

CORRELATION OF LEVELED MATH READERS® TO THE COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-2

Common Core State Standards for KINDERGARTEN	LEVELED MATH READERS ® • KINDERGARTEN
<p>Reading: Literature Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>“Notes for Teachers and Families” (located at the back of each book) as well as the “Read and Talk Math” section of the Teacher’s Guide include guided conversation to prompt students to ask and answer questions, retell stories, and identify story elements.</p> <p><i>A. Full or Empty</i> <i>A. Heavy or Light</i> <i>A. Short or Long</i> <i>B. One</i> <i>B. Two</i> <i>B. Three</i> <i>B. Four</i> <i>B. Five</i> <i>B. Six</i> <i>B. Seven</i> <i>B. Eight</i> <i>B. Nine</i> <i>B. Ten</i></p>
<p>Craft and Structure 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>The Teacher’s Guide lists potentially challenging content words for each lesson under the heading “Key Vocabulary”. Additionally, each e-Book contains a variety of whiteboard tools, allowing the teacher to annotate/highlight key vocabulary.</p>
<p>Integration of Knowledge and Ideas 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). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>“Notes for Teachers and Families” may ask students to pick a favorite picture from the story and tell about the scene/describe what is happening in a particular illustration. For example: <i>A. Full or Empty</i> (describe the relationship between illustrations and the story in which they appear) <i>A. Heavy or Light</i> (describe the relationship between illustrations and the story in which they appear)</p>
<p>Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Activities in the “Read and Talk Math” and “Read and Do Math” section of the Teacher’s Guide encourage students to engage in a variety of shared reading opportunities.</p> <p><i>A. Heavy or Light</i> (paired reading) <i>B. One</i> (interactive teacher read-aloud) <i>B. Five</i> (interactive teacher read-aloud)</p> <p>In addition, the eBook versions are ideal for group reading activity and the format reinforces reading with purpose and demonstrating comprehension.</p>
<p>Reading: Informational Text Key Ideas and Details 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>The “Notes for Teachers and Families” as well as the “Read and Talk Math” section of the Teacher’s Guide includes guided conversation to prompt the student to ask and answer questions about key details in the text. Additionally, the main idea of each of the following texts is restated” in red font.</p> <p><i>D. Cone</i> <i>D. Cube</i> <i>D. Cylinder</i> <i>D. Sphere</i></p>
<p>Craft and Structure</p>	<p>The Teacher’s Guide lists potentially challenging content words for each lesson under the</p>

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<p>4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>5. Identify the front cover, back cover, and title page of a book.</p> <p>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>heading “Key Vocabulary”. Additionally, each e-Book contains a variety of whiteboard tools, allowing the teacher to annotate/highlight key vocabulary.</p> <p>All books in levels A-D contain a clear front cover, back cover, and title page.</p>
<p>Integration of Knowledge and Ideas</p> <p>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).</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>The texts in this series contain clear picture support to enhance conceptual learning.</p> <p><i>D. Cone</i> <i>D. Cube</i> <i>D. Cylinder</i> <i>D. Sphere</i></p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>The Leveled Math Readers offer content-area reading about important math topics and are provided in multiple copies for group reading experiences that enhance comprehension and reinforce reading skills.</p>
<p>Reading: Foundational Skills</p> <p>Print Concepts</p> <p>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>Texts encourage children to develop reading skills. The design of the following books, with the writing on the left and the photo on the right, encourages left-to-write progression. The leveled math titles for emergent readers are designed with large font, spacious design and clear, supporting illustration that are ideal for reinforcing print concepts.</p> <p><i>D. Cone</i> <i>D. Cube</i> <i>D. Cylinder</i> <i>D. Sphere</i></p>
<p>Phonological Awareness</p> <p>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>Each Leveled Math Reader is also available as an eBook. This format supports whole class instruction promoting reading skills. Teachers can emphasize key vocabulary and reinforce listening for and identifying syllables, phonemes, rhyme and new content-area vocabulary.</p>
<p>Phonics and Word Recognition</p> <p>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>In addition to teaching important math topics and concepts, each reader is leveled for independent reading and reinforcing reading skills, word recognition and comprehension. In Leveled Math Readers students encounter high-frequency words and can apply emerging word analysis/decoding skills.</p>

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<p>Fluency 4. Read emergent-reader texts with purpose and understanding.</p>	<p>Level A-D Leveled Math Reader texts are designed for emergent readers.</p>
<p>Language Conventions of Standard English 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. 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>The Leveled Math Reader eBooks are ideal resources for whole class discussion. Teachers observe students’ developing command of the conventions of standard English in discussion and monitor their competency using content-area vocabulary and communicating math concepts. In addition, writing activities that reinforce math concepts support developing competency writing letters and numbers. For example, see the Teacher’s Guide, <i>Sphere</i> (pg 50) where the students make their own ‘Sphere Book’ and write a sentence describing each page.</p> <p>Read and Do Math activities engage students in working independently, with a partner and in small groups. Throughout the program students develop communication skills through hands-on activities that include describing their observations and understanding of important concepts. For example, see the Teacher’s Guide, <i>Cube</i> (pg 46), Read and Do Math, where students are encouraged to use appropriate mathematical language, and when working in pairs describe their model to their partner.</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>The Teacher’s Guide lists potentially challenging content area words for each lesson under the heading “Key Vocabulary”. -Each eBook contains a variety of valuable whiteboard tools, allowing the teacher to annotate, highlight and reinforce key vocabulary. In addition, there are many “concept books” at the K level which can be used for sorting and relating words.</p> <p>B. <i>Spot the Circle</i> (sort common objects into categories) B. <i>Spot the Rectangle</i> (sort common objects into categories) B. <i>Spot the Square</i> (sort common objects into categories) B. <i>Spot the Triangle</i> (sort common objects into categories) C. <i>What Comes Next?</i> (demonstrate understanding of frequently occurring adjectives by relating them to their opposites)</p>
<p>Writing Text Types and Purposes 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>Writing activities reinforce math concepts and support developing competency writing letters and numbers. For example, see the Teacher’s Guide, <i>Sphere</i> (pg 50) where the students make their own ‘Sphere Book’ and write a sentence describing each page. “Notes for Teachers and Families” in the books include activities in which student write about the topic they have read about.</p> <p>D. <i>Cube</i> D. <i>Sphere</i> D. <i>Cone</i></p>

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<p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	
<p>Production and Distribution of Writing 4. (Begins in grade 3) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Focused instruction on editing or revising writing is not provided. Teachers can reinforce as they determine appropriate within the writing activities suggested in the Teacher’s Guide and Notes to Teachers and Families.</p>
<p>Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)</p>	<p>Not specifically available.</p>
<p>Range of Writing 10. (Begins in grade 3)</p>	
<p>Speaking & Listening Comprehension and Collaboration 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Presentation of Knowledge and Ideas 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>The Teacher’s Guide includes a “Read and Talk Math” section for each text to promote thoughtful discussion to aid comprehension. In addition, the “Notes for Teachers and Families” section includes extension activities to engage students in collaborative conversations about the topic and text with peers and adults in small and larger groups. For example: B. <i>Three</i> (In the “Practice Math” section of the Teacher’s Guide students are organized in small groups for a counting card game) D. <i>The Biggest Shoe</i> (work in pairs to estimate then measure the length of objects in the classroom using a shoe) D. <i>Cylinder</i> (students work in pairs for a variety of extension activities) The Leveled Math Reader eBooks are ideal resources for collaborative discussion. The eBook media features page-turning functionality which allows whole class interaction about key details and concepts. Teachers can annotate key vocabulary and highlight key teaching points. Annotations can be saved to for lesson continuity or future referral. In addition, the eBooks are audio supported for students to work independently listening to the texts read aloud.</p>

