## Introduction

Unique Learning System and News-2-You maintain alignment with state standards through instructional targets. These targets are the bridge between the general content standards adopted by a state and relevant curriculum content for students with significant disabilities. The n2y Instructional Targets have been aligned with the Indiana Academic Standards in English Language Arts and Mathematics and the Indiana Content Connectors.

The chart below describes the sections of this alignment document. Each instructional target is addressed in one or more of the unit lessons. Additionally, differentiated task descriptors are provided to define how students with diverse abilities will have access to essential content of the standards.

| Standard | | Grade Band |
|---|---|---|
| Indiana English Language Arts Standards | | Indianan Connectors |
| The complete wording of the Common Core Standards is listed in this section. | | |
| n2y Instructional Targets | n2y Grade Band Lessons and Activities | n2y Supporting Activities |
| Instructional Targets reflect the essential content of grade level standards. In ELA and Math, these targets are aligned to the Common Core Standards. | **Unique Learning System** | **Unique Learning System** |
| | Lessons that address instructional targets are listed in this column. Lessons from Unique units maintain a consistent format so that instructional targets are taught each month. | Unique's supporting tools and guides supplement the unit lessons. Pertinent supports are listed in this column. |
| | **News-2-You** | **News-2-You** |
| | Sections of the paper, which address instructional targets through News-2-You lesson plans are listed in this column. These lesson plans maintain a consistent format so that instructional targets are taught each week. | Supporting activities and lessons, which provide practice for Instructional Targets, are listed in this column. |
| **n2y Differentiated Tasks** Differentiated task descriptors ensure that students with a wide variety of learning abilities and needs are able to access, participate in, and progress through standards-based activities. Differentiated task descriptors are written in student performance terminology. | | |
| *Level 3* | *Level 2* | *Level 1* |
| • Students at this level are expected to reach the highest level of independence. | • Students at this level will likely require support in all learning activities. | • Students at this level require maximum support in learning. Increasing participation is the primary goal. |

| Reading Standards for Literature | Grades K–2 |
|---|---|
| **Indiana English Language Arts Standards**<br>**Key Ideas and Details** | **Indiana Connectors** |
| **KINDERGARTEN**<br>K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read. | **KINDERGARTEN**<br>K.RL.2.1.a.1: Find story elements (e.g., who was the story about; where did the story happen) to demonstrate understanding of character, setting, and plot in a text, with support. |
| K.RL.2.2: With support, retell familiar stories, poems, and nursery rhymes, including key details. | K.RL.2.2.a.1: Retell with support familiar stories, poems, or nursery rhymes. |
| K.RL.2.3: Identify important elements of the text (e.g., characters, settings, or events). | K.RL.2.3.a.1: Choose character(s) and setting of the story. |
| K.RL.2.4: Make predictions about what will happen in a story. | K.RL.2.4.a.1: Make predictions about what will happen next in a story. |
| **GRADE 1**<br>1.RL.2.1: Ask and answer questions about main idea and key details in a text. | **GRADE 1**<br>1.RL.2.1.a.1: Choose, find, or label the story elements (e.g., who was the story about; where did the story happen) to demonstrate understanding of character, setting, and plot in a text, with support. |
| 1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson. | 1.RL.2.2.a.1: Choose, find, or label the beginning, middle, and ending of stories, including fables and fairy tales.<br>1.RL.2.1.a.2: Retell the central message or lesson. |
| 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting. | 1.RL.2.3.a.1: Identify the characters in a story.<br>1.RL.2.3.a.2: Identify the setting of the story. |
| 1.RL.2.4: Make and confirm predictions about what will happen next in a story. | 1.RL.2.4.a.1: Make predictions about what will happen next in a story. |
| **GRADE 2**<br>2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text. | **GRADE 2**<br>2.RL.2.1.a.1: Choose, find, or label the story elements (e.g., who was the story about; where did the story happen) to demonstrate understanding of character, setting, and plot in a text. |

| | |
|---|---|
| 2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | 2.RL.2.2.a.1: Choose, find, or label the beginning, middle, and ending of stories, including fables and folktales from diverse cultures.<br>2.RL.2.1.a.2: Identify the main idea, lesson or moral. |
| 2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot. | 2.RL.2.3.a.1: Identify the characters in a story.<br>2.RL.2.3.a.2: Identify the events in a story. |
| 2.RL.2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why. | 2.RL.2.4.a.1: Make predictions about what will happen next in a story.<br>2.RL.2.4.a.2: Find text features in a given text (e.g., bolded words, headings, title, etc.) |

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Answer questions about key details of a story.<br>• Retell a familiar story, including key details.<br>• Identify characters, setting and events in a story. | **Unique**<br><br>Lessons 1 and 2: Leveled Book and Read and Answer<br>Lessons 3 and 4: Easy Read Book and Read and Answer | **Unique**<br><br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>n2y Library<br>Standards Connection |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will independently read *who*, *what*, *where*, *when* or *why* questions about a story and write, speak or select an answer.<br>• Students will retell a story, including the main idea and key details.<br>• Students will describe characters, setting and events from a story. | • Students will point to or select a picture from a choice of three in response to a *who*, *what* or *where* question about a story.<br>• Students will use picture supports to retell key details from a story.<br>• Students will use picture supports to identify characters, settings and events from a story. | • Students will respond to a *who* or *what* question by choosing a single option or an errorless picture.<br>• Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board).<br>• Students will select a picture to identify a character or an event from a story (single option or errorless choice). |

## Reading Standards for Literature | Grades K–2

| Indiana English Language Arts Standards<br>Craft and Structure | Indiana Connectors |
|---|---|
| *KINDERGARTEN*<br>K.RL.3.1: Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks). | *KINDERGARTEN*<br>K.RL.3.1.a.1: Recognize the genre of a given text (e.g., fairy tales, nursery rhymes, storybooks). |
| K.RL.3.2: With support, define the role of the author and illustrator of a story in telling the story. | K.RL.3.2.a.1: With support, identify the role of the author.<br>K.R.L.3.2.a.2: With support, identify the illustrator of a story in telling the story. |
| *GRADE 1*<br>1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks). | *GRADE 1*<br>1.RL.3.1.a.1: Identify the genre of a given text (e.g., fairy tales, nursery rhymes, storybooks). |
| 1.RL.3.2: Identify who is telling the story at various points in a text. | 1.RL.3.2.a.1: With support, identify who is telling the story at various points in a text. |
| *GRADE 2*<br>2.RL.3.1: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | *GRADE 2*<br>2.RL.3.1.a.1: Identify the beginning, middle, and ending of stories. |
| 2.RL.3.2: Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks. | 2.RL.3.2.a.1: Identify dialogue as words spoken by characters, usually enclosed in quotation marks.<br>2.RL.3.2.a.2: Identify the difference between communication between characters and communication to self. |

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Identify words and phrases that contribute to meaning in a text.<br>• Recognize the difference between books that tell stories and books that give information. | Unique<br>Lesson 1: Leveled Book<br>Lesson 3: Easy Read Book<br>Lesson 12: Vocabulary | Unique<br>ULS Instructional Guides: Vocabulary<br>N2Y Library<br>Standards Connection |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will name and describe vocabulary related to the unit topic.<br>• Students will distinguish a text that tells a story from one that gives information. | • Students will point to pictures or words related to the unit topic.<br>• Students will identify a text that tells a story.<br>• Students will identify a text that gives information. | • Students will identify a named picture related to the unit topic from a single option or errorless choice.<br>• Students will make a selection of a text that tells a story.<br>• Students will make a selection of a text that gives information. |

| Reading Standards for Literature | Grades K–2 |
|---|---|
| **Indiana English Language Arts Standards**<br>**Integration of Knowledge and Ideas** | **Indiana Connectors** |
| *KINDERGARTEN*<br>K.RL.4.1: With support, describe the relationship between illustrations and the story in which they appear. | *KINDERGARTEN*<br>RL.4.1.a.1: With support, identify the character of a story in relation to the illustrations in a story.<br>K.RL.4.1.a.2: With support, identify the setting of a story in relation to the illustrations in a story. |
| K.RL.4.2: With support, compare and contrast the adventures and experiences of characters in familiar stories. | K.RL.4.2.a.1: With support, choose or match characters to their event within a story. |
| *GRADE 1*<br>1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events. | *GRADE 1*<br>1.RL.4.1.a.1: Identify detail(s) of a character based on the illustrations or attributes given in a story.<br>1.RL.4.1.a.2: Identify the setting based on the illustrations or attributes given in a story. |
| 1.RL.4.2: Compare and contrast the adventures and experiences of characters in stories. | 1.RL.4.2.a.1: Choose or match characters to their event within a story. |
| *GRADE 2*<br>2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | *GRADE 2*<br>2.RL.4.1.a.1: Identify the character(s) from the illustrations and words in a print or digital text.<br>2.RL.4.1.a.2: Identify the setting(s) from the illustrations and words in a print or digital text. |
| 2.RL.4.2: Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world. | 2.RL.4.2.a.1: Compare and contrast the characters in versions of the same stories from different authors, time periods, or cultures from around the world.<br>2.RL.4.2.a.2: Compare and contrast the setting(s) in versions of the same stories from different authors, time periods, or cultures from around the world. |

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Use illustrations to describe characters and events in a story.<br>• Compare characters and events in a story. | **Unique**<br>Lessons 1 and 2: Leveled Book and Read and Answer<br>Lessons 3 and 4: Easy Read Book and Read and Answer<br>Lessons 15 and 16: Literary Experience | **Unique**<br>ULS Monthly Tools: Supporting Files/PowerPoint® stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>n2y Library<br>Standards Connection |
| | **n2y Differentiated Tasks** | |

| Level 3 | Level 2 | Level 1 |
|---|---|---|
| • Students will describe characters and events based on illustrations from a story.<br>• Students will describe similarities and differences between two characters or events in a story. | • Students will point to pictures within a story to identify named characters and events.<br>• Students will match similarities or differences between two characters in a story. | • When presented with an illustration from a story, students will select a character or an event.<br>• Students will select two characters from a story (errorless choice). |

## Reading Standards for Literature — Grades K–2

| Indiana English Language Arts Standards<br>Range and Level of Text Complexity | Indiana Connectors |
|---|---|
| *KINDERGARTEN*<br>K.RL.1: Actively engage in group reading activities with purpose and understanding. | *KINDERGARTEN*<br>K.RL.1.a.1: Attend to group reading activities. |
| *GRADE 1*<br>1.RL.1: With support, read and comprehend literature that is grade level appropriate. | *GRADE 1*<br>1.RL.1.a.1: With support, read a variety of literature. |
| *GRADE 2*<br>2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end. | *GRADE 2*<br>2.RL.1.a.1: Read a variety of literature. |

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading level. | **Unique**<br>Lesson 1: Leveled Book<br>Lesson 3: Easy Read Book<br>Lessons 15 and 16: Literary Experience | **Unique**<br>ULS Monthly Tools: Supporting Files//PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>n2y Library<br>Standards Connection |
| | | **News-2-You**<br>Joey's Locker Story Book |
| | **n2y Differentiated Tasks** | |

| Level 3 | Level 2 | Level 1 |
|---|---|---|
| • Students will independently read literature stories and poems that have been adapted to student reading level. | • Students will read supported and shared literature stories and poems that have been adapted to student reading level. | • Students will actively participate in supported reading of literature stories and poems that have been adapted to student ability level. |

| Reading Standards for Informational Text/Nonfiction | Grades K–2 |
|---|---|
| **Indiana English Language Arts Standards**<br>**Key Ideas and Details** | **Indiana Connectors** |
| *KINDERGARTEN*<br>K.RN.2.1: With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts). | *KINDERGARTEN*<br>K.RN.2.1.a.1: Identify facts and details in a text, with support (e.g., events, topics). |
| K.RN.2.2: With support, retell the main idea and key details of a text. | K.RN.2.2.a.1: With support, retell the main idea of a text.<br>K.RN.2.2.a.2: With support, retell the key detail(s) of a text. |
| K.RN.2.3: With support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | K.RN.2.3.a.1: Observe the connection between two individuals, events, or ideas in a text. |
| *GRADE 1*<br>1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text. | *GRADE 1*<br>1.RN.2.1.a.1: Choose, find, or label details in a text, with support. |
| 1.RN.2.2: Retell main ideas and key details of a text. | 1.RN.2.2.a.1: Retell the main idea of a text.<br>1.RN.2.2.a.2: Retell the detail(s) of a text. |
| 1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. | 1.RN.2.3.a.1: With support, describe the connection between two individuals, events, or ideas in a text. |
| *GRADE 2*<br>2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding. | *GRADE 2*<br>2.RN.2.1.a.1: Choose, find, or label details in a text. |
| 2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph. | 2.RN.2.2.a.1: Identify the main idea of a paragraph in a multiparagraph text. |
| 2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text. | 2.RN.2.3.a.1: Label Identify the first, middle, and last of a series of historical events, scientific ideas or concepts, in a text. |

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Answer questions about key details in a text.<br>• Identify the main idea in informational text.<br>• Identify a sequence of events or the steps in a procedure. | **Unique** | **Unique** |
| | Lessons 1 and 2: Leveled Book and Read and Answer<br>Lessons 3 and 4: Easy Read Book and Read and Answer<br>Lesson 26: Direction Following<br>Lesson 29: History Timeline<br>Core Task 1.1: Daily Schedule | ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>ULS Instructional Tools: Links with News-2-You<br>ULS Monthly Tools: Supplemental Science<br>n2y Library |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper:<br>  News Page<br>  People and Places in the News<br>  Recipe Page<br>  Review Page<br>  Think Page<br>  Sports Page | Current Events Newspaper: New Page Standards Connection<br>People in the News Standards Connection<br>Joke Page Standards Connection<br>Breaking News<br>Holidays<br>Activities: Recipe Review<br>Activities: Geomtery/Map Skills<br>Joey's Locker: Cartoon<br>Joey's Locker: Quiz Show |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will independently read questions about a story and write or select an answer.<br>• Students will retell a story, including the main idea and key details.<br>• Students will describe individuals, events or ideas from informational text.<br>• Students will use text to follow steps in a direction-following activity. | • Students will point to or select a picture from a choice of three in response to a question about a story.<br>• Students will use picture supports to retell key details from a story.<br>• Students will use picture supports to identify individuals or events from informational text.<br>• Students will use text supported with pictures to follow steps in a direction-following activity. | • Students will respond to a question by choosing a single option or an errorless picture.<br>• Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board).<br>• Students will select a picture to identify an individual or object from informational text (single option or errorless choice).<br>• Students will select a picture to identify a directional step (single option or errorless choice). |

| Reading Standards for Informational Text/Nonfiction | Grades K–2 |
|---|---|
| **Indiana English Language Arts Standards**<br>**Craft and Structure** | **Indiana Connectors** |
| *KINDERGARTEN*<br>K.RN.3.1: Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear. | *KINDERGARTEN*<br>K.RN.3.1.a.1: Observe various text features (e.g., table of contents, glossary, and illustrations) in a text. |
| K.RN.3.2: Recognize that a nonfiction text can be structured to describe a topic. | K.RN.3.2.a.1: With guidance and support, recognize that a nonfiction text can be structured to describe a topic. |
| K.RN.3.3: Standard begins at second grade. | K.RN.3.3.a.1: With guidance and support, identify the speaker in a text. |
| *GRADE 1*<br>1.RN.3.1: Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text. | *GRADE 1*<br>1.RN.3.1.a.1: Locate various text features (e.g., table of contents, glossary, illustrations) in a text. |
| 1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. | 1.RN.3.2.a.1: Identify how a nonfiction text can be order to demonstrate order (e.g. sequential, first, next, last or beginning, middle and end).<br>1.RN.3.2.a.2: Identify how a nonfiction text can be structured to explain a simple cause and effect relationship (e.g. first, then). |
| 1.RN.3.3: Standard begins at second grade. | 1.RN.3.3.a.1: With guidance and support, identify the speaker in a text. |
| *GRADE 2*<br>2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text. | *GRADE 2*<br>2.RN.3.1.a.1: Define various text features (e.g., table of contents, index, headings, captions) in a text. |
| 2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship. | 2.RN.3.2.a.1: Identify how a nonfiction text can be structured compare and contrast (e.g. events, characters or settings).<br>2.RN.3.2.a.2: Identify how a nonfiction text can be structured to describe a procedure (e.g. sequential order). |

| | | 2.RN.3.2.a.3: Identify how a nonfiction text can be structured to explain a cause and effect relationship (e.g. first, then). |
|---|---|---|
| 2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text. | | 2.RN.3.3.a.1: With support, identify the author's purpose in a text (e.g., to Persuade, to Inform, to Entertain). |

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Identify words and phrases that contribute to meaning in a text.<br>• Use text features to locate key information in a text. | **Unique**<br>Lesson 1: Leveled Book<br>Lesson 3: Easy Read Book<br>Lesson 12: Vocabulary<br>Lesson 26: Direction Following<br>Core Task 4.0: Circle Time Reports | **Unique**<br>ULS Instructional Guides: Vocabulary<br>n2y Library<br>ULS Monthly Tools: Links with News-2-You |
| | **News-2-You**<br>People and Places in the News<br>Joke Page<br>Review Page<br>Sudoku<br>Think Page<br>Words Page | **News-2-You**<br>Activities: Color & Label<br>Activities: Vocabulary Words & Definitions<br>Activities: Word Definitions<br>Activities: Read & Do<br>Activities: Look, Think & Read<br>Activities: Cooking Vocabulary Words<br>Joey's Locker: Match the Definition<br>Joey's Locker: Hangman |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will name and describe vocabulary related to the unit topic.<br>• Students will locate the title, author and illustrator of a story.<br>• Students will locate key information in an informational text. | • Students will point to pictures or words related to the unit topic.<br>• Students will locate the title of a story.<br>• Students will point to pictures of key information in an informational text. | • Students will identify a named picture related to the unit topic from a single option or errorless choice.<br>• Students will make a selection to indicate the title of a book. |

## Reading Standards for Informational Text/Nonfiction — Grades K–2

| Indiana English Language Arts Standards<br>Integration of Knowledge and Ideas | Indiana Connectors |
|---|---|
| *KINDERGARTEN*<br>K.RN.4.1: With support, identify the reasons an author gives to support points in a text. | *KINDERGARTEN*<br>K.RN.4.1.a.1: With guidance and support, choose the reasons the author gives to support points in a text. |
| K.RN.4.2: With support, identify basic similarities in and differences between two texts on the same topic. | K.RN.4.2.a.1: With guidance and support, list basic between two texts on the same topic.<br>K.RN.4.2.a.2: With guidance and support, list basic similarities in and differences between two texts on the same topic. |
| *GRADE 1*<br>1.RN.4.1: Identify the reasons the author gives to support points in a text. | *GRADE 1*<br>1.RN.4.1.a.1: With guidance and support, choose the reasons the author gives to support points in a text. |
| 1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic. | 1.RN.4.2.a.1: With guidance and support, list basic similarities between two texts on the same topic.<br>1.RN.4.2.a.2: With guidance and support, list basic differences between two texts on the same topic. |
| *GRADE 2*<br>2.RN.4.1: Describe how an author uses facts to support specific points in a text. | *GRADE 2*<br>2.RN.4.1.a.1: With guidance and support, recognize how an author uses facts to support specific points in a text. |
| 2.RN.4.2: Compare and contrast the most important points presented by two texts on the same topic. | 2.RN.4.2.a.1: Compare and contrast basic similarities in between two texts on the same topic.<br>2.RN.4.2.a.2: Compare and contrast basic differences between two texts on the same topic. |

