Comprehension subtest  <b>Foundations Literacy Acquisition Stories:</b> Letter Blocks A - Z  <b>Cycle 1 Book:</b> <i>At the Market</i> , BPA	<b>Suggested Uses for Alliterative Stories and Poems:</b> Vocabulary Mapping
4a	Develop new vocabulary from stories.	<b>ISIP ER:</b> Vocabulary subtest, Listening Comprehension subtest  <b>Foundations Literacy Acquisition Stories:</b> Letter Blocks A - Z  <b>Cycle 1 Book:</b> <i>At the Market</i> , BPA	<b>Suggested Uses for Alliterative Stories and Poems:</b> Vocabulary Mapping
4b	Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community).		<b>Environmental Print Lessons:</b> Alphabet Book Classifying Recognizing Signs  <b>Foundations Lesson 12:</b> Visual Discrimination

5	With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books that represent diversity in race, culture, age, gender and ability).	<b>Foundations Books:</b> <i>A Special Delivery for Dusty, At the Market, Cal and the Clam, Dusty the Dog and Coco the Cat, Elbert's Birthday, Fun at the Pond, Fun with Friends, Jen and Her New Friends, King Zung and the Lark, My Favorite Things, Pat's Cat, Raindrops, Surprise!, The Act, The Cleaning Attack, The Garden Trail, The Last Scrap, The Magic Word, The Yellow Pin, Trips with My Family, When I Grow Up, Where is Coco?, Where Will They Ride?</i>	<b>Early Reading:</b> Poetry, K-1 <b>Poetry and Nursery Rhymes:</b> Identifying Rhythm <b>Elements of Drama:</b> <i>The Little Red Hen</i>
5a	Identify the front cover, back cover and title page of a book.	<b>Foundations Letter A Block Book:</b> <i>At the Market</i> , BPA	
6	With prompting and support, identify the role of the “author” and “illustrator”.	<b>Foundations Letter A Block Books:</b> - <i>Dusty the Dog and Coco the Cat</i> , BPA - <i>At the Market</i> , BPA	
<b>Integration of Knowledge and Ideas</b>			
7	With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama).	<b>ISIP ER:</b> Listening Comprehension subtest <b>Cycle 2 Book:</b> <i>Summer Camp</i>	<b>ISIP ER Listening Comprehension Interventions</b> <b>Writing Extension 1:</b> <i>Sam Tips the Lamp</i>
9	With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).		
<b>Range of Reading and Level of Text Complexity</b>			
10	Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).	<b>Foundations Books:</b> <i>A Special Delivery for Dusty, At the Market, Cal and the Clam, Dusty the Dog and Coco the Cat, Elbert's Birthday, Fun at the Pond, Fun with Friends, Jen and Her New Friends, King Zung and the Lark, My Favorite Things, Pat's Cat, Raindrops, Surprise!, The Act, The Cleaning Attack, The Garden Trail, The Last Scrap, The Magic Word, The Yellow Pin, Trips with My Family, When I Grow Up, Where is Coco?, Where Will They Ride?</i>	<b>Elements of Drama:</b> <i>The Little Red Hen</i>
<b>Reading Standards for Foundational Skills</b>			
<b>Print Concepts</b>			
1	<b>With prompting and support, demonstrate understanding of conventions of print.</b>		
1a	Understand that print moves from left to right, top to bottom and page by page.	<b>Foundations Letter A Block:</b> - <i>Dusty the Dog and Coco the Cat</i> , BPA - <i>At the Market</i> , BPA	
1b	Recognize an association between spoken and written words.	<b>Foundations Letter A Block:</b> - <i>Dusty the Dog and Coco the Cat</i> , BPA - <i>At the Market</i> , BPA	