Common Core State Standards for GRADE 1	LEVELED MATH READERS ® • GRADE 1
<p>Reading: Literature Key Ideas and Details 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.</p>	<p>The “Notes for Teachers and Families” as well as the “Read and Talk Math” section of the Teacher’s Guide includes guided conversation to prompt the student to ask and answer questions about key details in the text. E. <i>Marvin’s Busy Day</i> (retell stories, including key details, and demonstrate understanding of their central message or lesson) See also the eBook versions students can read independently and recount key details and understanding of content area vocabulary and important math concepts.</p>
<p>Craft and Structure</p>	<p>F.10 <i>Sleepy Dinosaurs</i> (identify words and phrases in stories or poems that suggest feelings or</p>

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<p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>6. Identify who is telling the story at various points in a text.</p>	<p>appeal to the senses)</p> <p>Leveled Math Readers cover a range of text types. Some are expository, some are informational narrative and some are fictional stories that communicate a math concept. Teachers can engage students with the titles and make comparisons across the text types.</p> <p>See the following examples of ranges of text types: <i>I Smell a Cat!</i>, <i>Sphere</i>, <i>Summer Fun</i>, <i>Simply Symmetry</i>.</p> <p>Many Leveled Math Readers can be used to identify who is telling the story. See for example: <i>Bake Sale</i>, <i>The Biggest Shoe</i>, <i>Ants A-Plenty</i>, <i>My New Piggy Bank</i>.</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Teachers can use selected Leveled Math Readers to engage students in identifying characters, setting and events. See for examples:</p> <p>E. <i>Froggy Song</i> E. <i>In the Jungle</i> F: <i>I Smell a Cat</i> I: <i>Will You Dance With Me</i> H: <i>Summer Fun</i> H: <i>Sam’s Pizza Spot</i></p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>The Leveled Math Readers feature a variety of poetry and prose from the beginning of the first grade complexity band (Level A) to the high end of the first grade complexity band (Level I). See the following examples:</p> <p>A. <i>One</i> (prose) H. <i>Ten Racing Rats</i> (poetry) H. <i>Fifty Little Penguins</i> (poetry) H. <i>I Can Write Numbers!</i> (poetry) H. <i>Marvin Mouse Is Hungry</i> (poetry) H. <i>Sam’s Pizza Spot</i> (poetry) H. <i>Summer Fun</i> (prose) L. <i>There Was an Old Lady</i> (poetry) M. <i>The Ants Go Marching</i> (poetry)</p>
<p>Reading: Informational Text</p> <p>Key Ideas and Details</p> <p>1. Ask and answer questions about key details in a text.</p> <p>2. Identify the main topic and retell key details of a text.</p> <p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>The “Notes for Teachers and Families” as well as the “Read and Talk Math” section of the Teacher’s Guide includes guided conversation to prompt the student to ask and answer questions about key details in the informational text.</p> <p>The eBook versions engage the whole class in interactive response to the informational Leveled Math Readers. Teachers reinforce the connections between texts and well as between pieces of information within a text.</p> <p>Multiple copies of each Leveled Math Reader offer small group guided reading sessions within which students ask and respond to questions about key details in the texts, identifying the main ideas and math concepts and making connections. See examples of the Leveled Math Readers that represent informational texts:</p> <p>G. <i>Simply Symmetry</i> G. <i>Odd or Even?</i></p>
<p>Integration of Knowledge and Ideas</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>All the Leveled Math Readers include illustration or photographs that compliment and support the text. Students use the illustrations to understand the concept and text detail. See examples of illustration and photography:</p> <p>G. <i>Simply Symmetry</i> E: <i>Odd or Even?</i> C: <i>What Comes Next?</i></p>

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	<p>B: <i>Six</i> I: <i>Shape Detective</i> Key math skills and concepts are repeated throughout books allowing students to compare and contrast two texts on the same topic. E. <i>Froggy Song</i> and E. <i>Mitten Count</i></p>
<p>Range of Reading and Level of Text Complexity 10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>The following nonfiction and informational texts appropriately span the grade 1 complexity band: B. <i>Spot the Circle</i> B. <i>Spot the Rectangle</i> B. <i>Spot the Square</i> B. <i>Spot the Triangle</i> C. <i>What Comes Next?</i> C. <i>Which One Does Not Belong?</i> D. <i>Cone</i> D. <i>Cube</i> D. <i>Cylinder</i> D. <i>Sphere</i> G. <i>Odd or Even</i> G. <i>Simply Symmetry</i> I. <i>Good Guess!</i> I. <i>Shape Detective</i></p>
<p>Reading: Foundational Skills Print Concepts 1. Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>All the Leveled Math Readers are designed with larger font, spacious design and clear, supporting illustration or photography that are ideal for reinforcing text organization and basic features of print. Teachers can emphasize and reinforce particularly in group sessions or using the eBook versions. In the “Notes for Teachers and Families” it is suggested that the adult demonstrate the difference in tone when the sentence ends with a question mark, a period, or an exclamation point in the following titles: F. <i>I Smell a Cat</i></p>
<p>Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Although specific instruction is not articulated in the program, the unique Leveled Math eBook Readers offer opportunities for students to hear the text read aloud and listen for key vocabulary, syllables and particular phonemes as the teacher elects to integrate into the whole class experience.</p>
<p>Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number</p>	<p>In addition to teaching important math topics and concepts, each reader is leveled for independent reading and reinforcing reading skills, word recognition and comprehension. In Leveled Math Readers students apply grade level phonics, word analysis and decoding skills to the texts. Potentially challenging Key Vocabulary is identified for teachers on the lesson page for every math book. Teachers can elect to use specific content area vocabulary to emphasize digraphs, syllables, endings and irregularly spelled words.</p>

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<p>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>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>All the Leveled Math Readers can be used to demonstrate reading fluency. All the books are leveled for grade appropriateness and are high-interest content area readers. Teachers can engage students in reading aloud selected readers as they determine appropriate. The following titles include one or more of the following: rhyme, rhythmic language, repetitive text and/or predictable text, and dialogue. As suggested in the “Notes for Teachers and Families”, the following texts can be dramatized by students to support fluency: E. <i>Marvin’s Busy Day</i> E. <i>Froggy Song</i> F. <i>10 Sleepy Dinosaurs</i> F. <i>I Smell a Cat</i> G. <i>Ants A-Plenty!</i> G. <i>Bake Sale</i></p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>). Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). Use determiners (e.g., <i>articles, demonstratives</i>). Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). 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>The Leveled Math Reader eBooks are ideal resources for whole class discussion. Teachers observe students’ developing command of the conventions of standard English in discussion and monitor their competency using content-area vocabulary and communicating math concepts. Additionally, the Read and Do Math activities include speaking and writing. For example, Teacher’s Guide, <i>Shape Detective</i> (pg 92) students describe shapes and articulate how they know an object is a specific shape. See also Teacher’s Guide, <i>Inch by Inch</i> (pg 84) where students write procedural text. Writing activities that reinforce math concepts and support students’ developing competency as writers, applying the conventions of writing are suggested throughout.</p>
<p>Knowledge of Language 3. (Begins in grade 2)</p>	
<p>Vocabulary Acquisition and Use</p>	<p>The Teacher’s Guide lists potentially challenging content words for each lesson under the</p>