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Use pictures and illustrations to support meaning within an informational text.<br>• Compare information from two texts on the same topic. | **Unique**<br>Lessons 1 and 2: Leveled Book and Read and Answer<br>Lessons 3 and 4: Easy Read Book and Read and Answer<br>Core Task 4.0: Circle Time Reports | **Unique**<br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>ULS Monthly Tools: Supplemental Science<br>n2y Library<br>Standards Connection |

| | News-2-You | News-2-You |
|---|---|---|
| | People and Places in the News<br>Game Page<br>Puzzle Page<br>Sudoku<br>Think Page<br>Sports Page<br>Words Page | |
| **n2y Differentiated Tasks** | | |
| *Level 3* | *Level 2* | *Level 1* |
| • Students will describe people, places and things based on illustrations from a text.<br>• Students will describe similarities and differences between two versions of a text on the same topic. | • Students will point to pictures within a story to identify people, places and things from a text.<br>• Students will match similarities of illustrations between two texts on the same topic. | • When presented with an illustration from a story, students will select a named person, place or thing.<br>• Students will select two persons or objects from a story (errorless choice). |

## Reading Standards for Informational Text/Nonfiction — Grades K–2

| Indiana English Language Arts Standards Range and Level of Text Complexity | Indiana Connectors |
|---|---|
| **KINDERGARTEN** K.RN.1: Actively engage in group reading activities with purpose and understanding. | **KINDERGARTEN** K.RN.1.a.1: Attend to group nonfiction reading activities. |
| **GRADE 1** 1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate. | **GRADE 1** 1.RN.1.a.1: With support, read a variety of nonfiction texts. |
| **GRADE 2** 2.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end. | **GRADE 2** 2.RN.1.a.1: Read a variety of nonfiction texts. |

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level. | **Unique** Lesson 1: Leveled Book Lesson 3: Easy Read Book Lesson 26: Direction Following Core Task 4.0: Circle Time Reports | **Unique** ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Monthly Tools: Links with News-2-You ULS Monthly Tools: Supplemental Science n2y Library Standards Connection |
| | **News-2-You** Current Events Newspaper: News Page Recipe Page Sports Page | **News-2-You** Activities: Recipe Ingredient Needs Extra Materials: Pledge of Allegiance Extra Materials: Star Spangled Banner Extra Materials: Holiday Songs |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will independently read informational materials that have been adapted to student reading level. | • Students will read supported and shared informational materials that have been adapted to student reading level. | • Students will actively participate in supported reading of informational materials that have been adapted to student ability level. |

## Reading Standards for Foundational Skills/Media Literacy — Grades K–2

| Indiana English Language Arts Standards<br>Print Concepts | Indiana Connectors |
|---|---|
| **KINDERGARTEN**<br>K.ML.1: Recognize various types of media. | **KINDERGARTEN**<br>K.ML.1.a: Recognize that there are various types of media to entertain. |
| **GRADE 1**<br>1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture. | **GRADE 1**<br>1.ML.1.a.1: Recognize that the role of media is to inform, entertain, or persuade the audience. |
| **GRADE 2**<br>2.ML.1: Recognize the role of the media in informing, persuading, entertaining, and transmitting culture. | **GRADE 2**<br>2.ML.1.a.1: Recognize that the role of media is to inform, entertain, or persuade the audience. |

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Demonstrate understanding of print features (left to right, page to page, etc.).<br>• Identify a word as a sequence of letters within a sentence that is paired with a spoken word.<br>• Recognize letters of the alphabet.<br>• Identify organizational features of a sentence (first word, ending punctuation, etc.). | **Unique**<br><br>Lesson 1: Leveled Book<br>Lesson 3: Easy Read Book<br>Lesson 5: Word Wall<br>Lesson 11: Letters and Sounds<br>Lesson 13: Scrambled Sentences | **Unique**<br><br>ULS Instructional Guides: Phonemic Awareness Standards Connection |
| | **News-2-You** | **News-2-You**<br>Think Page Standards Connection |

### n2y Differentiated Tasks

| Level 3 | Level 2 | Level 1 |
|---|---|---|
| • Students will independently demonstrate basic print concepts (tracking from left to right and from page to page, etc.) during shared story reading.<br>• Students will "read," or point to a named text word or words, within a text sentence.<br>• Students will name selected letters of the alphabet. | • Students will participate in basic print concepts (page turning, pointing to words and pictures, etc.) during shared story reading.<br>• With picture support, students will point to a named text word within a sentence or a choice of three words.<br>• Students will point to a named letter from a choice of three letters. | • Students will attend to shared story reading, giving supported indicators to *turn the page* or *read more*.<br>• Students will select a named text word that has been paired with a picture.<br>• Students will make a selection to choose a letter from a choice of three letter options (errorless choice). |

## Reading Standards for Foundational Skills/Media Literacy — Grades K–2

| Indiana English Language Arts Standards<br>Phonological Awareness | Indiana Connectors |
|---|---|
| *KINDERGARTEN* | *KINDERGARTEN* |
| *GRADE 1* | *GRADE 1* |
| *GRADE 2* | *GRADE 2* |

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Match spoken words to pictures within phonological awareness activities.<br>• Demonstrate an understanding of syllables and sounds within spoken words.<br>• Identify rhyming words.<br>• Blend onset and rime to identify a spoken word.<br>• Distinguish initial, medial and final sounds in a spoken word. | **Unique**<br>Lessons 8, 9, and 10: Word Rime<br>Lesson 11: Letters and Sounds<br>**News-2-You** | **Unique**<br>ULS Instructional Guides: Phonemic Awareness Standards Connection<br>**News-2-You**<br>Puzzle Page Standards Connection<br>Words Page Standards Connection<br>Activities: Counting Syllables<br>Activities: Beginning Sound<br>Activities: Word Beginnings<br>Activities: Word Sort: Beginning Sound<br>Activities: Find the Sound |

### n2y Differentiated Tasks

| Level 3 | Level 2 | Level 1 |
|---|---|---|
| • Students will tap or clap sounds or syllables of a spoken word.<br>• Students will name two words that rhyme.<br>• Students will blend onset and rime to state a series of rime words.<br>• Students will name the beginning or ending sound of a word. | • Students will participate in a supported tap or clap to indicate sounds or syllables in a word.<br>• Students will match pictures of two rhyming words read aloud.<br>• Students will point to or select a named word rime.<br>• Students will match two words that begin with the same sound. | • Students will participate in a supported tap or clap to indicate sounds or syllables in a word.<br>• Students will select a picture of a word that rhymes with a named word (errorless choice).<br>• Students will select a picture of a named word rime (single option choice).<br>• Students will select a picture of a word that begins with the same sound as a named word (errorless choice). |

## Reading Standards for Foundational Skills/Media Literacy — Grades K–2

| Indiana English Language Arts Standards<br>Phonics and Word Recognition | Indiana Connectors |
|---|---|
| *KINDERGARTEN* | *KINDERGARTEN* |
| *GRADE 1* | *GRADE 1* |
| *GRADE 2* | *GRADE 2* |

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Use letter-sound matches to decode words.<br>• Apply basic phonics skills to read new words.<br>• Read high-frequency sight words. | **Unique**<br>Lesson 5: High-Frequency Word Wall<br>Lessons 6 and 7: High-Frequency Spelling Lists<br>Lessons 8, 9, and 10: Word Rime and Word Rime Spelling Lists<br>Lesson 11: Letters and Sounds | **Unique**<br>ULS Instructional Guides: Word Study<br>Standards Connection |
| | **News-2-You** | **News-2-You**<br>Words Page Standards Connection<br>Activities: Beginning Sound<br>Activities: Word Beginnings<br>Activities: Word Sort: Beginning Sound |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will independently read and write words by applying letter-sound correspondences.<br>• Students will read new words by applying initial, final and vowel sound knowledge.<br>• Students will independently read high-frequency words. | • Students will select or point to a named word from a set of three words, using cues from letter-sound correspondence.<br>• Students will select or point to a named high-frequency word from a set of three words. | • Students will attend to activities that apply letter-sound correspondence to the reading of words.<br>• Students will select a named high-frequency word from a single option choice. |

## Reading Standards for Foundational Skills/Media Literacy — Grades K–2

| Indiana English Language Arts Standards<br>Fluency | Indiana Connectors |
|---|---|
| *KINDERGARTEN*<br>K.ML.2.1: Recognize common signs and logos and identify commercials or advertisements. | *KINDERGARTEN*<br>K.ML.2.1.a: Recognize common signs and logos and identify commercials or advertisements. |
| *GRADE 1*<br>1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed. | *GRADE 1*<br>1.ML.2.1.a.1: With guidance and support, demonstrate an understanding of media, by asking appropriate questions about what is read, heard, or viewed.<br>1.ML.2.1a.2: With guidance and support, demonstrate an understanding of media by answering appropriate questions about what is read, heard, or viewed. |
| *GRADE 2*<br>2.ML.2.1: Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. | *GRADE 2*<br>2.ML.2.1.a.1: Recognize that people, use different media sources for different purposes. (E.g. a magazine entertains, the weather informs.) |

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Read appropriately leveled text with purpose and understanding. | **Unique** | **Unique** |
|  | Lesson 1: Leveled Book<br>Lesson 3: Easy Read Book | ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>n2y Library |
|  | **News-2-You** | **News-2-You** |
|  | Current Events Newspaper<br>Breaking News<br>Holiday News | Joey's Locker: Story Book |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will independently read text stories that are selected at the personal reading level. | • Students will state a word or point to a picture of an omitted word during shared reading.<br>• Students will read leveled text that is supported with picture symbols. | • Students will state a sentence from a story through an active participation response (e.g., voice output device, eye gaze choice board). |

| Standards for Writing | Grades K–2 |
|---|---|
| Indiana English Language Arts Standards<br>Text Types and Purposes | Indiana Connectors |
| *KINDERGARTEN*<br>K.W.2.1: Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words. | *KINDERGARTEN*<br>K.W.2.1.a.1: With guidance and support, write most uppercase and lowercase letters. |
| K.W.3.1: Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action. | K.W.3.1.a.1: Recognize community pictures to provide information about a course of action to follow (i.e., stop sign, safety signs, environmental print). |
| K.W.3.2: Use words and pictures to develop a main idea and provide some information about a topic. | K.W.3.2.a.1: With guidance and support, use words and pictures to develop a main idea about a topic. |
| K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order. | K.W.3.3.a.1: With guidance and support, use words and pictures to narrate a single event or simple story. |
|    a)   K.W.6.1: Nouns/Pronouns - Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).<br>   b)   K.W.6.1b: Verbs - Writing sentences that include verbs.<br>   c)   K.W.6.1c: Adjectives/Adverbs - Standard begins at second grade.<br>   e)   K.W.6.1e: Usage - Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.). | K.W.6.16.1a.1: Nouns/Pronouns - With guidance and support, identify singular and/or plural nouns.<br>K.W.6.1.a.2: Nouns/Pronouns - With guidance and support, write a simple sentence with a singular and/or plural noun (s).<br>K.W.6.1b.a.1: With guidance and support, write a sentence to include a verb.<br>K.W.6.1c.a.1: Identify common adjectives and adverbs.<br>K.W.6.1e.a.1: Recognize that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.). |
|    a)   K.W.6.2a: Capitalization - Capitalizing the first word in a sentence and the pronoun I.<br>   b)   K.W.6.2b: Punctuation - Recognizing and naming end punctuation.<br>   c)   K.W.6.2c: Spelling - Spelling simple words phonetically, drawing on phonemic awareness. | K.W.6.2a.a.1: Capitalize the first word in a sentence and the pronoun I.<br>K.W.6.2b.a.1: Recognizing and naming end punctuation.<br>K.W.6.2c.a.1: With guidance and support, spell simple words phonetically, drawing on phonemic awareness. |
| *GRADE 1*<br>1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately. | *GRADE 1*<br>1.W.2.1.a.1: With guidance and support, write uppercase and lowercase letters. |

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|---|---|
| 1.W.2.2: Students are expected to build upon and continue applying concepts learned previously. | 1.W.2.2.a.1: Students are expected to build upon and continue applying concepts learned previously. |
| 1.W.3.1: Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered. | 1.W.3.1.a.1: With guidance and support, write sentences to a particular audience (e.g., a parent, classmate, etc.) |
| 1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. | 1.W.3.2.a.1: With guidance and support, write a sentence about a topic of interest.<br>1.W.3.2.a.2: With guidance and support, provide a detail(s) about a main idea. |
| 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. | 1.W.3.3.a.1: With guidance and support, using sequence and precise words to describe characters or actions for story writing purposes (e.g. first, then, last). |
| a) 1.W.6.1a: Nouns/Pronouns - Writing sentences that include common and proper nouns and personal pronouns.<br>b) 1.W.6.1b: Verbs - Writing sentences using verbs to convey a sense of past, present, and future.<br>c) 1.W.6.1c: Adjectives/Adverbs - Standard begins at second grade.<br>e) 1.W.6.1e: Usage - Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | 1.W.6.1a.1: Nouns/Pronouns - Identify common and proper nouns and personal nouns within a sentence.<br>1.W.6.1.a.2: Nouns/Pronouns - With guidance and support, write a simple sentence(s) with a common and/or proper nouns and personal noun(s).<br>1.W.6.1b.a.1: Verbs - With guidance and support, write a sentence using verbs to convey a sense of past or present.<br>1.W.6.1b.a.2: Verbs - With guidance and support, write a sentence using verbs to convey a sense of future.<br>1.W.6.1c.a.1: Identify common adjectives and adverbs.<br>1.W.6.1e.a.1: With guidance and support, write a simple declarative sentence.<br>1.W.6.1e.a.2: With guidance and support, write a simple interrogative sentence.<br>1.W.6.1e.a.3: With guidance and support, write a simple imperative sentence.<br>1.W.6.1e.a.4: With guidance and support, write a simple exclamatory sentence. |
| a) 1.W.6.2a: Capitalization - Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.<br>b) 1.W.6.2b: Punctuation –<br>• Correctly using a period, question mark, and exclamation mark at the end of a sentence.<br>• Using commas in dates and to separate items in a series. | 1.W.6.2a.a.1: Capitalize the first word of a sentence.<br>1.W.6.2a.a.2: Capitalize dates.<br>1.W.6.2a.a.3: Capitalize names of people and the pronoun I. |

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|---|---|
| c) 1.W.6.2c: Spelling –<br>• Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.<br>• Correctly spelling words with common spelling patterns.<br>• Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words. | 1.W.6.2b.a.1: Use a period, question mark, and exclamation mark at the end of a sentence.<br>1.W.6.2c.a.1: Apply letter name and letter sound knowledge in decoding words. |
| *GRADE 2*<br>2.W.2.1: Form letters correctly and space words and sentences properly so that writing can be read easily by another person. | *GRADE 2*<br>2.W.2.1.a.1: Write letters, words, and sentences. |
| 2.W.2.2: Students are expected to build upon and continue applying concepts learned previously. | 2.W.2.2.a.1: Students are expected to build upon and continue applying concepts learned previously. |
| 2.W.3.1: Write a logically connected paragraph or paragraphs, which introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed. | 2.W.3.1.a.1: With guidance and support, write multiple sentences related to the same topic. |
| 2.W.3.2: Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement. | 2.W.3.2.a.1: With guidance and support, a paragraph on a topic, providing details about the topic. |
| 2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that –<br>• Include a beginning.<br>• Use temporal words to signal event order (e.g., first of all).<br>• Provide details to describe actions, thoughts, and feelings.<br>• Provide an ending. | 2.W.3.3.a.1: With guidance and support, write a friendly letter, including a beginning, middle and end. |
| a) 2.W.6.1: Nouns/Pronouns - Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.<br>b) 2.W.6.1b: Verbs –<br>• Writing sentences that use the past tense of frequently occurring irregular verbs.<br>• Understanding the functions of different types of verbs (e.g., action, linking) in sentences.<br>c) 2.W.6.1c: Adjectives/Adverbs - Writing sentences that use adjectives and adverbs.<br>e) 2.W.6.1e: Usage - Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. | 2.W.6.1a.1: Nouns/Pronouns - Write sentences that include a variety of nouns and pronouns.<br>2.W.6.1b.a.1: Verbs - Write a sentence that uses the past tense of an irregular verbs (e.g. break, broke).<br>2.W.6.1b.a.2: With guidance and support, understand the functions of an action verb and a linking verb.<br>2.W.6.1c.a.1: Adjectives/Adverbs - sentence that include a variety of adjectives<br>2.W.6.1.c.a.2: With guidance and support, write a sentence that include a variety of adverbs.<br>2.W.6.1e.a.1: With guidance and support, write simple sentences.<br>2.W.6.1e.a.2: With guidance and support, write compound sentences.<br>2.W.6.1e.a.3: Label declarative, interrogative, imperative, and exclamatory sentences with appropriate symbols. |

| a) 2.W.6.2a: Capitalization - Capitalizing greetings, months, and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.<br><br>b) 2.W.6.2b: Punctuation –<br>• Correctly using a period, question mark, or exclamation mark at the end of a sentence.<br>• Using an apostrophe to form contractions and singular possessive nouns.<br>• Using commas in greetings and closings of letters, dates, and to separate items in a series.<br><br>c) 2.W.6.2c: Spelling –<br>• Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.<br>• Generalizing learned spelling patterns (e.g., word families) when writing words.<br>• Correctly spelling common irregularly-spelled grade-appropriate high frequency words. | 2.W.6.2a.a.1: Capitalize greetings.<br>2.W.6.2a.a.2: Capitalize months and days of the week.<br>2.W.6.2a.a.3: Capitalize titles and initials in names.<br>2.W.6.2a.a.4: Capitalize proper nouns, including holidays and geographic names.<br>2.W.6.2b.a.1: Use a period, question mark, or exclamation mark at the end of a sentence.<br>2.W.6.2b.a.2: Use an apostrophe to form contractions and singular possessive nouns.<br>2.W.6.2b.a.3: Locate and identify a comma in a sentence.<br>2.W.6.2c.a.1: Correctly spell common high frequency words and apply knowledge of word families. |
|---|---|

