

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR Kindergarten



CCSS	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Literature			
Key Ideas and Details			
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	Cycle 2 Book Concepts: <i>Where is Coco?</i> Cycle 3 Book: <i>Trips with My Family</i>	Comprehension Lesson 3: Asking Questions Strategy Comprehension Lesson 69: Asking Questions
a	With prompting and support, identify the main topic, retell key details of a text, and make predictions.	Cycle 1 Book: <i>Sam Has Mail</i> Cycle 2 Books: <i>Pam and Cam</i> , <i>Where is Coco?</i>	Comprehension Lesson 1: Making Predictions Comprehension Lesson 9: Main Idea
RL.K.2	With prompting and support, retell familiar stories, including key details.	Cycle 2 Book: <i>Tim at Camp</i> Cycle 4 Book: <i>My Hands and Feet</i> Cycle 5 Book: <i>The Bun for Us</i>	
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	Cycle 2 Book: <i>Tim at Camp</i> Cycle 3 Comprehension Book: <i>Trips with My Family</i> Cycle 4 Comprehension Book: <i>In the Sand</i>	Comprehension Lesson 34: Setting Comprehension Lesson 70: Characteristics of Characters Cycle 3: Comprehension 3

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Craft and Structure			
RL.K.4	Ask and answer questions about unknown words in a text.	<p>Cycle 1 Book: <i>At the Market</i>, BPA</p> <p>Cycle 3 Vowel Skill Books:</p> <ul style="list-style-type: none"> - <i>Dots and Spots</i> - <i>Snails in a Pail</i> - <i>Stan the Man</i> - <i>The Toast in the Road</i> <p>Cycle 4 Vowel Skill Books:</p> <ul style="list-style-type: none"> - <i>Fred Has Ten Hens</i> - <i>Jean and Dean</i> - <i>Big Feet</i> - <i>Meg and the Hens</i> <p>Cycle 5 Vowel Skill Books:</p> <ul style="list-style-type: none"> - <i>Bug in the Mud</i> - <i>Late for the Game</i> - <i>Homes for Sale</i> - <i>I Rode Home</i> <p>Cycle 5: Detective Dan</p>	
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	Cycle 0: Rhyme Books	
RL.K.6	With prompting and support, define the role of the author and the illustrator of a story in telling the story.	<p>Cycle 2 Book: <i>Summer Camp</i>, BPA</p> <p>Cycle 3 Book: <i>Lamps</i>, BPA</p> <p>Cycle 4 Book: <i>Where is Coco?</i>, BPA</p>	

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Integration of Knowledge and Ideas			
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Cycle 1 Book: <i>At the Market</i> , BPA Cycle 2 HFW Book: <i>Tim at Camp</i> Cycle 3 Book: <i>The Toads Are Lost</i>	
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Cycle 7 Comprehension Book: <i>Just The Right Size</i>	
Range of Reading and Level of Text Complexity			
RL.K.10	Actively engage in group reading activities with purpose and understanding.		Cycles 2 - 11: Reading for Meaning Lessons
Reading Standards for Informational Text			
Key Ideas and Details			
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	Cycle 6 Comprehension Book: <i>Pets: Fish</i>	Comprehension Lesson 64: Main Idea Comprehension Lesson 65: Identifying Details
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	Cycle 6 Comprehension Book: <i>Pets: Fish</i>	Comprehension Lesson 64: Main Idea Comprehension Lesson 65: Identifying Details
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Cycle 6 Comprehension Book: <i>Pets: Fish</i>	Writing Extension 3: <i>Dots and Spots</i> Writing Extension 11: <i>Homes</i>
Craft and Structure			
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	Cycle 7: <i>Homes</i>	
RI.K.5	Identify the front cover, back cover, and title page of a book.	Cycle 1 Book: <i>At the Market</i> , BPA	

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RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Cycle 1 Book: <i>At the Market</i> , BPA	
Integration of Knowledge and Ideas			
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts.)	Cycle 3 Book: <i>Dots and Spots</i>	Writing Extension 3: <i>Dots and Spots</i>
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	Cycle 6 Comprehension Book: <i>Pets: Fish</i>	
Range of Reading and Level of Text Complexity			
RI.K.10	Actively engage in group reading activities with purpose and understanding.		Comprehension Lesson 64: Main Idea
Reading Standards for Foundational Skills			
Print Concepts			
RF.K.1	Demonstrate understanding of the organization and basic features of print.	Cycle 1 Books: - <i>Mac and Cam</i> - <i>At the Market</i> , BPA - <i>Dusty the Dog and Coco the Cat</i>	
a	Follow words from left to right, top to bottom, and page by page.	Cycle 1 Books: - <i>Mac and Cam</i> - <i>At the Market</i> , BPA - <i>Dusty the Dog and Coco the Cat</i>	
b	Recognize that spoken words are represented in written language by specific sequences of letters.	Cycle 3: Consonant Blends Cycle 5: Rapid Word Naming	Cycle 1: Spelling Lesson Cycle 2: Spelling Lesson Cycle 6: Spelling Lesson Cycle 7: Spelling Lesson

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c	Understand that words are separated by spaces in print.	Cycle 1 Books: - <i>Mac and Cam</i> - <i>At the Market</i> , BPA - <i>Dusty the Dog and Coco the Cat</i>	
d	Recognize and name all upper- and lowercase letters of the alphabet.	Letter Recognition Activities: Cycle 1: Mm, Aa, Pp, Cc Cycle 2: Tt, Ii, Ss, Ll Cycle 3: Rr, Oo, Nn, Dd Cycle 4: Ff, Ee, Gg, Hh Cycle 5: Bb, Uu, Jj, Ww Cycle 6: Zz, Kk, Vv, Yy Cycle 7: Qq, Xx	Letter Lessons A1 - Z1: Letter Name Recognition Lessons
Phonological Awareness			
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Cycles 0 - 3 Clapping Clara: -Segmenting Sentences -Segmenting Words Cycle 3 Magical Miss Mousely: -First Phoneme -Initial Phoneme Pairs -Initial Phoneme Sound Sort	Cycles 1 - 2 Clapping Clara: Segmenting Words into Syllables Clapping Clara: Syllables Game Cycle 3 Magical Miss Mousely: Identify Word Pairs with the Same Initial Phoneme Cycle 4 Magical Miss Mousely: First Phoneme Sound Sort

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a	Recognize and produce rhyming words.	<p>Cycles 2 - 4 Rhyming Ralph:</p> <ul style="list-style-type: none"> -Distinguish Two Words That Rhyme (Bubble Machine) -Anticipatory Rhyming -ID Rhyming Words -Rhyme Snag Grab Bag <p>ISIP ER: Phonological Awareness Subtest</p>	<p>Cycle 3 Lesson 20: Rhyming Phonograms, Short Vowels</p> <p>Cycle 3 Cycle Rhyming Ralph: Distinguish When Two Words Rhyme</p> <p>Cycle 4 Rhyming Ralph: Rhyme in Context</p> <p>Cycle 4 Rhyming Ralph: Identify Rhyme</p>
b	Count, pronounce, blend, and segment syllables in spoken words.	<p>Cycle 0: Counting Syllables with Tab</p> <p>Cycles 0 - 3 Clapping Clara:</p> <ul style="list-style-type: none"> -Segmenting 1- and 2-Syllable Words -Segmenting 2- and 3-Syllable Words <p>ISIP ER: Phonemic Blending Subtest</p>	<p>Clapping Clara: Syllables Game</p> <p>Clapping Clara: Segmenting Words Into Syllables</p> <p>Phonological/Phonemic Awareness:</p> <ul style="list-style-type: none"> - Syllables 1 - Syllables 2 - Syllables 3 <p>ISIP ER Phonological Awareness: Blending Syllables, Tiers 2 and 3</p>
c	Blend and segment onsets and rimes of single-syllable spoken words.	<p>Cycles 2 - 4: Onset-Rime Game with Tab</p>	<p>Phonological Awareness Lesson 14: Onset and Rime</p> <p>Cycle 3 Lesson 20: Rhyming Phonograms, Short Vowels</p>

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d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Cycle 3 Magical Miss Mousely: -Initial Phoneme Recognition -Initial Phoneme Pairs -First Phoneme Sound Sort -First Phoneme Four Square Activity	Cycle 3 Lesson 9: Blending Beg/ Mid/Ending Sounds with Letters Cycle 4 Lesson 9: Blending Beg/Mid/Ending Sounds with Letters Cycle 6 Lesson 7: Beginning/Middle/ Ending Sounds and Letters
e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Cycle 4: Word Masters Game Cycle 4: Phoneme Substitution	
Phonics and Word Recognition			
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	Letter and Sound Recognition Activities: Cycle 1: Mm, Aa, Pp, Cc Cycle 2: Tt, Ii, Ss, Ll Cycle 3: Rr, Oo, Nn, Dd Cycle 4: Ff, Ee, Gg, Hh Cycle 5: Bb, Uu, Jj, Ww Cycle 6: Zz, Kk, Vv, Yy Cycle 7: Qq, Xx	Letter Lessons A3 - Z3: Sound-Symbol Correspondence

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b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<p>Cycle 1 Short Vowel A:</p> <ul style="list-style-type: none"> -Short A Vowel Concert - Intro to Short A - Blending with Short A - Short A skill book <i>Pam and Cam</i> <p>Cycle 2 Short Vowel I:</p> <ul style="list-style-type: none"> - Short I Vowel Concert - Intro to Short I - Blending with Short I - Short I skill book <i>Pip and His Lips</i> <p>Cycle 3 Short & Long Vowel O:</p> <ul style="list-style-type: none"> - Short/ Long O Vowel Concert - Intro to Short O/Long O - Blending with Short O/Long O - Short O skill book <i>Dots and Spots</i> - Long O skill book <i>The Toast in the Road</i> <p>Cycle 3 Long Vowel A:</p> <ul style="list-style-type: none"> - Long A Vowel Concert - Intro to Long A - Blending with Long A - Long A skill book <i>Snails in a Pail</i> 	<p>Cycle 2 Lesson 19: Short i</p> <p>Cycle 3 Lesson 24: Short o</p> <p>Cycle 3 Lesson 25: Long A (ai) and Long O (oa)</p> <p>Cycle 4 Lesson 24: Long E (ee, ea)</p> <p>Cycle 5 Lesson 19: Short u</p>

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c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<p>High-Frequency Word Blocks Cycles 1 - 10</p> <p>HFW Practice Books: Cycle 1: <i>Pam and the Cap</i> Cycle 2: <i>Tim at Camp</i> Cycle 3: <i>On the Dot</i> Cycle 4: <i>My Hands and Feet</i> Cycle 5: <i>The Bun for Us</i> Cycle 6: <i>Where is Jane?</i> Cycle 7: <i>Homes</i> Cycle 8: <i>I Like to Help</i> Cycle 9: <i>The Best Trip</i> Cycle 10: <i>How Can That Be?</i></p>	<p>High-Frequency Words Lessons:</p> <p>Cycle 1: <i>and, they, see, has</i></p> <p>Cycle 2: <i>this, is, his, go</i></p> <p>Cycle 3: <i>here, are, you, they</i></p> <p>Cycle 4: <i>my, where, with, to</i></p> <p>Cycle 5: <i>what, said, for, her</i></p> <p>Cycle 6: <i>was, that, from, she</i></p> <p>Cycle 7: <i>do, come, there, have, of, some</i></p> <p>Cycle 8: <i>does, your, when, could, give, want</i></p> <p>Cycle 9: <i>was, that, from, she</i></p> <p>Cycle 10: <i>good, many, their, too, would, look</i></p>
d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Cycle 7: Bossy R	Cycle 7: Spelling Using Silent E
Fluency			
RF.K.4	Read emergent-reader texts with purpose and understanding.	<p>Cycle 1 Book: <i>Mac and Cam</i></p> <p>Cycle 1 Book: <i>At the Market</i></p> <p>BPA Cycle 1 Book: <i>Dusty the Dog and Coco the Cat</i></p>	

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Writing Standards			
Text Types and Purposes			
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).		Writing Extension 2: <i>See Sam Sit</i> Writing Extension 6: <i>My Dog Has Fleas</i>
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		Writing Extension 3: <i>Dots and Spots</i> Writing Extension 4: <i>The Toads Are Lost</i> Writing Extension 5: <i>Fred Has Ten Hens</i>
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		Writing Extension 1: <i>Sam Tips the Lamp</i> Writing Extension 2: <i>See Sam Sit</i> Writing Extension 4: <i>The Toads Are Lost</i>
Production and Distribution of Writing			
W.K.4	With guidance and support, apply digital tools to gather, evaluate, and use information.		Writing Extension 4: <i>The Toads Are Lost</i> Writing Extension 11: <i>Homes</i>
W.K.5	With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.		Writing Extension 1: <i>Sam Tips the Lamp</i> Writing Extension 2: <i>See Sam Sit</i> Writing Extension 3: <i>Dots and Spots</i>

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W.K.6	With guidance and support from adults and peers, explore a variety of digital tools in participating in a production of a published writing.		Writing Extension 4: <i>The Toads Are Lost</i> Writing Extension 11: <i>Homes</i>
Research to Build and Present Knowledge			
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		Writing Extension 4: <i>The Toads are Lost</i> Writing Extension 11: <i>Homes</i>
Speaking and Listening Standards			
Comprehension and Collaboration			
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		Writing Extension 12: <i>Boats</i>
a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).		Writing Extension 12: <i>Boats</i>
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		Comprehension Lesson 3: Asking Questions Strategy Comprehension Lesson 69: Asking Questions
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		Writing Extension 4: <i>The Toads Are Lost</i>
Presentation of Knowledge and Ideas			
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		Writing Extension 1: <i>Sam Tips the Lamp</i> Writing Extension 2: <i>See Sam Sit</i> Writing Extension 3: <i>Dots and Spots</i>

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SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		<p>Writing Extension 1: <i>Sam Tips the Lamp</i></p> <p>Writing Extension 2: <i>See Sam Sit</i></p> <p>Writing Extension 3: <i>Dots and Spots</i></p>
a	With prompting and support: role play; make predictions; and follow oral and graphic instructions.		<p>Writing Extension 1: <i>Sam Tips the Lamp</i></p>
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.		<p>Writing Extension 1: <i>Sam Tips the Lamp</i></p> <p>Writing Extension 2: <i>See Sam Sit</i></p> <p>Writing Extension 3: <i>Dots and Spots</i></p>
Language Standards			
Conventions of Standard English			
L.K.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		<p>Writing Extension 1: <i>Sam Tips the Lamp</i></p> <p>Writing Extension 2: <i>See Sam Sit</i></p> <p>Writing Extension 3: <i>Dots and Spots</i></p>
a	Print many upper- and lowercase letters.	<p>Letter Formation Cycles 1 - 7:</p> <p>Cycle 1: Mm, Aa, Pp, Cc Cycle 2: Tt, Ii, Ss, Ll Cycle 3: Rr, Oo, Nn, Dd Cycle 4: Ff, Ee, Gg, Hh Cycle 5: Bb, Uu, Jj, Ww Cycle 6: Zz, Kk, Vv, Yy Cycle 7: Qq, Xx</p>	<p>Letter Lessons A1 - Z1: Letter Name Recognition</p>
b	Use frequently occurring nouns and verbs.	ISIP ER: Vocabulary Subtest	

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c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	ISIP ER: Vocabulary Subtest	ISIP ER Listening Comprehension: Developing Listening Skills, Tiers 2 and 3
d	Understand and use question words interrogatives) (e.g., who, what, where, when, why, how).	ISIP ER: Listening Comprehension Subtest ISIP ER: Vocabulary Subtest	
e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	ISIP ER: Listening Comprehension Subtest ISIP ER: Vocabulary Subtest	ISIP ER Listening Comprehension: Prepositions, Tiers 2 and 3
f	Produce and expand complete sentences in shared language activities.		Writing Extension 3: <i>Dots and Spots</i> Writing Extension 4: <i>The Toads Are Lost</i> Writing Extension 5: <i>Fred Has Ten Hens</i>
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Writing Extensions 1 - 10
a	Capitalize the first word in a sentence and the pronoun I.		Writing Extensions 1 - 10
b	Recognize and name end punctuation.	Cycle 4 Book: <i>Where is Coco?</i> , BPA	Writing Extension 13: <i>A Big Sneeze</i>
c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).		Letter Lessons A3 - Z3: Sound Symbol Correspondence Writing Extensions 1 - 10 Cycles 1 - 7: Spelling Lessons
d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		Writing Extensions 1 - 10 Cycles 1 - 7: Spelling Lessons

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Vocabulary Acquisition and Use			
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.		Vocabulary Lesson 29: Multiple Meaning Words
a	With guidance and support, identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).		Vocabulary Lesson 29: Multiple Meaning Words
b	With guidance and support, use the most frequently occurring inflections and as a clue to the meaning of an unknown word affixes (e.g., -ed,-s, re-, un-, pre-, -ful, -less).	Cycle 9: Inflected Endings S, ED, ING Cycle 11: Prefixes Cycle 11: Suffixes	
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.		Vocabulary Lesson 29: Multiple Meaning Words
a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.		Vocabulary: Conceptual Sort Vocabulary: Closed Conceptual Sort
b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		ISIP ER Vocabulary Vocabulary Lesson 30: Antonym/Synonym Review
d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		Vocabulary Lesson 7: Synonyms Vocabulary Lesson 10: Shades of Meaning
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		Writing Extension 21: <i>Our Solar System</i>

↻ End of Grade K ↻

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First Grade



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Reading Standards for Literature			
Key Ideas and Details			
RL.1.1	Ask and answer questions about key details in a text.	Cycle 7 Comprehension Book: <i>Just the Right Size</i>	Comprehension Lesson 3: Asking Questions Strategy Comprehension Lesson 69: Asking Questions
a	Identify the main topic, retell key details of a text, and make predictions.	Cycle 4: <i>My Hands and Feet</i> Cycle 7: <i>Just the Right Size</i> Cycle 10: <i>The Strange Noise</i>	Comprehension Lesson 1: Making Predictions Comprehension Lesson 10: Main Idea Comprehension Lesson 65: Identifying Details
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Cycle 5 Book: <i>Where Will They Ride?</i>	Cycle 6 Comprehension 6: Setting Writing Extension 8: <i>Late for the Game</i> Writing Extension 14: <i>King Zung and the Lark</i> Comprehension Lesson 30: Sequencing
RL.1.3	Describe characters, settings, and major events in a story, using key details.	Cycle 2 Book: <i>The Act</i> Cycle 4 Comprehension Book: <i>In The Sand</i>	Cycle 6 Comprehension 6: Setting
a	Identify characters and simple story lines from selected myths and stories from around the world.	Cycle 8: <i>King Zung and the Lark</i> Cycle 10: <i>Who Is Following Us?</i>	Writing Extension 14: <i>King Zung and the Lark</i>

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First Grade



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Craft and Structure			
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Cycle 1 Book: <i>Dusty the Dog and Coco the Cat</i>	Writing Extension 27: <i>A View From Above</i>
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Cycle 5 Book: <i>Pets: Snakes</i>	
RL.1.6	Identify who is telling the story at various points in a text.		Writing Extension Lesson 29: <i>Fossil Hunters: The Black Hills Dig</i>
Integration of Knowledge and Ideas			
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	Cycle 2 Book: <i>The Act</i> Cycle 3 Book: <i>Trips with my Family</i>	Comprehension Lesson 3: Asking Questions Strategy Cycle 6 Comprehension 6: Setting
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	Cycle 7 Book: <i>Just the Right Size</i>	Comprehension Lesson 46: Compare-Contrast

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First Grade



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RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Books: <i>A Special Delivery for Dusty</i> <i>Elbert's Birthday</i> <i>Jen and Her New Friends</i> <i>Surprise!</i> <i>Where is Coco?</i> <i>Where Will They Ride?</i> <i>Big Feet</i> <i>Fred Has Ten Hens</i> <i>Jean and Dean</i> <i>My Hands and Feet</i> <i>The Great Pig Escape</i> <i>Fun at Home</i> <i>The Blue Blimp</i> <i>The Bun for Us</i> <i>Just in Time</i> <i>The Kid in the Mask</i> <i>At the Farm</i> <i>Ben and Steve at the Seaside</i> <i>Mr. Grump and the Beautiful Yard</i> <i>Take That Off Stage</i> <i>The Big Game</i> <i>The Oatmeal Man</i> <i>A Big Sneeze</i> <i>I Like to Help</i> <i>Shel and Beth</i>	Books, continued <i>The Mailman</i> <i>The Queen's Suitcase</i> <i>The Shrimp and the Shark</i> <i>Wait to Paint</i> <i>Big Top Tent</i> <i>Camping</i> <i>Elbert's Birthday</i> <i>Going on a Ride</i> <i>Kittens</i> <i>Joel and Kay's Best Day</i> <i>Mitch's Big Fish Tales</i> <i>Nap Time</i> <i>Royce Likes to Share</i> <i>The Best Trip</i> <i>The Scarecrow</i> <i>The Wise Crow</i> <i>A Star is Born</i> <i>Going to the Vet</i> <i>How Can That Be?</i> <i>Shopping with Mom</i> <i>The Hero</i> <i>The Strange Noise</i> <i>Who is Following Us?</i> <i>Just the Right Size</i> <i>Winter Snowstorm</i> <i>A View From Above</i>
Reading Standards for Informational Text			
Key Ideas and Details			
RI.1.1	Ask and answer questions about key details in a text.	Cycle 12: Main Idea	Comprehension Lesson 64: Main Idea - Nonfiction Comprehension Lesson 65: Identifying Details

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First Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
RI.1.2	Identify the main topic and retell key details of a text.	Cycle 6 Comprehension Book: <i>Pets: Fish</i> Cycle 12: Main Idea	Cycle 6 Comprehension 6: Setting Comprehension Lesson 64: Main Idea Comprehension Lesson 65: Identifying Details
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Cycle 6 Comprehension Book: <i>Pets: Fish</i>	Writing Extension 11: <i>Homes</i>
Craft and Structure			
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Cycle 6 Comprehension Book: <i>Pets: Fish</i> Cycle 12 Book: <i>A View From Above</i>	Cycle 12 Lesson 10: Vocabulary Context
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Cycle 5 Book: <i>Pets: Snakes</i> , BPA Cycle 6 Comprehension Book: <i>Pets: Fish</i>	
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Cycle 5 Book: <i>Pets: Snakes</i> , BPA	
Integration of Knowledge and Ideas			
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	Cycle 5 Book: <i>Pets: Snakes</i> , BPA	
RI.1.8	Identify the reasons an author gives to support points in a text.	Cycle 12: Main Idea	Comprehension Lesson 18: Author's Purpose

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First Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Cycle 12 Book: <i>A View From Above</i>	
Range of Reading and Level of Text Complexity			
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.		Books: <i>Boats</i> <i>Homes</i> <i>Mother Cat and Her Kittens</i> <i>Water is a Good Thing</i>
Reading Standards for Foundational Skills			
Print Concepts			
RF.1.1	Demonstrate understanding of the organization and basic features of print.	Cycle 1 Book: <i>At the Market</i> , BPA	
a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Cycle 1 Book: <i>At the Market</i> , BPA	
Phonological Awareness			
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Cycle 4: Consonant Blends ISIP ER: Phonemic Awareness Subtest	Clapping Clara: Syllables Game
a	Distinguish long from short vowel sounds in spoken single-syllable words.	ISIP ER: Phonemic Awareness Subtest	Cycle 7 Spelling Lesson: Silent E