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<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). 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., 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 Nibbles because she nibbles too much because she likes that).</p>	<p>heading “Key Vocabulary”.</p> <p>each e-Book contains a variety of valuable whiteboard tools, allowing the teacher to annotate, highlight and reinforce key vocabulary.</p> <p>See the book Notes for Teachers and Families:</p> <p>F. <i>10 Sleepy Dinosaurs</i> (sort words into categories to gain a sense of the concepts the categories represent)</p> <p>H. <i>Ten Racing Rabbits</i> (distinguish shades of meaning among verbs differing in manner)</p>
<p>Writing Text Types and Purposes 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 reinforce math concepts and support developing competency writing for different purposes. For example, see the Teacher’s Guide, Inch by Inch (pg 84) students write procedural text; Teacher’s Guide, Ten Racing Rats (pg 76) students extend the story. The Notes for Teachers and Families section of the following texts in the See also:</p> <p>E. <i>Froggy Song</i> (write narrative) F. <i>10 Sleepy Dinosaurs</i> (write narrative) H. <i>Fifty Little Penguins</i> (write narrative)</p>
<p>Production and Distribution of Writing 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>Focused instruction on editing or revising writing is not provided. Teachers can reinforce as they determine appropriate within the writing activities suggested in the Teacher’s Guide and Notes to Teachers and Families.</p>
<p>Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Not specifically available.</p>

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<p>Speaking & Listening Comprehension and Collaboration</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>The Teacher’s Guide includes a “Read and Talk Math” section for each text to promote thoughtful discussion to aid comprehension. In addition, the “Notes for Teachers and Families” includes extension activities to engage students in collaborative conversations about the topic and text with peers and adults in small and larger groups. See the following examples:</p> <p>D. <i>The Biggest Shoe</i> (participate in collaborative conversations with diverse partners about grade 1 topics)</p> <p>H. <i>Summer Fun!</i> (participate in collaborative conversations with diverse partners about grade 1 topics)</p> <p>H. <i>I Can Write Numbers!</i> (participate in collaborative conversations with diverse partners about grade 1 topics)</p> <p>I. <i>Shape Detective</i> (participate in collaborative conversations with diverse partners about grade 1 topics)</p>
<p>Presentation of Knowledge and Ideas</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>Students describe things and events, express ideas, create drawings to extend or clarify ideas as well as communicate new, original ideas. See the following examples:</p> <p>I: <i>Will You Dance With Me?</i> TG pg 94; Students discuss the most efficient methods and give explanations of their methods.</p> <p>I: <i>Shape Detective</i> TG pg 92; Students explain how they identify objects as specific shapes.</p> <p>H: <i>Summer Fun!</i> TG pg 90; Students draw and label their idea of the concept.</p> <p>H: <i>Sam’s Pizza Spot</i>, TG pg 88; Students explain what their graph represents.</p> <p>H: <i>Inch by Inch</i>, TG pg 84; Students write a description of a procedure.</p> <p>F: <i>10 Sleepy Dinosaurs</i>, TG pg 66; Students create a counting book.</p> <p>E: <i>Marvin’s Busy Day</i>, TG pg 60; Students create an illustration of themselves engaged in a routine activity and label their picture to contribute to a class book.</p> <p>E: <i>Froggy Song</i>, Notes for Teachers and Families: Students create a multiple page story book and label, or create a patterned story.</p>

Common Core State Standards for GRADE 2	LEVELED MATH READERS ® • GRADE 2
<p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>3. Describe how characters in a story respond to major events and challenges.</p>	<p>The “Read and Talk Math” section of each lesson in the Teacher’s Guide suggests teachers and students engage in meaningful dialogue about the selected title using a question and response format.</p> <p>J. <i>Bev’s Birthday Party</i> (ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text)</p> <p>J. <i>Go Away!</i> (ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text)</p> <p>J. <i>What a Mess!</i> (ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text)</p> <p>K. <i>Tucker’s Journal</i> (ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text)</p> <p>L. <i>Dinner’s Ready</i> (ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text)</p> <p>L. <i>Food Festival!</i> (ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text)</p> <p>M. <i>Teacher’s Pet</i> (ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text)</p> <p>M. <i>Too Much Noise!</i> (ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text)</p>

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	<p>The following title is a traditional tales: L. <i>Ram’s Caps</i> (recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral) Each of the following title includes a character who response</p>
<p>Craft and Structure 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Teachers have the opportunity to discuss the elements of poetry within the context of the following titles: E. <i>Froggy’s Song</i> E. <i>Marvin’s Busy Day</i> F. <i>Ten Sleepy Dinosaurs</i> F. <i>I Smell a Cat!</i> G. <i>Ants A-Plenty!</i> H. <i>Ten Racing Rats</i> H. <i>Fifty Little Penguins</i> H. <i>I Can Write Numbers!</i> H. <i>Marvin Mouse Is Hungry</i> H. <i>Sam’s Pizza Spot</i> L. <i>There Was an Old Lady</i> M. <i>The Ants Go Marching</i></p> <p>Students have the opportunity to acknowledge differences in the points of view of characters with the following texts that contain dialogue: Level J. <i>What a Mess!</i> Level K. <i>I Hate to Be Late!</i> Level L. <i>The 100th Day Party</i> Level L. <i>Dinner’s Ready!</i> Level L. <i>Food Festival!</i> Level L. <i>Ram’s Caps</i> Level M. <i>A Good Day at the Garage Sales!</i> Level M. <i>Sports Day</i> Level M. <i>Teacher’s Pet</i> Level M. <i>Too Much Noise!</i></p>
<p>Integration of Knowledge and Ideas 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 8. (Not applicable to literature) 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Teachers can use Leveled Math Readers and the eBooks to engage students in identifying characters, setting and events. See the following examples: M: <i>Too Much Noise!</i> This tale is a version of the traditional tale <i>It Could Always Be Worse</i>. Teachers can compare and contrast this version with other familiar versions. M: <i>Teacher’s Pet</i> M: <i>Sports Day</i> M: <i>A Good Day at the Garage Sales</i> L: <i>Ram’s Hats</i> L: <i>Food Festival</i> L: <i>Dinner’s Ready</i> L: <i>The Ants Go Marching</i> Teachers can compare other versions of this familiar text. K: <i>Tucker’s Journal</i> K: <i>There Was an Old Lady</i> Teacher can compare and contrast other versions of this familiar text.</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories and</p>	<p>This collection includes titles from Levels E-M that represent stories and poetry within a range of difficulty. The Teacher’s Guide and “Notes for Teachers and Families” provide scaffolding.</p>