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Generate a written text that states an opinion on a topic, including reasons.<br>• Generate an informational text about a topic, including details.<br>• Generate a narrative text, including a sequence of events. | **Unique** | **Unique** |
| | Lesson 14: Patterned Book<br>Lessons 15 and 16: Literary Experience<br>Lesson 17: Writing Time<br>Lesson 30: Journal Writing<br>Core Task 1.5: Home Report<br>Core Task 4.0: Circle Time Reports (Attendance, Calendar, Weather, Menu, Current Events) | Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper: Think Page | Activities: Write a Story<br>Activities: Paragraph Completion<br>Extra Materials: Book Review<br>Extra Materials: Movie Review<br>Extra Materials: Recipe Review<br>Extra Materials: Sports Worksheet<br>Extra Materials: Horoscope Worksheet<br>Extra Materials: Glad to Meet You<br>Group Interaction: Class News |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • With guidance, students will create text sentences that state an opinion and offer a reason (e.g., I like _____ because _____.).<br>• With guidance, students will create text sentences that provide informational details (e.g., Today's weather is _____. It feels _____.).<br>• With guidance, students will create sentences to tell a story that includes a sequence of events. | • Students will select pictures with text to complete a sentence that states an opinion and offers a reason (e.g., I like _____ because _____.).<br>• Students will select pictures with text to complete a sentence that provides information (e.g., Today's weather is _____.).<br>• Students will select pictures with text to complete sentences that relate a sequence of events. | • Given errorless choices of pictures, students will make a selection of pictures to complete a sentence that states an opinion (e.g., I like _____.).<br>• Given errorless choices of pictures, students will make a selection t complete an informational sentence (e.g., _____ is a vegetable.).<br>• Given an errorless choice of pictures, students will make a selection to tell a simple story sequence. |

| Standards for Writing | | Grades K–2 |
|---|---|---|
| **Indiana English Language Arts Standards**<br>**Production and Distribution of Writing** | | **Indiana Connectors** |
| *KINDERGARTEN*<br>K.W.4: Apply the writing process to –<br>• With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).<br>• Use available technology to produce and publish writing. | | *KINDERGARTEN*<br>K.W.4.a.1: With guidance and support, write or identify capitalization of the first letter of familiar words (i.e., name, address, school). |
| *GRADE 1*<br>1.W.4: Apply the writing process to –<br>• With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.<br>• Use available technology to publish legible documents. | | *GRADE 1*<br>1.W.4.a.1: With guidance and support, outline the beginning, middle, and end to a story.<br>1.W.4.a.2: With guidance and support, select the correct spelling, capitalization, and punctuation of words and phrases from a list of up to three choices.<br>1.W.4.a.3: With guidance and support, use available technology to publish legible documents. |
| *GRADE 2*<br>2.W.4: Apply the writing process to –<br>• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.<br>• Use available technology to publish legible documents. | | *GRADE 2*<br>2.W.4.a.1: Use a graphic organizer or template to outline the beginning, middle, and end to a story.<br>2.W.4.a.2: Select the correct spelling, capitalization, and punctuation of words and phrases from a list of up to three choices.<br>2.W.4.a.3: Use available technology to publish legible documents. |
| **n2y Instructional Targets** | **n2y Elementary Grade Band Lessons and Activities** | **n2y Supporting Activities** |
| • With guidance and support, revise writing to add details that strengthen writing.<br>• With guidance and support, use digital tools to produce writing. | **Unique** | **Unique** |
| | Lesson 14: Patterned Book<br>Lessons 15 and 16: Literary Experience<br>Lesson 17: Writing Time<br>Lesson 30: Journal Writing<br>Core Task 1.5: Home Report | Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper: Think Page | Group Interaction: Class News |
| **n2y Differentiated Tasks** | | |
| *Level 3* | *Level 2* | *Level 1* |
| • With support, students will create and add details and descriptions to strengthen written sentences.<br>• With support, students will select and use digital tools to generate sentences. | • With support, students will add pictures and text to extend a written sentence idea.<br>• With support, students will use digital tools to generate a sentence. | • Given errorless choices of pictures, students will select a picture to extend a sentence idea.<br>• With support and adaptive tools, students will use digital tools to complete a sentence. |

| Standards for Writing | Grades K–2 |
|---|---|

| Indiana English Language Arts Standards<br>Research to Build Knowledge | Indiana Connectors |
|---|---|
| *KINDERGARTEN*<br>K.W.1: Write for specific purposes and audiences.<br><br>K.W.5: With support, build understanding of a topic using various sources.<br>• Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.<br><br>*GRADE 1*<br>1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.<br><br><br>1.W.5: With support, conduct simple research on a topic.<br>• Identify several sources of information and indicate the sources.<br>• Organize information, using graphic organizers or other aids.<br>• Make informal presentations on information gathered.<br><br>*GRADE 2*<br>2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.<br><br>2.W.5: With support, conduct short research on a topic.<br>• Find information on a topic of interest (e.g., cardinals).<br>• Identify various visual and text reference sources.<br>• Organize, summarize, and present the information, choosing from a variety of formats. | *KINDERGARTEN*<br>K.W.1.a.1: With guidance and support, write for specific purposes.<br><br>K.W.5.a.1: With guidance and support, show pictures and text about personal experiences or self.<br><br><br><br>*GRADE 1*<br>1.W.1.a.1: With guidance and support, write over brief time frames and for a variety of purposes.<br><br>1.W.5.a.1: With guidance and support, use several sources to find information on a topic to make an informal presentation.<br><br><br><br><br>*GRADE 2*<br>2.W.1.a.1: With guidance and support, select a topic and write to share information in response to a topic in nonfiction text.<br><br>2.W.5.a.1: With guidance and support, select a topic and find information using various visual and text reference sources.<br>2.W.5.a.2: Use graphic organizer or other aids to show information on topic. |

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Participate in shared research and writing projects.<br>• Recall information from experiences or shared information gathering. | **Unique** | **Unique** |
| | Information gathering is built into various writing and related content activities.<br>Core Task 4.0: Circle Time Reports (Attendance, Calendar, Weather) | Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper: Think Page | Activities: Key Topic Facts<br>Activities: Letter Home<br>Group Interaction: Class News |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will recall details from shared research to contribute to shared writing. | • Students will share information, using picture support in a shared research and writing task. | • Students will select a picture from an errorless choice to contribute to a shared research and writing task. |

| Standards for Speaking and Listening | Grades K–2 |
|---|---|
| **Indiana English Language Arts Standards**<br>**Comprehension and Collaboration** | **Indiana Connectors** |
| *KINDERGARTEN*<br>K.SL.1: Listen actively and communicate effectively with a variety of audiences and for different purposes. | *KINDERGARTEN*<br>K.SL.1.a.1: Actively attend and communicate with a variety of audiences and for different purposes. |
| K.SL.2.1: Participate in collaborative conversations about grade appropriate topics and texts with peers and adults in small and larger groups. | K.SL.2.1.a.1: Have direct communication opportunities with adults and same aged peers in small and larger groups. |
| K.SL.2.2: Standard begins at third grade. | K.SL.2.2.a.1: Take turns communicating during conversations with adults and same-aged peers. |
| K.SL.2.3: Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks. | K.SL.2.3.a.1: Attend to others when communicating.<br>K.SL.2.3.a.2: Add one's own ideas in small group discussions. |
| K.SL.2.4: Ask questions to seek help, get information, or clarify something that is not understood. | K.SL.2.4.a: Ask for help when needed. |
| K.SL.2.5: Continue a conversation through multiple exchanges. | K.SL.2.5.a: Continue a conversation through both preferred and non-preferred topics. |
| *GRADE 1*<br>1.SL.1: Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes. | *GRADE 1*<br>1.SL.1.a.1: Attend to and adjust the use of language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes. |
| 1.SL.2.1: Participate in collaborative conversations about grade appropriate topics and texts with peers and adults in small and larger groups. | 1.SL.2.1.a.1: Have direct communication opportunities with adults and same aged peers in small and larger groups. |
| 1.SL.2.2: Standard begins in third grade. | 1.SL.2.2.a.1: Be prepared to participate in a discussion with at least one other person. |
| 1.SL.2.3: Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks. | 1.SL.2.3.a.1: Attend to others when communicating.<br>1.SL.2.3.a.2: Add one's own ideas in small group discussions. |

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| 1.SL.2.4: Ask questions to clarify information about topics and texts under discussion. | 1. SL.2.4.a.1: Ask questions to clarify information about topics and texts under discussion. |
| 1.SL.2.5: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. | 1.SL.2.5.a.1: Add or respond to comments during a discussion. |
| GRADE 2<br>2.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes. | GRADE 2<br>2.SL.1.a.1: Attend to and adjust the use of language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes. |
| 2.SL.2.1: Participate in collaborative conversations about grade appropriate topics and texts with peers and adults in small and larger groups. | 2.SL.2.1.a.1: Have direct communication opportunities with adults and same aged peers in small and larger groups. |
| 2.SL.2.2: Standard begins in third grade. | 2.SL.2.2.a.1: Be prepared to participate in discussions with multiple exchanges. |
| 2.SL.2.3: Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion. | 2.SL.2.3.a.1: Participate in multiple turn communication exchanges. |
| 2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion. | 2.SL.2.4.a.1: Ask questions about a topic. |
| 2.SL.2.5: Build on others' talk in conversations by linking comments to the remarks of others. | 2.SL.2.5.a.1: Adding comments to a discussion. |

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Participate in group discussions, including ability to:<br>   • follow agreed-upon rules (listening to others, turn-taking, etc.),<br>   • continue through multiple exchanges,<br>   • ask questions about the topic.<br>• Ask and answer questions about text read aloud or information presented orally. | **Unique** | **Unique** |
| | Target skills are applicable in all unit lessons.<br>Lessons 2 and 4: Read and Answer<br>Lessons 15 and 16: Literary Experience<br>Core Task 4.0: Circle Time Reports (Current Events) | ULS Instructional Guides: Active Participation Guidelines and Scripts |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper:<br>  News Page<br>  Recipe Page<br>  Joke Page<br>  Review Page<br>  Sudoku<br>  Sports Page | People and Places in the News Standards Connection<br>Communication Board<br>Extra Materials: Glad to Meet You<br>Group Interaction: Class News |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will share information and ask and answer questions during a conversational exchange.<br>• Students will ask and answer questions during content-specific topics and tasks. | • Students will share information by using picture supports during conversational exchanges.<br>• Students will answer questions by using picture supports during content-specific topics and tasks. | • Students will participate in conversational exchanges, using communication technology and picture supports.<br>• Students will respond to questions related to content topics and tasks by using picture supports and communication technologies. |

| Standards for Speaking and Listening | Grades K–2 |
| --- | --- |
| Indiana English Language Arts Standards<br>Presentation of Knowledge and Ideas | Indiana Connectors |
| *KINDERGARTEN*<br>K.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | *KINDERGARTEN*<br>K.SL.3.1.a: Ask and answer questions about information presented audibly, visually or through media/technology. |
| K.SL.3.2: Ask appropriate questions about what a speaker says. | K.SL.3.2.a: Ask for help when needed. |
| K.SL.4.1: Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details. | K.SL.4.1.a: Using preferred mode of communication, describe familiar people, places, things, and events and, with support, provide additional details. |
| K.SL.4.2: Standard begins at first grade. | K.SL.4.2.a: Match available or personally created visuals with feelings. |
| K.SL.4.3: Give, restate, and follow simple two-step directions. | K.SL.4.3.a.1: With guidance and support, restate and follow simple two-step directions.<br>K.SL.4.3.a.2: With guidance and support, give simple two-step directions. |
| *GRADE 1*<br>1.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through media. | *GRADE 1*<br>1.SL.3.1.a.1: Ask and answer questions about information presented audiotorially, visually or through media/technology. |
| 1.SL.3.2: Ask and answer questions about what a speaker says to clarify something that is not understood. | 1.SL.3.2.a.1: Ask questions about the speaker's topic. |
| 1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events. | 1.SL.4.1.a.1: Using preferred mode of communication, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, and events. |
| 1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings. | |

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| 1.SL.4.3: Give and follow three- and four-step directions. | 1.SL.4.2.a.1: With guidance and support, add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.<br><br>1.SL.4.3.a.1: With guidance and support, follow three and four-step directions.<br>1.SL.4.3.a.2: With guidance and support, give three or four-step directions. |
| *GRADE 2*<br>2.SL.3.1: Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media. | *GRADE 2*<br>2.SL.3.1.a.1: Demonstrate an emerging understanding of familiar text, presented audiotorially, visually, or information presented through media by answering questions. |
| 2.SL.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue. | 2.SL.3.2.a.1: Ask and answer question about a provided topic. |
| 2.SL.4.1: Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace. | 2.SL.4.1.a.1: Using preferred mode of communication, tell a story or an experience. |
| 2.SL.4.2: Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings. | 2.SL.4.2.a.1: With guidance and support, create a simple presentation on a clear topic, using various media. |
| 2.SL.4.3: Give and follow multi-step directions. | 2.SL.4.3.a.1: Follow multi-step directions.<br>2.SL.4.3.a.2: Give multi-step directions. |

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Tell a story about a personal experience, including details of people, places and events.<br>• Add visuals or audios to enhance a story or an experience.<br>• Communicate in sentences or multi-word expressions relevant to a task or topic. | **Unique** | **Unique** |
| | Target skills are applicable in all unit lessons.<br>Lessons 2 and 4: Read and Answer<br>Lesson 14: Patterned Book<br>Lessons 15 and 16: Literary Experience<br>Core Task 1.5: Home Report<br>Core Task 4.0: Circle Time Reports (Attendance, Calendar, Weather, Menu, Current Events) | ULS Instructional Guides: Active Participation Guidelines and Scripts |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper:<br>  People and Places in the News<br>  Joke Page<br>  Puzzle Page<br>  Sudoku<br>  Think Page<br>  Sports Page | Current Events News Page Standards Connection<br>Communication Board<br>Group Interaction: Class News |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will communicate a personal experience, including descriptions of people, places and events.<br>• Students will select and use visual and audio components to enhance a presentation.<br>• Students will communicate in sentences. | • Students will communicate a personal experience, using picture supports.<br>• With support, students will add visual and audio components to a presentation.<br>• Students will communicate messages in multi-word responses. | • Students will communicate a personal experience, using communication technology and picture supports.<br>• Students will participate in creating visual and audio components to support a presentation.<br>• Students will communicate, using supported modes of expression. |

## Standards for Language/Reading for Vocabulary — Grades K–2

| Indiana English Language Arts Standards<br>Conventions of Standard English | | Indiana Connectors |
|---|---|---|
| *KINDERGARTEN*<br>K.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary. | | *KINDERGARTEN*<br>K.RV.1.a.1: With support, use and express vocabulary related to literature and nonfiction texts. |
| *GRADE 1*<br>1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary. | | *GRADE 1*<br>1.RV.1.a.1: With support, use and express vocabulary related to literature and nonfiction texts. |
| *GRADE 2*<br>2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary. | | *GRADE 2*<br>2.RV.1.a.1: Use and express vocabulary related to literature and nonfiction texts. |

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Demonstrate conventions of standard English when speaking or writing, including:<br>  • uppercase and lowercase letters.<br>  • common nouns, verbs, pronouns, adjectives, question words, conjunctions and prepositions.<br>• Identify and use beginning capitalization and capitalization of names.<br>• Identify and use end punctuation.<br>• Correctly spell words with common spelling patterns. | **Unique**<br>Lessons 6 and 7: High-Frequency Spelling Lists<br>Lessons 9 and 10: Word Rime Spelling Lists<br>Lesson 13: Scrambled Sentences<br>Lesson 14: Patterned Book<br>Lessons 15 and 16: Literary Experience<br>Lesson 17: Writing Time<br>Lesson 30: Journal Writing<br>Core Task 1.5: Home Report<br>Core Task 1.3: Sign In<br>Core Task 4.0: Circle Time Reports (Attendance, Calendar, Weather, Menu, Current Events) | **Unique**<br>Standards Connection |
| | **News-2-You** | **News-2-You**<br>Think Page Standards Connection<br>Joey's Locker: Parts of Speech |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will demonstrate conventions of spoken and written language, including a variety of nouns, verbs and adjectives.<br>• Students will demonstrate conventions of written language, including beginning capitalization in sentences and names.<br>• Students will demonstrate conventions of written language, including end punctuation.<br>• Students will spell and write words with common spelling patterns. | • Students will use language conventions to combine three or more words, including nouns, verbs and adjectives, when expressing a spoken or written idea.<br>• Students will locate beginning capital letters and ending punctuation in a written sentence.<br>• Students will spell common words with letter-sound matches. | • With picture support, students will combine two or more words during a shared writing or speaking activity.<br>• Students will locate capital letters in a name or sentence. |

## Standards for Language/Reading for Vocabulary — Grades K–2

| Indiana English Language Arts Standards<br>Knowledge of Language | Indiana Connectors |
|---|---|
| *KINDERGARTEN*<br><br>*GRADE 1*<br><br>*GRADE 2* | |

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Apply conventions of language to communicate (begins in grade 2). | **Unique** | **Unique** |
| | Lessons 2 and 4: Read and Answer<br>Lesson 13: Scrambled Sentences<br>Lesson 14: Patterned Book<br>Lessons 15 and 16: Literary Experience<br>Lesson 17: Writing Time<br>Lesson 30: Journal Writing<br>Core Task 1.5: Home Report | Standards Connection |
| | **News-2-You** | **News-2-You** |
| | | News Page Standards Connection<br>People and Places in the News Standards Connection<br>Think Page Standards Connection<br>Sports Page Standards Connection |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will use language structures to express spoken or written sentences. | • Students will use language structures when speaking or writing. | • Students will use language structures to express an idea. |

| Standards for Language/Reading for Vocabulary | Grades K–2 |
|---|---|
| Indiana English Language Arts Standards<br>Vocabulary Acquisition and Use | Indiana Connectors |
| *KINDERGARTEN*<br>K.RV.2.1: Standard begins at first grade. | *KINDERGARTEN*<br>K.RV.2.1.a.1: With guidance and support, use illustrations as picture cues to understand unknown information. |
| K.RV.2.2: Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites). | K.RV.2.2.a.1: With guidance and support, identify and sort pictures of objects into categories (e.g., colors, shapes, opposites). |
| K.RV.2.4: Recognize frequently occurring inflections (e.g., look, looks). | K.RV.2.4.a.1: With guidance and support, recognize frequently occurring inflections (e.g., look, looks). |
| K.RV.3.1: With support, ask and answer questions about unknown words in stories, poems, or songs. | K.RV.3.1.a.1: With guidance and support, observe stories, poems, or songs. |
| K.RV.3.2: With support, ask and answer questions about unknown words in a nonfiction text. | K.RV.3.2.a.1: With guidance and support, locate unknown words in a nonfiction text. |
| *GRADE 1*<br>1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words. | *GRADE 1*<br>1.RV.2.1.a.1: With guidance and support, locate the glossary and illustrations to help understand unknown words. |
| 1.RV.2.2: Define and sort words into categories (e.g., antonyms, living things, synonyms). | 1.RV.2.2.a.1: With guidance and support, sort words into categories (antonyms, living things, synonyms, etc.). |
| 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word. | 1.RV.2.4.a.1: With guidance and support, use frequently occurring affixes as clues to the meaning of an unknown word.<br>1.RV.2.4.a.2: With guidance and support, recognize and use roots and their inflections, as clues to the meaning of an unknown word. |
| 1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell). | 1.RV.3.1.a.1: With guidance and support, identify words or phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell). |