1c	Understand that words are separated by spaces in print.	<b>Foundations Letter A Block:</b> - <i>Dusty the Dog and Coco the Cat</i> , BPA - <i>At the Market</i> , BPA	<b>Foundations Lesson 2:</b> Sentence Segmentation
1d	Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.	<b>Foundations Letter Blocks A-Z:</b> Capital and Lowercase Letter Discrimination Activities	<b>Foundations Lessons:</b> <b>13:</b> Letter Discrimination <b>14:</b> Letter Discrimination
1e	Recognize words as a unit of print and understand that letters are grouped to form words.	<b>Foundations Letter A Block:</b> - <i>Dusty the Dog and Coco the Cat</i> , BPA - <i>At the Market</i> , BPA	
1f	Differentiate letters from numbers.	<b>Foundations Letter Blocks A-Z:</b> Letter Recognition Explore	
1g	Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.		<b>Foundations Lesson 13:</b> Letter Discrimination
<b>Phonological Awareness</b>			
2	With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables and sounds.	<b>Foundations Letter Block A Books:</b> <i>At the Market</i> , <i>Dusty the Dog and Coco the Cat</i> (BPA) <b>Clapping Clara:</b> Segmenting Sentences <b>Foundations Letter Block D:</b> Counting Words with Tab <b>Foundations: Clapping Clara</b> -Segmenting 1- and 2-Syllable Words -Segmenting 2- and 3-Syllable Words <b>Foundations:</b> Clapping Words with Tab <b>ISIP ER:</b> Phonemic Awareness Subtest	<b>Clapping Clara:</b> Segmenting Sentences <b>Foundations Lesson 2:</b> Sentence Segmentation <b>Clapping Clara:</b> - Syllables Game - Segmenting Words into Syllables <b>Phonological/Phonemic Awareness:</b> - Syllables 1 - Syllables 2 - Syllables 3 <b>ISIP ER Phonological Awareness:</b> Blending Syllables, Tiers 2 and 3 Blending Compound Words, Tiers 2 and 3 <b>Foundations Lessons:</b> <b>1:</b> Listening to Sounds <b>3:</b> Word Length <b>4:</b> Syllabication
2a	Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).	<b>ISIP ER:</b> Phonological Awareness Subtest <b>Foundations:</b> Rhymin' Ralph -Letter Blocks A-Z, Rhyme-O-Rama rhymes -Distinguish Two Words That Rhyme (Bubble Machine) -Rhyming Words in Context -Anticipatory Rhyme -Rhyme Snag Grab Bag <b>Foundations:</b> Time For Rhyme	<b>Rhymin' Ralph:</b> - Identify Rhyme - Distinguish Two Words That Rhyme - Rhyme in Context <b>ISIP ER Phonological Awareness:</b> Distinguish Rhyme <b>Foundations Lessons:</b> <b>7:</b> Rhyming with Pictures <b>8:</b> Rhyming Discrimination <b>9:</b> Rhyming Identification <b>10:</b> Generating Rhymes

2b	Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping and finger tapping.	<p><b>ISIP ER:</b> Phonemic Awareness Subtest</p> <p><b>Foundations:</b> Clapping Clara          -Segmenting 1- and 2-Syllable Words          -Segmenting 2- and 3-Syllable Words</p>	<p><b>Clapping Clara:</b>          - Syllables Game          - Segmenting Words into Syllables</p> <p><b>Phonological/Phonemic Awareness:</b>          - Syllables 1          - Syllables 2          - Syllables 3</p> <p><b>ISIP ER Phonological Awareness:</b>          Blending Syllables, Tiers 2 and 3          Blending Compound Words, Tiers 2 and 3</p>
2d	With prompting and support, isolate and pronounce the initial sounds and ending sounds in words.	<p><b>ISIP ER:</b> Phonemic Awareness subtest</p> <p><b>Foundations: Beginning Sound Explorer: A - Z</b></p> <p><b>Foundations: Beginning, Middle, End:</b> Phoneme Segmentation</p> <p><b>Foundations: Magical Miss Mousely</b>          -Initial Phoneme Recognition          -Initial Phoneme Pairs          -First Phoneme Sound Sort          -First Phoneme Four Square Activity</p> <p><b>Cycle 0:</b> Ending Sounds</p>	<p><b>ISIP ER Phonological Awareness Interventions:</b>          - Identifying Final Phonemes, Tiers 2 and 3          - Initial Sound Fluency, Tiers 2 and 3</p> <p><b>Letter Lessons A2 - Z2:</b> Recognize Letter Sound in the Initial Position.</p> <p><b>Magical Miss Mousely:</b>          - Identify Word Pairs with Same Initial Phoneme          - First Phoneme Sound Sort</p> <p><b>Foundations Lessons:</b>  <b>5:</b> Alliteration  <b>6:</b> Beginning Sound Discrimination  <b>15:</b> Beginning Sound Picture and Letter Matching</p> <p><b>Cycle 0:</b> Ending Sound Lessons</p>
2e	Engage in language play (e.g., sound patterns, rhyming patterns, songs).	<p><b>Foundations: Magical Miss Mousely</b>          -Initial Phoneme Recognition          -Initial Phoneme Pairs          -First Phoneme Sound Sort          -First Phoneme Four Square Activity</p>	<p><b>Foundations Lessons:</b>  <b>5:</b> Alliteration  <b>7:</b> Rhyming with Pictures  <b>8:</b> Rhyming Discrimination  <b>9:</b> Rhyming Identification  <b>10:</b> Generating Rhymes</p> <p><b>Magical Miss Mousely:</b>          - Identify Word Pairs with Same Initial Phoneme          - First Phoneme Sound Sort</p>
2f	Demonstrate awareness of the relationship between sounds and letters.	<p><b>Foundations:</b>          Letter Recognition Activities</p>	<p><b>Foundations Lessons:</b>  <b>6:</b> Beginning Sound Discrimination  <b>14:</b> Letter Discrimination</p> <p><b>Phonological Awareness Lesson 14:</b> Onset and Rime</p> <p><b>Cycle 3 Lesson 20:</b> Rhyming Phonograms, Short Vowels</p>


