

**CORRELATION OF SCHOLASTIC GUIDED READING TEXT TYPES TO THE  
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-6**

**Common Core State Standards  
Kindergarten**

**SCHOLASTIC GUIDED READING TEXT TYPES**

<p><b>Reading: Literature</b> <b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. With prompting and support, ask and answer questions about key details in a text.</li> <li>2. With prompting and support, retell familiar stories, including key details.</li> <li>3. With prompting and support, identify characters, settings, and major events in a story.</li> </ol>	<p>A: <i>The Rabbit House</i>: Comprehension Strategy: Recognizing Sequence  A: <i>Up!</i>: Comprehension Strategy: Recognizing Setting  C: <i>Mrs. Cat Goes Shopping</i>: Comprehension Strategy: Recognizing Sequence  C: <i>Pig Played</i>: Comprehension Strategy: Recognizing Setting  D: <i>Farm Helpers</i>: Comprehension Strategy: Recognizing Setting  D: <i>Ice Cream</i>: Comprehension Strategy: Recognizing Story Structure  D: <i>Sand Animals</i>: Comprehension Strategy: Recognizing Setting  D: <i>Who is Getting Married</i>: Developing Comprehension: Thinking Within the Text</p> <p>Teacher’s Guide: Guidelines for Assessing Reading Comprehension Through Retelling (pp. 90-93)</p>
<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Ask and answer questions about unknown words in a text.</li> <li>5. Recognize common types of texts (e.g., storybooks, poems).</li> <li>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> </ol>	<p>The Scholastic Guided Reading Program provides a wide variety of fiction and nonfiction genres and text types. (Teacher’s Guide pages 36-39)  Each Teaching Card identifies the genre/text type of that particular book.  For example:  A: <i>Butterfly</i>: Fantasy/Picture Book  A: <i>Let’s Go</i>: Developing Comprehension: Understanding Genre: Fantasy  A: <i>My Mom</i>: Realistic Fiction/Picture Book  B: <i>Party Time</i>: Fantasy: Series Book  B: <i>Puppy Paints</i>: Fantasy: Picture Book  B: <i>School Fun</i>: Realistic Fiction/Picture Book  C: <i>All Kinds of Pets</i>: Realistic Fiction/Picture Book  C: <i>Sleepy Bear</i>: Fantasy: Picture Book  C: <i>Let’s Eat</i>: Developing Comprehension: Understanding Genre: Fantasy  D: <i>At the Toy Shop</i>: Fantasy: Picture Book  D: <i>Sand Animals</i>: Realistic Fiction: Picture Book</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li> <li>8. (Not applicable to literature)</li> <li>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> </ol>	<p>A: <i>Butterfly</i>: Developing Comprehension: Thinking About the Text  B: <i>Party Time</i>: Developing Comprehension: Using Pictures  B: <i>Buster and Ziggy</i>: Developing Comprehension: Compare and Contrast  C: <i>Ready Freddy</i>: Developing Comprehension: Using Pictures Details  C: <i>The Sky</i>: Developing Comprehension: Using Picture Details</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>10. Actively engage in group reading activities with purpose and understanding.</li> </ol>	<p>During guided reading groups, students are engaged in meaningful conversations about what they are reading, and employ a wide range of word-solving strategies to figure out words that are embedded in different kinds of texts. Texts are often revisited with the</p>

teacher to demonstrate and use a range of reading strategies. Books are matched to students so that they offer just enough challenge to support problem solving while still supporting fluency and meaning.

Level A books include picture books without words, some with simple labels or captions, and some with as many as five or six words, often on one line. These books generally have clear, easy-to-read print with generous space between words.

A: *Butterfly*

A: *Fruit Salad*

A: *Let's Go!*

A: *My Mom*

A: *The Rabbit House*

A: *The Three Frogs*

A: *Time for Bed*

A: *Up!*

Level B books generally have simple story lines or a single idea. Books have one or two lines of print on a page with somewhat longer sentences, and a variety of punctuation. There is direct correspondence between text and pictures.

B: *Building Blocks*

B: *Buster and Ziggy*

B: *Hats*

B: *My Cat*

B: *Party Time*

B: *Puppy Paints*

B: *School Fun*

B: *Where is Bob?*

Level C books generally have more words and lines of print than earlier levels. Although some have some repeating language patterns, there is a shift to more varied patterns. Many high frequency words are included, as well as easily decodable words.

C: *All Kinds of Pets*

C: *Let's Eat*

C: *Mrs. Cat Goes Shopping*

C: *My Costume*

C: *Pig Played*

C: *Ready Freddy*

C: *Sleepy Bear*

C: *Under the Umbrella*

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	<p>Level D books generally have topics that are familiar to most children, but also include some abstract or unfamiliar ideas. Some sentences are carried over to the next page and a full range of punctuation is used. There are more compound words, multisyllabic words, and words with a variety of inflectional endings.</p> <p>D: <i>At the Toy Shop</i>  D: <i>The Band</i>  D: <i>A Day at the Beach</i>  D: <i>Farm Helpers</i>  D: <i>Ice Cream</i>  D: <i>Little Piglets</i>  D: <i>Sand Animals</i>  D: <i>Who Is Getting Married?</i></p>
<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. With prompting and support, ask and answer questions about key details in a text.</li> <li>2. With prompting and support, identify the main topic and retell key details of a text.</li> <li>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ol>	<p>Each Teaching Card contains a “Thinking Within Text” section which provides teachers with ideas to help students determine central ideas or themes of a text and to summarize key supporting details and ideas. For example:</p> <p>A: <i>The Store</i>: Developing Comprehension: Thinking Within the Text  B: <i>Color It Blue</i>: Developing Comprehension: Thinking Within the Text  C: <i>The Sky</i>: Developing Comprehension: Thinking Within the Text  D: <i>Meet the Big Cats</i>: Thinking Within the Text: summarizing information, categorizing facts</p> <p>Teacher’s Guide: Guidelines for Assessing Reading Comprehension Through Retelling (pp. 90-93)</p>
<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. With prompting and support, ask and answer questions about unknown words in a text.</li> <li>5. Identify the front cover, back cover, and title page of a book.</li> <li>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> </ol>	<p>Each Teaching Card contains a “Thinking About the Text” section which encourages students do go back into the text to answer questions such as, “Why did the author use pictures with labels on this page?” or “Why do you think the writer chose to use photographs instead of drawings?” Additionally, each card contains a “Vocabulary” section where words for discussion are listed. For example:</p> <p>A: <i>The Store</i>: Developing Comprehension; Developing Phonics and Word-Solving Strategies: Words That Name More Than One; Vocabulary (clothing, list, price, shopping, size)  B: <i>Polar Bears</i>: Thinking About the Text; Vocabulary (alike, cold, color, different, fur, move, snowy, weather)  C: <i>Is It a Baby Animal?</i>: Thinking About the Text; Vocabulary (adult, animal, baby, care, food, grow, protect, young)  D: <i>In the Desert</i>: Thinking About the Text; Vocabulary (adapt, cactus, heat, leaves, live, spines, survive)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>7. With prompting and support, describe the relationship between</li> </ol>	<p>Each Teaching Card contains a “Thinking Beyond the Text” section which helps students begin to integrate and evaluate content presented.</p>

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<p>illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>A: <i>Sea Animals</i>: Using Photograph Details; Thinking Beyond the Text</p> <p>B: <i>Color It Blue</i>: Thinking Beyond the Text</p> <p>C: <i>Is It a Baby Animal?</i>: Developing Comprehension: Thinking About the Text (details in photographs)</p> <p>C: <i>The Sky</i>: Using Picture Details; Thinking Beyond the Text (Why do you think the author uses pictures of the same place?)</p> <p>D: <i>Meet the Big Cats</i>: Using Picture Details; Thinking Beyond the Text</p> <p>Additionally, each Teaching Card contains a “Connecting to Everyday Literacy” section. This section connects the literature selection to other expository, persuasive, or procedural texts.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>During guided reading groups, students are engaged in meaningful conversations about what they are reading, and employ a wide range of word-solving strategies to figure out words that are embedded in different kinds of texts. Texts are often revisited with the teacher to demonstrate and use a range of reading strategies. Books are matched to students so that they offer just enough challenge to support problem solving while still supporting fluency and meaning.</p> <p>Level A books include picture books without words, some with simple labels or captions, and some with as many as five or six words, often on one line. These books generally have clear, easy-to-read print with generous space between words.</p> <p>A: <i>Sea Animals</i> A: <i>The Store</i></p> <p>Level B books generally have simple story lines or a single idea. Books have one or two lines of print on a page with somewhat longer sentences, and a variety of punctuation. There is direct correspondence between text and pictures.</p> <p>B: <i>Color It Blue</i> B: <i>Polar Bears</i></p> <p>Level C books generally have more words and lines of print than earlier levels. Although some have some repeating language patterns, there is a shift to more varied patterns. Many high frequency words are included, as well as easily decodable words.</p> <p>C: <i>Is It a Baby Animal?</i> C: <i>The Sky</i></p> <p>Level D books generally have topics that are familiar to most children, but also include some abstract or unfamiliar ideas. Some sentences are carried over to the next page and a full range of punctuation is used. There are more compound words, multisyllabic words, and words with a variety of inflectional endings.</p>

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	<p>D: <i>In the Desert</i> D: <i>Meet the Big Cats!</i></p>
<p><b>Reading: Foundational Skills</b> <b>Print Concepts</b> 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>Level A books generally have clear, easy-to-read print with generous space between words. These simple formats enable young children to focus on print and reading from left to right. Level B books usually contain easy to read print with adequate space between words so that children can point to words as they read. For example:</p> <p>A: <i>My Mom</i>: Developing Print Awareness A: <i>Let's Go!</i>: Supportive Book Features: Text B: <i>Building Blocks</i>: Supportive Text Features: Text B: <i>Buster and Ziggy</i>: Challenging Book Features: Text</p>
<p><b>Phonological Awareness</b> 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.<sup>1</sup> (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>A: <i>The Three Frogs</i>: Developing Phonics and Word-Solving Strategies: Phonogram – op B: <i>School Fun</i>: Developing Phonics and Word-Solving Strategies D: <i>In the Desert</i>: Developing Phonics and Word-Solving Strategies: One- and Two-Syllable Words D: <i>Sand Animals</i>: Developing Phonics and Word-Solving Strategies: Words With Short Vowels e and a</p>
<p><b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words. 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. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>A: <i>Butterfly</i>: Developing Phonics and Word-Solving Strategies: Initial Consonants A: <i>Fruit Salad</i>: Developing Phonics and Word-Solving Strategies: High-Frequency Words A: <i>The Rabbit House</i>: Developing Phonics and Word-Solving Strategies; Initial Sounds A: <i>Time for Bed</i>: Developing Phonics and Word-Solving Strategies Pictures and Word Structure (/p/) A: <i>Up!</i>: Developing Phonics and Word-Solving Strategies: Words With Short u B: <i>Color it Blue</i>: Developing Phonics and Word-Solving Strategies: High-Frequency Words B: <i>Party Time</i>: Developing Phonics and Word-Solving Strategies: Initial Consonants B: <i>Polar Bears</i>: Developing Phonics and Word-Solving Strategies: Words With Short i B: <i>School Fun</i>: Developing Phonics and Word-Solving Strategies: Words With Consonants C: <i>Is It a Baby Animal?</i> Developing Phonics and Word-Solving Strategies: Beginning and Ending Sounds C: <i>Mrs. Cat Goes Shopping</i>: Developing Phonics and Word-Solving Strategies: Words With Short a</p>

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	<p>C: <i>Pig Played</i>: Developing Phonics and Word-Solving Strategies: Short Vowels i and u  C: <i>Sleepy Bear</i>: Developing Phonics and Word-Solving Strategies: High-Frequency Words  C: <i>Under the Umbrella</i>: Developing Phonics and Word-Solving Strategies: Initial Sounds  D: <i>A Day at the Beach</i>: Developing Phonics and Word-Solving Strategies: Initial Consonant t  D: <i>Farm Helpers</i>: Developing Phonics and Word-Solving Strategies: Words With Long e  D: <i>Who is Getting Married?</i>: Developing Phonics and Word-Solving Strategies: Words With Short e</p> <p>Additionally, each Teaching Card lists High-Frequency Words contained in that particular text. For example:  A: <i>Let's Go!</i>: Vocabulary: High-Frequency Words (like, this, we)  B: <i>Building Blocks</i>: Vocabulary: High-Frequency Words (can, have, I, some)  C: <i>Let's Eat</i>: Vocabulary: High-Frequency Words (all, are, eat, here, on, said, the, them, we)  D: <i>At the Toy Shop</i>: Vocabulary: High-Frequency Words (came, did, do, play, the, to, up, went, what)</p>
<p><b>Fluency</b> 4. Read emergent-reader texts with purpose and understanding.</p>	<p>Each Teaching Card contains a “Developing Fluency” section with suggested activities to practice fluency with that particular text. For example:  A: <i>Sea Animals</i>: Developing Fluency (model fluent reading; students reread with partners)  B: <i>My Cat</i>: Developing Fluency (model reading each page with proper pace; students read with teacher and work at matching vocal rate to an appropriate rate)  C: <i>My Costume</i>: Developing Fluency (choral reading; partner reading)  D: <i>Farm Helpers</i>: Developing Fluency (model fluent reading, voice rising at end of a question and dropping at end of a statement; students read with teacher; students read with partners)</p>
<p><b>Language</b> <b>Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<p>A: <i>Let's Go</i>: Developing Phonics and Word-Solving Strategies: Telling Sentences  A: <i>Sea Animals</i>: Developing Phonics and Word-Solving Strategies: Naming Words  A: <i>The Store</i>: Developing Phonics and Word-Solving Strategies: Words that Name More Than One  B: <i>Building Blocks</i>: Developing Phonics and Word-Solving Strategies: Telling Sentences  B: <i>Hats</i>: Developing Phonics and Word-Solving Strategies: Plurals  C: <i>Is It a Baby Animal?</i> Developing Phonics and Word-Solving Strategies: Beginning and Ending Sounds</p>

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<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>Recognize and name end punctuation.</p> <p>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>C: <i>Let's Eat</i>: Developing Phonics and Word-Solving Strategies: Proper Nouns</p> <p>C: <i>My Costume</i>: Developing Phonics and Word-Solving Strategies: Punctuation</p> <p>C: <i>Ready Freddy</i>: Developing Phonics and Word-Solving Strategies: Punctuation</p> <p>D: <i>At the Toy Shop</i>: Developing Phonics and Word-Solving Strategies: Action Words</p> <p>D: <i>The Band</i>: Developing Phonics and Word-Solving Strategies: End Punctuation</p> <p>D: <i>Little Piglets</i>: Developing Phonics and Word-Solving Strategies: Plurals</p> <p>Students are provided opportunities to demonstrate their command of the conventions of standard English grammar and usage when participating in the Oral Language/Conversation, Making Connections, and Extending Meaning Through Writing suggestions provided on each Teaching Card. For example:</p> <p>A: <i>The Store</i>: Making Connections: Text to Self (describe the clothing they are wearing); Oral Language/Conversation (discuss shopping and how they might prepare to go shopping); Extending Meaning Through Writing (write a descriptive sentence about an article of clothing, cut pictures from catalogs to form a clothing collage and label each piece of clothing)</p> <p>B: <i>Polar Bears</i>: Making Connections: Text to World (students tell what they know about bear characteristics); Oral Language/Conversation (students compare and contrast polar bears with other animals they know); Extending Meaning Through Writing (use sentence frame to write a factual sentence; write what a polar bear might be saying in the picture)</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>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.</p> <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Each Teaching Card contains a “Vocabulary” section which lists related words for discussion. This helps build rich oral and written vocabulary. For example:</p> <p>A: <i>The Three Frogs</i>: Vocabulary: Related Words for Discussion (drums, instrument, music, violins)</p> <p>B: <i>Party Time</i>: Vocabulary: Related Words for Discussion (balloons, bear, birthday, cake, cat, dog, duck, games, hats party, picnic, rabbit)</p> <p>C: <i>Let's Eat</i>: Vocabulary: Related Words for Discussion (family, help, prepare, ready, set, together, work)</p> <p>D: <i>Farm Helpers</i>: Vocabulary: Related Words for Discussion (chores, cleaning, organize, sharing, teamwork)</p> <p>Additionally:</p> <p>A: <i>The Store</i>: Developing Phonics and Word-Solving Strategies: Words That Name More Than One</p> <p>B: <i>Hats</i>: Developing Phonics and Word-Solving Strategies: Plurals</p> <p>C: <i>All Kinds of Pets</i>: Developing Phonics and Word-Solving Strategies; Describing Words</p> <p>C: <i>The Sky</i>: Developing Phonics and Word-Solving Strategies: Describing Words</p>

<p><b>Writing</b> <b>Text Types and Purposes</b></p> <ol style="list-style-type: none"> <li>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...).</li> <li>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.</li> <li>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.</li> </ol>	<p>D: <i>Little Piglets</i>: Developing Phonics and Word-Solving Strategies: Plurals</p> <p>Each Teaching Card contains an “Extending Meaning Through Writing” section which includes suggestions for expository writing, narrative writing, graphic aids, lists, labels, letters, or descriptive writing. For example:</p> <p>A: <i>Time for Bed</i>: Extending Meaning Through Writing: Narrative (Students draw a picture of something they like to take to bed with them and fill in the sentence, “I need my_____.”); Label (Students draw pictures of bedroom objects and label each object.)</p> <p>B: <i>Where is Bob?</i> : Extending Meaning Through Writing: Narrative (Students use the story pattern to write and illustrate one more place the girl could have looked for Bob); Descriptive (Students draw a picture of another kind of pet hiding in a special place and write a caption.)</p> <p>C: <i>Pig Played</i>: Extending Meaning Through Writing: Narrative (Students use the sentence frame <i>Pig played</i>_____ to write two sentences about something else Pig did and then illustrate their sentences.); Graphic Aid (Students draw and label pictures of other animals that would live on a farm.)</p> <p>D: <i>Who is Getting Married?</i>: Extending Meaning Through Writing: List (Students make a list of animal guests that might attend the wedding of the mice.); Graphic Aid (Small groups of students make class posters that show a traditional celebration. Students draw and label their pictures.)</p>
<p><b>Production and Distribution of Writing</b></p> <ol style="list-style-type: none"> <li>4. (Begins in grade 3)</li> <li>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> </ol>	<p>As the teacher feels appropriate, students can be encouraged to produce and publish the writing activities (above) using available digital tools, as well as peer collaboration.</p>
<p><b>Research to Build and Present Knowledge</b></p> <ol style="list-style-type: none"> <li>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</li> <li>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>9. (Begins in grade 4)</li> </ol>	<p>Each Teaching Card has a section where teachers guide students to recall information from experiences or other texts in order to make connections to the text they are introducing. For example:</p> <p>A: <i>Up!</i>: Making Connections: Text to World (questions about tree houses, friends, sharing)</p> <p>B: <i>Building Blocks</i>: Making Connections: Text to Self (questions about building with blocks, building materials, colors)</p> <p>C: <i>The Sky</i>: Making Connections: Text to World (questions about the sky, weather)</p> <p>D: <i>Ice Cream</i>: Making Connections: Text to Self (questions about ice cream stores, flavors, manners)</p>



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	<p>Additionally, each Teaching Card provides additional internet resources on each text’s subject. Students can gather information from this additional source.</p> <p>A: <i>The Store</i>: Activating Prior Knowledge</p>
<p><b>Range of Writing</b> 10. (Begins in grade 3)</p>	
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b></p> <p>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.</p> <p>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>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas</b></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>Oral Language/Conversation is a section on each Teaching Card. This section gives teachers ideas to encourage student conversation in large and small groups. For example:</p> <p>A: <i>My Mom</i>: Oral language/Conversation: Talk About Activities B: <i>Buster and Ziggy</i>: Oral Language/Conversation: Talk About Dogs C: <i>Mrs. Cat Goes Shopping</i>: Oral Language/Conversation: Talk About Healthful Foods D: <i>In the Desert</i>: Oral Language/Conversation: Talk About Adaptations</p> <p>Additionally, each Teaching Card contains a Developing Comprehension section. Suggestions are given to help the students think and have conversations about the text before, during, and after reading.</p>

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<p><b>Reading: Literature</b> <b>Key Ideas and Details</b></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>A: <i>The Rabbit House</i>: Comprehension Strategy: Recognizing Sequence A: <i>Up!</i>: Comprehension Strategy: Recognizing Setting C: <i>Mrs. Cat Goes Shopping</i>: Comprehension Strategy: Recognizing Sequence C: <i>Pig Played</i>: Comprehension Strategy: Recognizing Setting D: <i>Farm Helpers</i>: Comprehension Strategy: Recognizing Setting D: <i>Ice Cream</i>: Comprehension Strategy: Recognizing Story Structure D: <i>Sand Animals</i>: Comprehension Strategy: Recognizing Setting D: <i>Who is Getting Married</i>: Developing Comprehension: Thinking Within the Text: <i>Tina’s Taxi</i>: Developing Comprehension: Recognizing Sequence of Events E: <i>Let’s Play in the Forest While the Wolf Is Not Around!</i>: Developing Comprehension: Recognizing Story Structure E: <i>My New School</i>: Developing Comprehension: Setting</p>
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	<p>F: <i>Biscuit</i>: Developing Comprehension: Analyzing Character          F: <i>Tina’s Taxi</i>: Developing Comprehension: Recognizing Sequence of Events          G: <i>Clifford Makes the Team</i>: Developing Comprehension: Understanding Character          G: <i>Lost and Found</i>: Developing Comprehension: Understanding Plot          G: <i>Mousetrap</i>: Developing Comprehension: Understanding Setting          G: <i>Vegetable Soup</i>: Developing Comprehension: Recognizing Sequence          H: <i>Captain Cat</i>: Developing Comprehension: Recognizing Setting          H: <i>Just Me and My Dad (Little Critter)</i>: Developing Comprehension: Using Picture Clues          I: <i>Dragon Gets By</i>: Developing Comprehension: Understanding Sequence          I: <i>Henry and Mudge and the Funny Lunch</i>: Developing Comprehension: Understanding Plot          I: <i>The Very Busy Spider</i>: Developing Comprehension: Recognizing Story Structure          I: <i>Who Wants a Ride?</i> : Developing Comprehension: Using Picture Clues          I: <i>Willie’s Wonderful Pet</i>: Developing Comprehension: Understanding Sequence</p> <p>Teacher’s Guide: Guidelines for Assessing Reading Comprehension Through Retelling (pp. 90-93)</p>
<p><b>Craft and Structure</b>          4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.          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.          6. Identify who is telling the story at various points in a text.</p>	<p>The Scholastic Guided Reading Program provides a wide variety of fiction and nonfiction genres and text types. (Teacher’s Guide pages 36-39)          Each Teaching Card identifies the genre/text type of that particular book.          For example:          A: <i>Let’s Go</i>: Developing Comprehension: Understanding Genre: Fantasy          A: <i>My Mom</i>: Realistic Fiction/Picture Book          A: <i>Sea Animals</i>: Informational Text/Picture Book          B: <i>Color It Blue</i>: Informational Text/Picture Book          B: <i>Party Time</i>: Fantasy: Series Book          B: <i>School Fun</i>: Realistic Fiction/Picture Book          C: <i>All Kinds of Pets</i>: Realistic Fiction/Picture Book          C: <i>Is It a Baby Animal?</i> Informational Text/Picture Book          C: <i>Sleepy Bear</i>: Fantasy: Picture Book          C: <i>Let’s Eat</i>: Developing Comprehension: Understanding Genre: Fantasy          D: <i>At the Toy Shop</i>: Fantasy: Picture Book          D: <i>In the Desert</i>: Informational Book/Picture Book          D: <i>Sand Animals</i>: Realistic Fiction: Picture Book          E: <i>Fish</i>: Informational Book/Picture Book          E: <i>I Love Rainy Days</i>: Fantasy/Series Book          F: <i>My River</i>: Developing Comprehension: Understanding Genre: Fantasy          F: <i>A Day With Paramedics</i>: Informational Text/Picture Book          G: <i>Wake Up, Little Mouse!</i>: Developing Comprehension: Distinguishing Fantasy from</p>

