

**CORRELATION OF SCHOLASTIC CORE KNOWLEDGE LIBRARIES TO THE COMMON CORE STATE STANDARDS
INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-8**

Common Core State Standards

SCHOLASTIC CORE KNOWLEDGE LIBRARIES

Kindergarten

<p>Reading: Literature Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 	<p>The Core Knowledge library consists of high quality literature across genres including classics and award winning titles and authors. Titles implicitly providing context for identifying details, retelling stories, and identification of characters, settings and events include:</p> <p>The Bremen-town Musicians Goldilocks and the Three Bears The Little Red Hen Madeline Mary Had a Little Lamb (Hale) Mary Had a Little Lamb (Trapani) My Friend Rabbit The Three Bears The Three Billy-Goats Gruff: A Norwegian Folktale The Three Little Pigs The Velveteen Rabbit Little Blue and Little Yellow Matthew’s Dream Bunny Day: Retelling Time from Breakfast to Bedtime The Carrot Seed</p>
<p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 	<p>The literature in the library provides rich text content to build essential reading vocabulary in key semantic domains. Teachers can encourage students to ask about and discuss vocabulary from each text.</p> <p>The Bremen-town Musicians Goldilocks and the Three Bears (Caldecott Honor Medal- discuss illustrator) The Little Red Hen Madeline Mary Had a Little Lamb (Hale) Mary Had a Little Lamb (Trapani) My Friend Rabbit (Caldecott Medal winner-discuss illustrator) The Three Bears The Three Billy-Goats Gruff: A Norwegian Folktale The Three Little Pigs The Velveteen Rabbit Little Blue and Little Yellow Matthew’s Dream Bunny Day: Retelling Time from Breakfast to Bedtime The Carrot Seed</p>
<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a 	<p>High quality literature can be used to describe the relationship between illustrations and the story or to compare and contrast the adventures and experiences of characters: The Bremen-town Musicians (picture clues)</p>

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<p>story an illustration depicts).</p> <p>8. (Not applicable to literature)</p> <p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Goldilocks and the Three Bears (Caldecott Honor Medal)</p> <p>The Little Red Hen (colorful, detailed pictures reinforce the text)</p> <p>Madeline</p> <p>Mary Had a Little Lamb (Hale) (colorful full-page photographs)</p> <p>Mary Had a Little Lamb (Trapani)</p> <p>My Friend Rabbit (Caldecott Medal winner)</p> <p>The Three Bears</p> <p>The Three Billy-Goats Gruff: A Norwegian Folktale (colorful drawings complement the simple narrative)</p> <p>The Three Little Pigs (colorful, funny illustrations)</p> <p>The Velveteen Rabbit (finely detailed illustrations)</p> <p>Little Blue and Little Yellow</p> <p>Matthew's Dream (imaginative, colorful full-age collage illustrations)</p> <p>Bunny Day: Retelling Time from Breakfast to Bedtime (picture clues)</p> <p>The Carrot Seed</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Pages 13-33 of the Teacher's Guide include synopses of the books contained in the Kindergarten Classroom Library. These synopses include suggestions for use, including which books can be read aloud, which can be read independently with assistance from the teacher, and which can be read by the child alone. The editors have chosen books at a range of ability levels to suit these various uses and provide for some degree of individualization.</p>
<p>Reading: Informational Text</p> <p>Key Ideas and Details</p> <p>1. With prompting and support, ask and answer questions about key details in a text.</p> <p>2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Informational texts generate discussions about the main idea and details, retelling, and describing the connection between two ideas or pieces of information in a text:</p> <p>The American Flag (Social Studies)</p> <p>The Bald Eagle (Social Studies)</p> <p>Johnny Appleseed (History)</p> <p>The Liberty Bell (History)</p> <p>The Pledge of Allegiance (Social Studies)</p> <p>Abraham Lincoln (History)</p> <p>Christopher Columbus (History)</p> <p>George Washington (History)</p> <p>Independence Day (History)</p> <p>Thomas Jefferson (History)</p> <p>Clay Art with Gloria Elliott (Visual Arts)</p> <p>Cross a Bridge (Visual Arts)</p> <p>Diego: In English and Spanish (Visual Arts)</p> <p>The Statue of Liberty (History, Visual Arts)</p> <p>This Land is Your Land (Music, Social Studies)</p> <p>Dimes (Mathematics)</p> <p>The Handmade Counting Book (Mathematics)</p> <p>More Than One (Mathematics)</p> <p>Nickels (Mathematics)</p> <p>Pennies (Mathematics)</p>

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	<p>Quarters (Mathematics) Ten Black Dots (Mathematics) Ten, Nine, Eight (Mathematics) We All Went on a Safari: A Counting Journey through Tanzania (Mathematics) Dandelions: Stars in the Grass (Science) Evergreens Are Green (Science) Exercise (Science, Health) Hard-to-See Animals (Science) How Do You Know It's Fall? (Science) How Do You Know It's Spring? (Science) How Do You Know It's Summer? (Science) How Do You Know It's Winter? (Science) Keeping Clean (Science, Health) Maple Trees (Science) My Body, Your Body (Science, Health) Pine Trees (Science) Plants That Eat Animals (Science) The Reason for a Flower (Science) The Reasons for Seasons (Science) The Seasons of Arnold's Apple Tree (Science) Sense Suspense: A Guessing Game for the Five Senses (Science) Taking Root (Science) These Birds Can't Fly (Science) Two Eyes, a Nose, and a Mouth (Science) Weather Words and What They Mean (Science) What Will the Weather Be Like Today (Science) What's the Weather Today? (Science) When a Storm Comes Up (Science) Your Five Senses (Science)</p>
<p>Craft and Structure 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>The literature in the Core Knowledge libraries has been professionally selected to build essential content area vocabulary. Students are encouraged to ask questions about any unfamiliar words within all the nonfiction and informational titles in the library (see above). Additionally: Hard-to-See Animals (includes an About the Author section) Plants That Eat Animals (includes an About the Author section)</p>
<p>Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and</p>	<p>The American Flag (full-page color photographs) The Bald Eagle (full-page color photographs) Johnny Appleseed (photographs and period illustrations can be used in a class discussion of Chapman's life) The Liberty Bell (full-page color photographs) The Pledge of Allegiance (color photographs) Abraham Lincoln (full page illustrations alternate with full pages of text)</p>

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differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Christopher Columbus (photographs and period illustrations and maps)
 George Washington (period illustrations or photographs)
 Independence Day (engaging full-page color photographs)
 Thomas Jefferson (can use this book to compare with others about lives of our presidents)
 Clay Art with Gloria Elliott (photographs clearly illustrate the new vocabulary words in the text)
 Cross a Bridge (simple pictures)
 Diego: In English and Spanish (colorful, stylized pictures)
 The Statue of Liberty (color photographs are great to discuss picture clues)
 This Land is Your Land (discuss responses to the pictures)
 Dimes (full-page color photographs reinforce the text)
 The Handmade Counting Book (pictures illustrate the hand and finger movements for the signs used in the book)
 More Than One (colorful full-page pictures illustrate the concept)
 Nickels (can be compared to other books from the series)
 Pennies (can be compared to other books from the series included in this program)
 Quarters (full-page photographs)
 Ten Black Dots (bold illustrations are good for discussing picture clues)
 Ten, Nine, Eight (colorful, full-page illustrations, Caldecott Honor book)
 Dandelions: Stars in the Grass (colorful, full-page illustrations)
 Evergreens Are Green (full-color photographs provide picture clues for unfamiliar vocabulary)
 Exercise (full-page color photographs)
 How Do You Know It's Fall? (compare and contrast summer with the other three seasons described in other books in this series)
 How Do You Know It's Spring? (compare and contrast with other books in series)
 How Do You Know It's Summer? (compare and contrast with other books in series)
 How Do You Know It's Winter? (compare and contrast with other books in series)
 Maple Trees (full page color photographs illustrate the concepts discussed in text)
 My Body, Your Body (child-friendly color illustrations)
 Pine Trees (can compare with Maple Trees book)
 Plants That Eat Animals (beautiful color photographs can be used to discuss picture clues)
 The Reason for a Flower (detailed illustrations)
 The Reasons for Seasons (large, colorful illustrations)
 The Seasons of Arnold's Apple Tree (large pictures great for discussing picture clues)
 Sense Suspense: A Guessing Game for the Five Senses (encourages students to identify picture details)
 Two Eyes, a Nose, and a Mouth (use as a springboard for discussing picture clues)
 Weather Words and What They Mean (colorful, cartoon-like illustrations)
 What Will the Weather Be Like Today (beautifully illustrated book)
 What's the Weather Today? (compare to other weather books in the program)
 When a Storm Comes Up (compare to other weather books in the program)
 Your Five Senses (compare to other five sense book in the program)

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<p>Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Pages 13-33 of the Teacher’s Guide include synopses of the books contained in the Kindergarten Classroom Library. These synopses include suggestions for use, including which books can be read aloud, which can be read independently with assistance from the teacher, and which can be read by the child alone. The editors have chosen books at a range of ability levels to suit these various uses and provide for some degree of individualization.</p>
<p>Reading: Foundational Skills Print Concepts 1. Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>All the literature in the library reinforces print awareness. See especially: You Are my Sunshine The Itsy Bitsy Spider Mary Had a Little lamb (Trapani) Mary Had a Little Lamb (Hale) Dandelions: Stars in the Grass Keeping Clean Evergreens are Green</p> <p>Books that support alphabet identification: Alphabet Under Construction David McPhail’s Animals A to Z It Begins with an A 26 Letters and 99 Cents</p>
<p>Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>The professionally selected, high interest, grade level appropriate literature in the library supports the development of students’ phonological awareness. See for examples: Alphabet Under Construction David McPhail’s Animals A to Z It Begins with an A 26 Letters and 99 Cents Books with rhyming text: Do Your Ears Hang Low? Five Little Monkeys Jumping on the Bed The Hokey Pokey I’m a Little Teapot It Begins with an A Mary Had a Little Lamb (Hale) Mary Had a Little Lamb (Trapani) The Itsy Bitsy Spider My First Action Rhymes This Land is Your Land One Nighttime Sea: An Ocean Counting Rhyme Quack and Count Ten Black Dots Dandelions: Stars in the Grass The Reason for a Flower</p>

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	Two Eyes, a Nose, and a Mouth What Will the Weather Be Like Today?
<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>The accessible literature in the library provides the classroom high quality texts that offer opportunities for students to apply grade level phonics and word analysis skills. Classrooms rich in print are proven to increase student reading performance and success. High quality, age appropriate literature at hand provides immediate and critical exposure enriching the print environment that supports letter recognition, letter-sound correspondence, decoding and word analysis.</p>
<p>Fluency</p> <p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>Emerging reader texts support beginning fluency. See select titles:</p> <p>Alphabet Under Construction Do Your Ears Hang Low? Five Little Monkeys Jumping on the Bed Clay Art with Gloria Elliott Mary Had a Little Lamb The Carrot Seed The Hokey Pokey The Itsy Bitsy Spider The Three Billy Goats Gruff The Little Red Hen You Are My Sunshine</p>
<p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Print many upper- and lowercase letters.</p> <p>Use frequently occurring nouns and verbs.</p> <p>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>Produce and expand complete sentences in shared language activities.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Capitalize the first word in a sentence and the pronoun I.</p>	<p>Specific instruction not available.</p> <p>Students participate actively in discussion of the literature. Teachers can observe students master of the conventions of English in the context of discussion and talking about literature.</p>

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<p>Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>The literature offers a wide range of vocabulary exposure across genres and content area. Teachers use the literature to expose and reinforce rich vocabulary discussion and acquisition. Content area unique vocabulary is encountered in the science, social studies and math literature. Students make real-life connections to the grade-level appropriate texts and use the vocabulary in discussion and classroom conversation.</p> <p>The Reason for a Flower The Reasons for Seasons Weather Words and What they Mean When a Storm Comes Up Clay Art Me on the Map You Can't Taste a Pickle With Your Ear Castles, Caves and Honeycombs This Land is Your Land We All Went on Safari Thomas Jefferson These Birds Can't Fly The Statue of Liberty The Seven Continents The Pledge of Allegiance The Liberty Bell The Bald Eagle Plants That Eat Animals The American Flag Morning, Noon and Night Madeline Abraham Lincoln Diego David McPhail's Animals A to Z Evergreens are Green George Washington Carver Independence Day Exercise From Eye to Potato Christopher Columbus</p>

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<p>Writing Text Types and Purposes 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature.</p>
<p>Production and Distribution of Writing 4. (Begins in grade 3) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature. Student compositions can be taken through the writing process to creative publishing project.</p>
<p>Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)</p>	<p>Although not specifically articulated in the Teacher Guide, the Core Knowledge library provides classrooms a wide variety of nonfiction and informational texts that enrich the hands-on access to print and inspire research and writing responses. With guidance, students can gather information from the literature to answer questions self or group generated. Teachers engage students in sharing the knowledge gained from the texts and can be encouraged to participate in response activities such as writing and expressing opinions.</p>
<p>Range of Writing 10. (Begins in grade 3)</p>	
<p>Speaking & Listening Comprehension and Collaboration 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>The age-appropriate, high interest literature in the Core Knowledge library inspires discussion and conversation during and after reading. See selected examples: The Bremen-town Musicians (This is a wonderful book to use in discussing story events, dialogue and picture clues.) Goldilocks and the Three Bears (Students will enjoy discussing how this version of the story compares to others they might have read.) The Little Red Hen (Use this book for conversations about character traits and comparing the characters.) Mary Had a Little Lamb (Hale) (Use this book to spark discussions about students’ feelings about their own pets.) Clay Art with Gloria Elliott (Students will enjoy discussing the photographs, which clearly</p>

