Istation

Scope and Sequence

Kindergarten-Grade 1

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
Interactive Reading Curriculum								
Listening								
Take ISIP assessment, *Listening* initially and every four weeks thereafter in animated game-like episodes of *Show What You Know* .								
Follow Directions: Listen and follow directions of peer tutors and narrator.	✓	✓	✓	✓	✓	✓	✓	✓
Poetry/Rhyme: Listen for and participate in the musical elements of language through rhymes and poetry.	✓	✓	✓	✓	✓	✓	✓	✓
Books: Listen responsively to stories read aloud in each letter lesson to get information and to enjoy and appreciate reading.		✓	✓	✓	✓	✓	✓	✓
Listen and participate in songs introducing high frequency words.		✓	✓	✓	✓	✓	✓	✓
Answer Questions: Apply comprehension strategies and answer relevant questions in listening activities.		✓	✓	✓	✓	✓	✓	✓
Book and Print Awareness								
Book Handling: Hold a book in its correct position and turn its pages correctly.		✓						
Book Handling: Identify front and back of a book.		✓						
Print Conventions: Recognize that print represents spoken language and conveys meaning.		✓						
Concept of a Word: Recognize that written words are separated by spaces.		✓	✓					
Directionality: Follow print from left to right, top to bottom.		✓						

Kindergarten-Grade 1

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
Tracking Print: Match print to speech through use of visual tracking that highlights words as they are spoken.		✓	✓	✓	✓	✓	✓	✓
Recognize that pictures convey meaning of print.		✓						
Concept of Sentence: Recognize that words spoken or read together communicate an idea.		✓						
Concept of Words: Spoken words are represented by a sequence of letters.		✓						
Concept of a Sentence: Recognize that sentences have a beginning and end and consist of words.		✓	✓		✓			
Capitalization: Recognize the uses of capital letters at beginning of sentences and special names.		✓	✓		✓			
Punctuation: Recognize the uses of a period, question mark, and exclamation mark.		✓	✓		✓		✓	✓
Recognize the purpose of a Table of Contents						✓	✓	✓
Phonological and Phonemic Awareness								
Take ISIP subtest *Phonemic Awareness* for initial program placement and every four weeks thereafter in animated game-like episodes of *Show What You Know* .								
Listen and participate in animated rhymes.	✓	✓	✓	✓	✓	✓	✓	✓
Listen to environmental sounds and sequence them in game-like episodes.	✓							
Segment spoken sentences into words and clap/count number of words.	✓							
Identify, segment and blend syllables in spoken words and clap/count number of syllables.	✓							
Identify onset and rime; segment and blend parts of a spoken word.	✓							

Kindergarten-Grade 1

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
Identify the initial sound in spoken words and blend word parts.	✓	✓	✓					
Listen and participate in Literacy Acquisition Theaters which provide practice in rhyming and alliteration skills.		Letter lessons: m, a, p, c	Letter lessons: t, i, s, l	Letter lessons: r, o, n, d	Letter lessons: f, e, h, g	Letter lessons: b, u, j, w	Letter lessons: k, z, v, y	Letter lessons: q, x
Identify the final sound in spoken words and blend word parts.	✓	✓						
Identify and isolate initial and final sounds in spoken words in each letter lesson.		✓	✓	✓	✓	✓	✓	✓
Blend individual phonemes to produce spoken words.	✓	✓	✓	✓				
Identify the middle sound in spoken words and blend word parts.			CVC for short vowel /a/ and /i/	CVC for short vowel /o/	CVC and CVCC for short vowel /e/	CVC for short vowel /u/		
Segment one-syllable spoken words into individual phonemes by producing the beginning middle and final sound.	✓				Beginning, middle and ending sounds in CVC words	Beginning, middle and ending sounds in CVC words		
Blend beginning, middle and final sound to create word.					Beginning, middle and ending sounds in CVC words	Beginning, middle and ending sounds in CVC words		
Change sounds in spoken words through phoneme manipulation to create new words.					✓	✓		
Identify, segment and blend onset rime using letters.				ap, ip, amp, ist	op, ot, ost, an, it	en, et, ess, est		
Phonics								
Take ISIP subtests *Letter Knowledge* and *Alphabetic Decoding* for initial program placement and every four weeks thereafter in animated game-like episodes of *Show What You Know* .								
Alphabet: Listen and participate in the alphabet song to learn names of letters and their proper order.		✓	✓	✓	✓	✓	✓	✓

Kindergarten-Grade 1

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
Letter Knowledge: Name and identify each letter of the alphabet.		Letter lessons: m, a, p, c	Letter lessons: t, i, s, l	Letter lessons: r, o, n, d	Letter lessons: f, e, h, g	Letter lessons: b, u, j, w	Letter lessons: k, z, v, y	Letter lessons: q, x
Letter Sounds: Learn and apply letter/sound correspondences through direct instruction and practice.		✓	✓	✓	✓	✓	✓	✓
Listen and participate in the introduction to short vowels.		short vowel /a/	short vowel /i/	short vowel /o/	short vowel /e/	short vowel /u/		
Apply letter/sound correspondence to blend and decode CVC words.		✓	✓	✓	✓	✓		
Blend individual phonemes to create words using all previously taught letters and sounds.			✓	✓	✓	✓	✓	✓
Decode words in isolation using all letter/sound correspondence previously taught with regularly spelled words.		✓	✓	✓	✓	✓	✓	✓
Read irregular high-frequency and regular words.		✓	✓	✓	✓	✓	✓	✓
Use letter/sound knowledge to read words in connected decodable text.			✓	✓	✓	✓	✓	✓
Decode words in context.			✓	✓	✓	✓	✓	✓
Apply letter/sound correspondence of consonant blends to decode CCVC and CVCC words.				Consonant blends: st, sl, sn, sp, Final blends: nd, nt	Consonant blends: cl, fl, gl, pl, cr, fr, gr, pr, tr,	Consonant blends: str, spl, scr, sm		
Blend previously taught letter sounds with common phonogram patterns to read words.				Consonants and consonant blends with amp, at, ip, am, ill, ap, it	Consonants and consonant blends with od, op, it, ad, ot, ip, ap	Consonants and consonant blends with eg, et, en, og, ed, op, in, ess, ot, ip		

Kindergarten-Grade 1

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
Take cumulative review of letters, sounds and phonemic knowledge at the end of the cycle of instruction with reteaches as needed.		✓	✓	✓	✓	✓	✓	✓
Letter Writing and Spelling								
Letter Writing: Trace upper and lowercase letters on screen.		✓	✓	✓	✓	✓	✓	✓
Spelling: Correctly spell high frequency words.		✓	✓	✓	✓	✓	✓	✓
Spelling: Use letter/sound patterns to spell CVC words.				✓	✓	✓	✓	✓
Use letter/sound patters to spell CVVC words.					✓	✓	✓	✓
Use letter/sound patterns to spell one syllable words with consonant blends.					✓	✓	✓	✓
Use letter/sound patterns to spell CVCe words.						✓	✓	✓
Technology								
Keyboard: Practice keyboard skills for each letter of the alphabet in letter lessons.		✓	✓	✓	✓	✓	✓	✓
Vocabulary								
Take ISIP subtest *Vocabulary* for initial program placement and thereafter every four weeks in animated game like episodes of *Show What You Know*.								
Recognize and use words that name locations such as beginning, middle, end, top.	✓							
Recognize and use technology vocabulary such as click, arrow, flashing button, narrator, point, pointer, button, exit, stop, repeat, check mark, and keyboard.	✓	✓	✓	✓	✓	✓	✓	✓
Identify and use direction words such as left, right, up, down, etc.	✓	✓	✓	✓	✓	✓	✓	✓

Kindergarten-Grade 1

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
Expand vocabulary through listening to meaningful texts that provide rich and concrete experiences.	✔	✔	✔	✔	✔	✔	✔	✔
Use vocabulary that is taught directly.		✔	✔	✔	✔	✔	✔	✔
Develop vocabulary by listening to and participating in the introduction of animated letter activities. Words are from universal themes such as family, home, food, body, clothing, feelings, animals, school, and community.		Letter/Sound rooms for m, a, p, c	Letter/Sound rooms for t, i, s, l	Letter/Sound rooms for r, o, n, d	Letter/Sound rooms for f, e, h, g	Letter/Sound rooms for b, u, j, w	Letter/Sound rooms for k, z, v, y	Letter/Sound rooms for q, x
Listen and participate in songs containing high-frequency words.		and, the, see, has	l, a, this, his, go, is	they, are, you, here	with, my, where, to	what, said, her, for	was, that, from, she	do, have, some, there, of, come
Categorize vocabulary using pictures to create sentences with high frequency words.		Categories: feelings, describing words, family, community, work, everyday words	Categories: food, home, describing words, family, community, body, and everyday words with paired associations	Categories: family, community, body, work, classroom and everyday words with paired associations	Categories: family recreation and leisure, animals with paired associations	Categories: classroom, community, home, body with paired associations	Categories: things, actions, describing words	Categories: things, feelings, actions, describing words
Build pre-decodable sentences with high frequency words to strengthen the understanding of their connection to other words.		✔	✔	✔	✔	✔	✔	✔
Decode irregular words.						✔		
Take cumulative review of previously taught high-frequency words in cycle of instruction with reteaches as needed.			✔	✔	✔	✔	✔	✔

Fluency

Kindergarten-Grade 1

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
Develop automaticity of letter naming and sound/symbol recognition in animated games.			✓	✓	✓	✓	✓	✓
Listen to modeled fluent readings of read alouds and follow highlighted text.	✓	✓	✓	✓	✓	✓	✓	✓
Comprehension								
Recognize that pictures convey meaning.		✓	✓	✓	✓	✓	✓	✓
Respond to Questions: Demonstrate understanding by responding to both explicit and implicit questions on stories read aloud or independently.		✓	✓	✓	✓	✓	✓	✓
Listen to and participate with narrator as strategies and behaviors used by good readers are modeled.		✓	✓	✓	✓	✓	✓	✓
Read simple sentences using all previously taught skills and match pictures to text and text to pictures.			✓	✓	✓	✓	✓	✓
Use graphic organizers and story maps to acquire information.				✓	✓	✓	✓	✓
Identify where and when a story takes place.				✓				
Identify characters in a story.					✓			
Sequence story events.						✓		
Distinguish fiction from nonfiction						✓	✓	
Identify the main idea and supporting details.							✓	
Teacher-Led Small Group Instruction	ISIP Intervention Lessons							
ISIP Priority Report Interventions								

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
Participate in small group lessons provided by the teacher to students demonstrating weakness in areas as recommended on Priority Reports.	✓	✓	✓	✓	✓	✓	✓	✓
Teacher-Led Small Group Instruction	Cycle-Based Teacher Resources							
Curriculum Priority Report Interventions								
Participate in small group lessons provided by the teacher to students demonstrating weakness in areas as recommended on Priority Reports.	✓	✓	✓	✓	✓	✓	✓	✓
Teacher-Led Small Group Instruction	Skills-Based Teacher Resources							
Supplemental Phonemic Awareness [✓s below indicate the recommended cycle for implementation]								
Rhyming: Identify rhyming words using pictures	✓	✓	✓	✓				
Rhyming: Distinguish rhyming words from non-rhyming words.	✓	✓	✓	✓				
Rhyming: Identify rhyming words in books, stories, nursery rhymes and poems.	✓	✓	✓	✓				
Rhyming: Generate rhyming words.	✓	✓	✓	✓				
Alliteration: Create alliterative sentences using student names and pictures.	✓							
Sentence Segmentation: Segment words in two and three word sentences.	✓	✓						
Sentence Segmentation: Counting spoken words in a sentence.	✓	✓						
Syllables: Clap the parts of names.	✓							
Syllables: Listen for and identify word parts in 1-2 syllable words.	✓	✓						