Phonics and Word Recognition			
3	With prompting and support, demonstrate emergent phonics and word analysis skills.		
3a	Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	<b>ISIP ER:</b> Sound Recognition subtest  <b>Foundations Letter Blocks A - Z:</b> - Letter Introduction - Pictorial Mnemonics - Literacy Acquisition Theater - Letter Sound - Letter Rooms - Beginning Sound Explorer	<b>ISIP ER Sound Recognition Interventions</b>  <b>Letter Lessons A3 - Z3:</b> Sound-Symbol Correspondence  <b>Foundations Lessons:</b> <b>14:</b> Letter Discrimination <b>15:</b> Beginning Sound Picture and Letter Matching
3c	Recognizes own name and common signs and labels in environment		<b>Environmental Print Lessons:</b> Alphabet Book Classifying Recognizing Signs  <b>Foundations Lesson 12:</b> Visual Discrimination
Fluency			
4	Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).	<b>Cycle 0 Books:</b> <i>At the Market</i> , BPA	
Writing Standards			
Text Types and Purposes			
1	With prompting and support, recognize that writing is a way of communicating for a variety of purposes.		<b>Writing Extensions 1-5</b>
1a	Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to express an opinion.		<b>Writing Extensions 1-5</b>
1b	Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and) and describe their writing.		<b>Writing Extensions 1-5</b>
1c	Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to tell about events or stories.		<b>Writing Extensions 1-5</b>
Production and Distribution of Writing			
5	With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.		<b>Writing Extensions 1 - 5</b>
6	With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.		<b>Writing Extensions 1 - 5</b>

Research to Build and Present Knowledge			
7	With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.		Writing Extensions 1 - 5
8	With prompting and support, recall information from experiences to answer questions.		Writing Extensions 1 - 5
Speaking and Listening Standards			
Comprehension and Collaboration			
1	With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.		Writing Extensions 1 - 5
1a	Engage in voluntary conversations (e.g., taking turns, exchanging information, listening attentively, being aware of others' feelings).		Writing Extensions 1 - 5 ISIP ER Listening Comprehension: Developing Listening Skills, Tiers 2 and 3
1b	Engage in extended conversations.		Writing Extensions 1 - 5 (sharing your work)
2	With prompting and support, confirm understanding of information presented orally, from read-alouds or through other media by asking and answering questions about details.	ISIP ER: Listening Comprehension subtest  <b>Foundations Letter A Block:</b> <i>Dusty and Coco</i> read-aloud book with BPA and vocabulary  <b>Foundations Letter C Block:</b> <i>My Favorite Things</i> read-aloud/user-made book	Cycle 2 Lesson 24: Reading for Meaning  ISIP ER Listening Comprehension: Developing Listening Skills, Tiers 2 and 3
3	With prompting and support, ask and answer questions in order to seek help, obtain information or clarify something that is not understood.	ISIP ER: Listening Comprehension subtest  <b>Foundations Letter A Block:</b> <i>Dusty and Coco</i> read-aloud book with BPA and vocabulary  <b>Foundations Letter C Block:</b> <i>My Favorite Things</i> read-aloud/user-made book	Cycle 2 Lesson 24: Reading for Meaning  ISIP ER Listening Comprehension: Developing Listening Skills, Tiers 2 and 3
Presentation of Knowledge and Ideas			
4	With prompting and support, describe familiar people, places, things and events.		Writing Extensions 1 - 5
5	With prompting and support, add drawings or other visual displays to descriptions.		Writing Extensions 1 - 5