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<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>illustrate all the new vocabulary words in the text.) Matthew’s Dream (This book will facilitate conversations about Matthew’s dream and how he fulfilled it.)</p>
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Grade 1

<p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>1. Ask and answer questions about key details in a text.</p> <p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>3. Describe characters, settings, and major events in a story, using key details.</p>	<p>The Core Knowledge library consists of high quality literature across genres including classics and award winning titles and authors. Titles implicitly providing context for identifying details, demonstrating understanding of central messages or lessons, and identification of characters, settings and events include:</p> <p>Anansi the Spider: A Tale from the Ashanti (major events, central message, character) Fiesta (making predictions) The Frog Prince (re-telling) Lon Po Po: A Red-Riding Hood Story from China (characters, setting, major events) Mufaro’s Beautiful Daughters: an African Tale (characters) New Shoes for Silvia (character, setting) Rapunzel (re-telling) The Rough-Face Girl (character) Rumpelstilskin (character, prediction) The Tale of Peter Rabbit (re-telling, character) The Art Lesson (character) Cherries and Cherry Pits (character) The Spider Weaver: A Legend of Kente Cloth (story events) A Quarter From the Tooth Fairy (re-telling)</p>
<p>Craft and Structure</p> <p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>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.</p> <p>6. Identify who is telling the story at various points in a text.</p>	<p>The literature in the library provides rich text content to build essential reading vocabulary in key semantic domains. Teachers can encourage students to ask about and discuss vocabulary from each text. Major differences between books that tell stories and books that communicate information can be taught by comparing various selections from this library including nonfiction, fiction, folktales, fairy tales, poetry, biographies, realistic fiction, legends, and myths.</p> <p>In 1492 (poetry) Winken, Blinken, and Nod (poetry) America the Beautiful (poetry) Anansi the Spider: A Tale from the Ashanti Fiesta The Frog Prince Lon Po Po: A Red-Riding Hood Story from China Mufaro’s Beautiful Daughters: an African Tale</p>

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	<p>New Shoes for Silvia Rapunzel The Rough-Face Girl Rumpelstilskin The Tale of Peter Rabbit The Art Lesson Cherries and Cherry Pits The Spider Weaver: A Legend of Kente Cloth A Quarter From the Tooth Fairy</p>
<p>Integration of Knowledge and Ideas 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>High quality literature can be used to describe the relationship between illustrations and the story or to compare and contrast the adventures and experiences of characters: Anansi the Spider: A Tale from the Ashanti Fiesta The Frog Prince Lon Po Po: A Red-Riding Hood Story from China Mufaro’s Beautiful Daughters: an African Tale New Shoes for Silvia Rapunzel The Rough-Face Girl Rumpelstilskin The Tale of Peter Rabbit The Art Lesson Cherries and Cherry Pits The Spider Weaver: A Legend of Kente Cloth A Quarter From the Tooth Fairy</p> <p>Characters and events from folktales or fairy tales included in this library can be compared and contrasted with each other or with other versions of the story.</p>
<p>Range of Reading and Level of Text Complexity 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Pages 13-33 of the Teacher’s Guide include synopses of the books contained in the Grade 1 Classroom Library. These synopses include suggestions for use, including which books can be read aloud, which can be read independently with assistance from the teacher, and which can be read by the child alone. The editors have chosen books at a range of ability levels to suit these various uses and provide for some degree of individualization. For example: Fiesta (Guided Reading Level D) Rap a Tap Tap (Guided Reading Level F) Each Peach Pear Plum (Guided Reading Level G) 100 Days of School (Guided Reading Level H) A Quarter from the Tooth Fairy (Guided Reading Level J) The Frog Prince (Guided Reading Level K) In 1492 (Guided Reading Level L)</p>

Grade 1

Reading: Informational Text**Key Ideas and Details**

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Informational texts generate discussions about the main idea and details, retelling, and describing the connection between two ideas or pieces of information in a text:

The American Flag: A True Book

Clothes in Colonial America

Food in Colonial America

Fun and Games in Colonial America

School in Colonial America

George Washington: Our First President

George Washington's Teeth

Latitude and Longitude

A Picture Book of Benjamin Franklin

A Picture Book of Christopher Columbus

A Picture Book of Paul Revere

A Picture Book of Thomas Jefferson

The True Story of Pocahontas

Washington, D.C.

Grant Wood: Getting to Know the World's Greatest Artists

James McNeill Whistler: Getting to Know the World's Greatest Artists

Paul Cézanne: Getting to Know the World's Greatest Artists

When a Line Bends...A Shape Begins

Charlie Parker Played Be Bop

Purple Mount Majesties: The Story of Katharine Lee Bates and "America the Beautiful"

Capacity: Math Counts

Length: Math Counts

Me Counting Time: From Seconds to Centuries

Mission Addition

Shape: Math Counts

Subtraction Action

Ten Little Mummies: An Egyptian Counting Book

Weight: Math Counts

What Comes in 2's, 3's, and 4's?

Animals Under the Ground

Arctic Tundra: land with no Trees

Desert Life

Energy From the Sun

Into the A, B, Sea

It Could Still be Water

Life in a Wetland

The Magic School Bus Hops Home: A Book About Animal Habitats

My Light

Our Living Forests

Rachel Carson: Rookie Biographies

Save the Rain Forests

Grade 1

	<p>Scary Creatures: Dinosaurs So That's How the Moon Changes Shape! The Solar System Solids, Liquids, and Gases The Sun Is Always Shining Somewhere Thomas Alva Edison: Rookie Biographies Welcome to the Green House What are Atoms? What Is a Thermometer? What Is Electricity? Who Eats What? Food Chains and Food Webs You Are What You Eat Your Body Your Bones Your Brain</p>
<p>Craft and Structure</p> <p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>The texts in the Core Knowledge libraries have been professionally selected to build essential content area vocabulary. Students are encouraged to ask questions about any unfamiliar words within informational titles in the library (see above).</p> <p>Additionally, text features such as glossaries and headings are used in the following texts:</p> <p>The American Flag: A True Book (glossary, index) Clothes in Colonial America (table of contents, glossary, index) Food in Colonial America (table of contents, glossary, index) Fun and Games in Colonial America (glossary, index) School in Colonial America (table of contents, chapter headings, glossary, index) George Washington: Our First President (list of words) George Washington's Teeth (time line) Latitude and Longitude (index) A Picture Book of Benjamin Franklin (chronology of important events on last page) A Picture Book of Christopher Columbus (chronology of important events on last page) A Picture Book of Paul Revere (chronology of important events on last page) A Picture Book of Thomas Jefferson (chronology of important events on last page) The True Story of Pocahontas (picture details) Washington, D.C. (vocabulary page and index) Grant Wood: Getting to Know the World's Greatest Artists (information from pictures) James McNeill Whistler: Getting to Know the World's Greatest Artists (information from pictures) Paul Cézanne: Getting to Know the World's Greatest Artists (information from pictures) When a Line Bends...A Shape Begins (information from pictures) Charlie Parker Played Be Bop (boldface and italic print) Purple Mount Majesties: The Story of Katharine Lee Bates and "America the Beautiful" (information from illustrations) Capacity: Math Counts (index, information from pictures) Length: Math Counts (information from pictures)</p>

Grade 1

	<p>Me Counting Time: From Seconds to Centuries (boldface type, information from pictures) Weight: Math Counts (includes questions to prompt student discussion of the photographs) Animals Under the Ground (important words illustrated in the Words You Know section) Arctic Tundra: Land with no Trees (index) Desert Life (headings) Energy From the Sun (Words You Know section, index) Into the A, B, Sea (reference section) Life in a Wetland (index, illustrated Words You Know section) The Magic School Bus Hops Home: A Book About Animal Habitats (information from illustrations) Rachel Carson: Rookie Biographies (information from illustrations) Save the Rain Forests (map, index, illustrated Words You Know section) Scary Creatures: Dinosaurs (information from detailed pictures, sidebars, glossary, index) So That’s How the Moon Changes Shape! (illustrated Words You Know section, index) The Solar System (illustrated Words You Know section, index) Solids, Liquids, and Gases (illustrated Words You Know section, index) The Sun Is Always Shining Somewhere (illustrated Words You Know section, index) Welcome to the Green House (information from illustrations) What Is a Thermometer? (illustrated Words You Know section, index) What Is Electricity? (illustrated Words You Know section, index) Who Eats What? Food Chains and Food Webs (information from illustrations) You Are What You Eat (illustrated Words You Know section, index)</p>
<p>Integration of Knowledge and Ideas 7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Books within a series can be compared. For example: Your Body: Scholastic Time-to-Discover Readers Your Bones: Scholastic Time-to-Discover Readers Your Brain: Scholastic Time-to-Discover Readers Books from different series about the same subject can be compared. For example: My Light The Sun is Always Shining Somewhere Biographies on different people can be compared. For example: A Picture Book of Benjamin Franklin George Washington: Our First President Charlie Parker Played Be Bop Some books particularly lend themselves to gaining information on key ideas from the illustrations. For example: What Comes in 2’s, 3’s, & 4’s? Who Eats What? Food Chains and Food Webs Mission Addition Subtraction Action Shape: Math Counts</p>

Grade 1

<p>Range of Reading and Level of Text Complexity 10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Pages 13-33 of the Teacher’s Guide include synopses of the books contained in the Grade 1 Classroom Library. These synopses include suggestions for use, including which books can be read aloud, which can be read independently with assistance from the teacher, and which can be read by the child alone. The editors have chosen books at a range of ability levels to suit these various uses and provide for some degree of individualization. For example:</p> <p>Clothes in Colonial America (Guided Reading Level F) So That’s How the Moon Changes Shape! (Guided Reading Level G) School in Colonial America (Guided Reading Level H) Latitude and Longitude (Guided Reading Level I) Washington, D.C. (Guided Reading Level J) Ten Little Mummies (Guided Reading Level K) Welcome to the Green House (Guided Reading Level L)</p>
<p>Reading: Foundational Skills Print Concepts 1. Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>All the literature in the library reinforces print awareness.</p>
<p>Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the</p>	<p>The accessible literature in the library provides the classroom high quality texts that offer opportunities for students to apply grade level phonics and word analysis skills. Classrooms rich in print are proven to increase student reading performance and success. High quality, age appropriate literature at hand provides immediate and critical exposure enriching the print environment that supports letter recognition, letter-sound correspondence, decoding and word analysis.</p>

Grade 1

<p>words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words.</p>	
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The Core Knowledge Library covers a wide range of reading levels, allowing students to practice fluency with books at an appropriate level. For example: Straight to the Pole (Guided Reading Level D) Your Body (Guided Reading Level F) What Is a Thermometer? (Guided Reading Level G) 100 Days of School (Guided Reading Level H) Latitude and Longitude (Guided Reading Level I)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., during, beyond, toward). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>Specific instruction not available. Students participate actively in discussion of the literature. Teachers can observe students master of the conventions of English in the context of discussion and talking about literature.</p>
<p>Knowledge of Language 3. (Begins in grade 2)</p>	

Grade 1

<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).</p>	<p>The literature offers a wide range of vocabulary exposure across genres and content area. Teachers use the literature to expose and reinforce rich vocabulary discussion and acquisition. Content area unique vocabulary is encountered in the science, social studies and math literature. Students make real-life connections to the grade-level appropriate texts and use the vocabulary in discussion and classroom conversation.</p> <p>The American Flag Fun and Games in Colonial America School in Colonial America George Washington: Our First President Washington, D.C. The Spider Weaver: A Legend of Kente Cloth America the Beautiful Purple Mountain Majesties: The Story of Katharine Lee Bates and “America the Beautiful” Length: Math Counts Capacity: Math Counts Weight: Math Counts Animals Under the Ground Arctic Tundra Desert Life A House is a House for Me Energy from the Sun Into the A, B, Sea It Could Still be Water Life in a Wetland The Magic School Bus Hops Home: A Book About Animal Habitats My Light Scary Creatures: Dinosaurs</p>
<p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature.</p>
<p>Production and Distribution of Writing</p> <p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature. Student compositions can be taken through the writing process to creative publishing project.</p>