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	<p>Reality            G: <i>A City Park</i>: Informational Text/Picture Book            H: <i>Captain Cat</i>: Fantasy/Picture Book            H: <i>The Story of Henny Penny</i>: Folktale/Picture Book            I: <i>Hi! Fly Guy</i>: Developing Comprehension: Distinguishing Fantasy from Reality            I: <i>Now I Know: Butterflies</i>: Developing Comprehension: Understanding Genre: Informational Text</p>
<p><b>Integration of Knowledge and Ideas</b>            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>A: <i>Butterfly</i>: Developing Comprehension: Thinking About the Text            A: <i>The Rabbit House</i>: Developing Comprehension: Recognizing Sequence            A: <i>Up!</i>: Developing Comprehension: Recognizing Setting            B: <i>Party Time</i>: Developing Comprehension: Using Pictures            B: <i>Buster and Ziggy</i>: Developing Comprehension: Compare and Contrast            C: <i>Mrs. Cat Goes Shopping</i>: Developing Comprehension: Recognizing Sequence            C: <i>Pig Played</i>: Developing Comprehension: Recognizing Setting            C: <i>Ready Freddy</i>: Developing Comprehension: Using Pictures Details            C: <i>The Sky</i>: Developing Comprehension: Using Picture Details            D: <i>Farm Helpers</i>: Developing Comprehension: Recognizing Setting            D: <i>Ice Cream</i>: Developing Comprehension: Recognizing Story Structure            E: <i>Eat Your Peas, Louise!</i>: Developing Comprehension: Using Pictures            E: <i>Let's Play in the Forest While the Wolf Is Not Around!</i>: Developing Comprehension: Recognizing Story Structure            E: <i>My New School</i>: Developing Comprehension: Setting            F: <i>Biscuit</i>: Developing Comprehension: Analyzing Character            F: <i>Tina's Taxi</i>: Developing Comprehension: Recognizing Sequence of Events            G: <i>Clifford Makes the Team</i>: Developing Comprehension: Understanding Character            G: <i>Lost and Found</i>: Developing Comprehension: Understanding Plot            G: <i>Mousetrap</i>: Developing Comprehension: Understanding Setting            G: <i>Vegetable Soup</i>: Developing Comprehension: Recognizing Sequence            H: <i>Captain Cat</i>: Developing Comprehension: Recognizing Setting            H: <i>Just Me and My Dad (Little Critter)</i>: Developing Comprehension: Using Picture Clues            I: <i>Dragon Gets By</i>: Developing Comprehension: Understanding Sequence            I: <i>Henry and Mudge and the Funny Lunch</i>: Developing Comprehension: Understanding Plot            I: <i>The Very Busy Spider</i>: Developing Comprehension: Recognizing Story Structure            I: <i>Who Wants a Ride?</i>: Developing Comprehension: Using Picture Clues            I: <i>Willie's Wonderful Pet</i>: Developing Comprehension: Understanding Sequence</p>
<p><b>Range of Reading and Level of Text Complexity</b>            10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Guided Reading levels A-I are included for grade 1. Guided Reading gives students the opportunity to read a wide variety of quality texts within many levels and genres.</p>

Level A books include picture books without words, some with simple labels or captions, and some with as many as five or six words, often on one line. These books generally have clear, easy-to-read print with generous space between words. For example:

A: *Sea Animals*

A: *The Store*

Level B books generally have simple story lines or a single idea. Books have one or two lines of print on a page with somewhat longer sentences, and a variety of punctuation. There is direct correspondence between text and pictures. For example:

B: *Color It Blue*

B: *Polar Bears*

Level C books generally have more words and lines of print than earlier levels. Although some have some repeating language patterns, there is a shift to more varied patterns. Many high frequency words are included, as well as easily decodable words. For example:

C: *Is It a Baby Animal?*

C: *The Sky*

Level D books generally have topics that are familiar to most children, but also include some abstract or unfamiliar ideas. Some sentences are carried over to the next page and a full range of punctuation is used. There are more compound words, multisyllabic words, and words with a variety of inflectional endings. For example:

D: *In the Desert*

D: *Meet the Big Cats!*

Level E books have either more pages or more lines of text per page than earlier levels. Some sentences carry over several pages and a wide range of punctuation is used. Stories have more or longer episodes and there are more multisyllabic and compound words at this level. For example:

E: *I Love Rainy Days*

E: *Sammy the Turtle*

Level F books usually have either more story episodes or contain some unusual language patterns. Closer attention to print is required since language patterns are more characteristic of written language than of spoken language. Some have smaller print and most have many new words. For example:

F: *Little Bird*

F: *My River*

	<p>Level G books are not usually repetitive. They contain a variety of patterns and knowledge of punctuation is important in understanding what sentences mean and how they should be spoken. Vocabulary is more challenging, with a greater range of words. Concepts and ideas may be less familiar than at previous levels. For example: G: <i>Lost and Found</i> G: <i>Mousetrap</i></p> <p>Level H books are similar in difficulty to level G, but Level H has a wider variety, including books with poetic or literary language. The vocabulary is expanded and includes words that are less frequently used in oral language. For example: H: <i>Captain Cat</i> H: <i>I Need a Lunchbox</i></p> <p>Level I books are generally longer and more complex. The size of print is smaller and there are many more lines of print on the page. Books have longer sentences and paragraphs. There are many more multisyllabic words, requiring complex word-solving skills. Events are more highly elaborated and illustrations enhance the story, but provide low support for understanding meaning. For example: I: <i>Dragon Gets By</i> I: <i>Small Pig</i></p>
<p><b>Reading: Informational Text</b> <b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions about key details in a text.</li> <li>2. Identify the main topic and retell key details of a text.</li> <li>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ol>	<p>Each Teaching Card contains a “Thinking Within Text” section which provides teachers with ideas to help students determine central ideas or themes of a text and to summarize key supporting details and ideas. For example: A: <i>The Store</i>: Developing Comprehension: Thinking Within the Text B: <i>Color It Blue</i>: Developing Comprehension: Thinking Within the Text C: <i>The Sky</i>: Developing Comprehension: Thinking Within the Text D: <i>Meet the Big Cats</i>: Thinking Within the Text: summarizing information, categorizing facts E: <i>Fruit Trees</i>: Developing Comprehension: Understanding Main Idea and Details F: <i>A Day With Paramedics</i>: Developing Comprehension: Thinking Within the Text G: <i>A City Park</i>: Developing Comprehension: Thinking Within the Text; Understanding Main Idea and Details H: <i>Canada</i>: Developing Comprehension: Thinking Within the Text; Noticing Details I: <i>Now I Know: Bears</i>: Developing Comprehension: Thinking Within the Text</p> <p>Teacher’s Guide: Guidelines for Assessing Reading Comprehension Through Retelling (pp. 90-93)</p>
<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Ask and answer questions to help determine or clarify the meaning of</li> </ol>	<p>Each Teaching Card contains a “Thinking About the Text” section which encourages students do go back into the text to answer questions such as, “Why did the author use</p>

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<p>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>pictures with labels on this page?” or “Why do you think the writer chose to use photographs instead of drawings?” Additionally, each card contains a “Vocabulary” section where words for discussion are listed. For example:</p> <p>A: <i>The Store</i>: Developing Comprehension; Developing Phonics and Word-Solving Strategies: Words That Name More Than One; Vocabulary (clothing, list, price, shopping, size)</p> <p>B: <i>Polar Bears</i>: Thinking About the Text; Vocabulary (alike, cold, color, different, fur, move, snowy, weather)</p> <p>C: <i>Is It a Baby Animal?</i>: Thinking About the Text; Vocabulary (adult, animal, baby, care, food, grow, protect, young)</p> <p>D: <i>In the Desert</i>: Thinking About the Text; Vocabulary (adapt, cactus, heat, leaves, live, spines, survive)</p> <p>E: <i>Eat Your Peas, Louise!</i>: Developing Comprehension: Thinking About the Text; Using Pictures</p> <p>F: <i>Popcorn</i>: Developing Comprehension: Thinking About the Text</p> <p>G: <i>Crafts</i>: Developing Comprehension: Thinking About the Text; Using Picture Details</p> <p>H: <i>Just Me and My Dad</i>: Developing Comprehension: Using Picture Clues; Thinking About the Text</p> <p>I: <i>Now I Know: Butterflies</i>: Developing Comprehension: Understanding Genre: Informational Text; Thinking About the Text</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>7. Use the illustrations and details in a text to describe its key ideas.</p> <p>8. Identify the reasons an author gives to support points in a text.</p> <p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Each Teaching Card contains a “Thinking Beyond the Text” section which helps students begin to integrate and evaluate content presented.</p> <p>A: <i>Sea Animals</i>: Using Photograph Details; Thinking Beyond the Text</p> <p>B: <i>Color It Blue</i>: Thinking Beyond the Text</p> <p>C: <i>Is It a Baby Animal?</i>: Developing Comprehension: Thinking About the Text (details in photographs)</p> <p>C: <i>The Sky</i>: Using Picture Details; Thinking Beyond the Text (Why do you think the author uses pictures of the same place?)</p> <p>D: <i>Meet the Big Cats</i>: Using Picture Details; Thinking Beyond the Text</p> <p>E: <i>Fruit Trees</i>: Understanding Main Idea and Details; Thinking Beyond the Text</p> <p>F: <i>A Day With Paramedics</i>: Using Photographs; Thinking Beyond the Text</p> <p>G: <i>A City Park</i>: Understanding Main Idea and Details; Thinking Beyond the Text</p> <p>H: <i>Now I Know: What’s Under the Ocean?</i> : Thinking Beyond the Text</p> <p>I: <i>Who Wants a Ride?</i> : Understanding Picture Clues; Thinking Beyond the Text</p> <p>Additionally, each Teaching Card contains a “Connecting to Everyday Literacy” section. This section connects the literature selection to other expository, persuasive, or procedural texts.</p>

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**Range of Reading and Level of Text Complexity**

10. With prompting and support, read informational texts appropriately complex for grade 1.

During guided reading groups, students are engaged in meaningful conversations about what they are reading, and employ a wide range of word-solving strategies to figure out words that are embedded in different kinds of texts. Texts are often revisited with the teacher to demonstrate and use a range of reading strategies. Books are matched to students so that they offer just enough challenge to support problem solving while still supporting fluency and meaning.

Level A books include picture books without words, some with simple labels or captions, and some with as many as five or six words, often on one line. These books generally have clear, easy-to-read print with generous space between words.

A: *Sea Animals*

A: *The Store*

Level B books generally have simple story lines or a single idea. Books have one or two lines of print on a page with somewhat longer sentences, and a variety of punctuation. There is direct correspondence between text and pictures.

B: *Color It Blue*

B: *Polar Bears*

Level C books generally have more words and lines of print than earlier levels. Although some have some repeating language patterns, there is a shift to more varied patterns. Many high frequency words are included, as well as easily decodable words.

C: *Is It a Baby Animal?*

C: *The Sky*

Level D books generally have topics that are familiar to most children, but also include some abstract or unfamiliar ideas. Some sentences are carried over to the next page and a full range of punctuation is used. There are more compound words, multisyllabic words, and words with a variety of inflectional endings.

D: *In the Desert*

D: *Meet the Big Cats!*

Level E books have either more pages or more lines of text per page than earlier levels. Some sentences carry over several pages and a wide range of punctuation is used. Informational books have more difficult ideas and concepts and there are more multisyllabic and compound words at this level. For example:

E: *Fish*

E: *Fruit Trees*

Level F books contain some unusual language patterns. Closer attention to print is

required since language patterns are more characteristic of written language than of spoken language. Many have some concepts unfamiliar to children and some are even abstract, requiring reflection. For example:

F: *Does a Kangaroo Have a Mother, Too?*

F: *Popcorn*

Level G books are not usually repetitive. They contain a variety of patterns and knowledge of punctuation is important in understanding what sentences mean and how they should be spoken. Vocabulary is more challenging, with a greater range of words. Concepts and ideas may be less familiar than at previous levels. For example:

G: *Crafts*

G: *A City Park*

Level H books are similar in difficulty to level G, but Level H has a wider variety. The vocabulary is expanded and includes words that are less frequently used in oral language. For example:

H: *Now I Know: What's Under the Ocean?*

H: *Canada*

Level I books are generally longer and more complex. Books have longer sentences and paragraphs. There are many more multisyllabic words, requiring complex word-solving skills. Informational books contain technical language. For example:

I: *Now I Know: Butterflies*

I: *Now I Know: Bears*

**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).

Level A books generally have clear, easy-to-read print with generous space between words. These simple formats enable young children to focus on print and reading from left to right. Level B books usually contain easy to read print with adequate space between words so that children can point to words as they read. For example:

A: *My Mom*: Developing Print Awareness

A: *Let's Go!*: Supportive Book Features: Text

B: *Building Blocks*: Supportive Text Features: Text

B: *Buster and Ziggy*: Challenging Book Features: Text

E: *Eat Your Peas, Louise!*: Phonic and Word Study: End Punctuation

F: *Biscuit*: Phonics and Word Study: Reading Punctuation

F: *Don't Be Late!*: Phonics and Word Study: Exclamation Points

G: *Crafts*: Phonics and Word Study: Question Sentences

H: *Captain Cat*: Phonics and Word Study: Exclamatory Sentences

H: *Mom's Secret*: Developing Comprehension: Using Punctuation

H: *The Story of Henny Penny*: Phonics and Word Study: Recognizing Questions and Exclamation



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	I: <i>Now I Know: Butterflies</i> : Phonics and Word Study: Reading Punctuation
<p><b>Phonological Awareness</b>                  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>	A: <i>The Three Frogs</i> : Developing Phonics and Word-Solving Strategies: Phonogram – op B: <i>School Fun</i> : Developing Phonics and Word-Solving Strategies D: <i>In the Desert</i> : Developing Phonics and Word-Solving Strategies: One- and Two-Syllable Words D: <i>Sand Animals</i> : Developing Phonics and Word-Solving Strategies: Words With Short Vowels e and a E: <i>Bell</i> : Developing Phonics and Word-Solving Strategies: Words With Short Vowel i E: <i>Fish</i> : Developing Phonics and Word-Solving Strategies: Short Vowel i E: <i>Fruit Trees</i> : Developing Phonics and Word-Solving Strategies: Consonant Blends E: <i>I Love Rainy Days!</i> : Developing Phonics and Word-Solving Strategies: Words With Long a F: <i>A Color of His Own</i> : Developing Phonics and Word-Solving Strategies: Consonant Blends F: <i>Does a Kangaroo Have a Mother, Too?</i> : Developing Phonics and Word-Solving Strategies: Ending Consonants F: <i>Little Bird</i> : Developing Phonics and Word-Solving Strategies: Consonant Blends F: <i>My River</i> : Developing Phonics and Word-Solving Strategies: Words With Long i F: <i>Tina’s Taxi</i> : Developing Phonics and Word-Solving Strategies: Short Vowels G: <i>Clifford Makes the Team</i> : Developing Phonics and Word-Solving Strategies: Short a G: <i>Our Tree House</i> : Developing Phonics and Word-Solving Strategies: Consonant Blends H: <i>Canada</i> : Developing Phonics and Word-Solving Strategies: Consonant Blends H: <i>Inside Mouse, Outside Mouse</i> : Developing Phonics and Word-Solving Strategies: Consonant Blends H: <i>Just Me and My Dad</i> : Developing Phonics and Word-Solving Strategies: Short Vowel Sounds H: <i>Now I Know: What’s Under the Ocean?</i> : Developing Phonics and Word-Solving Strategies: Consonant Blends I: <i>The Very Busy Spider</i> : Developing Phonics and Word-Solving Strategies: Initial Consonant Blends
<p><b>Phonics and Word Recognition</b>                  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</p>	A: <i>Butterfly</i> : Developing Phonics and Word-Solving Strategies: Initial Consonants A: <i>The Rabbit House</i> : Developing Phonics and Word-Solving Strategies; Initial Sounds A: <i>Time for Bed</i> : Developing Phonics and Word-Solving Strategies : Pictures and Word Structure (/p/) A: <i>Up!</i> : Developing Phonics and Word-Solving Strategies: Words With Short u

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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 words into syllables.  
Read words with inflectional endings.  
Recognize and read grade-appropriate irregularly spelled words.

B: *Party Time*: Developing Phonics and Word-Solving Strategies: Initial Consonants  
 B: *Polar Bears*: Developing Phonics and Word-Solving Strategies: Words With Short i  
 B: *School Fun*: Developing Phonics and Word-Solving Strategies: Words With Consonants  
 C: *Is It a Baby Animal?*: Developing Phonics and Word-Solving Strategies: Beginning and Ending Sounds  
 C: *Mrs. Cat Goes Shopping*: Developing Phonics and Word-Solving Strategies: Words With Short a  
 C: *Pig Played*: Developing Phonics and Word-Solving Strategies: Short Vowels i and u  
 C: *Under the Umbrella*: Developing Phonics and Word-Solving Strategies: Initial Sounds  
 D: *A Day at the Beach*: Developing Phonics and Word-Solving Strategies: Initial Consonant t  
 D: *Farm Helpers*: Developing Phonics and Word-Solving Strategies: Words With Long e  
 D: *In the Desert*: Developing Phonics and Word-Solving Strategies: One- and Two-Syllable Words  
 D: *Who is Getting Married?*: Developing Phonics and Word-Solving Strategies: Words With Short e  
 E: *Bell*: Developing Phonics and Word-Solving Strategies: Words With Short Vowel i  
 E: *Collections*: Developing Phonics and Word-Solving Strategies: Compound Words  
 E: *Fish*: Developing Phonics and Word-Solving Strategies: Short Vowel i  
 E: *Fruit Trees*: Developing Phonics and Word-Solving Strategies: Consonant Blends  
 E: *I Love Rainy Days!*: Developing Phonics and Word-Solving Strategies: Words With Long a  
 E: *Let's Play in the Forest While the Wolf is Not Around!*: Developing Phonics and Word-Solving Strategies: Words With -ing  
 E: *Ring! Ring!*: Developing Phonics and Word-Solving Strategies: Words With Digraphs  
 E: *Sammy the Turtle*: Developing Phonics and Word-Solving Strategies: Words with r-Controlled Vowels  
 F: *A Color of His Own*: Developing Phonics and Word-Solving Strategies: Consonant Blends  
 F: *Does a Kangaroo Have a Mother, Too?*: Developing Phonics and Word-Solving Strategies: Ending Consonants  
 F: *Little Bird*: Developing Phonics and Word-Solving Strategies: Consonant Blends  
 F: *My River*: Developing Phonics and Word-Solving Strategies: Words With Long i  
 F: *Small Treasures*: Developing Phonics and Word-Solving Strategies: Words With -or

	<p>F: <i>Tina’s Taxi</i>: Developing Phonics and Word-Solving Strategies: Short Vowels  G: <i>Clifford Makes the Team</i>: Developing Phonics and Word-Solving Strategies: Short a  G: <i>Mousetrap</i>: Developing Phonics and Word-Solving Strategies: Words With oo  G: <i>Our Tree House</i>: Developing Phonics and Word-Solving Strategies: Consonant Blends  G: <i>The New Car</i>: Developing Phonics and Word-Solving Strategies: Reading Action Words with -ed  H: <i>Canada</i>: Developing Phonics and Word-Solving Strategies: Consonant Blends  H: <i>Inside Mouse, Outside Mouse</i>: Developing Phonics and Word-Solving Strategies: Consonant Blends  H: <i>Just Me and My Dad</i>: Developing Phonics and Word-Solving Strategies: Short Vowel Sounds  H: <i>Now I Know: What’s Under the Ocean?</i>: Developing Phonics and Word-Solving Strategies: Consonant Blends  H: <i>Too Late Harry</i>: Developing Phonics and Word-Solving Strategies: Long a: Consonant + Final –e Pattern  I: <i>Dragon Gets By</i>: Developing Phonics and Word-Solving Strategies: Compound Words  I: <i>Henry and Mudge and the Funny Lunch</i>: Developing Phonics and Word-Solving Strategies: Compound Words  I: <i>Now I Know: Bears</i>: Developing Phonics and Word-Solving Strategies: Words With r-Controlled Vowels  I: <i>Small Pig</i>: Developing Phonics and Word-Solving Strategies: Compound Words  I: <i>The Very Busy Spider</i>: Developing Phonics and Word-Solving Strategies: Initial Consonant Blends</p>
<p><b>Fluency</b>  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>Each Teaching Card contains a “Developing Fluency” section with suggested activities to practice fluency with that particular text. For example:  A: <i>Sea Animals</i>: Developing Fluency (model fluent reading; students reread with partners)  B: <i>My Cat</i>: Developing Fluency (model reading each page with proper pace; students read with teacher and work at matching vocal rate to an appropriate rate)  C: <i>My Costume</i>: Developing Fluency (choral reading; partner reading)  D: <i>Farm Helpers</i>: Developing Fluency (model fluent reading, voice rising at end of a question and dropping at end of a statement; students read with teacher; students read with partners)  E: <i>Fish</i>: Developing Fluency (echo reading, emphasize proper phrasing and intonation)  F: <i>Does a Kangaroo Have a Mother, Too?</i> : Developing Fluency (2 groups of students alternate reading text on top of page/text on bottom , paying attention to punctuation as they read aloud)  G: <i>Crafts</i>: Developing Fluency (model reading of question-and-answer patterns; model</p>

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	<p>proper intonation and expression; students repeat sentences)  H: <i>I Need a Lunch Box</i>: Developing Fluency (echo reading; emphasize proper phrasing, paying special attention to commas in a series and other punctuation)  I: <i>Who Wants a Ride?</i>: Developing Fluency (model, then students re-read in pairs)</p>
<p><b>Language</b>  <b>Conventions of Standard English</b>  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>A: <i>Let’s Go</i>: Developing Phonics and Word-Solving Strategies: Telling Sentences  A: <i>The Store</i>: Developing Phonics and Word-Solving Strategies: Words that Name More Than One  B: <i>Building Blocks</i>: Developing Phonics and Word-Solving Strategies: Telling Sentences  C: <i>Let’s Eat</i>: Developing Phonics and Word-Solving Strategies: Proper Nouns  C: <i>My Costume</i>: Developing Phonics and Word-Solving Strategies: Punctuation  C: <i>Ready Freddy</i>: Developing Phonics and Word-Solving Strategies: Punctuation  D: <i>At the Toy Shop</i>: Developing Phonics and Word-Solving Strategies: Action Words  D: <i>The Band</i>: Developing Phonics and Word-Solving Strategies: End Punctuation  D: <i>Little Piglets</i>: Developing Phonics and Word-Solving Strategies: Plurals  E: <i>My New School</i>: Developing Phonics and Word-Solving Strategies: Action Words  F: <i>Biscuit</i>: Developing Phonics and Word-Solving Strategies: Reading Punctuation  F: <i>Don’t Be Late</i>: Developing Phonics and Word-Solving Strategies: Exclamation Points  F: <i>Popcorn</i>: Developing Phonics and Word-Solving Strategies: Words That Describe  G: <i>Crafts</i>: Developing Phonics and Word-Solving Strategies: Question Sentences  G: <i>Wake Up, Little Mouse!</i>: Developing Phonics and Word-Solving Strategies: Exclamatory Sentences  H: <i>Captain Cat</i>: Developing Phonics and Word-Solving Strategies: Exclamatory Sentences  H: <i>The Story of Henny Penny</i>: Developing Phonics and Word-Solving Strategies: Recognizing Questions and Exclamations  I: <i>Who Wants a Ride?</i>: Developing Phonics and Word-Solving Strategies: Action Words</p> <p>Students are provided opportunities to demonstrate their command of the conventions of standard English grammar and usage when participating in the Oral Language/Conversation, Making Connections, and Extending Meaning Through Writing suggestions provided on each Teaching Card. For example:  A: <i>The Store</i>: Making Connections: Text to Self (describe the clothing they are wearing); Oral Language/Conversation (discuss shopping and how they might prepare to go shopping); Extending Meaning Through Writing (write a descriptive sentence about an article of clothing, cut pictures from catalogs to form a clothing collage and label each piece of clothing)</p>