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CCSS	Expectation	Istation App	Istation Teacher Resources
b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<p>Cycle 4: Consonant Blends</p> <p>Cycle 5: Blending</p> <p>ISIP ER: Phonemic Awareness Subtest</p>	<p>ISIP ER Phonological Awareness: Blending Spoken Phonemes, Tier 2</p>
c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<p>Cycle 0: Beginning/ Middle//Ending Sounds</p> <p>ISIP ER: Phonemic Awareness Subtest</p>	<p>Cycle 3 Lesson 9: Blending Beg/ Mid/Ending Sounds with Letters</p> <p>Cycle 7 Lesson 1: Segmenting and Blending Sounds in Words</p> <p>ISIP ER Phonological Awareness: Blending Spoken Phonemes, Tier 2</p>
d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<p>Cycle 0: Beginning/Middle/Ending Sounds</p> <p>ISIP ER: Phonemic Awareness Subtest</p>	<p>Cycle 3 Lesson 9: Blending Beg/Mid/Ending Sounds with Letters</p> <p>Cycle 7 Lesson 1: Segmenting and Blending Sounds in Words</p>

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First Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Phonics and Word Recognition			
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	ISIP ER: Phonemic Awareness Subtest	<p>ISIP ER Phonological Awareness: Compound Words, Tier 2</p> <p>ISIP ER Phonological Awareness: Initial Sound Fluency, Tier 3</p> <p>ISIP ER Phonological Awareness: Blending Spoken Phonemes, Tier 2</p> <p>ISIP ER Phonological Awareness: Initial Sound Fluency, Tier 2</p> <p>ISIP ER Phonological Awareness: Blending Syllables, Tier 3</p>
a	Know the spelling-sound correspondences for common consonant digraphs.	<p>Cycle 8: Digraphs (SH and TH)</p> <p>Cycle 9: Digraphs (CH)</p> <p>Cycle 10: Digraphs (WH and PH)</p> <p>ISIP ER: Spelling Subtest</p>	<p>Phonics Lesson 17: Review Digraphs</p> <p>Cycle 8: Digraph (ch)</p> <p>Cycle 9: Digraph (sh)</p> <p>Cycle 9: Digraph (th)</p> <p>Cycle 10: Digraph (ph and wh)</p>
b	Decode regularly spelled one-syllable words.	ISIP ER: Spelling Subtest	Phonics Lesson 11: Blend Sounds to Read and Spell Words

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CCSS	Expectation	Istation App	Istation Teacher Resources
c	Know final -e and common vowel team conventions for representing long vowel sounds.	<p>Cycle 2: Short A, Short I</p> <p>Cycle 3: Short O, Long A, Long O</p> <p>Cycle 4: Long Vowel E, Short E</p> <p>Cycle 5: Long A with Silent E, Short U</p> <p>Cycle 6: Long I with Silent E</p> <p>Cycle 7: Long ORE, ARE with Silent E</p> <p>Cycle 8: IRE, URE with Silent E</p> <p>ISIP ER: Spelling Subtest</p>	<p>Cycle 3 Lesson 14: Reading words with Vowel Sounds oa</p> <p>Cycle 4 Lesson 11: Vowel Sounds with Letters ea, ee</p> <p>Cycle 9: Long Vowels</p> <p>Phonics Lesson 25: Read Words with Long Vowel</p> <p>Phonics Lesson 26: Decoding with Long Vowel</p> <p>Phonics Lesson 27: Decoding with Long Vowel</p>
d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		<p>Cycle 9 Two Syllables: Dividing Between Consonants</p> <p>Cycle 10 Lesson 9: Open Syllables</p>
e	Decode two-syllable words following basic patterns by breaking the words into syllables.	ISIP ER: Phonemic Awareness Subtest	<p>Phonics Lesson 15: Open Syllables</p> <p>Cycle 10 Lesson 9: Open Syllables</p>
f	Read words with inflectional endings.	Cycle 10: Inflected Endings -s, -ed, -ing	Cycle 9: Inflected Endings
g	Recognize and read grade-appropriate irregularly spelled words.	<p>Cycle 5: Detective Dan</p> <p>Cycle 11: Oddballs</p> <p>ISIP ER: Spelling Subtest</p>	

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CCSS	Expectation	Istation App	Istation Teacher Resources
Fluency			
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	Cycle 7 Book: Homes ISIP ER: Text Fluency Subtest	Cycle 10 Lesson 20: Fluency Cycle 11 Lesson 14: Fluency
a	Read grade-level text with purpose and understanding.	Cycle 7 Book: Homes ISIP ER: Text Fluency Subtest	Cycle 10 Lesson 20: Fluency Cycle 11 Lesson 14: Fluency
b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Cycle 4 Book: <i>Where is Coco?</i> , BPA ISIP ER: Text Fluency Subtest	Cycle 10 Lesson 20: Fluency Cycle 11 Lesson 14: Fluency
c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	ISIP ER: Text Fluency Subtest	ISIP Priority Alert: Timed Reading with Meaning Cycle 5 Lesson 21: Reading for Meaning Cycle 11 Lesson 15: Reading for Meaning Cycle 12 Lesson 10 Vocabulary: Context
Writing Standards			
Text Types and Purposes			
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		Writing Extension 12: <i>Boats</i>
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		Writing Extension 12: <i>Boats</i>

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CCSS	Expectation	Istation App	Istation Teacher Resources
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		Writing Extension 13: <i>A Big Sneeze</i>
Production and Distribution of Writing			
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		Writing Extension 21: <i>Our Solar System</i>
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		Writing Extension 49: <i>Ecosystem Part 3 of 3</i>
a	With guidance and support from adults, apply digital tools to gather, evaluate, and use information.		Writing Extension 20: <i>George Washington Carver</i>
Research to Build and Present Knowledge			
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).		Writing Extension 40: <i>Power for the Planet 1</i>

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CCSS	Expectation	Istation App	Istation Teacher Resources
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		Writing Extension 40: Power for the Planet 1
Speaking and Listening Standards			
Comprehension and Collaboration			
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.		Writing Extensions 1 - 20
a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		Writing Extension 12: <i>Boats</i>
b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		Writing Extension 12: <i>Boats</i>
c	Ask questions to clear up any confusion about the topics and texts under discussion.	Cycle 12 Book: <i>A View From Above</i>	Comprehension Lesson 3: Asking Questions Strategy
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Cycle 7 Book: <i>Just the Right Size</i>	Comprehension Lesson 3: Asking Questions Strategy
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Cycle 12 Book: <i>A View From Above</i>	Comprehension Lesson 3: Asking Questions Strategy
Presentation of Knowledge and Ideas			
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		Writing Extension 13: <i>A Big Sneeze</i> Writing Extension 15: <i>Mitch's Big Fish Tales</i>

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CCSS	Expectation	Istation App	Istation Teacher Resources
a	Describe events related to the students' experiences, nations, and cultures;		Writing Extension 16: <i>The Best Trip</i>
b	Follow simple written and oral instructions.		Writing Extensions 1 - 20
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		Writing Extension 3: <i>Dots and Spots</i>
SL.1.6	Produce complete sentences when appropriate to task and situation (See grade 1 Language standards 1 and 3 for specific expectations.).		Writing Extensions 1 - 20 Writing Extension 13: <i>A Big Sneeze</i>
Language Standards			
Conventions of Standard English			
L.1.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		Writing Extensions 1 - 20

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CCSS	Expectation	Istation App	Istation Teacher Resources
a	Print all upper- and lower-case letters.	Letter Formation Cycles 1 - 7: Cycle 1: Aa, Cc, Mm, Pp Cycle 2: li, Ll, Ss, Tt Cycle 3: Dd, Nn, Oo, Rr Cycle 4: Ee, Ff, Gg, Hh Cycle 5: Bb, Jj, Uu, Ww Cycle 6: Kk, Vv, Yy, Zz Cycle 7: Qq, Xx	Letter Lessons A1 - Z1: Letter Name Recognition Lessons
b	Use common, proper, and possessive nouns.	ISIP ER: Listening Comprehension Subtest	Writing Extension 13: A Big Sneeze
c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	ISIP ER: Listening Comprehension Subtest	Writing Extension 13: A Big Sneeze
d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	ISIP ER: Listening Comprehension Subtest	Writing Extension 13: A Big Sneeze Writing Extension 29: Fossil Hunters: The Black Hills Dig
e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	ISIP ER: Listening Comprehension Subtest	

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CCSS	Expectation	Istation App	Istation Teacher Resources
f	Use frequently occurring adjectives.		<p>ISIP Early Reading Listening Comprehension: Adjectives, Tier 2</p> <p>ISIP Early Reading Listening Comprehension: Adjectives, Tier 3</p> <p>Writing Extension 21: <i>Our Solar System</i></p>
g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).		<p>Writing Extension 22: <i>Mission Incredible</i></p> <p>Writing Extension 26: <i>The Moon</i></p>
i	Use frequently occurring prepositions (e.g., during, beyond, toward).	<p>ISIP ER: Listening Comprehension Subtest</p> <p>ISIP ER: Vocabulary Subtest</p>	<p>Writing Extension 21: <i>Our Solar System</i></p> <p>ISIP Early Reading Listening Comprehension: Prepositions, Tier 2</p> <p>ISIP Early Reading Listening Comprehension: Prepositions, Tier 3</p>
j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		<p>Writing Extensions 1 - 20</p>
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		<p>Writing Extensions 1 - 20</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
a	Capitalize dates and names of people.	Cycle 4 Book: <i>Where is Coco?</i> , BPA	<p>Writing Extension 14: <i>King Zung and the Lark</i></p> <p>Writing Extension 17: <i>The Wise Crow</i></p> <p>Writing Extension 18: <i>The Hero</i></p> <p>Writing Extension 25: <i>Fields of Change: Autumn/Winter</i></p>
b	Use end punctuation for sentences.	Cycle 4 Book: <i>Where is Coco?</i> , BPA	<p>Writing Extensions 1 - 20</p> <p>Writing Extension 13: <i>A Big Sneeze</i></p>
d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		<p>Writing Extension 23: <i>Earth: Day, Night, and Seasons</i></p> <p>Writing Extension 24: <i>Fields of Change: Spring/Summer</i></p> <p>Cycle 1: Spelling Lesson</p> <p>Cycle 2: Spelling Lesson</p> <p>Cycle 3 Lesson 25: Spelling Long a ai and Long o oa</p> <p>Cycle 4 Lesson 23: Spelling with Short /e/ and Blends</p> <p>Cycle 6 Spelling: Z, K, Y, V</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Cycle 5: Word Masters Game	<p>ISIP: Alphabetic Decoding</p> <p>Cycle 1: Spelling Lesson</p> <p>Cycle 2: Spelling Lesson</p> <p>Cycle 3 Lesson 25: Spelling Long a ai and Long o oa</p> <p>Cycle 4 Lesson 23: Spelling with Short /e/ and Blends</p> <p>Cycle 6 Spelling Lesson: Z, K, Y, V</p> <p>Cycle 6 Lesson 17: Spelling CVCs with ie and ue</p> <p>Cycle 7 Spelling Lesson: Silent E</p>
Vocabulary Acquisition and Use			
L1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.		<p>Vocabulary Lesson 29: Homographs</p> <p>ISIP: Vocabulary</p>
a	Use sentence-level context as a clue to the meaning of a word or phrase.		Cycle 12 Lesson 10: Vocabulary: Context

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CCSS	Expectation	Istation App	Istation Teacher Resources
b	Use frequently occurring affixes as a clue to the meaning of a word.	Cycle 11: Prefixes and Suffixes	Vocabulary Lesson 15: Prefixes un and re Vocabulary Lesson 16: Prefixes mis, dis, un, re Writing Extension 28: <i>Earth: Rocks and Soil</i>
c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	Cycle 9: Inflected Endings	
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		Vocabulary: Conceptual Sort Vocabulary: Closed Conceptual Sort Vocabulary Lesson 10: Shades of Meaning
a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.		Vocabulary: Conceptual Sort Vocabulary: Closed Conceptual Sort
b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).		Vocabulary: Conceptual Sort Vocabulary: Closed Conceptual Sort
c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).		Vocabulary Lesson 35: Analogies

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CCSS	Expectation	Istation App	Istation Teacher Resources
d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.		Vocabulary Lesson 10: Shades of Meaning
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).		Writing Extension 21: <i>Our Solar System</i> Writing Extension 22: <i>Mission Incredible</i> Writing Extension 26: <i>The Moon</i>

↻ End of Grade 1 ↻

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Second Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Cycle 4 Comprehension Book: <i>In the Sand</i> Cycle 12: Main Idea	Comprehension Lesson 4: Asking Questions Strategy
a	Identify the main topic, retell key details of a text, and make predictions;	Cycle 10: <i>Shopping With Mom</i> Cycle 13: <i>The Rainforest Howlers</i>	Comprehension Lesson 2: <i>Making Predictions</i> Writing Extension 29: <i>Fossil Hunters: The Black Hills Dig</i>
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.	Cycle 5 Comprehension Book: <i>Where Will They Ride?</i>	Writing Extension 8: <i>Late for the Game</i> Writing Extension 14: <i>King Zung and the Lark</i>
a	Use literature and media to develop an understanding of people, cultures, and societies to explore self identity.	Cycle 11: <i>The Flying Pizza</i>	Writing Extension 32: <i>Weather Watchers</i> Writing Extensions 34-35: <i>The Rain Forest Howlers 1,2</i>
RL.2.3	Describe how characters in a story respond to major events and challenges.	Cycle 2 Book: <i>The Act</i> Cycle 4 Comprehension Book: <i>In the Sand</i> Cycle 11 Comprehension Book: <i>Who Is Following Us?</i>	Cycle 10 Lesson 17 Comprehension: Character Analysis
Craft and Structure			
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Cycle 12 Moon Poems: <i>A View From Above</i>	

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CCSS	Expectation	Istation App	Istation Teacher Resources
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Cycle 9 Fable: <i>The Wise Crow</i>	<p>Writing Rules Personal Narrative: First Person Point of View Characteristics</p> <p>Writing Rules Expository Essay: Point of View Characteristics</p>
Integration of Knowledge and Ideas			
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Cycle 4 Comprehension Book: <i>In the Sand</i>	<p>Writing Extension Lesson 18: <i>The Hero</i></p> <p>Writing Extension Lesson 19: <i>The Three Little Bugs</i></p> <p>Cycle 12 Comprehension: Summarizing</p> <p>Cycle 12 Comprehension: Cause and Effect</p>
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Cycle 10 Book: <i>The Three Little Bugs</i>	Writing Extension Lesson 19: <i>The Three Little Bugs</i>

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Second Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Books: <i>Dusty the Dog and Coco the Cat</i> <i>The Garden Trail</i> <i>The Lost Island</i> <i>The Great Pig Escape</i> <i>Fun at Pinecone Stream</i> <i>Pat's Cat</i> <i>The Dunes</i> <i>The Kid in the Mask</i> <i>Fun at the Pond</i> <i>Just the Right Size</i> <i>Take That Off Stage</i> <i>The Oatmeal Man</i> <i>The Twin Mice</i> <i>A Big Sneeze</i> <i>Bert and Gert</i> <i>King Zung and the Lark</i> <i>The Fox Pack</i> <i>The Not-So-Great Skunk Adventure</i> <i>The Shrimp and the Shark</i> <i>A Trip to the Dentist</i> <i>Coach Chapman</i> <i>Mitch's Big Fish Tales</i> <i>Roy and Troy Like Trains</i> <i>Royce Likes to Share</i> <i>The Flying Pizza</i> <i>The Wise Crow</i>	Books, Continued <i>Treasure Hunt at Pirate's Bay</i> <i>Winter Snowstorm</i> <i>Going to the Vet</i> <i>Humphrey the Humpback Whale</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>From Fearful to Fearless</i> <i>A Trip to the Grand Canyon</i> <i>Brookside's Best Science Fair Ever</i> <i>Fields of Change</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>Mission Incredible</i> <i>Weather Watchers</i> <i>The Desert's Gift</i> <i>Ghost Dancers</i> <i>Ghost Party</i> <i>Monkey Brothers and the Hero Twins</i> <i>Into the Darkness</i> <i>Power for the Planet</i> <i>Race Across the Arctic</i> <i>Swimming with Whale Sharks</i> <i>The Lost Treasure of the Ruby Dagger.</i> <i>The Rain Forest Howlers</i> <i>What Time is It?</i> <i>Journey Through the Triangle</i> <i>Myths of the Great Bear</i> <i>Too-Cool Transportation: Aisha's Travel Blog</i>
Reading Standards for Informational Text			
Key Ideas and Details			
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Cycle 12: Main Idea	Comprehension Lesson 11: Main Idea

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CCSS	Expectation	Istation App	Istation Teacher Resources
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Cycle 12: Main Idea	Comprehension Lesson 11: Main Idea
Craft and Structure			
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.		Cycle 12 Lesson 10 Vocabulary: Context
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Cycle 5 Text Features: <i>Snakes</i> , BPA Cycle 10 Book: <i>How Mountains Form</i> Cycle Book 12: <i>Earth: Rocks and Soil</i>	
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Cycle 12 Living Lessons: Author's Purpose	Comprehension Lesson 18: Author's Purpose
Integration of Knowledge and Ideas			
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Cycle 5 Text Features: <i>Snakes</i> , BPA Cycle 10 Book: <i>How Mountains Form</i> Cycle Book 12: <i>Earth: Rocks and Soil</i>	

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CCSS	Expectation	Istation App	Istation Teacher Resources
RI.2.8	Describe how reasons support specific points the author makes in a text.		<p>Writing Extension Lesson 33: <i>Brookside's Best Science Fair Ever!</i></p> <p>Writing Extension Lesson 35: <i>The Rainforest Howlers</i></p> <p>Writing Extension Lesson 46: <i>Coral Reefs</i></p>
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic		<p>Cycle 14: Supporting Responses</p> <p>Comprehension Lesson 25: Compare and Contrast Two Texts</p> <p>Writing Extension Lesson 26: <i>The Moon</i></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2 – 3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Books and Passages: <i>Homes</i> <i>Pets</i> <i>Earthworms Help</i> <i>Ranch Hands</i> <i>The Colt</i> <i>George Washington Carver</i> <i>How Mountains Form</i> <i>Insects</i> <i>People Send Mail</i> <i>Pet Parade</i> <i>Spiders</i> <i>The Water Cycle</i> <i>Water is a Good Thing</i> <i>Whales</i> <i>Hurricanes</i> <i>The Dirt Detectives</i> <i>Do Your Part</i> <i>Earth: Day, Night, and Seasons</i> <i>Earth: Atmosphere</i> <i>Earth: Our Solar System</i> <i>The Moon</i> <i>Exploring Space</i>	Books and Passages, Continued <i>Amazonia Alert!</i> <i>A Desert Filled with Colonies</i> <i>A Vaquero's Life</i> <i>The Bats of Austin</i> <i>The Mystery of the Phoenix Lights</i> <i>A Boone for the Planet</i> <i>A Renewable Future</i> <i>Asteroid Hunters</i> <i>Escaping Gravity's Grasp</i> <i>How Can Brown Make a Car Go Green?</i> <i>It's a Bird...It's a Plane...It's Jetman!</i> <i>Low Down Living</i> <i>Man on a Wire</i> <i>Blowing Bubbles from the Rain Forest</i> <i>Colossal Critter Construction</i> <i>Come Visit Jefferson</i> <i>Dangerous Snakes</i> <i>Desert's Gift</i> <i>Monkey Trouble</i> <i>Survivors</i> <i>Teen Navigators</i> <i>Natural Resources</i> <i>Water Recycled</i>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Second Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Foundational Skills			
Print Concepts			
RF.2.1	Mastered in grade 1		
Phonological Awareness			
RF.2.2	Mastered in grade 1.		
Phonics and Word Recognition			
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Cycles 9-11: Oddballs Cycles 5-9: Word Masters Cycles 10-11: Detective Dan Cycles 8-10: Digraphs	Cycle 7 Spelling Lesson: Silent E
a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	Cycle 2 Vowels: Short A, I Cycle 3 Vowels: Short O, Long A, O Cycle 4 Vowels: Short and Long E Cycle 5 Vowels: Short U	Cycle 7 Spelling Lesson: Silent E
b	Know spelling-sound correspondences for additional common vowel teams.	Cycle 2: Blending: Short A, I Cycle 3: Blending: Short O, Long A, O Cycle 4: Blending: Short and Long E Cycle 5: Blending: Short U	Cycle 3 Lesson 13: Vowel Sounds with Letters oa Cycle 10 Lesson 15: Read Words with Vowel Digraphs aw and au Cycle 11 Lesson 8: Variant Vowel /oo/ as in foot Phonics Lesson 25: Read Words with Long Vowel

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Second Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
c	Decode regularly spelled two-syllable words with long vowels.	Cycle 10: Multisyllabic	Phonics Lesson 15: Open Syllables Cycle 10 Lesson 9: Open Syllables
d	Decode words with common prefixes and suffixes.	Cycle 11: Prefixes Cycle 11: Suffixes	Cycle 12 Lesson 3 Vocabulary: Structural Analysis
e	Identify words with inconsistent but common spelling-sound correspondences.	Cycles 9-11: Odd Balls Cycle 11: Detective Dan	Cycle 11 Lesson 12: Homophones Vocabulary Lesson 25: Homophones
f	Recognize and read grade-appropriate irregularly spelled words.	Cycles 9-11: Odd Balls Cycle 11: Detective Dan	7B Spelling Tier 2: Irregular Plurals Cycle 11 Lesson 12: Homophones
Fluency			
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	Cycle 7 Book: <i>Homes</i> Cycle 12 Book: <i>Earth: Day, Night, and Seasons</i>	
a	Read grade-level text with purpose and understanding.	Cycle 3 Book: <i>The Lost Island</i> Cycle 4 Book: <i>The Great Pig Escape</i> Cycle 5 Book: <i>Fun at Pine Cone Stream</i> Cycle 6 Book: <i>The Kid in the Mask</i>	Cycle 7 Lesson 16: Passage Reading: Prosody Cycle 8 Lesson 15: Passage Reading: Prosody
b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Cycle 4: <i>Where is Coco?</i>	Fluency Passage: Insects