Common Core State Standards

SCHOLASTIC CORE KNOWLEDGE LIBRARIES

Grade 1

<p>writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	
<p>Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Although not specifically articulated in the Teacher Guide, the Core Knowledge library provides classrooms a wide variety of nonfiction and informational texts that enrich the hands-on access to print and inspire research and writing responses. With guidance, students can gather information from the literature to answer questions self or group generated. Teachers engage students in sharing the knowledge gained from the texts and can be encouraged to participate in response activities such as writing and expressing opinions. For example: Clothes in Colonial America (use as the basis of small group or classroom research activities) Food in Colonial America (use the bibliographical references, including a Web site, to research topics of interest)</p>
<p>Speaking & Listening Comprehension and Collaboration 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>The age-appropriate, high interest literature in the Core Knowledge library inspires discussion and conversation during and after reading. See selected examples: Anansi the Spider: A Tale from the Ashanti (compare with other folk tales) Fiesta (discuss celebrations in other cultures) Lon Po Po: A Red-Riding Hood Story from China (discuss how this compares and contrasts with more familiar versions of this folktale) Mufaro’s Beautiful Daughters: an African Tale (discuss character traits and compare characters) George Washington’s Teeth (discuss character, rhyme, sequence of events and the importance of dental hygiene) A House is a House for Me (talk about rhythm, rhyme, figurative language and habitats) It Could Still be Water (use for a class discussion about students’ own experiences with various forms of water each day or indifferent seasons of the year) You Are What You Eat (good choice to spark discussion about healthy eating habits)</p>
<p>Presentation of Knowledge and Ideas 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation.</p>	<p>The Core Knowledge library offers a wide range of high quality literature that provides opportunities for students to express ideas and feelings clearly through discussions.</p>

Common Core State Standards

SCHOLASTIC CORE KNOWLEDGE LIBRARIES

Grade 2

<p>Reading: Literature Key Ideas and Details 1. Ask and answer such questions as who, what, where, when, why, and</p>	<p>The Core Knowledge library consists of high quality literature across genres including classics and award winning titles and authors. Titles implicitly providing context for answering questions, recounting stories and describing characters include:</p>
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Grade 2

<p>how to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges.</p>	<p>The Blind Men and the Elephant (folktale) Charlotte’s Web (character) The Emperor’s New Clothes (character) Folktales from China (folktales) Johnny Appleseed (tall tale) The Memory Coat (character) Paul Bunyan and Other Tall Tales (tall tales) Pecos Bill (character) Nettie’s Trip South (character) Frog and Toad All Year (retell) Frog and Toad are Friends (retell)</p>
<p>Craft and Structure 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Titles implicitly providing context for discussing story structure and describing character point of view include: The Blind Men and the Elephant (story structure) Charlotte’s Web (story structure) The Emperor’s New Clothes (story structure) Folktales from China (story structure) Johnny Appleseed (story structure) The Memory Coat (story structure) Paul Bunyan and Other Tall Tales (story structure) Pecos Bill (story structure) Amelia and Eleanor Go For a Ride (story structure) If Not For the Cat (poetry) Nettie’s Trip South (point of view) Arroz Con Leche: Popular Songs and Rhymes from Latin America (song, rhyme) By The Dawn’s Early Light: The Story of the Star-Spangled Banner (poem, song) Frog and Toad All Year (story structure) Frog and Toad are Friends (story structure) Math fables (rhythm and rhyme) Math for All Seasons: Mind-Stretching Math Riddles (rhythm and rhyme)</p>
<p>Integration of Knowledge and Ideas 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 8. (Not applicable to literature) 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>High quality literature can be used to describe the relationship between illustrations and the story’s characters, setting, or plot, or to compare and contrast or to compare and contrast different versions of the same story: The Blind Men and the Elephant (illustrations) The Emperor’s New Clothes (illustrations, compare with a different version) Folktales from China (illustrations) Johnny Appleseed (compare with other tall tales in this library) Paul Bunyan and Other Tall Tales (compare with other tall tales in this library) Pecos Bill (illustrations) Amelia and Eleanor Go For a Ride (illustrations) Nettie’s Trip South (illustrations, descriptive writing) Arroz Con Leche: Popular Songs and Rhymes from Latin America (illustrations)</p>

Grade 2

	By The Dawn's Early Light: The Story of the Star-Spangled Banner (illustrations)
<p>Range of Reading and Level of Text Complexity 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.</p>	<p>Pages 13-28 of the Teacher's Guide include synopses of the books contained in the Grade 2 Classroom Library. These synopses include suggestions for use, including which books can be read aloud, which can be read independently with assistance from the teacher, and which can be read by the child alone. The editors have chosen books at a range of ability levels to suit these various uses and provide for some degree of individualization. For example: The Blind Men and the Elephant (Guided Reading Level K) Folktales from China (Guided Reading Level N) Nettie's Trip South (Guided Reading Level O) Paul Bunyan and Other Tall Tales (Guided Reading Level P)</p>
<p>Reading: Informational Text Key Ideas and Details 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Informational texts generate discussions including questions and answers about the main idea and details, and connections: Punctuation Takes a Vacation Clara Barton Harvesting Hope: The Story of Cesar Chavez Martin Luther King, Jr. and the March on Washington Mary McLeod Bethune O, Say Can You See? America's Symbols, Landmarks, and Inspiring Words A Picture Book of Harriet Tubman Rosa Parks: From the Back of the Bus to the Front of a Movement Teammates True Stories About Abraham Lincoln Henri Matisse: Getting to Know the World's Greatest Artists Henri Rousseau: Getting to Know the World's Greatest Artists Marc Chagall: Getting to Know the World's Greatest Artists Picasso: Getting to Know the World's Greatest Artists Van Gogh: Getting to Know the World's Greatest Artists By the Dawn's early Light: The Story of the Star-Spangled Banner Wolfgang Amadeus Mozart: Getting to Know the World's Greatest Composers The Icky Bug Counting Book Less Than Zero Math Fables: Lessons That Count Math for All Seasons: Mind-Stretching Math Riddles One Hundred Ways to Get to 100 Only One Back and Forth: Rookie Read-About Science Chickens Aren't the Only Ones The Digestive System: A True Book Experiments With Magnets: A True Book Forces Around Us From Caterpillar to Butterfly From Egg to Chicken</p>

Grade 2

	<p>From Seed to Sunflower From Tadpole to Frog Insects & Spiders: Worldwide The Life and Times of the Ant Magnets 1001 Bugs to Spot Push and Pull: Rookie Read About Science Seasons: Cycles of Life Simple Machines What Is a Plane? What Is a Pulley? What Is a Screw? What Is Friction? You and Your Body: It's Science You Can Use a Balance You Can Use a Compass</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>8. Describe how reasons support specific points the author makes in a text.</p> <p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>The texts in the Core Knowledge libraries have been professionally selected to build essential content area vocabulary. Students are encouraged to ask questions about any unfamiliar words within informational titles in the library (see above).</p> <p>Additionally,</p> <p>Punctuation Takes a Vacation (main purpose of a text) Clara Barton (illustrated Words You Know section, index) Harvesting Hope: The Story of Cesar Chavez (meaning of words) Martin Luther King, Jr. and the March on Washington (compare with Harvesting Hope) Mary McLeod Bethune (illustrated Words You Know section, index) O, Say Can You See? America's Symbols, Landmarks, and Inspiring Words (glossary, index) A Picture Book of Harriet Tubman (main purpose of text, meaning of words) Rosa Parks: From the Back of the Bus to the Front of a Movement (photos with captions, compare with Teammates) Teammates (compare with Rosa Parks) True Stories About Abraham Lincoln (table of contents, chapter titles, brief chronology of key dates in Lincoln's life, compare with A Picture Book of Harriet Tubman) Henri Matisse: Getting to Know the World's Greatest Artists (compare with other artists in this program) Henri Rousseau: Getting to Know the World's Greatest Artists (compare with other artists in this program) Marc Chagall: Getting to Know the World's Greatest Artists (compare with other artists in this program) Picasso: Getting to Know the World's Greatest Artists (compare with other artists in this program) Van Gogh: Getting to Know the World's Greatest Artists (compare with other artists in this program) By the Dawn's Early Light: The Story of the Star-Spangled Banner (photograph of the original)</p>

Grade 2

	<p>manuscript of the poem, index, maps) The Icky Bug Counting Book (main purpose of text, compare with One Hundred Ways to Get to 100) Less Than Zero (meaning of words, purpose of book) Math Fables: Lessons That Count (compare with Math for All Seasons) Math for All Seasons: Mind-Stretching Math Riddles (compare with Math Fables, main purpose of text) One Hundred Ways to Get to 100 (main purpose, meaning of words) Only One (compare with Less Than Zero) Back and Forth: Rookie Read-About Science (labeled photographs that illustrate key words, index) Chickens Aren't the Only Ones (main purpose) The Digestive System: A True Book (detailed captions, chapter headings, important word section, index) Experiments With Magnets: A True Book (table of contents, glossary, index) Forces Around Us (glossary, index) From Caterpillar to Butterfly (labels, captions, table of contents, glossary, index) From Egg to Chicken (labels, captions, glossary, index, table of contents) From Seed to Sunflower (labels, captions, table of contents, glossary, index) From Tadpole to Frog (compare with other lifecycle books in the program) Insects & Spiders: Worldwise (labels, captions, table of contents, a glossary, index) The Life and Times of the Ant (compare with Insects & Spiders) Magnets (section headings, captions, labels, glossary) 1001 Bugs to Spot (main purpose) Push and Pull: Rookie Read About Science (labeled photographs, index) Seasons: Cycles of Life (table of contents, labels, captions, bold-faced print, index) Simple Machines (captions, labels, index) What Is a Plane? (table of contents, glossary, index) What Is a Pulley? (chapter titles, glossary) What Is a Screw? (glossary, index, compare to What Is a Plane? and What is a Pulley?) What Is Friction? (index) You and Your Body: It's Science (diagrams, words in boldface, glossary, index) You Can Use a Balance (illustrated Words You Know section, index, compare to You Can Use a Compass) You Can Use a Compass (index, illustrated Words You Know section)</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Pages 13-28 of the Teacher's Guide include synopses of the books contained in the Grade 2 Classroom Library. These synopses include suggestions for use, including which books can be read aloud, which can be read independently with assistance from the teacher, and which can be read by the child alone. The editors have chosen books at a range of ability levels to suit these various uses and provide for some degree of individualization. For example: Clara Barton (Guided Reading Level J) Chickens Aren't the Only Ones (Guided Reading Level K) From Caterpillar to Butterfly (Guided Reading Level L) Magnets (Guided Reading Level M)</p>

Grade 2

	Experiments With Magnets (Guided Reading Level N)
<p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>The accessible literature in the library provides the classroom high quality texts that offer opportunities for students to apply grade level phonics and word analysis skills. Classrooms rich in print are proven to increase student reading performance and success. High quality, age appropriate literature at hand provides immediate and critical exposure enriching the print environment that supports letter recognition, letter-sound correspondence, decoding, and word analysis.</p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The Core Knowledge library covers a wide range of reading levels, allowing students to practice fluency with books at an appropriate level. For example: You Can Use a Balance (Guided Reading Level G) You Can Use a Compass (Guided Reading Level G) Only One (Guided Reading Level H) Clara Barton (Guided Reading Level J) The Blind Men and the Elephant (Guided Reading Level K)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring</p>	<p>Students participate actively in discussion of the literature. Teachers can observe students master of the conventions of English in the context of discussion and talking about literature. Additionally: Punctuation Takes a Vacation</p>

Grade 2

<p>possessives. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.</p>	<p>The literature in the Core Knowledge library offers a exposure to language through reading, listening and discussions.</p>
<p>Vocabulary Acquisition and Use 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. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>The literature offers a wide range of vocabulary exposure across genres and content area. Teachers use the literature to expose and reinforce rich vocabulary discussion and acquisition. Content area unique vocabulary is encountered in the science, social studies and math literature. Students make real-life connections to the grade-level appropriate texts and use the vocabulary in discussion and classroom conversation. For example: Pecos Bill Rosa Parks Teammates Wolfgang Amadeus Mozart The Life and Times of the Ant If Not for the Cat (figurative language)</p>
<p>Writing Text Types and Purposes 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic,</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature.</p>

Grade 2

<p>use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>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.</p>	
<p>Production and Distribution of Writing</p> <p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature. Student compositions can be taken through the writing process to creative publishing project.</p>
<p>Research to Build and Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p>	<p>Although not specifically articulated in the Teacher Guide, the Core Knowledge library provides classrooms a wide variety of nonfiction and informational texts that enrich the hands-on access to print and inspire research and writing responses. With guidance, students can gather information from the literature to answer questions self or group generated. Teachers engage students in sharing the knowledge gained from the texts and can be encouraged to participate in response activities such as writing and expressing opinions. For example:</p> <p>1001 Bugs to Spot (Use this book as the springboard for additional research.)</p> <p>Magnets (This book includes several simple activities that students can try.)</p> <p>From Egg to Chicken (Use this book to encourage independent research activities.)</p> <p>Forces Around Us (Each two-page spread focuses on one topic and includes different kinds of activities that encourage young readers to think, talk about, and explore new ideas for themselves.)</p> <p>O, Say Can You See? America’s Symbols, Landmarks, and Inspiring Words (includes a list of additional books to read)</p>
<p>Range of Writing</p> <p>10. (Begins in grade 3)</p>	
<p>Speaking & Listening</p> <p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or</p>	<p>The age-appropriate, high interest literature in the Core Knowledge library inspires discussion and conversation during and after reading. See selected examples:</p> <p>The Blind Men and the Elephant (Use in a discussion of picture clues and theme)</p> <p>Charlotte’s Web (Discuss the animal characters and talk about their special friendship)</p> <p>The Emperor’s New Clothes (Use this classic tale for a discussion of character traits.)</p> <p>Johnny Appleseed: A Tall tale (This is a great book to use in discussing character traits, story events, and picture details.)</p> <p>Paul Bunyan (This is a great book for discussing character traits and humor.)</p> <p>If Not for the Cat (This is a wonderful book for comparing and contrasting, identifying settings, and discussing figurative language and different styles of poetry.)</p> <p>Nettie’s Trip South (This book could be a great springboard for discussions about slavery in the United States.)</p>