Kindergarten-Grade 1

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
Word Length: Compare length of mono-syllabic and multisyllabic spoken words.	✓							
Onset-rime: Segment words into onset and rime and blend words together.	✓							
Count Sounds: Listen for and count each sound in a word using manipulatives.				✓				
Supplemental Vocabulary [✓s below indicate the recommended cycle for implementation]								
Sorts: Sort pictures into categories (shapes, foods, animals, numbers, people, places, things, actions)		✓						
Prepositions: Use knowledge of prepositions and prepositional phrases to follow directions.			✓					
Supplemental Comprehension [✓s below indicate the recommended cycle for implementation]								
Comprehension Strategies: Making Predictions			✓					
Comprehension Strategies: Asking Questions				✓				
Comprehension Strategies: Summarizing				✓				
Comprehension Strategies: Clarifying words				✓				
Setting: Identify where and when a story takes place				✓				
Character: Identify characters in a story					✓			
Sequence: Place story events in order.						✓		
Main Idea: Identify details in pictures and state what the picture is mostly about.							✓	
Supplemental Writing [✓s below indicate the recommended cycle for implementation]								

Kindergarten-Grade 1

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7
Write reading responses after reading books in cycle.			✓	✓	✓	✓	✓	✓
Edit reading responses for capitalization, punctuation and handwriting.			✓	✓	✓	✓	✓	✓
Share writing for peer feedback.			✓	✓	✓	✓	✓	✓
Share writing with class and/or school.			✓	✓	✓	✓	✓	✓
Write narrative responses to reading.			✓	✓	✓	✓	✓	✓
Write descriptive responses to reading.			✓	✓	✓	✓	✓	✓
Write how-to responses to reading.					✓			
Write a summary in response to reading.							✓	

Grades 1-2

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8
Interactive Reading Curriculum									
Listening									
Follow Directions: Listen and follow directions of peer tutors and narrator.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Poetry/Rhyme: Listen for and participate in the musical elements of language through rhymes and poetry.	✓	✓	✓	✓	✓	✓	✓	✓	
Books: Listen responsively to stories read aloud in each letter lesson to get information and to enjoy and appreciate reading.		✓	✓	✓	✓	✓	✓	✓	✓
Listen and participate in songs introducing high frequency words.		✓	✓	✓	✓	✓	✓	✓	✓
Answer Questions: Apply comprehension strategies and answer relevant questions in listening activities.		✓	✓	✓	✓	✓	✓	✓	✓
Book and Print Awareness									
Book Handling: Hold a book in its correct position and turn its pages correctly.		✓							
Book Handling: Identify front and back of a book.		✓							
Print Conventions: Recognize that print represents spoken language and conveys meaning.		✓							
Concept of a Word: Recognize that written words are separated by spaces.		✓	✓						
Directionality: Follow print from left to right, top to bottom.		✓							

Grades 1-2

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8
Tracking Print: Match print to speech through use of visual tracking that highlights words as they are spoken.		✓	✓	✓	✓	✓	✓	✓	✓
Recognize that pictures convey meaning of print.		✓							
Concept of Sentence: Recognize that words spoken or read together communicate an idea.		✓							
Concept of Words: Spoken words are represented by a sequence of letters.		✓							
Concept of a Sentence: Recognize that sentences have a beginning and end and consist of words.		✓	✓		✓				
Capitalization: Recognize the uses of capital letters at beginning of sentences and special names.		✓	✓		✓				
Punctuation: Recognize the uses of a period, question mark, and exclamation mark.		✓	✓		✓		✓	✓	✓
Recognize the purpose of a Table of Contents						✓	✓	✓	
Phonological and Phonemic Awareness									
Take ISIP subtest *Phonemic Awareness* for initial program placement and every four weeks thereafter in animated game-like episodes of *Show What You Know* .									
Listen and participate in animated rhymes.	✓	✓	✓	✓	✓	✓	✓	✓	
Segment spoken sentences into words and clap/count number of words.	✓	✓							
Identify, segment and blend syllables in spoken words and clap/count number of syllables.	✓	✓							

Grades 1-2

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8
Identify onset and rime; segment and blend parts of a spoken word.	✓								
Identify the initial sound in spoken words and blend word parts.	✓	✓	✓						
Listen and participate in Literacy Acquisition Theaters which provide practice in rhyming and alliteration skills.		Letter lessons: m, a, p, c	Letter lessons: t, i, s, l	Letter lessons: r, o, n, d	Letter lessons: f, e, h, g	Letter lessons: b, u, j, w	Letter lessons: k, z, v, y	Letter lessons: q, x	
Identify the final sound in spoken words and blend word parts.	✓	✓							
Identify and isolate initial and final sounds in spoken words in each letter lesson.		✓	✓	✓	✓	✓	✓	✓	
Blend individual phonemes to produce spoken words.	✓	✓	✓	✓					
Identify the middle sound in spoken words and blend word parts.			CVC for short vowel /a/ and /i/	CVC for short vowel /o/	CVC and CVCC for short vowel /e/	CVC for short vowel /u/			
Identify the sound of the vowel or spelling pattern introduced in phonics instruction.				✓	✓	✓	✓	✓	✓
Segment one-syllable spoken words into individual phonemes by producing the beginning, middle and final sound.					Beginning, middle and ending sounds in CVC words	Beginning, middle and ending sounds in CVC words			
Blend beginning, middle and final sound to create word.					Beginning, middle and ending sounds in CVC words	Beginning, middle and ending sounds in CVC words			
Change sounds in spoken words through phoneme manipulation to create new words.					✓	✓			

Grades 1-2

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8
Identify, segment and blend onset rime using letters.				ap, ip, amp, ist	op, ot, ost, an, it	en, et, ess, est			

Phonics and Word Analysis

Take ISIP subtests *Letter Knowledge* and *Alphabetic Decoding* for initial program placement and every four weeks thereafter until comprehensive reading ability criteria is met. Assessments are animated game-like episodes of *Show What You Know* .

	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8
Alphabet: Listen and participate in the alphabet song to learn names of letters and their proper order.		✔	✔	✔	✔	✔	✔	✔	
Letter Knowledge: Name and identify each letter of the alphabet.		Letter lessons: m, a, p, c	Letter lessons: t, i, s, l	Letter lessons: r, o, n, d	Letter lessons: f, e, h, g	Letter lessons: b, u, j, w	Letter lessons: k, z, v, y	Letter lessons: q, x	
Letter Sounds: Learn and apply letter/sound correspondences through direct instruction and practice.		✔	✔	✔	✔	✔	✔	✔	
Listen and participate in the introduction to short vowels, long vowels, R-controlled vowels and digraphs.		short vowel /a/	short vowels /a/ and /i/	short vowel /o/, long vowels /ai/, /oa/	short vowel /e/, long vowels /ee/, /ea/	short vowel /u/, long vowels /a_e/, /i_e/	Long vowels /u_e/, /i_e/	R-controlled /ar/ ar, are; /or/or, ore	R-controlled /ir/ er, ir, ur; digraphs /sh/, /th/
Apply letter/sound correspondence to blend and decode CVC, CVCe, and CVVC words.		short vowel /a/ in CVC words	short vowels /a/ and /i/ in CVC words	short vowel /o/, with CVC and long vowels /ai/, /oa/ with CVVC, CCVVC words	short vowel /e/ with CVC and long vowel /ee/, /ea/ with CVVC and CCVVC words	short vowel /u/ with CVC and long vowels /a_e/, /i_e/ with CVCe and CCVCe words	long vowels /u_e/, /ie/ with CVCe and CCVCe words	long vowels /e/, /o/, i/I and /y/ with CV and CCV words	long vowels /ay/, /ey/, /ie/, /oe/ with CCVC and CCCVC words
Manipulate graphemes to build words with vowel patterns.		short vowel /a/ in CVC words	short vowels /a/ and /i/ in CVC words	short vowel /o/, with CVC and long vowels /ai/, /oa/ with CVVC, CCVVC words	short vowel /e/ with CVC and long vowel /ee/, /ea/ with CVVC and CCVVC words	short vowel /u/ with CVC and long vowels /a_e/, /i_e/ with CVCe and CCVCe words	long vowels /u_e/, /ie/ with CVCe and CCVCe words	long vowels /e/, /o/, i/I and /y/ with CV and CCV words	long vowels /ay/, /ey/, /ie/, /oe/ with CCVC and CCCVC words

Grades 1-2

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8
Decode words with consonant blends				Consonant blends: st, sl, sn, sp, Final blends: nd, nt	Consonant blends: cl, fl, gl, pl, cr, fr, gr, pr, tr,	Consonant blends: str, spl, scr, sm			
Decode words in isolation using all letter/sound correspondence previously taught with regularly spelled words.		✓	✓	✓	✓	✓	✓	✓	✓
Read irregular high frequency and regular words.		✓	✓	✓	✓	✓	✓	✓	✓
Blend individual phonemes to create words using all previously taught letters and sounds.			✓	✓	✓	✓	✓	✓	✓
Use letter/sound knowledge to read words in connected decodable text.			✓	✓	✓	✓	✓	✓	✓
Decode words with R-controlled vowels in context and isolation.								R-controlled /ar/ ar, are; /or/or, ore	R-controlled /ir/ er, ir, ur
Decode words with ci, ce, cy, ge, gi, and gy spelling patterns in context and isolation.								✓	✓
Manipulate graphemes to create new CVCe and CVrC words from common CVC spelling patterns.									✓
Decode words with digraphs in context and isolation.									digraphs /sh/, /th/
Blend previously taught letter sounds with common phonogram patterns to read words.				Consonants and consonant blends with amp, at, ip, am, ill, ap, it	Consonants and consonant blends with od, op, it, ad, ot, ip, ap	Consonants and consonant blends with eg, et, en, og, ed, op, in, ess, ot, ip	✓	✓	✓

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8
Decode words in context.			✓	✓	✓	✓	✓	✓	✓
Take cumulative review of letters, sounds and phonemic knowledge at the end of the cycle of instruction with reteaches as needed.		✓	✓	✓	✓	✓	✓	✓	✓

Letter Writing and Spelling

Take ISIP subtest, *Spelling,* once comprehensive reading ability criteria is met every four weeks in animated game-like episodes of Show What You Know.

	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8
Letter Writing: Trace upper and lowercase letters on screen.		Letter lessons: m, a, p, c	Letter lessons: t, i, s, l	Letter lessons: r, o, n, d	Letter lessons: f, e, h, g	Letter lessons: b, u, j, w	Letter lessons: k, z, v, y	Letter lessons: q, x	
Spelling: Correctly spell irregular and high frequency words.		✓	✓	✓	✓	✓	✓	✓	✓
Spelling: Use letter sound patterns to spell CVC words.				✓	✓	✓	✓	✓	✓
Use letter sound patterns to spell CVVC words.					✓	✓	✓	✓	✓
Use letter sounds patterns to spell one syllable words with consonant blends.					✓	✓	✓	✓	✓
Use letter sound patterns to spell CVCe words.						✓	✓	✓	✓
Use previously taught letters and sounds to spell words in cloze story activity (Word Masters).				✓	✓	✓	✓	✓	✓

Technology

	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8
Keyboard: Practice keyboard skills for each letter of the alphabet in letter lessons.		✓	✓	✓	✓	✓	✓	✓	

Vocabulary

Take ISIP subtest *Vocabulary* for initial program placement and thereafter every four weeks in animated game like episodes of *Show What You Know* .

Grades 1-2

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8
Recognize and use words that name locations such as beginning, middle, end, top.	✓								
Recognize and use technology vocabulary such as click, arrow, flashing button, narrator, point, pointer, button, exit, stop, repeat, check mark, and keyboard.	✓	✓	✓	✓	✓	✓	✓	✓	
Identify and use direction words such as left, right, up, down, etc.	✓	✓	✓	✓	✓	✓	✓	✓	
Expand vocabulary through listening to meaningful texts that provide rich and concrete experiences.	✓	✓	✓	✓	✓	✓	✓	✓	
Use vocabulary that is taught directly.		✓	✓	✓	✓	✓	✓	✓	
Develop vocabulary by listening to and participating in the introduction of animated letter activities. Words are from universal themes such as family, home, food, body, clothing, feelings, animals, school, and community.		Letter/Sound rooms for m, a, p, c	Letter/Sound rooms for t, i, s, l	Letter/Sound rooms for r, o, n, d	Letter/Sound rooms for f, e, h, g	Letter/Sound rooms for b, u, j, w	Letter/Sound rooms for k, z, v, y	Letter/Sound rooms for q, x	
Listen and participate in songs introducing high frequency words.		and, the, see, has	I, a, this, his, go, is	they, are, you, here	with, my, where, to	what, said, her, for	was, that, from, she	do, have, some, there, of, come	

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8
Categorize vocabulary using pictures to create sentences.		Categories: feelings, describing words, family, community, work, everyday words	Categories: food, home, describing, words, family, community, body, and everyday words with paired associations	Categories: family, community, body, work, classroom and everyday words with paired associations	Categories: family recreation and leisure, animals with paired associations	Categories: classroom, community, home, body with paired associations	Categories: things, actions, describing words	Categories: things, feelings, actions, describing words	
Build sentences with high frequency words to strengthen the understanding of their connection to other words.		✓	✓	✓	✓	✓	✓	✓	
Decode irregular words.						✓			
Take cumulative review of previously taught high frequency words in cycle of instruction with reteaches as needed.			✓	✓	✓	✓	✓	✓	

Fluency

Take subtest, *Text Fluency* every four weeks once comprehensive reading ability criteria is met in animated game-like episodes of Show What You Know.