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Second Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		2A Reading Comprehension: <i>Do Your Part</i> Cycle 12 Lesson 10 Vocabulary: Context
Writing Standards			
Text Types and Purposes			
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.		Cycle 2 Vowels: Short A, I Cycle 3 Vowels: Short O, Long A, O Cycle 4 Vowels: Short and Long E Cycle 5 Vowels: Short U
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		Writing Extension Lesson 23: <i>Earth: Day, Night, and Seasons</i> Writing Extension Lesson 26: <i>The Moon</i> Writing Extension Lesson 36: <i>Amazonia Alert!</i>
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		Writing Extension Lesson 22: <i>Mission Incredible</i> Writing Extension Lesson 32: <i>Weather Watchers</i> Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Second Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Production and Distribution of Writing			
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		<p>Writing Extension Lesson 29: <i>Fossil Hunters: The Black Hills Dig</i></p> <p>Writing Extension Lesson 31: <i>Atmosphere</i></p> <p>Writing Extension Lesson 36: <i>Amazonia Alert!</i></p>
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		<p>Writing Extension Lesson 19: <i>The Three Little Bugs</i></p> <p>Writing Extension Lesson 20: <i>George Washington Carver</i></p> <p>Writing Extension Lesson 39: <i>Bees at Risk</i></p>
a	With guidance and support from adults, apply digital tools to gather, evaluate, and use information.		<p>Writing Extension Lesson 19: <i>The Three Little Bugs</i></p>
b	With guidance and support from adults, use digital media and environments to communicate and work collaboratively.		<p>Writing Extension Lesson 20: <i>George Washington Carver</i></p> <p>Writing Extension Lesson 39: <i>Bees at Risk</i></p>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Second Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Research to Build and Present Knowledge			
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		<p>Writing Extension Lesson 18: <i>The Hero</i></p> <p>Writing Extension Lesson 41: <i>Power for the Planet Part 2 of 3</i></p> <p>Writing Extension Lesson 48: <i>Ecosystem: Part 2 of 3</i></p>
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.		<p>Writing Extension Lesson 13: <i>A Big Sneeze</i></p> <p>Writing Extension Lesson 15: <i>Mitch's Big Fish Tales</i></p> <p>Writing Extension Lesson 38: <i>The Desert's Gift</i></p>
Speaking and Listening Standards			
Comprehension and Collaboration			
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		<p>Writing Extension Lesson 16: <i>The Best Trip</i></p> <p>Writing Extension Lesson 19: <i>The Three Little Bugs</i></p> <p>Writing Extension Lesson 20: <i>George Washington Carver</i></p>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Second Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		<p>Writing Extension Lesson 16: <i>The Best Trip</i></p> <p>Writing Extension Lesson 19: <i>The Three Little Bugs</i></p> <p>Writing Extension Lesson 20: <i>George Washington Carver</i></p>
c	Ask for clarification and further explanation as needed about the topics and texts under discussion.		<p>Writing Extension Lesson 16: <i>The Best Trip</i></p> <p>Writing Extension Lesson 19: <i>The Three Little Bugs</i></p> <p>Writing Extension Lesson 20: <i>George Washington Carver</i></p>
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		<p>Comprehension Lesson 65: Identifying Details</p> <p>Comprehension Lesson 67: Summarizing</p>
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		<p>Writing Extension Lesson 16: <i>The Best Trip</i></p> <p>Writing Extension Lesson 19: <i>The Three Little Bugs</i></p> <p>Writing Extension Lesson 20: <i>George Washington Carver</i></p>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Second Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Presentation of Knowledge and Ideas			
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		Comprehension Lesson 65: Identifying Details
a	Describe events related to experiences, nations, and cultures.		Writing Extension Lesson 38: <i>The Desert's Gift</i>
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)		Writing Extension Lesson 28: <i>Earth: Rocks and Soil</i> Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i> Writing Extension Lesson 36: <i>Amazonia Alert!</i>
Language Standards			
Conventions of Standard English			
L.2.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		Writing Extensions: All
a	Use collective nouns (e.g., group).	Cycle 12 Book: <i>Fields of Change</i>	
b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).		7B Spelling Tier 2: Irregular Plurals
c	Use commas in greetings and closings of letters.		Writing Extension Lesson 28: <i>Earth: Rocks and Soil</i> Writing Extension Lesson 38: <i>The Desert's Gift</i>
d	Use an apostrophe to form contractions and frequently occurring possessives.	Cycle 11: Contractions	Writing Extension Lesson 14: <i>King Zung and the Lark</i>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Second Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Cycle 12 Book: <i>Earth: Rocks and Soil</i>	Vocabulary Lesson 33: Word Meaning Using a Dictionary
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Writing Extension Lesson 22: <i>Mission Incredible</i>
a	Capitalize holidays, product names and geographic names.		Writing Extension Lesson 23: <i>Earth: Day, Night, and Seasons</i> Writing Extension Lesson 25: <i>Fields of Change: Autumn/Winter</i>
b	Use commas in greetings and closings of letters.		Writing Extension Lesson 28: <i>Earth: Rocks and Soil</i> Writing Extension Lesson 38: <i>The Desert's Gift</i>
c	Use an apostrophe to form contractions and frequently occurring possessives.		Writing Extension Lesson 14: <i>King Zung and the Lark</i>
e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Cycle 12: <i>Earth: Rocks and Soil</i>	Vocabulary Lesson 33: Word Meaning Using a Dictionary
Knowledge of Language			
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Writing Rules Paragraph Building: Conventions	Writing Extension Lesson 28: <i>Earth: Rocks and Soil</i>
a	Compare formal and informal uses of English.	Writing Rules Paragraph Building: Word Choice	

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Second Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Vocabulary Acquisition and Use			
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	Cycle 12 Book: <i>Fields of Change</i>	Vocabulary Lesson 29: Homographs
a	Use sentence-level context as a clue to the meaning of a word or phrase.	Cycle 12 Book: <i>Fields of Change</i>	Vocabulary Lesson 29: Homographs
b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	Cycle 11: Prefixes	Cycle 11 Lesson 1: Prefixes: pre, re, un, mis, dis
c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	Cycle 11: Prefixes	Cycle 11 Lesson 1: Prefixes: pre, re, un, mis, dis
d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	Cycle 8: Compound Words	Cycle 7 Lesson 13: Compound Words ISIP ER: Compound Words
e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Cycle 9 Book: <i>The Flying Pizza</i>	Vocabulary Lesson 34: Word Meaning Using a Dictionary/Thesaurus
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.		ISIP AR 1A Vocabulary Tier 3: <i>The Lost Treasure of the Ruby Dagger</i>
b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		Vocabulary Lesson 10: Shades of Meaning

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Second Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Cycle 7 Comprehension Book: <i>Just the Right Size</i>	Writing Extension Lesson 21: <i>Our Solar System</i>

↻ End of Grade 2 ↻

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Third Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>Cycle 9 Comprehension Book: <i>The Flying Pizza</i></p> <p>Cycle 12 Book: <i>Fossil Hunters: The Black Hills Dig</i></p> <p>Cycle 12 Book: <i>Fields of Change</i></p>	<p>Cycle 14: Supporting Responses</p> <p>Comprehension Lesson 60 Literature Analyzing Theme In Myths: <i>Monkey Brothers and the Hero Twins</i></p> <p>Comprehension Lesson 63 Literature Analyzing Elements of Fiction: <i>The Desert's Gift</i></p>
a	Ask and answer questions and make predictions to demonstrate understanding of a text;	<p>Cycle 12: <i>A Trip to the Grand Canyon</i></p>	<p>ISIP AR 7B Reading Comprehension: <i>Unplug Yourself!</i></p> <p>Comprehension Lesson 2: <i>Making Predictions</i></p>
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<p>Cycle 10 Book: <i>The Three Little Bugs</i></p> <p>Cycle 13 Passage: <i>Monkey Brothers and the Hero Twins</i></p> <p>Cycle 13 Book: <i>The Desert's Gift</i></p>	<p>Writing Extension Lesson 19: <i>The Three Little Bugs</i></p> <p>Comprehension Lesson 60 Literature Analyzing Theme In Myths: <i>Monkey Brothers and the Hero Twins</i></p> <p>Comprehension Lesson 63 Literature Analyzing Elements of Fiction: <i>The Desert's Gift</i></p>
a	Develop an understanding of people, cultures, and societies and explore self identity through literature, media, and oral tradition.	<p>Cycle 10 Book: <i>The Three Little Bugs</i></p> <p>Cycle 13 Book: <i>The Desert's Gift</i></p>	<p>Comprehension Lesson 60 Literature Analyzing Theme In Myths: <i>Monkey Brothers and the Hero Twins</i></p>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Third Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<p>Cycle 11 Book: <i>The Three Little Bugs</i></p> <p>Cycle 12: Cause and Effect</p> <p>Cycle 12: Predicting Outcomes</p> <p>Cycle 12: Inference</p> <p>Cycle 12: Drawing Conclusions</p>	<p>Comprehension Lesson 39: Character</p> <p>Cycle 12: Sequence</p> <p>Cycle 12 Comprehension: Cause and Effect</p> <p>Cycle 12: Predicting Outcomes</p> <p>Cycle 12: Inferencing and Drawing Conclusions</p>
Craft and Structure			
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<p>Cycle 9 Word Masters' Book: <i>Treasure Hunt at Pirate's Bay</i></p> <p>Cycle 12: Drawing Conclusions</p> <p>Cycle 12 Book: <i>Fossil Hunters: The Black Hills Dig</i></p> <p>Cycle 12 Book: <i>Brookside's Best Science Fair Ever</i></p>	<p>Cycle 12: Inferencing and Drawing Conclusions</p> <p>Cycle 12 Lesson 10: Context</p> <p>Graphic Organizer: Vocabulary Think-Through</p> <p>ISIP AR Lesson 2A Vocabulary Tier 3 Synonyms: <i>Monkey Brothers and the Hero Twins</i></p> <p>ISIP AR Lesson 6A Reading Comprehension: <i>Drum Lesson</i></p>
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	Writing Rules Essay Writing: Personal Narrative Characteristics	Writing Rules Personal Narrative Characteristics Lesson 1.1: First Person Point of View

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Third Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Books: <i>Dusty the Dog and Coco the Cat</i> <i>The Garden Trail</i> <i>The Lost Island</i> <i>The Great Pig Escape</i> <i>Fun at Pinecone Stream</i> <i>Pat's Cat</i> <i>The Dunes</i> <i>The Kid in the Mask</i> <i>Fun at the Pond</i> <i>Just the Right Size</i> <i>Take That Off Stage</i> <i>The Oatmeal Man</i> <i>The Twin Mice</i> <i>A Big Sneeze</i> <i>Bert and Gert</i> <i>King Zung and the Lark</i> <i>The Fox Pack</i> <i>The Not-So-Great Skunk Adventure</i> <i>The Shrimp and the Shark</i> <i>A Trip to the Dentist</i> <i>Coach Chapman</i> <i>Mitch's Big Fish Tales</i> <i>Roy and Troy Like Trains</i> <i>Royce Likes to Share</i> <i>The Flying Pizza</i> <i>The Wise Crow</i>	Books, Continued <i>Treasure Hunt at Pirate's Bay</i> <i>Winter Snowstorm</i> <i>Going to the Vet</i> <i>Humphrey the Humpback Whale</i> <i>The Hero</i> <i>The Three Little Bugs</i> <i>From Fearful to Fearless</i> <i>A Trip to the Grand Canyon</i> <i>Brookside's Best Science Fair Ever</i> <i>Fields of Change</i> <i>Fossil Hunters: The Black Hills Dig</i> <i>Mission Incredible</i> <i>Weather Watchers</i> <i>The Desert's Gift</i> <i>Ghost Dancers</i> <i>Ghost Party</i> <i>Monkey Brothers and the Hero Twins</i> <i>Into the Darkness</i> <i>Power for the Planet</i> <i>Race Across the Arctic</i> <i>Swimming with Whale Sharks</i> <i>The Lost Treasure of the Ruby Dagger.</i> <i>The Rain Forest Howlers</i> <i>What Time is It?</i> <i>Journey Through the Triangle</i> <i>Myths of the Great Bear</i> <i>Too-Cool Transportation: Aisha's Travel Blog</i>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Third Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Informational Text			
Key Ideas and Details			
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>Cycle 12 Passage: Water Recycled</p> <p>Cycle 12 Book: <i>Earth: The Changing Surface</i></p> <p>Cycle 13 Book: <i>Survivors</i></p> <p>Cycle 13 Book: <i>Dangerous Snakes</i></p>	<p>Comprehension Lesson 12: Main Idea</p> <p>ISIP AR 1B Reading Comprehension: <i>Exploring Space</i></p> <p>ISIP AR 5A Reading Comprehension: <i>Too Much of a Good Thing</i></p> <p>ISIP AR 7B Reading Comprehension: <i>Unplug Yourself</i></p> <p>SIP AR 9A Reading Comprehension: <i>When a Bark is More Than a Bark</i></p> <p>ISIP AR 10B Reading Comprehension: <i>Exercise for the Body and the Brain</i></p>
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p>Cycle 6 Book: <i>Pets: Fish</i></p> <p>Cycle 12: Main Idea</p> <p>Cycle 12 Book: <i>Earth: Atmosphere</i></p> <p>Cycle 12 Passage: <i>Exploring Space</i></p> <p>Cycle 13 Book: <i>Amazonia Alert</i></p>	<p>Comprehension Lesson 10: Main Idea</p> <p>Comprehension Lesson 12: Main Idea</p> <p>Cycle 15: Main Idea</p> <p>ISIP AR Lesson 1B Reading Comprehension: <i>Exploring Space</i></p> <p>ISIP AR 9A Reading Comprehension: <i>When a Bark is More Than a Bark</i></p>
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<p>Cycle 12 Book: <i>Earth: Day, Night ,and Seasons</i></p> <p>Cycle 12 Book: <i>Earth's Changing Surface</i></p>	

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Third Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<p>Cycle 12 Book: <i>Earth: Our Solar System</i></p> <p>Cycle 12 Passage: <i>Natural Resources</i></p> <p>Cycle 13 Book: <i>Amazonia Alert!</i></p> <p>Cycle 13 Book: <i>Survivors</i></p>	<p>ISIP AR 3A Vocabulary Tier 3 Suffixes (-ous, -ive): <i>Thomas Jefferson - Mad Scientist?</i></p> <p>ISIP AR 3B Vocabulary Tier 2 Synonyms and Antonyms: <i>Nessie: Fact or Fiction?</i></p> <p>ISIP AR 1B Reading Comprehension: <i>Exploring Space</i></p> <p>ISIP AR 2A Reading Comprehension: <i>Do Your Part</i></p> <p>ISIP AR 9A Tier 3 Homographs: <i>Food for Thought</i></p> <p>Cycle 12 Book: <i>Earth: Atmosphere</i></p>
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<p>Cycle 12 Book: <i>Our Solar System</i></p> <p>Cycle 12 Book: <i>The Moon</i></p>	<p>Cycle 12 Book: <i>Earth: Atmosphere</i></p> <p>Cycle 12 Book: <i>Earth: The Changing Surface</i></p>
RI.3.6	Distinguish their own point of view from that of the author of a text.	Writing Rules: <i>Expository Essay</i>	Writing Rules Expository Essay: Characteristics 1.2, Point of View

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Third Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Integration of Knowledge and Ideas			
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Cycle 12 Book: <i>Weather Watchers</i>	Cycle 11: Reading for Meaning Cycle 12 Book: <i>Weather Watchers</i> Cycle 12 Lesson 8A: Representing Text Comprehension Lesson 39: Character
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Cycle 11 Passages: <i>Hurricanes, Dirt Detectives</i> Cycle 12: Cause and Effect Cycle 12 Book: <i>Earth: The Moon</i> Cycle 12 Passage: <i>Water Recycled</i>	Cycle 12 Lesson 8A: Representing Text Cycle 15: General Comprehension 2
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	Cycle 10 Book: <i>Whales</i> Cycle 12 Book: <i>Weather Watchers</i> Cycle 12 Book: <i>Earth: The Moon</i>	

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CCSS	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
RI.3.10	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 2–3 text complexity band independently and proficiently.	Books and Passages: <i>Homes</i> <i>Pets</i> <i>Earthworms Help</i> <i>Ranch Hands</i> <i>The Colt</i> <i>George Washington Carver</i> <i>How Mountains Form</i> <i>Insects</i> <i>People Send Mail</i> <i>Pet Parade</i> <i>Spiders</i> <i>The Water Cycle</i> <i>Water is a Good Thing</i> <i>Whales</i> <i>Hurricanes</i> <i>The Dirt Detectives</i> <i>Do Your Part</i> <i>Earth: Day, Night, and Seasons</i> <i>Earth: Atmosphere</i> <i>Earth: Our Solar System</i> <i>The Moon</i> <i>Exploring Space</i>	Books and Passages, Continued <i>Amazonia Alert!</i> <i>A Desert Filled with Colonies</i> <i>A Vaquero's Life</i> <i>The Bats of Austin</i> <i>The Mystery of the Phoenix Lights</i> <i>A Boone for the Planet</i> <i>A Renewable Future</i> <i>Asteroid Hunters</i> <i>Escaping Gravity's Grasp</i> <i>How Can Brown Make a Car Go Green?</i> <i>It's a Bird...It's a Plane...It's Jetman!</i> <i>Low Down Living</i> <i>Man on a Wire</i> <i>Blowing Bubbles from the Rain Forest</i> <i>Colossal Critter Construction</i> <i>Come Visit Jefferson</i> <i>Dangerous Snakes</i> <i>Desert's Gift</i> <i>Monkey Trouble</i> <i>Survivors</i> <i>Teen Navigators</i> <i>Natural Resources</i> <i>Water Recycled</i>
Reading Standards for Foundational Skills			
Print Concepts			
RF.3.1	Mastered in grade 1.		
Phonological Awareness			
RF.3.2	Mastered in grade 1.		
Phonics and Word Recognition			
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Cycle 11: Multisyllabic Game	Lesson 14 Phonics: Syllables

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CCSS	Expectation	Istation App	Istation Teacher Resources
a	Identify and know the meaning of the most common prefixes and derivational suffixes.	<p>Cycle 11: Multisyllabic Game</p> <p>Cycle 11: Prefixes</p> <p>Cycle 11: Suffixes</p> <p>Cycle 12: Vocabulary</p>	<p>Cycle 11 Lesson 1: Prefixes: pre, re, un, mis, dis</p> <p>Cycle 11 Lesson 2: Suffixes: ful, ly, less, er, or</p>
b	Decode words with common Latin suffixes.	<p>Cycle 11: Suffixes</p> <p>Cycle 11: <i>From Fearful to Fearless</i></p>	<p>ISIP AR 7B Vocabulary Tier 2: Prefixes</p> <p>ISIP AR 6C Vocabulary Tier 1: Latin Prefixes</p> <p>ISIP AR 3C Vocabulary Tier 1: Latin Prefixes</p> <p>ISIP AR 1C Vocabulary Tier 1: Latin Prefixes</p>
c	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	<p>Cycle 11: Multisyllabic Game</p> <p>Cycle 11: Prefixes</p> <p>Cycle 11: Suffixes</p> <p>Cycle 12: Vocabulary</p>	<p>Cycle 11 Lesson 11: Multisyllabic Words</p>
d	Read grade-appropriate irregularly spelled words.	<p>Cycle 11: Detective Dan</p>	<p>Word Masters: Spelling Game</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
Fluency			
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	<p>Cycle 12: Main Idea</p> <p>Cycle 12: Drawing Conclusions</p>	<p>Cycle 11 Lesson 14: Fluency</p> <p>Cycle 12: Inferencing and Drawing Conclusions</p> <p>Cycle 12: Main Idea</p> <p>ISIP AR G4 Fluency 1: <i>Behind the Scenes</i></p> <p>ISIP AR G4 Fluency 2: <i>MP3 Play</i></p> <p>ISIP AR G4 Fluency 3: <i>Golden Touch</i></p> <p>ISIP AR G5 Fluency 2: <i>Water Soup</i></p> <p>ISIP AR G4 Fluency 5: <i>Hare-y Situation</i></p> <p>ISIP AR G5 Fluency 6: <i>One Hamburger with a Side of Pollution</i></p> <p>ISIP AR G5 Fluency 9: <i>A Perfect Shot</i></p>
a	Read grade-level text with purpose and understanding.	<p>Cycle 12: Main Idea</p> <p>Cycle 12: Drawing Conclusions</p>	<p>Cycle 11 Lesson 14: Fluency</p> <p>Cycle 11: <i>Hurricanes</i></p> <p>Cycle 11: <i>The Dirt Detectives</i></p> <p>Cycle 12: Inferencing and Drawing Conclusions</p> <p>Cycle 12: Main Idea</p> <p>Cycle 13: <i>The Lost Treasure of the Ruby Dagger</i></p> <p>Cycle 13: <i>Into the Darkness</i></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		<p>ISIP AR G4 Fluency 4: <i>Afternoon Snack</i> ISIP AR G4 Fluency 8: <i>A Word from the Unwelcome</i> ISIP AR G5 Fluency 8: <i>The Wonder of It All</i></p> <p>Cycle 10 Lesson 20: Fluency Cycle 11 Lesson 14: Fluency Cycle 12 Rhyming and Poetry: <i>Bored</i> Cycle 13 Fluency Passage: <i>Into the Darkness</i></p>
c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>Cycle 12: Context</p>	<p>ISIP Vocabulary: Lesson 3</p> <p>Cycle 12 Lesson 10: Context</p> <p>Cycle 12: <i>Brookside's Best Science Fair Ever!</i></p> <p>Cycle 12: <i>Fossil Hunters: The Black Hills Dig</i></p> <p>1A Vocabulary Tier 3: <i>The Lost Treasure of the Ruby Dagger</i></p> <p>2A Vocabulary Tier 3: <i>Monkey Brothers and the Hero Twins</i></p> <p>4A Vocabulary Tier 3: <i>The Science of Carbon Dating</i></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
Writing Standards			
Text Types and Purposes			
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		<p>Writing Extension Lesson 26: <i>The Moon</i></p> <p>Writing Extension Lesson 38: <i>The Desert's Gift</i></p>
a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		<p>Writing Extension Lesson 26: <i>The Moon</i></p> <p>Writing Extension Lesson 38: <i>The Desert's Gift</i></p>
b	Provide reasons that support the opinion.		<p>Writing Extension Lesson 26: <i>The Moon</i></p> <p>Writing Extension Lesson 38: <i>The Desert's Gift</i></p>
c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.		<p>Writing Extension Lesson 26: <i>The Moon</i></p> <p>Writing Extension Lesson 38: <i>The Desert's Gift</i></p>
d	Provide a concluding statement or section.		<p>Writing Extension Lesson 26: <i>The Moon</i></p> <p>Writing Extension Lesson 38: <i>The Desert's Gift</i></p>
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Writing Rules: Expository Essay	<p>Writing Extension Lesson 30: <i>Earth: The Changing Surface</i></p> <p>Writing Extension Lesson 32: <i>Weather Watchers</i></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Writing Rules Essay Writing: Expository	Writing Extension Lesson 30: <i>Earth: The Changing Surface</i> Writing Extension Lesson 32: <i>Weather Watchers</i>
b	Develop the topic with facts, definitions, and details.	Writing Rules Essay Writing: Expository	Writing Extension Lesson 30: <i>Earth: The Changing Surface</i> Writing Extension Lesson 32: <i>Weather Watchers</i>
c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Writing Rules Essay Writing: Expository	Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i> Writing Extension Lesson 35: <i>The Rainforest Howlers, Chapter 2</i>
d	Provide a concluding statement or section.	Writing Rules Essay Writing: Expository	Writing Extension Lesson 39: <i>Bees at Risk</i>
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Writing Rules: Personal Narrative	Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i> Writing Extension Lesson 39: <i>Bees at Risk</i> Writing Extension Lesson 43: <i>Forest Fires</i>

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CCSS	Expectation	Istation App	Istation Teacher Resources
a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Writing Rules Essay Writing: Personal Narrative	<p>Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i></p> <p>Writing Extension Lesson 39: <i>Bees at Risk</i></p> <p>Writing Extension Lesson 43: <i>Forest Fires</i></p>
b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Writing Rules Essay Writing: Personal Narrative	<p>Writing Extension Lesson 29: <i>The Black Hills Dig</i></p> <p>Writing Extension Lesson 32: <i>Weather Watchers</i></p>
c	Use temporal words and phrases to signal event order.	Writing Rules Essay Writing: Personal Narrative	<p>Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i></p> <p>Writing Extension Lesson 39: <i>Bees at Risk</i></p> <p>Writing Extension Lesson 43: <i>Forest Fires</i></p>
d	Provide a sense of closure.	Writing Rules Essay Writing: Personal Narrative	<p>Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i></p> <p>Writing Extension Lesson 39: <i>Bees at Risk</i></p> <p>Writing Extension Lesson 43: <i>Forest Fires</i></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
Production and Distribution of Writing			
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Writing Rules Paragraph Building: Ideas Writing Rules! Paragraph Building: Organization	Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i> Writing Extension Lesson 39: <i>Bees at Risk</i> Writing Extension Lesson 43: <i>Forest Fires</i>
W.3.5	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 3.)	Writing Rules Essay Writing: Introduction to Essay Writing	Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i> Writing Extension Lesson 39: <i>Bees at Risk</i> Writing Extension Lesson 43: <i>Forest Fires</i>
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Writing Rules Essay Writing: Introduction to Essay Writing	Writing Extension Lesson 39: <i>Bees at Risk</i>
Research to Build and Present Knowledge			
W.3.7	Conduct short research projects that build knowledge about a topic.		Writing Extension Lesson 20: George Washington Carver Writing Extension Lesson 40: <i>Power for the Planet 1</i> Writing Extension Lesson 41: <i>Power for the Planet 2</i> Writing Extension Lesson 42: <i>Power for the Planet 3</i>