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SCHOLASTIC CORE KNOWLEDGE LIBRARIES

Grade 2

<p>information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>Icky Bug Counting Book (Students can discuss the pictures, talk about the text, and try to solve the riddle on the very last page.) Frog and Toad Are Friends (Children will enjoy retelling the stories in their own words and talking about the animal characters.) Insects & Spiders: Worldwide (The illustrations are so detailed that they can be used as a springboard for a discussion.)</p>
<p>Presentation of Knowledge and Ideas 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 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. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>The Core Knowledge library offers a wide range of high quality literature that provides opportunities for students to recount stories.</p>

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SCHOLASTIC CORE KNOWLEDGE LIBRARIES

Grade 3

<p>Reading: Literature Key Ideas and Details 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 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. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>The Core Knowledge library consists of high quality literature across genres including classics and award winning titles and authors. Titles implicitly providing context for recounting stories, determining central message or lesson, and describing characters include: Langston’s Train Ride (characters) Our Strange New Land: Elizabeth’s Jamestown Colony Diary: My America (characters) Season of Promise: Elizabeth’s Jamestown Colony Diary: My America (characters) The Starving Time: Elizabeth’s Jamestown Colony Diary: My America (characters) Thirteen Moons on Turtle’s Back: A Native American Year of Moons (recount stories) Turquoise Boy: A Navajo Legend (recount stories) Tar Beach (recount stories) One Hundred Hungry Ants (recount stories)</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>The literature in the library provides rich text content to build essential reading vocabulary in key semantic domains. Teachers can encourage students to ask about and discuss vocabulary from each text. Titles implicitly providing context for discussing word meaning, story parts and point of view include: Langston’s Train Ride (word meaning-figurative language) Our Strange New Land: Elizabeth’s Jamestown Colony Diary: My America (point of view-first person narrative) Season of Promise: Elizabeth’s Jamestown Colony Diary: My America (point of view-first person narrative) The Starving Time: Elizabeth’s Jamestown Colony Diary: My America (point of view-first person narrative) Thirteen Moons on Turtle’s Back: A Native American Year of Moons (word meaning) Turquoise Boy: A Navajo Legend (point of view-narrative)</p>

Grade 3

	Tar Beach (word meaning)
<p>Integration of Knowledge and Ideas</p> <p>7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>High quality literature can be used to describe how illustrations contribute to what is conveyed in words, and to compare and contrast the themes, settings and plots of books from a series:</p> <p>Langston’s Train Ride (illustrations)</p> <p>Our Strange New Land: Elizabeth’s Jamestown Colony Diary: My America (compare and contrast with other books in this series)</p> <p>Season of Promise: Elizabeth’s Jamestown Colony Diary: My America (compare and contrast with other books in this series)</p> <p>The Starving Time: Elizabeth’s Jamestown Colony Diary: My America (compare and contrast with other books in this series)</p> <p>Thirteen Moons on Turtle’s Back: A Native American Year of Moons (illustrations)</p> <p>Turquoise Boy: A Navajo Legend (illustrations)</p> <p>Tar Beach (illustrations)</p>
<p>Range of Reading and Complexity of Text</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Pages 13-28 of the Teacher’s Guide include synopses of the books contained in the Grade 3 Classroom Library. These synopses include suggestions for use, including which books can be read aloud, which can be read independently with assistance from the teacher, and which can be read by the child alone. The editors have chosen books at a range of ability levels to suit these various uses and provide for some degree of individualization. For example:</p> <p>Langston’s Train Ride (Guided Reading Level R)</p> <p>Our Strange New Land: Elizabeth’s Jamestown Colony Diary: My America (Guided Reading Level P)</p> <p>Season of Promise: Elizabeth’s Jamestown Colony Diary: My America (Guided Reading Level P)</p> <p>The Starving Time: Elizabeth’s Jamestown Colony Diary: My America (Guided Reading Level O)</p> <p>Thirteen Moons on Turtle’s Back: A Native American Year of Moons</p> <p>Turquoise Boy: A Navajo Legend</p> <p>Tar Beach (Guided Reading Level P)</p> <p>One Hundred Hungry Ants (Guided Reading Level K)</p>
<p>Reading: Informational Text</p> <p>Key Ideas and Details</p> <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>Informational texts generate discussions including questions and answers about the main idea and details, and relationships between series of historical events or steps in a technical procedure:</p> <p>You Wouldn’t Want to Be a Viking Explorer!: Voyages You’d Rather Not Make</p> <p>African-Americans in the Thirteen Colonies: Cornerstones of Freedom</p> <p>American Indian Families: A True Book</p> <p>American Indian Festivals: A True Book</p> <p>American Indian Foods: A True Book</p> <p>American Indian Games: A True Book</p> <p>Many Nations: An Alphabet of Native America</p> <p>Squanto: Friend of the Pilgrims</p> <p>Johannes Vermeer: Getting to Know the World’s Greatest Artists</p>

Grade 3

Mary Cassatt: Getting to Know the World's Greatest Artists
 Roman Amphitheaters
 Aaron Copland: Getting to Know the World's Greatest Composers
 George Gershwin: Getting to Know the World's Greatest Composers
 John Philip Sousa: Getting to Know the World's Greatest Composers
 Peter Tchaikovsky: Getting to Know the World's Greatest Composers
 The Best of Times: Math Strategies that Multiply
 The Grapes of Math: Mind Stretching Math Riddles
 The Greedy Triangle
 Math-terpieces: The Art of Problem Solving
 Air Pollution: A True Book
 Alexander Graham Bell: An Inventive Life
 Amphibians: A True Book
 Arctic Tundra: habitats
 Birds: A True Book
 City Park; Habitats
 Coral Reefs: Habitats
 Experiments with the Sun and the Moon: A True Book
 Fishes; A True Book
 Food Chain Frenzy: The Magic School Bus Chapter Book
 Food Chains: Straightforward Science
 Galaxies: A True Book
 Hearing: A True Book
 I Wonder Why I Blink and Other Questions About My Body
 Light and Color: Straightforward Science
 Mammals: A True Book
 The Moon: A True Book
 Muscles: Our Muscular System
 Our Solar System
 The Ozone Layer: A True Book
 Recycling: A True Book
 Reptiles: A True Book
 Science Experiments with Light
 Science Experiments with Sound
 Sight: A True Book
 Sound, Heat & Light: Energy at Work
 The Space Shuttle: A True Book
 Stars; A True Book
 The Sun: A True Book
 Touch: A True Book
 Water Pollution: A True Book

Grade 3

<p>Craft and Structure</p> <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>6. Distinguish their own point of view from that of the author of a text.</p>	<p>The texts in the Core Knowledge libraries have been professionally selected to build essential content area vocabulary. Students are encouraged to ask questions about any unfamiliar words within informational titles in the library (see above).</p> <p>Additionally, text features such as glossaries and headings are used in the following texts:</p> <p>You Wouldn't Want to Be a Viking Explorer!: Voyages You'd Rather Not Make (sidebars, glossary, index)</p> <p>African-Americans in the Thirteen Colonies: Cornerstones of Freedom (meaning of words)</p> <p>American Indian Families: A True Book (glossary, index, meaning of words)</p> <p>American Indian Festivals: A True Book (table of contents, glossary, index)</p> <p>American Indian Foods: A True Book (chapter headings, captions, glossary, index)</p> <p>American Indian Games: A True Book (table of contents)</p> <p>Roman Amphitheaters (headings, captions, glossary)</p> <p>Air Pollution: A True Book (glossary, index, table of contents)</p> <p>Alexander Graham Bell: An Inventive Life (index)</p> <p>Birds: A True Book (captions, glossary, index)</p> <p>Experiments with the Sun and the Moon: A True Book (glossary, index)</p> <p>Fishes: A True Book (captions, glossary, index)</p> <p>Food Chains: Straightforward Science (captions, illustrated glossary, index)</p> <p>Galaxies: A True Book (glossary, index)</p> <p>Hearing: A True Book (captions, glossary, index)</p> <p>I Wonder Why I Blink and Other Questions About My Body (table of contents, captions, index)</p> <p>Mammals: A True Book (captions, glossary, index)</p> <p>The Moon: A True Book (glossary, index)</p> <p>Our Solar System (index)</p> <p>Recycling: A True Book (captions, glossary, index)</p> <p>Science Experiments with Light (glossary, table of contents, index)</p> <p>Science Experiments with Sound (glossary, table of contents, index)</p> <p>Sight: A True Book (glossary, index, word meaning)</p> <p>Touch: A True Book (captions, glossary, index)</p>
<p>Integration of Knowledge and Ideas</p> <p>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).</p> <p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>American Indian Families: A True Book (maps, photographs)</p> <p>American Indian Festivals: A True Book (compare/contrast with other books on Native Americans from this library)</p> <p>American Indian Foods: A True Book (photographs)</p> <p>American Indian Games: A True Book (compare/contrast with other books on Native Americans from this library)</p> <p>Many Nations: An Alphabet of Native America (compare/contrast with other books on Native Americans from this library)</p> <p>Johannes Vermeer: Getting to Know the World's Greatest Artists (examples of his work)</p> <p>Mary Cassatt: Getting to Know the World's Greatest Artists (examples of Cassatt's art)</p> <p>Roman Amphitheaters (color photographs, timeline)</p> <p>Aaron Copland: Getting to Know the World's Greatest Composers (photographs, paintings)</p> <p>George Gershwin: Getting to Know the World's Greatest Composers (photographs, paintings)</p>

Grade 3

	<p>John Philip Sousa: Getting to Know the World’s Greatest Composers (photographs, paintings) Peter Tchaikovsky: Getting to Know the World’s Greatest Composers (photographs, paintings, compare/contrast with other books in series) Math-terpieces: The Art of Problem Solving (math problems are illustrated by famous works of art) Air Pollution: A True Book (photographs) Alexander Graham Bell: An Inventive Life (photographs, illustrations) Amphibians: A True Book (photographs) Arctic Tundra: Habitats (photographs) Birds: A True Book (photographs) City Park: Habitats (photographs, diagram of an underground ant colony) Coral Reefs: Habitats (compare/contrast with other habitat books in the series) Fishes; A True Book (diagrams, information from pictures) Food Chain Frenzy: The Magic School Bus Chapter Book (compare/contrast with Food Chains: Straightforward Science) Food Chains: Straightforward Science (compare/contrast with Food Chain Frenzy, photographs) Galaxies: A True Book (photographs) Hearing: A True Book (photographs, diagrams) I Wonder Why I Blink and Other Questions About My Body (illustrations, diagrams) Light and Color: Straightforward Science (photographs, diagrams) Mammals: A True Book (compare/contrast with Amphibians) The Moon: A True Book (photographs, map of solar system) Muscles: Our Muscular System (photographs, diagrams) Our Solar System (reference chart) The Ozone Layer: A True Book (photographs) Recycling: A True Book (photographs) Reptiles: A True Book (compare/contrast with Amphibians) Science Experiments with Light (photographs) Science Experiments with Sound (photographs, diagrams) Sight: A True Book (photographs, diagrams) Stars: A True Book (photographs) The Sun: A True Book (photographs) Touch: A True Book (photographs, diagrams) Water Pollution: A True Book (compare/contrast with Air Pollution)</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Pages 13-28 of the Teacher’s Guide include synopses of the books contained in the Grade 3 Classroom Library. These synopses include suggestions for use, including which books can be read aloud, which can be read independently with assistance from the teacher, and which can be read by the child alone. The editors have chosen books at a range of ability levels to suit these various uses and provide for some degree of individualization. For example: Many Nations (Guided Reading Level K) The Moon (Guided Reading Level L) Fishes (Guided Reading Level M) I Wonder Why I Blink (Guided Reading Level N)</p>

Grade 3

	<p>Aaron Copland (Guided Reading Level P) Roman Amphitheaters (Guided Reading Level R)</p>
<p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.</p>	<p>The accessible literature in the library provides the classroom high quality texts that offer opportunities for students to apply grade level phonics and word analysis skills. Classrooms rich in print are proven to increase student reading performance and success. High quality, age appropriate literature at hand provides immediate and critical exposure enriching the print environment that supports letter recognition, letter-sound correspondence, decoding and word analysis.</p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The Core Knowledge library covers a wide range of reading levels, allowing students to practice fluency with books at an appropriate level. For example: Sound, Heat & Light: Energy at Work The Best of Times The Greedy Triangle Many Nations</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries,</p>	<p>Specific instruction not available. Students participate actively in discussion of the literature. Teachers can observe students master of the conventions of English in the context of discussion and talking about literature.</p>