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<p>poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	
<p>Reading: Informational Text Key Ideas and Details 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>The “Notes for Teachers and Families” as well as the “Read and Talk Math” section of the Teacher’s Guide includes guided conversation to prompt the student to ask and answer questions about key details in the text. I. <i>Shape Detective</i> (ask and answer questions about key details in text)</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 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. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Integration of Knowledge and Ideas 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. 9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>The Teacher’s Guide lists potentially challenging content words for each lesson under the heading “Key Vocabulary”. Additionally, each eBook contains a variety of whiteboard tools, allowing the teacher to annotate/highlight key vocabulary.</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>This collection includes titles from Levels E-M that represent informational texts within a range of difficulty. The Teacher’s Guide and Notes for Teachers and Families provide scaffolding.</p>
<p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>In addition to teaching important math topics and concepts, each reader is leveled for independent reading and reinforcing reading skills, word recognition and comprehension. In Leveled Math Readers students apply grade level phonics, word analysis and decoding skills to the texts. Potentially challenging Key Vocabulary is identified for teachers on the lesson page for every math book. Teachers can elect to use specific content area vocabulary to emphasize vowels, syllables, suffixes, prefixes, common and irregularly spelled words.</p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>All the Leveled Math Readers can be used to demonstrate reading fluency. All the books are leveled for grade appropriateness and are high-interest content area readers. Teachers can engage students in reading aloud selected readers as they determine appropriate. The following titles include one or more of the following: rhyme, rhythmic language, repetitive text and/or predictable text, and dialogue. H. <i>Ten Racing Rabbits</i> I. <i>Will You Dance with Me?</i> J. <i>Bev’s Birthday Party</i></p>

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	<p>J. <i>Go Away!</i> K. <i>Tucker’s Journal</i> L. <i>The Ants Go Marching!</i></p> <p>As suggested in the “Notes for Teachers and Families”, the following texts can be dramatized by students to support fluency: E. <i>Marvin’s Busy Day</i> E. <i>Froggy Song</i> F. <i>10 Sleepy Dinosaurs</i> F. <i>I Smell a Cat</i> G. <i>Ants A-Plenty!</i> G. <i>Bake Sale</i> M. <i>Too Much Noise</i></p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring 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>The Leveled Math Reader eBooks are ideal resources for whole class discussion. Teachers observe students’ developing command of the conventions of standard English in discussion and monitor their competency using content-area vocabulary and communicating math concepts. Additionally, the Read and Do Math activities include speaking and writing activities in which teachers can observe students command of standard English and conventions of written English. See the following examples: L: <i>The Ants Go Marching</i>, Teacher’s Guide pg 100; Students discuss multiplication equations and they use mathematical vocabulary appropriately. In addition see Notes for Teachers and Families where students are invited to write a different ending to the story. K: <i>Tucker’s Journal</i>, Teacher’s Guide pg 106; Students keep a journal and share their journal with the class. In addition, in Notes for Teachers and Families students are invited to discuss holidays, write riddles, and write and illustrate a paper about their favorite month.</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.</p>	<p>In the Leveled Math Readers program students are engaged in reading, writing, speaking and listening. Uniquely, a focus on mathematical language builds upon students’ comprehension and use of content area language in direct instruction and everyday application of key vocabulary and concepts. Teachers can emphasize the use of formal and informal use of mathematical language.</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>The Teacher’s Guide lists potentially challenging content words for each lesson under the heading “Key Vocabulary”. Additionally, each eBook contains a variety of valuable whiteboard tools, allowing the teacher to annotate, highlight and reinforce key content area vocabulary.</p>

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<p>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>Writing Text Types and Purposes 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, 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>The Teacher’s Guide and “Notes for Teachers and Families” provide many opportunities to write for different purposes. See the following examples, J. <i>There Was An Old Lady</i> (students write in their math journals about the importance of measuring the weight of objects) K. <i>Tucker’s Journal</i> (students write about their favorite month) K. <i>I Hate to Be Late</i> (students write a journal entry in the main character’s voice describing the events of his day) L. <i>The Ants Go Marching</i> (students write a different ending for the story) L. <i>Dinner’s Ready</i> (students explain fractions in their math journals) L. <i>Food Festival!</i> (students write a paragraph about their favorite shape) M. <i>Sports Day</i> (students write in the voice of a character from the book) M. <i>Teacher’s Pet</i> (students write a paragraph about a pet they would like)</p>
<p>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.</p>	<p>Focused instruction on editing or revising writing is not provided. Teachers can reinforce as they determine appropriate within the writing activities suggested in the Teacher’s Guide and Notes to Teachers and Families.</p>
<p>Research to Build and Present Knowledge 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). 8. Recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)</p>	<p>Not specifically available.</p>
<p>Range of Writing 10. (Begins in grade 3)</p>	
<p>Speaking & Listening 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,</p>	<p>The Teacher’s Guide includes a “Read and Talk Math” section for each text to promote thoughtful discussion to aid comprehension. In addition, the “Notes for Teachers and Families” includes extension activities to engage students in collaborative conversations about the topic and text with peers and adults in small and larger groups. See the following examples:</p>

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<p>listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or 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><i>J. Bev’s Birthday Party!</i> (students share riddles with each other)</p> <p><i>K. Tucker’s Journal</i> (students share experiences in group setting)</p> <p><i>L. Food Festival!</i> (students identify shapes during an interactive teacher read-aloud)</p> <p><i>M. Sports Day</i> (students participate in collaborative conversation on topic of school sports day)</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>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.</p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>The “Read and Talk Math” section included for each text in the Teacher’s Guide encourages students to share personal experiences to elicit background knowledge and produce oral responses related to each text. Additionally, activities in the Notes to Teachers and Families include opportunities for students to communicate details and clarification of concepts and understandings.</p>

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Grade 3

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<p>Reading: Literature Key Ideas and Details CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>The “Read and Talk Math” section of each lesson in the Teacher’s Guide encourages teachers and students to engage in meaningful dialogue about the selected title using a question and response format. L. <i>Growing a Business</i>: Teacher’s Guide; Read and Talk Math M. <i>Wild and Weird Record Breakers</i>: Teacher’s Guide; Read and Talk Math N: <i>Count Your Chickens!</i> Teacher’s Guide; Read and Talk Math N: <i>Pizza Party!</i> Teacher’s Guide; Read and Talk Math O: <i>Making a Big Change</i> Teacher’s Guide; Read and Talk Math O: <i>Too Many Cooks</i> Teacher’s Guide; Read and Talk Math O: <i>Zoo Foods</i> Teacher’s Guide; Read and Talk Math P: <i>Against the Clock</i> Teacher’s Guide; Read and Talk Math P: <i>Dogs Can Fly</i> Teacher’s Guide; Read and Talk Math P: <i>The Lion’s Share</i> Teacher’s Guide; Read and Talk Math Q: <i>Bidding Battles</i> Teacher’s Guide; Read and Talk Math Q: <i>The Biggest Fish</i> Teacher’s Guide; Read and Talk Math Q: <i>Forest for the Trees</i> Teacher’s Guide; Read and Talk Math Q: <i>A Tiling Tale</i> Teacher’s Guide; Read and Talk Math Q: <i>Weather Watch</i> Teacher’s Guide; Read and Talk Math</p>
<p>CCSS.ELA-Literacy.RL.3.2 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>CCSS.ELA-Literacy.RL.3.3 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>N: <i>Count Your Chickens!</i> Teacher’s Guide; Read and Talk Math N: <i>Pizza Party!</i> Teacher’s Guide; Read and Talk Math O: <i>Making a Big Change</i> Teacher’s Guide; Read and Talk Math O: <i>Too Many Cooks</i> Teacher’s Guide; Read and Talk Math P: <i>Against the Clock</i> Teacher’s Guide; Read and Talk Math P: <i>Dogs Can Fly</i> Teacher’s Guide; Read and Talk Math P: <i>The Lion’s Share</i> Teacher’s Guide; Read and Talk Math Q: <i>Bidding Battles</i> Teacher’s Guide; Read and Talk Math Q: <i>A Tiling Tale</i> Teacher’s Guide; Read and Talk Math Q: <i>Weather Watch</i> Teacher’s Guide; Read and Talk Math</p>
<p>Craft and Structure CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>	<p>The Teacher’s Guide lists potentially challenging content words for each lesson under the heading “Key Vocabulary”. Additionally, each e-Book contains a variety of whiteboard tools, allowing the teacher to annotate/highlight key vocabulary.</p>
<p>CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and</p>	