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CCSS	Expectation	Istation App	Istation Teacher Resources
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		<p>Writing Extension Lesson 20: George Washington Carver</p> <p>Writing Extension Lesson 40: <i>Power for the Planet 1</i></p> <p>Writing Extension Lesson 41: <i>Power for the Planet 2</i></p> <p>Writing Extension Lesson 42: <i>Power for the Planet 3</i></p>
a	Gather relevant information from multiple sources, including oral knowledge.		<p>Writing Extension Lesson 19: <i>The Three Little Bugs</i></p> <p>Writing Extension Lesson 20: George Washington Carver</p> <p>Writing Extension Lesson 40: <i>Power for the Planet 1</i></p> <p>Writing Extension Lesson 41: <i>Power for the Planet 2</i></p> <p>Writing Extension Lesson 42: <i>Power for the Planet 3</i></p>
b	Apply digital tools to gather, evaluate, and use information.		<p>Writing Extension 26: <i>The Moon</i></p> <p>Writing Extension Lesson 30: <i>The Changing Surface</i></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
Range of Writing			
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<p>Writing Extension Lesson 20: George Washington Carver</p> <p>Writing Extension Lesson 40: <i>Power for the Planet 1</i></p> <p>Writing Extension Lesson 41: <i>Power for the Planet 2</i></p> <p>Writing Extension Lesson 42: <i>Power for the Planet 3</i></p>
Speaking and Listening Standards			
Comprehension and Collaboration			
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	<p>Cycle 12 Book: <i>Fields of Change</i></p> <p>Cycle 12 Book: <i>Earth: The Changing Surface</i></p> <p>Cycle 12 Book: <i>Earth: Atmosphere</i></p>	<p>Writing Extension Lesson 24: <i>Fields of Change: Spring/Summer</i></p> <p>Writing Extension Lesson 25: <i>Fields of Change: Autumn Winter</i></p>
a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Cycle 12 Letter: A Trip to the Grand Canyon	<p>Writing Extension Lesson 26: <i>The Moon</i></p> <p>ISIP AR 1B Reading Comprehension: <i>Exploring Space</i></p>
b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		<p>Writing Extension Lesson 19: <i>The Three Little Bugs</i></p> <p>Writing Extension Lesson 20: <i>George Washington Carver</i></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		Writing Extension Lesson 19: <i>The Three Little Bugs</i> Writing Extension Lesson 20: <i>George Washington Carver</i>
d	Explain their own ideas and understanding in light of the discussion.		Cycle 12: Predicting Outcomes
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Cycle 12: Main idea Cycle 12 Book: <i>Earth: Atmosphere</i> Cycle 12 Passage: <i>Exploring Space</i>	Cycle 12: Main Idea Comprehension Lesson 66: Main Idea - Nonfiction ISIP AR 9A Reading Comprehension: <i>When a Bark is More Than a Bark</i>
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		Cycle 12: Main Idea Cycle 12: Predicting Outcomes
Presentation of Knowledge and Ideas			
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		Writing Extension Lesson 20: <i>George Washington Carver</i>
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)		Writing Extension Lesson 20: <i>George Washington Carver</i>
Language Standards			
Conventions of Standard English			
b	Form and use regular and irregular plural nouns.	Cycle 9: Multisyllabic Cycle 11: Inflected Endings - Nouns and Verbs	

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CCSS	Expectation	Istation App	Istation Teacher Resources
d	Form and use regular and irregular verbs.	Cycle 9: Multisyllabic Cycle 11 Inflected Endings: Nouns and Verbs	Cycle 10: Change y to i
f	Ensure subject-verb and pronoun-antecedent agreement.		Writing Extension Lesson 19: <i>The Three Little Bugs</i>
h	Use coordinating and subordinating conjunctions.	Cycle 14: Coordinating Conjunctions	Cycle 14 Conjunctions Writing Extension Lesson 22: <i>Mission Incredible</i>
i	Produce simple, compound, and complex sentences.	Cycle 14: Coordinating Conjunctions	Cycle 14: Conjunctions Writing Extension Lesson 39: <i>Bees at Risk</i>
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Writing Rules Paragraph Building: Conventions	Writing Extension Lesson 22: <i>Mission Incredible</i>
a	Capitalize appropriate words in titles.		Writing Extension Lesson 22: <i>Mission Incredible</i>
c	Use commas and quotation marks in dialogue.		Writing Extension Lesson 32: <i>Weather Watchers</i>
d	Form and use possessives.		Writing Extension Lesson 14: <i>King Zung and the Lark</i>
e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Writing Rules Paragraph Building: Conventions	Writing Extension Lesson 33: <i>Brookside's Best Science Fair Ever!</i>

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CCSS	Expectation	Istation App	Istation Teacher Resources
f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Writing Rules Paragraph Building: Conventions	Writing Extension Lesson 31: <i>Earth: Atmosphere</i> Writing Extension Lesson 36: <i>Amazonia Alert!</i>
g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		Vocabulary Lesson 33: Word Meaning Using a Dictionary Vocabulary Lesson 34: Word Meaning Using a Dictionary/Thesaurus
Knowledge of Language			
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Writing Rules Paragraph Building: Conventions	Writing Extension Lesson 28: <i>Earth: Rocks and Soil</i>
a	Choose words and phrases for effect.	Writing Rules Paragraph Building: Word Choice	Writing Extension Lesson 28: <i>Earth: Rocks and Soil</i>
Vocabulary Acquisition and Use			
L3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Cycle 12: Vocabulary	Cycle 12 Lesson 10 Vocabulary: Context
a	Use sentence-level context as a clue to the meaning of a word or phrase.	Cycle 12: Context	Cycle 12 Lesson 10 Vocabulary: Context
b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	Cycle 11 Passage: <i>From Fear to Fearless</i>	Cycle 10 Lesson 23: Spelling: Changing the y to i Cycle 11 Lesson 2: Suffixes: ful, ly, less, er, or

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CCSS	Expectation	Istation App	Istation Teacher Resources
c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Cycle 12: Vocabulary	Writing Extension Lesson 26: <i>The Moon</i>
d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Cycle 10 Book: <i>Humphrey the Humpback Whale</i>	Writing Extension Lesson 27: A View From Above Vocabulary Lesson 34: Word Meaning Using a Dictionary/Thesaurus
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	Cycle 11: Homophones	Cycle 11 Lesson 12: Homophones Vocabulary Lesson 26: Homophones ISIP AR 5B Spelling Tier 2: Homophones
a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Cycle 12: Inferences	Lesson 39 Vocabulary: Idioms Comprehension Lesson 24: Making Inferences
b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	Cycle 11 Passage: <i>From Fear to Fearless</i>	Cycle 11 Lesson 2: Suffixes: ful, ly, less, er, or
c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	Cycle 11 Passage: <i>From Fear to Fearless</i>	Vocabulary Lesson 10: Shades of Meaning
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Cycle 12: Inferences	Comprehension Lesson 24: Making Inferences

↻ End of Grade 3 ↻

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Fourth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Literature			
Key Ideas and Details			
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>Cycle 12: Inference</p> <p>Cycle 12 Book: <i>Mission Incredible</i></p>	<p>Comprehension Lesson 47 Informational Texts: <i>Amazonia Alert</i></p> <p>ISIP AR 6B Reading Comprehension: The Big Day</p> <p>ISIP AR 8C Reading Comprehension: Hear Ye, Hear Ye</p> <p>ISIP AR 10B Reading Comprehension: Exercise for the Body and the Brain</p> <p>Comprehension Lesson 63 Literature Analyzing Elements of Fiction: The Desert's Gift</p>
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p>Cycle 12: Summarization</p> <p>Cycle 13 Book: <i>The Desert's Gift</i></p> <p>Cycle 13 Book: <i>Race Across the Arctic</i></p>	<p>Comprehension Lesson 59 Analyzing Theme in Myths: <i>The Desert's Gift</i></p> <p>Comprehension Lesson 61 Literature Analyzing Elements of Fiction: <i>The Rainforest Howlers, Chapter 1 and 2</i></p>
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>Cycle 13 Book: <i>The Desert's Gift</i></p> <p>Cycle 13 Book: <i>Race Across the Arctic</i></p>	<p>Comprehension Lesson 59 Analyzing Theme in Myths: <i>The Desert's Gift</i></p>
a	Develop an understanding of people, cultures, and societies and explore self identity through literature, media, and oral tradition;	<p>Cycle 13 Book: <i>The Desert's Gift</i></p> <p>Cycle 13 Book: <i>Race Across the Arctic</i></p>	<p>Timeless Tales Passage - Australian Aborigines: <i>Storytelling through Dance and Song</i></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<p>Cycle 12: Context Clues</p> <p>Cycle 13 Book: <i>The Desert's Gift</i></p>	<p>Cycle 15: Context Clues</p> <p>ISIP AR 5C Vocabulary Tier 1: <i>Salamanders</i></p> <p>ISIP AR 8B Tier 2: <i>The Perfect Outfit</i></p> <p>SIP AR 10C Vocabulary Tier 1: <i>Bullying</i></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>Cycle 12: Compare and Contrast</p> <p>Writing Rules: Personal Narrative</p>	<p>Comprehension Lesson 55 Literature Poetry Analysis: <i>A View From Above</i></p> <p>Comprehension Lesson 62 Literature Analyzing Elements of Fiction: <i>Phaeton and the Chariot of Fire</i></p> <p>Writing Rules Personal Narrative: Characteristics Lesson 1.1, First Person Point of View</p>
Integration of Knowledge and Ideas			
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>Cycle 12: Representing Text</p> <p>Cycle 13 Book: <i>Race Across the Arctic</i></p> <p>Cycle 13 Book: <i>Power for the Planet</i></p>	<p>Cycle 12 Lesson 8: Representing Text</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>Cycle 12 Lesson 11: Compare and Contrast</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
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.	Books and Passages: <i>The Lost Island</i> <i>Pat's Cat</i> <i>The Case of the Haunted Barn</i> <i>Treasure Hunt at Pirate's Bay</i> <i>The Three Little Bugs</i> <i>Fields of Change</i> <i>Mission Incredible</i> <i>Weather Watchers</i> <i>Desert's Gift</i> <i>Ghost Dancers</i> <i>Into the Darkness</i> <i>Monkey Brothers and the Hero Twins</i> <i>Race Across the Arctic</i> <i>What Time Is It?</i> <i>Escaping Gravity's Grasp</i> <i>Myths of the Great Bear</i> <i>Spirit of the Wild</i> <i>A Renewable Future</i> <i>First Round Up</i> <i>Swimming with Whale Sharks</i> <i>Night Spirits of the Rain Forest</i>	Books and Passages are located in the Istation Application and on Istation's Teacher Resources.
Reading Standards for Informational Text			
Key Ideas and Details			
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		Cycle 14: Supporting Responses

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Fourth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p>Cycle 13: Main Idea</p> <p>Cycle 13 Book: <i>Survivors</i></p> <p>Cycle 13 Book: <i>Bees at Risk</i></p> <p>Cycle 14 Book: <i>Race for the Moon</i></p> <p>Cycle 14 Book: <i>Visit Yellowstone</i></p>	<p>Comprehension Lesson 47 Informational Texts: <i>Amazonia Alert</i></p> <p>ISIP AR 3C Reading Comprehension: <i>Big Chug, Be Gone</i></p> <p>ISIP AR 7B Reading Comprehension: <i>Unplug Yourself</i></p> <p>ISIP AR 9C Reading Comprehension: <i>Band Aid</i></p>
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>Cycle 13 Book: <i>Bees at Risk</i></p> <p>Cycle 13 Book: <i>Amazonia Alert</i></p> <p>Cycle 13: <i>Biomes</i></p> <p>Cycle 14 Book: <i>Race for the Moon</i></p>	<p>Comprehension Lesson 47 Informational Texts: <i>Amazonia Alert</i></p> <p>Comprehension Lesson 50 Informational Texts/Understanding Procedural Text: <i>How to be an Underwater Explorer</i></p> <p>Comprehension Lesson 51 Informational Texts/Analyzing Persuasive Media: <i>Sharks in Danger</i></p>
Craft and Structure			
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<p>Cycle 13 Book: <i>Forest Fires: Lessons from the Front Lines</i></p> <p>Cycle 13 Book: <i>Deepwater Horizon</i></p> <p>Cycle 13 Book: <i>Exploring the Deep</i></p> <p>Cycle 14 Book: <i>Race for the Moon</i></p> <p>Cycle 14 Book: <i>Visit Yellowstone</i></p>	<p>Cycle 15: Context Clues</p> <p>ISIP AR 4C Tier 1 Vocabulary: <i>A New Human Species</i></p> <p>ISIP AR 5A Vocabulary Tier 3: <i>A Matter of Interest</i></p> <p>ISIP AR 7C Tier 1: <i>Handmade Books</i></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<p>Cycle 13: Text Structure</p> <p>Cycle 13 Book: <i>Deepwater Horizon</i></p> <p>Cycle 13 Book: <i>Forest Fires: Lessons from the Front Lines</i></p>	<p>Cycle 12 Lesson 9: Text Structure</p> <p>Cycle 15: General Comprehension 2</p>
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<p>Cycle 14 Book: <i>Visit Yellowstone</i></p>	
Integration of Knowledge and Ideas			
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>Cycle 13: Water Plant Cycle</p> <p>Cycle 13: Representing Text</p>	<p>Cycles 12 Lesson 8A: Representing Text</p>
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	<p>Cycle 13: Author's Purpose</p> <p>Cycle 14: <i>Race for the Moon</i></p>	<p>Lesson 13: Author's Purpose</p> <p>Comprehension Lesson 48 Informational Texts: <i>The World's Healers</i></p> <p>Comprehension Lesson 49 Informational Texts: <i>Phoenix Lights</i></p>
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		<p>Cycle 12 Lesson 8: Representing Text</p> <p>Writing Extension Lesson 42: <i>Power for the Planet 3</i></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
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.	Books and Passages: <i>Pets: Snakes</i> <i>Pets: Fish</i> <i>People Send Mail</i> <i>Whales</i> <i>Hurricanes</i> <i>The Dirt Detectives</i> <i>Earth: Atmosphere</i> <i>Earth: Rocks and Soil</i> <i>Earth: The Changing Surface</i> <i>The Moon</i> <i>Exploring Space</i> <i>Amazonia Alert</i> <i>A Desert Filled with Colonies</i> <i>A Vaquero's Life</i> <i>Bees at Risk</i> <i>Colossal Critter Construction</i> <i>Come Visit Jefferson</i> <i>Dangerous Snakes</i>	Books and Passages, Continued <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> <i>Teen Navigators</i> <i>The Bats of Austin</i> <i>A Boone for the Planet</i> <i>A Renewable Future</i> <i>Asteroid Hunters</i> <i>How Can Brown Make a Car Go Green?</i> <i>It's a Bird...It's a Plane...It's Jetman!</i> <i>Journey Through the Triangle</i> <i>Low Down Living</i> <i>Man on a Wire</i> <i>Myths of the Great Bear</i> <i>Race for the Moon</i> <i>Too-Cool Transportation: Aisha's Travel Blog</i> <i>Visit Yellowstone</i>
Reading Standards for Foundational Skills			
Print Concepts			
RF.4.1	Mastered in grade 1.		
Phonological Awareness			
RF.4.2	Mastered in grade 1.		
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Cycle 13 Book: <i>Power for the Planet</i> Cycle 14: Vocab Lab	Cycle 11 Lesson 11: Multisyllabic Words Cycle 12 Lesson 3: Vocabulary: Structural Analysis Cycles 12 - 14 Lesson 8A: Representing Text: Vocabulary Support

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CCSS	Expectation	Istation App	Istation Teacher Resources
a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Cycle 13 Book: <i>Power for the Planet</i> Cycle 14: Vocab Lab	Cycle 11 Lesson 11: Multisyllabic Words Cycle 12 Lesson 3: Vocabulary: Structural Analysis Cycles 12 - 14 Lesson 8A: Representing Text: Vocabulary Support
Fluency			
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	Cycle 13: Compare and Contrast Cycle 13: <i>Race Across the Arctic</i> Cycle 13: <i>The Desert's Gift</i> Cycle 14: Supporting Response	Lesson 13: Author's Purpose ISIP AR G4 Fluency 10: <i>Embrace the Strange</i>
a	Read grade-level text with purpose and understanding.	Cycle 14: <i>Too Cool Transportation: Aisha's Travel Blog</i>	Lesson 13: Author's Purpose Cycle 14: Compare and Contrast ISIP AR G5 Fluency 2: <i>Water Soup</i> ISIP AR G5 Fluency 5: <i>Home Sweet Home</i> ISIP AR G5 Fluency 7: <i>History Lessons</i> ISIP AR G5 Fluency 9: <i>A Perfect Shot</i>

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CCSS	Expectation	Istation App	Istation Teacher Resources
b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		ISIP AR G5 Fluency 8: <i>The Wonder of It All</i>
c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Cycle 13 Cumulative Assessment: Comp 1 Cycle 13: Context 3	Cycles 12 Lesson 10 Vocabulary: Context

Writing Standards

Text Types and Purposes

W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		Writing Extension Lesson 25: <i>Fields of Change: Autumn/Winter</i> Writing Extension Lesson 31: <i>Atmosphere</i> Writing Extension Lesson 46: <i>Coral Reefs</i> Part 3 of 3
a	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.		Writing Extension Lesson 25: <i>Fields of Change: Autumn/Winter</i> Writing Extension Lesson 31: <i>Atmosphere</i> Writing Extension Lesson 46: <i>Coral Reefs: Part 3 of 3</i>

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CCSS	Expectation	Istation App	Istation Teacher Resources
b	Provide reasons that are supported by facts and details.		<p>Writing Extension Lesson 25: <i>Fields of Change: Autumn/Winter</i></p> <p>Writing Extension Lesson 31: <i>Atmosphere</i></p> <p>Writing Extension Lesson 46: <i>Coral Reefs: Part 3 of 3</i></p>
c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).		<p>Writing Extension Lesson 42: <i>Power for the Planet 3</i></p> <p>Writing Extension Lesson 46: <i>Coral Reefs Part 3 of 3</i></p> <p>Writing Rules Personal Narrative: Drafting Lesson 3.2, Body Paragraphs</p>
d	Provide a concluding statement or section related to the opinion presented.		<p>Writing Rules: Personal Narrative: Drafting Lesson 3.2, Body Paragraphs</p> <p>Writing Extension Lesson 46: <i>Coral Reefs Part 3 of 3</i></p>
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Writing Rules: Expository Essay	<p>Writing Extension Lesson 47: <i>Ecosystem: Part 1 of 3</i></p> <p>Writing Extension Lesson 48: <i>Ecosystem: Part 2 of 3</i></p> <p>Writing Extension Lesson 49: <i>Ecosystem: Part 3 of 3</i></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
a	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.	Writing Rules: Expository Essay	<p>Writing Extension Lesson 47: <i>Ecosystem: Part 1 of 3</i></p> <p>Writing Extension Lesson 48: <i>Ecosystem: Part 2 of 3</i></p> <p>Writing Extension Lesson 49: <i>Ecosystem: Part 3 of 3</i></p>
b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Writing Rules: Expository Essay	Writing Extension Lesson 45: <i>Coral Reefs: Part 2 of 3</i>
c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	Writing Rules: Expository Essay	Writing Extension Lesson 46: <i>Coral Reefs: Part 3 of 3</i>
d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writing Rules: Expository Essay	<p>Writing Extension Lesson 44: <i>Coral Reefs: Part 1 of 3</i></p> <p>Writing Extension Lesson 45: <i>Coral Reefs: Part 2 of 3</i></p> <p>Writing Extension Lesson 46: <i>Coral Reefs: Part 3 of 3</i></p>
e	Provide a concluding statement or section related to the information or explanation presented.	Writing Rules: Expository Essay	Writing Extension Lesson 36: <i>Amazonia Alert!</i>
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Writing Rules Essay Writing: Personal Narrative	Writing Rules Personal Narrative: Drafting Lesson 3.2, Body Paragraphs

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Fourth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Writing Rules Essay Writing: Personal Narrative	Writing Rules Personal Narrative: Drafting Lesson 3.2, Body Paragraphs Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i>
b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Writing Rules Essay Writing: Personal Narrative	Writing Rules Paragraph Building: Six Traits Unit 3, Voice Trait
c	Use a variety of transitional words and phrases to manage the sequence of events.	Writing Rules Essay Writing: Personal Narrative	Writing Rules Paragraph Building: Six Traits, Unit 5, Sentence Fluency Trait
d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	Writing Rules Essay Writing: Personal Narrative	Writing Rules Paragraph Building: Six Traits, Unit 4, Word Choice Trait
e	Provide a conclusion that follows from the narrated experiences or events.	Writing Rules Essay Writing: Personal Narrative	Writing Rules Paragraph Building: Six Traits, Unit 2, Organization Trait
Production and Distribution of Writing			
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 – 3 above.)	Writing Rules Paragraph Building: Ideas Writing Rules Paragraph Building: Organization	Writing Rules Paragraph Building: Six Traits, Unit 1, Ideas Trait Writing Rules Paragraph Building: Six Traits, Unit 2, Organization Trait Writing Rules Paragraph Building: Six Traits, Unit 3, Voice Trait

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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.)	Writing Rules: Introduction to Essay Writing	<p>Writing Rules Paragraph Building: Six Traits, Unit 1, Ideas Trait</p> <p>Writing Rules Paragraph Building: Six Traits, Unit 2, Organization Trait</p> <p>Writing Rules Paragraph Building: Six Traits, Unit 3, Voice Trait</p> <p>Writing Rules Paragraph Building: 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.	Writing Rules: Introduction to Essay Writing	<p>Writing Extension Lesson 41: <i>Power for the Planet 2</i></p> <p>Writing Extension Lesson 42: <i>Power for the Planet 3</i></p>
Research to Build and Present Knowledge			
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		<p>Writing Extension Lesson 47: <i>Ecosystem: Part 1 of 3</i></p> <p>Writing Extension Lesson 48: <i>Ecosystem: Part 2 of 3</i></p> <p>Writing Extension Lesson 49: <i>Ecosystem: Part 3 of 3</i></p>
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		Writing Extension Lesson 48: <i>Ecosystem: Part 2 of 3</i>

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CCSS	Expectation	Istation App	Istation Teacher Resources
a	Gather relevant information from multiple sources, including oral knowledge.		<p>Writing Extension Lesson 38: <i>The Desert's Gift</i></p> <p>Writing Extension Lesson 40: <i>Power for the Planet 1</i></p>
b	Apply digital tools to gather, evaluate, and use information.		<p>Writing Extension Lesson 40: <i>Power for the Planet 1</i></p> <p>Writing Extension Lesson 41: <i>Power for the Planet 2</i></p>
c	Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.		<p>Writing Extension Lesson 39: <i>Bees at Risk</i></p>
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		<p>Writing Extension Lesson 33: <i>Brookside's Best Science Fair Ever!</i></p>
a	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].").		<p>Writing Extension Lesson 33: <i>Brookside's Best Science Fair Ever!</i></p>
b	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").		<p>Writing Extension Lesson 36: <i>Amazonia Alert</i></p> <p>Writing Extension Lesson 42: <i>Power for the Planet 3</i></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
Range of Writing			
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<p>Writing Rules Personal Narrative: Drafting, Unit 3</p> <p>Writing Rules Personal Narrative: Planning, Unit 2</p> <p>Writing Rules Personal Narrative: Drafting Lesson 3.2, Body Paragraphs</p> <p>Writing Extension Lesson 47: Ecosystem: Part 1 of 3</p> <p>Writing Extension Lesson 48: Ecosystem: Part 2 of 3</p> <p>Writing Extension Lesson 49: Ecosystem: Part 3 of 3</p>
Speaking and Listening Standards			
Comprehension and Collaboration			
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	Cycle 13: Amazonia Alert!	Cycle 12: Main Idea
a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Cycle 13: The Desert's Gift	Cycle 12: Main Idea