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| 1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text. | 1.RV.3.2.a.1: With guidance and support, determine the meaning of words or phrases in a nonfiction text. |
| *GRADE 2*<br>2.RV.2.1: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words. | *GRADE 2*<br>2.RV.2.1.a.1: With guidance and support, use context clues (e.g., words and sentence clues) to determine the meanings of unknown words. |
| 2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck). | 2.RV.2.2.a.1: With guidance and support, match simple multiple-meaning words (e.g., change, duck, tank). |
| 2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word. | 2.RV.2.4.a.1: Use a known root word as a clue to the meaning of an unknown word with the same root.<br>2.RV.2.4.a.2: Identify when an affix is added to a known root word. |
| 2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases. | 2.RV.2.5.a.1: Consult reference materials, both print and online (e.g., dictionary, picture dictionary), to determine or clarify the meanings of words and phrases. |
| 2.RV.3.1: Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song. | 2.RV.3.1.a.1: With guidance and support, recite or repeat the rhythm of a story, poem, or song. |
| 2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area. | 2.RV.3.2.a.1: With guidance and support, determine the meanings of words and phrases in a nonfiction text. |

| n2y Instructional Targets | n2y Elementary Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Use context and word clues to determine the meaning of unknown or multiple-meaning words within text.<br>• Sort words into categories.<br>• When speaking, use words and phrases acquired through reading and conversation. | **Unique**<br>Lesson 12: Vocabulary<br>Lesson 18: Vocabulary Sort<br><br>**News-2-You**<br>Current Events Newspaper: Words Page | **Unique**<br>ULS Instructional Guides: Vocabulary Standards Connection<br><br>**News-2-You**<br>Game Page Standards Connection<br>Activities: Sense Matrix<br>Activities: Word Sort<br>Activities: Webbing |
| **n2y Differentiated Tasks** | | |
| *Level 3* | *Level 2* | *Level 1* |
| • Students will describe the meaning of a word based on how it is used in a text passage.<br>• Students will sort like words into appropriate categories.<br>• Students will use topic words in conversation. | • Students will point to pictures or words to match a description within a text passage.<br>• Students will sort pictures into appropriate categories.<br>• Students will point to pictures of key vocabulary from a unit topic as part of a discussion. | • Students will identify a named picture related to the unit topic from a single option or errorless choice.<br>• Students will make a selection to indicate a picture within a given category (errorless choice).<br>• Students will make a selection to indicate a picture of key vocabulary within a unit topic. |

| Reading Standards for Literature | Grades 3–5 |
|---|---|
| **Indiana English Language Arts Standards**<br>**Key Ideas and Details** | **Indiana Connectors** |
| *GRADE 3*<br>3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | *GRADE 3*<br>3.RL.2.1.a.1: Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| 3.RL.2.2: Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works. | 3.RL.2.2.a.1: Retell folktales, fables, and tall tales from diverse cultures. |
| 3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. | 3.RL.2.3.a.1: Describe characters in a story (e.g., their traits, motivations or feelings). |
| *GRADE 4*<br>4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. | *GRADE 4*<br>4. RL.2.1.a.1:Refer to details and examples in a text when explaining what the text says explicitly. |
| 4.RL.2.2: Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation. | 4.RL.2.2.a.1: Paraphrase or retell the main events in story, myth, legend, or novel. |
| 4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot. | 4. RL.2.3.a.1: Describe a character, setting, or event in a story or play, drawing on specific details in the text. |
| *GRADE 5*<br>5.RL.2.1: Quote accurately from a text when explain what a text says explicitly and when drawing inferences from the text. | *GRADE 5*<br>5.RL.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly. |
| 5.RL.2.2: Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | 5.RL.2.2.a.1: Summarize the text.<br>5.RL.2.2.a.2: Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. |
| 5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot. | 5.RL.2.3.a.1: Describe characters, settings, events within a story; provide or identify specific details in the text to support the description. |

| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Answer questions and locate details in text to support an answer.<br>• Summarize a story to show understanding of the main theme and details.<br>• Describe characters, settings and events in a story. | **Unique**<br>Lessons 1 and 2: Leveled Book and Read and Answer<br>Lessons 3 and 4: Easy Read Book and Read and Answer<br>Lesson 13: Literary Experience | **Unique**<br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>n2y Library<br>Standards Connection |
| **n2y Differentiated Tasks** | | |
| *Level 3* | *Level 2* | *Level 1* |
| • Students will independently read questions about a story and write, speak, or select an answer.<br>• Students will retell a story, including the main idea and key details.<br>• Students will describe characters, setting and events in a story. | • Students will point to or select a picture from a choice of three in response to a *who*, *what* or *where* question about a story.<br>• Students will use picture supports to retell key details from a story.<br>• Students will use picture supports to identify characters, settings and events from a story. | • Students will respond to a question by choosing a single option or errorless picture.<br>• Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board).<br>• Students will select a picture to identify a character or an event from a story (single option or errorless choice). |

## Reading Standards for Literature | Grades 3–5

| Indiana English Language Arts Standards<br>Craft and Structure | Indiana Connectors |
|---|---|
| *GRADE 3* | *GRADE 3* |
| *GRADE 4* | *GRADE 4* |
| *GRADE 5* | *GRADE 5* |

| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Use context clues and illustrations to determine meanings of words.<br>• Identify the point of view of a story (first person: character tells; third person: writer tells). | **Unique**<br>Lesson 1: Leveled Book<br>Lesson 3: Easy Read Book<br>Lesson 11: Vocabulary Bingo<br>Lesson 13: Literary Experience | **Unique**<br>ULS Instructional Guides: Vocabulary<br>n2y Library<br>Standards Connection |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will determine literal and figurative meaning of a word as it is used in a text.<br>• Students will identify the point of view of a story by determining who is telling the story (writer or character). | • Students will point to pictures or words to match words with meanings from text.<br>• Students will identify a character who is telling a story. | • Students will identify a named picture related to the unit topic from a single option or errorless choice.<br>• Students will identify a picture of a character from a story. |

## Reading Standards for Literature — Grades 3–5

| Indiana English Language Arts Standards<br>Integration of Knowledge and Ideas | Indiana Connectors |
|---|---|
| *GRADE 3* | *GRADE 3* |
| GRADE 4 | GRADE 4 |
| GRADE 5 | GRADE 5 |

| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Use illustrations and multimedia to describe the meaning of text.<br>• Compare themes and topics within the same genre. | **Unique**<br>Lessons 1 and 2: Leveled Book and Read and Answer<br>Lessons 3 and 4: Easy Read Book/Read and Answer<br>Lesson 13: Literary Experience | **Unique**<br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>n2y Library<br>Standards Connection |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will describe characters and events based on illustrations and other visuals from a story.<br>• Students will describe similarities and differences between characters or events of a story from two different books. | • Students will point to pictures within a story to identify named characters and events.<br>• Students will match similarities or differences between two characters of a story or stories. | • When presented with an illustration from a story, students will select a character or an event.<br>• Students will select two similar characters from a story or stories (errorless choice). |

## Reading Standards for Literature — Grades 3–5

| Indiana English Language Arts Standards<br>Range and Level of Text Complexity | Indiana Connectors |
|---|---|
| *GRADE 3*<br><br>*GRADE 4*<br><br>*GRADE 5* | *GRADE 3*<br><br>*GRADE 4*<br><br>*GRADE 5* |

| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Experience grade level and age-appropriate literature materials, including stories, poems, plays, fiction and nonfiction works that are adapted to student reading level. | **Unique** | **Unique** |
| | Lesson 1: Leveled Book<br>Lesson 3: Easy Read Book<br>Lessons 5 and 6: Articles<br>Lesson 13: Literary Experience | ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>n2y Library<br>Standards Connection |
| | **News-2-You** | **News-2-You** |
| | | Joey's Locker Story Book |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will independently read literature: stories, poems, plays, fiction and nonfiction works that have been adapted to student reading level. | • Students will read supported and shared literature: stories, poems, plays, fiction and nonfiction works that have been adapted to student reading level. | • Students will actively participate in supported reading of literature: stories, poems, plays, fiction and nonfiction works that have been adapted to student ability level. |

## Reading Standards for Informational Text/Nonfiction — Grades 3–5

| Indiana English Language Arts Standards<br>Key Ideas and Details | Indiana Connectors |
|---|---|
| *GRADE 3*<br>3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | *GRADE 3*<br>3.RN.2.1.a.1: Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| 3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea. | 3.RN.2.2.a.1: Determine the main idea of a text.<br>3.RN.2.2.a.2: Recount the key details and explain how they support the main idea. |
| *GRADE 4*<br>4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. | *GRADE 4*<br>4.RN.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly. |
| 4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. | 4.RN.2.2.a.1: Determine the main idea of a text. |
| *GRADE 5*<br>5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. | *GRADE 5*<br>5.RN.2.1.a.1: Quote accurately from a text when explaining what the text says explicitly.<br>5.RN.2.1.a.2: Quote accurately from a text to support inferences. |
| 5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | 5.RN.2.2.a.1: Determine main ideas, and identify key details to support main ideas.<br>5.RN.2.2.a.2: Summarize the text. |

| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Answer questions to show understanding of text.<br>• Summarize text and describe main idea and key details.<br>• Describe a sequence of events or steps of a procedure based on historical or scientific text. | **Unique** | **Unique** |
| | Lessons 1 and 2: Leveled Book and Read and Answer<br>Lessons 3 and 4: Easy Read Book and Read and Answer<br>Lessons 5 and 6: Articles<br>Lesson 29: History Timeline<br>Core Task 1.1: Daily Schedule | ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>ULS Monthly Tools: Links with News-2-You<br>ULS Monthly Tools: Supplemental Science<br>n2y Library<br>Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper:<br>  News Page<br>  Recipe Page | Current Events News Page Standards Connection<br>People and Places in the News Standards Connection<br>Recipe Page Standards Connection |

| | Review Page<br>Think Page<br>Sports Page | Joke Page Standards Connection<br>Review Page Standards Connection<br>Sports Page Standards Connection<br>Breaking News<br>Holidays<br>Activities: Geometry/Map Skills<br>Joey's Locker: Cartoon<br>Joey's Locker: Quiz Show |
|---|---|---|
| **n2y Differentiated Tasks** | | |
| *Level 3* | *Level 2* | *Level 1* |
| • Students will independently read questions about a story and write, speak, or select an answer.<br>• Students will retell a story, including the main idea and key details.<br>• Students will describe a sequence of events from a story or the steps of a procedure. | • Students will point to or select a picture from a choice of three in response to a question about a story.<br>• Students will use picture supports to retell key details from a story.<br>• Students will use picture supports to identify a sequence of events from a story or the steps of a procedure. | • Students will respond to a question by choosing a single option or errorless picture.<br>• Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board).<br>• Students will select a picture to identify an event from a story or a step from a procedure (single option or errorless choice). |

| Reading Standards for Informational Text/Nonfiction | Grades 3–5 |
|---|---|
| **Indiana English Language Arts Standards**<br>**Craft and Structure** | **Indiana Connectors** |
| *GRADE 3*<br>3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format). | *GRADE 3*<br>3.RN.3.1.a.2: Apply knowledge of text features to locate information and gain meaning from a text (e.g. maps, illustrations, charts, font/format). |
| 3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. | 3.RN.3.2.a.1: Identify how a nonfiction text can be structured to indicate a problem and solution.<br>3.RN.3.2.a.2: Identify how a nonfiction text can be structured to put events in chronological order. |
| *GRADE 4*<br>4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format). | *GRADE 4*<br>4.RN.3.1.a.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format). |
| *GRADE 5*<br>5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts. | *GRADE 5*<br>5.RN.3.2.a.1: Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. |

| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Determine meaning of subject-related words.<br>• Use text features (charts, bolded words, etc.) and illustrations to locate information in a text.<br>• Identify the type of informational text (fact-based article, schedule, recipe, etc.). | **Unique**<br>Lesson 1: Leveled Book<br>Lesson 3: Easy Read Book<br>Lessons 5 and 6: Articles<br>Lesson 11: Vocabulary Bingo<br>Lesson 25: Information Please<br>Core Task 4.0: Circle Time Reports | **Unique**<br>ULS Instructional Guides: Vocabulary<br>n2y Library<br>ULS Monthly Tools: Links with News-2-You<br>Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper:<br>  People and Places in the News<br>  Joke Page<br>  Game Page<br>  Review Page<br>  Puzzle Page<br>  Sudoku<br>  Think Page<br>  Words Page | News Page Standards Connection<br>Activities: Color & Label<br>Activities: Vocabulary Words & Definitions<br>Activities: Word Definitions<br>Activities: Read & Do<br>Activities: Look, Think & Read<br>Activities: Cooking Vocabulary Words<br>Joey's Locker: Match the Definition<br>Joey's Locker: Hangman |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will determine meaning of a unit topic word as it is used in a text.<br>• Students will use text features to locate specific information in a text.<br>• Students will identify similarities and differences between two accounts of the same event or topic. | • Students will point to pictures or words to match words with meanings from unit topic text.<br>• Students will use picture supports to locate specific information in a text.<br>• Students will identify similarities between their own account of an event and another account. | • Students will identify a named picture related to the unit topic from a single option or errorless choice.<br>• Students will identify a picture of an event from a story. |

## Reading Standards for Informational Text/Nonfiction — Grades 3–5

| Indiana English Language Arts Standards<br>Integration of Knowledge and Ideas | Indiana Connectors |
|---|---|
| *GRADE 3*<br><br>*GRADE 4*<br><br>*GRADE 5* | *GRADE 3*<br><br>*GRADE 4*<br><br>*GRADE 5* |

| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Use information gained from illustrations to support the overall meaning of a text.<br>• Combine content from two informational texts on the same topic. | **Unique**<br>Lessons 1 and 2: Leveled Book and Read and Answer<br>Lessons 3 and 4: Easy Read Book and Read and Answer<br>Lessons 5 and 6: Articles<br>Core Task 4.0: Circle Time Reports | **Unique**<br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>ULS Monthly Tools: Supplemental Science<br>n2y Library<br>Standards Connection |
| | **News-2-You**<br>Current Events Newspaper:<br>  People and Places in the News<br>  Game Page<br>  Sudoku<br>  Think Page<br>  Sports Page<br>  Words Page | **News-2-You**<br>Breaking News<br>Holidays |

### n2y Differentiated Tasks

| Level 3 | Level 2 | Level 1 |
|---|---|---|
| • Students will describe characters and events based on illustrations and other visuals from a story.<br>• Students will describe similarities and differences between key points from two different texts. | • Students will point to pictures within a story to identify named characters and events.<br>• Students will match similarities or differences between key points within a text. | • When presented with an illustration from a story, students will select a character or an event.<br>• Students will select a key point from a text (errorless choice). |

## Reading Standards for Informational Text/Nonfiction — Grades 3–5

| Indiana English Language Arts Standards<br>Range and Level of Text Complexity | Indiana Connectors |
|---|---|
| *GRADE 3*<br><br>*GRADE 4*<br><br>*GRADE 5* | *GRADE 3*<br><br>*GRADE 4*<br><br>*GRADE 5* |

| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level. | **Unique**<br>Lesson 1: Leveled Book<br>Lesson 3: Easy Read Book<br>Lessons 5 and 6: Articles<br>Core Task 4.0: Circle Time Reports | **Unique**<br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>ULS Monthly Tools: Links with News-2-You<br>ULS Monthly Tools: Supplemental Science<br>n2y Library<br>Standards Connection |
| | **News-2-You**<br>Current Events Newspaper:<br>  News Page<br>  Recipe Page<br>  Sports Page | **News-2-You**<br>Activities: Recipe Ingredient Needs<br>Extra Materials: Pledge of Allegiance<br>Extra Materials: Star Spangled Banner<br>Extra Materials: Holiday Songs |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will independently read subject area and technical texts that have been adapted to student reading level. | • Students will read supported and subject area and technical texts that have been adapted to student reading level. | • Students will actively participate in supported reading of subject area and technical texts that have been adapted to student ability level. |

## Reading Standards for Foundational Skills/Media Literacy — Grades 3–5

| Indiana English Language Arts Standards<br>Phonics and Word Recognition | Indiana Connectors |
| --- | --- |
| *GRADE 3*<br><br>*GRADE 4*<br><br>*GRADE 5* | *GRADE 3*<br><br>*GRADE 4*<br><br>*GRADE 5* |

| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
| --- | --- | --- |
| • Read common sight words (e.g., high-frequency items from Dolch/Fry list and commonly occurring words in the environment).<br>• Use letter-sound knowledge and patterns to decode words. | **Unique**<br>Lesson 7: High-Frequency Word Wall<br>Lessons 8 and 9: High-Frequency Spelling Lists<br>Lesson 10: Word Sort | **Unique**<br>ULS Instructional Guides: Word Study Standards Connection |
| | **News-2-You** | **News-2-You**<br>Puzzle Page Standards Connection<br>Words Page Standards Connection<br>Worksheets: Counting Syllables<br>Worksheets: Beginning Sound<br>Worksheets: Word Beginnings<br>Worksheets: Word Sort Beginning Sounds<br>Worksheets: Find the Sound |

| n2y Differentiated Tasks | | |
| --- | --- | --- |
| *Level 3* | *Level 2* | *Level 1* |
| • Students will independently read and write words by applying letter-sound correspondences.<br>• Students will independently read high-frequency words. | • Students will select or point to a named word from a set of three words, using cues from letter-sound correspondence.<br>• Students will select or point to a named high-frequency word from a set of three words. | • Students will attend to activities that apply letter-sound correspondence to the reading of words.<br>• Students will select a named high-frequency word from a single option choice. |

## Reading Standards for Foundational Skills/Media Literacy — Grades 3–5

| Indiana English Language Arts Standards Fluency | Indiana Connectors |
|---|---|
| *GRADE 3* | *GRADE 3* |
| *GRADE 4* | *GRADE 4* |
| *GRADE 5* | *GRADE 5* |

| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Read appropriately Leveled Books with accuracy and fluency. | **Unique** Lesson 1: Leveled Book Lesson 3: Easy Read Book Lessons 5 and 6: Articles | **Unique** ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Monthly Tools: Supplemental Science n2y Library |
| | **News-2-You** Current Events Newspaper Breaking News Holiday News | **News-2-You** Joey's Locker: Story Book |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will independently read text stories that are selected at the personal reading level. | • Students will state a word or point to a picture of an omitted word during shared reading. • Students will read leveled text that is supported with picture symbols. | • Students will state a sentence from a story through an active participation response (e.g., voice output device, eye gaze choice board). |

| Standards for Writing | Grades 3–5 |
|---|---|
| **Indiana English Language Arts Standards**<br>**Text Types and Purposes** | **Indiana Connectors** |
| *GRADE 3*<br>3.W.3.2: Write informative compositions on a variety of topics that –<br>• State the topic, develop a main idea for the introductory paragraph, and group related information together.<br>• Develop the topic with facts and details.<br>• Connect ideas within categories of information using words and phrases.<br>• Use text features (e.g., pictures, graphics) when useful to aid comprehension.<br>• Provide a concluding statement or section.<br><br><br>a) 3.W.6.2a: Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.<br>b) 3.W.6.2b: Punctuation –<br>    • Correctly using apostrophes to form contractions and singular and plural possessives.<br>    • Using quotation marks to mark direct speech.<br>    • Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).<br>d) 3.W.6.2d: Spelling –<br>    • Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.<br>    • Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful.<br><br><br>*GRADE 4*<br>4.W.3.1: Write persuasive compositions in a variety of forms that –<br>• In an introductory statement, clearly state an opinion to a particular audience.<br>• Support the opinion with facts and details from various sources, including texts.<br>• Use an organizational structure to group related ideas that support the purpose.<br>• Connect opinion and reasons using words and phrases.<br>• Provide a concluding statement or section related to the position presented.<br><br>4.W.3.3: Write narrative compositions in a variety of forms that –<br>• Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.<br>• Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.<br>• Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.<br>• Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.<br>• Provide an ending that follows the narrated experiences or events. | *GRADE 3*<br>3.W.3.2.a.1: State the topic, develop a main idea for the introductory paragraph, and group related information together.<br><br><br><br>3.W.6.2a.a.1: Capitalize appropriate words in titles.<br>3.W.6.2b.a.1: Use commas in locations and addresses.<br>3.W.6.2d.a.1: Use conventional spelling for high-frequency and other studied words.<br>3.W.6.2d.a.2: Use spelling patterns and generalizations when writing.<br><br><br><br><br>*GRADE 4*<br>4.W.3.1.a.1: Support a given opinion with facts and details.<br><br><br><br><br>4.W.3.3.a.1: Establish an introduction, with context to allow the reader to imagine the world of the event or experience.<br>4.W.3.3.a.2: Organize events using meaningful transitional words and phrases.<br>4.W.3.3.a.3: Provide an ending that follows the narrated experiences or events. |

| | |
|---|---|
| d) 4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence. | 4.W.6.1d.a.1: Write sentences that include prepositions. |
| e) 4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so). | 4.W.6.1e.a.1: Produce simple compound, and complex sentences in writing. |
| d) 4.W.6.2d: Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words. | 4.W.6.2d.a.1: Using spelling patterns (e.g., word families, position-based spellings, syllable patterns) in writing single and multi-syllable words. |

*GRADE 5*
5.W.3.2: Write informative compositions on a variety of topics that –
- Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic
- Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.
- Connect ideas within and across categories using transition words (e.g., therefore, in addition).
- Include text features (e.g., formatting, pictures, graphics) and multimedia wen useful to aid comprehension.
- Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.
- Provide a concluding statement or section related to the information or explanation presented.