	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8
Develop automaticity of letter naming and sound/symbol recognition in animated games.			✓	✓	✓	✓	✓	✓	
Practice blending words with previously taught spelling patterns in animated game.					✓	✓	✓	✓	✓

Grades 1-2

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8
Listen to modeled fluent readings of read alouds and follow highlighted text.	✓	✓	✓	✓	✓	✓	✓	✓	
Reread books through student virtual library of all previously read books to practice fluency.									
Comprehension									
Take ISIP subtest *Reading Comprehension* for program placement and differentiated instruction in animated game-like episodes of *Show What You Know*. Take subtest every four weeks.									
Recognize that pictures convey meaning.		✓	✓	✓	✓	✓	✓	✓	
Listen to and participate with narrator as strategies and behaviors used by good readers are modeled.		✓	✓	✓	✓	✓	✓	✓	
Respond to Questions: Demonstrate understanding by responding to both explicit and implicit questions on stories read aloud or independently. Immediate corrective feedback is provided on incorrectly answered comprehension questions, providing strategies for looking back in the text and determining the correct answer.		✓	✓	✓	✓	✓	✓	✓	
Read simple sentences using all previously taught skills and match pictures to text and text to pictures.			✓	✓	✓	✓	✓	✓	
Use graphic organizers and story maps to acquire information.				✓	✓	✓	✓	✓	
Identify where and when a story takes place.				✓					
Identify characters in a story.					✓				
Sequence story events.						✓			

Grades 1-2

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8
Monitor reading and self-correct.						✓		✓	✓
Distinguish fiction from non-fiction						✓	✓		
Determine the main idea and supporting details.							✓		
Identify similarities and differences in characters and events.								✓	
Identify the main problem and its ultimate solution in a story.									✓
Use clues from text and illustrations in chapter books to predict events.									✓
Teacher Led Classroom Instruction	ISIP® Intervention Lessons								
ISIP Priority Report Interventions									
Participate in small group lessons provided by the teacher to students demonstrating weakness in areas as recommended on Priority Reports.	✓	✓	✓	✓	✓	✓	✓	✓	
Teacher Led Classroom Instruction	Cycle-Based Teacher Resources								
Priority Report Interventions									
Participate in small group lessons provided by the teacher to students demonstrating weakness in areas as recommended on Priority Reports.	✓	✓	✓	✓	✓	✓	✓	✓	
Teacher Led Classroom Instruction	Skills-Based Teacher Resources								
Supplemental Phonemic Awareness	[✓s below indicate the recommended cycle for implementation]								

Grades 1-2

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8
Rhyming: Identify rhyming words using pictures	✔	✔	✔	✔					
Rhyming: Distinguish rhyming words from non-rhyming words.	✔	✔	✔	✔					
Rhyming: Identify rhyming words in books, stories, nursery rhymes, and poems.	✔	✔	✔	✔					
Rhyming: Generate rhyming words.	✔	✔	✔	✔					
Segmentation and Blending: Segment and blend onset and rime.									
Identify and segment ending sounds in words.		/m/ /a/ /k/	/t/ /s/ /l/	/r/ /n/ d/	/f/ /g/	/b/	/z/		
Use pictures to identify and orally segment phonemes in CVC words.		✔	✔						
Supplemental Vocabulary [✔s below indicate the recommended cycle for implementation]									
Sorts: Sort pictures into categories (transportation, animals, foods, and toys).		✔							
Prepositions: Use knowledge of prepositions and prepositional phrases to follow directions.			✔						
Identify common contractions.							✔	✔	✔
Use structural and contextual clues to determine meaning of words with affixes.								✔	✔
Identify homographs and determine their meaning using context clues.								✔	✔
Use a dictionary to determine the meaning of words.									✔
Supplemental Comprehension [✔s below indicate the recommended cycle for implementation]									
Comprehension Strategies: Making Predictions			✔						
Comprehension Strategies: Asking Questions				✔					
Comprehension Strategies: Summarizing				✔					

Grades 1-2

Cycle of Instruction	Pre Reading	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8
Comprehension Strategies: Clarifying words				✓					
Setting: Identify where and when a story takes place				✓					
Character: Identify characters in a story					✓				
Sequence: Place story events in order.						✓			
Determine the main idea and supporting details of nonfiction text.							✓		
Identify cause and effect relationships.									✓
Draw conclusions using evidence from text.									✓
Supplemental Writing [✓s below indicate the recommended cycle for implementation]									
Write reading responses after reading books in cycle.			✓	✓	✓	✓	✓	✓	✓
Edit reading responses for capitalization, punctuation and handwriting.			✓	✓	✓	✓	✓	✓	✓
Share writing for peer feedback.			✓	✓	✓	✓	✓	✓	✓
Share writing with class and/or school.			✓	✓	✓	✓	✓	✓	✓
Write narrative responses to reading.			✓	✓	✓	✓	✓	✓	✓
Write descriptive responses to reading.			✓	✓	✓	✓	✓	✓	✓
Write how-to responses to reading.					✓				
Write informative responses to reading.						✓	✓		
Write a summary in response to reading.							✓		
Research and write an informative response to reading.								✓	

Grades 2-3

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11
Interactive Reading Curriculum											
Listening											
Follow Directions: Listen and follow directions of peer tutors and narrator.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Poetry/Rhyme: Listen for and participate in the musical elements of language through rhymes and poetry.	✓	✓	✓	✓	✓	✓	✓	✓			
Books: Listen responsively to stories read aloud in each letter lesson to get information and to enjoy and appreciate reading.	✓	✓	✓	✓	✓	✓	✓				
Listen and participate in songs containing high frequency words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Answer Questions: Apply comprehension strategies and answer relevant questions in listening activities.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Book and Print Awareness											
Book Handling: Hold a book in its correct position and turn its pages correctly.	✓										
Book Handling: Identify front and back of a book.	✓										
Print Conventions: Recognize that print represents spoken language and conveys meaning.	✓										

Grades 2-3

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11
Concept of a Word: Recognize that written words are separated by spaces.	✓	✓									
Directionality: Follow print from left to right, top to bottom.	✓										
Tracking Print: Match print to speech through use of visual tracking that highlights words as they are spoken.	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Recognize that pictures convey meaning of print.	✓										
Concept of Sentence: Recognize that words spoken or read together communicate an idea.	✓										
Concept of Words: Spoken words are represented by a sequence of letters.	✓										
Concept of a Sentence: Recognize that sentences have a beginning and end and consist of words.	✓	✓		✓							
Capitalization: Recognize the uses of capital letters at beginning of sentences and special names.	✓	✓		✓							
Punctuation: Recognize the uses of a period, question mark, and exclamation mark.	✓	✓		✓		✓	✓	✓			
Recognize the purpose of a Table of Contents.					✓	✓	✓				
Phonological and Phonemic Awareness											

Grades 2-3

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11
Listen and participate in animated rhymes.	✓	✓	✓	✓	✓	✓	✓				
Segment spoken sentences into words and clap/count number of words.	✓										
Identify, segment and blend syllables in spoken words and clap/count number of syllables.	✓										
Identify onset and rime; segment and blend parts of a spoken word.	✓										
Identify the initial sound in spoken words and blend word parts.	✓	✓	✓								
Listen and participate in Literacy Acquisition Theaters which provide practice in rhyming and alliteration skills.	Letter lessons: m, a, p, c	Letter lessons: t, i, s, l	Letter lessons: r, o, n, d	Letter lessons: f, e, h, g	Letter lessons: b, u, j, w	Letter lessons: k, z, v, y	Letter lessons: q, x				
Identify the final sound in spoken words and blend word parts.	✓	✓									
Identify and isolate initial and final sounds in spoken words in each letter lesson.		✓	✓								
Blend individual phonemes to produce spoken words.	✓	✓	✓	✓							
Identify the middle sound in spoken words and blend word parts.		CVC for short vowel /a/ and /i/	CVC for short vowel /o/	CVC and CVCC for short vowel /e/	CVC for short vowel /u/						
Identify the sound of the vowel or spelling pattern introduced in phonics instruction.	✓	✓	✓	✓	✓	✓	✓				

Grades 2-3

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11
Segment one-syllable spoken words into individual phonemes by producing the beginning, middle, and final sound.	✓	✓	✓	Beginning, middle and ending sounds in CVC words	Beginning, middle and ending sounds in CVC words						
Blend beginning, middle and final sound to create word.	✓	✓	✓	Beginning, middle and ending sounds in CVC words	Beginning, middle and ending sounds in CVC words						
Change sounds in spoken words through phoneme manipulation to create new words.				✓	✓						
Identify, segment and blend onset rime using letters.			ap, ip, amp, ist	op, ot, ost, an, it	en, et, ess, est						
Phonics and Word Analysis											
Alphabet: Listen and participate in the alphabet song to learn names of letters and their proper order.	✓	✓	✓	✓	✓	✓	✓				
Letter Knowledge: Name and identify each letter of the alphabet.	Letter lessons: m, a, p, c	Letter lessons: t, i, s, l	Letter lessons: r, o, n, d	Letter lessons: f, e, h, g	Letter lessons: b, u, j, w	Letter lessons: k, z, v, y	Letter lessons: q, x				
Letter Sounds: Learn and apply letter/sound correspondences through direct instruction and practice.	✓	✓	✓	✓	✓	✓	✓	✓			
Listen and participate in the introduction to short vowels, long vowels, R-controlled vowels and digraphs.	short vowel /a/	short vowels /a/ and /i/	short vowel /o/, long vowels /ai/, /oa/	short vowel /e/, long vowels /ee/, /ea/	short vowel /u/, long vowels /a_e/, /i_e/	Long vowels /u_e/, /i_e/	R-controlled /ar/ ar, are; /or/or, ore	R-controlled /ir/ er, ir, ur; digraphs /sh/, /th/			

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11
Apply letter/sound correspondence to blend and decode CVC, CVCe, and CVVC words.	short vowel /a/ in CVC words	short vowels /a/ and /i/ in CVC words	short vowel /o/, with CVC and long vowels /ai/, /oa/ with CVVC, CCVVC words	short vowel /e/ with CVC and long vowel /ee/, /ea/ with CVVC and CCVVC words	short vowel /u/ with CVC and long vowels /a_e/, /i_e/ with CVCe and CCVCe words	long vowels /u_e/, /ie/ with CVCe and CCVCe words	long vowels /e/, /o/, i/I and /y/ with CV and CCV words	long vowels /ay/, /ey/, /ie/, /oe/ with CCVC and CCCVC words			
Manipulate graphemes to build words with vowel patterns.	short vowel /a/ in CVC words	short vowels /a/ and /i/ in CVC words	short vowel /o/, with CVC and long vowels /ai/, /oa/ with CVVC, CCVVC words	short vowel /e/ with CVC and long vowel /ee/, /ea/ with CVVC and CCVVC words	short vowel /u/ with CVC and long vowels /a_e/, /i_e/ with CVCe and CCVCe words	long vowels /u_e/, /ie/ with CVCe and CCVCe words	long vowels /e/, /o/, i/I and /y/ with CV and CCV words	long vowels /ay/, /ey/, /ie/, /oe/ with CCVC and CCCVC words			
Blend individual phonemes to create words using all previously taught letters and sounds.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Decode words in isolation using all letter/sound correspondence previously taught with regularly spelled words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read irregular high frequency and regular words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use letter/sound knowledge to read words in connected decodable text.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Decode words in context.			✓	✓	✓	✓	✓	✓	✓	✓	✓