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CCSS	Expectation	Istation App	Istation Teacher Resources
b	Follow agreed-upon rules for discussions and carry out assigned roles.		Cycle 12: Inferencing and Drawing Conclusions ISIP AR 4C Reading Comprehension: <i>Labor of Love</i>
c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.		ISIP AR 1C Reading Comprehension: <i>Fire and Ice</i> ISIP AR 10C Reading Comprehension: <i>A Great Dad</i>
d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		ISIP AR 1C Reading Comprehension: <i>Fire and Ice</i> ISIP AR 10C Reading Comprehension: <i>A Great Dad</i>
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	Cycle 13: Drawing Conclusions	Writing Extension Lesson 31: <i>Earth: Atmosphere</i> ISIP AR 8C Reading Comprehension: <i>Hear Ye, Hear Ye</i>
Presentation of Knowledge and Ideas			
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.		Writing Extension Lesson 31: <i>Earth: Atmosphere</i> Writing Extension Lesson 34: <i>The Rainforest Howlers, Chapter 1</i>

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CCSS	Expectation	Istation App	Istation Teacher Resources
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.)	Writing Rules: Essay Writing Introduction	
Language Standards			
Conventions of Standard English			
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Writing Rules Paragraph Building: Conventions Trait	Writing Rules Paragraph Building - Six Traits: Conventions Trait
d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	Cycle 14: Sentence Building	ISIP AR G5 Fluency 1: History Lesson Writing Rules Paragraph Building: Six Traits, Unit 5: Sentence Fluency Trait
e	Form and use prepositional phrases.		Writing Extension Lesson 21: <i>Our Solar System</i> ISIP AR G5 Fluency 9: <i>A Perfect Shot</i>
f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Cycle 13 Book: <i>Amazonia Alert:</i> Sentence Building Cycle 13 Book: <i>Exploring the Deep:</i> Sentence Building Cycle 14 SR: Coordinating Conjunctions (Intro)	Writing Extension Lesson 36: <i>Amazonia Alert</i>

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CCSS	Expectation	Istation App	Istation Teacher Resources
g	Correctly use frequently confused words (e.g., to, too, two; there, their).		<p>Writing Extension Lesson 27: <i>A View From Above</i></p> <p>Writing Extension Lesson 33: <i>Brookside's Best Science Fair Ever!</i></p>
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>Cycle 13 Book: <i>Amazonia Alert: Sentence Building</i></p> <p>Cycle 13 Book: <i>Exploring the Deep: Sentence Building</i></p>	<p>Writing Extension Lesson 36: <i>Amazonia Alert</i></p>
a	Use correct capitalization.	Writing Rules Paragraph Building: Sentence Fluency	Writing Extension Lesson 36: <i>Amazonia Alert!</i>
b	Use commas and quotation marks to mark direct speech and quotations from a text.	Writing Rules Paragraph Building: Conventions	<p>Writing Extension Lesson 31: <i>Earth: Atmosphere</i></p> <p>Writing Extension Lesson 32: <i>Weather Watchers</i></p>
c	Use a comma before a coordinating conjunction in a compound sentence.	Cycle 14 SR: Coordinating Conjunctions	Writing Extension Lesson 39: <i>Bees at Risk</i>
d	Spell grade-appropriate words correctly, consulting references as needed.		Writing Extension Lesson 37: <i>Survivors</i>
Knowledge of Language			
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p>Cycle 13: <i>Bees at Risk</i></p> <p>Writing Rules Paragraph Building: Word Choice</p> <p>Writing Rules Paragraph Building: Sentence Fluency</p>	<p>Writing Extension Lesson 36: <i>Amazonia Alert</i></p> <p>Writing Extension Lesson 41: <i>Power for the Planet 2</i></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
a	Choose words and phrases to convey ideas precisely.	Writing Rules Paragraph Building: Word Choice	<p>Writing Extension Lesson 36: <i>Amazonia Alert</i></p> <p>Writing Extension Lesson 41: <i>Power for the Planet 2</i></p> <p>Writing Extension Lesson 42: <i>Power for the Planet 3</i></p>
b	Choose punctuation for effect.	Writing Rules Paragraph Building: Conventions	<p>Writing Extension Lesson 37: <i>Survivors</i></p> <p>Writing Extension Lesson 47: <i>Ecosystem, Part 1</i></p> <p>Writing Extension Lesson 48: <i>Ecosystem, Part 2</i></p> <p>Writing Extension Lesson 49: <i>Ecosystem, Part 3</i></p>
c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Writing Rules Essay Writing: Introduction to Essay Writing	Comprehension Lesson 51 Informational Texts/Analyzing Persuasive Media: <i>Sharks in Danger</i>
Vocabulary Acquisition and Use			
L.4.4	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.	<p>Cycle 13 Book: <i>Exploring the Deep</i></p> <p>Cycle 13 Book: <i>Desert's Gift</i></p> <p>Cycle 13 Book: <i>Power for the Planet</i></p>	Cycle 15: Context Clues
a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Cycle 13: Context	Cycle 15: Context Clues

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CCSS	Expectation	Istation App	Istation Teacher Resources
b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	Cycle 13 Book: <i>Exploring the Deep</i>	5A Vocabulary Tier 3 Latin Root (tract): <i>A Matter of Interest</i> 6B Vocabulary Tier 2 Greek Root (graph): <i>Picture This</i> 7B Vocabulary Tier 2 Prefixes (fore- and semi-): <i>Holiday Light</i>
c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Cycle 13: Exploring the Deep	Writing Extension Lesson 36: <i>Amazonia Alert!</i> Writing Extension Lesson 37: <i>Survivors</i>
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Cycle 15: Similes Cycle 15: Metaphors	Cycle 15: Similes Cycle 15: Metaphors
a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	Cycle 15: Similes Cycle 15: Metaphors	Cycle 15: Similes Cycle 15: Metaphors
b	Recognize and explain the meaning of common idioms, adages, and proverbs.		Lesson 38: Vocabulary Lesson 39: Vocabulary
c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Cycle 13 Book: <i>Amazonia Alert</i> Cycle 15: Antonyms Cycle 15: Synonyms	Cycle 15 Bridge Lesson: Synonyms Writing Extension Lesson 37: <i>Survivors</i> Teacher Resources Lessons: ISIP Vocabulary

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CCSS	Expectation	Istation App	Istation Teacher Resources
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	<p>Cycle 13 Book: The Rainforest Howlers</p> <p>Cycle 13 Book: Race Across the Arctic</p> <p>Cycle 13 Book: Power for the Planet</p> <p>Cycle 13 Book: Amazonia Alert</p> <p>Cycle 13 Book: Survivors</p>	<p>Lesson 61 Literature Analyzing Elements of Fiction: <i>The Rainforest Howlers Chapters 1 and 2</i></p>

↻ End of Grade 4 ↻

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Fifth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Literature			
Key Ideas and Details			
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cycle 13 Book: <i>The Desert's Gift</i>	Cycle 14: Supporting Responses ISIP AR 8C Reading Comprehension: <i>Hear Ye, Hear Ye</i> Comprehension Lesson 63 Literature Analyzing Elements of Fiction: <i>The Desert's Gifts</i>
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.	Cycle 13 Book: <i>Race Across the Arctic</i> Cycle 13 Book: <i>The Desert's Gift</i>	Comprehension Lesson 59 Analyzing Theme in Myths: <i>The Desert's Gift</i> Comprehension Lesson 61 Literature Analyzing Elements of Fiction: <i>The Rainforest Howlers, Chapters 1 and 2</i> 5B Reading Comprehension: <i>Lunchtime with Lisa</i>
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).	Cycle 15: Compare and Contrast	Cycle 14: Compare and Contrast Comprehension Lesson 61 Literature Analyzing Elements of Fiction: <i>The Rainforest Howlers, Chapters 1 and 2</i>
Craft and Structure			
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.	Cycle 12 Book: <i>Mission Incredible</i> Cycle 15: Metaphors Cycle 15: Similes	Cycle 15: Similes Cycle 15: Metaphors Lesson 55 Literature Poetry Analysis: <i>A View From Above</i>

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Fifth Grade



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.	Cycle 13 Book: <i>Race Across the Arctic</i>	Lesson 55 Literature Poetry Analysis: <i>A View From Above</i> Timeless Tales Unit 2 Fairy Tales, Legends, and Folklore Lesson 2.1B: Plot Elements
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	Cycle 13 Book: <i>Power for the Planet</i> Cycle 15: Author's Purpose	Comprehension Lesson 51 Informational Texts/Analyzing Persuasive Media: <i>Sharks in Danger</i>
Integration of Knowledge and Ideas			
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).	Cycle 13 Book: <i>The Desert's Gift</i>	ISIP AR 1A Reading Comprehension: <i>Time for Music</i> ISIP AR 9B Reading Comprehension: <i>Sounds Like School Spirit</i>
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.		ISIP AR 5B Reading Comprehension: <i>Lunchtime with Lisa</i> ISIP AR 8B Reading Comprehension: <i>Time to Fly</i>
Range of Reading and Level of Text Complexity			
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.	Books and Passages: <i>The Lost Island</i> <i>Pat's Cat</i> <i>The Case of the Haunted Barn</i> <i>Treasure Hunt at Pirate's Bay</i> <i>The Three Little Bugs</i> <i>Fields of Change</i> <i>Mission Incredible</i> <i>Weather Watchers</i> <i>Desert's Gift</i> <i>Ghost Dancers</i>	Books and Passages, Continued <i>Into the Darkness</i> <i>Monkey Brothers and the Hero Twins</i> <i>Race Across the Arctic</i> <i>What Time Is It?</i> <i>Escaping Gravity's Grasp</i> <i>Myths of the Great Bear</i> <i>Spirit of the Wild</i> <i>A Renewable Future</i> <i>First Round Up</i> <i>Swimming with Whale Sharks</i> <i>Night Spirits of the Rain Forest</i>

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CCSS	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Informational Text			
Key Ideas and Details			
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cycle 13: Drawing Conclusions Cycle 15: Inference	Comprehension Lesson 47 Informational Texts: <i>Amazonia Alert</i> Comprehension Lesson 56 Literature Analyzing a Biography: <i>George Washington Carver</i> Comprehension Lesson 61 Literature Analyzing Elements of Fiction: <i>The Rainforest Howlers, Chapters 1 and 2</i>
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Cycle 12 Book: <i>Earth: The Changing Surface</i>	Cycle 12: Main Idea ISIP AR 1B Reading Comprehension: <i>Exploring Space</i>
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Cycle 12 Book: <i>Weather Watchers</i>	Cycle 15: General Comprehension 2
Craft and Structure			
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.	Cycle 12 Book: <i>Weather Watchers</i> Cycle 13 Book: <i>Survivors</i>	ISIP AR 6A Tier 3 Homographs: <i>Land of the Free</i> ISIP AR 7C Vocabulary Tier 1 Latin Root: <i>Handmade Books</i> Cycle 15: Context Clues

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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>Cycle 13 Book: <i>Race Across the Arctic</i></p> <p>Cycle 13 Book: <i>Bees At Risk</i></p> <p>Cycle 14 Book: <i>Visit Yellowstone</i></p> <p>Cycle 15 Book: <i>Deepwater Horizon</i></p> <p>Cycle 15: Text Structure</p>	Cycle 15: General Comprehension 2
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<p>Cycle 13 Book: <i>Amazonia Alert</i></p> <p>Cycle 13 Book: <i>Bees At Risk</i></p>	<p>Writing Extension Lesson 41: <i>Power for the Planet Part 2</i></p> <p>Writing Extension Lesson 45: <i>Coral Reefs Part 2</i></p> <p>Writing Extension Lesson 48: <i>Ecosystem Part 2</i></p>
Integration of Knowledge and Ideas			
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Cycle 12 Book: <i>Weather Watchers</i>	<p>Writing Extension Lesson 45: <i>Coral Reefs, Part 2</i></p> <p>Reading Comprehension Lesson 47 Informational Texts: <i>Amazonia Alert!</i></p> <p>Writing Extension Lesson 48: <i>Ecosystem, Part 2</i></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>Cycle 13 Book: <i>Exploring the Deep</i></p> <p>Cycle 14 Book: <i>Race for the Moon</i></p>	Comprehension Lesson 53 Informational Texts/ Persuasive: <i>Global Warming - Not just for Polar Bears Anymore</i>

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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.	Cycle 13 Book: <i>Exploring the Deep</i>	<p>Comprehension Lesson 49 Informational Texts: <i>Phoenix Lights</i></p> <p>Comprehension Lesson 50 Informational Texts/Understanding Procedural Text: <i>How to Be an Underwater Explorer</i></p> <p>Comprehension Lesson 51 Informational Texts/Analyzing Persuasive Media: <i>Sharks in Danger</i></p>
Range of Reading and Level of Text Complexity			
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>Books and Passages:</p> <p><i>Pets: Snakes</i> <i>Pets: Fish</i> <i>People Send Mail</i> <i>Whales</i> <i>Hurricanes</i> <i>The Dirt Detectives</i> <i>Earth: Atmosphere</i> <i>Earth: Rocks and Soil</i> <i>Earth: The Changing Surface</i> <i>The Moon</i> <i>Exploring Space</i> <i>Amazonia Alert</i> <i>A Desert Filled with Colonies</i> <i>A Vaquero's Life</i> <i>Bees at Risk</i> <i>Colossal Critter Construction</i> <i>Come Visit Jefferson</i> <i>Dangerous Snakes</i></p>	<p>Books and Passages, Continued</p> <p><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> <i>Teen Navigators</i> <i>The Bats of Austin</i> <i>A Boon for the Planet</i> <i>A Renewable Future</i> <i>Asteroid Hunters</i> <i>How Can Brown Make a Car Go Green?</i> <i>It's a Bird...It's a Plane...It's Jetman!</i> <i>Journey Through the Triangle</i> <i>Low Down Living</i> <i>Man on a Wire</i> <i>Myths of the Great Bear</i> <i>Race for the Moon</i> <i>Too-Cool Transportation: Aisha's Travel Blog</i> <i>Visit Yellowstone</i></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Foundational Skills			
Print Concepts			
RF.5.1	Mastered in grade 1.		
Phonological Awareness			
RF.5.2	Mastered in grade 1.		
Phonics and Word Recognition			
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Cycle 14: Vocab Lab	Word Analysis: ISIP Advanced Reading Teacher-Directed Interventions Cycle 12 Lesson 3 Vocabulary: Structural Analysis
a	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.	Cycle 11: Multisyllabic Game Cycle 14 Book: <i>Visit Yellowstone</i>	Word Analysis: ISIP Advanced Reading Teacher-Directed Interventions Cycle 12 Lesson 3 Vocabulary: Structural Analysis
Fluency			
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	Cycle 14 Book: <i>A Renewable Future</i>	
a	Read grade-level text with purpose and understanding.	Cycle 14 Book: <i>A Renewable Future</i>	Text Fluency: ISIP Advanced Reading Teacher-Directed Interventions
b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Cycle 13 Passage: <i>Night Spirits of the Rain Forest</i> Cycle 13 Passage: <i>A Vaquero's Life</i>	Text Fluency: ISIP Advanced Reading Teacher-Directed Interventions
c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Cycle 13 Book: <i>Forest Fires: Lessons from the Front Lines</i>	Cycle 15: Context Clues

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CCSS	Expectation	Istation App	Istation Teacher Resources
Writing Standards			
Text Types and Purposes			
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		<p>Writing Extension Lesson 31: <i>Earth: Atmosphere</i></p> <p>Writing Extension Lesson 33: <i>Brookside's Best Science Fair Ever!</i></p> <p>Writing Extension Lesson 35: <i>The Rain Forest Howlers</i>, Chapter 2</p> <p>Writing Extension Lesson 39: <i>Bees at Risk</i></p>
a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.		<p>Writing Extension Lesson 31: <i>Earth: Atmosphere</i></p> <p>Writing Extension Lesson 33: <i>Brookside's Best Science Fair Ever!</i></p> <p>Writing Extension Lesson 35: <i>The Rain Forest Howlers</i>, Chapter 2</p> <p>Writing Extension Lesson 39: <i>Bees at Risk</i></p>
b	Provide logically ordered reasons that are supported by facts and details.		<p>Writing Extension Lesson 33: <i>Brookside's Best Science Fair Ever!</i></p> <p>Writing Extension Lesson 35: <i>The Rain Forest Howlers</i>, Chapter 2</p> <p>Writing Extension Lesson 39: <i>Bees at Risk</i></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	Writing Rules Essay Writing: Personal Narrative	Writing Rules Paragraph Building Unit 2: Organization
d	Provide a concluding statement or section related to the opinion presented.		Writing Rules Personal Narrative: Drafting Lesson 3.2, Body Paragraphs
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Writing Rules Essay Writing: Expository Essay	<p>Writing Rules Expository Essay: Planning Lesson 2.1, Choose an Overall Topic</p> <p>Writing Rules Expository Essay: Planning Lesson 2.2, Form a Controlling Idea</p> <p>Writing Rules Expository Essay: Planning Lesson 2.3, Form an Introduction</p> <p>Writing Rules Expository Essay: Planning Lesson 2.4, Subtopics</p> <p>Writing Rules Expository Essay: Planning Lesson 2.5, Concluding Sentence</p>
a	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.	<p>Writing Rules Essay Writing: Expository Essay, Plan</p> <p>Writing Rules Paragraph Building: Ideas Trait</p>	<p>Writing Rules Expository Essay: Planning Lesson 2.2, Form a Controlling Idea</p> <p>Writing Rules Expository Essay: Planning Lesson 2.3, Form an Introduction</p> <p>Writing Rules Expository Essay: Planning Lesson 2.4, Subtopics</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Writing Rules Essay Writing: Draft	Writing Rules Expository Essay: Planning Lesson 2.4, Subtopics
c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	Writing Rules Paragraph Building: Organization Trait	Writing Rules Expository Essay: Planning Lesson 2.4, Subtopics
d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writing Rules Paragraph Building: Word Choice Trait	Writing Rules Paragraph Building Unit 4: Word Choice Trait
e	Provide a concluding statement or section related to the information or explanation presented.	Writing Rules Paragraph Building: Organization Trait	Writing Rules Paragraph Building Unit 2: Organization
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Writing Rules Essay Writing: Personal Narrative	<p>Writing Rules Personal Narrative: Planning Lesson 2.1, Focus Your Overall Topic</p> <p>Writing Rules Personal Narrative: Planning Lesson 2.2, Form an Introduction</p> <p>Writing Rules Personal Narrative: Planning Lesson 2.3, Generate Subtopics</p> <p>Writing Rules Personal Narrative: Planning Lesson 2.4, Generate Supporting Details</p> <p>Writing Rules Personal Narrative: Planning Lesson 2.5, Form a Conclusion</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<p>Writing Rules Essay Writing: Personal Narrative, Plan</p> <p>Writing Rules Essay Writing: Personal Narrative, Draft</p>	<p>Writing Rules Personal Narrative: Planning Lesson 2.1, Focus Your Overall Topic</p> <p>Writing Rules Personal Narrative: Planning Lesson 2.2, Form an Introduction</p>
b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<p>Writing Rules Essay Writing: Personal Narrative, Draft</p>	<p>Writing Rules Personal Narrative: Drafting Lesson 3.2, Body Paragraphs</p> <p>Writing Rules Paragraph Building: Six Traits, Unit 4, Word Choice Trait</p>
c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<p>Writing Rules Paragraph Building: Sentence Fluency Trait</p>	<p>Writing Rules Paragraph Building: Six Traits, Unit 5, Sentence Fluency Trait</p>
d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	<p>Writing Rules Paragraph Building: Word Choice Trait</p> <p>Writing Rules Paragraph Building: Voice Trait</p>	<p>Writing Rules Paragraph Building: Six Traits, Unit 3, Voice Trait</p> <p>Writing Rules Paragraph Building: Six Traits, Unit 4, Word Choice Trait</p>
e	Provide a conclusion that follows from the narrated experiences or events.	<p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules: Paragraph Building</p>	<p>Writing Rules Personal Narrative: Drafting the Conclusion</p>
Production and Distribution of Writing			
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 – 3 above.)	<p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository</p> <p>Writing Rules: Paragraph Building</p>	<p>Writing Rules: Expository Essay</p> <p>Writing Rules: Personal Narrative</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
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.)	<p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository</p> <p>Writing Rules: Paragraph Building</p> <p>Writing Rules Essay Writing: Introduction to Writing Process</p>	<p>Writing Rules: Expository Essay</p> <p>Writing Rules: Personal Narrative</p>
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.	<p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository</p>	<p>Writing Extension Lesson 41: <i>Power for the Planet</i> Part 2</p> <p>Writing Extension Lesson 42: <i>Power for the Planet</i> Part 3</p> <p>Writing Extension Lesson 45: <i>Coral Reefs</i> Part 2</p> <p>Writing Extension Lesson 46: <i>Coral Reefs</i> Part 3</p> <p>Writing Extension Lesson 48: <i>Ecosystem</i> Part 2</p> <p>Writing Extension Lesson 49: <i>Ecosystem</i> Part 3</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
Research to Build and Present Knowledge			
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		<p>Writing Extension Lessons 40 - 42: <i>Power for the Planet</i> Parts 1 - 3</p> <p>Writing Extension Lesson 43: <i>Forest Fires</i></p> <p>Writing Extension Lessons 44 - 46: <i>Coral Reefs</i> Parts 1 - 3</p> <p>Writing Extension Lessons 47 - 49: <i>Ecosystem</i> Parts 1 - 3</p>
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.		<p>Writing Extension Lessons 40 - 42: <i>Power for the Planet</i> Parts 1 - 3</p> <p>Writing Extension Lesson 43: <i>Forest Fires</i></p> <p>Writing Extension Lessons 44 - 46: <i>Coral Reefs</i> Parts 1 - 3</p> <p>Writing Extension Lessons 47 - 49: <i>Ecosystem</i> Parts 1 - 3</p>
a	Gather relevant information from multiple sources, including oral knowledge		<p>Writing Extension Lesson 43: <i>Forest Fires</i></p> <p>Writing Extension Lesson 44: <i>Identifying a Research Topic</i></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
b	Apply digital tools to gather, evaluate, and use information		<p>Writing Extension Lesson 47: <i>Identifying a Research Topic</i></p> <p>Writing Extension Lesson 48: <i>Researching and Taking Notes</i></p>
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		<p>Writing Extension Lesson 42: <i>Power for the Planet Part 3</i></p> <p>Writing Extension Lesson 46: <i>Coral Reefs Part 3</i></p> <p>Writing Extension Lesson 49: <i>Ecosystem Part 3</i></p>
a	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]”).		<p>Writing Extension Lesson 22: <i>Mission Incredible</i></p> <p>Writing Extension Lesson 32: <i>Weather Watchers</i></p> <p>Writing Extension Lesson 38: <i>The Desert's Gift</i></p> <p>Cycle 14: Compare and Contrast</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
b	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]”).		<p>Writing Extension Lesson 28: Earth: Rocks and Soil</p> <p>Writing Extension Lesson 30: Earth: The Changing Surface</p> <p>Writing Extension Lesson 31: Earth: Atmosphere</p> <p>Writing Extension Lesson 36: Amazonia Alert!</p> <p>Writing Extension Lesson 37: Survivors</p> <p>Writing Extension Lesson 39: Bees at Risk</p> <p>Writing Extension Lesson 43: Forest Fires</p> <p>Cycle 14: Supporting Responses</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
Range of Writing			
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Writing Rules: Personal Narrative	<p>Writing Extension Lesson 33: <i>Brookside's Best Science Fair Ever!</i></p> <p>Writing Extension Lesson 36: <i>Amazonia Alert!</i></p> <p>Writing Extension Lesson 37: <i>Survivors</i></p> <p>Writing Extension Lesson 38: <i>The Desert's Gift</i></p> <p>Writing Extension Lesson 39: <i>Bees at Risk</i></p> <p>Writing Extension Lessons 40 - 41: <i>Power for the Planet</i> Parts 1 - 3</p> <p>Writing Extension Lesson 43: <i>Forest Fires</i></p> <p>Writing Extension Lessons 44 - 46: <i>Coral Reefs</i> Parts 1 - 3</p> <p>Writing Extension Lessons 47 - 49: <i>Ecosystem</i> Parts 1 -3</p>
Comprehension and Collaboration			
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.		Cycle 12: Main Idea

