

**CORRELATION OF SCHOLASTIC TRIPLE TREAT TO THE  
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-1**

**Common Core State Standards • Kindergarten**

**SCHOLASTIC TRIPLE TREAT KINDERGARTEN**

<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>Triple Treat is an innovative reading resource for whole class and guided reading instruction. Triple Treat Kindergarten is organized around four major concept units, each unit supported by three individual titles. Each title shares familiar elements including vocabulary, text placement, format, layout, language pattern, repetition, story line and illustration. Each concept unit includes 1 Big Book (to introduce concept and pattern), 1 Audio CD (of all 3 books read aloud), 1 DVD (for whiteboard or PC), 6 copies each of 3 titles, and a Teacher Planner for each title. Every student has a Writing Book for each of the four concept units. Triple Treat Kindergarten units include: <i>Hiding, My Toys, Scrub-a-Dub, and Who?</i></p> <p>Students ask and answer questions about key details in text to clarify understanding. (Teaching Planner, Comprehension, p. 1, Asking Questions, p. 3) Additionally, teachers use the Big Book to support whole group talking, thinking, and reading. Discussion points are provided for before, during, and after reading to establish opportunities for talking and thinking about the text. (Teaching Planner, p. 2)</p> <p>Students are encouraged to explore character, setting and events in the story and make meaningful connections. (Teaching Planner, Connecting, p. 3, Making Connections Between the Books, p. 5)</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>Teachers engage students in identifying familiar and new words in every title and invite students to explore and discuss any unknown words in the text. (Teaching Planner, Book Introduction, p. 4)</p> <p>Each Teacher Planner includes suggestions for Related Literature that cover a wide range of types of text including storybooks, counting books and rhyme.</p> <p>Teachers introduce each title displaying the cover and talking about the author and illustrator and their roles. (Teaching Planner, Book Introduction, p. 4)</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>As students attend to print they are directed to notice the illustrations and make connections between the action depicted and the text. (Teaching Planner, p.4)</p> <p>Each trio of books is specifically related to a single concept. Teachers provide opportunities for students to make connections between the trio of books for each concept unit. Teachers draw attention to specific features listed for each trio of books while making text to text connections. (Teaching Planner, Making Connections Between Books, p. 5) Students compare the books for pattern and content and eventually write their own book in the same pattern and provide appropriate illustrations. (Teaching Planner, Making Connections Between the Books, p. 5)</p> <p>See the related literature suggested to enhance the concepts and content of the Triple Treat lesson. Teachers can engage students in comparing the adventures and experiences of these characters to the Triple Treat books or other familiar trade books.</p>

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<p><b>Range of Reading and Level of Text Complexity</b> 10. Actively engage in group reading activities with purpose and understanding.</p>	<p>The Big Book included in each concept unit is designed to support whole group shared reading experiences. Discussion suggestions are provided to encourage partner and class discussions in response to the text. (Teaching Planner, p. 2) Additional readings of the books are encouraged to focus on comprehension skills such as connecting, predicting, and questioning to clarify understanding of text. (Teaching Planner, p. 3)</p> <p>Each concept unit contains a small book trio (6 copies each of 3 titles) that can be used for small group instruction. These texts share familiar elements that enable students to develop self-monitoring skills during reading, gain control of early reading behaviors, and feel confident about reading. (Teaching Planner, Using the Small Book Trio, p. 4)</p> <p>Follow-up activities are an effective way to reinforce comprehension and to promote further reading. Students are given whole group and independent writing activities and students are encouraged to read their own work and each others' work. (Teaching Planner, Sharing/Celebrating Writing, p. 7)</p>
<p><b>Reading: Informational Text</b> <b>Key Ideas and Details</b> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Students ask and answer questions about key details in text to clarify understanding of text. (Teaching Planner, Reading Strategies, p. 1, Asking Questions, p. 3) Teachers use the Big Book to support whole group talking, thinking, and reading. Discussion points are provided for before, during, and after reading to establish opportunities for talking and thinking about the text. (Teaching Planner, p. 2)</p> <p>After reading discussion enables students to check and clarify their comprehension and understanding of the text, including the main idea. Students recount details while talking about what they read or heard.</p> <p>Students are encouraged to make text to text connections between the trio of books in each concept unit. (Teaching Planner, Making Connections Between the Books, p. 5)</p>
<p><b>Craft and Structure</b> 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>Teachers introduce new words and invite students to explore and discuss any unknown words in each text. Teachers introduce each title by displaying and discussing the cover and title page and the exploring the role of the author and illustrator. (Teaching Planner, Book Introduction, p. 4)</p>
<p><b>Integration of Knowledge and Ideas</b> 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and</p>	<p>Students are encouraged to look that the illustrations and words in each text to make connections. Teachers provide opportunities for students to talk about what they notice in the illustrations and the text and point out any special features. (Teaching Planner, Behaving Like a Reader, p. 3)</p> <p>Teachers provide opportunities for students to make connections between the trio of books for each concept unit. Teachers draw attention to specific features of the texts, including the</p>