*GRADE 5*
5.W.3.2.a.1: Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).
5.W.3.2.a.2: Introduce a topic; organize sentences and paragraphs logically, in an organizational form appropriate to the topic.
5.W.3.2.a.6: Provide a concluding statement or section related to the information or explanation presented.

| | |
|---|---|
| d) 5.W.6.1d: Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence. | 5.W.6.1d.a.1: Write sentences that use prepositional phrases. |
| a) 5.W.6.2a: Capitalization – Applying correct usage of capitalization in writing.<br>c) 5.W.6.2c: Spelling – Applying correct spelling patterns and generalizations in writing. | 5.W.6.2a.a.1: Apply correct usage of capitalization in writing.<br>5.W.6.2c.a.1: Apply correct spelling patterns and generalizations in writing. |

| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Generate simple written sentences that express an opinion and provide supporting details.<br>• Generate simple sentences to convey information, including factual sentences and a concluding statement.<br>• Generate simple narrative sentences on a personal experience, including a sequence of events. | **Unique** | **Unique** |
| | Lesson 12: Scrambled Sentences<br>Lesson 13: Literary Experience<br>Lesson 15: Time for Writing<br>Lesson 30: Journal Writing<br>Core Task 1.5: Home Report<br>Core Task 4.0: Circle Time Reports | Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper: Think Page | Activities: Write a Story<br>Activities: Paragraph Completion<br>Extra Materials: Book Review<br>Extra Materials: Movie Review<br>Extra Materials: Recipe Review |

| | | Extra Materials: Sports Worksheet |
| | | Extra Materials: Horoscope Worksheet |
| | | Extra Materials: Glad to Meet You |
| | | Group Interaction: Class News |

| n2y Differentiated Tasks | | |
| --- | --- | --- |
| *Level 3* | *Level 2* | *Level 1* |
| • Students will create multiple sentences with an opinion and supporting reasons (e.g., I like _____ because _____.).<br>• Students will create multiple sentences that give factual information (e.g., Today's weather is _____. It feels _____.).<br>• Students will create multiple sentences to tell a story containing a sequence of events. | • Students will select pictures with text to complete a sentence that gives an opinion and a reason for that opinion (e.g., I like _____ because _____.).<br>• Students will select pictures with text to create a sentence that gives factual information (e.g., Today's weather is _____.).<br>• Students will select pictures with text to create sentences that tell a story. | • Given errorless choices of pictures, students will make a selection of pictures to communicate an opinion (e.g., I like _____.).<br>• Given errorless choices of pictures, students will make a selection to communicate an informational sentence (e.g., _____ is a vegetable.).<br>• Given an errorless choice of pictures, students will make a selection to tell a simple story sequence. |

| Standards for Writing | | Grades 3–5 |
|---|---|---|
| Indiana English Language Arts Standards<br>Production and Distribution of Writing | | Indiana Connectors |
| *GRADE 3*<br><br>*GRADE 4*<br><br>*GRADE 5* | | *GRADE 3*<br><br>*GRADE 4*<br><br>*GRADE 5* |
| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
| • With guidance and support, plan, edit and revise writing to increase clarity.<br>• With guidance and support, use technology to compose sentences and paragraphs. | **Unique**<br>Lesson 12: Scrambled Sentences<br>Lesson 13: Literary Experience<br>Lesson 14: Edit It<br>Lesson 15: Time for Writing<br>Lesson 30: Journal Writing<br>Core Task 1.5: Home Report | **Unique**<br>Standards Connection |
| | **News-2-You**<br>Think Page | **News-2-You**<br>Worksheets: Write a Story<br>Worksheets: Paragraph Completion<br>Extra Materials: Book Review<br>Extra Materials: Movie Review<br>Extra Materials: Recipe Review<br>Extra Materials: Sports Worksheet<br>Extra Materials: Horoscope Worksheet<br>Extra Materials: Glad to Meet You<br>Group Interaction: Class News |
| n2y Differentiated Tasks | | |
| *Level 3* | *Level 2* | *Level 1* |
| • With support, students will plan, edit and revise writing to strengthen written sentences.<br>• With support, students will select and use digital tools to generate a paragraph. | • With support, students will use pictures and text to plan, edit and revise a written sentence idea.<br>• With support, students will use digital tools to generate multiple sentences. | • Given errorless choices of pictures, students will make a selection of pictures to plan, edit and revise a sentence idea.<br>• With support and adaptive tools, students will use digital tools to complete a sentence. |

| Standards for Writing | | Grades 3–5 |
|---|---|---|
| Indiana English Language Arts Standards<br>Research to Build Knowledge | | Indiana Connectors |
| *GRADE 3* | | *GRADE 3* |
| *GRADE 4* | | *GRADE 4* |
| *GRADE 5* | | *GRADE 5* |
| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
| • Research and collect information from given sources to build knowledge on a topic.<br>• Recall and categorize details from experiences or print and digital sources.<br>• Gather information from (adapted) literary or informational materials. | **Unique** | **Unique** |
| | Lessons 5 and 6: Articles<br>Core Task 4.0: Circle Time Reports (Calendar, Weather)<br>Information gathering is built into various writing and related content activities. | Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper: Think Page | Activities: Write a Story<br>Activities: Paragraph Completion<br>Activities: Key Topic Facts<br>Activities Letter Home<br>Extra Materials: Book Review<br>Extra Materials: Movie Review<br>Extra Materials: Recipe Review<br>Extra Materials: Sports Worksheet<br>Extra Materials: Horoscope Worksheet |
| n2y Differentiated Tasks | | |
| *Level 3* | *Level 2* | *Level 1* |
| • Students will research and gather information from print and digital sources on a specific topic. | • Students will contribute to shared research to collect information from print or digital sources on a specific topic. | • Students will select a picture from an errorless choice to contribute to a shared research and writing task. |

## Standards for Writing — Grades 3–5

| Indiana English Language Arts Standards<br>Range of Writing | Indiana Connectors |
|---|---|
| *GRADE 3*<br><br>*GRADE 4*<br><br>*GRADE 5* | |

| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Participate routinely in a variety of supported writing activities. | **Unique** | **Unique** |
| | Lesson 12: Scrambled Sentences<br>Lesson 13: Literary Experience<br>Lesson 14: Edit It<br>Lesson 15: Time for Writing<br>Lesson 30: Journal Writing<br>Core Task 1.5: Home Report<br>Core Task 4.0: Circle Time Reports (Attendance, Calendar, Weather, Menu, Current Events) | Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Think Page | Worksheets: Write a Story<br>Worksheets: Paragraph Completion<br>Extra Materials: Book Review<br>Extra Materials: Movie Review<br>Extra Materials: Recipe Review<br>Extra Materials: Sports Worksheet<br>Extra Materials: Horoscope Worksheet<br>Extra Materials: Glad to Meet You<br>Group Interaction: Class News |

| n2y Unique Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will write routinely for a range of discipline-specific tasks, purposes and audiences. | • Students will participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences. | • Students will actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences. |

## Standards for Speaking and Listening — Grades 3–5

| Indiana English Language Arts Standards<br>Comprehension and Collaboration | Indiana Connectors |
|---|---|

| GRADE 3 | | GRADE 3 |
| GRADE 4 | | GRADE 4 |
| GRADE 5 | | GRADE 5 |

| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Participate in grade level and age appropriate discussions, including ability to: <br>    • follow agreed-upon rules (gaining attention, turn-taking, etc.), <br>    • ask questions that contribute to the discussion. <br> • Summarize information from text read aloud or presented in diverse media formats. <br> • Summarize key points from a speaker. | **Unique** <br> Target skills are applicable in all unit lessons. <br> Lessons 2 and 4: Read and Answer <br> Lesson 13: Literary Experience <br> Core Task 4.0: Circle Time (Current Events) | **Unique** <br> ULS Instructional Guides: Active Participation Guidelines and Scripts |
| | **News-2-You** <br> News-2-You Current Events Newspaper: <br>    News Page <br>    Recipe Page <br>    Joke Page <br>    Review Page <br>    Sports Page | **News-2-You** <br> People and Places in the News Standards Connection <br> Recipe Page Standards Connection <br> Joke Page Standards Connection <br> Review Page Standards Connection <br> Sports Page Standards Connection <br> Communication Board <br> Extra Materials: Glad to Meet You <br> Group Interaction: Class News |
| **n2y Differentiated Tasks** | | |
| *Level 3* | *Level 2* | *Level 1* |
| • Students will share information and ask and answer questions during a group discussion. <br> • Students will summarize information from content-specific reading, topics and tasks. | • Students will share information during group discussions, using picture supports. <br> • Students will give a description of information, using picture supports from content-specific reading, topics and tasks. | • Students will participate in conversational exchanges, using communication technology and picture supports. <br> • Students will respond to questions related to content topics and tasks, using picture supports and communication technologies. |

## Standards for Speaking and Listening — Grades 3–5

| Indiana English Language Arts Standards<br>Presentation of Knowledge and Ideas | | Indiana Connectors |
|---|---|---|
| *GRADE 3*<br><br>*GRADE 4*<br><br>*GRADE 5* | | *GRADE 3*<br><br>*GRADE 4*<br><br>*GRADE 5* |

| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Report on a topic or personal experience, including main ideas and key details.<br>• Add media to enhance a presentation.<br>• Communicate multiple ideas or information specific to a task or topic. | **Unique**<br>Target skills are applicable in all unit lessons.<br>Lessons 2 and 4: Read and Answer<br>Lesson 13: Literary Experience<br>Core Task 1.5: Home Report<br>Core Task 4.0: Circle Time Reports (Attendance, Calendar, Weather, Menu, Current Events) | **Unique**<br>ULS Instructional Guides: Active Participation Guidelines and Scripts |
| | **News-2-You**<br>Current Events Newspaper:<br>  People and Places in the News<br>  Joke Page<br>  Puzzle Page<br>  Sports Page<br>  Words Page | **News-2-You**<br>People and Places in the News Standards Connection<br>Review Standards Connection<br>Sports Standards Connection<br>Communication Board<br>Group Interaction: Class News |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will communicate on a topic, including main ideas and key details.<br>• Students will select and use multimedia components to enhance a presentation.<br>• Students will communicate multiple sentences, using formal or informal language specific to the task or topic. | • Students will communicate main ideas and details of a topic, using picture supports.<br>• With support, students will add multimedia components to a presentation.<br>• Students will communicate messages in multi-word responses specific to a topic. | • Students will communicate basic information on a topic or an experience, using communication technology and picture support.<br>• Students will participate in creating multimedia components to support a presentation.<br>• Students will communicate through supported modes of expression. |

## Standards for Language/Reading for Vocabulary — Grades 3–5

| Indiana English Language Arts Standards Conventions of Standard English | Indiana Connectors |
|---|---|
| *GRADE 3* | *GRADE 3* |
| *GRADE 4* | *GRADE 4* |
| *GRADE 5* | *GRADE 5* |

| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Demonstrate conventions of grammar when writing or speaking declarative and interrogatory sentences.<br>• Generate a written sentence with appropriate capitalization, punctuation and spelling. | **Unique** | **Unique** |
| | Lessons 8 and 9: High-Frequency Spelling Lists<br>Lesson 12: Scrambled Sentences<br>Lesson 13: Literary Experience<br>Lesson 14: Edit It<br>Lesson 15: Time for Writing<br>Lesson 30: Journal Writing<br>Core Task 1.5: Home Report<br>Core Task 1.3: Sign In<br>Core Task 4.0: Circle Time Reports | Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper: Think Page | Game Page Standards Connection<br>Think Page Standards Connection<br>Joey's Locker: Parts of Speech |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will demonstrate conventions of grammar in spoken and written sentence forms.<br>• Students will demonstrate conventions of written language, including appropriate initial capitalization, ending punctuation and common spelling. | • Students will combine nouns, pronouns, verbs, adjectives and prepositions in grammatically correct order when speaking or writing.<br>• Students will identify beginning capital letters and ending punctuation in a written sentence.<br>• Students will spell familiar words with letter-sound matches. | • With picture supports, students will combine two or more words during a shared writing or speaking activity.<br>• Students will locate capital letters in a name or sentence. |

## Standards for Language/Reading for Vocabulary — Grades 3–5

| Indiana English Language Arts Standards<br>Knowledge of Language | Indiana Connectors |
|---|---|
| *GRADE 3*<br><br>*GRADE 4*<br><br>*GRADE 5* | *GRADE 3*<br><br>*GRADE 4*<br><br>*GRADE 5* |

| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Choose appropriate words and phrases to convey a spoken or written message. | **Unique** | **Unique** |
| | Lessons 2 and 4: Read and Answer<br>Lesson 12: Scrambled Sentences<br>Lesson 13: Literary Experience<br>Lesson 14: Write a Story<br>Lesson 30: Journal Writing<br>Core Task 1.5: Home Report | Standards Connection |
| | **News-2-You** | **News-2-You** |
| | | People and Places in the News Standards Connection<br>Recipe Page Standards Connection<br>Review Page Standards Connection<br>Think Page Standards Connection<br>Sports Page Standards Connection |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will select words and phrases to convey a specific spoken or written message. | • Students will choose words and phrases to convey an idea when speaking or writing. | • Students will use language to communicate an idea. |

## Standards for Language/Reading for Vocabulary — Grades 3–5

| Indiana English Language Arts Standards<br>Vocabulary Acquisition and Use | Indiana Connectors |
|---|---|
| *GRADE 3*<br>3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.<br><br>3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). | *GRADE 3*<br>3.RV.2.1.a.1: Use context clues and text features to determine the meanings of unknown words.<br><br>3.RV.2.2.a.1: Identify relationships among words including synonyms and antonyms, homographs, homonyms, and multiple meaning words (e.g. puzzle, fire). |
| *GRADE 4*<br>4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words. | *GRADE 4*<br>4.RV.2.1.a.1: Use context clues and text features to determine the meaning of unknown words. |
| *GRADE 5*<br>5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.<br><br>5.RV.3.1: Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion). | *GRADE 5*<br>5.RV.2.1.a.1: Use context and text features to determine the meanings of unknown words.<br><br>5.RV.3.1.a.1: Determine the meaning of figurative language in works of literature, including imagery, symbolism, and figurative language. |

| n2y Instructional Targets | n2y Intermediate Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Use context clues, word structures or glossaries to determine the meaning of unknown words.<br>• Identify the meaning of simple figurative language (similes and metaphors).<br>• Use words acquired through conversation and domain-specific sources when speaking and writing. | **Unique**<br>Lesson 11: Vocabulary Bingo | **Unique**<br>ULS Instructional Guides: Vocabulary Standards Connection |
| | **News-2-You**<br>Current Events Newspaper:<br>  Puzzle Page<br>  Words Page | **News-2-You**<br>Game Page Standards Connection<br>Activities: Sense Matrix<br>Activities: Word Sort<br>Activities: Webbing |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will match a unit word to a definition.<br>• Students will identify the meaning of words with multiple meanings and recognize figurative language.<br>• Students will use topic words in conversation. | • Students will point to pictures or words to match a description within a text passage.<br>• Students will match words and pictures with similar meanings.<br>• Students will point to pictures of key vocabulary from unit topics as part of a discussion. | • Students will identify a named picture related to the unit topic from a single option or errorless choice.<br>• Students will make a selection to indicate a picture of a word with a meaning similar to that of another word (errorless choice).<br>• Students will make a selection to indicate a picture of key vocabulary within a unit topic. |

| Reading Standards for Literature | Grades 6–8 |
|---|---|
| **Indiana English Language Arts Standards**<br>**Key Ideas and Details** | **Indiana Connectors** |
| *GRADE 6*<br>6.RL.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text. | *GRADE 6*<br>6.RL.2.1.a.1: Use specific details in a text to explain what a text says explicitly.<br>6.RL.2.1.a.2: Use specific details from the text to support inferences. |
| 6.RL.2.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text. | 6.RL.2.2.a.1: Determine how a theme or central idea of a work of literature is conveyed through particular details.<br>6.RL.2.2.a.2: Provide a detailed, objective summary of the text. |
| *GRADE 7*<br>7.RL.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text. | *GRADE 7*<br>7.RL.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly.<br>7.RL.2.1.a.2: Refer to details and examples in a text when making inferences. |
| 7.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis. | 7.RL.2.2.a.1: Analyze the development of the theme or central idea over the course of the text.<br>7.RL.2.2.a.2: Provide a detailed summary of a text. |
| *GRADE 8*<br>8.RL.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text. | *GRADE 8*<br>8.RL.2.1.a.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly.<br>8.RL.2.1.a.2: Refer to details and examples in the text when making inferences. |
| 8.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. | 8.RL.2.2.a.1: Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.<br>8.RL.2.2.a.2: Provide a detailed summary of a text. |

| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Answer questions to explain the main ideas, details and inferences of a story.<br>• Summarize the main theme and events of a story. | **Unique** | **Unique** |
| | Lessons 1 and 2: Leveled Book and Read and Answer<br>Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book/Read and Answer | ULS Instructional Guides: Word Study<br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>n2y Library<br>Standards Connection |
| | **News-2-You** | **News-2-You** |
| | | Joey's Story Book |
| n2y Differentiated Tasks | | |

| *Level 3* | *Level 2* | *Level 1* |
|---|---|---|
| • Students will independently read questions about a story and write, speak, or select an answer.<br>• Students will summarize a story, including the main idea, events and key details.<br>• Students will describe the plot of a story, including the series of events. | • Students will point to or select a picture from a choice of three in response to a question about a story.<br>• Students will use picture supports to retell key details and events from a story.<br>• Students will use picture supports to identify events from a story. | • Students will respond to a question by choosing a single option or errorless picture.<br>• Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board).<br>• Students will select a picture to identify a character or an event from a story (single option or errorless choice). |