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CCSS	Expectation	Istation App	Istation Teacher Resources
a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		Cycle 12: Main Idea
b	Follow agreed-upon rules for discussions and carry out assigned roles.		Cycle 12: Inferencing and Drawing Conclusions
c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		Writing Extension Lesson 20: <i>George Washington Carver</i>
d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		Writing Extension Lesson 20: <i>George Washington Carver</i>
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		Cycle 12: Summarizing
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		Comprehension Lesson 53 Informational Texts/ Persuasive: <i>Global Warming - Not just for Polar Bears Anymore</i>
Presentation of Knowledge and Ideas			
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.		Writing Extension Lesson 20: <i>George Washington Carver</i>
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)		Comprehension Lesson 53 Informational Texts/ Persuasive: <i>Global Warming - Not just for Polar Bears Anymore</i>

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CCSS	Expectation	Istation App	Istation Teacher Resources
Language Standards			
Conventions of Standard English			
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Writing Rules Paragraph Building: Conventions Trait	Cycle 14: Conjunctions Writing Rules Paragraph Building: Six Traits Unit 6, Conventions
a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Cycle 14: Coordinating Conjunctions	
e	Use correlative conjunctions (e.g., either/or, neither/nor).		Cycle 15: Conjunctions
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Writing Rules: Personal Narrative Writing Rules: Expository Essay	Writing Rules Paragraph Building: Six Traits, Unit 6, Conventions
a	Use punctuation to separate items in a series.		Writing Extension Lesson 20: <i>George Washington Carver</i>
d	Use underlining, quotation marks, or italics to indicate titles of works.		Writing Extension Lesson 22: Mission Incredible
e	Spell grade-appropriate words correctly, consulting references as needed.	Writing Rules: Personal Narrative Writing Rules Expository Essay Timeless Tales Units 1 - 4: Spelling	Word Analysis: ISIP AR Teacher-Directed Interventions (Tiers 1 - 3) Timeless Tales Unit 3 Priority: Word Analysis and Spelling
Knowledge of Language			
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Writing Rules: Personal Narrative Writing Rules: Expository	Writing Rules Paragraph Building: Six Traits, Unit 6: Conventions
a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Writing Rules: Personal Narrative Writing Rules: Expository	Writing Rules Paragraph Building: Six Traits, Unit 5: Sentence Fluency

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CCSS	Expectation	Istation App	Istation Teacher Resources
Vocabulary Acquisition and Use			
L.5.4	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.	Cycle 14: Time Trap (Wade's Shooter Game)	Vocabulary: ISIP AR Teacher-Directed Interventions
a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Cycle 15: Context	Cycle 15: Context Clues
b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	<p>Cycle 15: Vocabulary</p> <p>Cycle 15: Prefixes</p> <p>Cycle 15: Suffixes</p> <p>Timeless Tales Unit 1: Vocabulary Lab Activity</p> <p>Timeless Tales Unit 2: Word Analysis: Word Sort Game</p>	<p>Vocabulary: ISIP AR Teacher-Directed Interventions</p> <p>ISIP AR 1B Vocabulary: Tier 2 Prefixes: <i>Mia's Mystery Map</i></p> <p>ISIP AR 2B Vocabulary: Tier 2 Suffixes: <i>Play Ball</i></p> <p>ISIP AR 5B Vocabulary: Tier 2: Suffixes: <i>A Hairy Situation</i></p> <p>ISIP AR 7B Vocabulary: Tier 2 Prefixes: <i>Holiday Light</i></p> <p>ISIP AR 8B Vocabulary: Tier 2 Latin Roots: <i>The Perfect Outfit</i></p> <p>ISIP AR 8C Vocabulary: Tier 1 Latin Roots: <i>Civil War</i></p> <p>ISIP AR 10A Vocabulary: Tier 3 Latin Roots: <i>Hope from the Past</i></p> <p>ISIP AR 10B Vocabulary: Tier 2 Greek Roots: <i>Driving Smart</i></p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<p>Timeless Tales Unit 1 - 4: Square Academic Vocabulary</p> <p>Timeless Tales Unit 1: Passage Beginning with Linked Vocabulary</p> <p>Timeless Tales Unit 3: Limited View Syllabication</p> <p>Timeless Tales Unit 1: Card Match Game</p> <p>Timeless Tales Unit 1: Vocab Lab Word Generator</p>	<p>Vocabulary: Lesson 34</p> <p>Vocabulary: Lesson 33</p>
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Timeless Tales Unit 3: Limited View Syllabication	<p>Cycle 15: Similes</p> <p>Cycle 15: Metaphors</p>
a	Interpret figurative language, including similes and metaphors, in context.	<p>Cycle 15: Metaphors</p> <p>Cycle 15: Similes</p>	<p>Cycle 15: Similes</p> <p>Cycle 15: Metaphors</p>
b	Recognize and explain the meaning of common idioms, adages, and proverbs.		<p>Vocabulary: Lesson 38</p> <p>Vocabulary: Lesson 39</p>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Fifth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<p>Cycle 15: Antonyms</p> <p>Cycle 15: Synonyms</p> <p>Cycle 15: Context Clues</p>	<p>Vocabulary: Lesson 35</p> <p>Vocabulary: Lesson 36</p> <p>Vocabulary: Lesson 37</p> <p>Cycle 15: Synonyms</p> <p>Cycle 15: Antonyms</p>
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).	<p>Cycle 14 Book: <i>Race for the Moon</i></p>	<p>Vocabulary: Lesson 35</p> <p>Vocabulary: Lesson 36</p> <p>Vocabulary: Lesson 37</p>

↻ End of Grade 5 ↻

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Sixth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Literature			
Key Ideas and Details			
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Cycle 15: Inference</p> <p>Timeless Tales Unit 1.1B - GP: <i>Buyer Beware</i></p> <p>Timeless Tales Unit 2.1B - GP: <i>Giant Killer</i></p> <p>Timeless Tales Unit 2.1B - IP: <i>Rising Swan</i></p> <p>Timeless Tales Unit 3.1A - IP: <i>Battle of Summer and Winter</i></p> <p>Timeless Tales Unit 3.1B - IP: <i>Masks</i></p> <p>Timeless Tales Unit 4.1B - IP: <i>Hollywood Kid</i></p>	<p>Cycle 14: Compare and Contrast</p> <p>Cycle 14: Supporting Responses</p> <p>Cycle 15: General Comprehension</p> <p>Timeless Tales Storytelling Across Cultures: Making Inferences</p> <p>Timeless Tales Units 1 - 2 Priority: Making Inferences</p> <p>Timeless Tales Unit 3 Priority: Making Inferences</p> <p>Timeless Tales Unit 3 Priority: Characterization</p>
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>Cycle 15: Main Idea, Summarization</p> <p>Timeless Tales Unit 1.1A: <i>Didja Ninja and the Kitty</i></p> <p>Timeless Tales Unit 1.1A - GP: <i>Mulan</i></p> <p>Timeless Tales Unit 1.1A - IP: <i>Wall of Water</i></p> <p>Timeless Tales Unit 2.1A - IP: <i>Bear</i></p> <p>Timeless Tales Unit 3.1B - IP: <i>Masks</i></p>	<p>Cycle 15: General Comprehension Lessons 1, 3, 4</p> <p>Timeless Tales Storytelling Across Cultures: Sequence and Summary</p> <p>Timeless Tales Unit 1 Priority: Sequential Summary</p> <p>Timeless Tales Units 2 - 3 Priority: Story Elements</p>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Sixth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
a	Compare a cultural value as portrayed in literature with a personal belief or value.	<p>Timeless Tales Unit 1.1A - GP: Mulan</p> <p>Timeless Tales Unit 1.1A - IP: Wall of Water</p> <p>Timeless Tales Unit 2.1A - IP: Bear</p> <p>Timeless Tales Unit 3.1B - IP: Masks</p>	<p>Cycle 15: General Comprehension Lessons 1, 3, 4</p> <p>Timeless Tales Storytelling Across Cultures: Sequence and Summary</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>Cycle 15: Drawing Conclusions</p> <p>Timeless Tales Unit 2.1A - GP: <i>The Warning</i></p> <p>Timeless Tales Unit 2.1A - IP: <i>Bear</i></p> <p>Timeless Tales Unit 3.1B - IP: <i>Masks</i></p>	<p>Cycle 15: General Comprehension 3</p> <p>Timeless Tales Unit 2 Priority: Plot Elements</p> <p>Timeless Tales Units 2 - 3 Priority: Story Elements</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey</p>
a	Analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.	<p>Timeless Tales Unit 1: <i>Iggy and the Hunt for Atlantis, Episodes 1 and 2</i></p> <p>Timeless Tales Unit 2: <i>The Legend of the Texas Bluebonnet</i></p> <p>Timeless Tales Unit 3: <i>Balto and the Race of Mercy</i></p>	<p>Timeless Tales- Storytelling Across Cultures: Making Connections</p>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Sixth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Craft and Structure			
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<p>Writing Rules Paragraph Building: Word Choice</p> <p>Timeless Tales Unit 1.1B: <i>Didja Ninja and the Missing Jewel</i></p> <p>Timeless Tales Unit 4.1B - GP: <i>The Author's Purpose Featuring Didja Ninja</i></p>	<p>Cycle 12 Lesson 10A: Vocabulary: Context</p> <p>Timeless Tales Fairy Tales, Legends, and Folklore: Vocabulary Visa</p> <p>Timeless Tales Units 2 - 3 Priority: Vocabulary Visa</p> <p>Timeless Tales Unit 3 Priority: Symbolism</p> <p>Timeless Tales Unit 4 Priority: Author's Purpose</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>Timeless Tales Unit 2.1A - GP: <i>The Warning</i></p> <p>Timeless Tales Unit 2.1A - IP: <i>Bear</i></p> <p>Timeless Tales Unit 3.1B - IP: <i>Masks</i></p> <p>Timeless Tales Unit 4.1A: <i>Didja Ninja and the Battle Stunt</i></p>	<p>Cycle 15: General Comprehension 1 - 3</p> <p>Timeless Tales Unit 2 Priority: Plot Elements</p> <p>Timeless Tales Units 2 - 3 Priority: Story Elements</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey</p>
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	<p>Cycle 15: Author's Purpose</p> <p>Timeless Tales Unit 4: The Author's Purpose Featuring Didja Ninja</p>	<p>Cycle 15: General Comprehension 1 - 3</p> <p>Timeless Tales Unit 4 Priority: Author's Purpose</p>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Sixth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Range of Reading and Level of Text Complexity			
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.	Timeless Tales Units 1 – 4: World of Wonders Passages (self-selected reading passages)	Timeless Tales Units 1 - 3 Priority: Text Fluency
Reading Standards for Informational Text			
Key Ideas and Details			
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Cycle 15: Inference</p> <p>Timeless Tales Unit 1.1B - GP: <i>Who Stole the Mona Lisa</i></p> <p>Timeless Tales Unit 1.1B - IP: <i>Unexpected Treasure</i></p> <p>Timeless Tales Unit 4.1A - GP: <i>History of Hollywood: Special Effects and Makeup</i></p> <p>Timeless Tales Unit 4.1B - IP: <i>Film Adaptations and Documentaries</i></p>	<p>Cycle 14: Supporting Responses</p> <p>Cycle 15: General Comprehension 1 - 2</p> <p>Timeless Tales Unit 1 Priority: Summarize and Paraphrase</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>Cycle 15: Main Idea</p> <p>Cycle 15: Summarization</p> <p>Timeless Tales Unit 1.1A - IP: <i>Unofficial Biography of Harry Houdini</i></p>	<p>Cycle 14: Supporting Responses;</p> <p>Cycle 15: General Comprehension 1 - 3</p> <p>Timeless Tales Unit 1 Priority: Summarize and Paraphrase</p>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Sixth Grade



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>Timeless Tales Unit 1.1A - IP: <i>Unofficial Biography of Harry Houdini</i></p> <p>Timeless Tales Unit 1.1B - IP: <i>Unexpected Treasure</i></p> <p>Timeless Tales Unit 4.1A - GP: <i>History of Hollywood: Special Effects and Makeup</i></p> <p>Timeless Tales Unit 4.1A - IP: <i>Film Adaptations and Documentaries</i></p>	<p>Timeless Tales Unit 1 Priority: Summarize and Paraphrase</p>
Craft and Structure			
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<p>Timeless Tales Unit 1.1B: <i>Unexpected Treasure</i> Timeless Tales Units 1 – 4: Card Match</p> <p>Timeless Tales Unit 2: Analogy Charger</p>	<p>G10 Fluency 10: <i>A Dream World</i></p> <p>Cycle 15: General Comprehension 4</p> <p>Timeless Tales Units 1 - 2 Priority: <i>Vocabulary Visa</i></p> <p>Timeless Tales Unit 3 Priority: <i>Symbolism (extras)</i></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>Cycle 15: Text Structure</p> <p>Timeless Tales Unit 4.1A - GP: <i>History of Hollywood: Special Effects and Makeup</i></p> <p>Timeless Tales Unit 4.1A - IP: <i>Film Adaptations and Documentaries</i></p>	<p>Cycle 12 Lesson 9: Text Structure</p> <p>Cycle 15: General Comprehension 4</p> <p>Timeless Tales Unit 4 Priority: Text Structures</p>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Sixth Grade



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.	Cycle 15: Author's Purpose	Cycle 15: General Comprehension 4 ISIP AR 2B Reading Comprehension: <i>Spreading the Love</i> Timeless Tales Unit 4 Priority: Author's Purpose
Range of Reading and Level of Text Complexity			
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.	Writing Rules Essay Writing: Expository Essay	Writing Rules Expository Essay, Characteristics Lesson 1.2: Point of View Writing Rules Paragraph Building – Six Traits: Ideas Trait, Organization Trait
Integration of Knowledge and Ideas			
RI.6.11	Distinguish between primary and secondary sources.	Timeless Tales Units 1 – 4: World of Wonders Writing Prompts	Writing Extension Lessons 47 - 49: <i>Ecosystem</i> Parts 1 - 3 Timeless Tales Unit 3 Priority: Vocabulary Visa (extras)
Writing Standards			
Text Types and Purposes			
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Writing Rules Essay Writing: Expository Essay	Writing Rules Expository Essay, Characteristics Lesson 1.2: Point of View Writing Rules Paragraph Building – Six Traits: Ideas Trait, Organization Trait

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Sixth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
a	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.	<p>Writing Rules Expository Essay: Planning, Drafting</p> <p>Writing Rules Paragraph Building: Ideas, Organization</p>	<p>Writing Rules Expository Essay, Characteristics Lesson 1.2: Point of View</p> <p>Writing Rules Paragraph Building – Six Traits: Ideas Trait, Organization Trait</p>
b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<p>Writing Rules Expository Essay: Drafting, Revising</p> <p>Writing Rules Paragraph Building: Organization, Voice, Word Choice</p>	<p>Writing Rules Paragraph Building – Six Traits: Ideas Trait, Organization Trait, Voice Trait</p>
c	Use appropriate transitions to clarify the relationships among ideas and concepts.	<p>Writing Rules Expository Essay: Drafting, Revising</p> <p>Writing Rules Paragraph Building: Organization, Voice, Word Choice</p>	<p>Writing Rules Paragraph Building – Six Traits: Ideas Trait, Organization Trait, Voice Trait</p>
d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p>Writing Rules Paragraph Building: Word Choice</p>	<p>Writing Rules Paragraph Building – Six Traits, Unit 4: Word Choice Trait</p>
e	Establish and maintain a formal style.	<p>Writing Rules Paragraph Building: Voice</p>	<p>Writing Rules Paragraph Building – Six Traits, Unit 3: Voice Trait</p>
f	Provide a concluding statement or section that follows from the information or explanation presented.	<p>Writing Rules Paragraph Building: Organization</p>	<p>Writing Rules Paragraph Building – Six Traits, Unit 2: Organization Trait</p> <p>Writing Rules Expository Essay – Planning Lesson 2.5: Concluding Sentence</p>

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Sixth Grade



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

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Sixth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Production and Distribution of Writing			
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 – 3 above.)	<p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository</p> <p>Writing Rules: Paragraph Building</p> <p>Timeless Tales Units 1 – 4: World of Wonders Writing Prompts</p>	<p>Writing Rules Personal Narrative – Characteristics, Lessons 1.1 - 1.3: 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>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository</p> <p>Writing Rules: Paragraph Building</p> <p>Writing Rules: Introduction to Writing Process</p> <p>Timeless Tales Units 1 - 4: World of Wonders Writing Prompts</p>	<p>Writing Rules Paragraph Building, Six Traits, Unit 6: Conventions Trait</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
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>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository</p> <p>Writing Rules: Paragraph Building</p> <p>Timeless Tales Units 1 – 4: World of Wonders Writing Prompts</p>	<p>Timeless Tales Units 2 - 3 Priority: Story Elements (extras)</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p> <p>Timeless Tales Unit 4 Priority: Author's Purpose (extras)</p>
Research to Build and Present Knowledge			
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		<p>Writing Extension Lessons 40 - 42: <i>Power for the Planet</i> Parts 1 - 3</p> <p>Timeless Tales Fairy Tales, Legends, and Folklore: Problem and Solution (extras)</p> <p>Timeless Tales Unit 2 Priority: Symbolism (extras)</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p>

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Sixth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
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.		Writing Extension Lessons 47 - 49: <i>Ecosystem</i> Parts 1 - 3
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		Timeless Tales Fairy Tales, Legends, and Folklore: Problem and Solution (extras) Timeless Tales Units 2 - 3 Priority: Story Elements (extras) Timeless Tales Unit 3 Priority: Hero's Journey (extras)
a	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”).	Timeless Tales Units 1 – 4: World of Wonders Writing Prompts	Timeless Tales Units 2 - 3 Priority: Story Elements (extras) Timeless Tales Unit 3 Priority: Hero's Journey (extras)
b	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”).	Timeless Tales Units 1 – 4: World of Wonders Writing Prompts	Writing Extension Lessons 47 - 49: <i>Ecosystem</i> Parts 1 - 3 Timeless Tales Unit 3 Priority: Vocabulary Visa (extras)

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Sixth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Range of Writing			
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>Writing Rules Essay Writing: Expository</p> <p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules: Paragraph Building</p> <p>Timeless Tales Units 1 – 4: World of Wonders Writing Prompts</p>	<p>Writing Rules Personal Narrative, Drafting Lessons 3.1 - 3.3: Introduction, Body Paragraphs, Conclusion</p>
Speaking and Listening Standards			
Comprehension and Collaboration			
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		<p>Cycle 15: General Comprehension 2, 3, 4</p> <p>Timeless Tales Units 2 - 3: Story Elements</p> <p>Timeless Tales Unit 3: Hero's Journey</p>
a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		<p>Cycle 15: General Comprehension 2, 3, 4</p> <p>Timeless Tales Unit 3: Hero's Journey</p>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Sixth Grade



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

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Sixth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		<p>Timeless Tales Fairy Tales, Legends, and Folklore Lesson: Problem and Solution (extras)</p> <p>Timeless Tales Unit 2 Priority: Plot Elements (extras)</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p> <p>Timeless Tales Unit 3 Priority: Symbolism (extras)</p>
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		<p>Timeless Tales Unit 4 Priority: Author's Purpose</p>
Presentation of Knowledge and Ideas			
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		<p>Timeless Tales Fairy Tales, Legends, and Folklore Lesson: Problem and Solution (extras)</p> <p>Timeless Tales Units 2 and 3 Priority: Story Elements</p> <p>Timeless Tales Unit 2 Priority: Plot Elements (extras)</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p>

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Sixth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		<p>Timeless Tales Fairy Tales, Legends, and Folklore Lesson: Problem and Solution (extras)</p> <p>Timeless Tales Units 1 - 2 Priority: Summarize and Paraphrase (extras)</p> <p>Timeless Tales Unit 2 Priority: Vocabulary Visa (extras)</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p>
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.)	Timeless Tales: Fluency	<p>Timeless Tales Priority Units 1 - 4: Text Fluency</p> <p>Timeless Tales Unit 3: Vocabulary Visa (extras)</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p> <p>Timeless Tales Unit 3: Vocabulary Visa (extras)</p>
Language Standards			
Conventions of Standard English			
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>Writing Rules Paragraph Building: Conventions</p> <p>Timeless Tales Units 1 – 4: World of Wonders Writing Prompts</p>	<p>Writing Rules Paragraph Building Six Traits, Unit 6: Conventions Trait</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p> <p>Timeless Tales Unit 4 Priority: Author's Purpose (extras)</p>

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Sixth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
a	Ensure that pronouns are in the proper case (subjective, objective, possessive).		<p>Writing Rules Personal Narrative Characteristics Lesson 1.1: First Person Point of View</p> <p>Writing Rules Expository Essay Characteristics 1.2: Point of View</p>
c	Recognize and correct inappropriate shifts in pronoun number and person.	Writing Rules Essay Writing: Expository Essay	
e	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>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository Essay</p>	Writing Rules Expository Essay Characteristics 1.3: Voice
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>Writing Rules Paragraph Building: Conventions Trait</p> <p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository</p>	<p>Writing Rules Paragraph Building, Six Traits, Unit 6: Conventions Trait</p> <p>Timeless Tales Unit 1 Priority Word Analysis and Spelling: Root Words</p> <p>Timeless Tales Unit 2 Priority Word Analysis and Spelling: Suffixes</p> <p>Timeless Tales Unit 3 Priority Word Analysis and Spelling: Syllabification</p>
a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	<p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rule Essay Writing: Expository</p>	Writing Rules Paragraph Building, Six Traits, Unit 6: Conventions Trait

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CCSS	Expectation	Istation App	Istation Teacher Resources
b	Spell correctly.	<p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules: Expository Essay</p> <p>Timeless Tales Units 1 – 4: Spelling Lab</p>	<p>Writing Extension Lesson 24: <i>Fields of Change: Spring/Summer</i></p> <p>Timeless Tales Unit 1 Priority Word Analysis and Spelling: Root Words</p> <p>Timeless Tales Unit 2 Priority Word Analysis and Spelling: Suffixes</p> <p>Timeless Tales Unit 3 Priority Word Analysis and Spelling: Syllabification</p>
Knowledge of Language			
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules: Expository Essay</p> <p>Writing Rules: Conventions Trait</p> <p>Timeless Tales Unit 1 – 4: All Passages</p> <p>Timeless Tales Units 1 – 4: World of Wonders Writing Prompts</p>	<p>Writing Rules Paragraph Building Six Traits, Unit 5: Sentence Fluency Trait</p> <p>Writing Rules Paragraph Building Six Traits, Unit 6: Conventions Trait</p> <p>Timeless Tales Units 2 and 3 Priority: Story Elements (extras)</p> <p>Timeless Tales Unit 3 Priority: Vocabulary Visa (extras)</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p>
a	Vary sentence patterns for meaning, reader/listener interest, and style.	<p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository</p>	<p>Writing Rules Paragraph Building Six Traits, Unit 5: Sentence Fluency Trait</p> <p>Writing Rules Expository Essay Characteristics 1.1: Audience</p>

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Sixth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
b	Maintain consistency in style and tone.	Writing Rules Essay Writing: Personal Narrative Writing Rules: Expository Essay	Writing Rules Expository Essay Characteristics 1.3: Voice
Vocabulary Acquisition and Use			
L6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	Timeless Tales Unit 1 – 4: 4Square with Didja Ninja Timeless Tales Unit 1 – 4: Card Match Timeless Tales Unit 1: Mystery Word, Vocab Lab Timeless Tales Unit 2: Word Sort Analogy Charger Timeless Tales Unit 3: Syllable Search, Vocab Hack	Cycle 15: Context Clues Timeless Tales Units 1 - 4 Priority: Vocabulary Visa
a	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Cycle 15: Context Timeless Tales Units 1 – 4: Card Match Timeless Tales Unit 1: Mystery Word Timeless Tales Unit 2: Word Sort Timeless Tales Unit 3: Syllable Search, Vocab Hack	Cycle 15: Context Clues Timeless Tales Units 1 - 4 Priority: Vocabulary Visa