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<p>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>CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>The “Read and Talk Math” section of each lesson in the Teacher’s Guide encourages teachers and students to engage in meaningful dialogue about the selected title using a question and response format. Students have the opportunity to provide their interpretation of the cover of the book and/or illustrations or photos in the book.</p>
<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>N/A</p>
<p>CCSS.ELA-Literacy.RL.3.9 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>N/A</p>
<p>Range of Reading and Complexity of Text CCSS.ELA-Literacy.RL.3.10 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 stories within a range of difficulty. The books are leveled so teachers can determine which books students may read independently or as part of a guided reading session.</p>
<p>Reading: Informational Text Key Ideas and Details CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>The “Read and Talk Math” section of the Teacher’s Guide includes guided conversation to prompt the student to ask and answer questions about key details in the text while referring to the text.</p>
<p>CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>The “Read and Talk Math” section of each lesson in the Teacher’s Guide encourages the class to discuss the title and cover of the book which will guide the conversation towards the main idea of the text. The subsequent questions all follow and support the main idea.</p>
<p>CCSS.ELA-Literacy.RI.3.3 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>All Leveled Math Readers in levels J-Q have a “Read and Talk Math” section that includes questions that use language pertaining to time, sequence or cause/effect. For example: O: <i>Too Many Cooks</i> Teacher’s Guide; Read and Talk Math (What conclusion do the children reach about cooking?) P: <i>Against the Clock</i> O: Teacher’s Guide; Read and Talk Math (Talk about David’s race time on page 13). P: <i>Dogs Can Fly</i> Teacher’s Guide; Read and Talk Math (Why is having a schedule that includes time important for the competition day?)</p>
<p>Craft and Structure CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic</p>	<p>The Teacher’s Guide lists potentially challenging content words for each lesson under the heading “Key Vocabulary”. Additionally, each e-Book contains a variety of</p>

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<p>and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>whiteboard tools, allowing the teacher to annotate/highlight key vocabulary. Key words are highlighted in the text and listed in the glossary in the following texts: L. <i>Growing a Business</i> M. <i>Wild and Weird Record Breakers</i> N: <i>Count Your Chickens</i> O: <i>Zoo Foods</i> P: <i>Dogs Can Fly</i> P: <i>The Lion’s Share</i> Q: <i>Bidding Battles</i> Q: <i>The Biggest Fish</i> Q: <i>Forest for the Trees</i> Q: <i>A Tiling Tale</i> Q: <i>Weather Watch</i></p>
<p>CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>The “Wise Up” word problem boxes help locate math problems that are relevant to text. The “Challenge” word bubble at the end of every text provides additional tasks for students to perform. L. <i>Growing a Business</i>: Key words are highlighted in text and listed in glossary M. <i>Wild and Weird Record Breakers</i>: Key words are highlighted in text and listed in glossary N: <i>Count Your Chickens!</i>: Key words are highlighted in text and listed in glossary O: <i>Zoo Foods</i>: Key words are highlighted in text and listed in glossary P: <i>Dogs Can Fly</i>: Key words are highlighted in text and listed in glossary P: <i>The Lion’s Share</i>: Key words are highlighted in text and listed in glossary Q: <i>Bidding Battles</i>: Key words are highlighted in text and listed in glossary Q: <i>The Biggest Fish</i>: Key words are highlighted in text and listed in glossary Q: <i>Forest for the Trees</i>: Key words are highlighted in text and listed in glossary Q: <i>A Tiling Tale</i>: Key words are highlighted in text and listed in glossary Q: <i>Weather Watch</i>: Key words are highlighted in text and listed in glossary</p>
<p>CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text.</p>	<p>N: <i>Pizza Party!</i> Teacher’s Guide; Read and Talk Math (how else might Dad and Lisa use math when making pizza?)</p>
<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RI.3.7 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>The “Read and Talk Math” section of each lesson in the Teacher’s Guide encourages teachers and students to engage in meaningful dialogue about the illustrations/photos and words in the text using a question and response format. For Example: L. <i>Growing a Business</i>: Teacher’s Guide; Read and Talk Math; (Turn to the picture on page 11 and ask “Do you think an apple tree is taller or shorter than the height of our classroom? Why?)</p>

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	Q: <i>Forest for the Trees</i> Teacher’s Guide; Read and Talk Math; (What can we learn from the map on page 12? In 2005 where did most forest fires occur? Where were the fewest?)
CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	The “Read and Talk Math” section of each lesson in the Teacher’s Guide encourages students to describe logical connections between sentences and paragraphs of the text. For Example: P: <i>Dogs Can Fly</i> : Teacher’s Guide; Read and Talk Math (Look at pages 2, 3 and 4. Have students tell what the dogs will be doing and what obstacles the dogs will have to race around) Q: <i>The Biggest Fish</i> Teacher’s Guide; Read and Talk Math (Reread the details about the catfish weight range given on page 8. Ask: What is the difference in weight between the heaviest catfish and the lightest catfish?)
CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Key math skills and concepts are repeated throughout books allowing students to compare and contrast two texts on the same topic
Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RI.3.10 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.	This collection includes titles from Levels J-Q that represent informational texts within a range of difficulty. The Teacher’s Guide and Notes for Teachers and Families provide scaffolding.
Reading: Foundational Skills Phonics and Word Recognition CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	N/A
CCSS.ELA-Literacy.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	N/A
CCSS.ELA-Literacy.RF.3.3b Decode words with common Latin suffixes.	N/A
CCSS.ELA-Literacy.RF.3.3c Decode multisyllable words. Read grade-appropriate irregularly spelled words.	N/A
Fluency CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	N/A
CCSS.ELA-Literacy.RF.3.4a Read grade-level text with purpose and understanding.	All texts in the <i>Leveled Math Readers</i> series are leveled to help teachers determine which books students may read independently or as part of a guided reading session both of which promote deeper understanding.
CCSS.ELA-Literacy.RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	N/A
CCSS.ELA-Literacy.RF.3.4c Use context to confirm or self-correct	N/A