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<p>differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>similarities and differences between the texts. (Teaching Planner, Making Connections Between Books, p. 5)</p>
<p><b>Range of Reading and Level of Text Complexity</b> 10. Actively engage in group reading activities with purpose and understanding.</p>	<p>The Big Book included in each concept unit is designed to support whole group shared reading experiences. Discussion suggestions are provided to encourage partner and class discussions in response to the text. (Teaching Planner, p. 2) Additional readings of the books are encouraged to focus on comprehension skills such as connecting, predicting, and questioning to clarify understanding of text. (Teaching Planner, p. 3)</p> <p>Each Triple Treat concept unit contains a small book trio (6 copies each of 3 titles) that can be used for small group instruction. These texts share familiar elements that enable students to develop self-monitoring skills during reading, gain control of early reading behaviors, and feel confident about reading. (Teaching Planner, Using the Small Book Trio, p. 4)</p> <p>Follow-up activities are an effective way to reinforce comprehension and to promote further reading. Students are given whole group and independent writing activities and students are encouraged to read their own work and each others' work. (Teaching Planner, Sharing/Celebrating Writing, p. 7)</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>Print concepts are featured and explored in each Triple Treat unit. Opportunities for students to attend to print through words, labels, sentences and punctuation are provided. Students recognize letters and words, spaces between words, familiar words, repeated language, text patterns, and sentences. (Teaching Planner, Working With Words, p. 1)</p> <p>See the following for example (Teaching Planner, Attending to print, p.3): <i>Scrub-a-Dub</i>, students explore the sequence of letters in words. <i>Hiding</i>, and <i>My Toys</i>, students track letters and words from left to right.</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.1 (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Students explore spoken words, syllables, and sounds in each Triple Treat unit. (Teaching Planner, Working With Words, p. 1). For example: <i>Hiding</i>, students break long words into parts. <i>My Toys</i>, students use letters for each sound in a word and use beginning, middle and end letters while working with words. <i>Scrub-a-Dub</i>, students hear and recognize rhyming words.</p>

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<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>Students apply grade-level phonics and word analysis skills in decoding words found in the trio of books for each concept unit. Additionally, students read common high-frequency words highlighted in each trio of books. (Teaching Planner, High Frequency Words, p. 1)</p>
<p><b>Fluency</b> 4. Read emergent-reader texts with purpose and understanding.</p>	<p>Triple Treat allows young readers to become familiar with the alphabet, print features, vocabulary, and language patterns so that they can develop reading and writing confidence and fluency. By presenting a trio of similar texts with repetitive text, Triple Treat provides the support and familiarity necessary to become fluent readers.</p> <p>Students demonstrate behaviors of good readers and practice reading sentences fluently. (Teaching Planner, Behaving Like a Readers, p. 3) See for example the following concept units: <i>Hiding</i>, students practice reading smoothly and fluently to class. <i>My Toys</i>, students have opportunity to practice reading sentences fluently. <i>Scrub-a-dub</i>, students listen to what they read to make sure it sounds right. <i>Who?</i>, teachers demonstrate rising tone of voice used for questions.</p> <p>Students are encouraged to reread the stories in each unit multiple times to reinforce confidence and fluency. (Teaching Planner, Response to Reading – Whole Group and Small Group, p. 5)</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). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Students demonstrate command of standard English grammar and punctuation usage in all kindergarten Triple Treat units by writing own name, identifying and using recognizable language patterns in writing, recognizing specific words endings, and using alphabet strip and word list for support. (Teaching Planner, Working With Words and Writing Strategies, p. 1) Additionally, see the following unit activities: <i>Hiding</i>, students explore prepositions and proper nouns, and read sentences. <i>My Toys</i>, students explore letters and prepositions, and read sentences. <i>Who?</i>, students use knowledge of small words within words.</p> <p>Students demonstrate command of standard English punctuation usage, for example: <i>Who?</i>, students explore question marks. (Teaching Planner, Print Concepts, p. 1)</p>