Grade 3

<p>happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Language and its conventions can be practiced through literature discussions.</p>
<p>Vocabulary Acquisition and Use 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. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>The literature offers a wide range of vocabulary exposure across genres and content area. Teachers use the literature to expose and reinforce rich vocabulary discussion and acquisition. Content area unique vocabulary is encountered in the science, social studies and math literature. Students make real-life connections to the grade-level appropriate texts and use the vocabulary in discussion and classroom conversation. For example: Langston’s Train Ride (figurative language) Scholastic’s Children’s Dictionary (use beginning dictionary) African-Americans in the Thirteen Colonies (vocabulary) American Indian Families (vocabulary) Roman Amphitheaters (vocabulary, glossary) The Greedy Triangle (academic vocabulary) Air Pollution (vocabulary, glossary) Birds: A True Book (vocabulary, glossary) City Parks (academic vocabulary) Experiments with the Sun and the Moon (glossary, vocabulary) Food Chains (illustrated glossary, academic vocabulary) Galaxies (glossary, vocabulary) Hearing (glossary, vocabulary) Mammals (glossary, vocabulary)</p>
<p>Writing Text Types and Purposes 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature.</p>

Grade 3

<p>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure.</p>	
<p>Production and Distribution of Writing</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature. Student compositions can be taken through the writing process to creative publishing project.</p>
<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>9. (Begins in grade 4)</p>	<p>Although not specifically articulated in the Teacher Guide, the Core Knowledge library provides classrooms a wide variety of nonfiction and informational texts that enrich the hands-on access to print and inspire research and writing responses. With guidance, students can gather information from the literature to answer questions self or group generated. Teachers engage students in sharing the knowledge gained from the texts and can be encouraged to participate in response activities such as writing and expressing opinions. Some books include biographical references (Roman Amphitheatres) recommended book lists (American Indian Festivals) or websites (Alexander Graham Bell: An Inventive Life) for further research opportunities.</p>

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SCHOLASTIC CORE KNOWLEDGE LIBRARIES

Grade 3

<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature.</p>
<p>Speaking & Listening Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>The age-appropriate, high interest literature in the Core Knowledge library inspires discussion and conversation during and after reading. See selected examples: City Parks (This is a good book to use in a discussion of urban habitats.) Amphibians (Individual chapters can be discussed.) I Wonder Why I Blink and Other Questions about My Body (Students will find many topics for classroom discussions.) Light and Color: Straightforward Science (This book includes interactive activities that can be completed by students working in pairs or small groups.) Fishes (This book is good for discussions of main idea and supporting details.) American Indian Foods (This book can be used in discussions of main ideas and supporting details.)</p>
<p>Presentation of Knowledge and Ideas 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 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. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing or speaking in response to the rich content literature.</p>

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SCHOLASTIC CORE KNOWLEDGE LIBRARIES

Grade 4

<p>Reading: Literature Key Ideas and Details 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>The Core Knowledge library consists of high quality literature across genres including classics and award winning titles and authors. Titles implicitly providing context for drawing inferences, determining theme, and using details to describe character, setting or events include: Black Cat</p>
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Grade 4

<p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>Gulliver’s Travels King Arthur and the Knights of the Round Table The Legend of Sleepy Hollow & Other Tales Miss Alaineus: A Vocabulary Disaster The New Kid on the Block Pollyanna Robin Hood and His Merry Outlaws Robinson Crusoe Ruby’s Wish Sarah, Plain and Tall There’s a Frog in My Throat! 440 Animal sayings a Little Bird Told Me Treasure Island What Presidents Are Made Of The Whipping Boy</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>The literature in the library provides rich text content to build essential reading vocabulary in key semantic domains. Teachers can encourage students to ask about and discuss vocabulary from each text. Titles implicitly providing context for discussing word meaning, structural elements, and point of view include:</p> <p>Black Cat (poetry) Gulliver’s Travels (first person narrative) King Arthur and the Knights of the Round Table The Legend of Sleepy Hollow & Other Tales (Unfamiliar words are highlighted in the text and explained in the margins.) Miss Alaineus: A Vocabulary Disaster (first person narration, vocabulary) The New Kid on the Block (poetry) Pollyanna (includes an explanation of highlighted vocabulary words and unfamiliar concepts) Robin Hood and His Merry Outlaws (Unfamiliar words and concepts are highlighted and explained in the margins.) Robinson Crusoe (first person narration) Sarah, Plain and Tall (word meanings) There’s a Frog in My Throat! 440 Animal sayings a Little Bird Told Me (includes definitions for figurative language terms) The Whipping Boy (includes figurative language)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>The following high quality literature can be used to compare and contrast the treatment of similar themes and topics and pattern of events in stories, myths, and traditional literature from different cultures:</p> <p>Gulliver’s Travels King Arthur and the Knights of the Round Table The Legend of Sleepy Hollow & Other Tales Pollyanna Robin Hood and His Merry Outlaws Robinson Crusoe</p>

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	<p>Ruby's Wish Sarah, Plain and Tall Treasure Island The Whipping Boy</p>
<p>Range of Reading and Complexity of Text 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Pages 13-28 of the Teacher's Guide include synopses of the books contained in the Grade 4 Classroom Library. These synopses include suggestions for use, including which books can be read aloud, which can be read independently with assistance from the teacher, and which can be read by the child alone. The editors have chosen books at a range of ability levels to suit these various uses and provide for some degree of individualization. For example: Black Cat (Guided Reading Level J) The New Kid on the Block (Guided Reading Level P) The Whipping Boy (Guided Reading Level R)</p>
<p>Reading: Informational Text Key Ideas and Details 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>Informational texts generate discussions about drawing inferences, main idea and details, summarizing, and explaining events, procedures or ideas: The Declaration of Independence: The Words That Made America Give Me Liberty! The Story of the Declaration of Independence Medieval World: Osborne World History Sojourner Truth Where Was Patrick Henry on the 29th of May? You Wouldn't Want To be a Crusader! And Then What Happened, Paul Revere? Andrew Jackson: Getting to Know the U.S. Presidents Can't You make Them Behave, King George? Confucius, The Golden Rule Heroes of the Revolution If You Grew Up with George Washington James Madison: Getting to Know the U.S. Presidents James Monroe: Getting to Know the U.S. Presidents John Adams: Getting to Know the U.S. Presidents John Quincy Adams: Getting to Know the U.S. Presidents Paul Revere: In Their Own Words The Secret Soldier: The Story of Deborah Sampson Thomas Jefferson: Getting to Know the U.S. Presidents George Handel: Getting to Know the World's Greatest Composers The Grapes of Math: Mind Stretching Mind Riddles Millions to Measure Sir Cumference and the Sword in the Cone: A Math Adventure Aluminum: A True Book The Circulatory System: A True Book Copper: A True Book Cuts, Scrapes, Scabs, and Scars A Drop of Water: A Book of Science and Wonder</p>

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	<p>Earthquakes Electricity Experiments With Electricity: A True Book Experiments With Rocks and Minerals: A True Book Experiments with Solids, Liquids, and Gases: A True Book Geysers: A True Book Gold: A True Book Iron: A True Book Mount St. Helens National Volcanic Monument: A True Book Oxygen: A True Book The Respiratory System: A True Book Rocks and Minerals: A True Book Science Experiments with Electricity Volcanoes Volcanoes and Earthquakes What Makes You Cough,, Sneeze, Burp, Hiccup, Blink, Yawn, Sweat, and Shiver?: My Health Why Do Volcanoes Blow Their Tops?: Questions and Answers About Volcanoes and Earthquakes</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>The texts in the Core Knowledge libraries have been professionally selected to provide exposure to an extensive academic and general vocabulary (see above). Additionally,</p> <p>And Then What Happened, Paul Revere? (chronology) Andrew Jackson: Getting to Know the U.S. Presidents (chronology) If You Grew Up with George Washington (question/answer structure) Paul Revere: In Their Own Words (primary and secondary sources) Thomas Jefferson: Getting to Know the U.S. Presidents (chronology) Why Do Volcanoes Blow Their Tops?: Questions and Answers About Volcanoes and Earthquakes (question/answer structure) Sojourner Truth (primary and secondary sources)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Medieval World: Osborne World History (maps, diagrams, time lines) Where Was Patrick Henry on the 29th of May? You Wouldn't Want To be a Crusader! And Then What Happened, Paul Revere? (integrate information from this book with Paul Revere: In Their Own Words) Andrew Jackson: Getting to Know the U.S. Presidents (integrate information on presidents from this book and others in the series) Can't You Make Them Behave, King George? (integrate information from this book with Heroes of the Revolution) Heroes of the Revolution (integrate information from this book with Can't You Make them Behave, King George?) If You Grew Up with George Washington (time line) James Madison: Getting to Know the U.S. Presidents (integrate information on presidents from this book and others in the series)</p>

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	<p>James Monroe: Getting to Know the U.S. Presidents (integrate information on presidents from this book and others in the series)</p> <p>John Adams: Getting to Know the U.S. Presidents (integrate information on presidents from this book and others in the series)</p> <p>John Quincy Adams: Getting to Know the U.S. Presidents (integrate information on presidents from this book and others in the series)</p> <p>Paul Revere: In Their Own Words (integrate information from this book with And Then What Happened, Paul Revere?)</p> <p>The Secret Soldier: The Story of Deborah Sampson (integrate information from this book with Heroes of the Revolution)</p> <p>Thomas Jefferson: Getting to Know the U.S. Presidents (integrate information on presidents from this book and others in the series)</p> <p>Aluminum: A True Book (integrate information from this book with information from another element book in the series)</p> <p>The Circulatory System: A True Book (diagrams)</p> <p>Copper: A True Book (integrate information from this book with information from another element book in the series)</p> <p>Cuts, Scrapes, Scabs, and Scars (diagrams)</p> <p>Earthquakes (diagrams and charts)</p> <p>Electricity (diagrams)</p> <p>Geysers: A True Book (diagrams, maps)</p> <p>Gold: A True Book (integrate information from this book with information from another element book in the series)</p> <p>Iron: A True Book (diagram)</p> <p>Mount St. Helens National Volcanic Monument: A True Book (integrate with information from Volcanoes)</p> <p>The Respiratory System: A True Book (diagrams)</p> <p>Rocks and Minerals: A True Book (integrate information from this book with Experiments With Rocks and Minerals)</p> <p>Science Experiments with Electricity (integrate information from this book with Electricity)</p> <p>Volcanoes (integrate with information from Volcanoes and Earthquakes and Why Do Volcanoes Blow Their Tops?)</p> <p>Volcanoes and Earthquakes (integrate with information from Mount St. Helens National Volcanic Monument, Why Do Volcanoes Blow Their Tops, and Volcanoes)</p> <p>What Makes You Cough,, Sneeze, Burp, Hiccup, Blink, Yawn, Sweat, and Shiver?: My Health (diagrams)</p> <p>Why Do Volcanoes Blow Their Tops?: Questions and Answers About Volcanoes and Earthquakes (integrate with other Volcano books from this library)</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Pages 13-28 of the Teacher’s Guide include synopses of the books contained in the Grade 4 Classroom Library. These synopses include suggestions for use, including which books can be read aloud, which can be read independently with assistance from the teacher, and which can be read by the child alone. The editors have chosen books at a range of ability levels to suit these various uses and provide for some degree of individualization. For example:</p>

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	<p>The Circulatory System (Guided Reading Level M) Andrew Jackson (Guided Reading Level P) If You Grew Up with George Washington (Guided Reading Level Q) Can't You Make Them Behave, King George? (Guided Reading Level R) Confucius (Guided Reading Level W)</p>
<p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>The accessible literature in the library provides the classroom high quality texts that offer opportunities for students to apply grade level phonics and word analysis skills. Classrooms rich in print are proven to increase student reading performance and success. High quality, age appropriate literature at hand provides immediate and critical exposure enriching the print environment that supports letter recognition, letter-sound correspondence, decoding and word analysis.</p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The Core Knowledge library covers a wide range of reading levels, allowing students to practice fluency with books at an appropriate level. For example: Millions to Measure (Lexile 470; Guided Reading Level O) Black Cat (Guided Reading Level J)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., to, too, two; there, their).* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p>Specific instruction not available. Students participate actively in discussion of the literature. Teachers can observe students master of the conventions of English in the context of discussion and talking about literature.</p>

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<p>Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.</p>	
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>This program does not directly address language and its conventions except how it would naturally occur during pre- during and post-reading discussions.</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>The literature offers a wide range of vocabulary exposure across genres and content area. Teachers use the literature to expose and reinforce rich vocabulary discussion and acquisition. Content area unique vocabulary is encountered in the science, social studies and math literature. Students make real-life connections to the grade-level appropriate texts and use the vocabulary in discussion and classroom conversation. In addition: The New Kid on the Block (figurative language) There's a Frog in My Throat! 440 Animal Sayings a Little Bird Told Me (figurative language) Where Was Patrick Henry on the 29th of May? (figurative language) Aluminum (glossary) The Circulatory System (glossary) Cuts, Scrapes, Scabs, and Scars (glossary) Earthquakes (glossary) Electricity (glossary) Geysers (glossary) Gold (glossary) Iron (glossary) Mount St. Helens National Volcanic Monument (glossary) Science Experiments With Electricity (glossary) Volcanoes (glossary) What Makes You Cough, Sneeze, Burp, Hiccup, Blink, Yawn, Sweat, and Shiver? (glossary)</p>
<p>Writing Text Types and Purposes 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher's Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature.</p>

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<p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p>	
<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature. Student compositions can be taken through the writing process to creative publishing project.</p>