Grades 2-3

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11
Decode words with consonant blends			Consonant blends: st, sl, sn, sp, Final blends: nd, nt	Consonant blends: cl, fl, gl, pl, cr, fr, gr, pr, tr,	Consonant blends: str, spl, scr, sm	✓	✓	✓	✓	✓	✓
Decode words with R-controlled vowels in context and isolation.							R-controlled /ar/ ar, are; /or/or, ore	R-controlled /ir/ er, ir, ur, ear	R-controlled /ir/ ear, or	✓	✓
Decode words with ci, ce, cy, ge, gi, and gy spelling patterns in context and isolation.							✓	✓	✓	✓	✓
Manipulate graphemes to create new CVCe and CVrC words from common CVC spelling patterns.							✓	✓			
Use syllabication rules to segment two syllable words.									✓	✓	✓
Use syllabication rules to segment three-syllable words.											✓
Decode multisyllabic words.									✓	✓	✓
Recognize words ending in ed, ing.									✓	✓	✓
Decode words with digraphs in context and isolation.									digraphs /sh/, /th/	digraphs /ch/, /tch/	digrahs /ph/ /wh/

Grades 2-3

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11
Decode words with variant vowels and diphthongs.									diphthongs/oi/ oy and oi	Variant vowels au, aw, al dipthongs /ou/ ou, ow	oo as zoo, oo foot igh, ind,
Blend previously taught letter sounds with common phonogram patterns to read words.			Consonants and consonant blends with amp, at, ip, am, ill, ap, it	Consonants and consonant blends with od, op, it, ad, ot, ip, ap	Consonants and consonant blends with eg, et, en, og, ed, op, in, ess, ot, ip	✓	✓	✓	✓		
Take cumulative review of letters, sounds and phonemic knowledge at the end of the cycle of instruction with reteaches as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Letter Writing and Spelling											
Take ISIP subtest, *Spelling* for program placement and every four weeks thereafter in animated game-like episodes of *Show What You Know* .											
Letter Writing: Trace upper and lowercase letters on screen.	Letter lessons: m, a, p, c	Letter lessons: t, i, s, l	Letter lessons: r, o, n, d	Letter lessons: f, e, h, g	Letter lessons: b, u, j, w	Letter lessons: k, z, v, y	Letter lessons: q, x				
Spelling: Correctly spell irregular and high frequency words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spelling: Recognize when to change y to i and add es.											✓
Spelling: Use letter sound patterns to spell CVC words.			✓	✓	✓	✓	✓	✓			
Use letter sound patterns to spell CVVC words.				✓	✓	✓	✓	✓	✓	✓	✓

Grades 2-3

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11
Use letter sounds patterns to spell one-syllable words with consonant blends and all previously taught vowel patterns.					✓	✓	✓	✓	✓	✓	✓
Use letter sound patterns to spell CVCe and CCVCe words.						✓	✓	✓	✓	✓	✓
Use previously taught letters and sounds to spell words in cloze story activity (Word Masters).				✓	✓	✓	✓	✓	✓	✓	
Technology											
Keyboard: Practice keyboard skills for each letter of the alphabet in letter lessons.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Vocabulary											
Take ISIP subtest *Vocabulary* for initial program placement and thereafter every four weeks in animated game like episodes of *Show What You Know*.											
Recognize and use words that name locations such as beginning, middle, end, top.	✓										
Recognize and use technology vocabulary such as click, arrow, flashing button, narrator, point, pointer, button, exit, stop, repeat, check mark, and keyboard.	✓	✓	✓	✓	✓	✓	✓	✓			
Identify and use direction words such as left, right, up, down, etc.	✓	✓	✓	✓	✓	✓	✓	✓			

Grades 2-3

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11
Expand vocabulary through listening to and reading meaningful texts that provide rich and concrete experiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use vocabulary that is taught directly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Develop vocabulary by listening to and participating in the introduction of animated letter activities. Words are from universal themes such as family, home, food, body, clothing, feelings, animals, school, and community.	Letter/Sound rooms for m, a, p, c	Letter/Sound rooms for t, i, s, l	Letter/Sound rooms for r, o, n, d	Letter/Sound rooms for f, e, h, g	Letter/Sound rooms for b, u, j, w	Letter/Sound rooms for k, z, v, y	Letter/Sound rooms for q, x				
Listen and participate in songs containing high frequency words.	and, the, see, has	I, a, this, his, go, is	they, are, you, here	with, my, where, to	what, said, her, for	was, that, from, she	do, have, some, there, of, come	give, want, when, could, does, your			
Categorize vocabulary using pictures to create sentences.	Categories: feelings, describing words, family, community, work everyday	Categories: food, home, describing, words, family, community, body and	Categories: family, community, body, work, classroom and everyday words	Categories: family recreation and leisure, animals with paired associations	Categories: classroom, community, home, body with paired associations	Categories: things, actions, describing words	Categories: things, feelings, actions, describing words				
Build sentences with irregular and high frequency words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Decode irregular words.					✓						
Identify synonyms and antonyms.											✓

Grades 2-3

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11
Identify common prefixes and suffixes.											✓
Identify common homophones and their meaning.											✓
Take cumulative review of previously taught high frequency words in cycle of instruction with reteaches as needed.	✓	✓	✓	✓	✓	✓	✓				
Fluency											
Take ISIP subtest, *Text Fluency* for program placement and every four weeks thereafter in animated game-like episodes of Show What You Know.											
Develop automaticity of letter naming and sound/symbol recognition in animated games.			✓	✓	✓	✓	✓	✓			
Develop automaticity of high frequency words (regular and irregular spellings) in animated game.				✓	✓	✓	✓	✓	✓	✓	
Practice blending words with previously taught spelling patterns in animated game.				✓	✓	✓	✓	✓	✓		
Listen to modeled fluent readings of read alouds and follow highlighted text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Reread books through student virtual library of all previously read books to practice fluency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Comprehension											
Take ISIP subtest *Reading Comprehension* for program placement and differentiated instruction in animated game-like episodes of *Show What You Know* . Take subtest every four weeks.											
Recognize that pictures convey meaning.	✓	✓	✓								

Grades 2-3

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11
Listen to and participate with narrator as strategies and behaviors used by good readers are modeled.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Respond to Questions: Demonstrate understanding by responding to both explicit and implicit questions on stories read aloud or independently. Immediate corrective feedback is provided on incorrectly answered comprehension questions, providing strategies for looking back in the text and determining the correct answer.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read sentences using all previously taught skills and match pictures to text and text to pictures.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use graphic organizers and story maps to acquire information.				✓	✓	✓	✓	✓	✓	✓	✓
Identify where and when a story takes place.				✓							
Identify characters in a story.					✓						
Sequence story events.						✓					
Monitor reading and self-correct.						✓		✓	✓		

Grades 2-3

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11
Distinguish fiction from non-fiction						✓	✓				
Determine the main idea and supporting details.							✓				
Identify similarities and differences in characters and events.								✓			
Identify the main problem and its ultimate solution in a story.									✓		
Use evidence from the text to draw conclusions and make generalizations.								✓	✓		
Use clues from text and illustrations in chapter books to predict events.									✓		
Teacher-Led Small Group Instruction	ISIP Intervention Lessons										
ISIP Priority Report Interventions											
Participate in small group lessons provided by the teacher to students demonstrating weakness in areas as recommended on Priority Reports.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teacher-Led Small Group Instruction	Cycle-Based Teacher Resources										
Priority Report Interventions											

Grades 2-3

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11
Participate in small group lessons provided by the teacher to students demonstrating weakness in areas as recommended on Priority Reports.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teacher-Led Small Group Instruction	Skills-Based Teacher Resources										

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11
Teacher-Led Small Group Instruction	Skills-Based Teacher Resources										
Supplemental Phonemic Awareness [✓s below indicate the recommended cycle for implementation]											
Rhyming: Identify rhyming words using pictures	✓										
Rhyming: Distinguish rhyming words from non-rhyming words.	✓										
Rhyming: Identify rhyming words in books, stories and poems.	✓										
Rhyming: Generate rhyming words.	✓										
Segmentation and Blending: Segment and blend onset and rime.	✓										
Identify and segment ending sounds in words.		/m/ /a/ /k/	/t/ /s/ /l/	/r/ /n/ d/	/f/ /g/	/b/	/z/				
Use pictures to identify and orally segment phonemes in CVC words.		✓	✓								
Supplemental Vocabulary [✓s below indicate the recommended cycle for implementation]											
Sorts: Sort words into categories (transportation, animals, foods, and toys)	✓	✓									
Prepositions: Use knowledge of prepositions and prepositional phrases to follow directions.		✓	✓								

Grades 2-3

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11
Identify common contractions				✓							
Use structural and contextual clues to determine meaning of words with affixes.								✓	✓		
Identify homographs and determine their meaning using context clues.								✓	✓		
Use a dictionary to determine the meaning of words.									✓		
Supplemental Comprehension [✓s below indicate the recommended cycle for implementation]											
Comprehension Strategies: Making Predictions			✓								
Comprehension Strategies: Asking Questions				✓							
Comprehension Strategies: Summarizing				✓							
Comprehension Strategies: Clarifying words				✓							
Setting: Identify where and when a story takes place				✓							
Character: Identify characters in a story					✓						
Sequence: Place story events in order.						✓					
Determine the main idea and supporting details of nonfiction text.							✓				
Identify cause and effect relationships									✓		
Draw conclusions using evidence from text.									✓		
Supplemental Writing [✓s below indicate the recommended cycle for implementation]											

Grades 2-3

Cycle of Instruction	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11
Write reading responses after reading books in cycle.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Edit reading responses for capitalization, punctuation and handwriting.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Share writing for peer feedback.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Share writing with class and/or school.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Write narrative responses to reading.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Write descriptive responses to reading.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Write how-to responses to reading.					✓						
Write informative responses to reading.						✓	✓				
Write a summary in response to reading.							✓				
Research and write an informative response to reading.								✓			

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Interactive Reading Curriculum								
Listening								
Follow Directions: Listen and follow directions of peer tutors and narrator.	✓	✓	✓	✓	✓	✓	✓	✓
Books: Listen responsively to texts read aloud in Cycles 7-10 to comprehend and to enjoy and appreciate reading.	✓	✓	✓	✓				
Listen and participate in songs containing high frequency words.	✓	✓	✓	✓	✓			
Answer Questions: Apply comprehension strategies and answer relevant questions in listening activities.	✓	✓	✓	✓	✓			
Phonics and Word Analysis								
Letter Sounds: Learn and apply letter/sound correspondences through direct instruction and practice.	✓	✓						
Decode words with ci, ce, cy, ge, gi, and gy spelling patterns in context and isolation.	✓							
Apply letter/sound correspondence to blend and decode words.	long vowels /e/, /o/, i/I and /y/ with CV and CCV words	long vowels /ay/, /ey/, /ie/, /oe/ with CCVC and CCCVC words						
Manipulate graphemes to build words with vowel patterns.	long vowels /e/, /o/, i/I and /y/ with CV and CCV words	long vowels /ay/, /ey/, /ie/, /oe/ with CCVC and CCCVC words						

Grades 3-4

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Decode compound words by using previously learned decoding skills and common spelling patterns in known words.	✓	✓						
Listen and participate in the introduction to R-controlled vowels and digraphs.	R-controlled /ar/ ar, are; /or/or, ore	R-controlled /ir/ er, ir, ur; digraphs /sh/, /th/						
Decode words with R-controlled vowels in context and isolation.	R-controlled /ar/ ar, are; /or/or, ore	R-controlled /ir/ er, ir, ur, ear	R-controlled /ir/ ear, or	✓	✓			
Manipulate graphemes to create new CVCe and CVrC words from common CVC spelling patterns.		✓	✓					
Decode words with inflectional endings.			s, ed, ing	double the consonant and add ing, ed	change the y to i and add es			
Use syllabication rules to divide two-syllable words; closed and open syllables.			closed syllable	open syllable and syllables ending with -le and y				
Recognize words ending in ed, ing.			✓	✓	✓			
Decode multisyllabic words in context and in isolation using common spelling patterns.			✓	✓	✓			
Decode words with digraphs in context and isolation.			digraphs /sh/, /th/	digraphs /ch/, /tch/	digrahs /ph/ /wh/			
Decode words with variant vowels and diphthongs.			diphthongs/oi/ oy and oi	Variant vowels au, aw, al dipthongs /ou/ ou, ow	oo as zoo, oo foot igh, ind,			
Identify contractions and the two words from which they are made.					✓			
Use syllabication rules to divide three syllable words.					✓			