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<p>Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	
<p><b>Vocabulary Acquisition and Use</b> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Grade level appropriate vocabulary words are identified in each Triple Treat unit. (Teaching Planner, Vocabulary, p. 1) For example: <i>Who?</i> explores opposites. <i>Scrub-a-Dub</i> explores numbers. <i>My Toys</i> explore different toys.</p>
<p><b>Writing</b> <b>Text Types and Purposes</b> 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...). 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. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>Writing activities for both shared and independent writing are included in each Triple Treat unit. Additionally, each unit includes a writing book for independent writing. Teachers demonstrate how writers record what they want to say and invite students to help compose the text. Together they write a new sentence on each page and talk about illustrating. (Teaching Planner, Whole Group Shared Writing, p. 6) For example: <i>Who?</i>, teachers facilitate writing class book about opposites. <i>Hiding</i>, teachers facilitate writing class book about hiding. <i>Scrub-a-Dub</i>, teachers facilitate writing class book about fun in the tub.</p>

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<p><b>Production and Distribution of Writing</b> 4. (Begins in grade 3) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Each Triple Treat unit includes a writing book for independent writing. The writing books present the alphabet across the base of each page for easy reference and include an illustrated word list drawn from the unit. Teachers give each student a writing book and encourage them to discuss what they are going to write. Teachers can encourage students to draw a picture first and then try writing their own words to match the picture. (Teaching Planner, Independent Writing, p. 7)</p>
<p><b>Research to Build and Present Knowledge</b> 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>n/a</p>
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b> 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Teachers can use the activities in each Triple Treat unit a springboard for collaborative conversations following agreed upon rules.</p>
<p><b>Presentation of Knowledge and Ideas</b> 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Opportunities for students to respond to literature and present their ideas are provided. (Teaching Planner, Responding Through the Arts, p. 8) Students draw pictures, play games and sing songs relating to the literature in each unit, for example: <i>Who?</i>, students draw and label contrasting pictures to reinforce opposites. <i>Hiding</i>, students play “hide-and-seek” as a class <i>My Toys</i>, students sing “Five Little Monkeys” together.</p>

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**Common Core State Standards • Grade 1**

**SCHOLASTIC TRIPLE TREAT GRADE 1**

<p><b>Reading: Literature</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. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>3. Describe characters, settings, and major events in a story, using key details.</li> </ol>	<p>Triple Treat is an innovative reading resource for whole class and guided reading instruction. Triple Treat Grade 1 is organized around four major concept units, each supported by three individual titles. Each title shares familiar elements including vocabulary, text placement, format, layout, language pattern, repetition, story line and illustration. Each concept unit includes 1 Big Book (to introduce concept and pattern), 1 Audio CD (of all 3 books read aloud), 1 DVD (for whiteboard or PC), 6 copies each of 3 titles, and a Teacher Planner for each title. Every student has a Writing Book for each of the four units. Triple Treat Grade 1 units include: <i>All Aboard</i>, <i>I Spy</i>, <i>Seasons</i>, and <i>Shapes</i>.</p> <p>Students ask and answer questions about key details in text to clarify understanding. (Teaching Planner, Comprehension, p. 1, Asking Questions, p. 3) Additionally, teachers use the Big Book to support whole group talking, thinking, and reading. Discussion points are provided for before, during, and after reading to establish opportunities for talking and thinking about the text. (Teaching Planner, p. 2)</p> <p>Students are encouraged to explore character, setting and events in the story and make meaningful connections. (Teaching Planner, Connecting, p. 3, Making Connections Between the Books, p. 5)</p>
<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>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.</li> <li>6. Identify who is telling the story at various points in a text.</li> </ol>	<p>Teachers engage students in identifying familiar and new words in every title and invite students to explore and discuss any unknown words in the text. (Teaching Planner, Book Introduction, p. 4)</p> <p>Each Teacher Planner includes suggestions for Related Literature that cover a wide range of types of text including storybooks, counting books and rhyme.</p> <p>Students identify who is telling the story by exploring the use of quotation marks in the <i>All Aboard</i> unit. (Teaching Planner, Behaving Like a Reader, p. 3)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>7. Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>8. (Not applicable to literature)</li> <li>9. Compare and contrast the adventures and experiences of characters in stories.</li> </ol>	<p>Students explore words that are part of the illustrations to gain information about the story in the <i>All Aboard</i> unit. (Teaching Planner, Word Solving and Building, p. 3)</p> <p>Each trio of books is specifically related to a single concept. Teachers provide opportunities for students to make connections between the trio of books for each concept unit. Teachers draw attention to specific features listed for each trio of books while making text to text connections. (Teaching Planner, Making Connections Between Books, p. 5) Students compare the books for pattern and content and eventually write their own book in the same pattern and provide appropriate illustrations.</p> <p>See the related literature suggested to enhance the concepts and content of the Triple Treat lesson. Teachers can engage students in comparing the adventures and experiences of these characters to the Triple Treat books or other familiar trade books.</p>