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<p>keyboarding skills to type a minimum of one page in a single sitting.</p>	
<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>Although not specifically articulated in the Teacher Guide, the Core Knowledge library provides classrooms a wide variety of nonfiction and informational texts that enrich the hands-on access to print and inspire research and writing responses. With guidance, students can gather information from the literature to answer questions self or group generated. Teachers engage students in sharing the knowledge gained from the texts and can be encouraged to participate in response activities such as writing and expressing opinions.</p> <p>Many of the books in this program can be used for research. Some books include biographical references (Copper) recommended book lists (The Circulatory System) or websites (Earthquakes) for further research opportunities. Other books (A Drop of Water: A Book of Science and Wonder) contain suggested experiments that students can do in pairs or small groups.</p> <p>Evidence to support analysis on character, setting or events in a story can be drawn from the following texts:</p> <p>King Arthur and the Knights of the Round Table (plot, character) The Legend of Sleepy Hollow & Other Tales (plot, characterization) Miss Alaineus: A Vocabulary Disaster (character) Pollyanna (plot, character) Robin Hood and His Merry Outlaws (plot, character) Robinson Crusoe (character traits, events) Ruby’s Wish (character traits, setting) Sarah, Plain and Tall (character) Treasure Island (character traits) What Presidents Are Made Of (character traits) The Whipping Boy (plot, character)</p>
<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature.</p>
<p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>Pose and respond to specific questions to clarify or follow up on</p>	<p>The age-appropriate, high interest literature in the Core Knowledge library inspires discussion and conversation during and after reading. See selected examples:</p> <p>Pollyanna (This is a good choice for discussions about plot and character.) Robin Hood and His Merry Outlaws (good book for discussing plot, character, and theme) Robinson Crusoe (good choice for discussing first-person narration, character traits, and sequence of events) Sarah, Plain and Tall (use this book in a discussion of character traits and relationships) Treasure Island (use this book to spark discussion about characteristics of adventure stories, character traits, and heroes) What Presidents Are Made Of (a great book for identifying character traits, discussing</p>

Common Core State Standards

SCHOLASTIC CORE KNOWLEDGE LIBRARIES

Grade 4

<p>information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>illustrations, and evaluating author’s purpose)</p>
<p>Presentation of Knowledge and Ideas 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>Students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing or speaking in response to the rich content literature.</p>

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SCHOLASTIC CORE KNOWLEDGE LIBRARIES

Grade 5

<p>Reading: Literature Key Ideas and Details 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>The Core Knowledge library consists of high quality literature across genres including classics and award winning titles and authors. Titles implicitly providing context for determining meaning, drawing inferences, determining theme and comparing/contrasting settings, characters or events include: The Adventures of Don Quixote The Adventures of Tom Sawyer Beware, Princess Elizabeth Call It Courage The Dream Keeper and other poems Escape to Freedom Freedom Train: The Story of Harriet Tubman The Journal of James Edmond Pease: A Civil War Union Soldier Little Women My Brother’s Keeper: Virginia’s Civil War Diary Narrative of the Life of Frederick Douglass, an American Slave A Picture of Freedom: The Diary of Clotee, A Slave Girl The Secret Garden Selected Adventures of Sherlock Holmes There’s a Frog in My Throat! 440 Animal Sayings a Little Bird Told Me</p>
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Grade 5

<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>The literature in the library provides rich text content to build essential reading vocabulary in key semantic domains. Teachers can encourage students to ask about and discuss words and phrases from each text. Titles implicitly providing context for discussing word meaning, story parts and point of view include:</p> <p>The Adventures of Don Quixote (unfamiliar concepts and vocabulary are highlighted and explained in margin notes)</p> <p>The Adventures of Tom Sawyer</p> <p>Beware, Princess Elizabeth</p> <p>Call It Courage</p> <p>The Dream Keeper and other poems (poetry)</p> <p>Escape to Freedom (play with dialogue and narration)</p> <p>Freedom Train: The Story of Harriet Tubman (third person narration)</p> <p>The Journal of James Edmond Pease: A Civil War Union Soldier (first person narrative)</p> <p>Little Women (unfamiliar concepts and vocabulary are highlighted and explained in margin notes)</p> <p>My Brother’s Keeper: Virginia’s Civil War Diary (first person narrative)</p> <p>Narrative of the Life of Frederick Douglass, an American Slave (unfamiliar concepts and words are explained in margin notes)</p> <p>A Picture of Freedom: The Diary of Clotee, A Slave Girl (first person narration)</p> <p>The Secret Garden</p> <p>Selected Adventures of Sherlock Holmes</p> <p>There’s a Frog in My Throat! 440 Animal Sayings a Little Bird Told Me (figurative language)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>The following stories from the same genre can be compared on their approaches to similar themes and topics:</p> <p>The Journal of James Edmond Pease: A Civil War Union Soldier and My Brother’s Keeper: Virginia’s Civil War Diary (journals/diaries)</p> <p>Selected Adventures of Sherlock Holmes, The Adventures of Don Quixote, and The Adventures of Tom Sawyer</p> <p>Narrative of the Life of Frederick Douglas, an American Slave and A Picture of Freedom: The Diary of Clotee, A Slave Girl</p>
<p>Range of Reading and Complexity of Text</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Pages 13-28 of the Teacher’s Guide include synopses of the books contained in the Grade 5 Classroom Library. These synopses include suggestions for use, including which books can be read aloud, which can be read independently with assistance from the teacher, and which can be read by the child alone. The editors have chosen books at a range of ability levels to suit these various uses and provide for some degree of individualization. For example:</p> <p>My Brother's Keeper (Guided Reading Level P)</p> <p>Escape to Freedom (Guided Reading Level V)</p> <p>Call It Courage (Guided Reading Level X)</p> <p>The Adventures of Tom Sawyer (Guided Reading Level Z)</p>

Grade 5

Reading: Informational Text**Key Ideas and Details**

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Informational texts generate discussions about drawing inferences, main ideas and details, summarizing, and explaining relationships between events, ideas, or individuals:

Freedom Train: The Story of Harriet Tubman
 Indian Chiefs
 The Journal of James Edmond Pease: A Civil War Union Soldier
 North American Indian Games
 Remember the Ladies: 100 Great American Women
 The Story of Women Who Shaped the West: Cornerstones of Freedom
 The Usborne World of Shakespeare
 Abraham Lincoln: In Their Own Words
 Christopher Columbus: In Their Own Words
 Davy Crockett: In Their Own Words
 Enemies of Slavery
 Lewis and Clark: In Their Own Words
 Magellan: A Voyage Around the World
 Mr. President: A Book of U.S. Presidents
 Sacajawea: The Story of Bird Woman and the Lewis and Clark Expedition
 Botticelli: Getting to Know the World's Greatest Artists
 Michelangelo: Getting to Know the World's Greatest Artists
 Pieter Bruegel: Getting to Know the World's Greatest Artists
 Raphael: Getting to Know the World's Greatest Artists
 Beethoven: Getting to Know the World's Greatest Composers
 Everything You need to Know About Math Homework: A Desk Reference for Students and Parents
 Seahorse, Pipefishes, and Their Kin: Animals
 G is for Googol: A Math Alphabet Book
 If You Made A Million
 Sir Cumference and the Dragon of Pi: A Math Adventure
 What's Your Angle, Pythagoras?: A Math Adventure
 Ants, Bees, and Wasps of North America: Animals in Order
 Calcium: A True Book
 Carbon: A True Book
 Diabetes: My Health
 Experiments with Plants: A True Book
 Experiments with Solids, Liquids, and Gases: A True Book
 Five Brilliant Scientists: Great Black Heroes
 Freaky Flowers
 Hydrogen and the Noble Gases: A True Book
 Land Predators of North America: Animals in Order
 Nitrogen: A True Book
 Octopuses, Squids, and Cuttlefish: Animals in Order
 Oxygen: A True Book
 Pelicans, Cormorants, and Their Kin: Animals in Order
 The Periodic Table: A True Book

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	<p>Seahorse, Pipefishes, and Their Kin: Animals True Bugs: When Is a Bug Really a Bug?: Animals in Order Usborne Mysteries & Marvels of Plant Life Wacky Trees What Is a Fungus?</p>
<p>Craft and Structure 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>The texts in the Core Knowledge libraries have been professionally selected to provide exposure to an extensive academic and general vocabulary (see above). Additionally, Freedom Train: The Story of Harriet Tubman (chronology) Indian Chiefs (chronology) Mr. President: A Book of U.S. Presidents (compare/contrast)</p> <p>Primary and secondary sources can be compared in the following books: Christopher Columbus: In Their Own Words Davy Crockett: In Their Own Words Abraham Lincoln: In Their Own Words</p>
<p>Integration of Knowledge and Ideas 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Information can be integrated from the following sets of books: Narrative of the Life of Frederick Douglass, an American Slave and Escape to Freedom: A Play About Young Frederick Douglass Enemies of Slavery and Abraham Lincoln: In Their Own Words</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Pages 13-28 of the Teacher’s Guide include synopses of the books contained in the Grade 5 Classroom Library. These synopses include suggestions for use, including which books can be read aloud, which can be read independently with assistance from the teacher, and which can be read by the child alone. The editors have chosen books at a range of ability levels to suit these various uses and provide for some degree of individualization. For example: Abraham Lincoln (Guided Reading Level S) Enemies of Slavery (Guided Reading Level T) Sacajawea (Guided Reading Level Y)</p>
<p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>The accessible literature in the library provides the classroom high quality texts that offer opportunities for students to apply grade level phonics and word analysis skills. Classrooms rich in print are proven to increase student reading performance and success. High quality, age appropriate literature at hand provides immediate and critical exposure enriching the print environment that supports letter recognition, letter-sound correspondence, decoding and word analysis.</p>

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<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The Core Knowledge library covers a wide range of reading levels, allowing students to practice fluency with books at an appropriate level. For example: My Brother's Keeper (Guided Reading Level P) Abraham Lincoln (Guided Reading Level S) Enemies of Slavery (Guided Reading Level T) Escape to Freedom (Guided Reading Level V)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.* Use correlative conjunctions (e.g., either/or, neither/nor). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.* Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Students participate actively in discussion of the literature. Teachers can observe students master of the conventions of English in the context of discussion and talking about literature. Additionally: Checking Your Grammar and Getting It Right Verbs, Verbs, Verbs: The Trickiest Action-packed Words in English</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>Checking Your Grammar and Getting It Right</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing</p>	<p>The literature offers a wide range of vocabulary exposure across genres and content area. Teachers use the literature to expose and reinforce rich vocabulary discussion and acquisition. Content area unique vocabulary is encountered in the science, social studies and math literature.</p>

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<p>flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). Writing</p>	<p>Students make real-life connections to the grade-level appropriate texts and use the vocabulary in discussion and classroom conversation. In addition: The Dream Keeper and other poems (figurative language) There’s a Frog in My Throat! 440 Animal Sayings a Little Bird Told Me (figurative language) Ants, Bees, and Wasps of North America: Animals in Order (glossary) Carbon: A True Book (glossary) Diabetes: My Health (glossary) Experiments with Plants: A True Book (glossary) Freaky Flowers (glossary) Hydrogen and the Noble Gases: A True Book (glossary) Land Predators of North America: Animals in Order (glossary) Pelicans, Cormorants, and Their Kin: Animals in Order (glossary) True Bugs: When Is a Bug Really a Bug?: Animals in Order (glossary) Wacky Trees (glossary) What Is a Fungus (glossary)</p>
<p>Text Types and Purposes 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature.</p>

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<p>Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p>	
<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature. Student compositions can be taken through the writing process to creative publishing project.</p>
<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>Many informational texts in this library can be used as sources for short research projects. Additionally, characters, settings or events from the literature selections in this library can be used to compare and contrast characters, settings, or events. For example:</p> <p>The Adventures of Don Quixote (character traits)</p> <p>The Adventures of Tom Sawyer (character traits and plot)</p> <p>Call it Courage (character traits and relationships)</p> <p>Freedom Train: The Story of Harriet Tubman (compare and contrast with The Diary of Clotee, Slave Girl)</p> <p>The Journal of James Edmond Pease: A Civil War Union Soldier (compare and contrast with other books about the period included in this program such as My Brother’s Keeper: Virginia’s Civil War Diary)</p> <p>Little Women (compare and contrast characters)</p> <p>Remember the Ladies: 100 Great American Women (good source of ideas for research)</p> <p>Michelangelo: Getting to Know the World’s Greatest Artists (good springboard to a research activity)</p>

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	<p>Five Brilliant Scientists: Great Black Heroes (may spark students to research topics that intrigue them)</p> <p>True Bugs: When is a Bug Really a Bug?: Animals in Order (recommend books and websites can help students find out more information about topics that interest them)</p>
<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature.</p>
<p>Speaking and Listening Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>Numerous books in this library lend themselves to discussions. For example: The Adventures of Tom Sawyer (discuss small town American life in the late nineteenth century) Beware, Princess Elizabeth (discuss character traits and sequence) Little Women (discuss plot) A Picture of Freedom: The Diary of Clotee, A Slave Girl (discuss first person narration and character traits) Remember the Ladies: 100 Great American Women (good source for ideas for debate) Abraham Lincoln: In Their Own Words (use in a discussion of character traits and the difference between primary and secondary sources) Enemies of Slavery (use for discussions comparing and contrasting the achievements of the biographical subjects) Mr. President: A Book of U.S. Presidents (use in discussing the American political system and in comparing and contrasting)</p>
<p>Presentation of Knowledge and Ideas 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>Students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing or speaking in response to the rich content literature.</p>