Grades 3-4

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Blend individual phonemes to create words using all previously taught letters and sounds.	✓	✓	✓	✓	✓			
Decode words in isolation using all letter sound correspondence previously taught with regularly spelled words.	✓	✓	✓	✓	✓			
Read irregular high frequency and regular words.	✓	✓	✓	✓	✓			
Use letter/sound knowledge to read words in connected decodable text.	✓	✓	✓	✓	✓			
Use root words, prefixes, suffixes and derivational endings to recognize words.					✓	✓	✓	✓
Use knowledge of complex word patterns (e.g., ieve, ield) to decode words.					✓	✓	✓	✓
Decode words in context.	✓	✓	✓	✓	✓	✓	✓	✓
Take cumulative review of letters, sounds and phonemic knowledge at the end of the cycle of instruction with retouches as needed.	✓	✓	✓	✓	✓			
Writing and Spelling								
Take ISIP subtest, *Spelling* for initial program placement and every four weeks thereafter in animated game-like episodes of *Show What You Know*.								
Spelling: Correctly spell high frequency words.	✓	✓	✓	✓	✓			
Spelling: Recognize when to change y to i and add es.					✓		✓	
Spelling: Use letter sound patterns to spell CVC words.	✓	✓						
Use letter sound patterns to spell CVVC words.	✓	✓	✓	✓	✓			

Grades 3-4

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Use letter sounds patterns to spell one syllable words with consonant blends and all previously taught vowel patterns.	✓	✓	✓	✓	✓			
Use letter sound patterns to spell CVCe and CCVCe words.	✓	✓	✓	✓	✓			
Use previously taught letters and sounds to spell words in cloze story activity (Word Masters).	✓	✓	✓	✓				
Vocabulary								
Take ISIP subtest, *Vocabulary* for initial program placement and every four weeks thereafter in animated game like episodes of *Show What You Know*.								
Recognize and use words that name locations such as beginning, middle, end, top.	✓	✓	✓	✓	✓	✓	✓	
Recognize and use technology vocabulary such as click, arrow, flashing button, narrator, point, pointer, button, exit, stop, repeat, check mark, and keyboard.	✓	✓	✓	✓	✓	✓	✓	✓
Identify and use direction words such as left, right, up, down, etc.	✓	✓	✓	✓	✓	✓	✓	✓
Expand vocabulary through reading meaningful texts that provide rich and concrete experiences.	✓	✓	✓	✓	✓	✓	✓	✓
Use vocabulary that is taught directly.	✓	✓	✓	✓	✓	✓	✓	✓
Decode high frequency words.	do, have, some, there, of, come	give, want, when, could, does, your	who, goes, put, why, because, thought	good, many, would, look, their, too	any, question, both, wrong, enough, cover	✓	✓	✓
Build sentences with high frequency words.	✓	✓	✓	✓	✓			

Grades 3-4

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Decode irregular words.	✓	✓	✓	✓	✓	✓	✓	✓
Develop vocabulary through independent reading selections.	✓	✓	✓	✓	✓	✓	✓	✓
Read cloze sentences and paragraphs using all previously taught skills and select the missing vocabulary word	✓	✓	✓	✓	✓	✓	✓	✓
Identify synonyms and antonyms.					✓	✓	✓	✓
Identify common prefixes and suffixes.					✓			
Identify base words and common prefixes and suffixes to determine the meanings of words with affixes.					✓	✓	✓	✓
Identify common homophones and their meaning.					✓		✓	
Use context to determine the meaning of unfamiliar words.						✓	✓	✓
Determine the correct meaning of multiple meaning words by using the context.						✓	✓	✓
Take cumulative review of previously taught high frequency words in cycle of instruction with reteaches as needed.	✓	✓	✓	✓				
Fluency								
Take ISIP subtest, Text Fluency for initial program placement and every four weeks thereafter in game-like episodes of *Show What You Know* .								
Develop automaticity of high frequency words (regular and irregular spellings) in animated game.	✓	✓	✓	✓				
Practice blending words with previously taught spelling patterns in animated game.	✓	✓	✓	✓				
Listen to modeled fluent readings of read alouds and follow highlighted text.	✓	✓	✓	✓	✓	✓	✓	✓

Grades 3-4

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Reread grade-level books through student virtual library of all previously read books to practice fluency.	✓	✓	✓	✓	✓	✓	✓	✓
Practice prosody and rate after listening to modeled fluent text.						✓	✓	✓
Comprehension								
Take ISIP subtest *Reading Comprehension* for program placement and differentiated instruction in animated game-like episodes of *Show What You Know* . Take subtest every four weeks.								
Listen to and participate with narrator as strategies and behaviors used by good readers are modeled.	✓	✓	✓	✓	✓	✓	✓	✓
Respond to Questions: Demonstrate understanding by responding to both explicit and implicit questions on stories read aloud or independently. Immediate corrective feedback is provided on incorrectly answered comprehension questions, providing strategies for looking back in the text and determining the correct answer.	✓	✓	✓	✓	✓	✓	✓	✓
Use graphic organizers and story maps to acquire information.	✓	✓	✓	✓	✓	✓	✓	✓
Identify where and when a story takes place.	✓	✓	✓	✓	✓	✓	✓	✓
Analyze characters in a story.				✓	✓	✓	✓	✓
Sequence story events.	✓	✓	✓	✓	✓	✓	✓	✓
Monitor reading and self-correct.	✓	✓	✓	✓	✓	✓	✓	✓
Distinguish fiction from non-fiction	✓	✓	✓	✓	✓	✓	✓	✓
Determine the main idea and supporting details in nonfiction texts.	✓			✓		✓	✓	✓
Identify similarities and differences in characters and events.	✓	✓	✓	✓	✓	✓	✓	✓

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Identify the main problem and its ultimate solution in a story.			✓			✓	✓	
Use evidence from the text to draw conclusions and make generalizations in fiction and nonfiction texts.		✓	✓			✓	✓	✓
Use clues from text to predict outcomes.			✓	✓		✓	✓	✓
Identify the author's purpose for writing.						✓	✓	
Recognize how the author organized text.(sequence, descriptive, problem-solution, cause-effect, compare and contrast)						✓	✓	
Distinguish a fact from an opinion.								✓
Teacher-Led Classroom Small Group Instruction	ISIP Intervention Lessons							
ISIP Priority Report Interventions								
Participate in small group lessons provided by the teacher to students demonstrating weakness in areas as recommended on Priority Reports.	✓	✓	✓	✓	✓	✓	✓	✓
Teacher-Led Classroom Small Group Instruction	Cycle-Based Teacher Resources							
Priority Report Interventions								
Participate in small group lessons provided by the teacher to students demonstrating weakness in areas as recommended on Priority Reports.	✓	✓	✓	✓	✓	✓	✓	✓
Teacher-Led Classroom Small Group Instruction	Skills-Based Teacher Resources							
Supplemental Vocabulary [✓s below indicate the recommended cycle for implementation]								

Grades 3-4

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Sorts: Sort words into categories (transportation, animals, foods, and toys)								
Use structural and contextual clues to determine meaning of words with affixes.		✓	✓					
Identify homographs and determine their meaning using context clues.		✓	✓					
Identify shades of meaning								
Use a dictionary to determine the meaning of words.			✓					
Supplemental Comprehension [✓s below indicate the recommended cycle for implementation]								
Comprehension Strategies: Making Predictions						✓	✓	
Comprehension Strategies: Asking Questions						✓	✓	
Comprehension Strategies: Summarizing						✓	✓	✓
Comprehension Strategies: Clarifying words						✓	✓	✓
Determine the main idea and supporting details of nonfiction text.	✓					✓	✓	✓
Identify cause and effect relationships			✓			✓	✓	✓
Draw conclusions using evidence from text.			✓			✓	✓	✓
Supplemental Writing [✓s below indicate the recommended cycle for implementation]								
Engage in pre-writing activities to generate topics and ideas.	✓	✓	✓	✓		✓	✓	✓
Write drafts of fiction and informative writing.	✓	✓	✓	✓		✓	✓	✓
Revise texts with feedback from peers.	✓	✓	✓	✓		✓	✓	✓
Edit texts for written conventions.	✓	✓	✓	✓		✓	✓	✓
Create final drafts.	✓	✓	✓	✓		✓	✓	✓

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Self-evaluate and evaluate peer writing.	✓	✓	✓	✓		✓	✓	✓
Present work to others.	✓	✓	✓	✓		✓	✓	✓
Write stories with description.	✓	✓	✓	✓		✓	✓	
Write a fictional extension of a story.						✓		
Write a what-if story.			✓			✓		
Write poetry in various forms.				✓		✓	✓	
Write a letter.						✓	✓	
Write a recommendation.						✓		
Write informational essays and reports.						✓	✓	
Write an informational compare-and-contrast essay.	✓			✓		✓		
Write an informational how-to essay.	✓	✓					✓	
Write a persuasive response to reading.			✓	✓			✓	
Write an informative script.						✓		
Write a speech.						✓		
Conduct research to write about a topic.	✓			✓				
Write a research paper.							✓	
Write media-based communication.						✓	✓	

Grades 4-5

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Interactive Reading Curriculum								
Listening								
Follow Directions: Listen and follow directions of peer tutors and narrator.	✓	✓	✓	✓	✓	✓	✓	✓
Books: Listen responsively to texts read aloud in Cycles 7-10 to comprehend and to enjoy and appreciate reading.	✓	✓	✓	✓				
Listen and participate in songs containing high frequency words.	✓	✓	✓	✓	✓			
Answer Questions: Apply comprehension strategies and answer relevant questions in listening activities.	✓	✓	✓	✓	✓			
Phonics and Word Analysis								
Letter Sounds: Learn and apply letter/sound correspondences through direct instruction and practice.	✓	✓						
Decode words with ci, ce, cy, ge, gi, and gy spelling patterns in context and isolation.	✓							
Apply letter/sound correspondence to blend and decode words.	long vowels /e/, /o/, i/I and /y/ with CV and CCV words	long vowels /ay/, /ey/, /ie/, /oe/ with CCVC and CCCVC words						
Manipulate graphemes to build words with vowel patterns.	long vowels /e/, /o/, i/I and /y/ with CV and CCV words	long vowels /ay/, /ey/, /ie/, /oe/ with CCVC and CCCVC words						

Grades 4-5

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Decode compound words by using previously learned decoding skills and common spelling patterns in known words.	✓	✓						
Listen and participate in the introduction to R-controlled vowels and digraphs.	R-controlled /ar/ ar, are; /or/or, ore	R-controlled /ir/ er, ir, ur; digraphs /sh/, /th/						
Decode words with R-controlled vowels in context and isolation.	R-controlled /ar/ ar, are; /or/or, ore	R-controlled /ir/ er, ir, ur, ear	R-controlled /ir/ ear, or	✓	✓			
Manipulate graphemes to create new CVCe and CVrC words from common CVC spelling patterns.		✓	✓					
Decode words with inflectional endings.			s, ed, ing	double the consonant and add ing, ed	change the y to i and add es			
Use syllabication rules to divide two-syllable words; closed and open syllables.			closed syllable	open syllable and syllables ending with -le and y				
Recognize words ending in ed, ing.			✓	✓	✓			
Decode multisyllabic words in context and in isolation using common spelling patterns.			✓	✓	✓	✓	✓	✓
Decode words with digraphs in context and isolation.			digraphs /sh/, /th/	digraphs /ch/, /tch/	digrahs /ph/ /wh/	✓	✓	✓
Decode words with variant vowels and diphthongs.			diphthongs/oi/ oy and oi	Variant vowels au, aw, al dipthongs /ou/ ou, ow	oo as zoo, oo foot igh, ind,	✓	✓	✓
Identify contractions and the two words from which they are made.					✓			
Use syllabication rules to divide three syllable words.					✓			