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**SCHOLASTIC TRIPLE TREAT GRADE 1**

<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>The Big Book included in each concept unit is designed to support whole group shared reading experiences. Discussion suggestions are provided to encourage partner and class discussions in response to the text. (Teaching Planner, p. 2) Additional readings of the books are encouraged to focus on comprehension skills such as connecting, predicting, and questioning to clarify understanding of text appropriate for grade one. (Teaching Planner, p. 3)</p> <p>Each Triple Treat unit contains a small book trio (6 copies each of 3 titles) that is appropriate for grade one that can be used for small group instruction. These texts share familiar elements that enable students to develop self-monitoring skills during reading, gain control of early reading behaviors, and feel confident about reading. (Teaching Planner, Using the Small Book Trio, p. 4)</p> <p>Follow-up activities are an effective way to reinforce comprehension and to promote further reading. Students are given whole group and independent writing activities and students are encouraged to read their own work and each others' work. (Teaching Planner, Sharing/Celebrating Writing, p. 7)</p>
<p><b>Reading: Informational Text</b> <b>Key Ideas and Details</b> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Students ask and answer questions about key details in text to clarify understanding of text. (Teaching Planner, Reading Strategies, p. 1, Asking Questions, p. 3) Teachers use the Big Book to support whole group talking, thinking, and reading. Discussion points are provided for before, during, and after reading to establish opportunities for talking and thinking about the text. (Teaching Planner, p. 2)</p> <p>After reading discussion enables students to check and clarify their comprehension and understanding of the text, including the main idea. Students recount details while talking about what they read or heard.</p> <p>Students are encouraged to make text to text connections between the trio of books in each unit. (Teaching Planner, Making Connections Between the Books, p. 5)</p>
<p><b>Craft and Structure</b> 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 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. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Teachers introduce new words and invite students to explore and discuss any unknown words in each text. (Teaching Planner, Book Introduction, p. 4)</p> <p>Students are encouraged to use words and illustrations to gather information about the text. (Teaching Planner, Word Solving and Building, p. 3)</p> <p>Teachers draw attention to specific features of each book including information provided by illustrations and by words in the text. (Teaching Planner, Making Connections Between Books, p. 5)</p>



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<p><b>Integration of Knowledge and Ideas</b>            7. Use the illustrations and details in a text to describe its key ideas.            8. Identify the reasons an author gives to support points in a text.            9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Students are encouraged to look that the illustrations and words in each text to make connections. Teachers provide opportunities for students to talk about what they notice in the illustrations and the text and point out any special features. (Teaching Planner, Behaving Like a Reader, p. 3)</p> <p>Teachers provide opportunities for students to make connections between the texts for each trio of books. Teachers draw attention to specific features of the texts, including the similarities and differences between the texts. (Teaching Planner, Making Connections Between Books, p. 5)</p>
<p><b>Range of Reading and Level of Text Complexity</b>            10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>The Big Book included in each unit is designed to support whole group shared reading experiences. Discussion suggestions are provided to encourage partner and class discussions in response to the text. (Teaching Planner, p. 2) Additional readings of the books are encouraged to focus on comprehension skills such as connecting, predicting, and questioning to clarify understanding of text appropriate for grade one. (Teaching Planner, p. 3)</p> <p>Each Triple Treat unit contains a small book trio (6 copies each of 3 titles) that is appropriate for grade one that can be used for small group instruction. These texts share familiar elements that enable students to develop self-monitoring skills during reading, gain control of early reading behaviors, and feel confident about reading. (Teaching Planner, Using the Small Book Trio, p. 4)</p> <p>Follow-up activities are an effective way to reinforce comprehension and to promote further reading. Students are given whole group and independent writing activities and students are encouraged to read their own work and each others' work. (Teaching Planner, Sharing/Celebrating Writing, p. 7)</p>
<p><b>Reading: Foundational Skills</b>  <b>Print Concepts</b>            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).</p>	<p>Print concepts are featured and explored in each Triple Treat unit. Opportunities for students to attend to print through words, labels, sentences and punctuation are provided. Students recognize letters and words, spaces between words, familiar words, repeated language, text patterns, and sentences. (Teaching Planner, Working With Words, p. 1)</p> <p>See the following concept units for example (Teaching Planner, Attending to print, p.3):  <i>I Spy</i>, students explore the sequence of letters in words.  <i>All Aboard</i> and <i>Shapes</i>, students pay attention to punctuation marks.  <i>Seasons</i>, students explore sentence structure and punctuation.</p>
<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.</p>	<p>n/a</p>