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<p>Reading: Literature Key Ideas and Details 1. Cite textual evidence to support analysis of what the text says</p>	<p>The Core Knowledge library consists of high quality literature across genres including classics and award winning titles and authors. Titles implicitly providing context for drawing inferences, determining theme, summarizing and describing characters include:</p>
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<p>explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>American Poetry: Poetry for Young People Bat 6: A Novel The Best Poems Ever: A Collection of Poetry's Greatest Voices Bud, Not Buddy Caddie Woodlawn The Call of the Wild Carl Sandburg: Poetry for Young People Daniel's Story The Dream Keeper and Other Poems Dr. Jekyll and Mr. Hyde and Other Stories of the Supernatural Emily Dickinson: Poetry for Young People Esperanza Rising The Golden Fleece and the Heroes Who Lived Before Achilles Greek Myths & Legends Hiroshima: A Novella Out of the Dust The Raven and Other Poems Realms of Gold: A Core Knowledge Reader, Volume One Robert Browning Poetry for Young People Robert Frost: Poetry for Young People Roll of Thunder, Hear My Cry Romeo & Juliet The Shakespeare Stealer To Kill a Mockingbird The Watsons Go to Birmingham—1963 White Fang William Shakespeare: Poetry for Young People Witness</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>The literature in the library provides rich text content to build essential reading vocabulary in key semantic domains. Teachers can encourage students to ask about and discuss words and phrases from each text. Titles implicitly providing context for discussing word meaning, story parts and point of view include:</p> <p>American Poetry: Poetry for Young People (poetic voice) Bat 6: A Novel (figurative language, first-person narrative) The Best Poems Ever: A Collection of Poetry's Greatest Voices (figurative language, symbolism) Bud, Not Buddy (first person narrative) Caddie Woodlawn (compare with others in this program that have historical settings) The Call of the Wild (meaning of words) Carl Sandburg: Poetry for Young People (style and theme) Daniel's Story (meaning of words) The Dream Keeper and Other Poems (figurative language, theme) Dr. Jekyll and Mr. Hyde and Other Stories of the Supernatural (theme)</p>

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	<p>Emily Dickinson: Poetry for Young People (mood or tone) Esperanza Rising (analyze plot, setting and theme) The Golden Fleece and the Heroes Who Lived Before Achilles (meaning of words) Greek Myths & Legends (characters) Hiroshima: A Novella (tone) Out of the Dust (first person vignettes by each of the characters) The Raven and Other Poems (meaning and tone) Realms of Gold: A Core Knowledge Reader, Volume One (meaning of words) Robert Browning Poetry for Young People (theme and irony) Robert Frost: Poetry for Young People (poetic language and imagery) Roll of Thunder, Hear My Cry (point of view of the narrator) Romeo & Juliet (meaning of words, development of theme) The Shakespeare Stealer (first person narrative, plot development) To Kill a Mockingbird (point of view of the narrator-story is told and seen through the eyes of a child) The Watsons Go to Birmingham—1963 (word choice impacts tone) White Fang (transformation in character) William Shakespeare: Poetry for Young People (meaning of words) Witness (develops point of view of the narrator-first person narration)</p>
<p>Integration of Knowledge and Ideas 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. 8. (Not applicable to literature) 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>High quality literature can be used to compare and contrast different genres in terms of their approaches to similar themes and topics. For example: The Watsons Go to Birmingham—1963 (historical fiction) can be compared with the Journal of Bidy Owens: The Negro Leagues (fictional diary entries)</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Pages 13-28 of the Teacher’s Guide include synopses of the books contained in the Grades 6-8 Classroom Library. These synopses include suggestions for use, including which books can be read aloud, which can be read independently with assistance from the teacher, and which can be read by the child alone. The editors have chosen books at a range of ability levels to suit these various uses and provide for some degree of individualization. For example: Caddie Woodlawn (Guided Reading Level R) Bud, Not Buddy (Guided Reading Level T) Bat 6 (Guided Reading Level Z)</p>
<p>Reading: Informational Text Key Ideas and Details 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal</p>	<p>Informational texts generate discussions about drawing inferences, determining central idea and details, and analyzing how individuals, events or ideas are introduced, illustrated or elaborated in texts: Realms of Gold: A Core Knowledge Reader, Volume One Greeks: Usborne Internet-Linked I Am An American: A True Story of Japanese Internment</p>

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<p>opinions or judgments. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>Portraits of African-American Heroes Promises to Keep: How Jackie Robinson Changed America Romans: Usborne Internet-Linked Standing Tall: The Stories of Ten Hispanic Americans Through My Eyes We Shall Not Be Moved, The Women’s Factory Strike of 1909 World War II You Want the Women to Vote, Lizzie Stanton? Edward Hopper: Artists in Their Time Jackson Pollock: Artists in Their Time Aaron Copland: Getting to Know the World’s Greatest Composers Ludwig van Beethoven: Getting to Know the World’s Greatest Composers The I Hate Mathematics! Book Black Holes and Other Space Phenomena Dear Dr. Bell...Your Friend, Helen Keller The Scholastic Encyclopedia of Space Under the Ocean: Natural World What Makes An Ocean Wave? Questions and Answers About Oceans and Ocean Life</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>The texts in the Core Knowledge libraries have been professionally selected to provide exposure to an extensive academic and general vocabulary (see above). Additionally, Black Holes and Other Space Phenomena (meaning of words) I Am An American: A True Story of Japanese Internment (author’s purpose) We Shall Not Be Moved, The Women’s Factory Strike of 1909 (author’s purpose) The I Hate Mathematics! Book (author’s purpose) Dear Dr. Bell...Your Friend, Helen Keller (meaning of words)</p>
<p>Integration of Knowledge and Ideas 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>Although this program includes a memoir (Through My Eyes) and numerous biographies (Standing Tall: The Stories of Ten Hispanic Americans, Promises to Keep: How Jackie Robinson Changed America, Portraits of African-American Heroes, You Want the Women to Vote, Lizzie Stanton?, Dr. Bell...Your Friend, Helen Keller and several artists and composers) there are not two about any one person. With additional resources, one author’s presentation of events with that of another can be compared and contrasted.</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Pages 13-28 of the Teacher’s Guide include synopses of the books contained in the Grades 6-8 Classroom Library. These synopses include suggestions for use, including which books can be read aloud, which can be read independently with assistance from the teacher, and which can be read by the child alone. The editors have chosen books at a range of ability levels to suit these various uses and provide for some degree of individualization. For example:</p>

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	<p>Black Holes (Guided Reading Level N) Edward Hopper (Guided Reading Level U) Portraits of African-American Heroes (Guided Reading Level W) We Shall Not Be Moved (Guided Reading Level Z)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person.* Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* Spell correctly.</p>	<p>Students participate actively in discussion of the literature. Teachers can observe students master of the conventions of English in the context of discussion and talking about literature. Additionally: The Scholastic Dictionary of Spelling Punctuation Power: Punctuation and How to Use It Checking Your Grammar</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*</p>	<p>How to Write Poetry</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or</p>	<p>The literature offers a wide range of vocabulary exposure across genres and content area. Teachers use the literature to expose and reinforce rich vocabulary discussion and acquisition. Content area unique vocabulary is encountered in the science, social studies and math literature. Students make real-life connections to the grade-level appropriate texts and use the vocabulary in discussion and classroom conversation. Additionally: How to Write Poetry (figurative language) Bat 6: A Novel (figurative language) The Best Poems Ever: A Collection of Poetry's Greatest Voices (figurative language) The Call of the Wild (meaning of words) Daniel's Story (meaning of words) The Dream Keeper and Other Poems (figurative language) The Golden Fleece and the Heroes Who Lived Before Achilles (meaning of words)</p>

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<p>phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., personification) in context.</p> <p>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>The Raven and Other Poems (meaning)</p> <p>Realms of Gold: A Core Knowledge Reader, Volume One (meaning of words)</p> <p>Robert Frost: Poetry for Young People (imagery)</p> <p>Romeo & Juliet (meaning of words)</p> <p>Scholastic Dictionary of Idioms: More Than 600 Phrases, Sayings, and Expressions</p>
<p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature.</p>

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<p>using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>	
<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature. Student compositions can be taken through the writing process to creative publishing project.</p>
<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>Many informational texts in this library can be used as sources for short research projects. Additionally, characters, settings or events from the literature selections in this library can be used to compare and contrast characters, settings, or events.</p>

Grade 6

<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature.</p>
<p>Speaking & Listening Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>The age-appropriate, high interest literature in the Core Knowledge library inspires discussion and conversation during and after reading. See selected examples: Through My Eyes We Shall Not Be Moved, The Women’s Factory Strike of 1909 Promises to Keep: How Jackie Robinson Changed America The Watsons Go to Birmingham—1963 White Fang To Kill a Mockingbird I Am An American: A True Story of Japanese Internment</p>
<p>Presentation of Knowledge and Ideas 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing or speaking in response to the rich content literature.</p>

Grade 7

<p>Reading: Literature Key Ideas and Details</p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>The Core Knowledge library consists of high quality literature across genres including classics and award winning titles and authors. Titles implicitly providing context for determining theme, analyzing how story elements interact, or drawing inferences include:</p> <p>American Poetry: Poetry for Young People Bat 6: A Novel The Best Poems Ever: A Collection of Poetry’s Greatest Voices Bud, Not Buddy Caddie Woodlawn The Call of the Wild Carl Sandburg: Poetry for Young People Daniel’s Story The Dream Keeper and Other Poems Dr. Jekyll and Mr. Hyde and Other Stories of the Supernatural Emily Dickinson: Poetry for Young People Esperanza Rising The Golden Fleece and the Heroes Who Lived Before Achilles Greek Myths & Legends Hiroshima: A Novella Out of the Dust The Raven and Other Poems Realms of Gold: A Core Knowledge Reader, Volume Two Robert Browning Poetry for Young People Robert Frost: Poetry for Young People Roll of Thunder, Hear My Cry Romeo & Juliet The Shakespeare Stealer To Kill a Mockingbird The Watsons Go to Birmingham—1963 White Fang William Shakespeare: Poetry for Young People Witness</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>The literature in the library provides rich text content to build essential reading vocabulary in key semantic domains. Teachers can encourage students to ask about and discuss words and phrases from each text. Titles implicitly providing context for discussing word meaning, story parts and point of view include:</p> <p>American Poetry: Poetry for Young People (poetic voice) The Best Poems Ever: A Collection of Poetry’s Greatest Voices (figurative language, symbolism) Carl Sandburg: Poetry for Young People (style and theme) The Dream Keeper and Other Poems (figurative language, theme) Emily Dickinson: Poetry for Young People (mood or tone) The Raven and Other Poems (meaning and tone)</p>

Grade 7

	<p>Realms of Gold: A Core Knowledge Reader, Volume One (meaning of words) Robert Browning Poetry for Young People (theme and irony) Robert Frost: Poetry for Young People (poetic language and imagery) Roll of Thunder, Hear My Cry (point of view of the narrator) Romeo & Juliet (meaning of words) The Shakespeare Stealer (first person narrative) To Kill a Mockingbird (point of view of the narrator-story is told and seen through the eyes of a child) The Watsons Go to Birmingham—1963 (word meaning) White Fang (transformation in character) William Shakespeare: Poetry for Young People (word meaning) Witness (develops point of view of the narrator-first person narration) Bat 6: A Novel (figurative language, first-person narrative) Bud, Not Buddy (first person narrative) The Call of the Wild (meaning of words) Daniel’s Story (meaning of words) The Golden Fleece and the Heroes Who Lived Before Achilles (meaning of words) Greek Myths & Legends (characters)</p>
<p>Integration of Knowledge and Ideas 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). 8. (Not applicable to literature) 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>High quality literature can be used to compare and contrast fictional portrayal of a time, place, or character and a historical account of the same period in order to understand how authors of fiction use or alter history: Bat 6: A Novel includes a character that lived in an internment camp for Japanese Americans during World War II. This book could be compared with I Am An American: A True Story of Japanese Internment. Through My Eyes, a first-person narrative by Ruby Bridges can be compared with The Watsons Go to Birmighhan—1963.</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Pages 13-28 of the Teacher’s Guide include synopses of the books contained in the Grades 6-8 Classroom Library. These synopses include suggestions for use, including which books can be read aloud, which can be read independently with assistance from the teacher, and which can be read by the child alone. The editors have chosen books at a range of ability levels to suit these various uses and provide for some degree of individualization. For example: Caddie Woodlawn (Guided Reading Level R) Bud, Not Buddy (Guided Reading Level T) Bat 6 (Guided Reading Level Z)</p>
<p>Reading: Informational Text Key Ideas and Details 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>Informational texts generate discussions about drawing inferences, determining central idea and details, and analyzing interactions between individuals, events or ideas: Realms of Gold: A Core Knowledge Reader, Volume Two Greeks: Usborne Internet-Linked I Am An American: A True Story of Japanese Internment Portraits of African-American Heroes Promises to Keep: How Jackie Robinson Changed America</p>

