Incorporating IPad Apps to Demonstrate core Standards

App	Standard
  Learning A to Z	RL.K.1. With prompting and support, ask and answer questions about key details in a text. RL.K.2. With prompting and support, retell familiar stories, including key details. RL.K.3. With prompting and support, identify characters, settings, and major events in a story. RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g. storybooks, poem). RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.4. Read emergent-reader texts with purpose and understanding RL.1.1 Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major events in a story, using key details. RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.6. Identify who is telling the story at various points in a text. RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

	RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3. Describe how characters in a story respond to major events and challenges. RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue. RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.1.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area 3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
VOCABULARY SPELLINGCITY Spelling City	RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.3. Know and apply grade level phonics and word analysis skills and decoding words. L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on

	grade 3 reading and content, choosing flexibly from a range of strategies. 3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.
Montessori Crosswords	RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.3. Know and apply grade level phonics and word analysis skills and decoding words. RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words
Spelling Magic 1, 2,3	RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.3. Know and apply grade level phonics and word analysis skills and decoding words. L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words
Story Kit	W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure W.2.5. With guidance and support from adults and peers, focus on a topic, and strengthen writing as needed by revising and editing. W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 3.W.6 With guidance and support from adults, use technology to produce and publish writing 3.W.7 Conduct short research projects that build knowledge about a topic. 3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Bluster	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words

3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on
grade 3 reading and content, choosing flexibly from a range of strategies. |
| **Aesop's Quest** | SL.2.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3. Describe how characters in a story respond to major events and challenges.

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue.
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| **Aesop** | SL.2.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

RL21.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
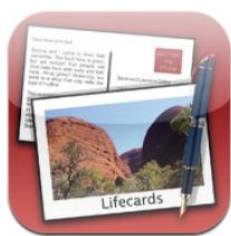| | L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word |

## Word Connex	and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 Phonics Tic Tac Toe	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words
 International Children's Digital Library	Same as Learning A to Z
 Opposite Ocean	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.3.5.c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty
 Same Meaning Magic I & II	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.3.5.c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty
 Grammar Fun	L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.2.L.1.a Conventions of Standard English: Use collective nouns (e.g., group). .2.L.1.b Conventions of Standard English: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). 2.L.1.c Conventions of Standard English: Use reflexive pronouns (e.g., myself, ourselves). 2.L.1.d Conventions of Standard English: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). .2.L.1.e Conventions of Standard English: Use adjectives and adverbs, and choose between them depending on what is to be modified. 3.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
	3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. 3.W.2 Write informative/explanatory texts to examine a topic and convey

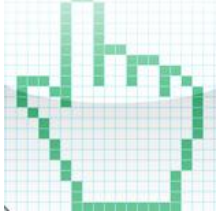|	
Lifecards	ideas and information clearly. 3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 3.W.6 With guidance and support from adults, use technology to produce and publish writing
Puppet Pals	SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
Quick Voice	RF.2.4. Read with sufficient accuracy and fluency to support comprehension. SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
Math Tappers: Find Sums	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8)*; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. 1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10 2.OA.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.

		2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends
	Math Drills	K.OA.5 Fluently add and subtract within 5. 1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20 2.OA.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. 3.OA.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. 3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. 3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division
	Sums Stacker	2.OA.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately
	Telling Time	1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes,
	1¢+5¢=?	2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

Coin Math	
Sticker Shop	2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately
Fact Families	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions 2.OA.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.
Top It	1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
Zoom Math	2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
Pop Math	1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10 2.OA.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. 3.OA.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. 3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups,

	arrays, and measurement quantities,
Hundreds Chart	1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. 2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
A Math Regrouping	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
Geometry	1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus nondefining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes. 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category
Hands on Hundreds Chart	1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s

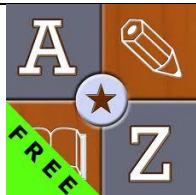|		2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
	Numberboard	1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 2.OA.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. 3.OA.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. 3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities,
	Multiplication	2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends 3.OA.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. 3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities,
	Geoboard	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus nondefining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.
	Comp Carl	See Math Drills for Addition
	Paper Desk	See StoryKit

Chicktionary	RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.3. Know and apply grade level phonics and word analysis skills and decoding words. L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words
ABC Writing	RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.3. Know and apply grade level phonics and word analysis skills and decoding words.