Grades 4-5

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Blend individual phonemes to create words using all previously taught letters and sounds.	✓	✓	✓	✓	✓			
Decode words in isolation using all letter sound correspondence previously taught with regularly spelled words.	✓	✓	✓	✓	✓			
Read irregular high frequency and regular words.	✓	✓	✓	✓	✓			
Use letter/sound knowledge to read words in connected decodable text.	✓	✓	✓	✓	✓			
Use root words, prefixes, suffixes and derivational endings to recognize words.					✓	✓	✓	✓
Use knowledge of complex word patterns (e.g., ieve, ield) to decode words.					✓	✓	✓	✓
Determine the meaning of words derived from Latin and/or Greek roots and affixes.							✓	✓
Identify the meaning of idioms							✓	✓
Decode words in context.	✓	✓	✓	✓	✓	✓	✓	✓
Take cumulative review of letters, sounds and phonemic knowledge at the end of the cycle of instruction with retouches as needed.	✓	✓	✓	✓	✓			
Writing and Spelling								
Take ISIP-Advanced Reading Subtest, *Spelling* for initial program placement and every four weeks thereafter in animated game-like episodes of *The Right Stuff University*.								
Spelling: Correctly spell high frequency words.	✓	✓	✓	✓	✓			

Grades 4-5

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Spelling: Recognize when to change y to i and add es.					✓		✓	
Spelling: Use letter sound patterns to spell CVC words.	✓	✓						
Use letter sound patterns to spell CVVC words.	✓	✓	✓	✓	✓			
Use letter sounds patterns to spell one syllable words with consonant blends and all previously taught vowel patterns.	✓	✓	✓	✓	✓			
Use letter sound patterns to spell CVCe and CCVCe words.	✓	✓	✓	✓	✓			
Use previously taught letters and sounds to spell words in cloze story activity (Word Masters).	✓	✓	✓	✓				
Vocabulary								
Take ISIP-Advanced Reading Subtest, *Vocabulary* for initial program placement and every four weeks thereafter in animated game-like episodes of *The Right Stuff University*.								
Recognize and use words that name locations such as beginning, middle, end, top.	✓	✓	✓	✓	✓			
Recognize and use technology vocabulary such as click, arrow, flashing button, narrator, point, pointer, button, exit, stop, repeat, check mark, and keyboard.	✓	✓	✓	✓	✓	✓	✓	✓
Identify and use direction words such as left, right, up, down, etc.	✓	✓	✓	✓	✓	✓	✓	✓
Expand vocabulary through reading meaningful texts that provide rich and concrete experiences.	✓	✓	✓	✓	✓	✓	✓	✓
Use vocabulary that is taught directly.	✓	✓	✓	✓	✓	✓	✓	✓
Decode high frequency words.	do, have, some, there, of, come	give, want, when, could, does, your	who, goes, put, why, because, thought	good, many, would, look, their, too	any, question, both, wrong, enough, cover	✓	✓	✓

Grades 4-5

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Build sentences with high frequency.	✓	✓	✓	✓	✓			
Decode irregular words.	✓	✓	✓	✓	✓	✓	✓	✓
Develop vocabulary through independent reading selections.	✓	✓	✓	✓	✓	✓	✓	✓
Read cloze sentences and paragraphs using all previously taught skills and select the missing vocabulary word	✓	✓	✓	✓	✓	✓	✓	✓
Identify synonyms and antonyms.					✓	✓	✓	
Identify common prefixes and suffixes.					✓	✓	✓	✓
Identify base words and common prefixes and suffixes to determine the meanings of words with affixes.					✓	✓	✓	✓
Identify common homophones and their meaning.					✓		✓	
Use context to determine the meaning of unfamiliar words.						✓	✓	✓
Determine the correct meaning of multiple meaning words by using the context.						✓	✓	✓
Take cumulative review of previously taught high frequency words in cycle of instruction with reteaches as needed.	✓	✓	✓	✓				
Fluency								
Take ISIP-Advanced Reading subtest, *Text Fluency* for program placement and every four weeks thereafter in animated game-like episodes of *The Right Stuff University*.								
Develop automaticity of high frequency words (regular and irregular spellings) in animated game.	✓	✓	✓	✓				

Grades 4-5

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Practice blending words with previously taught spelling patterns in animated game.	✓	✓	✓	✓				
Listen to modeled fluent readings of read alouds and follow highlighted text.	✓	✓	✓	✓				
Reread grade-level books through student virtual library of all previously read books to practice fluency.	✓	✓	✓	✓	✓	✓	✓	✓
Practice prosody and rate after listening to modeled fluent text.						✓	✓	✓
Comprehension								
Take ISIP-Advanced Reading subtest, *Reading Comprehension* for program placement and every four weeks thereafter in animated game-like episodes of *The Right Stuff University*.								
Listen to and participate with narrator as strategies and behaviors used by good readers are modeled.	✓	✓	✓	✓	✓	✓	✓	✓
Respond to Questions: Demonstrate understanding by responding to both explicit and implicit questions on stories read aloud or independently. Immediate corrective feedback is provided on incorrectly answered comprehension questions, providing strategies for looking back in the text and determining the correct answer.	✓	✓	✓	✓	✓	✓	✓	✓
Use graphic organizers and story maps to acquire information.	✓	✓	✓	✓	✓	✓	✓	✓
Identify where and when a story takes place.	✓	✓	✓	✓	✓	✓	✓	✓
Analyze characters in a story.				✓	✓	✓	✓	✓
Sequence story events.	✓	✓	✓	✓	✓	✓	✓	✓

Grades 4-5

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Monitor reading and self-correct.	✓	✓	✓	✓	✓	✓	✓	✓
Distinguish fiction from non-fiction	✓	✓	✓	✓	✓	✓	✓	✓
Determine the main idea and supporting details in nonfiction texts.	✓			✓		✓	✓	✓
Identify similarities and differences in characters and events.	✓	✓	✓	✓	✓	✓	✓	✓
Identify the main problem and its ultimate solution in a story.			✓			✓	✓	
Summarize fiction text.						✓	✓	
Use evidence from the text to draw conclusions and make generalizations in fiction and nonfiction texts.		✓	✓			✓	✓	✓
Use clues from text to predict outcomes.			✓	✓		✓	✓	✓
Identify the author's purpose for writing.						✓	✓	
Recognize how the author organized text.(sequence, descriptive, problem-solution, cause-effect, compare and contrast)						✓	✓	✓
Use text features to predict topics of reading and locate information.						✓	✓	✓
Recognize how sensory language creates imagery in text.							✓	✓
Determine the order of activities for a procedure.							✓	✓
Make inferences and draw conclusions from poetry using evidence from the text.						✓	✓	
Show evidence of comprehension through reading independently.							✓	✓
Distinguish a fact from an opinion.								✓

Grades 4-5

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Teacher-Led Classroom Small Group Instruction	ISIP Intervention Lessons							
ISIP Interventions								
Participate in small group lessons provided by the teacher to students demonstrating weakness in areas as recommended on Priority Reports.	✓	✓	✓	✓	✓	✓	✓	✓
Teacher-Led Classroom Small Group Instruction	Cycle-Based Teacher Resources							
Priority Report Interventions								
Participate in small group lessons provided by the teacher to students demonstrating weakness in areas as recommended on Priority Reports.	✓	✓	✓	✓	✓	✓	✓	✓
Teacher-Led Classroom Small Group Instruction	Skills-Based Teacher Resources							
Supplemental Vocabulary [✓s below indicate the recommended cycle for implementation]								
Sorts: Sort words into categories (transportation, animals, and foods)								
Use structural and contextual clues to determine meaning of words with affixes.		✓	✓					
Identify homographs and determine their meaning using context clues.		✓	✓					
Identify shades of meaning								
Use a dictionary to determine the meaning of words.			✓					
Create analogies from synonyms and antonyms.						✓	✓	✓
Determine the meaning of common idioms.						✓	✓	✓
Supplemental Comprehension [✓s below indicate the recommended cycle for implementation]								

Grades 4-5

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Comprehension Strategies: Identifying Facts and Opinions						✓	✓	✓
Determine the main idea and supporting details of nonfiction text.	✓					✓	✓	✓
Identify cause and effect relationships			✓			✓	✓	✓
Draw conclusions using evidence from text.			✓			✓	✓	✓
Analyze literature: poetry techniques, form and structure						✓	✓	✓
Analyze literature: biography and autobiography						✓	✓	✓
Analyzing literature: theme						✓	✓	✓
Analyzing literature: mythology						✓	✓	✓
Analyzing literature: character analysis						✓	✓	✓
Analyzing literature: plot techniques						✓	✓	✓
Analyzing literature: sensory and figurative language in poetry and fiction						✓	✓	✓
Informational Texts: Author's Purpose						✓	✓	✓
Informational Texts: Summarizing						✓	✓	✓
Informational Texts: procedural/how-to/following instructions						✓	✓	✓
Informational Texts: persuasive techniques						✓	✓	✓
Media literacy: informal v. formal language						✓	✓	✓
Media literacy: written conventions						✓	✓	✓
Media literacy: effects of visuals, sounds, written language						✓	✓	✓
Supplemental Writing [✓s below indicate the recommended cycle for implementation]								
Engage in pre-writing activities to generate topics and ideas.	✓	✓	✓	✓		✓	✓	✓

Grades 4-5

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14
Write drafts of fiction and informative writing.	✓	✓	✓	✓		✓	✓	✓
Revise texts with feedback from peers.	✓	✓	✓	✓		✓	✓	✓
Edit texts for written conventions.	✓	✓	✓	✓		✓	✓	✓
Create final drafts.	✓	✓	✓	✓		✓	✓	✓
Self-evaluate and evaluate peer writing.	✓	✓	✓	✓		✓	✓	✓
Present work to others.	✓	✓	✓	✓		✓	✓	✓
Write stories with description.	✓	✓	✓	✓		✓	✓	
Write a fictional extension of a story.						✓		
Write a what-if story.			✓			✓		
Write poetry in various forms.				✓		✓	✓	
Write a letter.						✓	✓	
Write a recommendation.						✓		
Write informational essays and reports.						✓	✓	
Write an informational compare-and-contrast essay.	✓			✓		✓		
Write an informational how-to essay.	✓	✓					✓	
Write a persuasive response to reading.			✓	✓			✓	
Write an informative script.						✓		
Write a speech.						✓		
Conduct research to write about a topic.	✓			✓			✓	
Write a research paper.							✓	

Grades 5-6

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Interactive Reading Curriculum									
Listening									
Follow Directions: Listen and follow directions of peer tutors and narrator.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Books: Listen responsively to texts read aloud in Cycles 7-10 to comprehend and to enjoy and appreciate reading.	✓	✓	✓	✓					
Listen and participate in songs containing high-frequency words.	✓	✓	✓	✓	✓				
Answer Questions: Apply comprehension strategies and answer relevant questions in listening activities.	✓	✓	✓	✓	✓				✓
Phonics and Word Analysis									
Take ISIP® subtests, Letter Knowledge and Alphabetic Decoding for initial program placement and every four weeks thereafter until mastery. Assessments are animated game-like episodes of Show What You Know.									
Letter Sounds: Learn and apply letter/sound correspondences through direct instruction and practice.	✓	✓							
Decode words with ci, ce, cy, ge, gi, and gy spelling patterns in context and isolation.	✓								
Apply letter/sound correspondence to blend and decode words.	long vowels /e/, /o/, i/I and /y/ with CV and CCV words	long vowels /ay/, /ey/, /ie/, /oe/ with CCVC and CCCVC words							

Manipulate graphemes to build words with vowel patterns.	long vowels /e/, /o/, i/I and /y/ with CV and CCV words	long vowels /ay/, /ey/, /ie/, /oe/ with CCVC and CCCVC words							

Grades 5-6

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Decode compound words by using previously learned decoding skills and common spelling patterns in known words.	✓	✓							
Listen and participate in the introduction to R-controlled vowels and digraphs.	R-controlled /ar/ ar, are; /or/or, ore	R-controlled /ir/ er, ir, ur; digraphs /sh/, /th/							
Decode words with R-controlled vowels in context and isolation.	R-controlled /ar/ ar, are; /or/or, ore	R-controlled /ir/ er, ir, ur, ear	R-controlled /ir/ ear, or	✓	✓				
Manipulate graphemes to create new CVCe and CVrC words from common CVC spelling patterns.		✓	✓						
Decode words with inflectional endings.			s, ed, ing	double the consonant and add ing, ed	change the y to i and add es				
Use syllabication rules to divide two-syllable words; closed and open syllables.			closed syllable	open syllable and syllables ending with -le and y					
Recognize words ending in ed, ing.			✓	✓	✓				
Decode multisyllabic words in context and in isolation using common spelling patterns.			✓	✓	✓				
Decode words with digraphs in context and isolation.			digraphs /sh/, /th/	digraphs /ch/, /tch/	digraphs /ph/ /wh/				
Decode words with variant vowels and diphthongs.			diphthongs /oi/ oy and oi	Variant vowels au, aw, al dipthongs /ou/ ou, ow	oo as zoo, oo foot igh, ind,				
Identify contractions and the two words from which they are made.					✓				
Use syllabication rules to divide three syllable words.					✓				