## Reading Standards for Literature — Grades 6–8

| Indiana English Language Arts Standards Craft and Structure | Indiana Connectors |
| --- | --- |
| *GRADE 6* | *GRADE 6* |
| *GRADE 7* | *GRADE 7* |
| *GRADE 8* | *GRADE 8* |

| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
| --- | --- | --- |
| • Use context clues and illustrations to determine meanings of words and phrases in a text, including figurative meanings.<br>• Identify the structure of sentences, chapters or scenes that contribute to meaning of the text. | **Unique**<br>Lesson 1: Leveled Book<br>Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book<br>Lesson 15: Vocabulary Board Game | **Unique**<br>ULS Instructional Guides: Vocabulary<br>n2y Library<br>Standards Connection |

### n2y Differentiated Tasks

| Level 3 | Level 2 | Level 1 |
| --- | --- | --- |
| • Students will determine meaning (literal and figurative) of a word as it is used in text.<br>• Students will describe a series of events as they develop through chapters of a book or scenes from a play. | • Students will point to pictures or words to match words with meanings from text.<br>• Students will locate a chapter of a book or a scene from a play. | • Students will identify a named picture related to the unit topic from a single option or errorless choice.<br>• Students will identify a picture representing an event from a chapter or scene. |

| Reading Standards for Literature | | Grades 6–8 |
|---|---|---|
| **Indiana English Language Arts Standards**<br>**Integration of Knowledge and Ideas** | | **Indiana Connectors** |
| *GRADE 6* | | *GRADE 6* |
| *GRADE 7* | | *GRADE 7* |
| *GRADE 8* | | *GRADE 8* |

| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Compare various ways to read, listen to and view stories and drama (print, multimedia, etc.).<br>• Compare different genres and identify personal preferences. | **Unique**<br>Lessons 1 and 2: Leveled Book/Read and Answer<br>Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book/Read and Answer | **Unique**<br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>n2y Library<br>Standards Connection |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will describe similar and different features of reading a story as opposed to viewing and listening to a multimedia version of that story.<br>• Students will identify different genres and match books and stories that belong in each genre. | • Students will identify similarities and differences between reading a story and experiencing a multimedia version of that story.<br>• Students will identify two stories or books of the same genre. | • When presented with illustrations of a character or an event from one story, students will select a matching character or event from a similar story.<br>• Students will select a book or story of personal preference. |

## Reading Standards for Literature — Grades 6–8

| Indiana English Language Arts Standards<br>Range and Level of Text Complexity | | Indiana Connectors |
|---|---|---|
| GRADE 6 | | GRADE 6 |
| GRADE 7 | | GRADE 7 |
| GRADE 8 | | GRADE 8 |

| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level. | **Unique**<br>Lesson 1: Leveled Book<br>Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book<br>Lesson 17: Book Report | **Unique**<br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>n2y Library<br>Standards Connection |

| n2y Differentiated Tasks | | |
|---|---|---|
| Level 3 | Level 2 | Level 1 |
| • Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. | • Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. | • Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. |

| Reading Standards for Informational Text/Nonfiction | Grades 6–8 |
|---|---|
| **Indiana English Language Arts Standards**<br>**Key Ideas and Details** | **Indiana Connectors** |
| *GRADE 6*<br>6.RN.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text. | *GRADE 6*<br>6.RN.2.1.a.1: Use specific details in a text to explain what a text says explicitly.<br>6.RN.2.1.a.2: Use specific details from the text to support inferences. |
| 6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text. | 6.RN.2.2.a.1: Determine how a central idea of a text is conveyed through particular details.<br>6.RN.2.2.a.2: Provide a summary of the text distinct from personal opinions or judgments. |
| *GRADE 7*<br>7.RN.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text. | *GRADE 7*<br>7.RN.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly. |
| 7.RN.2.2: Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text. | 7.RN.2.2.a.1: Analyze the development of two or more central ideas over the course of the text.<br>7.RN.2.2.a.2: Provide a detailed, objective summary of a text. |
| 7.RN.2.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | 7.RN.2.3.a.1: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| *GRADE 8*<br>8.RN.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text. | *GRADE 8*<br>8.RN.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly.<br>8.RN.2.1.a.2: Refer to details and examples in a text when making inferences. |
| 8.RN.2.2: Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text. | 8.RN.2.2.a.1: Analyze the development of the central ideas over the course of the text, including its relationship to supporting ideas.<br>8.RN.2.2.a.2: Provide a detailed, objective summary of the text. |

| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Answer questions and locate information in text to support the main idea and key details.<br>• Summarize the central idea and main events of a text. | **Unique** | **Unique** |
| | Lessons 1 and 2: Leveled Book and Read and Answer<br>Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book and Read and Answer<br>Lesson 29: History Timeline<br>Core Tasks 2.6, 2.7, 2.8, 2.9: Vocational Tasks<br>Core Task 1.1: Daily Schedules<br>Core Task 5.0: Mealtime Tasks | ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>ULS Monthly Tools: Links with News-2-You<br>ULS Monthly Tools: Supplemental Science<br>n2y Library<br>Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper:<br>　News Page<br>　People and Places in the News<br>　Recipe Page<br>　Review Page<br>　Puzzle Page<br>　Think Page<br>　Sports Page | News Page Standards Connection<br>People and Places in the News Page Standards Connection<br>Recipe Page Standards Connection<br>Joke Page Standards Connection<br>Review Standards Connection<br>Sports Page Standards Connection<br>Breaking News<br>Holidays<br>Activities: Recipe Review<br>Activities: Geometry/Map Skills<br>Joey's Locker: Cartoon<br>Joey's Locker: Quiz Show |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will independently read questions about a story and write, speak or select an answer.<br>• Students will summarize a story, including the main idea and events.<br>• Students will describe a sequence of events in a story or the steps of a procedure. | • Students will point to or select a picture from a choice of three in response to a question about a story.<br>• Students will use picture supports to retell key details from a story.<br>• Students will use picture supports to identify a sequence of events from a story or the steps of a procedure. | • Students will respond to a question by choosing a single option or errorless picture.<br>• Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board).<br>• Students will select a picture to identify an event in a story or a step in a procedure (single option or errorless choice). |

## Reading Standards for Informational Text/Nonfiction — Grades 6–8

| Indiana English Language Arts Standards<br>Craft and Structure | Indiana Connectors |
|---|---|
| *GRADE 6*<br><br>*GRADE 7*<br><br>*GRADE 8* | *GRADE 6*<br><br>*GRADE 7*<br><br>*GRADE 8* |

| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Determine the meaning of words and phrases that support the purpose of the text.<br>• Identify the purpose of an informational text.<br>• Identify the structure of a text, including sentences in a paragraph, chapter or section, as it supports the text purpose. | **Unique**<br>Lesson 1: Leveled Book<br>Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book<br>Lesson 15: Vocabulary Board Game<br>Core Tasks 2.6, 2.7, 2.8, 2.9: Vocational Tasks<br>Core Task 5.0: Mealtime Tasks | **Unique**<br>ULS Instructional Guides: Vocabulary<br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>ULS Monthly Tools: Links with News-2-You<br>ULS Monthly Tools: Supplemental Science<br>n2y Library<br>Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper:<br>  People and Places in the News<br>  Recipe Page<br>  Joke Page<br>  Game Page<br>  Review Page<br>  Puzzle Page<br>  Words Page | Puzzle Page Standards Connection<br>Words Page Standards Connection<br>Activities: Vocabulary Words & Definitions<br>Activities: Word Definitions<br>Activities: Read & Do<br>Activities: Look, Think & Read<br>Activities: Cooking Vocabulary Words<br>Joey's Locker: Match the Definition<br>Joey's Locker: Hangeman |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will determine meaning (literal and figurative) of a word as it is used in a text.<br>• Students will describe a series of events as they develop through chapters of a book or scenes from a play.<br>• Students will locate the sentences in a story or chapter or the steps of a procedure that give needed information. | • Students will point to pictures or words to match words with meanings from text.<br>• Students will locate a chapter of a book or a scene from a play.<br>• Students will locate a sentence that gives information or is a step in a procedure. | • Students will identify a named picture related to the unit topic from a single option or errorless choice.<br>• Students will identify a picture representing an event from a chapter or scene.<br>• Students will follow the steps of a procedure. |

## Reading Standards for Informational Text/Nonfiction — Grades 6–8

| Indiana English Language Arts Standards Integration of Knowledge and Ideas | Indiana Connectors |
|---|---|
| *GRADE 6*<br>6.RN.4.1: Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported. | *GRADE 6*<br>6.RN.4.1.a.1: Trace the argument and specific claims in a text. |
| *GRADE 7*<br>7.RN.4.1: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping. | *GRADE 7*<br>7.RN.4.1.a.1: Trace and evaluate the argument and specific claims in a text. |
| *GRADE 8*<br>8.RN.4.1: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | *GRADE 8*<br>8.RN.4.1.a.1: Evaluate the claim or argument to determine if it is supported by evidence. |

| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Identify relevant information in a text.<br>• Evaluate different media (print, digital, etc.) as a means to gain information on a topic. | **Unique**<br>Lessons 1 and 2: Leveled Book and Read and Answer<br>Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book and Read and Answer<br>Core Tasks 2.6, 2.7, 2.8, 2.9: Vocational Tasks<br>Core Tasks 2.1, 2.1, 2.3: Attendance, Calendar, Weather Reports<br>Core Task 5: Mealtime Tasks | **Unique**<br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>ULS Monthly Tools: Links with News-2-You<br>ULS Monthly Tools: Supplemental Science<br>n2y Library<br>Standards Connection |
| | **News-2-You**<br>Current Events Newspaper:<br>  Game Page<br>  Sudoku<br>  Think Page<br>  Sports Page<br>  Words Page | **News-2-You**<br>Breaking News<br>Holidays |

### n2y Differentiated Tasks

| Level 3 | Level 2 | Level 1 |
|---|---|---|
| • Students will describe similar and different features of reading a story as opposed to viewing and listening to a multimedia version of that story.<br>• Students will distinguish important information from a story or steps in a procedure from items that are less important. | • Students will identify similarities and differences between reading a story and experiencing a multimedia version of that story.<br>• Students will identify key information from a story or recognize critical steps in a procedure. | • When presented with illustrations of a character or an event from one story, students will select a matching character or event from a similar story.<br>• Students will identify a picture of a key event from a story.<br>• Students will follow steps of a procedure. |

## Reading Standards for Informational Text/Nonfiction — Grades 6–8

| Indiana English Language Arts Standards<br>Range and Level of Text Complexity | Indiana Connectors |
|---|---|
| *GRADE 6* | *GRADE 6* |
| *GRADE 7* | *GRADE 7* |
| *GRADE 8* | *GRADE 8* |

| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level. | **Unique**<br>Lesson 1: Leveled Book<br>Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book<br>Lesson 17: Book Report<br>Core Task informational documents | **Unique**<br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>ULS Monthly Tools: Links with News-2-You<br>ULS Monthly Tools: Supplemental Science<br>n2y Library |
| | **News-2-You**<br>News-2-You Current Events Newspaper:<br>  News Page<br>  Recipe Page<br>  Sports Pag3e | **News-2-You**<br>Activities: Recipe Ingredient Needs<br>Extra Materials: Pledge of Allegiance<br>Extra Materials: Start Spangled Banner<br>Extra Materials: Holiday Songs |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level. | • Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level. | • Students will actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level. |

| Standards for Writing | Grades 6–8 |
|---|---|
| Indiana English Language Arts Standards<br>Text Types and Purposes | Indiana Connectors |
| *GRADE 6*<br>6.W.3.1: Writing arguments in a variety of forms that –<br>• Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.<br>• Use an organizational structure to group related ideas that support the argument.<br>• Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.<br>• Establish and maintain a consistent style and tone appropriate to purpose and audience.<br>• Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.<br>• Provide a concluding statement or section that follows from the argument presented. | *GRADE 6*<br>6.W.3.1.a.1: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. |
| 6.W.3.2: Write informative compositions on a variety of topics that –<br>• Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.<br>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.<br>• Use appropriate transitions to clarify the relationships among ideas and concepts.<br>• Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.<br>• Establish and maintain a style appropriate to purpose and audience.<br>• Provide a concluding statement or section that follows from the information or explanation presented. | 6.W.3.2.a.5: Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| 6.W.3.3: Write narrative compositions in a variety of forms that –<br>• Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).<br>• Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.<br>• Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.<br>• Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.<br>• Provide an ending that follows from the narrated experiences or events. | 6.W.3.3.a.2: Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
| e) 6.W.6.1e: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons. | 6.W.6.1e.a.1: Write simple, compound, complex, and compound complex sentences. |

| GRADE 7 | GRADE 7 |
|---|---|
| 7.W.3.1: Write arguments in a variety of forms that – <br><br>• Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. <br>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <br>• Establish and maintain a consistent style and tone appropriate to purpose and audience. <br>• Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence. <br>• Provide a concluding statement or section that follows from and supports the argument presented. | 7.W.3.1.a.1: Provide an introduction that introduces the writer's claims and acknowledges alternate or opposing claims. <br>7.W.3.1.a.3: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| 7.W.3.2: Write informative compositions on a variety of topics that – <br><br>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <br>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. <br>• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. <br>• Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. <br>• Establish and maintain a style appropriate to purpose and audience. <br>• Provide a concluding statement or section that follows from and supports the information or explanation presented. | 7.W.3.2.a.4: Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| 7.W.3.3: Write narrative compositions in a variety of forms that – <br><br>• Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. <br>• Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. <br>• Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. <br>• Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. <br>• Provide an ending that follows from and reflects on the narrated experiences or events. | 7.W.3.3.a.2: Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
| b) 7.W.6.1b: Verbs – Recognizing and correcting problems with subject/verb agreement. <br>e) 7.W.6.1e: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. | 7.W.6.1b.a.1: Recognize and correct problems with subject/verb agreement. <br>7.W.6.1e.a.1: Use simple, compound, complex, and compound-complex sentences within writing when appropriate. |

| GRADE 8 | GRADE 8 |
|---|---|
| 8.W.3.1: Write arguments in a variety of forms that – <br> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. <br> • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <br> • Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. <br> • Establish and maintain a consistent style and tone appropriate to purpose and audience. <br> • Provide a concluding statement or section that follows from and support the argument presented. | 8.W.3.1.a.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| 8.W.3.2: Write informative compositions on a variety of topics that – <br> • Introduce a topic clearly previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <br> • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. <br> • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. <br> • Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. <br> • Establish and maintain a style appropriate to the purpose and audience. <br> • Provide a concluding statement or section that follows from and supports the information or explanation presented. | 8.W.3.2.a.4: Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. <br> 8.W.3.2.a.7: Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| 8.W.3.3: Write narrative compositions in a variety of forms that – <br> • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. <br> • Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. <br> • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. <br> • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. <br> • Provide an ending that follows from and reflects on the narrated experiences or events. | 8.W.3.3.a.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. <br> 8.W.3.3.a.2: Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. <br> 8.W.3.3.a.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |

| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Generate a simple paragraph that expresses an opinion and contains relevant supporting details. <br> • Generate a simple informative paragraph that includes a defined topic, supporting details and a concluding sentence. <br> • Generate a simple narrative paragraph that includes a logical sequence of events and descriptive details. | **Unique** <br> Lesson 16: Edit It <br> Lesson 17: Book Report <br> Lesson 18: Topic Paragraph <br> Lesson 30: Journal Writing <br> Core Task 1.6: Daily Buzz <br> Core Tasks 2.2, 2.3: Calendar and Weather Reports | **Unique** <br> Standards Connection |

| | News-2-You | News-2-You |
|---|---|---|
| | Current Events Newspaper: Think Page | Activities: Write a Story<br>Activities: Paragraph Completion<br>Extra Materials: Book Review<br>Extra Materials: Movie Review<br>Extra Materials: Recipe Review<br>Extra Materials: Sports Worksheet<br>Extra Materials: Horoscope Worksheet<br>Extra Materials: Glad to Meet You<br>Group Interaction: Class News |
| **n2y Differentiated Tasks** | | |
| *Level 3* | *Level 2* | *Level 1* |
| • Students will create a simple paragraph that states an opinion and provides supporting reasons.<br>• Students will create a simple paragraph that includes a topic sentence, supporting facts and details, and a concluding sentence.<br>• Students will create and write a story that includes narrative elements, including a sequence of events. | • Students will select pictures with text to create a written text that supports an opinion.<br>• Students will select pictures with text to create a written document of factual sentences on a topic.<br>• Students will select pictures with text to create a logical sequence of events that tell a story. | • Given errorless choices of pictures, students will select pictures to communicate an opinion on a topic.<br>• Given errorless choices of pictures, students will make a selection to communicate facts on a given topic.<br>• Given an errorless choice of pictures, students will make a selection to tell a story sequence. |

| Standards for Writing | Grades 6–8 |
|---|---|
| Indiana English Language Arts Standards<br>Production and Distribution of Writing | Indiana Connectors |
| *GRADE 6*<br><br>*GRADE 7*<br><br>*GRADE 8* | *GRADE 6*<br><br>*GRADE 7*<br><br>*GRADE 8* |

| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • With some guidance and support, plan, edit and revise writing to increase clarity and coherence.<br>• With guidance and support, use technology, including the internet, to compose a simple paragraph. | **Unique** | **Unique** |
| | Lesson 16: Edit It<br>Lesson 17: Book Report<br>Lesson 18: Topic Paragraph<br>Lesson 30: Journal Writing<br>Core Task 1.6: Daily Buzz<br>Core Tasks 2.2, 2.3: Calendar and Weather Reports | Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper: Think Page | Think Page Standards Connection<br>Activities: Write a Story<br>Activities: Paragraph Completion<br>Extra Materials: Book Review<br>Extra Materials: Movie Review<br>Extra Materials: Recipe Review<br>Extra Materials: Sports Worksheet<br>Extra Materials: Horoscope Worksheet<br>Extra Materials: Glad to Meet You<br>Group Interaction: Class News |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will plan, edit and revise to strengthen written sentences.<br>• Students will select and use digital tools, including the internet, to generate a paragraph. | • With support, students will use pictures and text to plan, edit and revise a written sentence.<br>• With support, students will use digital tools, including the internet, to generate multiple sentences. | • Given errorless choices of pictures, students will make a selection of pictures to plan, edit and revise a written sentence.<br>• With support and adaptive tools, students will use digital tools to create a sentence. |