	<p>B: <i>Polar Bears</i>: Making Connections: Text to World (students tell what they know about bear characteristics); Oral Language/Conversation (students compare and contrast polar bears with other animals they know); Extending Meaning Through Writing (use sentence frame to write a factual sentence; write what a polar bear might be saying in the picture)</p> <p>E: <i>Fruit Trees</i>: Making Connections: Text to Self (discuss favorite fruits, different fruits they have tried); Oral Language/Conversation: Talk About a Healthy Diet; Extending Meaning Through Writing (write sentences describing favorite fruit; write a list of all the fruit they have tasted)</p> <p>G: <i>Mousetrap</i>: Making Connections: Text to Text (identify and discuss stories, poems and nursery rhymes that have mouse characters); Oral Language/Conversation: Talk About Danger; Extending Meaning Through Writing (describe what the inside of the mouse’s house might look like; brainstorm a list of sound words and write a poem using one of them)</p> <p>I: <i>Who Wants a Ride?</i>: Making Connections: Text to World (discuss how animals carry their young in different ways); Oral Language/Conversation: Talk About Transportation; Extending Meaning Through Writing (write sentences to accompany the illustrations on page 16 following the pattern used on the previous pages; write facts about an animal from the book)</p>
<p><b>Knowledge of Language</b> 3. (Begins in grade 2)</p>	
<p><b>Vocabulary Acquisition and Use</b> 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. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 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). Identify real-life connections between words and their use (e.g., note places at home that are cozy). Distinguish shades of meaning among verbs differing in manner (e.g.,</p>	<p>Each Teaching Card contains a “Vocabulary” section which lists related words for discussion and essential words (at some levels). This helps build rich oral and written vocabulary. For example: A: <i>The Three Frogs</i>: Vocabulary: Related Words for Discussion (drums, instrument, music, violins) B: <i>Party Time</i>: Vocabulary: Related Words for Discussion (balloons, bear, birthday, cake, cat, dog, duck, games, hats party, picnic, rabbit) C: <i>Let’s Eat</i>: Vocabulary: Related Words for Discussion (family, help, prepare, ready, set, together, work) D: <i>Farm Helpers</i>: Vocabulary: Related Words for Discussion (chores, cleaning, organize, sharing, teamwork) E: <i>Bell</i>: Vocabulary: Related Words for Discussion (kind, night, outdoors, pet, shelter) F: <i>A Color of His Own</i>: Related Words for Discussion (autumn, colors, seasons, spring, summer, winter) G: <i>Our Tree House</i>: Related Words for Discussion (belong, club, exclude, gather, join,</p>

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<p>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>meeting, member, share)</p> <p>H: <i>Inside Mouse, Outside Mouse</i>: Related Words for Discussion (animals, details, flowers, furniture, pattern, spider)</p> <p>I: <i>Dragon Gets By</i>: Related Words for Discussion (chores, housework, responsible, shopping, yard work); Essential Words (balanced, diet, dirt, dragon)</p>
<p><b>Writing</b></p> <p><b>Text Types and Purposes</b></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>Each Teaching Card contains an “Extending Meaning Through Writing” section which includes suggestions for expository writing, narrative writing, graphic aids, lists, labels, letters, or descriptive writing. For example:</p> <p>A: <i>Time for Bed</i>: Extending Meaning Through Writing: Narrative (Students draw a picture of something they like to take to bed with them and fill in the sentence, “I need my_____.”); Label (Students draw pictures of bedroom objects and label each object.)</p> <p>B: <i>Where is Bob?</i> : Extending Meaning Through Writing: Narrative (Students use the story pattern to write and illustrate one more place the girl could have looked for Bob); Descriptive (Students draw a picture of another kind of pet hiding in a special place and write a caption.)</p> <p>C: <i>Pig Played</i>: Extending Meaning Through Writing: Narrative (Students use the sentence frame <i>Pig played</i>_____ to write two sentences about something else Pig did and then illustrate their sentences.); Graphic Aid (Students draw and label pictures of other animals that would live on a farm.)</p> <p>D: <i>Who is Getting Married?</i>: Extending Meaning Through Writing: List (Students make a list of animal guests that might attend the wedding of the mice.); Graphic Aid (Small groups of students make class posters that show a traditional celebration. Students draw and label their pictures.)</p> <p>E: <i>Collections</i>: Extending Meaning Through Writing: List (Students write a list of things they collect or would like to collect.); Letter (Students write a letter to a friend or relative.)</p> <p>F: <i>Biscuit</i>: Extending Meaning Through Writing: Narrative (Students write about another thing that Biscuit wants before he goes to bed, using the pattern used in the book.); Descriptive (Students write a description about how the little girl and Biscuit feel about each other.)</p> <p>G: <i>Wake Up, Little Mouse!</i> : Extending Meaning Through Writing: Descriptive (Students describe their favorite breakfast meal and why they like it.); Narrative</p>

	<p>(Students write sentences based on the story using the cook’s point of view.)</p> <p>H: <i>Just Me and My Dad (Little Critter)</i>: Extending Meaning Through Writing: Narrative (Students write about a time they went camping or slept in a tent in the backyard or make up a story.); Letter (Students write a letter to Little Critter telling him what they liked about the story.)</p> <p>I: <i>Hi! Fly Guy</i>: Extending Meaning Through Writing: Description (Students write a paragraph describing additional tricks Fly Guy could do to show that he is the smartest pet.); Narrative (Students write a short story about another unusual pet that Buzz might have.)</p>
<p><b>Production and Distribution of Writing</b></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 writing as needed.</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>As the teacher feels appropriate, students can be encouraged to produce and publish the writing activities (above) using available digital tools, as well as peer collaboration.</p>
<p><b>Research to Build and Present Knowledge</b></p> <p>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).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Each Teaching Card has a section where teachers guide students to recall information from experiences or other texts in order to make connections to the text they are introducing. For example:</p> <p>A: <i>Up!</i>: Making Connections: Text to World (questions about tree houses, friends, sharing)</p> <p>B: <i>Building Blocks</i>: Making Connections: Text to Self (questions about building with blocks, building materials, colors)</p> <p>C: <i>The Sky</i>: Making Connections: Text to World (questions about the sky, weather)</p> <p>D: <i>Ice Cream</i>: Making Connections: Text to Self (questions about ice cream stores, flavors, manners)</p> <p>E: <i>Eat Your Peas, Louise!</i>: Making Connections: Text to Self (questions about eating a vegetable they didn’t want to eat, healthful foods)</p> <p>F: <i>My River</i>: Making Connections: Text to World (look at photos of rivers and share knowledge about and experiences with rivers)</p> <p>H: <i>The Story of Henny Penny</i>: Making Connections: Text to Text (discuss heroes and lessons from stories previously heard)</p> <p>I: <i>Now I Know: Bears</i>: Making Connections: Text to World (discuss details about how real bears live, bears students have seen from books, television, movies, or zoos)</p> <p>Additionally, each Teaching Card provides additional internet resources on each text’s subject. Students can gather information from this additional source. For example:</p> <p>G: <i>Crafts</i>: Connecting to Everyday Literacy: A website for real world procedural text</p>

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	<p>is supplied so students can follow steps to complete a project.</p> <p>H: <i>Just Me and My Dad</i>: Connecting to Everyday Literacy: Students review real-world procedural text, such as manuals or books that explain how to make something, then explore more procedural text at the suggested web page.</p> <p>I: <i>Young Cam Hansen and the Baseball Mystery</i>: Connecting to Everyday Literacy: A website is suggested for procedural text on memory games. Students can read and follow the directions.</p>
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b></p> <p>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.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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>Oral Language/Conversation is a section on each Teaching Card. This section gives teachers ideas to encourage student conversation in large and small groups. For example:</p> <p>A: <i>My Mom</i>: Oral language/Conversation: Talk About Activities          B: <i>Buster and Ziggy</i>: Oral Language/Conversation: Talk About Dogs          C: <i>Mrs. Cat Goes Shopping</i>: Oral Language/Conversation: Talk About Healthful Foods          D: <i>In the Desert</i>: Oral Language/Conversation: Talk About Adaptations          E: <i>I Love Rainy Days</i>: Oral Language/Conversation: Talk About Being Bored          F: <i>Does a Kangaroo Have a Mother, Too?</i>: Oral Language/Conversation: Talk About Habitats          G: <i>Are We There Yet?</i>: Oral Language/Conversation: Talk About Travel Pastimes          H: <i>Larry and Loki</i>: Oral Language/Conversation: Talk About Feeling Sorry          I: <i>Willie’s Wonderful Pet</i>: Oral Language/Conversation: Being Creative</p> <p>Additionally, each Teaching Card contains a Developing Comprehension section. Suggestions are given to help the students think and have conversations about the text before, during, and after reading.</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation.</p>	<p>F: <i>Popcorn</i>: Developing Phonics and Word-Solving Strategies: Words That Describe          I: <i>Who Wants a Ride?</i>: Developing Phonics and Word-Solving Strategies: Action Words</p> <p>Additionally, each Teaching Card includes suggestions to extend meaning through writing. Many of these activities include instructions to make visual displays (brochures, graphic organizers) or draw pictures or diagrams. Other writing activities encourage students to participate in descriptive writing. For example:</p> <p>E: <i>Fruit Trees</i>: Extending Meaning Through Writing (Students draw a picture of their favorite fruit and write a sentence or two describing the fruit.)          F: <i>A Day with Paramedics</i>: Extending Meaning Through Writing (Students write captions to describe what is happening in one of the photographs.)          G: <i>The New Car</i>: Extending Meaning Through Writing (Write and illustrate a simple car ad; Write sentences explaining which car they liked most in the story and why)</p>



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H: *Inside Mouse, Outside Mouse*: Extending Meaning Through Writing (Students draw a picture of something inside and outside of their homes and write descriptive sentences.)  
 I: *Willie’s Wonderful Pet*: Extending Meaning Through Writing (Students create a poster for a pet show, label the pets and write a caption; Students write a description of a pet.)  
 J: *The Rain Came Down*: Extending Meaning Through Writing (Students write a description of a rainbow.)

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**Reading: Literature  
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. 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.

E: *Let’s Play in the Forest While the Wolf Is Not Around!* : Developing Comprehension: Recognizing Story Structure  
 E: *My New School*: Developing Comprehension: Setting  
 F: *Biscuit*: Developing Comprehension: Analyzing Character  
 F: *Tina’s Taxi*: Developing Comprehension: Recognizing Sequence of Events  
 G: *Clifford Makes the Team*: Developing Comprehension: Understanding Character  
 G: *Lost and Found*: Developing Comprehension: Understanding Plot  
 G: *Mousetrap*: Developing Comprehension: Understanding Setting  
 G: *Vegetable Soup*: Developing Comprehension: Recognizing Sequence  
 H: *Captain Cat*: Developing Comprehension: Recognizing Setting  
 H: *Just Me and My Dad (Little Critter)*: Developing Comprehension: Using Picture Clues  
 I: *Dragon Gets By*: Developing Comprehension: Understanding Sequence  
 I: *Henry and Mudge and the Funny Lunch*: Developing Comprehension: Understanding Plot  
 H: *The Story of Henny Penny* (folktale)  
 I: *The Very Busy Spider*: Developing Comprehension: Recognizing Story Structure  
 I: *Who Wants a Ride?* : Developing Comprehension: Using Picture Clues  
 I: *Willie’s Wonderful Pet*: Developing Comprehension: Understanding Sequence  
 J: *Have You Seen Duck?* : Developing Comprehension: Understanding Character  
 J: *Story Country*: Developing Comprehension: Recognizing Story Sequence  
 K: *Andy Shane and the Queen of Egypt*: Developing Comprehension: Understanding Character  
 K: *Chicks and Salsa*: Developing Comprehension: Understanding Setting  
 K: *Earl the Squirrel*: Developing Comprehension: Understanding Plot  
 K: *One Nosy Pup*: Developing Comprehension: Understanding Problems and Solutions  
 L: *Cam Jansen and the Chocolate Fudge Mystery*: Developing Comprehension:

	<p>Problem and Solution  L: <i>Stand Tall, Molly Lou Melon</i>: Developing Comprehension: Understanding Theme  L: <i>The Subway Mouse</i>: Developing Comprehension: Understanding Problem and Solution  M: <i>Class President (Marvin Redpost)</i>: Developing Comprehension: Understanding Character  M: <i>Goldilocks and the Three Bears</i>: Developing Comprehension: Recognizing Sequence; folktale  N: <i>Blizzard of the Blue Moon (Magic Tree House)</i>: Developing Comprehension: Understanding Plot  N: <i>Brand-new School, Brave New Ruby (Ruby and the Booker Boys)</i>: Developing Comprehension: Understanding Sequence  N: <i>I Lost My Tooth in Africa</i>: Developing Comprehension: Understanding Sequence  N: <i>Why Mosquitoes Buzz in People's Ears</i> (folktale)</p> <p>Teacher's Guide: Guidelines for Assessing Reading Comprehension Through Retelling (pp. 90-93)</p>
<p><b>Craft and Structure</b>  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>F: <i>A Color of His Own</i>: Developing Comprehension: Reading Dialogue  K: <i>The Principal from the Black Lagoon</i>: Developing Comprehension: Recognizing Point of View  L: <i>Whales Passing</i>: Developing Comprehension: Recognizing Point of View  N: <i>The Phantom Mudder (Jack Russell: Dog Detective)</i>: Developing Comprehension: Recognizing Point of View</p>
<p><b>Integration of Knowledge and Ideas</b>  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>E: <i>Eat Your Peas, Louise!</i>: Developing Comprehension: Using Pictures  E: <i>Let's Play in the Forest While the Wolf Is Not Around!</i>: Developing Comprehension: Recognizing Story Structure  E: <i>My New School</i>: Developing Comprehension: Setting  F: <i>Biscuit</i>: Developing Comprehension: Analyzing Character  F: <i>Tina's Taxi</i>: Developing Comprehension: Recognizing Sequence of Events  G: <i>Clifford Makes the Team</i>: Developing Comprehension: Understanding Character  G: <i>Lost and Found</i>: Developing Comprehension: Understanding Plot  G: <i>Mousetrap</i>: Developing Comprehension: Understanding Setting  G: <i>Vegetable Soup</i>: Developing Comprehension: Recognizing Sequence  H: <i>Captain Cat</i>: Developing Comprehension: Recognizing Setting  H: <i>Just Me and My Dad (Little Critter)</i>: Developing Comprehension: Using Picture Clues  I: <i>Dragon Gets By</i>: Developing Comprehension: Understanding Sequence</p>

I: *Henry and Mudge and the Funny Lunch*: Developing Comprehension: Understanding Plot  
 I: *The Very Busy Spider*: Developing Comprehension: Recognizing Story Structure  
 I: *Who Wants a Ride?* : Developing Comprehension: Using Picture Clues  
 I: *Willie’s Wonderful Pet*: Developing Comprehension: Understanding Sequence  
 J: *Have You Seen Duck?* : Developing Comprehension: Understanding Character  
 J: *The Wrong-way Rabbit*: Developing Comprehension: Using Illustrations  
 K: *10 Fat Turkeys*: Developing Comprehension: Using Illustrations  
 K: *Andy Shane and the Queen of Egypt*: Developing Comprehension: Understanding Character  
 K: *Chicks and Salsa*: Developing Comprehension: Understanding Setting  
 K: *Earl the Squirrel*: Developing Comprehension: Understanding Plot  
 K: *One Nosy Pup*: Developing Comprehension: Understanding Problems and Solutions  
 L: *Cam Jansen and the Chocolate Fudge Mystery*: Developing Comprehension: Problem and Solution  
 L: *The Subway Mouse*: Developing Comprehension: Understanding Problem and Solution  
 L: *Tony Boloney*: Developing Comprehension: Using Illustrations  
 M: *Class President (Marvin Redpost)*: Developing Comprehension: Understanding Character  
 N: *Blizzard of the Blue Moon (Magic Tree House)*: Developing Comprehension: Understanding Plot

**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.

Guided Reading levels E-N are included for grade 2. Guided Reading gives students the opportunity to read a wide variety of quality texts within many levels and genres.

Level E books have either more pages or more lines of text per page than earlier levels. Some sentences carry over several pages and a wide range of punctuation is used. Stories have more or longer episodes and there are more multisyllabic and compound words at this level. For example:

E: *I Love Rainy Days*  
 E: *Sammy the Turtle*

Level F books usually have either more story episodes or contain some unusual language patterns. Closer attention to print is required since language patterns are more characteristic of written language than of spoken language. Some have smaller print and most have many new words. For example:

F: *Little Bird*  
 F: *My River*

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Level G books are not usually repetitive. They contain a variety of patterns and knowledge of punctuation is important in understanding what sentences mean and how they should be spoken. Vocabulary is more challenging, with a greater range of words. Concepts and ideas may be less familiar than at previous levels. For example:

G: *Lost and Found*

G: *Mousetrap*

Level H books are similar in difficulty to level G, but Level H has a wider variety, including books with poetic or literary language. The vocabulary is expanded and includes words that are less frequently used in oral language. For example:

H: *Captain Cat*

H: *I Need a Lunchbox*

Level I books are generally longer and more complex than earlier levels. The size of print is smaller and there are many more lines of print on the page. Books have longer sentences and paragraphs. There are many more multisyllabic words, requiring complex word-solving skills. Events are more highly elaborated and illustrations enhance the story, but provide low support for understanding meaning. For example:

I: *Dragon Gets By*

I: *Small Pig*

Level J books include beginning chapter books with complex narratives and memorable characters. The amount of print varies, some with full pages of text and few illustrations. The difficulty of language varies. Some books contain easy and familiar language while others contain literary language or other challenges. For example:

J: *Henry and Mudge and the Best Day of All*

J: *Hippo and Rabbit in Three Short Tales*

Level K books include longer chapter books with memorable characters and illustrations that enhance meaning. Stories have multiple episodes related to a single plot. Some stories deal with times, places, or characters outside children's experience. For example:

K: *Andy Shane and the Queen of Egypt*

K: *Chicks and Salsa*

Reading behaviors for Level L are generally the same as for Level K except they are applied to longer and/or more complex books. There is a greater variety of texts. Chapter books have more sophisticated plots and characters that are developed throughout the text. Some books have abstract or symbolic themes that require higher-level conceptual understandings. For example:

	<p>L: <i>Ricky Ricotta’s Mighty Robot vs. the Uranium Unicorns from Uranus</i> L: <i>Worms for Lunch?</i></p> <p>Level M books have a variety of formats and topics vary widely. Literary selections have complex language and subtle meanings that require interpretation. Chapter books are longer with few pictures. M: <i>The Case of the Groaning Ghost (A Jigsaw Jones Mystery)</i> M: <i>No Messin’ with My Lesson (Katie Kazoo, Switcheroo)</i></p> <p>The Level N collection includes longer texts in a variety of genres. Some chapter books present memorable characters developed through literary devices such as humor, irony, and whimsy. Some Level N books also contain some shorter selections that provide opportunity to interpret texts and go beyond them. Vocabulary continues to expand. For example: N: <i>I Lost My Tooth in Africa</i> N: <i>Why Mosquitoes Buzz in People’s Ears</i></p>
<p><b>Reading: Informational Text</b> <b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</li> <li>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ol>	<p>Each Teaching Card contains a “Thinking Within Text” section which provides teachers with ideas to help students determine central ideas or themes of a text and to summarize key supporting details and ideas. For example: E: <i>Fruit Trees</i>: Developing Comprehension: Understanding Main Idea and Details F: <i>A Day With Paramedics</i>: Developing Comprehension: Thinking Within the Text G: <i>A City Park</i>: Developing Comprehension: Thinking Within the Text; Understanding Main Idea and Details H: <i>Canada</i>: Developing Comprehension: Thinking Within the Text; Noticing Details I: <i>Now I Know: Bears</i>: Developing Comprehension: Thinking Within the Text J: <i>Log Hotel</i>: Developing Comprehension: Thinking Within the Text K: <i>Endangered Animals</i>: Developing Comprehension: Thinking Within the Text L: <i>Our Earth</i>: Developing Comprehension: Noticing Details M: <i>Baby Animals</i>: Developing Comprehension: Thinking Within the Text N: <i>Young Frederick Douglass: Freedom Fighter</i>: Developing Comprehension: Thinking Within the Text</p> <p>Additionally, each Teaching Card contains a “Connecting to Everyday Literacy” section. Many of the suggested web pages contain real-world procedural texts to extend or expand upon what was presented in the original text.</p>
<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</li> <li>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.</li> </ol>	<p>Each Teaching Card contains a “Thinking About the Text” section which encourages students do go back into the text to answer questions such as, “Why did the author use pictures with labels on this page?” or “Why do you think the writer chose to use photographs instead of drawings?” Additionally, each card contains a “Vocabulary” section where words for discussion are listed. For example:</p>

**Common Core State Standards  
Grade 2**

**SCHOLASTIC GUIDED READING TEXT TYPES**

<p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>H: <i>Now I Know: What's Under the Ocean</i>: Supportive Text Features: glossary; Thinking About the Text I: <i>Now I Know: Butterflies</i>: Supportive Text Features: sidebars, glossary; Developing Comprehension: Understanding Genre: Informational Text; Thinking About the Text I: <i>Now I Know: Bears</i>: Supportive Text Features: glossary; Thinking About the Text K: <i>Dandelions: Stars in the Grass</i>: Thinking About the Text K: <i>Endangered Animals</i>: Thinking About the Text L: <i>Our Earth</i>: Supportive Book Features: diagrams; Thinking About the Text M: <i>Baby Animals</i>: Supportive Text Features: index; Thinking About the Text M: <i>Who Eats What? Food Chains and Food Webs</i>: Supportive Book Features: diagrams; Thinking About the Text</p>
<p><b>Integration of Knowledge and Ideas</b> 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 8. Describe how reasons support specific points the author makes in a text.</p>	<p>Each Teaching Card contains a “Thinking Beyond the Text” section which helps students begin to integrate and evaluate content presented. E: <i>Fruit Trees</i>: Understanding Main Idea and Details; Thinking Beyond the Text F: <i>A Day With Paramedics</i>: Using Photographs; Thinking Beyond the Text G: <i>A City Park</i>: Understanding Main Idea and Details; Thinking Beyond the Text H: <i>Now I Know: What's Under the Ocean?</i> : Thinking Beyond the Text I: <i>Who Wants a Ride?</i> : Understanding Picture Clues; Thinking Beyond the Text L: <i>Our Earth</i>: Supportive Book Features: diagrams M: <i>Who Eats What? Food Chains and Food Webs</i>: Supportive Book Features: diagrams</p> <p>Additionally, each Teaching Card contains a “Connecting to Everyday Literacy” section. This section connects the literature selection to other expository, persuasive, or procedural texts.</p>
<p><b>Range of Reading and Level of Text Complexity</b> 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>During guided reading groups, students are engaged in meaningful conversations about what they are reading, and employ a wide range of word-solving strategies to figure out words that are embedded in different kinds of texts. Texts are often revisited with the teacher to demonstrate and use a range of reading strategies. Books are matched to students so that they offer just enough challenge to support problem solving while still supporting fluency and meaning.</p> <p>Level E books have either more pages or more lines of text per page than earlier levels. Some sentences carry over several pages and a wide range of punctuation is used. Informational books have more difficult ideas and concepts and there are more multisyllabic and compound words at this level. For example: E: <i>Fish</i> E: <i>Fruit Trees</i></p>

Level F books contain some unusual language patterns. Closer attention to print is required since language patterns are more characteristic of written language than of spoken language. Many have some concepts unfamiliar to children and some are even abstract, requiring reflection. For example:

F: *Does a Kangaroo Have a Mother, Too?*

F: *Popcorn*

Level G books are not usually repetitive. They contain a variety of patterns and knowledge of punctuation is important in understanding what sentences mean and how they should be spoken. Vocabulary is more challenging, with a greater range of words. Concepts and ideas may be less familiar than at previous levels. For example:

G: *Crafts*

G: *A City Park*

Level H books are similar in difficulty to level G, but Level H has a wider variety. The vocabulary is expanded and includes words that are less frequently used in oral language. For example:

H: *Now I Know: What's Under the Ocean?*

H: *Canada*

Level I books are generally longer and more complex. Books have longer sentences and paragraphs. There are many more multisyllabic words, requiring complex word-solving skills. Informational books contain technical language. For example:

I: *Now I Know: Butterflies*

I: *Now I Know: Bears*

Level J books contain informational books with new concepts. The amount of print varies; some level J books have full pages of text and few illustrations. Texts have many high-frequency words but may also have unfamiliar and/or technical words. For example:

J: *Log Hotel*

J: *Dig Dig Digging*

The Level K collection includes shorter informational books with technical language and new concepts. For example:

K: *Dandelions: Stars in the Grass*

K: *Endangered Animals*

Level L books require higher-level conceptual understandings. Texts contain an expanded vocabulary with many multisyllabic words. For example:

	<p>L: <i>Our Earth</i> L: <i>Let's Read About...George Washington</i></p> <p>Topics vary widely in Level M books. Texts include subjects that will be familiar to students as well as those that are new. Many require interpretation and background knowledge. Vocabulary is expanded. For example: M: <i>Baby Animals</i> M: <i>Who Eats What? Food Chains and Food Webs</i></p> <p>The Level N collection includes informational books and biographies with expanded vocabulary. Topics go well beyond students' own experience. For example: N: <i>Sacajawea: Her True Story</i> N: <i>Young Frederick Douglass: Freedom Fighter</i></p>
<p><b>Reading: Foundational Skills</b> <b>Phonics and Word Recognition</b> 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>E: <i>Bell</i>: Developing Phonics and Word-Solving Strategies: Words With Short Vowel i E: <i>Collections</i>: Developing Phonics and Word-Solving Strategies: Compound Words E: <i>Fish</i>: Developing Phonics and Word-Solving Strategies: Short Vowel i E: <i>Fruit Trees</i>: Developing Phonics and Word-Solving Strategies: Consonant Blends E: <i>I Love Rainy Days!</i> : Developing Phonics and Word-Solving Strategies: Words With Long a E: <i>Let's Play in the Forest While the Wolf is Not Around!</i>: Developing Phonics and Word-Solving Strategies: Words With -ing E: <i>Ring! Ring!</i> : Developing Phonics and Word-Solving Strategies: Words With Digraphs E: <i>Sammy the Turtle</i>: Developing Phonics and Word-Solving Strategies: Words with r-Controlled Vowels F: <i>A Color of His Own</i>: Developing Phonics and Word-Solving Strategies: Consonant Blends F: <i>Does a Kangaroo Have a Mother, Too?</i> : Developing Phonics and Word-Solving Strategies: Ending Consonants F: <i>Little Bird</i>: Developing Phonics and Word-Solving Strategies: Consonant Blends F: <i>My River</i>: Developing Phonics and Word-Solving Strategies: Words With Long i F: <i>Small Treasures</i>: Developing Phonics and Word-Solving Strategies: Words With -or F: <i>Tina's Taxi</i>: Developing Phonics and Word-Solving Strategies: Short Vowels G: <i>Clifford Makes the Team</i>: Developing Phonics and Word-Solving Strategies: Short a G: <i>Mousetrap</i>: Developing Phonics and Word-Solving Strategies: Words With oo G: <i>Our Tree House</i>: Developing Phonics and Word-Solving Strategies: Consonant Blends G: <i>The New Car</i>: Developing Phonics and Word-Solving Strategies: Reading Action Words with -ed</p>



	<p>H: <i>Canada</i>: Developing Phonics and Word-Solving Strategies: Consonant Blends  H: <i>Inside Mouse, Outside Mouse</i>: Developing Phonics and Word-Solving Strategies: Consonant Blends  H: <i>Just Me and My Dad</i>: Developing Phonics and Word-Solving Strategies: Short Vowel Sounds  H: <i>Now I Know: What’s Under the Ocean?</i>: Developing Phonics and Word-Solving Strategies: Consonant Blends  H: <i>Too Late Harry</i>: Developing Phonics and Word-Solving Strategies: Long a: Consonant + Final –e Pattern  I: <i>Dragon Gets By</i>: Developing Phonics and Word-Solving Strategies: Compound Words  I: <i>Henry and Mudge and the Funny Lunch</i>: Developing Phonics and Word-Solving Strategies: Compound Words  I: <i>Now I Know: Bears</i>: Developing Phonics and Word-Solving Strategies: Words With r-Controlled Vowels  I: <i>Small Pig</i>: Developing Phonics and Word-Solving Strategies: Compound Words  I: <i>The Very Busy Spider</i>: Developing Phonics and Word-Solving Strategies: Initial Consonant Blends  J: <i>Dig Dig Digging</i>: Phonics and Word-Solving Strategies: Words with –ing  J: <i>Log Hotel</i>: Phonics and Word-Solving Strategies: Words with r-Controlled Vowels  J: <i>The Rain Came Down</i>: Phonics and Word-Solving Strategies: Words with-ed  K: <i>10 Fat Turkeys</i>: Phonics and Word-Solving Strategies: Long i-Consonant + Final-e Pattern  K: <i>Earl the Squirrel</i>: Phonics and Word-Solving Strategies: The Suffix –ly  L: <i>Ricky Ricotta’s Mighty Robot vs. the Uranium Unicorns from Uranus</i>: Phonics and Word-Solving Strategies: Words with –ed  M: <i>The Case of the Groaning Ghost (A Jigsaw Jones Mystery)</i>: Phonics and Word-Solving Strategies: Words with –ed  M: <i>Class President</i>: Phonics and Word Solving Strategies: Words with Hard and Soft c  M: <i>Miss Smith’s Incredible Storybook</i>: Phonics and Word Solving Strategies: Words with Long o  N: <i>Detective LaRue: Letters from the Investigation</i>: Phonics and Word Solving Strategies: Reading Words with Suffix -ly</p>
<p><b>Fluency</b>  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>Each Teaching Card contains a “Developing Fluency” section with suggested activities to practice fluency with that particular text. For example:  E: <i>Fish</i>: Developing Fluency (echo reading, emphasize proper phrasing and intonation)  F: <i>Does a Kangaroo Have a Mother, Too?</i> : Developing Fluency (2 groups of students alternate reading text on top of page/text on bottom , paying attention to punctuation as they read aloud)</p>

	<p>G: <i>Crafts</i>: Developing Fluency (model reading of question-and-answer patterns; model proper intonation and expression; students repeat sentences)</p> <p>H: <i>I Need a Lunch Box</i>: Developing Fluency (echo reading; emphasize proper phrasing, paying special attention to commas in a series and other punctuation)</p> <p>I: <i>Who Wants a Ride?</i>: Developing Fluency (model, then students re-read in pairs)</p> <p>J: <i>Have You Seen Duck?</i> : Developing Fluency (practice reading dialogue with a partner)</p> <p>K: <i>Dandelions: Stars in the Grass</i>: Developing Fluency (echo reading emphasizing proper phrasing and intonation)</p> <p>L: <i>Tony Baloney</i>: Developing Fluency (model reading changing voice to create emphasis for ellipses, commas, and bold type)</p> <p>M: <i>Flat Stanley</i>: Developing Fluency (students record themselves reading, after practice)</p> <p>N: <i>Sacajawea: Her True Story</i>: Developing Fluency (practice phrasing, pace, and intonation through choral-reading)</p>
<p><b>Language</b> <b>Conventions of Standard English</b></p> <p>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).</p> <p>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 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>E: <i>My New School</i>: Developing Phonics and Word-Solving Strategies: Action Words</p> <p>F: <i>Biscuit</i>: Developing Phonics and Word-Solving Strategies: Reading Punctuation</p> <p>F: <i>Don't Be Late</i>: Developing Phonics and Word-Solving Strategies: Exclamation Points</p> <p>F: <i>Popcorn</i>: Developing Phonics and Word-Solving Strategies: Words That Describe</p> <p>G: <i>Crafts</i>: Developing Phonics and Word-Solving Strategies: Question Sentences</p> <p>G: <i>Wake Up, Little Mouse!</i> : Developing Phonics and Word-Solving Strategies: Exclamatory Sentences</p> <p>H: <i>Captain Cat</i>: Developing Phonics and Word-Solving Strategies: Exclamatory Sentences</p> <p>H: <i>The Story of Henny Penny</i>: Developing Phonics and Word-Solving Strategies: Recognizing Questions and Exclamations</p> <p>I: <i>Who Wants a Ride?</i>: Developing Phonics and Word-Solving Strategies: Action Words</p> <p>J: <i>I Was So Mad (Little Critter)</i>: Developing Phonics and Word-Solving Strategies: Contractions</p> <p>J: <i>The Wrong-way Rabbit</i>: Developing Phonics and Word-Solving Strategies: Using Punctuation</p> <p>J: <i>Young Cam Jansen and the Baseball Mystery</i>: Developing Phonics and Word-Solving Strategies: Understanding Contractions</p> <p>K: <i>Author's Eyes</i>: Developing Phonics and Word-Solving Strategies: Contractions</p> <p>K: <i>Frog and Toad All Year</i>: Developing Phonics and Word-Solving Strategies: Irregular Past-Tense Verbs</p> <p>L: <i>Let's Read About... George Washington</i>: Developing Phonics and Word-Solving Strategies: Names for People and Places</p>

L: *Subway Mouse*: Developing Phonics and Word-Solving Strategies: Contractions  
M: *Oh No, It's Robert*: Developing Phonics and Word-Solving Strategies: Possessive Words with 's

Students are also provided opportunities to demonstrate their command of the conventions of standard English grammar and usage when participating in the Oral Language/Conversation, Making Connections, and Extending Meaning Through Writing suggestions provided on each Teaching Card. For example:

E: *Fruit Trees*: Making Connections: Text to Self (discuss favorite fruits, different fruits they have tried); Oral Language/Conversation: Talk About a Healthy Diet; Extending Meaning Through Writing (write sentences describing favorite fruit; write a list of all the fruit they have tasted)

G: *Mousetrap*: Making Connections: Text to Text (identify and discuss stories, poems and nursery rhymes that have mouse characters); Oral Language/Conversation: Talk About Danger; Extending Meaning Through Writing (describe what the inside of the mouse's house might look like; brainstorm a list of sound words and write a poem using one of them)

I: *Who Wants a Ride?*: Making Connections: Text to World (discuss how animals carry their young in different ways); Oral Language/Conversation: Talk About Transportation; Extending Meaning Through Writing (write sentences to accompany the illustrations on page 16 following the pattern used on the previous pages; write facts about an animal from the book)

K: *Earl the Squirrel*: Making Connections: Text to Self (discuss what things they had to learn to do and what things a squirrel or other animals need to learn on their own); Oral Language/Conversation: Talk About Generosity; Extending Meaning Through Writing (write a letter to Earl about what they think of his story and accomplishments )

M: *The Lamb Who Came to Dinner*: Making Connections: Text to Text (discuss the plots of other famous wolf tales; Oral Language/Conversation: Talk About Friendship; Extending Meaning Through Writing (students write a journal entry by the lamb retelling the events of the story)

**Knowledge of Language**

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
Compare formal and informal uses of English.

Students have many opportunities to practice the conventions of our written, spoken and written language, as well as reading through the suggested activities on each Teaching Card. Spoken language is practiced through sections such as "Making Connections", "Thinking Within the Text", "Thinking Beyond the Text", "Thinking About the Text", and "Oral Language/Conversation". "Extending Meaning Through Writing" sections

	<p>provide two ideas for writing activities, including descriptive , narrative, persuasive, lists and letters.</p>
<p><b>Vocabulary Acquisition and Use</b>  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>Each Teaching Card contains a “Vocabulary” section which lists related words for discussion and essential words (at some levels). This helps build rich oral and written vocabulary. For example:</p> <p>E: <i>Bell</i>: Vocabulary: Related Words for Discussion (kind, night, outdoors, pet, shelter)  F: <i>A Color of His Own</i>: Related Words for Discussion (autumn, colors, seasons, spring, summer, winter)  G: <i>Our Tree House</i>: Related Words for Discussion (belong, club, exclude, gather, join, meeting, member, share)  H: <i>Inside Mouse, Outside Mouse</i>: Related Words for Discussion (animals, details, flowers, furniture, pattern, spider)  I: <i>Dragon Gets By</i>: Related Words for Discussion (chores, housework, responsible, shopping, yard work); Essential Words (balanced, diet, dirt, dragon)  K: <i>Andy Shane and the Queen of Egypt</i>: Developing Phonics and Word-Solving Strategies: Multiple Meaning Words; Related Words for Discussion  L: <i>Cam Jansen and the Chocolate Fudge Mystery</i>: Developing Phonics and Word-Solving Strategies: Compound Words; Related Words for Discussion  M: <i>Who Eats What? Food Chains and Food Webs</i>: Developing Phonics and Word-Solving Strategies: Compound Words; Related Words for Discussion  N: <i>Brand-new School, Brave New Ruby (Ruby and the Booker Boys)</i>: Developing Phonics and Word-Solving Strategies: Compound Words; Related Words for Discussion</p>
<p><b>Writing</b>  <b>Text Types and Purposes</b>  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, use facts and definitions to develop points, and provide a concluding statement or section.  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>Each Teaching Card contains an “Extending Meaning Through Writing” section which includes suggestions for expository writing, narrative writing, graphic aids, lists, labels, letters, or descriptive writing. For example:</p> <p>E: <i>Collections</i>: Extending Meaning Through Writing: List (Students write a list of things they collect or would like to collect.); Letter (Students write a letter to a friend or relative.)  F: <i>Biscuit</i>: Extending Meaning Through Writing: Narrative (Students write about another thing that Biscuit wants before he goes to bed, using the pattern used in the book.); Descriptive (Students write a description about how the little girl and Biscuit feel about each other.)  G: <i>Wake Up, Little Mouse!</i> : Extending Meaning Through Writing: Descriptive (Students describe their favorite breakfast meal and why they like it.); Narrative</p>

(Students write sentences based on the story using the cook’s point of view.)

H: *Just Me and My Dad (Little Critter)*: Extending Meaning Through Writing: Narrative (Students write about a time they went camping or slept in a tent in the backyard or make up a story.); Letter (Students write a letter to Little Critter telling him what they liked about the story.)

I: *Hi! Fly Guy*: Extending Meaning Through Writing: Description (Students write a paragraph describing additional tricks Fly Guy could do to show that he is the smartest pet.); Narrative (Students write a short story about another unusual pet that Buzz might have.)

J: *Log Hotel*: Extending Meaning Through Writing: Expository (Students use information from the book to create a poster of a tree’s life cycle.); Persuasive (students write a persuasive paragraph about the importance of trees to animals in a forest.)

K: *Dandelions: Stars in the Grass*: Extending Meaning Through Writing: Descriptive (students write a description of a dandelion flower, tuft, or seed, using adjectives); Narrative (Students write a story from the point of view of a dandelion tuft, telling where it floated, how far it traveled, and where it landed.)

L: *Ricky Ricotta’s Mighty Robot vs. the Uranium Unicorns from Uranus*: Extending Meaning Through Writing: Descriptive (Students use the steps in the book to draw one of the characters and write a description of that character.); Narrative (Students write a paragraph about a new villain Ricky Ricotta and his Mighty Robot could face.)

M: *Miss Smith’s Incredible Storybook*: Extending Meaning Through Writing: Narrative (Students write and illustrate a story about an adventure they have with storybook characters come to live.); Persuasive (Students write a letter to a storybook character they’d like to meet and try to persuade the character to come to life.)

N: *The Phantom Mudder (Jack Russell: Dog Detective)*: Extending Meaning Through Writing: Descriptive (Students write paragraphs that describe a character from the story.); Narrative (students rewrite a scene from Sarge’s point of view.)

**Production and Distribution of Writing**

4. (Begins in grade 3)

5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

As the teacher feels appropriate, students can be encouraged to produce , revise, edit and publish the writing activities (Extending Meaning Through Writing section) using available digital tools, as well as peer collaboration.

**Common Core State Standards  
Grade 2**

**SCHOLASTIC GUIDED READING TEXT TYPES**

<p><b>Research to Build and Present Knowledge</b></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>Each Teaching Card has a an “Connecting to Everyday Literacy” section which provides suggestions for internet sources that connects the literature selection to other expository, persuasive, or procedural texts. Students can gather information from this additional source and use it for shared research and writing projects.</p> <p>G: <i>Crafts</i>: Connecting to Everyday Literacy: A website for real world procedural text is supplied so students can follow steps to complete a project.</p> <p>H: <i>Just Me and My Dad</i>: Connecting to Everyday Literacy: Students review real-world procedural text, such as manuals or books that explain how to make something, and then explore more procedural text at the suggested web page.</p> <p>I: <i>Young Cam Hansen and the Baseball Mystery</i>: Connecting to Everyday Literacy: A website is suggested for procedural text on memory games. Students can read and follow the directions.</p> <p>J: <i>Dig Dig Digging</i>: Connecting to Everyday Literacy: A website is suggested that contains expository text featuring a profile of a construction worker.</p> <p>K: <i>Endangered Animals</i>: Connecting to Everyday Literacy: A website containing real-world persuasive text such as a letter from the editor from a local newspaper will get students thinking about their viewpoint on protecting endangered animals.</p> <p>L: <i>Our Earth</i>: Connecting to Everyday Literacy: A website is provided that shows examples of persuasive essays about conservation.</p> <p>M: <i>Baby Animals</i>: Connecting to Everyday Literacy: Students can connect to real-world procedural text by following directions to make a bird feeder.</p> <p>N: <i>Miss Smith’s Incredible Storybook</i>: Connecting to Everyday Literacy: Students can link to real-world expository text about Komodo dragons.</p>
<p><b>Range of Writing</b></p> <p>10. (Begins in grade 3)</p>	
<p><b>Speaking &amp; Listening</b></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. 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). Build on others’ talk in conversations by linking their comments to the remarks of others. 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 information presented orally or through other media.</p> <p>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>Oral Language/Conversation is a section on each Teaching Card. This section gives teachers ideas to encourage student conversation in large and small groups. For example:</p> <p>E: <i>I Love Rainy Days</i>: Oral Language/Conversation: Talk About Being Bored</p> <p>F: <i>Does a Kangaroo Have a Mother, Too?</i>: Oral Language/Conversation: Talk About Habitats</p> <p>G: <i>Are We There Yet?</i>: Oral Language/Conversation: Talk About Travel Pastimes</p> <p>H: <i>Larry and Loki</i>: Oral Language/Conversation: Talk About Feeling Sorry</p> <p>I: <i>Willie’s Wonderful Pet</i>: Oral Language/Conversation: Being Creative</p> <p>J: <i>The Rain Came Down</i> Oral Language/Conversation: Talk About Communicating</p> <p>K: <i>Andy Shane and the Queen of Egypt</i>: Oral Language/Conversation: Talk About Appreciating Other Cultures</p> <p>L: <i>Cam Hansen and the Chocolate Fudge Mystery</i>: Oral Language/Conversation: Talk About Taking Risks</p>

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	<p>M: <i>Oh no, It's Robert!</i>: Oral Language/Conversation: Talk About Change N: <i>I Lost My Tooth in Africa</i>: Oral Language/Conversation: Talk About Culture</p> <p>Additionally, each Teaching Card contains a Developing Comprehension section. Suggestions are given to help the students think and have conversations about the text before, during, and after reading.</p>
<p><b>Presentation of Knowledge and Ideas</b> 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>Each Teaching Card includes suggestions to extend meaning through writing. Many of these writing activities encourage students to participate in descriptive writing or drawings. For example:</p> <p>E: <i>Fruit Trees</i>: Extending Meaning Through Writing (Students draw a picture of their favorite fruit and write a sentence or two describing the fruit.) F: <i>A Day with Paramedics</i>: Extending Meaning Through Writing (Students write captions to describe what is happening in one of the photographs.) G: <i>The New Car</i>: Extending Meaning Through Writing (Write and illustrate a simple car ad; Write sentences explaining which car they liked most in the story and why) H: <i>Inside Mouse, Outside Mouse</i>: Extending Meaning Through Writing (Students draw a picture of something inside and outside of their homes and write descriptive sentences.) I: <i>Willie's Wonderful Pet</i>: Extending Meaning Through Writing (Students create a poster for a pet show, label the pets and write a caption; Students write a description of a pet.) J: <i>The Rain Came Down</i>: Extending Meaning Through Writing (Students write a description of a rainbow.) K: <i>The Principal from the Black Lagoon</i>: Extending Meaning Through Writing (Students write another title for the Black Lagoon series and illustrate it.) M: <i>Who Eats What? Food Chains and Food Webs</i>: Extending Meaning Through Writing (Students draw their own food chains based on words provided by the teacher—fox, acorn, squirrel.)</p> <p>Ideas to develop fluency are included on each Teaching Card. Some of these ideas include having students record themselves and putting the recording in a listening center. For example: M: <i>Flat Stanley</i>: Developing Fluency: Students record themselves reading the book and place the recording in a listening center.</p>

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<p><b>Reading: Literature</b> <b>Key Ideas and Details</b></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. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>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>Each teacher card includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. These features encourage teachers and students to engage in meaningful dialogue about the selected title using a question &amp; response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>In addition, the following titles include further activities:</p> <p>J: <i>Have You Seen Duck?</i> (Developing Comprehension: Understanding Character)          J: <i>Log Hotel</i> (Developing Comprehension: Understanding Sequence)          J: <i>Story County</i> (Developing Comprehension: Recognizing Story Sequence)          J: <i>Young Cam Jansen and the Baseball Mystery</i> (Developing Comprehension: Generating Questions)          K: <i>Andy Shane and the Queen of Egypt</i> (Developing Comprehension: Understanding Character)          K: <i>Dandelions: Stars in the Grass</i> (Developing Comprehension: Recognizing Sequence)          K: <i>Earl the Squirrel</i> (Developing Comprehension: Understanding Plot)          K: <i>Frog and Toad All Year</i> (Developing Comprehension: Summarizing)          K: <i>One Nosy Pup</i> (Developing Comprehension: Understanding Problem and Solution)          L: <i>Cam Jansen and the Chocolate Fudge Mystery</i> (Developing Comprehension: Problem and Solution)          L: <i>Stand Tall, Molly Lou Melon</i> (Developing Comprehension: Understanding Theme)          L: <i>The Subway Mouse</i> (Developing Comprehension: Understanding Problem and Solution)          M: <i>Class President</i> (Developing Comprehension: Understanding Character)          N: <i>Blizzard of the Blue Moon</i> (Developing Comprehension: Understanding Plot)          N: <i>Detective LaRue: Letters from the Investigation</i> (Developing Comprehension: Making Inferences)          O: <i>Otis Spofford</i> (Developing Comprehension: Understanding Character)          O: <i>Teacher's Pet</i> (Developing Comprehension: Understanding Plot)          O: <i>You Can't Taste a Pickle With Your Ear</i> (Developing Comprehension: Summarizing)          P: <i>Gooseberry Park</i> (Developing Comprehension: Summarizing)          Q: <i>Shrek!</i> (Developing Comprehension: Understanding Character)          Q: <i>Stallion in Spooky Hollow</i> (Developing Comprehension: Recognizing Setting)          Q: <i>The Tale of Anton Brown and Grace Hopper</i> (Developing Comprehension: Identifying Plot)</p>
<p><b>Craft and Structure</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>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.</p> <p>6. Distinguish their own point of view from that of the narrator or those</p>	<p>J: <i>Have You Seen Duck?</i> (Developing Phonics and Word-Solving Strategies: Dialogue)          J: <i>Story County</i> (Developing Phonics and Word-Solving Strategies: Dialogue)          K: <i>Andy Shane and the Queen of Egypt</i> (Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)          K: <i>The Principal from the Black Lagoon</i> (Developing Comprehension: Recognizing Point of View)          L: <i>Amelia Bedelia, Rocket Scientist?</i> (Developing Phonics and Word-Solving</p>



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<p>of the characters.</p>	<p>Strategies: Multiple-Meaning Words)  L: <i>Tony Baloney</i> (Developing Phonics and Word-Solving Strategies: Understanding Idioms)  L: <i>Whales Passing</i> (Developing Comprehension: Recognizing Point of View)  N: <i>The Phantom Mudder</i> (Developing Comprehension: Understanding Point of View)  P: <i>Copper</i> (Developing Comprehension: Understanding Text Structure)</p>
<p><b>Integration of Knowledge and Ideas</b>  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).  8. (Not applicable to literature)  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>This collection includes titles from Levels J-Q that represent a variety of genres including: Biography, Realistic Fiction, Mystery, Science Fiction, Fantasy, Graphic Novel, Fairy Tale/Folktale, Play, Adventure, and Informational Text.</p> <p>This collection also includes titles from a variety of series, for example:  J: <i>Henry and Mudge and the Best Day of All</i>  K: <i>Andy Shane and the Queen of Egypt</i>  L: <i>Cam Jansen and the Chocolate Fudge Mystery</i>  M: <i>Flat Stanley</i>  N: <i>Detective LaRue: Letters from the Investigation</i>  O: <i>Clementine</i>  P: <i>The Magic School Bus Explores the Senses</i>  Q: <i>Book Two: The Stonekeeper’s Curse</i></p>
<p><b>Range of Reading and Complexity of Text</b>  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>This collection includes titles from Levels J-Q that represent a variety of genres and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p>
<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>  1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  2. Determine the main idea of a text; recount the key details and explain how they support the main idea.  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>Each teacher card for the following Nonfiction and Informational texts includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about informational text using a question &amp; response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>J: <i>Dig Dig Digging</i>  J: <i>Log Hotel</i>  K: <i>Dandelions: Stars in the Grass</i>  K: <i>Endangered Animals</i>  L: <i>Let’s Read About...George Washington</i>  L: <i>Our Earth</i>  M: <i>Baby Animals</i>  M: <i>Who Eats What? Food Chains and Food Webs</i>  N: <i>Sacajawea: Her True Story</i>  N: <i>Young Frederick Douglass: Freedom Fighter</i>  O: <i>Amelia Earhart: Adventure in the Sky</i>  O: <i>What’s the Big Idea, Ben Franklin?</i>  O: <i>You Can’t Taste a Pickle With Your Ear</i></p>

P: *The Magic School Bus Explores the Senses*  
 P: *My First Book of Biographies: Great Men and Women Every Child Should Know*  
 Q: *All About Manatees*  
 Q: *Finding the Titanic*

In addition, the following titles include further activities:  
 J: *Dig Dig Digging* (Developing Comprehension: Understanding Genre: Informational Text)  
 K: *Dandelions: Stars in the Grass* (Developing Comprehension: Recognizing Sequence)  
 K: *Endangered Animals* (Developing Comprehension: Understanding Cause and Effect)  
 L: *Let's Read About...George Washington* (Developing Comprehension: Understanding Historical Context)  
 L: *Our Earth* (Developing Comprehension: Noticing Details)  
 M: *Who Eats What? Food Chains and Food Webs* (Developing Comprehension: Understanding Sequence)  
 N: *Sacajawea: Her True Story* (Developing Comprehension: Generating Questions)  
 P: *My First Book of Biographies: Great Men and Women Every Child Should Know* (Developing Comprehension: Understanding Biography)

**Craft and Structure**

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.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text.