Blend individual phonemes to create words using all previously taught letters and sounds.	✓	✓	✓	✓	✓				
Decode words in isolation using all letter sound correspondence previously taught with regularly spelled words.	✓	✓	✓	✓	✓				

Grades 5-6

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Read irregular high frequency and regular words.	✓	✓	✓	✓	✓				
Use letter/sound knowledge to read words in connected decodable text.	✓	✓	✓	✓	✓				
Use root words, prefixes, suffixes and derivational endings to recognize words.					✓	✓	✓	✓	✓
Use knowledge of complex word patterns (e.g., ieve, ield) to decode words.					✓	✓	✓	✓	
Determine the meaning of words derived from Latin and/or Greek roots and affixes.							✓		✓
Identify the meaning of idioms								✓	
Decode words in context.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Take cumulative review of letters, sounds and phonemic knowledge at the end of the cycle of instruction with retouches as needed.	✓	✓	✓	✓	✓				

Writing and Spelling

Take ISIP-Advanced Reading Subtest, *Spelling* for initial program placement and every four weeks thereafter in animated game-like episodes of *The Right Stuff University*.									
Spelling: Correctly spell high frequency words.	✓	✓	✓	✓	✓				✓
Spelling: Recognize when to change y to i and add es.					✓				✓
Spelling: Use letter sound patterns to spell CVC words.	✓	✓							
Use letter sound patterns to spell CVVC words.	✓	✓	✓	✓	✓				

Use letter sounds patterns to spell one syllable words with consonant blends and all previously taught vowel patterns.	✓	✓	✓	✓	✓				
Use letter sound patterns to spell CVCe and CCVCe words.	✓	✓	✓	✓	✓				
Use previously taught letters and sounds to spell words in cloze story activity (Word Masters).	✓	✓	✓	✓					

Grades 5-6

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Vocabulary									
Take ISIP-Advanced Reading Subtest, *Vocabulary* for initial program placement and every four weeks thereafter in animated game-like episodes of *The Right Stuff University*.									
Recognize and use words that name locations such as beginning, middle, end, top.	✓	✓	✓	✓	✓				
Recognize and use technology vocabulary such as click, arrow, flashing button, narrator, point, pointer, button, exit, stop, repeat, check mark, and keyboard.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and use direction words such as left, right, up, down, etc.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Expand vocabulary through reading meaningful texts that provide rich and concrete experiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use vocabulary that is taught directly.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Decode high frequency words.	do, have, some, there, of, come	give, want, when, could, does, your	who, goes, put, why, because, thought	good, many, would, look, their, too	any, question, both, wrong, enough, cover	✓	✓	✓	✓
Build sentences with irregular and high-frequency words.	✓	✓	✓	✓	✓				✓
Decode irregular words.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Develop vocabulary through independent reading selections.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read cloze sentences and paragraphs using all previously taught skills and select the missing vocabulary word	✓	✓	✓	✓	✓	✓	✓	✓	
Identify synonyms and antonyms.					✓	✓	✓	✓	✓

Identify common prefixes and suffixes.					✓	✓	✓	✓	✓
Identify base words and common prefixes and suffixes to determine the meanings of words with affixes.					✓	✓	✓	✓	✓
Identify common homophones and their meaning.					✓		✓		

Grades 5-6

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Use context to determine the meaning of unfamiliar words.						✓	✓	✓	✓
Determine the correct meaning of multiple meaning words by using the context.						✓	✓	✓	✓
Take cumulative review of previously taught high frequency words in cycle of instruction with reteaches as needed.	✓	✓	✓	✓					

Fluency

Take ISIP-Advanced Reading subtest, *Text Fluency* for program placement and every four weeks thereafter in animated game-like episodes of *The Right Stuff University*.									
Develop automaticity of high frequency words (regular and irregular spellings) in animated game.	✓	✓	✓	✓					
Practice blending words with previously taught spelling patterns in animated game.	✓	✓	✓	✓					
Listen to modeled fluent readings of read alouds and follow highlighted text.	✓	✓	✓	✓					
Reread grade-level books through student virtual library of all previously read books to practice fluency.	✓	✓	✓	✓	✓	✓	✓	✓	
Practice prosody and rate after listening to modeled fluent text.						✓	✓	✓	

Comprehension

Take ISIP-Advanced Reading subtest, *Reading Comprehension* for program placement and every four weeks thereafter in animated game-like episodes of *The Right Stuff University* .									
Listen to and participate with narrator as strategies and behaviors used by good readers are modeled.	✓	✓	✓	✓	✓	✓	✓	✓	✓

Respond to Questions: Demonstrate understanding by responding to both explicit and implicit questions on stories read aloud or independently. Immediate corrective feedback is provided on incorrectly answered comprehension questions, providing strategies for looking back in the text and determining the correct answer.	✓	✓	✓	✓	✓	✓	✓	✓	✓

Grades 5-6

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Use graphic organizers and story maps to acquire information.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify where and when a story takes place.	✓	✓	✓	✓	✓	✓	✓	✓	
Analyze characters in a story.				✓	✓	✓	✓	✓	
Sequence story events.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Monitor reading and self-correct.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Distinguish fiction from non-fiction	✓	✓	✓	✓	✓	✓	✓	✓	
Determine the main idea and supporting details in nonfiction texts.	✓			✓		✓	✓	✓	✓
Identify similarities and differences in characters and events.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify the main problem and its ultimate solution in a story.			✓			✓	✓		✓
Summarize fiction text.						✓	✓		✓
Use evidence from the text to draw conclusions and make generalizations in fiction and nonfiction texts.		✓	✓			✓	✓	✓	✓
Use clues from text to predict outcomes.			✓	✓		✓	✓	✓	✓
Identify the author's purpose for writing.						✓	✓		✓
Recognize how the author organized text.(sequence, descriptive, problem-solution, cause-effect, compare and contrast)						✓	✓	✓	✓
Analyze how text structure influences ideas.						✓	✓	✓	✓
Interpret quantitative information from charts, maps, timelines, diagrams, etc.						✓	✓	✓	
Use text features to predict topics of reading and locate information.						✓	✓	✓	✓

Recognize how sensory language creates imagery in text.							✓	✓	
Determine the order of activities for a procedure.							✓	✓	
Make inferences and draw conclusions from poetry using evidence from the text.						✓	✓		

Grades 5-6

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Explain how incidents or situations in fiction texts give rise or foreshadow future events.						✓	✓		
Summarize the main idea and details in nonfiction text.	✓					✓	✓		✓
Show evidence of comprehension through reading independently.							✓	✓	✓
Distinguish a fact from an opinion.								✓	
Teacher-Led Classroom Small Group Instruction	ISIP Intervention Lessons								
ISIP Priority Report Interventions									
Participate in small group lessons provided by the teacher to students demonstrating weakness in areas as recommended on Priority Reports.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teacher-Led Classroom Small Group Instruction	Cycle-Based Teacher Resources								
Priority Report Interventions									
Participate in small group lessons provided by the teacher to students demonstrating weakness in areas as recommended on Priority Reports.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teacher-Led Classroom Small Group Instruction	Skills-Based Teacher Resources								
Supplemental Vocabulary									
Sorts: Sort words into categories (transportation, animals, and foods)	✓								
Determine meaning of words with affixes.		✓	✓						✓
Identify homographs and determine their meaning using context clues.		✓	✓						
Identify shades of meaning			✓						

Use a dictionary to determine the meaning of words.			✓						
Create analogies from synonyms and antonyms.						✓	✓	✓	✓
Determine the meaning of common idioms.						✓	✓	✓	

Supplemental Comprehension

Grades 5-6

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Comprehension Strategies: Identifying Facts and Opinions						✓	✓	✓	
Determine the main idea and supporting details of nonfiction text.	✓					✓	✓	✓	✓
Identify cause and effect relationships			✓			✓	✓	✓	✓
Draw conclusions using evidence from text.			✓			✓	✓	✓	✓
Analyze literature: poetry techniques, form and structure						✓	✓	✓	
Analyze literature: biography and autobiography						✓	✓	✓	
Analyzing literature: theme						✓	✓	✓	
Analyzing literature: mythology						✓	✓	✓	
Analyzing literature: character analysis						✓	✓	✓	
Analyzing literature: plot techniques						✓	✓	✓	
Analyzing literature: sensory and figurative language in poetry and fiction						✓	✓	✓	✓
Informational Texts: Author's Purpose						✓	✓	✓	✓
Informational Texts: Summarizing						✓	✓	✓	✓
Informational Texts: procedural/how-to/following instructions						✓	✓	✓	
Informational Texts: persuasive techniques						✓	✓	✓	
Media literacy: informal v. formal language						✓	✓	✓	
Media literacy: written conventions						✓	✓	✓	
Media literacy: effects of visuals, sounds, written language						✓	✓	✓	
Supplemental Writing									
Engage in pre-writing activities to generate topics and ideas.	✓	✓	✓	✓		✓	✓	✓	

Write drafts of fiction and informative writing.	✔	✔	✔	✔		✔	✔	✔	
Revise texts with feedback from peers.	✔	✔	✔	✔		✔	✔	✔	
Edit texts for written conventions.	✔	✔	✔	✔		✔	✔	✔	
Create final drafts.	✔	✔	✔	✔		✔	✔	✔	
Self-evaluate and evaluate peer writing.	✔	✔	✔	✔		✔	✔	✔	

Grades 5-6

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Present work to others.	✓	✓	✓	✓		✓	✓	✓	
Write stories with description.	✓	✓	✓	✓		✓	✓	✓	
Write a fictional extension of a story.						✓			
Write a what-if story.			✓			✓			
Write poetry in various forms.				✓		✓	✓		
Write a letter.						✓	✓		
Write a recommendation.						✓			
Write informational essays and reports.						✓	✓	✓	
Write an informational compare-and-contrast essay.	✓			✓		✓		✓	
Write an informational how-to essay.	✓	✓					✓	✓	
Write a persuasive response to reading.			✓	✓			✓	✓	
Write an informative script.						✓		✓	
Write a speech.						✓			
Conduct research to write about a topic.	✓			✓					
Write a research paper.							✓		

Grades 6-8

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Interactive Reading Curriculum									
Listening									
Follow Directions: Listen and follow directions of peer tutors and narrator.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Books: Listen responsively to texts read aloud in Cycles 7-10 to comprehend and to enjoy and appreciate reading.	✓	✓	✓	✓					
Listen and participate in songs containing high frequency words.	✓	✓	✓	✓	✓				
Answer Questions: Apply comprehension strategies and answer relevant questions in listening activities.	✓	✓	✓	✓	✓				✓
Phonics and Word Analysis									
Take ISIP® subtests, Letter Knowledge and Alphabetic Decoding for initial program placement and every four weeks thereafter until mastery. Assessments are animated game-like episodes of Show What You Know.									
Letter Sounds: Learn and apply letter/sound correspondences through direct instruction and practice.	✓	✓							
Decode words with ci, ce, cy, ge, gi, and gy spelling patterns in context and isolation.	✓								
Apply letter/sound correspondence to blend and decode words.	long vowels /e/, /o/, i/I and /y/ with CV and CCV words	long vowels /ay/, /ey/, /ie/, /oe/ with CCVC and CCCVC words							

Grades 6-8

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Manipulate graphemes to build words with vowel patterns.	long vowels /e/, /o/, i/I and /y/ with CV and CCV words	long vowels /ay/, /ey/, /ie/, /oe/ with CCVC and CCCVC words							
Decode compound words by using previously learned decoding skills and common spelling patterns in known words.	✓	✓							
Listen and participate in the introduction to R-controlled vowels and digraphs.	R-controlled /ar/ ar, are; /or/or, ore	R-controlled /ir/ er, ir, ur; digraphs /sh/, /th/							
Decode words with R-controlled vowels in context and isolation.	R-controlled /ar/ ar, are; /or/or, ore	R-controlled /ir/ er, ir, ur, ear	R-controlled /ir/ ear, or	✓	✓				
Manipulate graphemes to create new CVCe and CVrC words from common CVC spelling patterns.		✓	✓						
Decode words with inflectional endings.			s, ed, ing	double the consonant and add ing, ed	change the y to i and add es				
Use syllabication rules to divide two-syllable words; closed and open syllables.			closed syllable	open syllable and syllables ending with -le and y					
Recognize words ending in ed, ing.			✓	✓	✓				
Decode multisyllabic words in context and in isolation using common spelling patterns.			✓	✓	✓				
Decode words with digraphs in context and isolation.			digraphs /sh/, /th/	digraphs /ch/, /tch/	digrahs /ph/ /wh/				