## Standards for Writing — Grades 6–8

| Indiana English Language Arts Standards<br>Research to Build Knowledge | Indiana Connectors |
|---|---|
| **GRADE 6**<br>6.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.<br>• Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?).<br>• Gather relevant information from multiple sources, and annotate sources.<br>• Assess the credibility of each source.<br>• Quote or paraphrase the information and conclusions of others.<br>• Avoid plagiarism and provide basis bibliographic information for sources.<br>• Present information, choosing from a variety of formats.<br><br><br>**GRADE 7**<br><br><br>**GRADE 8** | **GRADE 6**<br>6.W.5.a.2: Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?).<br>6.W.5.a.5: Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.<br><br><br>**GRADE 7**<br><br><br>**GRADE 8** |

| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Research and collect information to answer a question in a short research project.<br>• Generate a text document to summarize information from print and digital sources; identify sources.<br>• Gather information from (adapted) literary or informational materials. | **Unique**<br>Information gathering is built into various writing and life skills applications lessons.<br>Lesson 17: Book Report<br>Core Tasks 2.2, 2.3: Calendar and Weather Reports | **Unique**<br>Standards Connection |
| | **News-2-You** | **News-2-You**<br>Activities: Key Topic Facts<br>Activities: Letter Home<br>Group Interaction: Class News |

| n2y Differentiated Tasks | | |
|---|---|---|
| Level 3 | Level 2 | Level 1 |
| • Students will research and gather information from multiple print and digital sources on a specific topic.<br>• Students will generate a report of one or more paragraphs to summarize information and list sources. | • Students will collect information from print or digital sources on a specific topic.<br>• Students will generate multiple sentences to summarize information. | • Students will select a picture from an errorless choice to contribute to a shared research and writing task. |

## Standards for Writing | Grades 6–8

| Indiana English Language Arts Standards<br>Range of Writing | Indiana Connectors |
|---|---|
| *GRADE 6*<br><br>*GRADE 7*<br><br>*GRADE 8* | |

| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Participate routinely in supported writing activities for varied purposes. | **Unique** | **Unique** |
| | Lesson 16: Edit It<br>Lesson 17: Book Report<br>Lesson 18: Topic Paragraph<br>Lesson 30: Journal Writing<br>Core Task 1.6: Daily Buzz<br>Core Tasks 2.2, 2.3: Calendar and Weather Reports | Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper: Think Page | Activities: Write a Story<br>Activities: Paragraph Completion<br>Extra Materials: Book Review<br>Extra Materials: Movie Review<br>Extra Materials: Recipe Review<br>Extra Materials: Sports Worksheet<br>Extra Materials: Horoscope Worksheet<br>Extra Materials: Glad to Meet You<br>Group Interaction: Class News |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will write routinely for a range of discipline-specific tasks, purposes and audiences. | • Students will participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences. | • Students will actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences. |

## Standards for Speaking and Listening — *Grades 6–8*

| Indiana English Language Arts Standards<br>Comprehension and Collaboration | Indiana Connectors |
|---|---|
| *GRADE 6* | *GRADE 6* |
| *GRADE 7* | *GRADE 7* |
| *GRADE 8* | *GRADE 8* |

| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Engage in grade level and age-appropriate discussions, including ability to:<br>  • follow rules of discussion,<br>  • ask questions related to the topic; respond to others' questions; make comments; share ideas.<br>• Identify main ideas presented orally or from diverse media formats.<br>• Identify a speaker's purpose and main ideas. | **Unique**<br>Target skills are applicable in all unit lessons.<br>Lessons 1 and 2: Leveled Book and Read and Answer<br>Lessons 3, 5, 7, 9, 11, and 13: Discussion questions with Chapter Books<br>Core Task 3: Meeting Time<br>Core Task 3.1: Current Events | **Unique**<br>ULS Instructional Guides: Active Participation Guidelines and Scripts |
| | **News-2-You**<br>Current Events Newspaper:<br>  News Page<br>  Recipe Page<br>  Joke Page<br>  Review Page<br>  Sudoku<br>  Sports Page | **News-2-You**<br>People and Places in the News Standards Connection<br>Communication Board<br>Extra Materials: Glad to Meet You<br>Group Interaction: Class News |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will share information, ask and answer questions and make comments during a group discussion.<br>• Students will summarize information from content-specific reading, topics and tasks. | • Using picture supports, students will share information, ask and answer questions and make comments during group discussions.<br>• Students will describe information, using picture supports from content-specific reading, topics and tasks. | • Students will participate in conversational exchanges, using communication technology and picture supports.<br>• Using picture supports and communication technologies, students will respond to questions related to content topics and tasks. |

## Standards for Speaking and Listening — Grades 6–8

| Indiana English Language Arts Standards Presentation of Knowledge and Ideas | Indiana Connectors |
|---|---|
| GRADE 6 | GRADE 6 |
| GRADE 7 | GRADE 7 |
| GRADE 8 | GRADE 8 |

| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Present information sequentially about a selected topic; use appropriate eye contact, volume and clear pronunciation. <br> • Add media to enhance a presentation. <br> • Adapt communication, using formal or informal language specific to a task or situation. | **Unique** <br> Reporting is applicable in many lessons, including life skills applications. <br> Lessons 1 and 2: Leveled Book/Read and Answer <br> Lessons 3, 5, 7, 9, 11, and 13: Discussion questions with Chapter Books <br> Lesson 18: Topic Paragraph <br> Core Task 3: Meeting Time <br> Core Task 3.1: Current Events | **Unique** <br> ULS Instructional Guides: Active Participation Guidelines and Scripts |
| | **News-2-You** <br> Current Events Newspaper: <br> People and Places in the News <br> Joke Page <br> Puzzle Page <br> Sudoku <br> Think Page <br> Sports Page | **News-2-You** <br> News Page Standards Connection <br> Communication Board <br> Group Interaction: Class News |

| n2y Differentiated Tasks | | |
|---|---|---|
| Level 3 | Level 2 | Level 1 |
| • Students will communicate on a topic, including facts and details to support the main idea. <br> • Students will select and use multimedia components to enhance a presentation. <br> • Students will communicate by using formal or informal language specific to the task or topic. | • Students will use picture supports to communicate main ideas, including facts and details, on a given topic. <br> • With support, students will add multimedia components to a presentation. <br> • Students will communicate messages in multi-word sentences specific to the topic. | • Students will communicate basic information on a topic or experience, using communication technology and picture supports. <br> • Students will participate in creating multimedia components to support a presentation. <br> • Students will communicate by using supported modes of expression. |

## Standards for Language/Reading for Vocabulary | Grades 6–8

| Indiana English Language Arts Standards Conventions of Standard English | | Indiana Connectors |
|---|---|---|
| *GRADE 6* | | *GRADE 6* |
| *GRADE 7* | | *GRADE 7* |
| *GRADE 8* | | *GRADE 8* |

| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Use conventions of grammar when speaking or writing.<br>• Use correct capitalization, punctuation and spelling in sentences. | **Unique** | **Unique** |
| | Lessons 1 and 2: Leveled Book and Read and Answer<br>Lessons 3, 5, 7, 9, 11, and 13: Discussion questions with Chapter Books<br>Lesson 16: Edit It<br>Lesson 17: Book Report<br>Lesson 18: Topic Paragraph<br>Lesson 30: Journal Writing<br>Core Task Reports | Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper: Think Page | Think Page Standards Connection<br>Joey's Locker: Pars of Speech |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will demonstrate conventions of grammar in spoken and written sentence forms.<br>• Students will demonstrate conventions of written language, including appropriate capitalization, end punctuation and common spelling. | • Students will create simple sentence forms in a grammatically correct order when speaking or writing.<br>• Students will identify beginning capital letters and end punctuation in a written sentence.<br>• Students will spell familiar words with letter-sound matches. | • With picture supports, students will combine two or more words during a shared writing or speaking activity.<br>• Students will locate capital letters and end punctuation in a sentence. |

## Standards for Language/Reading for Vocabulary | Grades 6–8

| Indiana English Language Arts Standards<br>Knowledge of Language | Indiana Connectors |
|---|---|
| GRADE 6 | GRADE 6 |
| GRADE 7 | GRADE 7 |
| GRADE 8 | GRADE 8 |

| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Use conventions of language to generate sentences when speaking or writing. | **Unique** | **Unique** |
| | Lesson 16: Edit It<br>Lesson 17: Book Report<br>Lesson 18: Topic Paragraph<br>Lesson 30: Journal Writing | Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper: Think Page | Current Events News Page Standards Connection<br>People and Places in the News Standards Connection<br>Recipe Standards Connection<br>Game Page Standards Connection<br>Review Page Standards Connection<br>Spots Page Standards Connection |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will use conventions of language to generate sentences specific to the purpose when speaking or writing. | • Students will use conventions of language to generate a simple sentence when speaking or writing. | • Students will use language to share an idea with others. |

| Standards for Language/Reading for Vocabulary | Grades 6–8 |
|---|---|

| Indiana English Language Arts Standards<br>Vocabulary Acquisition and Use | Indiana Connectors |
|---|---|
| *GRADE 6*<br>6.RV.2.1: Use context to determine or clarify the meaning of words and phrases.<br><br>6.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.<br><br><br>*GRADE 7*<br>7.RV.2.1: Use context to determine or clarify the meaning of words and phrases.<br><br><br>*GRADE 8*<br>8.RV.2.1: Use context to determine or clarify the meaning of words and phrases. | *GRADE 6*<br>6.RV.2.1.a.1: Use context to determine the meaning of words or phrases.<br><br>6.RV.3.1.a.1: Determine the meaning of words and phrases as they are used in a work of literature including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.<br><br><br>*GRADE 7*<br>7.RV.2.1.a.1: Use context to determine or clarify the meaning of words and phrases.<br><br><br>*GRADE 8*<br>8.RV.2.1.a.1: Use context to determine or clarify the meaning of words and phrases. |

| n2y Instructional Targets | n2y Middle School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Use context clues, word structures or reference materials to determine the meaning of unknown words.<br>• Use words acquired through academic and domain-specific sources when speaking and writing. | **Unique**<br>Lessons 4, 6, 8, 10, 12, and 14: Life Skills Applications<br>Lesson 15: Vocabulary Board Game | **Unique**<br>ULS Instructional Guides: Vocabulary Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper: Words Page | Game Page Standards Connection<br>Puzzle Page Standards Connection<br>Words Page Standards Connection |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will match a unit word to a definition.<br>• Students will use reference materials (glossary, dictionary, etc.) to determine the meaning of an unknown word.<br>• Students will identify the specific meaning of words with multiple meanings and recognize figurative language.<br>• Students will use unit topic words in conversation. | • Students will point to pictures or words to match a description within a text passage.<br>• Students will match words and pictures that have similar meanings.<br>• Students will point to pictures of key vocabulary from unit topics as part of a discussion. | • Students will identify a named picture related to the unit topic from a single option or errorless choice.<br>• Students will make a selection to indicate a picture of a word with a meaning similar to that of another word (errorless choice).<br>• Students will make a selection to indicate a picture of key vocabulary within a unit topic. |

## Reading Standards for Literature — Grades 9–12

| Indiana English Language Arts Standards<br>Key Ideas and Details | Indiana Connectors |
|---|---|
| **GRADES 9–10**<br>9-10.RL.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text. | **GRADES 9–10**<br>9-10.RL.2.1.a.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly.<br>9-10.RL.2.1.a.2: Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text. |
| 9-10.RL.2.3: Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | 9-10.RL.2.3.a.1: Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text and interact with other characters. |

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Answer questions and use support from text to explain the main ideas, details and inferences of a story.<br>• Summarize the main theme of a text and support it by citing details and a sequence of events. | **Unique**<br>Lessons 1 and 2: Leveled Book/Read and Answer<br>Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book/Read and Answer | **Unique**<br>ULS Instructional Guides: Word Study<br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>n2y Library<br>Standards Connection |
| | | **News-2-You**<br>Joey's Locker: Story Book |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will independently read questions about a story and write, speak or select an answer.<br>• Students will summarize a story, including the main idea, events and key details.<br>• Students will describe events from a story. | • Students will point to or select a picture from a choice of three in response to a question about a story.<br>• Students will use picture supports to retell key details and events from a story.<br>• Students will use picture supports to identify events from a story. | • Students will respond to a question by choosing a single option or errorless picture.<br>• Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board).<br>• Students will select a picture to identify a character or an event from a story (single option or errorless choice). |

## Reading Standards for Literature — Grades 9–12

| Indiana English Language Arts Standards Craft and Structure | Indiana Connectors |
|---|---|
| *GRADES 9–10*<br>9-10.RL.3.1: Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | *GRADES 9–10*<br>9-10.RL.3.1.a.1: Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Use context clues and illustrations to determine meanings of words and phrases in a text, including figurative and connotative meanings.<br>• Identify and compare what is stated directly and what is implied in text. | **Unique**<br>Lesson 1: Leveled Book<br>Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book<br>Lesson 15: Vocabulary Quiz Game | **Unique**<br>ULS Instructional Guides: Vocabulary<br>n2y library<br>Standards Connection |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will determine literal and figurative meanings of a word as it is used in a text.<br>• Students will compare literal and implied meaning presented in a text passage. | • Students will point to pictures or words to match words with same meanings in text.<br>• Students will identify feelings associated with a text passage. | • Students will identify a named picture related to the unit topic from a single option or errorless choice.<br>• Students will identify or select a word that has two meanings within the context of story reading. |

## Reading Standards for Literature — Grades 9–12

| Indiana English Language Arts Standards<br>Integration of Knowledge and Ideas | Indiana Connectors |
|---|---|
| GRADES 9–10 | GRADES 9–10 |

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Compare and contrast various ways to read, listen to and view stories and drama; identify personal preferences.<br>• Compare and contrast different genres; identify personal preferences. | Unique<br><br>Lessons 1 and 2: Leveled Book/Read and Answer<br>Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book/Read and Answer | Unique<br><br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>n2y Library<br>Standards Connection |

| n2y Differentiated Tasks | | |
|---|---|---|
| Level 3 | Level 2 | Level 1 |
| • Students will describe similarities and differences between reading a story and experiencing a multimedia version of that story.<br>• Students will experience different literature genres having various themes. | • Students will identify similarities and differences between features of reading a story and experiencing a multimedia version of that story.<br>• Students will identify two stories or books of the same genre. | • When presented with illustrations of a character or an event from one story, students will select a matching character or event from a similar story.<br>• Students will select a book or story of personal preference. |

| Reading Standards for Literature | Grades 9–12 |
|---|---|
| Indiana English Language Arts Standards<br>Range and Level of Text Complexity | Indiana Connectors |
| *GRADES 9–10* | *GRADES 9–10* |

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level. | Unique<br>Lesson 1: Leveled Book<br>Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book | Unique<br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>n2y Library |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. | • Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level. | • Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level. |

## Reading Standards for Informational Text/Nonfiction — Grades 9–12

| Indiana English Language Arts Standards<br>Key Ideas and Details | Indiana Connectors |
|---|---|
| *GRADES 9–10*<br>9-10.RN.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text. | *GRADES 9–10*<br>9-10.RN.2.1.a.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly.<br>9-10.RN.2.1.a.2: Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text.<br>9-10.RN.2.1.a.3: Analyze in detail how an author's claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Answer questions and use support from text to explain the main ideas, details and inferences of a story.<br>• Summarize the central idea and specific supporting details of a text. | **Unique**<br>Lessons 1 and 2: Leveled Book/Read and Answer<br>Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book/Read and Answer<br>Core Tasks 2.6, 2.7, 2.8, 2.9: Vocational Tasks<br>Core Task 1.1: Daily Schedule<br>Core Task 5.0: Mealtime Tasks | **Unique**<br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>ULS Monthly Tools: Links with News-2-You<br>ULS Monthly Tools: Supplemental Science<br>n2y Library<br>Standards Connection |
| | **News-2-You**<br>Current Events Newspaper:<br>  News Page<br>  People and Places in the News<br>  Recipe Page<br>  Review Page<br>  Think Page<br>  Sports Page | **News-2-You**<br>Current Events News Page Standards Connection<br>People in the News Standards Connection<br>Breaking News<br>Holidays<br>Activities: Recipe Review<br>Activities: Geometry/Map Skills<br>Joey's Locker: Cartoon<br>Joey's Locker: Quiz Show |

### n2y Differentiated Tasks

| Level 3 | Level 2 | Level 1 |
|---|---|---|
| • Students will independently read questions about a story and write, speak, or select an answer.<br>• Students will summarize a story, including the main idea and events.<br>• Students will describe a sequence of events from a story or list the steps of a procedure. | • Students will point to or select a picture from a choice of three in response to a question about a story.<br>• Students will use picture supports to retell key details from a story.<br>• Students will use picture supports to identify a sequence of events from a story or list the steps of a procedure. | • Students will respond to a question by choosing a single option or errorless picture.<br>• Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board).<br>• Students will select a picture to identify an event from a story or a step from a procedure (single option or errorless choice). |

## Reading Standards for Informational Text/Nonfiction — Grades 9–12

| Indiana English Language Arts Standards<br>Craft and Structure | Indiana Connectors |
|---|---|
| *GRADES 9–10*<br>9-10.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose. | *GRADES 9–10*<br>9-10.RN.3.3.a.1: Determine an author's perspective or purpose in a text. |

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Determine the meaning of words and phrases that support the purpose of the text.<br>• Identify and describe the intent or the purpose of a text (inform, persuade, etc.).<br>• Use structures of a text (paragraphs, chapters, etc.) to locate information as it supports the purpose of a text. | **Unique**<br>Lesson 1: Leveled Book<br>Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book<br>Lesson 15: Vocabulary Quiz Game<br>Core Tasks 2.6, 2.7, 2.8, 2.9: Vocational Tasks<br>Core Task 5.0: Mealtime Tasks | **Unique**<br>ULS Instructional Guides: Vocabulary<br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>ULS Monthly Tools: Links with News-2-You<br>ULS Monthly Tools: Supplemental Science<br>n2y Library<br>Standards Connection |
| | **News-2-You**<br>Current Events Newspaper:<br>  People and Places in the News<br>  Joke Page<br>  Review Page<br>  Sudoku<br>  Think Page<br>  Words Page | **News-2-You**<br>Activities: Color & Label<br>Activities: Vocabulary Words & Definitions<br>Activities: Word Definitions<br>Activities: Read & Do<br>Activities: Look, Think & Read<br>Activities: Cooking Vocabulary Words<br>Joey's Locker: Match the Definition<br>Joey's Locker: Hangman |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will determine meaning (literal and figurative) of a word as it is used in a text.<br>• Students will describe a series of events as these develop through chapters of a book or scenes of a play.<br>• Students will locate sentences in a story or chapter and find steps of a procedure that give needed information. | • Students will point to pictures or words to match words with similar meanings in text.<br>• Students will locate a chapter of a book or a scene from a play.<br>• Students will locate a sentence that gives information or find steps of a procedure. | • Students will identify a named picture related to the unit topic from a single option or errorless choice.<br>• Students will identify a picture representing an event from a chapter or scene.<br>• Students will follow the steps of a procedure. |