Each teacher card for the following Nonfiction and Informational texts includes Vocabulary and Challenging Book Features features. These features introduce vocabulary essential to the understanding of the text, encourage students to determine the meanings of these words, and form a better understanding of the structure of the text.

J: *Dig Dig Digging*  
 J: *Log Hotel*  
 K: *Dandelions: Stars in the Grass*  
 K: *Endangered Animals*  
 L: *Let's Read About...George Washington*  
 L: *Our Earth*  
 M: *Baby Animals*  
 M: *Who Eats What? Food Chains and Food Webs*  
 N: *Sacajawea: Her True Story*  
 N: *Young Frederick Douglass: Freedom Fighter*  
 O: *Amelia Earhart: Adventure in the Sky*  
 O: *What's the Big Idea, Ben Franklin?*  
 O: *You Can't Taste a Pickle With Your Ear*  
 P: *The Magic School Bus Explores the Senses*  
 P: *My First Book of Biographies: Great Men and Women Every Child Should Know*  
 Q: *All About Manatees*  
 Q: *Finding the Titanic*

	<p>In addition, the following titles include further activities:</p> <p>L: <i>Let's Read About...George Washington</i> (Developing Phonics and Word-Solving Strategies: Names for People and Places)</p> <p>M: <i>Baby Animals</i> (Developing Phonics and Word-Solving Strategies: Context Clues)</p> <p>N: <i>Sacajawea: Her True Story</i> (Developing Phonics and Word-Solving Strategies: Using a Pronunciation Guide)</p> <p>O: <i>Amelia Earhart: Adventure in the Sky</i> (Developing Comprehension: Understanding Genre: Biography)</p> <p>O: <i>What's the Big Idea, Ben Franklin?</i> (Developing Comprehension: Categorizing Information)</p> <p>P: <i>The Magic School Bus Explores the Senses</i> (Developing Comprehension: Using Diagrams)</p> <p>P: <i>My First Book of Biographies: Great Men and Women Every Child Should Know</i> (Developing Comprehension: Understanding Biography; Developing Phonics and Word-Solving Strategies: Context Clues)</p> <p>Q: <i>All About Manatees</i> (Developing Comprehension: Understanding Comic Strips)</p> <p>Q: <i>Finding the Titanic</i> (Developing Comprehension: Using Captions)</p>
<p><b>Integration of Knowledge and Ideas</b></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>J: <i>Log Hotel</i> (ELL Bridge)</p> <p>K: <i>Dandelions: Stars in the Grass</i> (ELL Bridge)</p> <p>L: <i>Let's Read About...George Washington</i> (ELL Bridge)</p> <p>N: <i>Sacajawea: Her True Story</i> (ELL Bridge)</p> <p>N: <i>Young Frederick Douglass: Freedom Fighter</i> (ELL Bridge)</p> <p>O: <i>Amelia Earhart: Adventure in the Sky</i> (ELL Bridge)</p> <p>P: <i>The Magic School Bus Explores the Senses</i> (Developing Comprehension: Using Diagrams)</p> <p>Q: <i>All About Manatees</i> (ELL Bridge)</p> <p>Q: <i>Finding the Titanic</i> (Developing Comprehension: Using Captions)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>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>Each teacher card for the following Nonfiction and Informational texts includes Developing Comprehension and Developing Fluency features that encourage students to engage in both shared and independent reading opportunities at a variety of difficulty levels.</p> <p>J: <i>Dig Dig Digging</i></p> <p>J: <i>Log Hotel</i></p> <p>K: <i>Dandelions: Stars in the Grass</i></p> <p>K: <i>Endangered Animals</i></p> <p>L: <i>Let's Read About...George Washington</i></p> <p>L: <i>Our Earth</i></p> <p>M: <i>Baby Animals</i></p> <p>M: <i>Who Eats What? Food Chains and Food Webs</i></p> <p>N: <i>Sacajawea: Her True Story</i></p> <p>N: <i>Young Frederick Douglass: Freedom Fighter</i></p> <p>O: <i>Amelia Earhart: Adventure in the Sky</i></p> <p>O: <i>What's the Big Idea, Ben Franklin?</i></p>

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	<p>O: <i>You Can't Taste a Pickle With Your Ear</i>  P: <i>The Magic School Bus Explores the Senses</i>  P: <i>My First Book of Biographies: Great Men and Women Every Child Should Know</i>  Q: <i>All About Manatees</i>  Q: <i>Finding the Titanic</i></p>
<p><b>Reading: Foundational Skills</b>  <b>Phonics and Word Recognition</b>  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>J: <i>Dig Dig Digging</i> (Developing Phonics and Word-Solving Strategies: Words With –ing)  J: <i>The Rain Came Down</i> (Developing Phonics and Word-Solving Strategies: Words With –ed)  K: <i>Earl the Squirrel</i> (Developing Phonics and Word-Solving Strategies: The Suffix –ly)  K: <i>Frog and Toad All Year</i> (Developing Phonics and Word-Solving Strategies: Irregular Past-Tense Verbs)  K: <i>One Nosy Pup</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)  L: <i>Our Earth</i> (Developing Phonics and Word-Solving Strategies: Reading Words with –y and –ly)  L: <i>Ricky Ricotta's Mighty Robot vs. the Uranium Unicorns from Uranus</i>(Developing Phonics and Word-Solving Strategies: Reading Words With –ed)  M: <i>Baby Animals</i> (Developing Phonics and Word-Solving Strategies: Context Clues)  M: <i>No Messin' with My Lesson</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)  N: <i>Detective LaRue: Letters from the Investigation</i> (Developing Phonics and Word-Solving Strategies: Reading Words With Suffix –ly)  N: <i>Lunch Walks Among Us</i> (Developing Phonics and Word-Solving Strategies: Difficult Words)  N: <i>The Phantom Mudder</i> (Developing Phonics and Word-Solving Strategies: Suffixes –ion, –sion, and –tion)  N: <i>You Can't Eat Your Chicken Pox, Amber Brown</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words with Consonant Clusters)  O: <i>Amelia Earhart: Adventure in the Sky</i> (Developing Phonics and Word-Solving Strategies: Words with Suffixes)  O: <i>What's the Big Idea, Ben Franklin?</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)  P: <i>Happy Burger</i> (Developing Phonics and Word-Solving Strategies: Words with Suffix –ly)  P: <i>The Magic School Bus Explores the Senses</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)  P: <i>My First Book of Biographies: Great Men and Women Every Child Should Know</i> (Developing Phonics and Word-Solving Strategies: Context Clues)  Q: <i>All About Manatees</i> (Developing Phonics and Word-Solving Strategies: Context Clues)  Q: <i>Finding the Titanic</i> (Developing Phonics and Word-Solving Strategies: Suffixes –er and –est)  Q: <i>LaRue Across America: Postcards from the Vacation</i> (Developing Phonics and Word-Solving Strategies: Context Clues)</p>

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	<p>Q: <i>The Tale of Anton Brown and Grace Hopper</i>(Developing Phonics and Word-Solving Strategies: Context Clues)</p>
<p><b>Fluency</b> 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>Each teacher card includes Developing Fluency activities that engage students in activities that focus on reading fluently with proper reading rate, phrasing, accuracy, and expression.</p>
<p><b>Language</b> <b>Conventions of Standard English</b> 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, 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>J: <i>Dig Dig Digging</i> (Developing Phonics and Word-Solving Strategies: Words With –ing) J: <i>The Rain Came Down</i> (Developing Phonics and Word-Solving Strategies: Words With –ed) J: <i>The Wrong-way Rabbit</i> (Developing Phonics and Word-Solving Strategies: Using Punctuation) K: <i>Dandelions: Stars in the Grass</i> (Developing Phonics and Word-Solving Strategies: Plurals) K: <i>Endangered Animals</i> (Developing Phonics and Word-Solving Strategies: Plurals) K: <i>Frog and Toad All Year</i> (Developing Phonics and Word-Solving Strategies: Irregular Past-Tense Verbs) L: <i>Ricky Ricotta’s Mighty Robot vs. the Uranium Unicorns from Uranus</i> (Developing Phonics and Word-Solving Strategies: Reading Words With –ed) L: <i>Stand Tall, Molly Lou Melon</i> (Developing Phonics and Word-Solving Strategies: Comparatives –er and –est) M: <i>The Case of the Groaning Ghost</i> (Developing Phonics and Word-Solving Strategies: Words With –ed) M: <i>Flat Stanley</i> (Developing Phonics and Word-Solving Strategies: Comparatives: -er, -est) M: <i>Oh No, It’s Robert</i> (Developing Phonics and Word-Solving Strategies: Possessive Words With ‘s) N: <i>Young Frederick Douglass: Freedom Fighter</i> (Developing Phonics and Word-Solving Strategies: Words With –ed) O: <i>John Philip Duck</i> (Developing Phonics and Word-Solving Strategies: Reading Words With –ed) O: <i>Teacher’s Pet</i> (Developing Phonics and Word-Solving Strategies: Comparatives: -er, -est) O: <i>You Can’t Taste a Pickle With Your Ear</i> (Developing Phonics and Word-Solving Strategies: Comparatives: -er, -est) Q: <i>Shrek!</i> (Developing Phonics and Word-Solving Strategies: Comparative Adjectives)</p>
<p><b>Knowledge of Language</b> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.*</p>	<p>Each teacher card provides students the opportunity to demonstrate knowledge of language and its conventions through reading, writing, and speaking activities.</p>

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<p>Recognize and observe differences between the conventions of spoken and written standard English.</p>	
<p><b>Vocabulary Acquisition and Use</b></p> <p>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.</p> <p>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.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>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).</p> <p>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>Each teacher card includes a Vocabulary feature with High-Frequency Words and Related Words for Discussion. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text.</p> <p>In addition, the following titles include further activities:</p> <p>J: <i>Dig Dig Digging</i> (Challenging Book Features: Vocabulary)          J: <i>Have You Seen Duck?</i> (Challenging Book Features: Vocabulary)          J: <i>Henry and Mudge and the Best Day of All</i> (Challenging Book Features: Vocabulary)          J: <i>Hippo and Rabbit in Three Short Tales</i> (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Homophones)          J: <i>I Was So Mad</i> (Supportive Book Features: Vocabulary)          J: <i>Log Hotel</i> (Supportive Book Features: Vocabulary)          J: <i>The Rain Came Down</i> (Challenging Book Features: Vocabulary)          J: <i>Story County</i> (Supportive Book Features: Vocabulary)          J: <i>The Wrong-way Rabbit</i> (Supportive Book Features: Vocabulary)          J: <i>Young Cam Jansen and the Baseball Mystery</i> (Supportive Book Features: Vocabulary)          K: <i>10 Fat Turkeys</i> (Challenging Book Features: Vocabulary)          K: <i>Andy Shane and the Queen of Egypt</i> (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)          K: <i>Arthur's Eyes</i> (Challenging Book Features: Vocabulary)          K: <i>Chicks and Salsa</i> (Challenging Book Features: Vocabulary)          K: <i>Dandelions: Stars in the Grass</i> (Supportive Book Features: Vocabulary)          K: <i>Earl the Squirrel</i> (Challenging Book Features: Vocabulary)          K: <i>Endangered Animals</i> (Supportive Book Features: Vocabulary)          K: <i>Frog and Toad All Year</i> (Challenging Book Features: Vocabulary)          K: <i>One Nosy Pup</i> (Supportive Book Features: Vocabulary)          K: <i>The Principal from the Black Lagoon</i> (Supportive Book Features: Vocabulary)          L: <i>Amelia Bedelia, Rocket Scientist?</i> (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)          L: <i>Cam Jansen and the Chocolate Fudge Mystery</i> (Supportive Book Features: Vocabulary)          L: <i>Let's Read About... George Washington</i> (Supportive Book Features: Vocabulary)          L: <i>Our Earth</i> (Supportive Book Features: Vocabulary)          L: <i>Ricky Ricotta's Mighty Robot vs. the Uranium Unicorns from Uranus</i> (Supportive Book Features: Vocabulary)          L: <i>Stand Tall, Molly Lou Melon</i> (Supportive Book Features: Vocabulary)          L: <i>The Subway Mouse</i> (Supportive Book Features: Vocabulary)          L: <i>Tony Baloney</i> (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Understanding Idioms)          L: <i>Whales Passing</i> (Supportive Book Features: Vocabulary; Developing Phonics and</p>

Word-Solving Strategies: Homophones)  
L: *Worms for Lunch?* (Challenging Book Features: Vocabulary)  
M: *Baby Animals* (Supportive Book Features: Vocabulary)  
M: *The Case of the Groaning Ghost* (Challenging Book Features: Vocabulary)  
M: *Class President* (Challenging Book Features: Vocabulary)  
M: *Flat Stanley* (Supportive Book Features: Vocabulary)  
M: *Goldilocks and the Three Bears* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Antonyms)  
M: *The Lamb Who Came for Dinner* (Challenging Book Features: Vocabulary)  
M: *Miss Smith's Incredible Storybook* (Supportive Book Features: Vocabulary)  
M: *No Messin' with My Lesson* (Challenging Book Features: Vocabulary)  
M: *Oh No, It's Robert* (Challenging Book Features: Vocabulary)  
M: *Who Eats What? Food Chains and Food Webs* (Supportive Book Features: Vocabulary)  
N: *Blizzard of the Blue Moon* (Supportive Book Features: Vocabulary)  
N: *Brand-new School, Brave New Ruby* (Challenging Book Features: Vocabulary)  
N: *Detective LaRue: Letters from the Investigation* (Supportive Book Features: Vocabulary)  
N: *I Lost My Tooth in Africa* (Challenging Book Features: Vocabulary)  
N: *Lunch Walks Among Us* (Challenging Book Features: Vocabulary)  
N: *The Phantom Mudder* (Challenging Book Features: Vocabulary)  
N: *Sacajawea: Her True Story* (Supportive Book Features: Vocabulary)  
N: *Why Mosquitoes Buzz in People's Ears* (Challenging Book Features: Vocabulary)  
N: *You Can't Eat Your Chicken Pox, Amber Brown* (Challenging Book Features: Vocabulary)  
N: *Young Frederick Douglass: Freedom Fighter* (Supportive Book Features: Vocabulary)  
O: *Amelia Earhart: Adventure in the Sky* (Supportive Book Features: Vocabulary)  
O: *Anansi Does the Impossible! An Ashanti Tale* (Challenging Book Features: Vocabulary)  
O: *Clementine* (Challenging Book Features: Vocabulary)  
O: *John Philip Duck* (Challenging Book Features: Vocabulary)  
O: *Journey to the Volcano Place* (Challenging Book Features: Vocabulary)  
O: *A Mouse Called Wolf* (Challenging Book Features: Vocabulary)  
O: *Otis Spofford* (Challenging Book Features: Vocabulary)  
O: *Teacher's Pet* (Supportive Book Features: Vocabulary)  
O: *What's the Big Idea, Ben Franklin?* (Supportive Book Features: Vocabulary)  
O: *You Can't Taste a Pickle With Your Ear* (Supportive Book Features: Vocabulary)  
P: *97 Ways to Train a Dragon* (Challenging Book Features: Vocabulary)  
P: *Copper* (Supportive Book Features: Vocabulary)  
P: *Gooseberry Park* (Challenging Book Features: Vocabulary)  
P: *Happy Burger* (Supportive Book Features: Vocabulary)  
P: *The Hunterman and the Crocodile* (Challenging Book Features: Vocabulary)  
P: *Knights of the Kitchen Table* (Supportive Book Features: Vocabulary)

	<p>P: <i>Kooks in the Cafeteria</i> (Challenging Book Features: Vocabulary)  P: <i>The Magic School Bus Explores the Senses</i> (Challenging Book Features: Vocabulary)  P: <i>My First Book of Biographies: Great Men and Women Every Child Should Know</i> (Challenging Book Features: Vocabulary)  P: <i>Tar Beach</i> (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Figurative Language)  Q: <i>All About Manatees</i> (Challenging Book Features: Vocabulary)  Q: <i>Book Two: The Stonekeeper's Curse</i> (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Understanding Idioms)  Q: <i>The Clue at the Bottom of the Lake</i> (Supportive &amp; Challenging Book Features: Vocabulary)  Q: <i>Finding the Titanic</i> (Supportive Book Features: Vocabulary)  Q: <i>LaRue Across America: Postcards from the Vacation</i> (Challenging Book Features: Vocabulary)  Q: <i>Magic Pickle and the Planet of the Grapes</i> (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Idioms)  Q: <i>Nothing Ever Happens on 90<sup>th</sup> Street</i> (Challenging Book Features: Vocabulary)  Q: <i>Shrek!</i> (Challenging Book Features: Vocabulary)  Q: <i>Stallion in Spooky Hollow</i> (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)  Q: <i>The Tale of Anton Brown and Grace Hopper</i> (Supportive Book Features: Vocabulary)</p>
<p><b>Writing</b>  <b>Text Types and Purposes</b>  1. Write opinion pieces on topics or texts, supporting a point of view with reasons.  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.  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.  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</p>	<p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. The activities also include the opportunity to create graphic aids related to the text.  For example,  J: <i>Henry and Mudge and the Best Day of All</i> (Extending Meaning Through Writing: Letter)  K: <i>Arthur's Eyes</i> (Extending Meaning Through Writing: Journal)  L: <i>Worms for Lunch?</i> (Extending Meaning Through Writing: List)  M: <i>Who Eats What? Food Chains and Food Webs</i> (Extending Meaning Through Writing: Expository)  N: <i>The Phantom Mudder</i> (Extending Meaning Through Writing: Descriptive)  O: <i>Amelia Earhart: Adventure in the Sky</i> (Extending Meaning Through Writing: Narrative)  P: <i>Tar Beach</i> (Extending Meaning Through Writing: Letter)  Q: <i>All About Manatees</i> (Extending Writing Through Writing: Persuasive)</p>



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<p>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><b>Production and Distribution of Writing</b> 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.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 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>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include writing informative, explanatory, narrative, descriptive, procedural, poetic, and persuasive compositions. Teachers can provide guidance, support and encouragement that develop student writing proficiency. Teachers can guide students' exploration of digital tools as they are available and as the teacher determines applicable in the classroom.</p>
<p><b>Research to Build and Present Knowledge</b> 7. Conduct short research projects that build knowledge about a topic. 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 9. (Begins in grade 4)</p>	<p>Each teacher card lists both print and website resources to further additional investigation into the topics presented in the text. Each teacher card includes a Making Connections feature that allows teachers and students to activate prior knowledge and engage in meaningful discussions based on the topics presented in the text. Each teacher card includes a Connecting to Everyday Literacy feature that direct students to make connections to other forms of literature and online resources allowing further exploration of topics presented in the text.</p>
<p><b>Range of Writing</b> 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>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include writing informative, explanatory, narrative, descriptive, procedural, poetic, and persuasive compositions. Teachers can extend and/or modify these activities to meet student needs for both shorter and extended time frames.</p>
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b> 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</p>	<p>Each teacher card includes Making Connections and Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text. For example, J: <i>Have You Seen Duck?</i> (Making Connections: Text to Self) K: <i>Andy Shane and the Queen of Egypt</i> (Oral Language/Conversation: Talk About Appreciating Other Cultures) L: <i>Ricky Ricotta's Mighty Robot vs. the Uranium Unicorns From Uranus</i> (Making Connections: Text to Text) M: <i>The Case of the Groaning Ghost</i> (Oral Language/Conversation: Talk About Jumping</p>

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<p>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>to Conclusions) N: <i>I Lost My Tooth in Africa</i> (Making Connections: Text to World) O: <i>Anansi Does the Impossible! An Ashanti Tale</i> (Oral Language/Conversation: Talk About Folk Heroes) P: <i>Knights of the Kitchen Table</i> (Making Connections: Text to Text) Q: <i>All About Manatees</i> (Oral Language/Conversation: Talk About Animals and Humans)</p>
<p><b>Presentation of Knowledge and Ideas</b> 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>Each teacher card includes Making Connections and Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text.</p>

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<p><b>Reading: Literature</b> <b>Key Ideas and Details</b> 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 a theme of a story, drama, or poem from details in the text; summarize the text. 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>Each teacher card includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. These features encourage teachers and students to engage in meaningful dialogue about the selected title using a question &amp; response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading. In addition, the following titles include further activities: M: <i>The Case of the Groaning Ghost</i> (Developing Comprehension: Drawing Conclusions) M: <i>Class President</i> (Developing Comprehension: Understanding Character) M: <i>No Messin' with My Lesson</i> (Developing Comprehension: Making Inferences) N: <i>Blizzard of the Blue Moon</i> (Developing Comprehension: Understanding Plot) N: <i>Detective LaRue: Letters from the Investigation</i> (Developing Comprehension: Making Inferences) N: <i>Young Frederick Douglass: Freedom Fighter</i> (Developing Comprehension: Setting) O: <i>Clementine</i> (Developing Comprehension: Drawing Conclusions) O: <i>Otis Spofford</i> (Developing Comprehension: Understanding Character) O: <i>Teacher's Pet</i> (Developing Comprehension: Understanding Plot) O: <i>You Can't Taste a Pickle With Your Ear</i> (Developing Comprehension: Summarizing) P: <i>Gooseberry Park</i> (Developing Comprehension: Summarizing) P: <i>Knights of the Kitchen Table</i> (Developing Comprehension: Making Inferences) Q: <i>Book Two: The Stonekeeper's Curse</i> (Developing Comprehension: Drawing Conclusions)</p>
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	<p>Q: <i>Nothing Ever Happens on 90<sup>th</sup> Street</i> (Developing Comprehension: Making Inferences)          Q: <i>Shrek!</i> (Developing Comprehension: Understanding Character)          Q: <i>Stallion in Spooky Hollow</i> (Developing Comprehension: Recognizing Setting)          Q: <i>The Tale of Anton Brown and Grace Hopper</i> (Developing Comprehension: Identifying Plot)          R: <i>Episode Two: Invasion of the Relatives</i> (Developing Comprehension: Making Inferences)          R: <i>Freedom Crossing</i> (Developing Comprehension: Understanding Character)          R: <i>Miracles on Maple Hill</i> (Developing Comprehension: Understanding Character)          R: <i>Owen &amp; Mzee: The True Story of a Remarkable Friendship</i> (Developing Comprehension: Summarizing)          R: <i>What to Do About Alice?</i> (Developing Comprehension: Understanding Character)          S: <i>The Houdini Box</i> (Developing Comprehension: Understanding Plot)          S: <i>Out of Darkness: The Story of Louis Braille</i> (Developing Comprehension: Summarizing)          S: <i>When Women Played Baseball</i> (Developing Comprehension: Understanding Character)          T: <i>It Only Looks Easy</i> (Developing Comprehension: Understanding Theme)          T: <i>Smile</i> (Developing Comprehension: Making Inferences)          T: <i>Tracker</i> (Developing Comprehension: Understanding Character)          T: <i>The Word Eater</i> (Developing Comprehension: Understanding Plot)</p>
<p><b>Craft and Structure</b>          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).          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.          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>N: <i>Lunch Walks Among Us</i> (Developing Phonics and Word-Solving Strategies: Difficult Words)          N: <i>The Phantom Mudder</i> (Developing Comprehension: Understanding Point of View)          P: <i>Copper</i> (Developing Comprehension: Understanding Text Structure)          R: <i>Clarice Bean Spells Trouble</i> (Developing Comprehension: Understanding Point of View)          R: <i>Magic Pickle: The Full Color Graphic Novel!</i> (Developing Comprehension: Understanding Text Structure)          S: <i>Amelia Earhart: This Broad Ocean</i> (Developing Phonics and Word-Solving Strategies: Colloquialisms and Idioms)          S: <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i> (Developing Comprehension: Understanding Point of View)          S: <i>The Young Man and the Sea</i> (Developing Comprehension: Recognizing Story Structure)          T: <i>The Wright 3</i> (Developing Comprehension: Understanding Point of View)</p>
<p><b>Integration of Knowledge and Ideas</b>          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.          8. (Not applicable to literature)          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)</p>	<p>This collection includes titles from Levels M-T that represent a variety of genres including: Science Nonfiction, Biography/Autobiography, Realistic Fiction, Mystery, Science Fiction, Fantasy, Graphic Novel, Historical Fiction, Fairy Tale/Fable, Free Verse, Adventure, and Informational Text.          In addition, the following titles represent visual and multimedia approaches to fiction:          P: <i>Copper</i> (graphic novel)          P: <i>Happy Burger</i> (play)</p>