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word recognition and understanding, rereading as necessary.	
<p>Vocabulary Acquisition and Use CCSS.ELA-Literacy.L.3.4 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>The Teacher’s Guide lists potentially challenging content words for each lesson under the heading “Key Vocabulary”. Additionally, each e-Book contains a variety of whiteboard tools, allowing the teacher to annotate/highlight key vocabulary. Key words are highlighted in the text and listed in the glossary in the following texts: <i>L. Growing a Business</i> <i>M. Wild and Weird Record Breakers</i> <i>N: Count Your Chickens</i> <i>O: Zoo Foods</i> <i>P: Dogs Can Fly</i> <i>P: The Lion’s Share</i> <i>Q: Bidding Battles</i> <i>Q: The Biggest Fish</i> <i>Q: Forest for the Trees</i> <i>Q: A Tiling Tale</i> <i>Q: Weather Watch</i></p>
CCSS.ELA-Literacy.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.	N/A
CCSS.ELA-Literacy.L.3.4b 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).	N/A
CCSS.ELA-Literacy.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	N/A
CCSS.ELA-Literacy.L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<p>Glossaries are provided in the following texts: <i>L. Growing a Business</i> <i>M. Wild and Weird Record Breakers</i> <i>N: Count Your Chickens</i> <i>O: Zoo Foods</i> <i>P: Dogs Can Fly</i> <i>P: The Lion’s Share</i> <i>Q: Bidding Battles</i> <i>Q: The Biggest Fish</i> <i>Q: Forest for the Trees</i> <i>Q: A Tiling Tale</i> <i>Q: Weather Watch</i></p>
CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	N/A

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<p>CCSS.ELA-Literacy.L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>N/A</p>
<p>CCSS.ELA-Literacy.L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	<p>N/A</p>
<p>CCSS.ELA-Literacy.L.3.5c 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>N/A</p>
<p>CCSS.ELA-Literacy.L.3.6 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>Key words are highlighted in the text and listed in the glossary in the following texts: <i>L. Growing a Business</i> <i>M. Wild and Weird Record Breakers</i> <i>N: Count Your Chickens</i> <i>O: Zoo Foods</i> <i>P: Dogs Can Fly</i> <i>P: The Lion’s Share</i> <i>Q: Bidding Battles</i> <i>Q: The Biggest Fish</i> <i>Q: Forest for the Trees</i> <i>Q: A Tiling Tale</i> <i>Q: Weather Watch</i></p>
<p>Research to Build and Present Knowledge CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.</p>	<p>The “Challenge” assignment at the end of every text provides additional tasks for students to perform that involve short research tasks that build further knowledge.</p>
<p>CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p><i>Q: Weather Watch:</i> Teacher’s Guide; Read and Do Math (record weather forecast from internet website) <i>L. Growing a Business:</i> Teacher’s Guide; Read and Do Math <i>M. Wild and Weird Record Breakers:</i> Teacher’s Guide; Read and Do Math <i>N: Count Your Chickens!</i> Teacher’s Guide; Read and Do Math <i>N: Pizza Party!</i> Teacher’s Guide; Read and Do Math <i>O: Making a Big Change</i> Teacher’s Guide; Read and Do Math <i>O: Too Many Cooks</i> Teacher’s Guide; Read and Do Math <i>O: Zoo Foods</i> Teacher’s Guide; Read and Do Math <i>P: Against the Clock</i> Teacher’s Guide; Read and Do Math <i>P: Dogs Can Fly</i> Teacher’s Guide; Read and Do Math <i>P: The Lion’s Share</i> Teacher’s Guide; Read and Do Math <i>Q: Bidding Battles</i> Teacher’s Guide; Read and Do Math <i>Q: The Biggest Fish</i> Teacher’s Guide; Read and Do Math, <i>Q: Forest for the Trees</i> Teacher’s Guide; Read and Do Math <i>Q: A Tiling Tale</i> Teacher’s Guide; Read and Do Math</p>

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<p>Range of Writing CCSS.ELA-Literacy.W.3.10 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>Speaking & Listening Comprehension and Collaboration CCSS.ELA-Literacy.SL.3.1 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.</p>	<p>The Teacher's Guide includes a "Read and Do Math" section for each text to promote thoughtful discussion to aid comprehension.</p> <p>L. <i>Growing a Business</i>: Teacher's Guide; Read and Do Math (partners revisit book)</p> <p>M. <i>Wild and Weird Record Breakers</i>: Teacher's Guide; Read and Do Math (partners complete activity)</p> <p>N: <i>Count Your Chickens!</i> Teacher's Guide; Read and Do Math (partners revisit story)</p> <p>N: <i>Pizza Party!</i> Teacher's Guide; Read and Do Math (work in pairs)</p> <p>O: <i>Making a Big Change</i> Teacher's Guide; Read and Do Math (partners work together)</p> <p>O: <i>Too Many Cooks</i> Teacher's Guide; Read and Do Math (share meal plans)</p> <p>O: <i>Zoo Foods</i> Teacher's Guide; Read and Do Math (students grouped in pairs)</p> <p>P: <i>Against the Clock</i> Teacher's Guide; Read and Do Math (students work together)</p> <p>P: <i>The Lion's Share</i> Teacher's Guide; Read and Do Math (pairs of students create bar graph)</p> <p>Q: <i>Bidding Battles</i> Teacher's Guide; Read and Do Math (partners share charts)</p> <p>Q: <i>The Biggest Fish</i> Teacher's Guide; Read and Do Math (partner project)</p> <p>Q: <i>Forest for the Trees</i> Teacher's Guide; Read and Do Math (small groups create radio spots)</p> <p>Q: <i>A Tiling Tale</i> Teacher's Guide; Read and Do Math (partners collaborate)</p> <p>Q: <i>Weather Watch</i> Teacher's Guide; Read and Do Math (groups summarize data in charts and present to class)</p>
<p>CCSS.ELA-Literacy.SL.3.1a 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>N/A</p>
<p>CCSS.ELA-Literacy.SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>N/A</p>
<p>CCSS.ELA-Literacy.SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>N/A</p>
<p>CCSS.ELA-Literacy.SL.3.1d Explain their own ideas and understanding in light of the discussion.</p>	<p>Q: <i>Weather Watch</i>: Teacher's Guide; Read and Talk Math (how can Jordon and his family use this map to help them make plans?)</p> <p>L. <i>Growing a Business</i>: Teacher's Guide; Read and Talk Math (which is your favorite apple?)</p> <p>M. <i>Wild and Weird Record Breakers</i>: Teacher's Guide; Read and Talk Math (why do</p>