Grade 7

<p>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).</p>	<p>Romans: Usborne Internet-Linked Standing Tall: The Stories of Ten Hispanic Americans Through My Eyes We Shall Not Be Moved, The Women’s Factory Strike of 1909 World War II You Want the Women to Vote, Lizzie Stanton? Edward Hopper: Artists in Their Time Jackson Pollock: Artists in Their Time Aaron Copland: Getting to Know the World’s Greatest Composers Ludwig van Beethoven: Getting to Know the World’s Greatest Composers The I Hate Mathematics! Book Black Holes and Other Space Phenomena Dear Dr. Bell...Your Friend, Helen Keller The Scholastic Encyclopedia of Space Under the Ocean: Natural World What Makes An Ocean Wave? Questions and Answers About Oceans and Ocean Life</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. 6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>The texts in the Core Knowledge libraries have been professionally selected to provide exposure to an extensive academic and general vocabulary (see above). Additionally, Black Holes and Other Space Phenomena (meaning of words) I Am An American: A True Story of Japanese Internment (author’s purpose) We Shall Not Be Moved, The Women’s Factory Strike of 1909 (author’s purpose) The I Hate Mathematics! Book (author’s purpose) Dear Dr. Bell...Your Friend, Helen Keller (meaning of words)</p>
<p>Integration of Knowledge and Ideas 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). 8. 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. 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>Under the Ocean: Natural World by Paul Bennett and What Makes An Ocean Wave? Questions and Answers About Oceans and Ocean Live by Melvin and Gilda Berger The Scholastic Encyclopedia of Space by Jacqueline and Simon Mitton and Other Space Phenomena and Black Holes by Philip Steele</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Pages 13-28 of the Teacher’s Guide include synopses of the books contained in the Grades 6-8 Classroom Library. These synopses include suggestions for use, including which books can be read aloud, which can be read independently with assistance from the teacher, and which can be read by the child alone. The editors have chosen books at a range of ability levels to suit these various uses and provide for some degree of individualization. For example: Black Holes (Guided Reading Level N)</p>

Grade 7

	Edward Hopper (Guided Reading Level U) Portraits of African-American Heroes (Guided Reading Level W) We Shall Not Be Moved (Guided Reading Level Z)
<p>Language Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). Spell correctly.</p>	<p>Students participate actively in discussion of the literature. Teachers can observe students master of the conventions of English in the context of discussion and talking about literature.</p> <p>Additionally: The Scholastic Dictionary of Spelling Punctuation Power: Punctuation and How to Use It Checking Your Grammar</p>
<p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	How to Write Poetry
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>The literature offers a wide range of vocabulary exposure across genres and content area. Teachers use the literature to expose and reinforce rich vocabulary discussion and acquisition. Content area unique vocabulary is encountered in the science, social studies and math literature. Students make real-life connections to the grade-level appropriate texts and use the vocabulary in discussion and classroom conversation.</p> <p>Additionally: How to Write Poetry (figurative language) Bat 6: A Novel (figurative language) The Best Poems Ever: A Collection of Poetry's Greatest Voices (figurative language) The Call of the Wild (meaning of words) Daniel's Story (meaning of words) The Dream Keeper and Other Poems (figurative language) The Golden Fleece and the Heroes Who Lived Before Achilles (meaning of words) The Raven and Other Poems (meaning) Realms of Gold: A Core Knowledge Reader, Volume Two (meaning of words) Robert Frost: Poetry for Young People (imagery) Romeo & Juliet (meaning of words) Scholastic Dictionary of Idioms: More Than 600 Phrases, Sayings, and Expressions</p>

Grade 7

<p>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature.</p>

Grade 7

<p>structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	
<p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature. Student compositions can be taken through the writing process to creative publishing project.</p>
<p>Research to Build and Present Knowledge 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>Although not specifically articulated in the Teacher Guide, the Core Knowledge library provides classrooms a wide variety of nonfiction and informational texts that enrich the hands-on access to print and inspire research and writing responses. With guidance, students can gather information from the literature to answer questions self or group generated. Teachers engage students in sharing the knowledge gained from the texts and can be encouraged to participate in response activities such as writing and expressing opinions.</p>

Grade 7

<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature.</p>
<p>Speaking and Listening Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>Numerous books in this library lend themselves to collaborative discussions. For example:</p> <p>Through My Eyes We Shall Not Be Moved, The Women’s Factory Strike of 1909 Promises to Keep: How Jackie Robinson Changed America The Watsons Go to Birmingham—1963 White Fang To Kill a Mockingbird I Am An American: A True Story of Japanese Internment Realms of Gold: A Core Knowledge Reader, Volume Two</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing or speaking in response to the rich content literature.</p>

Grade 8

<p>Reading: Literature Key Ideas and Details</p> <p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>The Core Knowledge library consists of high quality literature across genres including classics and award winning titles and authors. Titles implicitly providing context for analyzing text and determining theme include:</p> <p>American Poetry: Poetry for Young People Bat 6: A Novel The Best Poems Ever: A Collection of Poetry’s Greatest Voices Bud, Not Buddy Caddie Woodlawn The Call of the Wild Carl Sandburg: Poetry for Young People Daniel’s Story The Dream Keeper and Other Poems Dr. Jekyll and Mr. Hyde and Other Stories of the Supernatural Emily Dickinson: Poetry for Young People Esperanza Rising The Golden Fleece and the Heroes Who Lived Before Achilles Greek Myths & Legends Hiroshima: A Novella Out of the Dust The Raven and Other Poems Realms of Gold: A Core Knowledge Reader, Volume Two Robert Browning Poetry for Young People Robert Frost: Poetry for Young People Roll of Thunder, Hear My Cry Romeo & Juliet The Shakespeare Stealer To Kill a Mockingbird The Watsons Go to Birmingham—1963 White Fang William Shakespeare: Poetry for Young People Witness</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>The literature in the library provides rich text content to build essential reading vocabulary in key semantic domains. Teachers can encourage students to ask about and discuss words and phrases from each text. Titles implicitly providing context for discussing word meaning, text structure, and point of view include:</p> <p>American Poetry: Poetry for Young People (poetic voice) The Best Poems Ever: A Collection of Poetry’s Greatest Voices (figurative language, symbolism) Carl Sandburg: Poetry for Young People (style and theme) The Dream Keeper and Other Poems (figurative language, theme) Emily Dickinson: Poetry for Young People (mood or tone) The Raven and Other Poems (meaning and tone)</p>

Grade 8

	<p>Realms of Gold: A Core Knowledge Reader, Volume One (meaning of words) Robert Browning Poetry for Young People (theme and irony) Robert Frost: Poetry for Young People (poetic language and imagery) Romeo & Juliet Roll of Thunder, Hear My Cry The Watsons Go to Birmingham—1963 (word meaning) Bat 6: A Novel (figurative language) The Call of the Wild (meaning of words) Daniel’s Story (meaning of words) The Golden Fleece and the Heroes Who Lived Before Achilles (meaning of words) Roll of Thunder, Hear My Cry (point of view of the narrator) The Shakespeare Stealer (first person narrative) To Kill a Mockingbird (point of view of the narrator-story is told and seen through the eyes of a child) White Fang (transformation in character) William Shakespeare: Poetry for Young People (word meaning) Witness (develops point of view of the narrator-first person narration) Bat 6: A Novel (first-person narrative) Bud, Not Buddy (first person narrative) Greek Myths & Legends (characters)</p>
<p>Integration of Knowledge and Ideas 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 8. (Not applicable to literature) 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>Pages 13-28 of the Teacher’s Guide include synopses of the books contained in the Grades 6-8 Classroom Library. These synopses include suggestions for use, including which books can be read aloud, which can be read independently with assistance from the teacher, and which can be read by the child alone. The editors have chosen books at a range of ability levels to suit these various uses and provide for some degree of individualization. For example: Caddie Woodlawn (Guided Reading Level R) Bud, Not Buddy (Guided Reading Level T) Bat 6 (Guided Reading Level Z)</p>
<p>Reading: Informational Text Key Ideas and Details 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Informational texts generate discussions about drawing inferences, determining central idea and details, and analyzing how texts make connections or distinctions between individuals, events or ideas: Realms of Gold: A Core Knowledge Reader, Volume Three</p>

Grade 8

<p>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>Greeks: Usborne Internet-Linked I Am An American: A True Story of Japanese Internment Portraits of African-American Heroes Promises to Keep: How Jackie Robinson Changed America Romans: Usborne Internet-Linked Standing Tall: The Stories of Ten Hispanic Americans Through My Eyes We Shall Not Be Moved, The Women’s Factory Strike of 1909 World War II You Want the Women to Vote, Lizzie Stanton? Edward Hopper: Artists in Their Time Jackson Pollock: Artists in Their Time Aaron Copland: Getting to Know the World’s Greatest Composers Ludwig van Beethoven: Getting to Know the World’s Greatest Composers The I Hate Mathematics! Book Black Holes and Other Space Phenomena Dear Dr. Bell... Your Friend, Helen Keller The Scholastic Encyclopedia of Space Under the Ocean: Natural World What Makes An Ocean Wave? Questions and Answers About Oceans and Ocean Life</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>The texts in the Core Knowledge libraries have been professionally selected to provide exposure to an extensive academic and general vocabulary (see above).</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>8. 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.</p> <p>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Promises to Keep: How Jackie Robinson Changed America Romans: Usborne Internet-Linked Standing Tall: The Stories of Ten Hispanic Americans Through My Eyes We Shall Not Be Moved, The Women’s Factory Strike of 1909 World War II You Want the Women to Vote, Lizzie Stanton?</p>

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<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p>Pages 13-28 of the Teacher’s Guide include synopses of the books contained in the Grades 6-8 Classroom Library. These synopses include suggestions for use, including which books can be read aloud, which can be read independently with assistance from the teacher, and which can be read by the child alone. The editors have chosen books at a range of ability levels to suit these various uses and provide for some degree of individualization. For example: Black Holes (Guided Reading Level N) Edward Hopper (Guided Reading Level U) Portraits of African-American Heroes (Guided Reading Level W) We Shall Not Be Moved (Guided Reading Level Z)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.</p>	<p>Students participate actively in discussion of the literature. Teachers can observe students master of the conventions of English in the context of discussion and talking about literature. Additionally: The Scholastic Dictionary of Spelling Punctuation Power: Punctuation and How to Use It Checking Your Grammar The Scholastic Dictionary of Spelling</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>Punctuation Power: Punctuation and How to Use It Checking Your Grammar</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation</p>	<p>The literature offers a wide range of vocabulary exposure across genres and content area. Teachers use the literature to expose and reinforce rich vocabulary discussion and acquisition. Content area unique vocabulary is encountered in the science, social studies and math literature. Students make real-life connections to the grade-level appropriate texts and use the vocabulary in discussion and classroom conversation. Additionally: How to Write Poetry (figurative language) Bat 6: A Novel (figurative language) The Best Poems Ever: A Collection of Poetry’s Greatest Voices (figurative language) The Call of the Wild (meaning of words) Daniel’s Story (meaning of words)</p>

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<p>of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>The Dream Keeper and Other Poems (figurative language) The Golden Fleece and the Heroes Who Lived Before Achilles (meaning of words) The Raven and Other Poems (meaning) Realms of Gold: A Core Knowledge Reader, Volume Three (meaning of words) Robert Frost: Poetry for Young People (imagery) Romeo & Juliet (meaning of words) Scholastic Dictionary of Idioms: More Than 600 Phrases, Sayings, and Expressions</p>
<p>Writing Text Types and Purposes 1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature.</p>

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<p>or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	
<p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>Although not specifically articulated in the Teacher Guide, the Core Knowledge library provides classrooms a wide variety of nonfiction and informational texts that enrich the hands-on access to print and inspire research and writing responses. With guidance, students can gather information from the literature to answer questions self or group generated. Teachers engage students in sharing the knowledge gained from the texts and can be encouraged to participate in response activities such as writing and expressing opinions.</p>
<p>Research to Build and Present Knowledge 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary or informational texts to support</p>	<p>Although not specifically articulated in the Teacher Guide, the Core Knowledge library provides classrooms a wide variety of nonfiction and informational texts that enrich the hands-on access to print and inspire research and writing responses. With guidance, students can gather information from the literature to answer questions self or group generated. Teachers engage students in sharing the knowledge gained from the texts and can be encouraged to participate in response activities such as writing and expressing opinions.</p>

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<p>analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	
<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p>	<p>Specific instruction on writing is not available. However students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing in response to the rich content literature.</p>
<p>Speaking and Listening Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>Numerous books in this library lend themselves to collaborative discussions. For example: Through My Eyes We Shall Not Be Moved, The Women’s Factory Strike of 1909 Promises to Keep: How Jackie Robinson Changed America The Watsons Go to Birmingham—1963 White Fang To Kill a Mockingbird I Am An American: A True Story of Japanese Internment Realms of Gold: A Core Knowledge Reader, Volume Three</p>
<p>Presentation of Knowledge and Ideas 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and</p>	<p>Students are encouraged to create reviews and drawings related to the books. (Teacher’s Guide, p.12.) Within this context teachers can engage students in writing or speaking in response to the rich content literature.</p>

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<p>clear pronunciation.</p> <p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
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