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<p>in stories, myths, and traditional literature from different cultures.</p>	<p>Q: <i>Book Two: The Stonekeeper's Curse</i> (graphic novel)          Q: <i>The Tale of Anton Brown and Grace Hopper</i> (play)          R: <i>Episode Two: Invasion of the Relatives</i> (graphic novel)          R: <i>Magic Pickle: The Full Color Graphic Novel!</i> (graphic novel)          R: <i>Sitting Down for Dr. King</i> (play)          S: <i>Amelia Earhart: This Broad Ocean</i> (graphic novel)          S: <i>Confessions of a Gym-Class Dropout</i> (play)          S: <i>When Women Played Baseball</i> (play)          T: <i>The Dodgeball Chronicles</i> (graphic novel)          T: <i>Sir Arthur Conan Doyle's The Red-Headed League</i> (play)          T: <i>Smile</i> (graphic novel)</p>
<p><b>Range of Reading and Complexity of Text</b>          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>This collection includes titles from Levels M-T that represent a variety of genres and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p>
<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>          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>Each teacher card for the following Nonfiction and Informational texts includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about informational text using a question &amp; response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>M: <i>Baby Animals</i>          M: <i>Who Eats What? Food Chains and Food Webs</i>          N: <i>Sacajawea: Her True Story</i>          N: <i>Young Frederick Douglass: Freedom Fighter</i>          O: <i>Amelia Earhart: Adventure in the Sky</i>          O: <i>What's the Big Idea, Ben Franklin?</i>          O: <i>You Can't Taste a Pickle With Your Ear</i>          P: <i>The Magic School Bus Explores the Senses</i>          P: <i>My First Book of Biographies: Great Men and Women Every Child Should Know</i>          Q: <i>All About Manatees</i>          Q: <i>Finding the Titanic</i>          R: <i>Owen &amp; Mzee: The True Story of a Remarkable Friendship</i>          R: <i>What to Do About Alice?</i>          R: <i>Who Cracked the Liberty Bell?</i>          S: <i>Amelia Earhart: This Broad Ocean</i>          S: <i>The Dinosaurs of Waterhouse Hawkins</i>          S: <i>Out of Darkness: The Story of Louis Braille</i>          T: <i>Colonial Times: 1600-1700</i>          T: <i>Life in the Ocean: Animals, People, Plants</i></p> <p>In addition, the following titles include further activities:</p>

	<p>O: <i>You Can't Taste a Pickle With Your Ear</i> (Developing Comprehension: Summarizing)  P: <i>My First Book of Biographies: Great Men and Women Every Child Should Know</i> (Developing Comprehension: Understanding Biography)  R: <i>Owen &amp; Mzee: The True Story of a Remarkable Friendship</i> (Developing Comprehension: Summarizing)  R: <i>Who Cracked the Liberty Bell?</i> (Developing Comprehension: Understanding Historical Content)  S: <i>Amelia Earhart: This Broad Ocean</i> (Developing Comprehension: Understanding Historical Context)  S: <i>The Dinosaurs of Waterhouse Hawkins</i> (Developing Comprehension: Understanding Main Idea and Details)  S: <i>Out of Darkness: The Story of Louis Braille</i> (Developing Comprehension: Summarizing)  T: <i>Life in the Ocean: Animals, People, Plants</i> (Developing Comprehension: Identifying Main Idea and Supporting Details)</p>
<p><b>Craft and Structure</b></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>Each teacher card for the following Nonfiction and Informational texts includes Vocabulary and Challenging Book Features. These features introduce vocabulary essential to the understanding of the text, encourage students to determine the meanings of these words, and form a better understanding of the structure of the text.</p> <p>M: <i>Baby Animals</i>  M: <i>Who Eats What? Food Chains and Food Webs</i>  N: <i>Sacajawea: Her True Story</i>  N: <i>Young Frederick Douglass: Freedom Fighter</i>  O: <i>Amelia Earhart: Adventure in the Sky</i>  O: <i>What's the Big Idea, Ben Franklin?</i>  O: <i>You Can't Taste a Pickle With Your Ear</i>  P: <i>The Magic School Bus Explores the Senses</i>  P: <i>My First Book of Biographies: Great Men and Women Every Child Should Know</i>  Q: <i>All About Manatees</i>  Q: <i>Finding the Titanic</i>  R: <i>Owen &amp; Mzee: The True Story of a Remarkable Friendship</i>  R: <i>What to Do About Alice?</i>  R: <i>Who Cracked the Liberty Bell?</i>  S: <i>Amelia Earhart: This Broad Ocean</i>  S: <i>The Dinosaurs of Waterhouse Hawkins</i>  S: <i>Out of Darkness: The Story of Louis Braille</i>  T: <i>Colonial Times: 1600-1700</i>  T: <i>Life in the Ocean: Animals, People, Plants</i></p> <p>In addition, the following titles include further activities:  M: <i>Baby Animals</i> (Developing Phonics and Word-Solving Strategies: Context Clues)  N: <i>Sacajawea: Her True Story</i> (Developing Phonics and Word-Solving Strategies:</p>

	<p>Using a Pronunciation Guide)  O: <i>Amelia Earhart: Adventure in the Sky</i> (Developing Comprehension: Understanding Genre: Biography)  O: <i>What's the Big Idea, Ben Franklin?</i> (Developing Comprehension: Categorizing Information)  P: <i>My First Book of Biographies: Great Men and Women Every Child Should Know</i> (Developing Comprehension: Understanding Biography; Developing Phonics and Word-Solving Strategies: Context Clues)  R: <i>Who Cracked the Liberty Bell?</i> (Developing Comprehension: Understanding Historical Context)  S: <i>Amelia Earhart: This Broad Ocean</i> (Developing Comprehension: Understanding Historical Context)  T: <i>Colonial Times: 1600-1700</i> (Developing Comprehension: Understanding Cause and Effect)  U: <i>The Extraordinary Mark Twain (According to Susy)</i> (Developing Phonics and Word-Solving Strategies: Difficult Words)  V: <i>Sojourner Truth: Ain't I a Woman?</i> (Developing Phonics and Word-Solving Strategies: Difficult Words)  W: <i>Houdini: The Handcuff King</i> (Developing Comprehension: Understanding Historical Context)  W: <i>Mind Readers: Science Examines ESP</i> (Developing Comprehension: Understanding Steps in a Process)</p>
<p><b>Integration of Knowledge and Ideas</b>  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.  8. Explain how an author uses reasons and evidence to support particular points in a text.  9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>M: <i>Baby Animals</i> (Developing Comprehension: Visualizing)  P: <i>The Magic School Bus Explores the Senses</i> (Developing Comprehension: Using Diagrams)  Q: <i>All About Manatees</i> (Developing Comprehension: Understanding Comic Strips)  Q: <i>Finding the Titanic</i> (Developing Comprehension: Using Captions)</p>
<p><b>Range of Reading and Level of Text Complexity</b>  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>Each teacher card for the following Nonfiction and Informational texts includes Developing Comprehension and Developing Fluency features that encourage students to engage in both shared and independent reading opportunities at a variety of difficulty levels.</p> <p>M: <i>Baby Animals</i>  M: <i>Who Eats What? Food Chains and Food Webs</i>  N: <i>Sacajawea: Her True Story</i>  N: <i>Young Frederick Douglass: Freedom Fighter</i>  O: <i>Amelia Earhart: Adventure in the Sky</i>  O: <i>What's the Big Idea, Ben Franklin?</i>  O: <i>You Can't Taste a Pickle With Your Ear</i></p>

	<p>P: <i>The Magic School Bus Explores the Senses</i>  P: <i>My First Book of Biographies: Great Men and Women Every Child Should Know</i>  Q: <i>All About Manatees</i>  Q: <i>Finding the Titanic</i>  R: <i>Owen &amp; Mzee: The True Story of a Remarkable Friendship</i>  R: <i>What to Do About Alice?</i>  R: <i>Who Cracked the Liberty Bell?</i>  S: <i>Amelia Earhart: This Broad Ocean</i>  S: <i>The Dinosaurs of Waterhouse Hawkins</i>  S: <i>Out of Darkness: The Story of Louis Braille</i>  T: <i>Colonial Times: 1600-1700</i>  T: <i>Life in the Ocean: Animals, People, Plants</i></p>
<p><b>Reading: Foundational Skills</b>  <b>Phonics and Word Recognition</b>  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>M: <i>Baby Animals</i> (Developing Phonics and Word-Solving Strategies: Context Clues)  M: <i>No Messin' with My Lesson</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)  N: <i>Detective LaRue: Letters from the Investigation</i> (Developing Phonics and Word-Solving Strategies: Reading Words With Suffix -ly)  N: <i>Lunch Walks Among Us</i> (Developing Phonics and Word-Solving Strategies: Difficult Words)  N: <i>The Phantom Mudder</i> (Developing Phonics and Word-Solving Strategies: Suffixes – ion, -sion, and -tion)  N: <i>You Can't Eat Your Chicken Pox, Amber Brown</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words with Consonant Clusters)  O: <i>Amelia Earhart: Adventure in the Sky</i> (Developing Phonics and Word-Solving Strategies: Words with Suffixes)  O: <i>What's the Big Idea, Ben Franklin?</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)  P: <i>Happy Burger</i> (Developing Phonics and Word-Solving Strategies: Words with Suffix -ly)  P: <i>The Magic School Bus Explores the Senses</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)  P: <i>My First Book of Biographies: Great Men and Women Every Child Should Know</i> (Developing Phonics and Word-Solving Strategies: Context Clues)  Q: <i>All About Manatees</i> (Developing Phonics and Word-Solving Strategies: Context Clues)  Q: <i>The Clue at the Bottom of the Lake</i> (Developing Phonics and Word-Solving Strategies: Compound Words)  Q: <i>Finding the Titanic</i> (Developing Phonics and Word-Solving Strategies: Suffixes –er and –est)  Q: <i>LaRue Across America: Postcards from the Vacation</i> (Developing Phonics and Word-Solving Strategies: Context Clues)  Q: <i>The Tale of Anton Brown and Grace Hopper</i> (Developing Phonics and Word-Solving Strategies: Context Clues)  R: <i>Clarice Bean Spells Trouble</i> (Developing Phonics and Word-Solving Strategies:</p>

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	<p>Context Clues)  R: <i>Episode Two: Invasion of the Relatives</i> (Developing Phonics and Word-Solving Strategies: Prefixes and Suffixes)  R: <i>Owen &amp; Mzee: The True Story of a Remarkable Friendship</i> (Developing Phonics and Word-Solving Strategies: Suffixes)  R: <i>Who Cracked the Liberty Bell?</i> (Developing Phonics and Word-Solving Strategies: Diphthongs ou, ow)  S: <i>Confessions of a Gym-Class Dropout</i> (Developing Phonics and Word-Solving Strategies: Compound Words)  S: <i>The Dinosaurs of Waterhouse Hawkins</i> (Developing Phonics and Word-Solving Strategies: Context Clues)  S: <i>Out of Darkness: The Story of Louis Braille</i> (Developing Phonics and Word-Solving Strategies: Suffixes –sion and –tion)  S: <i>When Women Played Baseball</i> (Developing Phonics and Word-Solving Strategies: Suffix –er)  T: <i>Life in the Ocean: Animals, People, Plants</i> (Developing Phonics and Word-Solving Strategies: Compound Words)  T: <i>Mudshark</i> (Developing Phonics and Word-Solving Strategies: Suffix –ion)  T: <i>The Wright 3</i> (Developing Phonics and Word-Solving Strategies: Latin Roots)</p>
<p><b>Fluency</b>  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>Each teacher card includes Developing Fluency activities that engage students in activities that focus on reading fluently with proper reading rate, phrasing, accuracy, and expression.</p>
<p><b>Language</b>  <b>Conventions of Standard English</b>  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).*</p>	<p>M: <i>The Case of the Groaning Ghost</i> (Developing Phonics and Word-Solving Strategies: Words With –ed)  M: <i>Flat Stanley</i> (Developing Phonics and Word-Solving Strategies: Comparatives: -er, -est)  M: <i>Oh No, It's Robert</i> (Developing Phonics and Word-Solving Strategies: Possessive Words With 's)  N: <i>Young Frederick Douglass: Freedom Fighter</i> (Developing Phonics and Word-Solving Strategies: Words With –ed)  O: <i>John Philip Duck</i> (Developing Phonics and Word-Solving Strategies: Reading Words With –ed)  O: <i>Teacher's Pet</i> (Developing Phonics and Word-Solving Strategies: Comparatives: -er, -est)  O: <i>You Can't Taste a Pickle With Your Ear</i> (Developing Phonics and Word-Solving Strategies: Comparatives: -er, -est)  Q: <i>Shrek!</i> (Developing Phonics and Word-Solving Strategies: Comparative Adjectives)  T: <i>Colonial Times: 1600-1700</i> (Developing Phonics and Word-Solving Strategies: Possessives)</p>



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<p>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. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.</p>	
<p><b>Knowledge of Language</b> 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>Each teacher card provides students the opportunity to demonstrate knowledge of language and its conventions through reading, writing, and speaking activities. In addition, the following titles include further activities: R: <i>Sitting Down for Dr. King</i> (Developing Phonics and Word-Solving Strategies: Informal Language) S: <i>Amelia Earhart: This Broad Ocean</i> (Developing Phonics and Word-Solving Strategies: Colloquialisms and Idioms) S: <i>The Young Man and the Sea</i> (Developing Phonics and Word-Solving Strategies: Regional Phrases) T: <i>Smile</i> (Developing Phonics and Word-Solving Strategies: Recognizing Slang)</p>
<p><b>Vocabulary Acquisition and Use</b> 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</p>	<p>Each teacher card includes a Vocabulary feature with High-Frequency Words and Related Words for Discussion. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text. In addition, the following titles include further activities: M: <i>Baby Animals</i> (Supportive Book Features: Vocabulary) M: <i>The Case of the Groaning Ghost</i> (Challenging Book Features: Vocabulary) M: <i>Class President</i> (Challenging Book Features: Vocabulary) M: <i>Flat Stanley</i> (Supportive Book Features: Vocabulary) M: <i>Goldilocks and the Three Bears</i> (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Antonyms) M: <i>The Lamb Who Came for Dinner</i> (Challenging Book Features: Vocabulary) M: <i>Miss Smith's Incredible Storybook</i> (Supportive Book Features: Vocabulary) M: <i>No Messin' with My Lesson</i> (Challenging Book Features: Vocabulary) M: <i>Oh No, It's Robert</i> (Challenging Book Features: Vocabulary) M: <i>Who Eats What? Food Chains and Food Webs</i> (Supportive Book Features: Vocabulary) N: <i>Blizzard of the Blue Moon</i> (Supportive Book Features: Vocabulary) N: <i>Brand-new School, Brave New Ruby</i> (Challenging Book Features: Vocabulary) N: <i>Detective LaRue: Letters from the Investigation</i> (Supportive Book Features: Vocabulary) N: <i>I Lost My Tooth in Africa</i> (Challenging Book Features: Vocabulary) N: <i>Lunch Walks Among Us</i> (Challenging Book Features: Vocabulary) N: <i>The Phantom Mudder</i> (Challenging Book Features: Vocabulary)</p>

endangered when discussing animal preservation).

N: *Sacajawea: Her True Story* (Supportive Book Features: Vocabulary)  
 N: *Why Mosquitoes Buzz in People's Ears* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Synonyms)  
 N: *You Can't Eat Your Chicken Pox, Amber Brown* (Challenging Book Features: Vocabulary)  
 N: *Young Frederick Douglass: Freedom Fighter* (Supportive Book Features: Vocabulary)  
 O: *Amelia Earhart: Adventure in the Sky* (Supportive Book Features: Vocabulary)  
 O: *Anansi Does the Impossible! An Ashanti Tale* (Challenging Book Features: Vocabulary)  
 O: *Clementine* (Challenging Book Features: Vocabulary)  
 O: *John Philip Duck* (Challenging Book Features: Vocabulary)  
 O: *Journey to the Volcano Place* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Similes)  
 O: *A Mouse Called Wolf* (Challenging Book Features: Vocabulary)  
 O: *Otis Spofford* (Challenging Book Features: Vocabulary)  
 O: *Teacher's Pet* (Supportive Book Features: Vocabulary)  
 O: *What's the Big Idea, Ben Franklin?* (Supportive Book Features: Vocabulary)  
 O: *You Can't Taste a Pickle With Your Ear* (Supportive Book Features: Vocabulary)  
 P: *97 Ways to Train a Dragon* (Challenging Book Features: Vocabulary)  
 P: *Copper* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Onomatopoeia)  
 P: *Gooseberry Park* (Challenging Book Features: Vocabulary)  
 P: *Happy Burger* (Supportive Book Features: Vocabulary)  
 P: *The Hunterman and the Crocodile* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Onomatopoeia)  
 P: *Knights of the Kitchen Table* (Supportive Book Features: Vocabulary)  
 P: *Kooks in the Cafeteria* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Figurative Language: Similes)  
 P: *The Magic School Bus Explores the Senses* (Challenging Book Features: Vocabulary)  
 P: *My First Book of Biographies: Great Men and Women Every Child Should Know* (Challenging Book Features: Vocabulary)  
 P: *Tar Beach* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Figurative Language)  
 Q: *All About Manatees* (Challenging Book Features: Vocabulary)  
 Q: *Book Two: The Stonekeeper's Curse* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Understanding Idioms)  
 Q: *The Clue at the Bottom of the Lake* (Supportive & Challenging Book Features: Vocabulary)  
 Q: *Finding the Titanic* (Supportive Book Features: Vocabulary)  
 Q: *LaRue Across America: Postcards from the Vacation* (Challenging Book Features: Vocabulary)  
 Q: *Magic Pickle and the Planet of the Grapes* (Challenging Book Features: Vocabulary;

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Developing Phonics and Word-Solving Strategies: Idioms)  
Q: *Nothing Ever Happens on 90<sup>th</sup> Street* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Synonyms)  
Q: *Shrek!* (Challenging Book Features: Vocabulary)  
Q: *Stallion in Spooky Hollow* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)  
Q: *The Tale of Anton Brown and Grace Hopper* (Supportive Book Features: Vocabulary)  
R: *Clarice Bean Spells Trouble* (Challenging Book Features: Vocabulary)  
R: *The Dragon of Lonely Island* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Synonyms)  
R: *Episode Two: Invasion of the Relatives* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Prefixes and Suffixes)  
R: *Freedom Crossing* (Supportive Book Features: Vocabulary)  
R: *Magic Pickle: The Full Color Graphic Novel!* (Challenging Book Features: Vocabulary)  
R: *Miracles on Maple Hill* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)  
R: *Owen & Mzee: The True Story of a Remarkable Friendship* (Challenging Book Features: Vocabulary)  
R: *Sitting Down for Dr. King* (Supportive Book Features: Vocabulary)  
R: *What to Do About Alice?* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Figurative Language: Figures of Speech)  
R: *Who Cracked the Liberty Bell?* (Supportive Book Features: Vocabulary)  
S: *Amelia Earhart: This Broad Ocean* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Colloquialisms and Idioms)  
S: *Confessions of a Gym-Class Dropout* (Supportive Book Features: Vocabulary)  
S: *The Dinosaurs of Waterhouse Hawkins* (Challenging Book Features: Vocabulary)  
S: *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Antonyms)  
S: *The Good Dog* (Supportive Book Features: Vocabulary)  
S: *The Houdini Box* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Synonyms)  
S: *Out of Darkness: The Story of Louis Braille* (Supportive Book Features: Vocabulary)  
S: *Taking Sides* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Understanding Idioms)  
S: *When Women Played Baseball* (Supportive Book Features: Vocabulary)  
S: *The Young Man and the Sea* (Challenging Book Features: Vocabulary)  
T: *Colonial Times: 1600-1700* (Challenging Book Features: Vocabulary)  
T: *The Dodgeball Chronicles* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Homonyms)  
T: *It Only Looks Easy* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Figurative Language: Onomatopoeia)  
T: *Life in the Ocean: Animals, People, Plants* (Supportive Book Features: Vocabulary)

	<p>T: <i>Mudshark</i> (Supportive Book Features: Vocabulary)  T: <i>Sir Arthur Conan Doyle's The Red-Headed League</i> (Supportive Book Features: Vocabulary)  T: <i>Smile</i> (Supportive Book Features: Vocabulary)  T: <i>Tracker</i> (Supportive Book Features: Vocabulary)  T: <i>The Word Eater</i> (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Similes)  T: <i>The Wright 3</i> (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Latin Roots)</p>
<p><b>Writing</b>  <b>Text Types and Purposes</b>  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 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.  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.  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.</p>	<p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. The activities also include the opportunity to create graphic aids related to the text.  For example,  M: <i>Who Eats What? Food Chains and Food Webs</i> (Extending Meaning Through Writing: Expository)  N: <i>The Phantom Mudder</i> (Extending Meaning Through Writing: Descriptive)  O: <i>Amelia Earhart: Adventure in the Sky</i> (Extending Meaning Through Writing: Narrative)  P: <i>Tar Beach</i> (Extending Meaning Through Writing: Letter)  Q: <i>All About Manatees</i> (Extending Writing Through Writing: Persuasive)  R: <i>Owen &amp; Mzee: The True Story of a Remarkable Friendship</i> (Extending Meaning Through Writing: Review)  S: <i>Confessions of a Gym-Class Dropout</i> (Extending Meaning Through Writing: Procedural)  T: <i>The Wright 3</i> (Extending Meaning Through Writing: Graphic Aid)</p>

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<p>Provide a conclusion that follows from the narrated experiences or events.</p>	
<p><b>Production and Distribution of Writing</b>          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.)          5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.          6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include writing informative, explanatory, narrative, descriptive, procedural, poetic, and persuasive compositions. Teachers can provide guidance, support and encouragement that develop student writing proficiency. Teachers can guide students' exploration of digital tools as they are available and as the teacher determines applicable in the classroom.</p>
<p><b>Research to Build and Present Knowledge</b>          7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.          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.          9. Draw evidence from literary or informational texts to support analysis, reflection, and research.          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].”).          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>Each teacher card lists both print and website resources to further additional investigation into the topics presented in the text.          Each teacher card includes a Making Connections feature that allows teachers and students to activate prior knowledge and engage in meaningful discussions based on the topics presented in the text.          Each teacher card includes a Connecting to Everyday Literacy feature that direct students to make connections to other forms of literature and online resources allowing further exploration of topics presented in the text.</p>
<p><b>Range of Writing</b>          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>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include writing informative, explanatory, narrative, descriptive, procedural, poetic, and persuasive compositions. Teachers can extend and/or modify these activities to meet student needs for both shorter and extended time frames.</p>
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b>          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>Each teacher card includes Making Connections and Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text.          For example,          M: <i>The Case of the Groaning Ghost</i> (Oral Language/Conversation: Talk About Jumping to Conclusions)</p>

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**SCHOLASTIC GUIDED READING TEXT TYPES**

<p>Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>N: <i>I Lost My Tooth in Africa</i> (Making Connections: Text to World)</p> <p>O: <i>Anansi Does the Impossible! An Ashanti Tale</i> (Oral Language/Conversation: Talk About Folk Heroes)</p> <p>P: <i>Knights of the Kitchen Table</i> (Making Connections: Text to Text)</p> <p>Q: <i>All About Manatees</i> (Oral Language/Conversation: Talk About Animals and Humans)</p> <p>R: <i>Miracles on Maple Hill</i> (Making Connections: Text to Self)</p> <p>S: <i>Amelia Earhart: This Broad Ocean</i> (Oral Language/Conversation: Talk About Amelia and Grace)</p> <p>T: <i>Colonial Times: 1600-1700</i> (Oral Language/Conversation: Talk About History)</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p>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.</p> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>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>Each teacher card includes Making Connections and Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text.</p>