	<p>you think so?) N: <i>Pizza Party!</i> Teacher’s Guide; Read and Talk Math (can you think of anything else that would be good to share in this way?) O: <i>Too Many Cooks</i> Teacher’s Guide; Read and Talk Math (predict what Jack might do differently next time) O: <i>Zoo Foods</i> Teacher’s Guide; Read and Talk Math (why do you think foods are weighed differently for different animals?) P: <i>Against the Clock</i> Teacher’s Guide; Read and Talk Math (personal opinion) P: <i>Dogs Can Fly</i> Teacher’s Guide; Read and Talk Math (personal opinion) P: <i>The Lion’s Share</i> Teacher’s Guide; Read and Talk Math (personal opinion) Q: <i>The Biggest Fish</i> Teacher’s Guide; Read and Talk Math (personal opinion) Q: <i>Forest for the Trees</i> Teacher’s Guide; Read and Talk Math (what kind of information do you think is best shown on a chart or graph?) Q: <i>A Tiling Tale</i> Teacher’s Guide; Read and Talk Math (give examples)</p>
<p>CCSS.ELA-Literacy.SL.3.2 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.</p>	<p>The “Read and Talk Math” section of each lesson in the Teacher’s Guide encourages teachers and students to engage in meaningful dialogue about the selected title and illustrations. The main ideas and supporting details are highlighted in the context of the questions and answers.</p>
<p>CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>N/A</p>
<p>Presentation of Knowledge and Ideas CCSS.ELA-Literacy.SL.3.4 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.</p>	<p>The Teacher’s Guide includes a “Read and Do Math” section for each text that provides activities that students work on in pairs or small groups and then share with others. L. <i>Growing a Business</i>: Teacher’s Guide; Read and Do Math (partners work together to complete <i>Wise Up!</i> Activity) M. <i>Wild and Weird Record Breakers</i>: Teacher’s Guide; Read and Do Math (partners complete activity) N: <i>Count Your Chickens!</i> Teacher’s Guide; Read and Do Math (partners revisit story) N: <i>Pizza Party!</i> Teacher’s Guide; Read and Do Math (work in pairs) O: <i>Making a Big Change</i> Teacher’s Guide; Read and Do Math (partners work together) O: <i>Too Many Cooks</i> Teacher’s Guide; Read and Do Math (share meal plans) O: <i>Zoo Foods</i> Teacher’s Guide; Read and Do Math (students grouped in pairs) P: <i>Against the Clock</i> Teacher’s Guide; Read and Do Math (students work together) P: <i>The Lion’s Share</i> Teacher’s Guide; Read and Do Math (pairs of students create bar graph) Q: <i>Bidding Battles</i> Teacher’s Guide; Read and Do Math (partners share charts) Q: <i>The Biggest Fish</i> Teacher’s Guide; Read and Do Math (partner project) Q: <i>Forest for the Trees</i> Teacher’s Guide; Read and Do Math (create “30 second radio spots” about forest preservation)</p>

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	<p>Q: <i>A Tiling Tale</i> Teacher’s Guide; Read and Do Math (partners collaborate) Q: <i>Weather Watch</i> Teacher’s Guide; Read and Do Math (groups summarize data in charts and present to class)</p>
<p>CCSS.ELA-Literacy.SL.3.5 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.</p>	N/A
<p>CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	N/A

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<p>Reading: Literature Key Ideas and Details CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>The “Read and Talk Math” section of each lesson in the Teacher’s Guide encourages teachers and students to engage in meaningful dialogue about the selected title referring to details and examples in the text.</p> <p>M: <i>Wild and Weird Record Breakers</i>: Teacher’s Guide; Read and Talk Math N: <i>Count Your Chickens!</i> :Teacher’s Guide; Read and Talk Math N: <i>Pizza Party!</i> :Teacher’s Guide; Read and Talk Math O: <i>Making a Big Change</i> :Teacher’s Guide; Read and Talk Math O: <i>Too Many Cooks</i> :Teacher’s Guide; Read and Talk Math O: <i>Zoo Foods</i> :Teacher’s Guide; Read and Talk Math P: <i>Against the Clock</i> :Teacher’s Guide; Read and Talk Math P: <i>Dogs Can Fly</i> :Teacher’s Guide; Read and Talk Math P: <i>The Lion’s Share</i>: Teacher’s Guide; Read and Talk Math Q: <i>Bidding Battles</i>: Teacher’s Guide; Read and Talk Math Q: <i>The Biggest Fish</i> :Teacher’s Guide; Read and Talk Math Q: <i>Forest for the Trees</i>: Teacher’s Guide; Read and Talk Math Q: <i>A Tiling Tale</i>: Teacher’s Guide; Read and Talk Math Q: <i>Weather Watch</i>: Teacher’s Guide; Read and Talk Math R: <i>Number Patterns</i>: Teacher’s Guide; Read and Talk Math R: <i>Think Outside the Box</i>: Teacher’s Guide; Read and Talk Math R: <i>Tracking Trains</i>: Teacher’s Guide; Read and Talk Math S: <i>Costume Party: Cost and Confusion!</i>: Teacher’s Guide; Read and Talk Math S: <i>Symmetry Rules!</i>: Teacher’s Guide; Read and Talk Math S: <i>Tracking Predators and Prey</i>: Teacher’s Guide; Read and Talk Math S: <i>X-Treme Sports</i>: Teacher’s Guide; Read and Talk Math T: <i>Money Matters</i>: Teacher’s Guide; Read and Talk Math T: <i>Wild Water: Facts & Stats</i>: Teacher’s Guide; Read and Talk Math</p>
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<p>CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>N/A</p>
<p>CCSS.ELA-Literacy.RL.4.3 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>The “Read and Talk Math” section of each lesson in the Teacher’s Guide begins with a discussion about the cover, title or illustrations. This provides an opportunity to describe the setting, events or characters that are presented in the book. The titles below provide opportunities for students to describe certain characters in the book: N: <i>Count Your Chickens!</i> Teacher’s Guide; Read and Talk Math N: <i>Pizza Party!</i> Teacher’s Guide; Read and Talk Math O: <i>Making a Big Change</i> Teacher’s Guide; Read and Talk Math O: <i>Too Many Cooks</i> Teacher’s Guide; Read and Talk Math P: <i>Against the Clock</i> Teacher’s Guide; Read and Talk Math P: <i>Dogs Can Fly</i> Teacher’s Guide; Read and Talk Math P: <i>The Lion’s Share</i> Teacher’s Guide; Read and Talk Math Q: <i>Bidding Battles</i> Teacher’s Guide; Read and Talk Math Q: <i>A Tiling Tale</i> Teacher’s Guide; Read and Talk Math Q: <i>Weather Watch</i> Teacher’s Guide; Read and Talk Math R: <i>Think Outside the Box</i>: Teacher’s Guide; Read and Talk Math</p>
<p>Craft and Structure CCSS.ELA-Literacy.RL.4.4 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., Hercules).</p>	<p>The Teacher’s Guide lists potentially challenging content words for each lesson under the heading “Key Vocabulary”. Additionally, each e-Book contains a variety of whiteboard tools, allowing the teacher to annotate/highlight key vocabulary.</p>
<p>CCSS.ELA-Literacy.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>N/A</p>
<p>CCSS.ELA-Literacy.RL.4.6 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/A</p>
<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>N/A</p>
<p>CCSS.ELA-Literacy.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>N/A</p>
<p>Range of Reading and Complexity of Text CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and</p>	<p>This collection includes titles from Levels M-T that represent stories within a range of</p>