## Reading Standards for Informational Text/Nonfiction — Grades 9–12

| Indiana English Language Arts Standards<br>Integration of Knowledge and Ideas | Indiana Connectors |
|---|---|
| GRADES 9–10<br>9-10.RN.4.1: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | GRADES 9–10<br>9-10.RN.4.1.a.1: Delineate and evaluate the argument and specific claims in a text.<br>9-10.RN.4.1.a.2: Assess whether the reasoning is valid and the evidence is relevant and sufficient. |

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Integrate and evaluate information from different media that show same and different viewpoints.<br>• Experience information from leveled text related to U.S. documents and those of historical significance. | **Unique**<br>Lessons 1 and 2: Leveled Book/Read and Answer<br>Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book/Read and Answer<br>Core Tasks 2.6, 2.7, 2.8, 2.9: Vocational Tasks<br>Core Tasks 2.1, 2.1, 2.3: Attendance, Calendar, Weather Reports<br>Core Task 5.0: Mealtime Tasks | **Unique**<br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>ULS Monthly Tools: Links with News-2-You<br>ULS Monthly Tools: Supplemental Science<br>n2y Library<br>Standards Connection |
| | **News-2-You**<br>Current Events Newspaper:<br>  News Page<br>  People and Places in the News<br>  Recipe Page<br>  Game Page<br>  Review Page<br>  Puzzle Page<br>  Think Page<br>  Sports Page | **News-2-You**<br>Current Events News Page Standards Connection<br>People and Places in the News Standards Connection<br>Recipe Page Standards Connection<br>Joke Page Standards Connection<br>Review Page Standards Connection<br>Puzzle Page Standards Connection<br>Sports Page Standards Connection<br>Breaking News<br>Holidays |

| n2y Differentiated Tasks | | |
|---|---|---|
| Level 3 | Level 2 | Level 1 |
| • Students will describe similar and different features of reading a story as opposed to experiencing a multimedia version.<br>• Students will summarize key information from important U.S. texts of historical and literary significance. | • Students will identify similarities and differences between features of reading a story as opposed to experiencing a multimedia version.<br>• Students will identify key information from important U.S. texts of historical and literary significance. | • When presented with illustrations of a character or an event from one story, students will select a matching character or event from a similar story.<br>• Students will make a selection of a key point from a significant U.S. document. |

## Reading Standards for Informational Text/Nonfiction — Grades 9–12

| Indiana English Language Arts Standards Range and Level of Text Complexity | Indiana Connectors |
|---|---|
| *GRADES 9–10* | *GRADES 9–10* |

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level. | **Unique**<br>Lesson 1: Leveled Book<br>Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book<br>Lesson 26: Trading Cards<br>Core Task informational documents | **Unique**<br>ULS Monthly Tools: Supporting Files/PowerPoint® Stories<br>ULS Monthly Tools: Supplemental Reading Lists<br>ULS Monthly Tools: Links with News-2-You<br>ULS Monthly Tools: Supplemental Science<br>n2y Library |
| | **News-2-You**<br>News-2-You Current Events Newspaper:<br>　News Page<br>　Recipe Page<br>　Sports Page<br>　World News<br>　Holidays | **News-2-You**<br>Activities: Recipe Ingredient Needs<br>Extra Materials: Pledge of Allegiance<br>Extra Materials: Star Spangled Banner<br>Extra Materials: Holiday Songs |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level. | • Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level. | • Students will actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level. |

| Standards for Writing | Grades 9–12 |
|---|---|
| Indiana English Language Arts Standard s<br>Text Types and Purposes | Indiana Connectors |
| *GRADES 9–10*<br>9-10.W.3.1: Write arguments in a variety of forms that –<br><ul><li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li><li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li><li>Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li><li>Establish and maintain a consistent style and tone appropriate to purpose and audience.</li><li>Provide a concluding statement or section that follows from and supports the argument presented.</li></ul><br><br>9-10.W.3.2: Write informative compositions on a variety of topics that<br><ul><li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li><li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li><li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li><li>Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.</li><li>Establish and maintain a style appropriate to the purpose and audience.</li><li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li></ul><br><br>9-10.W.3.3: Write narrative compositions in a variety of forms that –<br><ul><li>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and /or characters.</li><li>Create a smooth progression of experiences or events.</li><li>Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters.</li></ul> | *GRADES 9–10*<br>9-10.W.3.1.a.1: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.<br>9-10.W.3.1.a.2: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.<br>9-10.W.3.1.a.5: Provide a concluding statement or section that follows from and supports the argument presented.<br><br>9-10.W.3.2.a.1: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.<br>9-10.W.3.2.a.2: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.<br>9-10.W.3.2.a.3: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br>9-10.W.3.2.a.6: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).<br><br>9-10.W.3.3.a.1: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.<br>9-10.W.3.3.a.2: Create a smooth progression of experiences or events.<br>9-10.W.3.3.a.5: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.<br>9-10.W.3.3.a.6: Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Generate paragraphs to analyze a topic, including supporting facts and evidence.<br>• Generate informative paragraphs, including a topic sentence, supporting facts or details and a concluding sentence.<br>• Generate narrative paragraphs, including a logical sequence of events, descriptive details and a reflective conclusion. | **Unique** | **Unique** |
| | Lesson 16: Edit It<br>Lesson 17: Real-World Writing<br>Lesson 18: Topic Paragraph<br>Lesson 27: Oral Report<br>Lesson 30: Journal Writing<br>Life Skills Application Lessons<br>Core Task 1.6: Daily Buzz<br>Core Tasks 2.2, 2.3: Calendar and Weather Reports | Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper: Think Page | Activities: Write a Story<br>Activities: Paragraph Completion<br>Extra Materials: Book Review<br>Extra Materials: Movie Review<br>Extra Materials: Recipe Review<br>Extra Materials: Sports Worksheet<br>Extra Materials: Horoscope Worksheet<br>Extra Materials: Glad to Meet You<br>Group Interaction: Class News |
| **n2y Differentiated Tasks** | | |
| *Level 3* | *Level 2* | *Level 1* |
| • Students will create one or more paragraphs, expressing an analysis of a topic or text with supporting reasons and clear evidence.<br>• Students will create one or more paragraphs, including a topic sentence with supporting facts, details and a concluding sentence.<br>• Students will create one or more paragraphs containing narrative elements, including a sequence of events and a reflective conclusion. | • Students will select pictures with text to express an opinion with supporting reasons.<br>• Students will select pictures with text to create a written document containing factual sentences on a topic.<br>• Students will select pictures with text to create a logical sequence of events that tell a story. | • Given errorless choices of pictures, students will make a selection of pictures to communicate an opinion.<br>• Given errorless choices of pictures, students will make a selection to communicate facts on a given topic.<br>• Given an errorless choice of pictures, students will make a selection to tell a story sequence. |

## Standards for Writing — Grades 9–12

| Indiana English Language Arts Standards Production and Distribution of Writing | | Indiana Connectors |
|---|---|---|
| *GRADES 9–10* | | *GRADES 9–10* |

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • With some guidance and support, plan, edit and revise writing with a focus on the purpose of the document. <br> • Use technology, including the internet, to compose a paragraph. | **Unique** | **Unique** |
| | Lesson 16: Edit It <br> Lesson 17: Real-World Writing <br> Lesson 18: Topic Paragraph <br> Lesson 27: Oral Report <br> Lesson 30: Journal Writing <br> Information gathering is built into Life Skills Application Lessons <br> Core Task 1.6: Daily Buzz <br> Core Tasks 2.2, 2.3: Calendar and Weather Reports | Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper: Think Page | Activities: Write a Story <br> Activities: Paragraph Completion <br> Extra Materials: Book Review <br> Extra Materials: Movie Review <br> Extra Materials: Recipe Review <br> Extra Materials: Sports Worksheet <br> Extra Materials: Horoscope Worksheet <br> Extra Materials: Glad to Meet You <br> Group Interaction: Class News |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will plan, edit and revise writing to strengthen written sentences. <br> • Students will select and use digital tools, including the internet, to generate a paragraph. | • With support, students will use pictures and text to plan, edit and revise a written sentence idea. <br> • With support, students will use digital tools, including the internet, to generate multiple sentences. | • Given errorless choices of pictures, students will make a selection of pictures to plan, edit and revise a sentence idea. <br> • With support and adaptive tools, students will use digital tools to create a sentence. |

## Standards for Writing | Grades 9–12

| Indiana English Language Arts Standards<br>Research to Build Knowledge | Indiana Connectors |
|---|---|
| **GRADES 9–10**<br>9-10.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.<br>• Formulate an inquiry question, and refine and narrow the focus as research evolves.<br>• Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.<br>• Assess the usefulness of each source in answering the research question.<br>• Synthesize and integrate information into the text selectively to maintain the flow of ideas.<br>• Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.<br>• Present information, choosing from a variety of formats. | **GRADES 9–10**<br>9-10.W.5: Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. Assess the usefulness of each source in answering the research question. |

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Research and gather information to answer a question or solve a problem.<br>• Generate a written text to summarize information from multiple sources; cite sources.<br>• Gather information from (adapted) literary or informational materials. | **Unique**<br>Lesson 27: Oral Report<br>Information gathering is built into various Life Skills Application lessons.<br>Core Tasks 2.2, 2.3: Calendar and Weather Reports | **Unique**<br>Standards Connection |
| | **News-2-You**<br>Current Events Newspaper: Think Page | **News-2-You**<br>Extra Materials: Book Review<br>Extra Materials: Movie Review<br>Extra Materials: Recipe Review<br>Extra Materials: Sports Worksheet<br>Extra Materials: Horoscope Worksheet<br>Group Interaction: Class News |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will research and gather information from multiple print and digital sources to answer a question or solve a problem.<br>• Students will generate a report of one or more paragraphs to summarize information and list sources. | • Students will collect information from print or digital sources to answer a question or solve a problem.<br>• Students will generate multiple sentences to summarize information. | • Students will select a picture from an errorless choice to contribute to a shared research and writing task. |

## Standards for Writing — Grades 9–12

| Indiana English Language Arts Standards Range of Writing | Indiana Connectors |
|---|---|
| *GRADES 9–10* | |

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Participate routinely in supported writing activities, using conventional formats. | **Unique** | **Unique** |
| | Lesson 16: Edit It<br>Lesson 17: Real-World Writing<br>Lesson 18: Topic Paragraph<br>Lesson 27: Oral Report<br>Lesson 30: Journal Writing<br>Core Task 1.6: Daily Buzz<br>Core Tasks 2.2, 2.3: Calendar and Weather Reports | Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper: Think Page | Activities: Write a Story<br>Activities: Paragraph Completion<br>Extra Materials: Book Review<br>Extra Materials: Movie Review<br>Extra Materials: Recipe Review<br>Extra Materials: Sports Worksheet<br>Extra Materials: Horoscope Worksheet<br>Extra Materials: Glad to Meet You<br>Group Interaction: Class News |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will write routinely for a range of discipline-specific tasks, purposes and audiences. | • Students will participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences. | • Students will actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences. |

| Standards for Speaking and Listening | | Grades 9–12 |
|---|---|---|
| Indiana English Language Arts Standards<br>Comprehension and Collaboration | | Indiana Connectors |
| *GRADES 9–10* | | *GRADES 9–10* |

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Initiate and participate in grade level and age-appropriate discussion on diverse topics to:<br>  • express an opinion,<br>  • share ideas and information,<br>  • ask and respond to questions relevant to the topic.<br>• Identify information from multiple sources that contribute to making a decision.<br>• Identify a speaker's purpose and main ideas. | **Unique**<br>Target skills are applicable in all unit lessons.<br>Lessons 3, 5, 7, 9, 11, and 13: Discussion questions with Chapter Books<br>Core Task 3.0: Meeting Time<br>Core Task 3.1: Current Events | **Unique**<br>ULS Instructional Guides: Active Participation Guidelines and Scripts |
| | **News-2-You**<br>Current Events Newspaper:<br>  News Page<br>  Recipe Page<br>  Joke Page<br>  Review Page<br>  Sudoku<br>  Sports Page | **News-2-You**<br>People and Places in the News Standards Connection<br>Communication Board<br>Extra Materials: Glad to Meet You<br>Group Interaction: Class News |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will share information and opinions, ask and answer questions and make comments during a group discussion.<br>• Students will obtain information from two or more sources to reach a personal decision.<br>• Students will summarize information from a speaker's topic. | • Students will use picture supports to share information and opinions, ask and answer questions and make comments during group discussions.<br>• Students will gather and compare information from two sources.<br>• Students will give a description of information, using picture supports from a speaker's topic. | • Students will participate in conversational exchanges, using communication technology and picture supports.<br>• Students will make a choice when presented with two informational choices.<br>• Students will respond to questions related to a speaker's topic, using picture supports and communication technologies. |

| Standards for Speaking and Listening | | Grades 9–12 |
|---|---|---|
| Indiana English Language Arts Standards<br>Presentation of Knowledge and Ideas | | Indiana Connectors |
| *GRADES 9–10* | | *GRADES 9–10* |

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Present information in an organized manner and appropriate to a task, an audience or a situation.<br>• Integrate media to enhance a presentation.<br>• Adapt communication, using formal or informal language to communicate effectively in a variety of contexts and tasks. | **Unique**<br>Reporting is applicable in many lessons, including life skills applications.<br>Lesson 18: Topic Paragraph<br>Lesson 27: Oral Report<br>Core Task 3: Meeting Time<br>Core Task 3.1: Current Events | **Unique**<br>ULS Instructional Guides: Active Participation Guidelines and Scripts |
| | **News-2-You**<br>Current Events Newspaper:<br>  People and Places in the News<br>  Joke Page<br>  Puzzle Page<br>  Sudoku<br>  Think Page<br>  Sports Page | **News-2-You**<br>Current Events News Page Standards Connection<br>Communication Board<br>Group Interaction: Class News |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will communicate on a topic specific to the purpose and audience.<br>• Students will select and use multimedia components to enhance a presentation.<br>• Students will communicate by using formal or informal language specific to the task or topic. | • Students will communicate on a topic specific to the purpose and audience, using picture supports.<br>• With support, students will add multimedia components to a presentation.<br>• Students will effectively communicate in a variety of contexts and tasks. | • Students will communicate basic information on a topic or experience, using communication technology and picture supports.<br>• Students will participate in creating multimedia components to support a presentation.<br>• Students will communicate by using supported modes of expression. |

## Standards for Language/Reading in Vocabulary — Grade 9–12

| Indiana English Language Arts Standards<br>Conventions of Standard English | Indiana Connectors |
|---|---|
| *GRADES 9–10* | *GRADES 9–10* |

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Apply conventions of grammar when speaking or writing.<br>• Apply correct capitalization, punctuation and spelling in sentences. | **Unique**<br>Lesson 16: Edit It<br>Lesson 17: Real-World Writing<br>Lesson 18: Topic Paragraph<br>Lesson 27: Oral Report<br>Lesson 30: Journal Writing | **Unique**<br>Standards Connection |
| | **News-2-You**<br>Current Events Newspaper: Think Page | **News-2-You**<br>Think Page Standards Connection<br>Joey's Locker: Parts of Speech |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will demonstrate conventions of grammar in spoken and written sentence forms.<br>• Students will demonstrate conventions of written language, including appropriate capitalization, ending punctuation and common spelling. | • Students will create simple sentence forms in a grammatically correct order when speaking or writing.<br>• Students will identify beginning capital letters and ending punctuation in a written sentence.<br>• Students will spell familiar words with letter-sound matches. | • With picture supports, students will combine two or more words during a shared writing or speaking activity.<br>• Students will locate capital letters and ending punctuation in a sentence. |

## Standards for Language/Reading in Vocabulary — Grade 9–12

| Indiana English Language Arts Standards Knowledge of Language | Indiana Connectors |
|---|---|
| *GRADES 9–10* | *GRADES 9–10* |

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts. | **Unique** | **Unique** |
| | Lesson 2: Read/Answer<br>Lessons 3, 5, 7, 9, 11, 13: (story retell)<br>Lesson 16: Edit It<br>Lesson 17: Real-World Writing<br>Lesson 18: Topic Paragraph<br>Lesson 27: Oral Report<br>Lesson 30: Journal Writing | Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper: Think Page | Current Events News Page Standards Connection<br>People and Places in the News Standards Connection<br>Think Page Standards Connection<br>Sports Page Standards Connection<br>Group Interaction: Class News |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing. | • Students will use conventions of language to generate a simple sentence when speaking or writing. | • Students will use language to share an idea with others. |

| Standards for Language/Reading in Vocabulary | | Grade 9–12 |
|---|---|---|
| Indiana English Language Arts Standards<br>Vocabulary Acquisition and Use | | Indiana Connectors |
| GRADES 9–10<br>9-10.RV.2.1: Use context to determine or clarify the meaning of words and phrases. | | GRADES 9–10<br>9-10.RV.2.1.a.1: Use context to determine or clarify the meaning of words and phrases. |

| n2y Instructional Targets | n2y High School Grade Band Lessons and Activities | n2y Supporting Activities |
|---|---|---|
| • Use context clues, word structures or reference materials to determine the meaning of unknown words.<br>• Use words acquired through academic and domain-specific sources when speaking and writing. | **Unique**<br>Lessons 4, 6, 8, 10, 12, and 14: Life Skills Applications<br>Lesson 15: Vocabulary Quiz Game | **Unique**<br>ULS Instructional Tools: Vocabulary Standards Connection |
| | **News-2-You** | **News-2-You** |
| | Current Events Newspaper: Words Page | Game Page Standards Connection<br>Activities: Sense Matrix<br>Activities: Word Sort<br>Activities: Webbing |

| n2y Differentiated Tasks | | |
|---|---|---|
| *Level 3* | *Level 2* | *Level 1* |
| • Students will match a unit topic word to a definition.<br>• Students will use reference materials, such as a glossary, or a dictionary, to determine the meaning of an unknown word.<br>• Students will identify the meaning of words with multiple meanings and recognize figurative language.<br>• Students will use unit topic words in conversation. | • Students will point to pictures or words to match a description within a text passage.<br>• Students will match words and pictures with similar meanings.<br>• Students will point to pictures of key vocabulary from unit topics as part of a discussion. | • Students will identify a named picture related to the unit topic from a single option or errorless choice.<br>• Students will make a selection to indicate a picture of a word with whose meaning is similar to that of another word (errorless choice).<br>• Students will make a selection to indicate a picture of key vocabulary within a unit topic. |