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Grade 5**

**SCHOLASTIC GUIDED READING TEXT TYPES**

<p><b>Reading: Literature</b> <b>Key Ideas and Details</b></p> <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>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>Each teacher card includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. These features encourage teachers and students to engage in meaningful dialogue about the selected title using a question &amp; response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>In addition, the following titles include further activities:</p> <p>Q: <i>Book Two: The Stonekeeper's Curse</i> (Developing Comprehension: Drawing Conclusions)</p> <p>Q: <i>Nothing Ever Happens on 90<sup>th</sup> Street</i> (Developing Comprehension: Making Inferences)</p> <p>Q: <i>Shrek!</i> (Developing Comprehension: Understanding Character)</p> <p>Q: <i>Stallion in Spooky Hollow</i> (Developing Comprehension: Recognizing Setting)</p> <p>Q: <i>The Tale of Anton Brown and Grace Hopper</i> (Developing Comprehension: Identifying Plot)</p> <p>R: <i>Episode Two: Invasion of the Relatives</i> (Developing Comprehension: Making Inferences)</p> <p>R: <i>Freedom Crossing</i> (Developing Comprehension: Understanding Character)</p>
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SCHOLASTIC GUIDED READING TEXT TYPES

	<p>R: <i>Miracles on Maple Hill</i> (Developing Comprehension: Understanding Character)  R: <i>Owen &amp; Mzee: The True Story of a Remarkable Friendship</i> (Developing Comprehension: Summarizing)  R: <i>What to Do About Alice?</i> (Developing Comprehension: Understanding Character)  S: <i>The Houdini Box</i> (Developing Comprehension: Understanding Plot)  S: <i>Out of Darkness: The Story of Louis Braille</i> (Developing Comprehension: Summarizing)  S: <i>When Women Played Baseball</i> (Developing Comprehension: Understanding Character)  T: <i>It Only Looks Easy</i> (Developing Comprehension: Understanding Theme)  T: <i>Smile</i> (Developing Comprehension: Making Inferences)  T: <i>Tracker</i> (Developing Comprehension: Understanding Character)  T: <i>The Word Eater</i> (Developing Comprehension: Understanding Plot)  U: <i>Sir Arthur Conan Doyle's Sherlock Holmes and the Blue Carbuncle</i> (Developing Comprehension: Understanding Character)  U: <i>Wringer</i> (Developing Comprehension: Understanding Theme)  V: <i>The Bad Beginning (A Series of Unfortunate Events)</i> (Developing Comprehension: Understanding Characters)  V: <i>Heat</i> (Developing Comprehension: Understanding Character)</p>
<p><b>Craft and Structure</b>  4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  6. Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>Q: <i>All About Manatees</i> (Developing Comprehension: Understanding Comic Strips)  Q: <i>Book Two: The Stonekeeper's Curse</i> (Developing Phonics and Word-Solving Strategies: Understanding Idioms)  Q: <i>Magic Pickle and the Planet of the Grapes</i> (Developing Phonics and Word-Solving Strategies: Idioms)  R: <i>Clarice Bean Spells Trouble</i> (Developing Comprehension: Understanding Point of View)  R: <i>Magic Pickle: The Full Color Graphic Novel!</i> (Developing Comprehension: Understanding Text Structure)  R: <i>What to Do About Alice?</i> (Developing Phonics and Word-Solving Strategies: Figurative Language: Figures of Speech)  S: <i>Amelia Earhart: This Broad Ocean</i> (Developing Phonics and Word-Solving Strategies: Colloquialisms and Idioms)  S: <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i> (Developing Comprehension: Understanding Point of View)  S: <i>Taking Sides</i> (Developing Phonics and Word-Solving Strategies: Understanding Idioms)  S: <i>The Young Man and the Sea</i> (Developing Comprehension: Recognizing Story Structure)  T: <i>The Word Eater</i> (Developing Phonics and Word-Solving Strategies: Similes)  T: <i>The Wright 3</i> (Developing Comprehension: Understanding Point of View)  U: <i>The Calder Game</i> (Developing Phonics and Word-Solving Strategies: Similes and Metaphors)  U: <i>The Extraordinary Mark Twain (According to Susy)</i> (Developing Comprehension: Understanding Point of View)</p>

	<p>U: <i>My Side of the Mountain</i> (Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)          U: <i>The Ruins of Gorlan</i> (Developing Phonics and Word-Solving Strategies: Recognizing Story Structure)          U: <i>Wringer</i> (Developing Phonics and Word-Solving Strategies: Similes)          V: <i>Black Star, Bright Dawn</i> (Developing Phonics and Word-Solving Strategies: Understanding Idioms)          V: <i>The Cats in Krasinski Square</i> (Developing Comprehension: Identifying Point of View)          V: <i>Double-Dare to Be Scared: Another Thirteen Chilling Tales</i> (Developing Phonics and Word-Solving Strategies: Similes)          V: <i>Ghostopolis</i> (Developing Phonics and Word-Solving Strategies: Informal Language)          V: <i>Lewis Carroll's Alice in Wonderland</i> (Developing Comprehension: Understanding Dramatic Elements)          W: <i>Max the Mighty: A Novel</i> (Developing Phonics and Word-Solving Strategies: Colloquialisms)          W: <i>Numbering All the Bones</i> (Developing Phonics and Word-Solving Strategies: Similes)          W: <i>The Phantom Tollbooth</i> (Developing Comprehension: Understanding Figurative Language)          W: <i>Torn Thread</i> (Developing Phonics and Word-Solving Strategies: Understanding Similes)</p>
<p><b>Integration of Knowledge and Ideas</b>          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).          8. (Not applicable to literature)          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>This collection includes titles from Levels Q-W that represent a variety of genres including: Science Nonfiction, Biography/Autobiography, Realistic Fiction, Mystery, Science Fiction, Fantasy, Graphic Novel, Historical Fiction, Fairy Tale/Fable, Free Verse, Adventure, and Informational Text.          In addition, the following titles represent visual and multimedia approaches to fiction:          Q: <i>Book Two: The Stonekeeper's Curse</i> (graphic novel)          Q: <i>The Tale of Anton Brown and Grace Hopper</i> (play)          R: <i>Episode Two: Invasion of the Relatives</i> (graphic novel)          R: <i>Magic Pickle: The Full Color Graphic Novel!</i> (graphic novel)          R: <i>Sitting Down for Dr. King</i> (play)          S: <i>Amelia Earhart: This Broad Ocean</i> (graphic novel)          S: <i>Confessions of a Gym-Class Dropout</i> (play)          S: <i>When Women Played Baseball</i> (play)          T: <i>The Dodgeball Chronicles</i> (graphic novel)          T: <i>Sir Arthur Conan Doyle's The Red-Headed League</i> (play)          T: <i>Smile</i> (graphic novel)          U: <i>Road to Revolution!</i> (graphic novel)          U: <i>Sir Arthur Conan Doyle's Sherlock Holmes and the Blue Carbuncle</i> (play)          U: <i>The Star Crusher</i> (play)          V: <i>Ghostopolis</i> (graphic novel)          V: <i>Lewis Carroll's Alice in Wonderland</i> (play)          W: <i>The Great Cow Race</i> (graphic novel)          W: <i>Houdini: The Handcuff King</i> (graphic novel)</p>



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**SCHOLASTIC GUIDED READING TEXT TYPES**

<p><b>Range of Reading and Complexity of Text</b> 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><i>W: The Phantom Tollbooth</i> (play)</p> <p>This collection includes titles from Levels Q-W that represent a variety of genres and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p>
<p><b>Reading: Informational Text</b> <b>Key Ideas and Details</b> 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.</p>	<p>Each teacher card for the following Nonfiction and Informational texts includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about informational text using a question &amp; response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p><i>Q: All About Manatees</i> <i>Q: Finding the Titanic</i> <i>R: Owen &amp; Mzee: The True Story of a Remarkable Friendship</i> <i>R: What to Do About Alice?</i> <i>R: Who Cracked the Liberty Bell?</i> <i>S: Amelia Earhart: This Broad Ocean</i> <i>S: The Dinosaurs of Waterhouse Hawkins</i> <i>S: Out of Darkness: The Story of Louis Braille</i> <i>T: Colonial Times: 1600-1700</i> <i>T: Life in the Ocean: Animals, People, Plants</i> <i>U: The Extraordinary Mark Twain (According to Susy)</i> <i>V: Sojourner Truth: Ain't I a Woman?</i> <i>V: The Titanic</i> <i>W: Houdini: The Handcuff King</i> <i>W: I Am a Star: Child of the Holocaust</i> <i>W: Mind Readers: Science Examines ESP</i></p> <p>In addition, the following titles include further activities: <i>R: Owen &amp; Mzee: The True Story of a Remarkable Friendship</i> (Developing Comprehension: Summarizing) <i>R: Who Cracked the Liberty Bell?</i> (Developing Comprehension: Understanding Historical Content) <i>S: Amelia Earhart: This Broad Ocean</i> (Developing Comprehension: Understanding Historical Context) <i>S: The Dinosaurs of Waterhouse Hawkins</i> (Developing Comprehension: Understanding Main Idea and Details) <i>S: Out of Darkness: The Story of Louis Braille</i> (Developing Comprehension: Summarizing) <i>T: Life in the Ocean: Animals, People, Plants</i> (Developing Comprehension: Identifying Main Idea and Supporting Details)</p>
<p><b>Craft and Structure</b></p>	<p>Each teacher card for the following Nonfiction and Informational texts includes</p>

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**SCHOLASTIC GUIDED READING TEXT TYPES**

<p>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.</p> <p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>Vocabulary and Challenging Book Features features. These features introduce vocabulary essential to the understanding of the text, encourage students to determine the meanings of these words, and form a better understanding of the structure of the text.</p> <p>Q: <i>All About Manatees</i>          Q: <i>Finding the Titanic</i>          R: <i>Owen &amp; Mzee: The True Story of a Remarkable Friendship</i>          R: <i>What to Do About Alice?</i>          R: <i>Who Cracked the Liberty Bell?</i>          S: <i>Amelia Earhart: This Broad Ocean</i>          S: <i>The Dinosaurs of Waterhouse Hawkins</i>          S: <i>Out of Darkness: The Story of Louis Braille</i>          T: <i>Colonial Times: 1600-1700</i>          T: <i>Life in the Ocean: Animals, People, Plants</i>          U: <i>The Extraordinary Mark Twain (According to Susy)</i>          V: <i>Sojourner Truth: Ain't I a Woman?</i>          V: <i>The Titanic</i>          W: <i>Houdini: The Handcuff King</i>          W: <i>I Am a Star: Child of the Holocaust</i>          W: <i>Mind Readers: Science Examines ESP</i></p> <p>In addition, the following titles include further activities:          U: <i>The Extraordinary Mark Twain (According to Susy)</i> (Developing Phonics and Word-Solving Strategies: Difficult Words)          V: <i>Sojourner Truth: Ain't I a Woman?</i> (Developing Phonics and Word-Solving Strategies: Difficult Words)          W: <i>Houdini: The Handcuff King</i> (Developing Comprehension: Understanding Historical Context)          W: <i>Mind Readers: Science Examines ESP</i> (Developing Comprehension: Understanding Steps in a Process)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>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.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Each teacher card for the following Nonfiction and Informational texts lists both print and website resources to further additional investigation into the topics presented in the text. Each teacher card also includes a Connecting to Everyday Literacy feature that directs students to other forms of literature and online resources allowing comparison between the topics presented in the text and other resources.</p> <p>Q: <i>All About Manatees</i>          Q: <i>Finding the Titanic</i>          R: <i>Owen &amp; Mzee: The True Story of a Remarkable Friendship</i>          R: <i>What to Do About Alice?</i>          R: <i>Who Cracked the Liberty Bell?</i>          S: <i>Amelia Earhart: This Broad Ocean</i>          S: <i>The Dinosaurs of Waterhouse Hawkins</i></p>

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SCHOLASTIC GUIDED READING TEXT TYPES

	<p>S: <i>Out of Darkness: The Story of Louis Braille</i>  T: <i>Colonial Times: 1600-1700</i>  T: <i>Life in the Ocean: Animals, People, Plants</i>  U: <i>The Extraordinary Mark Twain (According to Susy)</i>  V: <i>Sojourner Truth: Ain't I a Woman?</i>  V: <i>The Titanic</i>  W: <i>Houdini: The Handcuff King</i>  W: <i>I Am a Star: Child of the Holocaust</i>  W: <i>Mind Readers: Science Examines ESP</i></p>
<p><b>Range of Reading and Level of Text Complexity</b>  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>Each teacher card for the following Nonfiction and Informational texts includes Developing Comprehension and Developing Fluency features that encourage students to engage in both shared and independent reading opportunities at a variety of difficulty levels.</p> <p>Q: <i>All About Manatees</i>  Q: <i>Finding the Titanic</i>  R: <i>Owen &amp; Mzee: The True Story of a Remarkable Friendship</i>  R: <i>What to Do About Alice?</i>  R: <i>Who Cracked the Liberty Bell?</i>  S: <i>Amelia Earhart: This Broad Ocean</i>  S: <i>The Dinosaurs of Waterhouse Hawkins</i>  S: <i>Out of Darkness: The Story of Louis Braille</i>  T: <i>Colonial Times: 1600-1700</i>  T: <i>Life in the Ocean: Animals, People, Plants</i>  U: <i>The Extraordinary Mark Twain (According to Susy)</i>  V: <i>Sojourner Truth: Ain't I a Woman?</i>  V: <i>The Titanic</i>  W: <i>Houdini: The Handcuff King</i>  W: <i>I Am a Star: Child of the Holocaust</i>  W: <i>Mind Readers: Science Examines ESP</i></p>
<p><b>Reading: Foundational Skills</b>  <b>Phonics and Word Recognition</b>  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>Q: <i>All About Manatees</i> (Developing Phonics and Word-Solving Strategies: Context Clues)  Q: <i>The Clue at the Bottom of the Lake</i> (Developing Phonics and Word-Solving Strategies: Compound Words)  Q: <i>Finding the Titanic</i> (Developing Phonics and Word-Solving Strategies: Suffixes –er and –est)  Q: <i>LaRue Across America: Postcards from the Vacation</i> (Developing Phonics and Word-Solving Strategies: Context Clues)  Q: <i>The Tale of Anton Brown and Grace Hopper</i>(Developing Phonics and Word-Solving Strategies: Context Clues)  R: <i>Clarice Bean Spells Trouble</i> (Developing Phonics and Word-Solving Strategies: Context Clues)  R: <i>Episode Two: Invasion of the Relatives</i> (Developing Phonics and Word-Solving Strategies: Prefixes and Suffixes)  R: <i>Owen &amp; Mzee: The True Story of a Remarkable Friendship</i> (Developing Phonics</p>

and Word-Solving Strategies: Suffixes)  
 R: *Who Cracked the Liberty Bell?* (Developing Phonics and Word-Solving Strategies: Diphthongs ou, ow)  
 S: *Confessions of a Gym-Class Dropout* (Developing Phonics and Word-Solving Strategies: Compound Words)  
 S: *The Dinosaurs of Waterhouse Hawkins* (Developing Phonics and Word-Solving Strategies: Context Clues)  
 S: *Out of Darkness: The Story of Louis Braille* (Developing Phonics and Word-Solving Strategies: Suffixes –sion and –tion)  
 S: *When Women Played Baseball* (Developing Phonics and Word-Solving Strategies: Suffix –er)  
 T: *Life in the Ocean: Animals, People, Plants* (Developing Phonics and Word-Solving Strategies: Compound Words)  
 T: *Mudshark* (Developing Phonics and Word-Solving Strategies: Suffix –ion)  
 T: *The Wright 3* (Developing Phonics and Word-Solving Strategies: Latin Roots)  
 U: *The BFG* (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)  
 U: *The Extraordinary Mark Twain (According to Susy)* (Developing Phonics and Word-Solving Strategies: Difficult Words)  
 U: *Road to Revolution!* (Developing Phonics and Word-Solving Strategies: Context Clues)  
 U: *The Ruins of Gorlan* (Developing Phonics and Word-Solving Strategies: Compound Words)  
 U: *The Star Crusher* (Developing Phonics and Word-Solving Strategies: Using Context Clues)  
 V: *The Capture* (Developing Phonics and Word-Solving Strategies: Context Clues)  
 V: *Sojourner Truth: Ain't I a Woman?* (Developing Phonics and Word-Solving Strategies: Difficult Words)  
 V: *The Titanic* (Developing Phonics and Word-Solving Strategies: Negative Prefixes)  
 W: *I Am a Star: Child of the Holocaust* (Developing Phonics and Word-Solving Strategies: Reading Words with Prefixes)  
 W: *Mind Readers: Science Examines ESP* (Developing Phonics and Word-Solving Strategies: Context Clues)  
 W: *The Phantom Tollbooth* (Developing Phonics and Word-Solving Strategies: Context Clues)  
 W: *Stowaway* (Developing Phonics and Word-Solving Strategies: Compound Words)  
 W: *The Titan's Curse* (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)

**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.

Each teacher card includes Developing Fluency activities that engage students in activities that focus on reading fluently with proper reading rate, phrasing, accuracy, and expression.

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**SCHOLASTIC GUIDED READING TEXT TYPES**

<p><b>Language</b> <b>Conventions of Standard English</b></p> <p>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).</p> <p>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>T: <i>Colonial Times: 1600-1700</i> (Developing Phonics and Word-Solving Strategies: Possessives)</p>
<p><b>Knowledge of Language</b></p> <p>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>Each teacher card provides students the opportunity to demonstrate knowledge of language and its conventions through reading, writing, and speaking activities. In addition, the following titles include further activities: R: <i>Sitting Down for Dr. King</i> (Developing Phonics and Word-Solving Strategies: Informal Language) S: <i>Amelia Earhart: This Broad Ocean</i> (Developing Phonics and Word-Solving Strategies: Colloquialisms and Idioms) S: <i>The Young Man and the Sea</i> (Developing Phonics and Word-Solving Strategies: Regional Phrases) T: <i>Smile</i> (Developing Phonics and Word-Solving Strategies: Recognizing Slang) V: <i>Ghostopolis</i> (Developing Phonics and Word-Solving Strategies: Informal Language) W: <i>Max the Mighty: A Novel</i> (Developing Phonics and Word-Solving Strategies: Colloquialisms)</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. 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</p>	<p>Each teacher card includes a Vocabulary feature with High-Frequency Words and Related Words for Discussion. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text. In addition, the following titles include further activities: Q: <i>All About Manatees</i> (Challenging Book Features: Vocabulary) Q: <i>Book Two: The Stonekeeper's Curse</i> (Challenging Book Features: Vocabulary;</p>

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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).

Developing Phonics and Word-Solving Strategies: Understanding Idioms)  
Q: *The Clue at the Bottom of the Lake* (Supportive & Challenging Book Features: Vocabulary)  
Q: *Finding the Titanic* (Supportive Book Features: Vocabulary)  
Q: *LaRue Across America: Postcards from the Vacation* (Challenging Book Features: Vocabulary)  
Q: *Magic Pickle and the Planet of the Grapes* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Idioms)  
Q: *Nothing Ever Happens on 90<sup>th</sup> Street* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Synonyms)  
Q: *Shrek!* (Challenging Book Features: Vocabulary)  
Q: *Stallion in Spooky Hollow* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)  
Q: *The Tale of Anton Brown and Grace Hopper* (Supportive Book Features: Vocabulary)  
R: *Clarice Bean Spells Trouble* (Challenging Book Features: Vocabulary)  
R: *The Dragon of Lonely Island* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Synonyms)  
R: *Episode Two: Invasion of the Relatives* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Prefixes and Suffixes)  
R: *Freedom Crossing* (Supportive Book Features: Vocabulary)  
R: *Magic Pickle: The Full Color Graphic Novel!* (Challenging Book Features: Vocabulary)  
R: *Miracles on Maple Hill* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)  
R: *Owen & Mzee: The True Story of a Remarkable Friendship* (Challenging Book Features: Vocabulary)  
R: *Sitting Down for Dr. King* (Supportive Book Features: Vocabulary)  
R: *What to Do About Alice?* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Figurative Language: Figures of Speech)  
R: *Who Cracked the Liberty Bell?* (Supportive Book Features: Vocabulary)  
S: *Amelia Earhart: This Broad Ocean* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Colloquialisms and Idioms)  
S: *Confessions of a Gym-Class Dropout* (Supportive Book Features: Vocabulary)  
S: *The Dinosaurs of Waterhouse Hawkins* (Challenging Book Features: Vocabulary)  
S: *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Antonyms)  
S: *The Good Dog* (Supportive Book Features: Vocabulary)  
S: *The Houdini Box* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Synonyms)  
S: *Out of Darkness: The Story of Louis Braille* (Supportive Book Features: Vocabulary)  
S: *Taking Sides* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Understanding Idioms)  
S: *When Women Played Baseball* (Supportive Book Features: Vocabulary)

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S: *The Young Man and the Sea* (Challenging Book Features: Vocabulary)  
T: *Colonial Times: 1600-1700* (Challenging Book Features: Vocabulary)  
T: *The Dodgeball Chronicles* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Homonyms)  
T: *It Only Looks Easy* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Figurative Language: Onomatopoeia)  
T: *Life in the Ocean: Animals, People, Plants* (Supportive Book Features: Vocabulary)  
T: *Mudshark* (Supportive Book Features: Vocabulary)  
T: *Sir Arthur Conan Doyle's The Red-Headed League* (Supportive Book Features: Vocabulary)  
T: *Smile* (Supportive Book Features: Vocabulary)  
T: *Tracker* (Supportive Book Features: Vocabulary)  
T: *The Word Eater* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Similes)  
T: *The Wright 3* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Latin Roots)  
U: *The BFG* (Challenging Book Features: Vocabulary)  
U: *The Calder Game* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Similes and Metaphors)  
U: *The Extraordinary Mark Twain (According to Susy)* (Challenging Book Features: Vocabulary)  
U: *The Fairy-Tale Detectives* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Synonyms)  
U: *My Side of the Mountain* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)  
U: *Road to Revolution!* (Challenging Book Features: Vocabulary)  
U: *The Ruins of Gorlan* (Challenging Book Features: Vocabulary)  
U: *Sir Arthur Conan Doyle's Sherlock Holmes and the Blue Carbuncle* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Synonyms)  
U: *The Star Crusher* (Challenging Book Features: Vocabulary)  
U: *Wringer* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Similes)  
V: *The Bad Beginning (A Series of Unfortunate Events)* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Using Synonyms)  
V: *Black Star, Bright Dawn* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Understanding Idioms)  
V: *The Capture* (Challenging Book Features: Vocabulary)  
V: *The Cats in Krasinski Square* (Supportive Book Features: Vocabulary)  
V: *Double-Dare to Be Scared: Another Thirteen Chilling Tales* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Similes)  
V: *Ghostopolis* (Supportive Book Features: Vocabulary)  
V: *Heat* (Supportive Book Features: Vocabulary)  
V: *Lewis Carroll's Alice in Wonderland* (Challenging Book Features: Vocabulary;

	<p>Developing Phonics and Word-Solving Strategies: Homophones)  V: <i>Sojourner Truth: Ain't I a Woman?</i> (Challenging Book Features: Vocabulary)  V: <i>The Titanic</i> (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Negative Prefixes)  W: <i>The Great Cow Race</i> (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Reading Homophones)  W: <i>Houdini: The Handcuff King</i> (Developing Phonics and Word-Solving Strategies: Onomatopoeia)  W: <i>I Am a Star: Child of the Holocaust</i> (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Reading Words with Prefixes)  W: <i>Max the Mighty: A Novel</i> (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Colloquialisms)  W: <i>Mind Readers: Science Examines ESP</i> (Challenging Book Features: Vocabulary)  W: <i>Numbering All the Bones</i> (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Similes)  W: <i>The Phantom Tollbooth</i> (Challenging Book Features: Vocabulary)  W: <i>Stowaway</i> (Challenging Book Features: Vocabulary)  W: <i>The Titan's Curse</i> (Supportive Book Features: Vocabulary)  W: <i>Torn Thread</i> (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Understanding Similes)</p>
<p><b>Writing</b>  <b>Text Types and Purposes</b>  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.  Provide a concluding statement or section related to the information or</p>	<p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. The activities also include the opportunity to create graphic aids related to the text.  For example,  Q: <i>All About Manatees</i> (Extending Writing Through Writing: Persuasive)  R: <i>Owen &amp; Mzee: The True Story of a Remarkable Friendship</i> (Extending Meaning Through Writing: Review)  S: <i>Confessions of a Gym-Class Dropout</i> (Extending Meaning Through Writing: Procedural)  T: <i>The Wright 3</i> (Extending Meaning Through Writing: Graphic Aid)  U: <i>My Side of the Mountain</i> (Extending Meaning Through Writing: Persuasive)  V: <i>Sojourner Truth: Ain't I a Woman?</i> (Extending Meaning Through Writing: Expository)  W: <i>The Phantom Tollbooth</i> (Extending Meaning Through Writing: Descriptive)</p>