6	With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings and ideas clearly.		Writing Extensions 1 - 5
<b>Language Standards</b>			
<b>Conventions of Standard English</b>			
1	<b>With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.</b>		
1a	Use frequently occurring nouns and verbs.	ISIP ER: Vocabulary subtest	Writing Extensions 1-5
1b	Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).	ISIP ER: Vocabulary Subtest	Writing Extensions 1-5
1c	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	ISIP ER: Listening Comprehension Subtest ISIP ER: Vocabulary Subtest	
1d	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).	ISIP ER: Vocabulary subtest, Listening Comprehension subtest	ISIP ER Listening Comprehension Interventions: Adjectives, Tiers 2 and 3 Prepositions, Tiers 2 and 3
1e	Produce and expand complete sentences in shared language activities.		Writing Extensions 1 - 5
2	<b>With prompting and support, demonstrate awareness of the conventions of standard English.</b>		
2a	Write first name, capitalizing the first letter.		Writing Extensions 1 - 5
2b	Develop an awareness of symbols for end punctuation.	<b>Foundations Books:</b> <i>A Special Delivery for Dusty, At the Market, Cal and the Clam, Dusty the Dog and Coco the Cat, Elbert's Birthday, Fun at the Pond, Fun with Friends, Jen and Her New Friends, King Zung and the Lark, My Favorite Things, Pat's Cat, Raindrops, Surprise!, The Act, The Cleaning Attack, The Garden Trail, The Last Scrap, The Magic Word, The Yellow Pin, Trips with My Family, When I Grow Up, Where is Coco?, Where Will They Ride?</i>	Writing Extensions 1 - 5
2c	Attempt to write a letter or letters to represent a word.	<b>Foundations Letter Blocks A-Z:</b> Capital and Lowercase Letter Discrimination Activities	Writing Extensions 1 - 5
2d	Experiment with written representations of words, using emergent (developing) knowledge of letter-sound relationships.		Writing Extensions 1 - 5 <b>Foundations Lessons:</b> 14: Letter Discrimination 15: Beginning Sound Picture and Letter Matching



Vocabulary Acquisition and Use			
4	With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.	<b>ISIP ER:</b> Vocabulary subtest, Listening Comprehension subtest <b>Foundations Literacy Acquisition Stories:</b> Letter Blocks A - Z	
4a	Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).	<b>ISIP ER:</b> Vocabulary subtest, Listening Comprehension subtest <b>Foundations Literacy Acquisition Stories:</b> Letter Blocks A - Z	<b>Suggested Uses for Alliterative Stories and Poems:</b> Vocabulary Mapping
5	<b>With guidance and support, explore word relationships and word meanings.</b>		
5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<b>ISIP ER:</b> Vocabulary subtest	<b>Vocabulary:</b> Closed Conceptual Sort <b>Vocabulary:</b> Conceptual Sort
5b	Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).	<b>ISIP ER:</b> Vocabulary subtest	
5c	Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).		<b>Vocabulary:</b> Closed Conceptual Sort <b>Vocabulary:</b> Conceptual Sort
6	With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.	<b>ISIP ER:</b> Vocabulary subtest, Listening Comprehension subtest <b>Foundations Literacy Acquisition Stories:</b> Letter Blocks A - Z	<b>Suggested Uses for Alliterative Stories and Poems:</b> Vocabulary Mapping <b>Language Development:</b> Identify and Use Direction Words
 End of Grade Pre-K 