Grades 6-8

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Decode words with variant vowels and diphthongs.			diphthongs/oi/ oy and oi	Variant vowels au, aw, al dipthongs /ou/ ou, ow	oo as zoo, oo foot igh, ind,				
Identify contractions and the two words from which they are made.					✓				
Use syllabication rules to divide three syllable words.					✓				
Blend individual phonemes to create words using all previously taught letters and sounds.	✓	✓	✓	✓	✓				
Decode words in isolation using all letter sound correspondence previously taught with regularly spelled words.	✓	✓	✓	✓	✓				
Read irregular high frequency and regular words.	✓	✓	✓	✓	✓				
Use letter/sound knowledge to read words in connected decodable text.	✓	✓	✓	✓	✓				
Use root words, prefixes, suffixes and derivational endings to recognize words.					✓	✓	✓	✓	✓
Use knowledge of complex word patterns (e.g., ieve, ield) to decode words.					✓	✓	✓	✓	
Determine the meaning of words derived from Latin and/or Greek roots and affixes.							✓		✓
Identify the meaning of idioms								✓	
Decode words in context.	✓	✓	✓	✓	✓	✓	✓	✓	✓

Grades 6-8

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Take cumulative review of letters, sounds and phonemic knowledge at the end of the cycle of instruction with retouches as needed.	✓	✓	✓	✓	✓				
Writing and Spelling									
Take ISIP-Advanced Reading Subtest, *Spelling* for initial program placement and every four weeks thereafter in animated game-like episodes of *The Right Stuff University*.									
Spelling: Correctly spell high frequency words.	✓	✓	✓	✓	✓				✓
Spelling: Recognize when to change y to i and add es.					✓				✓
Spelling: Use letter sound patterns to spell CVC words.	✓	✓							
Use letter sound patterns to spell CVVC words.	✓	✓	✓	✓	✓				
Use letter sounds patterns to spell one syllable words with consonant blends and all previously taught vowel patterns.	✓	✓	✓	✓	✓				
Use letter sound patterns to spell CVCe and CCVCe words.	✓	✓	✓	✓	✓				
Write a personal narrative								✓	
Recognize & use punctuation such as commas, brackets & quotation marks.								✓	
Use previously taught letters and sounds to spell words in cloze story activity (Word Masters).	✓	✓	✓	✓					
Vocabulary									
Take ISIP-Advanced Reading Subtest, *Vocabulary* for initial program placement and every four weeks thereafter in animated game-like episodes of *The Right Stuff University*.									
Recognize and use words that name locations such as beginning, middle, end, top.	✓	✓	✓	✓	✓				

Grades 6-8

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Recognize and use technology vocabulary such as click, arrow, flashing button, narrator, point, pointer, button, exit, stop, repeat, check mark, and keyboard.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and use direction words such as left, right, up, down, etc.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Expand vocabulary through reading meaningful texts that provide rich and concrete experiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use vocabulary that is taught directly.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Decode high frequency words.	do, have, some, there, of, come	give, want, when, could, does, your	who, goes, put, why, because, thought	good, many, would, look, their, too	any, question, both, wrong, enough, cover	✓	✓	✓	✓
Build sentences with irregular and high frequency words.	✓	✓	✓	✓	✓				✓
Decode irregular words.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Develop vocabulary through independent reading selections.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read cloze sentences and paragraphs using all previously taught skills and select the missing vocabulary word	✓	✓	✓	✓	✓	✓	✓	✓	
Identify synonyms and antonyms.					✓	✓	✓	✓	✓
Identify common prefixes and suffixes.					✓	✓	✓	✓	✓
Identify base words and common prefixes and suffixes to determine the meanings of words with affixes.					✓	✓	✓	✓	✓
Identify common homophones and their meaning.					✓		✓		

Grades 6-8

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Use context to determine the meaning of unfamiliar words.						✓	✓	✓	✓
Determine the correct meaning of multiple meaning words by using the context.						✓	✓	✓	✓
Complete analogies							✓	✓	✓
Take cumulative review of previously taught high frequency words in cycle of instruction with reteaches as needed.	✓	✓	✓	✓					

Fluency

Take ISIP-Advanced Reading subtest, *Text Fluency* for program placement and every four weeks thereafter in animated game-like episodes of *The Right Stuff University*.

	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Develop automaticity of high frequency words (regular and irregular spellings) in animated game.	✓	✓	✓	✓					
Practice blending words with previously taught spelling patterns in animated game.	✓	✓	✓	✓					
Listen to modeled fluent readings of read alouds and follow highlighted text.	✓	✓	✓	✓					
Reread grade-level books through student virtual library of all previously read books to practice fluency.	✓	✓	✓	✓	✓	✓	✓	✓	
Practice prosody and rate after listening to modeled fluent text.						✓	✓	✓	

Comprehension

Take ISIP-Advanced Reading subtest, *Reading Comprehension* for program placement and every four weeks thereafter in animated game-like episodes of *The Right Stuff University*.

	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Listen to and participate with narrator as strategies and behaviors used by good readers are modeled.	✓	✓	✓	✓	✓	✓	✓	✓	✓

Grades 6-8

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Respond to Questions: Demonstrate understanding by responding to both explicit and implicit questions on stories read aloud or independently. Immediate corrective feedback is provided on incorrectly answered comprehension questions, providing strategies for looking back in the text and determining the correct answer.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use graphic organizers and story maps to acquire information.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify where and when a story takes place.	✓	✓	✓	✓	✓	✓	✓	✓	
Analyze characters in a story.				✓	✓	✓	✓	✓	
Sequence story events.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Monitor reading and self-correct.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Distinguish fiction from non-fiction	✓	✓	✓	✓	✓	✓	✓	✓	
Determine the main idea and supporting details in nonfiction texts.	✓			✓		✓	✓	✓	✓
Identify similarities and differences in characters and events.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify the main problem and its ultimate solution in a story.			✓			✓	✓		✓
Summarize fiction text.						✓	✓		✓
Use evidence from the text to draw conclusions and make generalizations in fiction and nonfiction texts.		✓	✓			✓	✓	✓	✓
Use clues from text to predict outcomes.			✓	✓		✓	✓	✓	✓
Identify the author's purpose for writing.						✓	✓		✓

Grades 6-8

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Recognize how the author organized text.(sequence, descriptive, problem-solution, cause-effect, compare and contrast)						✓	✓	✓	✓
Analyze how text structure influences ideas.						✓	✓	✓	✓
Interpret quantitative information from charts, maps, timelines, diagrams, etc.						✓	✓	✓	
Use text features to predict topics of reading and locate information.						✓	✓	✓	✓
Recognize how sensory language creates imagery in text.							✓	✓	
Determine the order of activities for a procedure.							✓	✓	
Make inferences and draw conclusions from poetry using evidence from the text.						✓	✓		
Explain how incidents or situations in fiction texts give rise or foreshadow future events.						✓	✓		
Summarize the main idea and details in nonfiction text.	✓					✓	✓		✓
Show evidence of comprehension through reading independently.							✓	✓	✓
Distinguish a fact from an opinion.								✓	
Explain the influence of setting on plot development							✓	✓	
Analyze, infer & draw conclusions about the author's purpose.						✓	✓	✓	✓
Compare and contrast historical & cultural settings of two pieces of literature.							✓	✓	✓
Teacher-Led Classroom Small Group Instruction	ISIP Intervention Lessons								

Grades 6-8

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
ISIP Priority Report Interventions									
Participate in small group lessons provided by the teacher to students demonstrating weakness in areas as recommended on Priority Reports.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teacher-Led Classroom Small Group Instruction	Cycle-Based Teacher Resources								
Priority Report Interventions									
Participate in small group lessons provided by the teacher to students demonstrating weakness in areas as recommended on Priority Reports.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Supplemental Vocabulary									
Complete analogies						✓	✓	✓	✓
Use reference materials such as thesauri & dictionaries to determine the meanings of unfamiliar words.	✓								✓ (thesaurus)
Supplemental Comprehension									
Compare and contrast historical & cultural settings of two pieces of literature.						✓	✓	✓	
Summarize the elements of plot development such as rising action, turning point, climax, falling action, denouement.						✓	✓	✓	✓
Identify author's purpose						✓	✓	✓	✓
Analyze the function of stylistic elements from classical & traditional culturally diverse literature.						✓	✓	✓	✓
Teacher-Led Classroom Small Group Instruction	Skills-Based Teacher Resources								
Supplemental Vocabulary									
Sorts: Sort words into categories (transportation, animals, and foods)	✓								

Grades 6-8

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Use structural and contextual clues to determine meaning of words with affixes.		✓	✓						✓
Identify homographs and determine their meaning using context clues.		✓	✓						
Identify shades of meaning			✓						
Use a dictionary to determine the meaning of words.			✓						
Create analogies from synonyms and antonyms.						✓	✓	✓	✓
Determine the meaning of common idioms.						✓	✓	✓	
Supplemental Comprehension									
Comprehension Strategies: Identifying Facts and Opinions						✓	✓	✓	
Determine the main idea and supporting details of nonfiction text.	✓					✓	✓	✓	✓
Identify cause and effect relationships			✓			✓	✓	✓	✓
Draw conclusions using evidence from text.			✓			✓	✓	✓	✓
Analyze literature: poetry techniques, form and structure						✓	✓	✓	
Analyze literature: biography and autobiography						✓	✓	✓	
Analyzing literature: theme						✓	✓	✓	
Analyzing literature: mythology						✓	✓	✓	
Analyzing literature: character analysis						✓	✓	✓	
Analyzing literature: plot techniques						✓	✓	✓	
Analyzing literature: sensory and figurative language in poetry and fiction						✓	✓	✓	✓
Informational Texts: Author's Purpose						✓	✓	✓	✓
Informational Texts: Summarizing						✓	✓	✓	✓

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Informational Texts: procedural/how-to/following instructions						✔	✔	✔	
Informational Texts: persuasive techniques						✔	✔	✔	
Media literacy: informal v. formal language						✔	✔	✔	
Media literacy: written conventions						✔	✔	✔	
Media literacy: effects of visuals, sounds, written language						✔	✔	✔	
Describe different forms of point of view, such as first-and third-person.						✔	✔	✔	
Supplemental Writing									
Engage in pre-writing activities to generate topics and ideas.	✔	✔	✔	✔		✔	✔	✔	
Write drafts of fiction and informative writing.	✔	✔	✔	✔		✔	✔	✔	
Revise texts with feedback from peers.	✔	✔	✔	✔		✔	✔	✔	
Edit texts for written conventions.	✔	✔	✔	✔		✔	✔	✔	
Create final drafts.	✔	✔	✔	✔		✔	✔	✔	
Self-evaluate and evaluate peer writing.	✔	✔	✔	✔		✔	✔	✔	
Present work to others.	✔	✔	✔	✔		✔	✔	✔	
Write stories with description.	✔	✔	✔	✔		✔	✔	✔	
Write a fictional extension of a story.						✔			
Write a what-if story.			✔			✔			
Write poetry in various forms.				✔		✔	✔		
Write a letter.						✔	✔		
Write a recommendation.						✔			
Write informational essays and reports.						✔	✔	✔	
Write an informational compare-and-contrast essay.	✔			✔		✔		✔	

Grades 6-8

Cycle of Instruction	Cycle 7	Cycle 8	Cycle 9	Cycle 10	Cycle 11	Cycle 12	Cycle 13	Cycle 14	Cycle 15
Write an informational how-to essay.	✓	✓					✓	✓	
Write a persuasive response to reading.			✓	✓			✓	✓	
Write an informative script.						✓		✓	
Write a speech.						✓			
Conduct research to write about a topic.	✓			✓					
Distinguish between primary & secondary sources.						✓	✓	✓	
Write a research paper.							✓		