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<p>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.</p> <p>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>	
<p><b>Production and Distribution of Writing</b></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>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include writing informative, explanatory, narrative, descriptive, procedural, poetic, and persuasive compositions. Teachers can provide guidance, support and encouragement that develop student writing proficiency. Teachers can guide students' exploration of digital tools as they are available and as the teacher determines applicable in the classroom.</p>
<p><b>Research to Build and Present Knowledge</b></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>Each teacher card lists both print and website resources to further additional investigation into the topics presented in the text.</p> <p>Each teacher card includes a Making Connections feature that allows teachers and students to activate prior knowledge and engage in meaningful discussions based on the topics presented in the text.</p> <p>Each teacher card includes a Connecting to Everyday Literacy feature that direct students to make connections to other forms of literature and online resources allowing further exploration of topics presented in the text.</p>

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<p><b>Range of Writing</b> 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>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include writing informative, explanatory, narrative, descriptive, procedural, poetic, and persuasive compositions. Teachers can extend and/or modify these activities to meet student needs for both shorter and extended time frames.</p>
<p><b>Speaking and Listening Comprehension and Collaboration</b> 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>Each teacher card includes Making Connections and Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text. For example, Q: <i>All About Manatees</i> (Oral Language/Conversation: Talk About Animals and Humans) R: <i>Miracles on Maple Hill</i> (Making Connections: Text to Self) S: <i>Amelia Earhart: This Broad Ocean</i> (Oral Language/Conversation: Talk About Amelia and Grace) T: <i>Colonial Times: 1600-1700</i> (Oral Language/Conversation: Talk About History) U: <i>The Extraordinary Mark Twain (According to Susy)</i> (Making Connections: Text to Text, Discuss biographies and how these books relate the important details of a person's life) V: <i>The Capture</i> (Oral Language/Conversation: Talk About Oppression) W: <i>Numbering All the Bones</i> (Making Connections: Text to World, Discuss the conditions of wartime prison camps)</p>
<p><b>Presentation of Knowledge and Ideas</b> 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>Each teacher card includes Making Connections and Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text.</p>

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<p><b>Reading: Literature</b> <b>Key Ideas and Details</b></p> <p>1. Cite 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 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>Each teacher card includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. These features encourage teachers and students to engage in meaningful dialogue about the selected title using a question &amp; response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>In addition, the following titles include further activities:</p> <p>T: <i>It Only Looks Easy</i> (Developing Comprehension: Understanding Theme)</p> <p>T: <i>Life in the Ocean: Animals, People, Plants</i> (Developing Comprehension: Identifying Main Idea and Supporting Details)</p> <p>T: <i>Smile</i> (Developing Comprehension: Making Inferences)</p> <p>T: <i>Tracker</i> (Developing Comprehension: Understanding Character)</p> <p>T: <i>The Word Eater</i> (Developing Comprehension: Understanding Plot)</p> <p>U: <i>The Ruins of Gorlan</i> (Developing Comprehension: Recognizing Story Structure)</p> <p>U: <i>Sir Arthur Conan Doyle’s Sherlock Holmes and the Blue Carbuncle</i> (Developing Comprehension: Understanding Character)</p> <p>U: <i>Wringer</i> (Developing Comprehension: Understanding Theme)</p> <p>V: <i>The Bad Beginning (A Series of Unfortunate Events)</i> (Developing Comprehension: Understanding Characters)</p> <p>V: <i>Heat</i> (Developing Comprehension: Understanding Character)</p> <p>W: <i>Numbering All the Bones</i> (Developing Comprehension: Understanding Character)</p> <p>X: <i>The Little Prince</i> (Developing Comprehension: Understanding Theme)</p> <p>X: <i>The Mostly True Adventures of Homer P. Figg</i> (Developing Comprehension: Understanding Character)</p> <p>Y: <i>All the Broken Pieces</i> (Developing Comprehension: Making Inferences)</p> <p>Y: <i>Artemis Fowl: The Graphic Novel</i> (Developing Comprehension: Understanding Character)</p> <p>Y: <i>Jackaroo: A Novel in the Kingdom</i> (Developing Comprehension: Understanding Theme)</p> <p>Y: <i>Weedflower</i> (Developing Comprehension: Making Inferences)</p> <p>Z: <i>Chasing Lincoln’s Killer</i> (Developing Comprehension: Making Inferences)</p> <p>Z: <i>Countdown</i> (Developing Comprehension: Understanding Plot)</p> <p>Z: <i>The Glass Menagerie</i> (Developing Comprehension: Understanding Theme)</p> <p>Z: <i>The Hunger Games</i> (Developing Comprehension: Understanding Character)</p>
<p><b>Craft and Structure</b></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>T: <i>It Only Looks Easy</i> (Developing Phonics and Word-Solving Strategies: Figurative Language: Onomatopoeia)</p> <p>T: <i>The Wright 3</i> (Developing Comprehension: Understanding Point of View)</p> <p>U: <i>The Extraordinary Mark Twain (According to Susy)</i> (Developing Comprehension: Understanding Point of View)</p> <p>U: <i>My Side of the Mountain</i> (Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)</p> <p>U: <i>Road to Revolution!</i> (Developing Phonics and Word-Solving Strategies: Context Clues)</p>

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U: *The Ruins of Gorlan* (Developing Phonics and Word-Solving Strategies: Recognizing Story Structure)  
U: *The Star Crusher* (Developing Phonics and Word-Solving Strategies: Using Context Clues)  
V: *Black Star, Bright Dawn* (Developing Phonics and Word-Solving Strategies: Understanding Idioms)  
V: *The Capture* (Developing Phonics and Word-Solving Strategies: Context Clues)  
V: *The Cats in Krasinski Square* (Developing Comprehension: Identifying Point of View; Developing Phonics and Word-Solving Strategies: Personification)  
V: *Ghostopolis* (Developing Phonics and Word-Solving Strategies: Informal Language)  
V: *Lewis Carroll's Alice in Wonderland* (Developing Comprehension: Understanding Dramatic Elements)  
W: *Houdini: The Handcuff King* (Developing Comprehension: Understanding Historical Context; Developing Phonics and Word-Solving Strategies: Onomatopoeia)  
W: *Max the Mighty: A Novel* (Developing Phonics and Word-Solving Strategies: Colloquialisms)  
W: *Mind Readers: Science Examines ESP* (Developing Phonics and Word-Solving Strategies: Context Clues)  
W: *The Phantom Tollbooth* (Developing Comprehension: Understanding Figurative Language; Developing Phonics and Word-Solving Strategies: Context Clues)  
X: *Elijah of Buxton* (Developing Comprehension: Understanding Point of View)  
X: *Harlem Summer* (Developing Phonics and Word-Solving Strategies: Dialect)  
X: *King George III: America's Enemy* (Developing Phonics and Word-Solving Strategies: Using Context Clues)  
X: *O. Henry's The Gift of the Magi* (Developing Comprehension: Understanding Plays)  
X: *Satchel Paige: Striking Out Jim Crow* (Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)  
Y: *The Devil's Arithmetic* (Developing Phonics and Word-Solving Strategies: Understanding Irony)  
Y: *Milkweed* (Developing Comprehension: Understanding Point of View)  
Y: *Riot* (Developing Comprehension: Understanding Historical Context; Developing Phonics and Word-Solving Strategies: Idioms)  
Y: *Truce* (Developing Comprehension: Understanding Historical Context)  
Z: *Chasing Lincoln's Killer* (Developing Phonics and Word-Solving Strategies: Understanding Figurative Language)  
Z: *Countdown* (Developing Phonics and Word-Solving Strategies: Context Clues)  
Z: *The Evolution of Calpurnia Tate* (Developing Comprehension: Understanding Point of View)  
Z: *The Glass Menagerie* (Developing Phonics and Word-Solving Strategies: Using Word Variations)  
Z: *Stormbreaker: The Graphic Novel* (Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)  
Z: *Tales from Outer Suburbia* (Developing Comprehension: Understanding Structure)  
Z: *Uglies* (Developing Phonics and Word-Solving Strategies: Personification)

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<p><b>Integration of Knowledge and Ideas</b>            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>This collection includes titles from Levels T-Z that represent a variety of genres including: Science Nonfiction, Biography, Realistic Fiction, Mystery, Science Fiction, Fantasy, Graphic Novel, Social Studies Nonfiction, Historical Fiction, Fairy Tale, Free Verse, and Informational Text.</p>
<p><b>Range of Reading and Level of Text Complexity</b>            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>This collection includes titles from Levels T-Z that represent a variety of genres and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p>
<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>            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 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>Each teacher card for the following Nonfiction and Informational texts includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about informational text using a question &amp; response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>T: <i>Colonial Times: 1600-1700</i>            T: <i>Life in the Ocean: Animals, People, Plants</i>            U: <i>The Extraordinary Mark Twain (According to Susy)</i>            V: <i>Sojourner Truth: Ain't I a Woman?</i>            V: <i>The Titanic</i>            W: <i>Houdini: The Handcuff King</i>            W: <i>I Am a Star: Child of the Holocaust</i>            W: <i>Mind Readers: Science Examines ESP</i>            X: <i>King George III: America's Enemy</i>            X: <i>Satchel Paige: Striking Out Jim Crow</i>            Y: <i>Bad Boy: A Memoir</i>            Y: <i>Children of the Dust Bowl</i>            Y: <i>Truce</i>            Z: <i>Chasing Lincoln's Killer</i>            Z: <i>The Many Rides of Paul Revere</i></p> <p>In addition, the following titles include further activities:            T: <i>Life in the Ocean: Animals, People, Plants</i> (Developing Comprehension: Identifying Main Idea and Supporting Details)            X: <i>Satchel Paige: Striking Out Jim Crow</i> (Developing Comprehension: Drawing Conclusions)            Z: <i>Chasing Lincoln's Killer</i> (Developing Comprehension: Making Inferences)</p>

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<p><b>Craft and Structure</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>Each teacher card for the following Nonfiction and Informational texts includes Vocabulary and Challenging Book Features features. These features introduce vocabulary essential to the understanding of the text, encourage students to determine the meanings of these words, and form a better understanding of the structure of the text.</p> <p>T: <i>Colonial Times: 1600-1700</i>  T: <i>Life in the Ocean: Animals, People, Plants</i>  U: <i>The Extraordinary Mark Twain (According to Susy)</i>  V: <i>Sojourner Truth: Ain’t I a Woman?</i>  V: <i>The Titanic</i>  W: <i>Houdini: The Handcuff King</i>  W: <i>I Am a Star: Child of the Holocaust</i>  W: <i>Mind Readers: Science Examines ESP</i>  X: <i>King George III: America’s Enemy</i>  X: <i>Satchel Paige: Striking Out Jim Crow</i>  Y: <i>Bad Boy: A Memoir</i>  Y: <i>Children of the Dust Bowl</i>  Y: <i>Truce</i>  Z: <i>Chasing Lincoln’s Killer</i>  Z: <i>The Many Rides of Paul Revere</i></p> <p>In addition, the following titles include further activities:  U: <i>The Extraordinary Mark Twain (According to Susy)</i> (Developing Phonics and Word-Solving Strategies: Difficult Words)  V: <i>Sojourner Truth: Ain’t I a Woman?</i> (Developing Phonics and Word-Solving Strategies: Difficult Words)  W: <i>Houdini: The Handcuff King</i> (Developing Comprehension: Understanding Historical Context)  W: <i>Mind Readers: Science Examines ESP</i> (Developing Comprehension: Understanding Steps in a Process)  X: <i>Satchel Paige: Striking Out Jim Crow</i> (Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)  Y: <i>Truce</i> (Developing Comprehension: Understanding Historical Context)  Z: <i>Chasing Lincoln’s Killer</i> (Developing Phonics and Word-Solving Strategies: Understanding Figurative Language)  Z: <i>The Many Rides of Paul Revere</i> (Developing Phonics and Word-Solving Strategies: Difficult Words)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>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.</p> <p>8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from</p>	<p>Each teacher card for the following Nonfiction and Informational texts lists both print and website resources to further additional investigation into the topics presented in the text. Each teacher card also includes a Connecting to Everyday Literacy feature that directs students to other forms of literature and online resources allowing comparison between the topics presented in the text and other resources.</p>

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<p>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>T: <i>Colonial Times: 1600-1700</i>  T: <i>Life in the Ocean: Animals, People, Plants</i>  U: <i>The Extraordinary Mark Twain (According to Susy)</i>  V: <i>Sojourner Truth: Ain’t I a Woman?</i>  V: <i>The Titanic</i>  W: <i>Houdini: The Handcuff King</i>  W: <i>I Am a Star: Child of the Holocaust</i>  W: <i>Mind Readers: Science Examines ESP</i>  X: <i>King George III: America’s Enemy</i>  X: <i>Satchel Paige: Striking Out Jim Crow</i>  Y: <i>Bad Boy: A Memoir</i>  Y: <i>Children of the Dust Bowl</i>  Y: <i>Truce</i>  Z: <i>Chasing Lincoln’s Killer</i>  Z: <i>The Many Rides of Paul Revere</i></p>
<p><b>Range of Reading and Level of Text Complexity</b> 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>Each teacher card for the following Nonfiction and Informational texts includes Developing Comprehension and Developing Fluency features that encourage students to engage in both shared and independent reading opportunities at a variety of difficulty levels.</p> <p>T: <i>Colonial Times: 1600-1700</i>  T: <i>Life in the Ocean: Animals, People, Plants</i>  U: <i>The Extraordinary Mark Twain (According to Susy)</i>  V: <i>Sojourner Truth: Ain’t I a Woman?</i>  V: <i>The Titanic</i>  W: <i>Houdini: The Handcuff King</i>  W: <i>I Am a Star: Child of the Holocaust</i>  W: <i>Mind Readers: Science Examines ESP</i>  X: <i>King George III: America’s Enemy</i>  X: <i>Satchel Paige: Striking Out Jim Crow</i>  Y: <i>Bad Boy: A Memoir</i>  Y: <i>Children of the Dust Bowl</i>  Y: <i>Truce</i>  Z: <i>Chasing Lincoln’s Killer</i>  Z: <i>The Many Rides of Paul Revere</i></p>
<p><b>Language</b> <b>Conventions of Standard English</b> 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.*</p>	<p>T: <i>Colonial Times: 1600-1700</i> (Developing Phonics and Word-Solving Strategies: Possessives)  T: <i>Smile</i> (Developing Phonics and Word-Solving Strategies: Recognizing Slang)  V: <i>Ghostopolis</i> (Developing Phonics and Word-Solving Strategies: Informal Language)  W: <i>Max the Mighty: A Novel</i> (Developing Phonics and Word-Solving Strategies: Colloquialisms)  X: <i>Harlem Summer</i> (Developing Phonics and Word-Solving Strategies: Dialect)</p>

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<p>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>Spell correctly.</p>	
<p><b>Knowledge of Language</b></p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>Maintain consistency in style and tone.*</p>	<p>Each teacher card provides students the opportunity to demonstrate knowledge of language and its conventions through reading, writing, and speaking activities.</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>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.</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>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>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, unwasteful, 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>Each teacher card includes a Vocabulary feature with High-Frequency Words and Related Words for Discussion. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text.</p> <p>In addition, the following titles include further activities:</p> <p>T: <i>Colonial Times: 1600-1700</i> (Challenging Book Features: Vocabulary)</p> <p>T: <i>The Dodgeball Chronicles</i> (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Homonyms)</p> <p>T: <i>It Only Looks Easy</i> (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Figurative Language: Onomatopoeia)</p> <p>T: <i>Life in the Ocean: Animals, People, Plants</i> (Supportive Book Features: Vocabulary)</p> <p>T: <i>Mudshark</i> (Supportive Book Features: Vocabulary)</p> <p>T: <i>Sir Arthur Conan Doyle's The Red-Headed League</i> (Supportive Book Features: Vocabulary)</p> <p>T: <i>Smile</i> (Supportive Book Features: Vocabulary)</p> <p>T: <i>Tracker</i> (Supportive Book Features: Vocabulary)</p> <p>T: <i>The Word Eater</i> (Challenging Book Features: Vocabulary)</p> <p>T: <i>The Wright 3</i> (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Latin Roots)</p> <p>U: <i>The BFG</i> (Challenging Book Features: Vocabulary)</p> <p>U: <i>The Calder Game</i> (Supportive Book Features: Vocabulary)</p> <p>U: <i>The Extraordinary Mark Twain (According to Susy)</i> (Challenging Book Features: Vocabulary)</p> <p>U: <i>The Fairy-Tale Detectives</i> (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Synonyms)</p> <p>U: <i>My Side of the Mountain</i> (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)</p>



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U: *Road to Revolution!* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Context Clues)  
U: *The Ruins of Gorlan* (Challenging Book Features: Vocabulary)  
U: *Sir Arthur Conan Doyle's Sherlock Holmes and the Blue Carbuncle* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Synonyms)  
U: *The Star Crusher* (Challenging Book Features: Vocabulary)  
U: *Wringer* (Supportive Book Features: Vocabulary)  
V: *The Bad Beginning (A Series of Unfortunate Events)* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Using Synonyms)  
V: *Black Star, Bright Dawn* (Supportive Book Features: Vocabulary)  
V: *The Capture* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Context Clues)  
V: *The Cats in Krasinski Square* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Personification)  
V: *Double-Dare to Be Scared: Another Thirteen Chilling Tales* (Supportive Book Features: Vocabulary)  
V: *Ghostopolis* (Supportive Book Features: Vocabulary)  
V: *Heat* (Supportive Book Features: Vocabulary)  
V: *Lewis Carroll's Alice in Wonderland* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Homophones)  
V: *Sojourner Truth: Ain't I a Woman?* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Difficult Words)  
V: *The Titanic* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Negative Prefixes)  
W: *The Great Cow Race* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Reading Homophones)  
W: *Houdini: The Handcuff King* (Developing Phonics and Word-Solving Strategies: Onomatopoeia)  
W: *I Am a Star: Child of the Holocaust* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Reading Words with Prefixes)  
W: *Max the Mighty: A Novel* (Supportive Book Features: Vocabulary)  
W: *Mind Readers: Science Examines ESP* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Context Clues)  
W: *Numbering All the Bones* (Supportive Book Features: Vocabulary)  
W: *The Phantom Tollbooth* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Context Clues)  
W: *Stowaway* (Challenging Book Features: Vocabulary)  
W: *The Titan's Curse* (Supportive Book Features: Vocabulary)  
W: *Torn Thread* (Supportive Book Features: Vocabulary)  
X: *Any Small Goodness: A Novel of the Barrio* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Unfamiliar Words: Using a Glossary)  
X: *Elijah of Buxton* (Challenging Book Features: Vocabulary)

X: *Harlem Summer* (Challenging Book Features: Vocabulary)  
 X: *King George III: America's Enemy* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Using Context Clues)  
 X: *The Legend of Hong Kil Dong: The Robin Hood of Korea* (Challenging Book Features: Vocabulary)  
 X: *The Little Prince* (Supportive Book Features: Vocabulary)  
 X: *The Mostly True Adventures of Homer P. Figg* (Challenging Book Features: Vocabulary)  
 X: *O. Henry's The Gift of the Magi* (Challenging Book Features: Vocabulary)  
 X: *Satchel Paige: Striking Out Jim Crow* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)  
 X: *Stanford Wong Flunks Big-Time* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Prefixes in- and un-)  
 Y: *All the Broken Pieces* (Challenging Book Features: Vocabulary)  
 Y: *Artemis Fowl: The Graphic Novel* (Supportive Book Features: Vocabulary)  
 Y: *Bad Boy: A Memoir* (Supportive Book Features: Vocabulary)  
 Y: *Children of the Dust Bowl* (Challenging Book Features: Vocabulary)  
 Y: *The Devil's Arithmetic* (Supportive Book Features: Vocabulary)  
 Y: *Jackaroo: A Novel in the Kingdom* (Supportive Book Features: Vocabulary)  
 Y: *Milkweed* (Supportive Book Features: Vocabulary)  
 Y: *Riot* (Challenging Book Features: Vocabulary)  
 Y: *Truce* (Supportive Book Features: Vocabulary)  
 Y: *Weedflower* (Challenging Book Features: Vocabulary)  
 Z: *Chains* (Supportive Book Features: Vocabulary)  
 Z: *Chasing Lincoln's Killer* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Understanding Figurative Language)  
 Z: *Countdown* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Context Clues)  
 Z: *The Evolution of Calpurnia Tate* (Challenging Book Features: Vocabulary)  
 Z: *The Glass Menagerie* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Using Word Variations)  
 Z: *The Hunger Games* (Supportive Book Features: Vocabulary)  
 Z: *The Many Rides of Paul Revere* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Difficult Words)  
 Z: *Stormbreaker: The Graphic Novel* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)  
 Z: *Tales from Outer Suburbia* (Supportive Book Features: Vocabulary)  
 Z: *Uglies* (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Personification)

Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. The activities also include the opportunity to create graphic aids related to the text.  
 For example,

**Writing**  
**Text Types and Purposes**  
 1. Write arguments to support claims with clear reasons and relevant evidence.  
 Introduce claim(s) and organize the reasons and evidence clearly.

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<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 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>T: <i>The Wright 3</i> (Extending Meaning Through Writing: Graphic Aid)</p> <p>U: <i>My Side of the Mountain</i> (Extending Meaning Through Writing: Persuasive)</p> <p>V: <i>Sojourner Truth: Ain't I a Woman?</i> (Extending Meaning Through Writing: Expository)</p> <p>W: <i>The Phantom Tollbooth</i> (Extending Meaning Through Writing: Descriptive)</p> <p>X: <i>Elijah of Buxton</i> (Extending Meaning Through Writing: Narrative)</p> <p>Y: <i>Riot</i> (Extending Meaning Through Writing: List)</p> <p>Z: <i>The Many Rides of Paul Revere</i> (Extending Meaning Through Writing: Graphic Organizer)</p>
<p><b>Production and Distribution of Writing</b></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>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include writing informative, explanatory, narrative, descriptive, procedural, poetic, and persuasive compositions. Teachers can provide guidance, support and encouragement that develop student writing proficiency. Teachers can</p>

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<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>guide students' exploration of digital tools as they are available and as the teacher determines applicable in the classroom.</p>
<p><b>Research to Build and Present Knowledge</b></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>Each teacher card lists both print and website resources to further additional investigation into the topics presented in the text.</p> <p>Each teacher card includes a Making Connections feature that allows teachers and students to activate prior knowledge and engage in meaningful discussions based on the topics presented in the text.</p> <p>Each teacher card includes a Connecting to Everyday Literacy feature that direct students to make connections to other forms of literature and online resources allowing further exploration of topics presented in the text.</p>
<p><b>Range of Writing</b></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</p>	<p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include writing informative, explanatory, narrative, descriptive, procedural, poetic, and persuasive compositions. Teachers can extend and/or modify these activities to meet student needs for both shorter and extended time frames.</p>
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under</p>	<p>Each teacher card includes Making Connections and Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text.</p> <p>For example,</p> <p>T: <i>Colonial Times: 1600-1700</i> (Oral Language/Conversation: Talk About History)</p> <p>U: <i>The Extraordinary Mark Twain (According to Susy)</i> (Making Connections: Text to Text, Discuss biographies and how these books relate the important details of a person's life)</p> <p>V: <i>The Capture</i> (Oral Language/Conversation: Talk About Oppression)</p> <p>W: <i>Numbering All the Bones</i> (Making Connections: Text to World, Discuss the conditions of wartime prison camps)</p>

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<p>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>X: <i>Harlem Summer</i> (Oral Language/Conversation: Talk About Point of View) Y: <i>Artemis Fowl: The Graphic Novel</i> (Making Connections: Text to Text, Discuss the connection between the graphic novel and previously published novel) Z: <i>The Evolution of Calpurnia Tate</i> (Oral Language/Conversation: Talk About Discoveries)</p>
<p><b>Presentation of Knowledge and Ideas</b> 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>Each teacher card includes Making Connections and Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text.</p>