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Sixth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	<p>Cycle 15: Vocabulary</p> <p>Cycle 15: Prefixes</p> <p>Cycle 15: Suffixes</p> <p>Timeless Tales Unit 1: Vocab Lab</p> <p>Timeless Tales Unit 2: Word Sort</p>	<p>Timeless Tales: Unit 1 Priority Word Analysis: Suffixes</p> <p>Timeless Tales Unit 2 Priority Word Analysis: Root Words</p>
c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<p>Timeless Tales Unit 1 – 4: 4Square with Didja Ninja</p> <p>Timeless Tales Unit 1 – 4: All Passages (Glossary)</p> <p>Timeless Tales Units 1– 4: Card Match</p>	<p>Cycle 15: Synonyms</p> <p>Writing Extension Lessons 36 - 37: Editing</p>
d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<p>Timeless Tales Unit 1 – 4: 4Square with Didja Ninja</p> <p>Timeless Tales Unit 1 – 4: All Passages (Vocabulary Preview)</p>	<p>Cycle 15 Bridge Lesson: Synonyms</p> <p>Cycle 15 Bridge Lesson: Context Clues</p> <p>Writing Extension Lesson 36: Editing (Dictionary, Thesaurus)</p> <p>Writing Extension Lesson 37: Editing (Dictionary, Thesaurus)</p>

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Sixth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p>Timeless Tales Unit 1.1B: <i>Didja Ninja and the Missing Jewel</i></p> <p>Timeless Tales Unit 1.1B: Unexpected Treasures</p> <p>Timeless Tales Unit 2 :Analogy Charger</p> <p>Timeless Tales Unit 2: Word Sort</p>	<p>Cycle 12 Lesson 10A, Vocabulary: Context</p> <p>Cycle 15: Context Clues</p> <p>Cycle 15: Similes</p> <p>Cycle 15: Metaphors</p> <p>Timeless Tales Unit 2 Priority: Vocabulary Visa</p> <p>Timeless Tales Unit 3 Priority: Symbolism</p>
a	Interpret figures of speech (e.g., personification) in context.	<p>Timeless Tales Unit 1.1B: <i>Didja Ninja and the Missing Jewel</i></p> <p>Timeless Tales Unit 1.1B: <i>Unexpected Treasure</i></p>	<p>Cycle 15: Similes</p> <p>Cycle 15: Metaphors</p> <p>Timeless Tales Units 1 - 2 Priority: Making Inferences (extras)</p> <p>Timeless Tales Unit 3 Priority: Symbolism</p>
b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<p>Timeless Tales Unit 1: Mystery Word</p> <p>Timeless Tales Unit 2: Analogy Charger, Word Sort, Card Match</p> <p>Timeless Tales Unit 3: Vocab Hack</p>	<p>Cycle 12 Lesson 10A, Vocabulary: Context</p> <p>Cycle 15: Context Clues, Similes, Metaphors</p> <p>Timeless Tales Units 2 - 3 Priority: Vocabulary Visa</p>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Sixth Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	Writing Rules Unit 4 Paragraph Building: Word Choice Trait	Timeless Tales Unit 2: Vocabulary Visa (extras)
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.	Timeless Tales Unit 1 – 4: 4Square with Didja Ninja Timeless Tales Unit 1 – 4: Vocabulary Preview (All Passages)	Timeless Tales Units 1 - 4 Priority: Vocabulary Visa

↻ End of Grade 6 ↻

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR Seventh Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Reading Standards for Literature			
Key Ideas and Details			
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>Cycle 15: Inference</p> <p>Timeless Tales Unit 2.1B - GP: <i>Giant Killer</i></p> <p>Timeless Tales Unit 2.1B - IP: <i>Rising Swan</i></p> <p>Timeless Tales Unit 3.1A - IP: <i>Battle of Summer and Winter</i></p> <p>Timeless Tales Unit 3.1B - IP: <i>Masks</i></p> <p>Timeless Tales Unit 4.1B - IP: <i>Hollywood Kid</i></p>	<p>Timeless Tales Storytelling Across Cultures: Making Inferences</p> <p>Timeless Tales Units 1 - 2 Priority: Making Inferences</p> <p>Timeless Tales Unit 3 Priority: Making Inferences</p> <p>Timeless Tales Unit 3 Priority: Characterization</p>
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>Cycle 15: Main Idea</p> <p>Cycle 15: Summarization</p> <p>Timeless Tales Unit 1.1A: <i>Didja Ninja and the Kitty</i></p> <p>Timeless Tales Unit 1.1A - GP: <i>Mulan</i></p> <p>Timeless Tales Unit 1.1A - IP: <i>Wall of Water</i></p> <p>Timeless Tales Unit 2.1A - IP: <i>Bear</i></p> <p>Timeless Tales Unit 3.1B - IP: <i>Masks</i></p>	<p>Cycle 15: General Comprehension 1, 3, 4</p> <p>Timeless Tales Storytelling Across Cultures: Sequence and Summary</p> <p>Timeless Tales Unit 1 Priority: Sequential Summary</p> <p>Timeless Tales Units 2 - 3 Priority: Story Elements</p>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR Seventh Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<p>Timeless Tales Unit 2.1A - GP: <i>The Warning</i></p> <p>Timeless Tales Unit 2.1A - IP: <i>Bear</i></p> <p>Timeless Tales Unit 3.1B - IP: <i>Masks</i></p>	<p>Timeless Tales Fairy Tales, Legends, and Folklore: Plot Elements</p> <p>Timeless Tales Unit 2 Priority: Plot Elements</p> <p>Timeless Tales Units 2 - 3 Priority: Story Elements</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey</p>
a	Analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present	<p>Cycle 15: Main Idea</p> <p>Cycle 15: Summarization</p> <p>Timeless Tales Unit 1.1A: <i>Didja Ninja and the Kitty</i></p> <p>Timeless Tales Unit 1.1A - GP: <i>Mulan</i></p> <p>Timeless Tales Unit 1.1A - IP: <i>Wall of Water</i></p> <p>Timeless Tales Unit 2.1A - IP: <i>Bear</i></p> <p>Timeless Tales Unit 3.1B - IP: <i>Masks</i></p>	<p>Cycle 15: General Comprehension 1, 3, 4</p> <p>Timeless Tales Storytelling Across Cultures: Sequence and Summary</p> <p>Timeless Tales Unit 1 Priority: Sequential Summary</p> <p>Timeless Tales Units 2 - 3 Priority: Story Elements</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
c	Use oral and written texts from various cultures to cite evidence that supports or negates understanding of a cultural value.	<p>Timeless Tales Unit 3.1A - GP: <i>Apollo and Python</i></p> <p>Timeless Tales Unit 3.1A - IP: <i>Battle of Summer and Winter</i></p> <p>Timeless Tales Unit 3.1B - GP: <i>Didja Ninja and the Hero's Journey in Space</i></p> <p>Timeless Tales Unit 3.1B - IP: <i>Masks</i></p>	<p>Cycle 15: General Comprehension Lessons 1, 3, 4</p> <p>Timeless Tales Storytelling Across Cultures: Sequence and Summary</p>
Craft and Structure			
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of 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>Writing Rules Paragraph Building: Word Choice</p> <p>Timeless Tales Unit 1.1B: <i>Didja Ninja and the Missing Jewel</i></p>	<p>Cycle 15: Context Clues</p> <p>Timeless Tales Fairy Tales, Legends, and Folklore: Vocabulary Visa</p> <p>Timeless Tales Units 2 - 3 Priority: Vocabulary Visa</p> <p>Timeless Tales Unit 3 Priority: Symbolism</p>
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<p>Timeless Tales Unit 2.1A - GP: <i>The Warning</i></p> <p>Timeless Tales Unit 2.1A - IP: <i>Bear!</i></p> <p>Timeless Tales Unit 3.1B - GP: <i>Didja Ninja and the Hero's Journey in Space</i></p> <p>Timeless Tales Unit 3.1B - IP: <i>Masks</i></p>	<p>Timeless Tales Unit 2 Priority: Plot Elements</p> <p>Timeless Tales Units 2 - 3 Priority: Story Elements</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey</p>

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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>Timeless Tales Unit 3.1A - GP: <i>Apollo and Python</i></p> <p>Timeless Tales Unit 3.1A - IP: <i>Battle of Summer and Winter</i></p> <p>Timeless Tales Unit 3.1B - GP: <i>Didja Ninja and the Hero's Journey in Space</i></p> <p>Timeless Tales Unit 3.1B - IP: <i>Masks</i></p>	<p>Timeless Tales Units 2 - 3 Priority: Story Elements</p> <p>Timeless Tales Unit 3 Priority: Characterization</p> <p>Timeless Tales Unit 3 Priority: Protagonist/Antagonist</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey</p>
Range of Reading and Level of Text Complexity			
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.	Timeless Tales Units 1 – 4: World of Wonders Passages (self-selected reading passages)	Timeless Tales Units 1 - 3 Priority: Text Fluency
Reading Standards for Informational Text			
Key Ideas and Details			
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>Cycle 15: Inference</p> <p>Timeless Tales Unit 1.1B - GP: <i>Who Stole the Mona Lisa</i></p> <p>Timeless Tales Unit 1.1B - IP: <i>Unexpected Treasure</i></p> <p>Timeless Tales Unit 4.1A - GP: <i>History of Hollywood: Special Effects and Makeup</i></p> <p>Timeless Tales Unit 4.1B - IP: <i>Film Adaptations and Documentaries</i></p>	<p>Cycle 14: Supporting Responses</p> <p>Cycle 15: General Comprehension 1</p> <p>Timeless Tales Unit 1 Priority: Summarize and Paraphrase</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
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.	Cycle 15: Main Idea Cycle 15: Summarization Timeless Tales Unit 1.1A - IP: <i>Unofficial Biography of Harry Houdini</i>	Cycle 15: General Comprehension 3 Timeless Tales Unit 1 Priority: Summarize and Paraphrase
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Timeless Tales Unit 1.1A - IP: <i>Unofficial Biography of Harry Houdini</i> Timeless Tales Unit 1.1B - IP: <i>Unexpected Treasure</i> Timeless Tales Unit 4.1A - GP: <i>History of Hollywood: Special Effects and Makeup</i> Timeless Tales Unit 4.1A - IP: <i>Film Adaptations and Documentaries</i>	Cycle 15: General Comprehension 1 - 3
Craft and Structure			
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Timeless Tales Unit 1.1B: <i>Unexpected Treasure</i> Timeless Tales Units 1 – 4: Card Match Timeless Tales Unit 2: Analogy Charger	Cycle 15: General Comprehension 4 Cycle 15: Context Clues Cycle 15: Analogies Timeless Tales Units 1 - 2 Priority: Vocabulary Visa Timeless Tales Unit 3 Priority: Symbolism (extras) Timeless Tales Unit 4 Priority: Author's Purpose

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CCSS	Expectation	Istation App	Istation Teacher Resources
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.	Timeless Tales Unit 4.1A: <i>History of Hollywood: Special Effects and Makeup</i> Timeless Tales Unit 4.1A: <i>Film Adaptations and Documentaries</i>	Cycle 15: General Comprehension 2 - 4 Timeless Tales Unit 4 Priority: Text Structures
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.		Cycle 15: General Comprehension 4
Range of Reading and Level of Text Complexity			
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.	Timeless Tales Units 1 - 4: World of Wonders Passages (self-selected reading passages)	Timeless Tales Unit 4 Priority: Text Structures Timeless Tales Unit 4 Priority: Text Fluency Timeless Tales Unit 4 Priority: Author's Purpose
Integration of Knowledge and Ideas			
RI.7.11	Distinguish between primary and secondary sources	Timeless Tales Units 1 – 4: World of Wonders Writing Prompts	Writing Extension Lessons 47 - 49: <i>Ecosystem</i> Parts 1 - 3 Timeless Tales Unit 3 Priority: Vocabulary Visa (extras)
Writing Standards			
Text Types and Purposes			
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Writing Rules Essay Writing: Expository	Writing Rules Expository Essay: Planning Unit 2

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CCSS	Expectation	Istation App	Istation Teacher Resources
a	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.	Writing Rules Essay Writing Expository: Planning, Drafting Writing Rules Paragraph Building: Ideas, Organization	Writing Rules Expository Essay: Planning Unit 2
b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Writing Rules Essay Writing: Expository Writing Rules Paragraph Building: Organization, Voice, Word Choice	Writing Rules Expository Essay Planning Lesson 2.2: Form a Controlling Idea Writing Rules Expository Essay Characteristics: Point of View, Audience
c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Writing Rules Essay Writing: Expository Writing Rules Paragraph Building: Organization, Voice, Word Choice	Writing Rules Paragraph Building, Six Traits: Ideas Trait, Organization Trait, Sentence Fluency Trait
d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writing Rules Essay Writing: Expository Writing Rules Paragraph Building: Word Choice	Writing Rules Paragraph Building, Six Traits: Ideas Trait, Word Choice Trait, Sentence Fluency Trait
e	Establish and maintain a formal style.	Writing Rules Essay Writing: Expository Writing Rules Paragraph Building: Word Choice	Writing Rules Expository Essay: Drafting, Revising Writing Rules Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait
f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	Writing Rules Essay Writing: Expository Writing Rules Paragraph Building: Word Choice, Sentence Fluency	Writing Rules Personal Narrative Drafting Lesson 3.3: Conclusion Writing Rules Paragraph Building, Six Traits, Unit 2: Organization Trait

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CCSS	Expectation	Istation App	Istation Teacher Resources
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Writing Rules Essay Writing: Personal Narrative Timeless Tales Units 1 – 4: World of Wonders Writing Prompts	Writing Rules Personal Narrative, Characteristics Lessons: Setting, Description, Dialogue
a	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.	Writing Rules Essay Writing: Personal Narrative	Writing Rules Personal Narrative Characteristics Lessons: First Person Point of View, Voice, Dialogue
b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Writing Rules Essay Writing: Personal Narrative: Setting, Description, Dialogue Timeless Tales Units 1 – 4: World of Wonders Writing Prompts	Writing Rules Personal Narrative, Characteristics Lessons: Setting, Description, Dialogue
c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Writing Rules Essay Writing: Personal Narrative Writing Rules Paragraph Building: Organization, Word Choice, Sentence Fluency	Writing Rules Paragraph Building, Six Traits: Organization Trait, Word Choice Trait, Sentence Fluency Trait
d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Writing Rules Essay Writing: Personal Narrative Writing Rules Paragraph Building: Word Choice, Sentence Fluency, Conventions	Writing Rules Paragraph Building: Ideas Trait, Word Choice Trait, Sentence Fluency Trait
e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	Writing Rules Paragraph Building: Organization	Writing Rules Paragraph Building, Six Traits, Unit 2: Organization Trait Writing Rules Essay Writing Planning Lesson 2.5: Form a Conclusion

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CCSS	Expectation	Istation App	Istation Teacher Resources
Production and Distribution of Writing			
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 – 3 above.)	<p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository</p> <p>Writing Rules: Paragraph Building</p> <p>Timeless Tales: World of Wonders Writing Prompts</p>	<p>Writing Rules Paragraph Building: Organization</p> <p>Writing Rules Personal Narrative Drafting Lesson 3.1: Introduction</p> <p>Writing Rules Personal Narrative Drafting Lesson 3.2: 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>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository</p> <p>Writing Rules: Paragraph Building</p> <p>Timeless Tales: World of Wonders Writing Prompts</p>	<p>Writing Rules Personal Narrative Drafting Lesson 3.1 - 3.3: 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>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository</p> <p>Writing Rules: Paragraph Building</p> <p>Timeless Tales: World of Wonders Writing Prompts</p>	<p>Writing Rules Personal Narrative Drafting Lesson 3.1 - 3.3: Introduction, Body Paragraphs, Conclusion</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
Research to Build and Present Knowledge			
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>Writing Extension Lessons 40 - 42: <i>Power for the Planet</i> 1 - 3</p> <p>Timeless Tales Fairy Tales, Legends, and Folklore: <i>Problem and Solution</i> (extras)</p> <p>Timeless Tales Unit 2 Priority: <i>Symbolism</i> (extras)</p> <p>Timeless Tales Unit 3 Priority: <i>Hero's Journey</i> (extras)</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>Writing Extension Lessons 47 - 49: <i>Ecosystem</i> Parts 1 - 3</p>
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Timeless Tales Units 1 – 4: World of Wonders Writing Prompts	<p>Timeless Tales Fairy Tales, Legends, and Folklore: <i>Problem and Solution</i> (extras)</p> <p>Timeless Tales Units 2 - 3 Priority: <i>Story Elements</i> (extras)</p> <p>Timeless Tales Unit 3 Priority: <i>Hero's Journey</i> (extras)</p>
b	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
Range of Writing			
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>Writing Rules Essay Writing: Expository</p> <p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules: Paragraph Building</p> <p>Timeless Tales Units 1 – 4: World of Wonders Writing Prompts</p>	<p>Writing Rules Personal Narrative Drafting Lesson 3.1: Introduction</p> <p>Writing Rule Personal Narrative Drafting Lesson 3.2: Body Paragraphs</p> <p>Writing Rules Personal Narrative Drafting Lesson 3.3: Conclusion</p>
Speaking and Listening Standards			
Comprehension and Collaboration			
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		<p>Cycle 15: General Comprehension 2, 3, 4</p> <p>Timeless Tales Units 2 - 3: Story Elements</p> <p>Timeless Tales Unit 3: Hero's Journey</p> <p>Timeless Tales Unit 4 Priority: Text Structures</p> <p>Timeless Tales Unit 4 Priority: Author's Purpose</p>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR Seventh Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		<p>Cycle 15: General Comprehension 2, 3, 4</p> <p>Timeless Tales Unit 2 Priority: Symbolism</p> <p>Timeless Tales Unit 3 Priority: Characterization</p> <p>Timeless Tales Unit 4 Priority: Text Structures, Author's Purpose</p>
b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		<p>Timeless Tales Fairy Tales, Legends, and Folklore Lesson: Problem and Solution (extras)</p> <p>Timeless Tales Unit 2 Priority: Plot Elements (extras)</p> <p>Timeless Tales Unit 3 Priority: Characterization</p> <p>Timeless Tales Unit 4 Priority: Text Structures, Author's Purpose</p>
c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		<p>Timeless Tales Units 2 and 3: Story Elements</p> <p>Timeless Tales Unit 3 Priority: Protagonist/Antagonist</p> <p>Timeless Tales Unit 3: Hero's Journey</p> <p>Timeless Tales Unit 4 Priority: Text Structures</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
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>Timeless Tales Fairy Tales, Legends, and Folklore Lesson: Problem and Solution (extras)</p> <p>Timeless Tales Unit 2 Priority: Plot Elements (extras)</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p> <p>Timeless Tales Unit 3 Priority: Symbolism (extras)</p>
SL.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>Timeless Tales Fairy Tales, Legends, and Folklore Lesson: Problem and Solution (extras)</p> <p>Timeless Tales Unit 4 Priority: Author's Purpose</p>
Presentation of Knowledge and Ideas			
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		<p>Timeless Tales Fairy Tales, Legends, and Folklore Lesson: Problem and Solution (extras)</p> <p>Timeless Tales Unit 3 Priority: Symbolism (extras)</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p> <p>Timeless Tales Unit 3: Vocabulary Visa (extras)</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		<p>Timeless Tales Fairy Tales, Legends, and Folklore Lesson: Problem and Solution (extras)</p> <p>Timeless Tales Units 1 and 2 Priority: Summarize and Paraphrase (extras)</p> <p>Timeless Tales Unit 2 Priority: Vocabulary Visa (extras)</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p>
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)		<p>Timeless Tales Units 1 - 4 Priority: Text Fluency</p> <p>Timeless Tales Unit 3: Vocabulary Visa (extras)</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p> <p>Timeless Tales Unit 3: Vocabulary Visa (extras)</p>
Language Standards			
Conventions of Standard English			
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>Writing Rules Paragraph Building: Conventions</p> <p>Timeless Tales Units 1 – 4: World of Wonders Writing Prompts</p>	<p>Writing Rules Paragraph Building, Six Traits, Unit 6: Conventions Trait</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p> <p>Timeless Tales Unit 4 Priority: Author's Purpose (extras)</p>

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CCSS	Expectation	Istation App	Istation Teacher Resources
a	Explain the function of phrases and clauses in general and their function in specific sentences.	Cycle 14: Coordinating Conjunctions	Cycle 14: Conjunctions
b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Cycle 14: Coordinating Conjunctions	Writing Extension Lesson 42: <i>Power for the Planet 3</i>
c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Cycle 14: Coordinating Conjunctions	
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Writing Rules Paragraph Building: Conventions Writing Rules Essay Writing: Personal Narrative Writing Rules Essay Writing: Expository	Writing Rules Paragraph Building, Six Traits, Unit 6: Conventions Trait Timeless Tales Unit 1 Priority - Word Analysis and Spelling: Root Words Timeless Tales Unit 2 Priority - Word Analysis and Spelling: Suffixes Timeless Tales Unit 3 Priority - Word Analysis and Spelling: Syllabification
b	Spell correctly.	Writing Rules Essay Writing: Personal Narrative Writing Rules Essay Writing: Expository Timeless Tales Units 1 – 4: Spelling Lab	Writing Rules Paragraph Building, Six Traits, Unit 6: Conventions Trait Timeless Tales Unit 1 Priority - Word Analysis and Spelling: Root Words Timeless Tales Unit 2 Priority - Word Analysis and Spelling: Suffixes Timeless Tales Unit 3 Priority - Word Analysis and Spelling: Syllabification

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR Seventh Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Knowledge of Language			
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository</p> <p>Writing Rules Paragraph Building: Conventions</p> <p>Timeless Tales Units 1 – 4: All Passages</p> <p>Timeless Tales Units 1 – 4: World of Wonders Writing Prompts</p>	<p>Writing Rules Paragraph Building, Six Traits, Unit 5: Sentence Fluency Trait</p> <p>Writing Rules Paragraph Building, Six Traits, Unit 6: Conventions Trait</p> <p>Timeless Tales Unit 3 Priority: Vocabulary Visa (extras)</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p> <p>Timeless Tales Unit 4 Priority: Author's Purpose (extras)</p>
a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<p>Writing Rules Paragraph Building: Word Choice, Sentence Fluency</p>	<p>Writing Rules Paragraph Building, Six Traits: Sentence Fluency Trait, Conventions Trait</p> <p>Writing Rules Paragraph Building, Six Traits, Unit 6: Conventions Trait</p>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR Seventh Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
Vocabulary Acquisition and Use			
L7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	<p>Timeless Tales Unit 1 – 4: 4Square with Didja Ninja</p> <p>Timeless Tales Unit 1 – 4: Card Match</p> <p>Timeless Tales Unit 1: Mystery Word, Vocab Lab</p> <p>Timeless Tales Unit 2: Word Sort, Analogy Charger</p> <p>Timeless Tales Unit 3: Syllable Search, Vocab Hack</p>	<p>Cycle 15: Context Clues</p> <p>Timeless Tales Units 1 - 4 Priority: Vocabulary Visa</p>
a	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	<p>Cycle 15: Context</p> <p>Timeless Tales Units 1 – 4: Card Match</p> <p>Timeless Tales Unit 1: Mystery Word</p> <p>Timeless Tales Unit 2: Word Sort</p> <p>Timeless Tales Unit 3: Syllable Search, Vocab Hack</p>	<p>Cycle 15: Context Clues</p> <p>Timeless Tales Units 1 - 4 Priority: Vocabulary Visa</p>
b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	<p>Cycle 15: Prefixes</p> <p>Cycle 15: Suffixes</p> <p>Timeless Tales Unit 1: Vocab Lab</p> <p>Timeless Tales Unit 2: Word Sort</p>	<p>Timeless Tales Unit 1 Priority Word Analysis: Suffixes</p> <p>Timeless Tales Unit 2 Priority Word Analysis: Root Words</p>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR Seventh Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<p>Timeless Tales Units 1 – 4: 4Square with Didja Ninja</p> <p>Timeless Tales Units 1 – 4: All Passages (Glossary)</p> <p>Timeless Tales Units 1 – 4: Card Match</p>	<p>Cycle 15: Synonyms</p> <p>Writing Extension Lesson 36: Editing (Dictionary, Thesaurus)</p> <p>Writing Extension Lesson 37: Editing (Dictionary, Thesaurus)</p>
d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<p>Timeless Tales Units 1 – 4: 4Square with Didja Ninja</p> <p>Timeless Tales Units 1 – 4: All Passages (Vocabulary Preview)</p>	<p>Cycle 15: Synonyms</p> <p>Cycle 15: Context Clues</p> <p>Writing Extension Lesson 36: Editing (Dictionary, Thesaurus)</p> <p>Writing Extension Lesson 37: Editing (Dictionary, Thesaurus)</p>
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p>Timeless Tales Unit 1.1B: <i>Didja Ninja and the Missing Jewel</i></p> <p>Timeless Tales Unit 1.1B: <i>Unexpected Treasures</i></p> <p>Timeless Tales Unit 2: Analogy Charger, Word Sort</p>	<p>Cycle 15: Similes</p> <p>Cycle 15: Metaphors</p> <p>Timeless Tales Unit 2 Priority: Vocabulary Visa</p> <p>Timeless Tales Unit 3 Priority: Symbolism</p>
a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	<p>Timeless Tales Unit 1.1B: <i>Didja Ninja and the Missing Jewel</i></p> <p>Timeless Tales Unit 1.1B: <i>Unexpected Treasure</i></p>	<p>Cycle 15: Similes</p> <p>Cycle 15: Metaphors</p> <p>Timeless Tales Units 1 - 2 Priority: Making Inferences (extras)</p> <p>Timeless Tales Unit 3 Priority: Symbolism (extras)</p>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR Seventh Grade