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<p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	
<p><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 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.</p>	<p>Students apply grade-level phonics and word analysis skills in decoding words. (Teaching Planner, Working With Words, p. 1) <i>I Spy</i>, students identify repeated language patterns and explore word endings. <i>All Aboard</i>, students identify familiar words and repeated language patterns. <i>Shapes</i>, students discuss plurals. <i>Seasons</i>, students explore language patterns and work with small words to add endings.</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>Triple Treat allows young readers to become familiar with the alphabet, print features, vocabulary, and language patterns so that they can develop reading and writing confidence and fluency. By presenting a trio of similar texts with repetitive text, Triple Treat provides the support and familiarity necessary to become fluent readers. Teachers are encouraged to note and record students' ability to read with fluency and expression. (Teaching Planner, Assessment Opportunities, p. 1)</p> <p>Students demonstrate behaviors of good readers and practice reading fluently. (Teaching Planner, Behaving Like a Readers, p. 3) See the following units for example: <i>All Aboard</i>, students note punctuation marks and use their voice to help make sense when reading. <i>Shapes</i>, teachers demonstrate reading with expression using an exclamation mark.</p> <p>Students are encouraged to reread the stories in each Triple Treat unit several times to further develop understanding and fluency. (Teaching Planner, Response to Reading – Whole Group and Small Group, p. 5)</p>

**CORRELATION OF SCHOLASTIC TRIPLE TREAT TO THE  
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-1**

**Common Core State Standards • Grade 1**

**SCHOLASTIC TRIPLE TREAT GRADE 1**

<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. 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.</p> <p>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>Students demonstrate command of standard English grammar and punctuation usage in all grade one Triple Treat units by writing own name, identifying and using recognizable language patterns in writing, recognizing specific words endings, and using alphabet strip and word list for support. (Teaching Planner, Working With Words and Writing Strategies, p. 1) Additionally, see the following activities (Teaching Planner, Text Features, p. 1): <i>All Aboard</i>, students explore common nouns. <i>Shapes</i>, students explore nouns and plurals. <i>Seasons</i>, students explore adjectives.</p> <p>Students demonstrate command of standard English punctuation usage. (Teaching Planner, Print Concepts, p. 1) For example: <i>All Aboard</i>, students explore question marks. <i>I Spy</i>, students explore a variety of punctuation. <i>Shapes</i>, students explore commas and explanation marks.</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 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).</p> <p>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</p>	<p>Grade level appropriate vocabulary words are identified for each Triple Treat unit. (Teaching Planner, Vocabulary, p. 1) For example: <i>I Spy</i> explores color words. <i>All Aboard</i> explores transportation words. <i>Seasons</i> explores days of the week and seasons.</p>

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**SCHOLASTIC TRIPLE TREAT GRADE 1**

<p>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., 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. 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 Nibblet because she nibbles too much because she likes that).</p>	
<p><b>Writing</b> <b>Text Types and Purposes</b> 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. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 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>Writing activities for both shared and independent writing are included in each Triple Treat unit. Additionally, each unit includes a writing book for independent writing. Teachers demonstrate how writers record what they want to say and invite students to help compose the text. Together they write a new sentence on each page and talk about illustrating. (Teaching Planner, Whole Group Shared Writing, p. 6) For example: <i>Seasons</i>, teachers facilitate writing class book about seasons. <i>Shapes</i>, teachers facilitate writing class book about shapes. <i>I Spy</i>, teachers facilitate writing class book about colors.</p>
<p><b>Production and Distribution of Writing</b> 4. (Begins in grade 3) 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. 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>Each Triple Treat unit includes a writing book for independent writing. The writing books present the alphabet across the base of each page for easy reference and include an illustrated word list drawn from the concept unit. Teachers give each student a writing book and encourage them to discuss what they are going to write. Teachers can encourage students to draw a picture first and then try writing their own words to match the picture. (Teaching Planner, Independent Writing, p. 7)</p>
<p><b>Research to Build and Present Knowledge</b> 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>n/a</p>

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<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>Teachers can use the activities in each Triple Treat unit as a springboard for collaborative conversations following agreed upon rules.</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>Opportunities for students to respond to literature and present their ideas are provided. (Teaching Planner, Responding Through the Arts, p. 8) Students draw pictures, play games and sing songs relating to the literature in each unit, for example: <i>I Spy</i>, students make play “I Spy” in the classroom. <i>All Aboard</i>, students sing “The Wheels on the Bus” together. <i>Seasons</i>, students make a large weather calendar to record weather.</p>