CCSS	Expectation	Istation App	Istation Teacher Resources
b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<p>Timeless Tales Unit 1: Mystery Word</p> <p>Timeless Tales Unit 2: Analogy Charger, Word Sort, Card Match</p> <p>Timeless Tales Unit 3: Vocab Hack</p>	<p>Cycle 15: Antonyms</p> <p>Cycle 15: Synonyms</p> <p>Cycle 15: Analogies</p> <p>Timeless Tales Units 2 - 3 Priority: Vocabulary Visa</p>
c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	<p>Writing Rules Paragraph Building: Word Choice</p>	<p>Timeless Tales Units 1 - 2 Priority: Making Inferences (extras)</p> <p>Timeless Tales Unit 2: Vocabulary Visa (extras)</p>
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>Timeless Tales Units 1 – 4: 4Square with Didja Ninja</p> <p>Timeless Tales Units 1 – 4: Vocabulary Preview (All Passages)</p>	<p>Timeless Tales Units 1 - 4 Priority: Vocabulary Visa</p>

↻ End of Grade 7 ↻

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Eighth Grade



CCSS	Expectation	Istation App	TDL
Reading Standards for Literature			
Key Ideas and Details			
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Timeless Tales Unit 2.1B - IP: <i>Rising Swan</i> Timeless Tales Unit 3.1B - IP: <i>Masks</i> Timeless Tales Unit 4.1B - IP: <i>Hollywood Kid</i>	Timeless Tales Units 1 - 2 Priority: Making Inferences Timeless Tales Unit 3: Making Inferences Timeless Tales Unit 3 Priority: Characterization
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.	Timeless Tales Unit 1.1A - GP: <i>Mulan</i> Timeless Tales Unit 1.1A - IP: <i>Wall of Water</i> Timeless Tales Unit 3.1B - IP: <i>Masks</i>	Timeless Tales Unit 1 Priority: Sequential Summary Timeless Tales Unit 2 Priority: Plot Elements Timeless Tales Units 2 and 3 Priority: Story Elements Timeless Tales Unit 3 Priority: Hero's Journey

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Eighth Grade



CCSS	Expectation	Istation App	TDL
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>Writing Rules Essay Writing: Personal Narrative</p> <p>Timeless Tales Unit 2.1A - GP: <i>The Warning</i></p> <p>Timeless Tales Unit 2.1A - IP: <i>Bear</i></p> <p>Timeless Tales Unit 3.1B - IP: <i>Masks</i></p> <p>Timeless Tales Unit 4.1B - IP: <i>Hollywood Kid</i></p>	<p>Writing Rules Personal Narrative - Characteristics Lesson 1.5: Dialogue</p> <p>Timeless Tales Units 2 and 3 Priority: Story Elements</p> <p>Timeless Tales Unit 3 Priority: Characterization</p> <p>Timeless Tales Unit 3 Priority: Protagonist/Antagonist</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey</p>
Craft and Structure			
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<p>Writing Rules Paragraph Building: Word Choice</p> <p>Timeless Tales Unit 1.1B: <i>Didja Ninja and the Missing Jewel</i></p>	<p>Unit 15: Context Clues</p> <p>Timeless Tales Units 2 - 3 Priority: Vocabulary Visa</p> <p>Timeless Tales Unit 3 Priority: Symbolism</p> <p>Timeless Tales Unit 4 Priority: Author's Purpose</p>
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.	<p>Timeless Tales Unit 4: <i>Didja Ninja and the Battle Stunt</i></p>	<p>Timeless Tales Unit 2 Priority: Plot Elements</p> <p>Timeless Tales Units 2 and 3 Priority: Story Elements</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey</p>

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Eighth Grade



CCSS	Expectation	Istation App	TDL
Integration of Knowledge and Ideas			
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.	Timeless Tales Unit 4.1A - IP: <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.	Timeless Tales Unit 2: <i>Giant Killer</i> Timeless Tales Unit 2.1B - IP: <i>Rising Swan</i>	Timeless Tales Exhibit 11: Unit 2: <i>Sir George and Slasher</i>
Range of Reading and Level of Text Complexity			
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.	Timeless Tales Units 1 – 4: World of Wonders Passages (self-selected reading passages)	Timeless Tales Units 1 - 3 Priority: Text Fluency
Reading Standards for Informational Text			
Key Ideas and Details			
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.	Timeless Tales Unit 1.1B - GP: <i>Who Stole the Mona Lisa?</i> Timeless Tales Unit 1.1B - IP: <i>Unexpected Treasure</i>	Timeless Tales Unit 1 Priority: Summarize and Paraphrase
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.	Timeless Tales Units 1 – 4: World of Wonders Writing Prompts	Timeless Tales Unit 1 Priority: Summarize and Paraphrase

Istation Reading Curriculum Correlated to New Mexico Standards for ELAR

Eighth Grade



CCSS	Expectation	Istation App	TDL
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>Timeless Tales Unit 1.1A - IP: <i>Unofficial Biography of Harry Houdini</i></p> <p>Timeless Tales Unit 4.1A - GP: <i>History of Hollywood: Special Effects and Makeup</i></p> <p>Timeless Tales Unit 4.1A - IP: <i>Film Adaptations and Documentaries</i></p>	<p>Timeless Tales Unit 1 Priority: Summarize and Paraphrase</p> <p>Timeless Tales Unit 4 Priority: Text Structures</p>
Craft and Structure			
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<p>Timeless Tales Unit 1.1B: <i>Unexpected Treasure</i></p> <p>Timeless Tales Units 1 – 4: <i>Card Match</i></p> <p>Timeless Tales Unit 2: <i>Analogy Charger</i></p>	<p>Cycle 15: Context Clues</p> <p>Cycle 15: Analogies</p> <p>Timeless Tales Units 1 - 2 Priority: Vocabulary Visa</p> <p>Timeless Tales Unit 3 Priority: Symbolism (extras)</p> <p>Timeless Tales Unit 4 Priority: Author's Purpose</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>Writing Rules Paragraph Building: Organization</p> <p>Timeless Tales Unit 4.1A: <i>History of Hollywood: Special Effects and Makeup</i></p> <p>Timeless Tales Unit 4.1A: <i>Film Adaptations and Documentaries</i></p>	<p>Writing Rules Paragraph Building, Six Traits, Unit 2: Organization Trait</p> <p>Timeless Tales Unit 4 Priority: Text Structures</p>
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.	<p>Timeless Tales Units 1 – 4: World of Wonders Writing Prompts</p>	<p>Cycle 15: General Comprehension 4</p> <p>Timeless Tales Unit 4 Priority: Author's Purpose</p>

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Eighth Grade



CCSS	Expectation	Istation App	TDL
Range of Reading and Level of Text Complexity			
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.	Timeless Tales Units 1 – 4 World of Wonders Passages: Self-Selected Reading	Timeless Tales Unit 4 Priority: Text Structures Timeless Tales Unit 4 Priority: Text Fluency Timeless Tales Unit 4 Priority: Author's Purpose
Integration of Knowledge and Ideas			
RI.8.11	Distinguish between primary and secondary sources.		Writing Extension Lesson 47: <i>Identifying a Research Topic</i>
Writing Standards			
Text Types and Purposes			
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Writing Rules Essay Writing: Expository	Writing Rules Expository Essay: Planning Unit Writing Extension Lesson 43: <i>Forest Fires</i>
a	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.	Writing Rules Essay Writing: Expository Writing Rules Paragraph Building: Ideas, Organization	Writing Rules Expository Essay: Planning Unit
b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Writing Rules Essay Writing: Expository Writing Rules Paragraph Building: Organization, Voice, Word Choice	Writing Rules Expository Essay: Planning Unit

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CCSS	Expectation	Istation App	TDL
c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<p>Writing Rules Essay Writing: Expository</p> <p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Paragraph Building: Organization, Voice, Word Choice</p>	<p>Writing Rules Personal Narrative Drafting Lessons 3.1 - 3.3: Introduction, Body Paragraphs, Conclusion</p>
d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p>Writing Rules Essay Writing: Expository</p> <p>Writing Rules Paragraph Building: Word Choice</p>	<p>Writing Rules Personal Narrative Planning Lesson 2.1: Focus Your Overall Topic</p> <p>Writing Rules Personal Narrative Planning Lesson 2.2: Form an Introduction</p> <p>Writing Rules Personal Narrative Planning Lesson 2.4: Generate Supporting Details</p>
e	Establish and maintain a formal style.	<p>Writing Rules Essay Writing: Expository</p> <p>Writing Rules Paragraph Building: Voice, Word Choice</p>	<p>Writing Rules Personal Narrative Characteristics Lesson 1.2: Voice</p> <p>Writing Rules Personal Narrative Planning Lesson: Focus Your Overall Topic</p>
f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	<p>Writing Rules Essay Writing: Expository</p> <p>Writing Rules Paragraph Building: Word Choice, Sentence Fluency</p>	<p>Writing Rules Personal Narrative Planning Lesson 2.5: Form a Conclusion</p> <p>Writing Rules Personal Narrative Drafting Lesson 3.3: Conclusion</p>

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CCSS	Expectation	Istation App	TDL
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<p>Writing Rules Essay Writing: Personal Narrative</p> <p>Timeless Tales Units 1 – 4: World of Wonders Writing Prompts</p>	<p>Writing Rule Personal Narrative Characteristics Lesson 1.1: First Person Point of View</p> <p>Writing Rule Personal Narrative Characteristics Lesson 1.2: Voice</p> <p>Writing Rule Personal Narrative Characteristics Lesson 1.5: Dialogue</p>
a	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.	<p>Writing Rules Essay Writing: Personal Narrative</p>	<p>Writing Rules Personal Narrative Characteristics Lesson 1.1: First Person Point of View</p> <p>Writing Rules Personal Narrative Characteristics Lesson 1.2: Voice</p> <p>Writing Rules Personal Narrative Characteristics Lesson 1.5: Dialogue</p>
b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<p>Writing Rules Essay Writing: Personal Narrative</p> <p>Timeless Tales Units 1 – 4: World of Wonders Writing Prompts</p>	<p>Writing Rules Personal Narrative Characteristics Lesson 1.3: Setting</p> <p>Writing Rules Personal Narrative Characteristics Lesson 1.4: Description</p> <p>Writing Rules Personal Narrative Characteristics Lesson 1.5: Dialogue</p>
c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	<p>Writing Rules Essay Writing: Personal Narrative: Setting, Description</p> <p>Writing Rules Paragraph Building: Organization, Word Choice, Sentence Fluency</p>	<p>Writing Rules Paragraph Building Six Traits: Word Choice Trait, Sentence Fluency Trait, Organization Trait</p>

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CCSS	Expectation	Istation App	TDL
d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<p>Writing Rules Essay Writing: Personal Narrative: Description</p> <p>Writing Rules Paragraph Building: Word Choice, Sentence Fluency, Conventions</p> <p>Timeless Tales Units 1 – 4: World of Wonders Writing Prompts</p>	<p>Writing Rules Paragraph Building Six Traits: Word Choice Trait, Sentence Fluency Trait, Organization Trait</p>
e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	<p>Writing Rules Paragraph Building: Organization</p>	<p>Writing Rules Paragraph Building Unit 2: Organization Trait</p> <p>Writing Rules Personal Narrative Planning Lesson 2.5: Form a Conclusion</p>
Production and Distribution of Writing			
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 – 3 above.)	<p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository</p> <p>Writing Rules: Paragraph Building</p> <p>Timeless Tales World of Wonders: Writing Prompts</p>	<p>Writing Rules Paragraph Building Six Traits Unit 2: Organization Trait</p> <p>Writing Rules Personal Narrative Drafting Lessons 3.1 - 3.3: Introduction, Body Paragraphs, Conclusion</p>
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.)	<p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository</p> <p>Writing Rules: Paragraph Building</p> <p>Timeless Tales World of Wonders: Writing Prompts</p>	<p>Writing Rules Personal Narrative Drafting Lessons 3.1 - 3.3: Introduction, Body Paragraphs, Conclusion</p>

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CCSS	Expectation	Istation App	TDL
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.	<p>Writing Rules Essay Writing: Personal Narrative</p> <p>Writing Rules Essay Writing: Expository</p> <p>Writing Rules: Paragraph Building</p> <p>Timeless Tales World of Wonders: Writing Prompts</p>	<p>Writing Rules Personal Narrative Drafting Lessons 3.1 - 3.3: Introduction, Body Paragraphs, Conclusion</p>
Research to Build and Present Knowledge			
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>Writing Extension Lessons 40 - 42: <i>Power for the Planet Parts 1 - 3</i></p> <p>Timeless Tales Unit 3 Priority: Symbolism (extras)</p> <p>Timeless Tales Unit 3 Priority: 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>Writing Extension Lessons 47 - 49: <i>Ecosystem Parts 1 - 3</i></p>
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>Timeless Tales Units 1 – 4: World of Wonders Writing Prompts</p>	<p>Timeless Tales Units 2 - 3 Priority: Story Elements (extras)</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p>

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Eighth Grade



CCSS	Expectation	Istation App	TDL
a	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”).	Timeless Tales Units 1 – 4: World of Wonders Writing Prompts	Timeless Tales Unit 2 Priority: Plot Elements (extras) Timeless Tales Units 2 - 3 Priority: Story Elements (extras) Timeless Tales Unit 3 Priority: Hero's Journey (extras)
b	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”).	Timeless Tales Units 1 – 4: World of Wonders Writing Prompts	Writing Extension Lessons 47 - 49: <i>Ecosystem</i> Parts 1 - 3 Timeless Tales Unit 3 Priority: Vocabulary Visa (extras)
Range of Writing			
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Writing Rules Essay Writing: Expository Writing Rules Essay Writing: Personal Narrative Writing Rules: Paragraph Building Timeless Tales Units 1 – 4: World of Wonders Writing Prompts	Writing Rules Personal Narrative Lesson 3.1: Introduction Writing Rules Personal Narrative Drafting Lesson 3.2: Body Paragraphs Writing Rules Personal Narrative Drafting Lesson 3.3: Conclusion

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CCSS	Expectation	Istation App	TDL
Speaking and Listening Standards			
Comprehension and Collaboration			
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.		Timeless Tales Units 2 - 3: Story Elements Timeless Tales Unit 3: Hero's Journey Timeless Tales Unit 4 Priority: Text Structures Timeless Tales Unit 4 Priority: Author's Purpose
a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		Timeless Tales Unit 2 Priority: Symbolism Timeless Tales Unit 3 Priority: Characterization Timeless Tales Unit 4 Priority: Text Structures Timeless Tales Unit 4 Priority: Author's Purpose

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Eighth Grade



CCSS	Expectation	Istation App	TDL
b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		<p>Timeless Tales Unit 2 Priority: Plot Elements (extras)</p> <p>Timeless Tales Unit 3 Priority: Characterization</p> <p>Timeless Tales Unit 4 Priority: Text Structures</p> <p>Timeless Tales Unit 4 Priority: Author's Purpose</p>
c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		<p>Timeless Tales Unit 2 Priority: Symbolism (extras)</p> <p>Timeless Tales Units 2 and 3: Story Elements (extras)</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p>
d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.		<p>Timeless Tales Unit 2 Priority: Symbolism (extras)</p> <p>Timeless Tales Units 2 and 3: Story Elements (extras)</p> <p>Timeless Tales Unit 3 Priority: 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>Timeless Tales Unit 4 Priority: Author's Purpose (extras)</p>

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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>Timeless Tales Fairy Tales, Legends, and Folklore Lesson: Problem and Solution (extras)</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p>
Presentation of Knowledge and Ideas			
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		<p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p>
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		<p>Timeless Tales Units 1 - 2 Priority: Summarize and Paraphrase (extras)</p> <p>Timeless Tales Unit 2 Priority: Vocabulary Visa (extras)</p> <p>Timeless Tales Unit 3 Priority: 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>Timeless Tales Units 1 - 4 Priority: Text Fluency</p> <p>Timeless Tales Unit 3: Vocabulary Visa (extras)</p> <p>Timeless Tales Unit 3 Priority: Hero's Journey (extras)</p> <p>Timeless Tales Unit 3: Vocabulary Visa (extras)</p>

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Language Standards			
Conventions of Standard English			
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Writing Rules Paragraph Building: Conventions Timeless Tales Units 1 – 4: World of Wonders Writing Prompts	Writing Rules Paragraph Building Six Traits Unit 6: Conventions Trait Timeless Tales Unit 3 Priority: Hero's Journey (extras) Timeless Tales Unit 4 Priority: Author's Purpose (extras)
b	Form and use verbs in the active and passive voice.	Writing Rules Paragraph Building: Conventions Writing Rules Paragraph Building: Voice	Writing Rules Paragraph Building Six Traits Unit 3: Voice Trait
d	Recognize and correct inappropriate shifts in verb voice and mood.	Timeless Tales Units 1 – 4: World of Wonders Writing Prompts Writing Rules Paragraph Building: Voice	Writing Rules Paragraph Building Six Traits Unit 3: Voice Trait
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Timeless Tales Units 1 – 4: World of Wonders Writing Prompts Writing Rules Paragraph Building: Conventions Writing Rules Essay Writing: Personal Narrative Writing Rules: Essay Writing: Expository Essay	Writing Rules Paragraph Building Six Traits Unit 6: Conventions Trait Timeless Tales Unit 1 Priority Word Analysis and Spelling: Root Words Timeless Tales Unit 2 Priority Word Analysis and Spelling: Suffixes Timeless Tales Unit 3 Priority Word Analysis and Spelling: Syllabification

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a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Writing Rules Paragraph Building: Conventions Trait	Writing Rules Paragraph Building Six Traits Unit 6: Conventions Trait Timeless Tales Unit 3 Priority: Text Fluency (extras)
c	Spell correctly.	Writing Rules Essay Writing: Personal Narrative Writing Rules Essay Writing: Expository Essay Timeless Tales Units 1 – 4: Spelling Lab	Timeless Tales Unit 1 Priority Word Analysis and Spelling: Root Words Timeless Tales Unit 2 Priority Word Analysis and Spelling: Suffixes Timeless Tales Unit 3 Priority Word Analysis and Spelling: Syllabification
Knowledge of Language			
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Writing Rules Essay Writing: Personal Narrative Writing Rules Essay Writing: Expository Writing Rules Paragraph Building: Conventions Timeless Tales Unit 1 – 4: All Passages Timeless Tales Units 1 – 4: World of Wonders Writing Prompts	Writing Rules Paragraph Building Six Traits, Unit 5: Sentence Fluency Trait Writing Rules Paragraph Building Six Traits Unit 6: Conventions Trait Timeless Tales Unit 3 Priority: Vocabulary Visa (extras) Timeless Tales Unit 3 Priority: Hero's Journey (extras) Timeless Tales Unit 4 Priority: Author's Purpose (extras)

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CCSS	Expectation	Istation App	TDL
L.8.4	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.	<p>Timeless Tales Unit 1 – 4: 4Square with Didja Ninja</p> <p>Timeless Tales Unit 1 – 4: Card Match</p> <p>Timeless Tales Unit 1: Mystery Word, Vocab Lab</p> <p>Timeless Tales Unit 2: Word Sort, Analogy Charger</p> <p>Timeless Tales Unit 3: Syllable Search, Vocab Hack</p>	Timeless Tales Units 1 - 4 Priority: Vocabulary Visa
a	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	<p>Cycle 15: Context</p> <p>Timeless Tales Units 1 – 4: Card Match</p> <p>Timeless Tales Unit 1: Mystery Word</p> <p>Timeless Tales Unit 2: Word Sort</p> <p>Timeless Tales Unit 3: Syllable Search, Vocab Hack</p>	Timeless Tales Units 1 - 4 Priority: Vocabulary Visa
b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	<p>Timeless Tales Unit 1: Vocabulary Lab Activity (Prefixes and Suffixes)</p> <p>Timeless Tales Unit 2: Word Analysis: Word Sort Game</p>	<p>Timeless Tales Unit 1 Priority: Word Analysis: Suffixes</p> <p>Timeless Tales Unit 2 Priority: Word Analysis: Root Words</p>

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	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Timeless Tales Unit 1 – 4: 4Square with Didja Ninja Timeless Tales Unit 1 – 4: All Passages (Glossary) Timeless Tales Units 1 – 4: Card Match	Writing Extension Lesson 36: Editing (Dictionary, Thesaurus) Writing Extension Lesson 37: Editing (Dictionary, Thesaurus)
d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Timeless Tales Unit 1 – 4: 4Square with Didja Ninja Timeless Tales Unit 1 – 4: All Passages (Vocabulary Preview)	Writing Extension Lesson 36: Editing (Dictionary, Thesaurus) Writing Extension Lesson 37: Editing (Dictionary, Thesaurus)
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Timeless Tales Unit 1.1B: <i>Didja Ninja and the Missing Jewel</i> Timeless Tales Unit 1.1B: <i>Unexpected Treasures</i> Timeless Tales Unit 2: Analogy Charger Timeless Tales Unit 2: Word Sort	Cycle 15: Similes Cycle 15: Metaphors Timeless Tales Unit 2 Priority: Vocabulary Visa Timeless Tales Unit 3 Priority: Symbolism
a	Interpret figures of speech (e.g. verbal irony, puns) in context.	Timeless Tales Unit 1.1B: <i>Didja Ninja and the Missing Jewel</i> Timeless Tales Unit 1.1B: <i>Unexpected Treasure</i>	Timeless Tales Units 1 and 2 Priority: Making Inferences (extras)
b	Use the relationship between particular words to better understand each of the words.	Timeless Tales Unit 1: Mystery Word Timeless Tales Unit 2: Analogy Charger, Word Sort, Card Match Timeless Tales Unit 3: Vocab Hack	Timeless Tales Unit 1 Priority: Word Analysis: Suffixes Timeless Tales Units 2 - 3 Priority: Vocabulary Visa

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c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	Writing Rules Paragraph Building: Word Choice	Timeless Tales Unit 2 Priority: Vocabulary Visa (extras)
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.	Timeless Tales Unit 1–4: 4Square with Didja Ninja Timeless Tales Unit 1–4: Vocabulary Preview (All Passages)	Timeless Tales Units 1 - 4 Priority: Vocabulary Visa

↻ End of Grade 8 ↻