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<p>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>difficulty. The books are leveled so teachers can determine which books students may read independently or as part of a guided reading session, thus providing scaffolding.</p>
<p>Reading: Informational Text Key Ideas and Details CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>The “Read and Talk Math” section of the Teacher’s Guide includes guided conversation to prompt the student to provide key details in the text while referring to the text.</p>
<p>CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>The “Read and Talk Math” section of each lesson in the Teacher’s Guide encourages the class to discuss the title and cover of the book which will guide the conversation towards the main idea of the text. The subsequent questions all follow and support the main idea. Q: <i>Forest for the Trees</i> Teacher’s Guide; Read and Talk Math (discuss the overall messages contained in this book) R: <i>Tracking Trains</i>: Teacher’s Guide; Read and Talk Math (summarize) S: <i>Tracking Predators and Prey</i>: Teacher’s Guide; Read and Talk Math (summarize) S: <i>Symmetry Rules!</i>: Teacher’s Guide; Read and Talk Math (summarize) S: <i>X-Treme Sports</i>: Teacher’s Guide; Read and Talk Math (summarize) T: <i>Wild Water: Facts & Stats</i>: Teacher’s Guide; Read and Talk Math (Role of rivers in the lives of people)</p>
<p>CCSS.ELA-Literacy.RI.4.3 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>All Leveled Math Readers in levels M-T have a “Read and Talk Math” section that includes questions that prompt students to explain procedures, or concepts. For example: N: <i>Pizza Party!</i> Teacher’s Guide; Read and Talk Math (what do the drawings help Lisa and Dad figure out?) P: <i>Dogs Can Fly</i> Teacher’s Guide; Read and Talk Math (why is having a schedule that includes time important for the competition day?) Q: <i>Bidding Battles</i> Teacher’s Guide; Read and Talk Math (explain how they would use place value to order certain numbers) Q: <i>Weather Watch</i> Teacher’s Guide; Read and Talk Math (explain why certain graphs are the clearest or most interesting) R: <i>Number Patterns</i>: Teacher’s Guide; Read and Talk Math (why or why not?) S: <i>Costume Party: Cost and Confusion!</i>: Teacher’s Guide; Read and Talk Math (why are discounts expressed as percentages) S: <i>Symmetry Rules!</i>: Teacher’s Guide; Read and Talk Math S: <i>Tracking Predators and Prey</i>: Teacher’s Guide; Read and Do Math (discuss pros and cons of a certain approach)</p>
<p>Craft and Structure CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic</p>	<p>The Teacher’s Guide lists potentially challenging content words for each lesson under the heading “Key Vocabulary”. Additionally, each e-Book contains a variety of</p>

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<p>and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>whiteboard tools, allowing the teacher to annotate/highlight key vocabulary. Key words are highlighted in the text and listed in the glossary in the following texts: <i>M. Wild and Weird Record Breakers</i> <i>N: Count Your Chickens</i> <i>O: Zoo Foods</i> <i>P: Dogs Can Fly</i> <i>P: The Lion’s Share</i> <i>Q: Bidding Battles</i> <i>Q: The Biggest Fish</i> <i>Q: Forest for the Trees</i> <i>Q: A Tiling Tale</i> <i>Q: Weather Watch</i> <i>R: Number Patterns</i> <i>R:Think Outside the Box</i> <i>R: Tracking Trains</i> <i>S: Costume Party: Cost and Confusion</i> <i>S: Symmetry Rules!</i> <i>S: Tracking Predators and Prey</i> <i>S: X-Treme Sports</i> <i>T: Money Matters</i> <i>T: Wild Water: Facts & Stats</i></p>
<p>CCSS.ELA-Literacy.RI.4.5 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>All Leveled Math Readers in levels M-T have a “Read and Talk Math” “Read and Do Math and a Practice Math section that includes problem/solution or cause/effect questions. For example: <i>M. Wild and Weird Record Breakers</i>: Teacher’s Guide; Practice Math (Crack the Code) <i>N: Count Your Chickens!</i>: Teacher’s Guide; Practice Math (creating fractions) <i>P: Against the Clock</i> Teacher’s Guide; Practice Math (Time It!) <i>P: The Lion’s Share</i>: Teacher’s Guide; Practice Math (Survey, Tally, Chart and Graph!) <i>R: Number Patterns</i>: Teacher’s Guide; Practice Math (Patterns, Patterns Everywhere) <i>R:Think Outside the Box</i> : Teacher’s Guide; Practice Math (What Will you Buy?) <i>S: Symmetry Rules!</i> : Teacher’s Guide; Practice Math (Find it! Draw It!) <i>S: X-Treme Sports</i> : Teacher’s Guide; Practice Math (X-Tremes in Sports) <i>T: Wild Water: Facts & Stats</i> : Teacher’s Guide; Practice Math (Travel the Rivers)</p>
<p>CCSS.ELA-Literacy.RI.4.6 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>N/A</p>
<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually,</p>	<p><i>O: Too Many Cooks</i>: Teacher’s Guide; Read and Talk Math</p>

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<p>orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>O: <i>Zoo Foods</i> :Teacher’s Guide; Read and Talk Math P: <i>Against the Clock</i> :Teacher’s Guide; Read and Talk Math P: <i>Dogs Can Fly</i> :Teacher’s Guide; Read and Talk Math P: <i>The Lion’s Share</i>: Teacher’s Guide; Read and Talk Math Q: <i>The Biggest Fish</i> :Teacher’s Guide; Read and Talk Math Q: <i>Forest for the Trees</i>: Teacher’s Guide; Read and Talk Math Q: <i>A Tiling Tale</i>: Teacher’s Guide; Read and Talk Math Q: <i>Weather Watch</i>: Teacher’s Guide; Read and Talk Math R: <i>Number Patterns</i>: Teacher’s Guide; Read and Talk Math R:<i>Think Outside the Box</i>: Teacher’s Guide; Read and Talk Math R: <i>Tracking Trains</i>: Teacher’s Guide; Read and Talk Math S: <i>Symmetry Rules!</i>: Teacher’s Guide; Read and Talk Math S: <i>Tracking Predators and Prey</i>: Teacher’s Guide; Read and Talk Math S: <i>X-Treme Sports</i>: Teacher’s Guide; Read and Talk Math</p>
<p>CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>The “Read and Talk Math” and “Read and Do Math section of each lesson in the Teacher’s Guide encourages students to provide reasons and evidence to support particular points in the text. For Example: P: <i>The Lion’s Share</i>: Teacher’s Guide; Read and Talk Math (Why do you think the author included these features?) Q: <i>The Biggest Fish</i> Teacher’s Guide; Read and Talk Math (Why is it sometimes clearer to list information as numbers in a chart or graph than as words in a statement or story?) S: <i>X-Treme Sports</i>: Teacher’s Guide; Read and Talk Math S: <i>Symmetry Rules!</i>: Teacher’s Guide; Read and Talk Math</p>
<p>CCSS.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Key math skills and concepts are repeated throughout books allowing students to compare and contrast two texts on the same topic</p>
<p>Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RI.4.10 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>This collection includes titles from Levels M-T that represent informational texts within a range of difficulty. The Teacher’s Guide and Notes for Teachers and Families provide scaffolding.</p>
<p>Reading: Foundational Skills Phonics and Word Recognition CCSS.ELA-Literacy.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>N/A</p>
<p>CCSS.ELA-Literacy.RF.4.3a 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>N/A</p>

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<p>Fluency CCSS.ELA-Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>All texts in the <i>Leveled Math Readers</i> series are leveled to help teachers determine which books students may read independently or as part of a guided reading session both of which promote comprehension.</p>
<p>CCSS.ELA-Literacy.RF.4.4a Read grade-level text with purpose and understanding.</p>	<p>N/A</p>
<p>CCSS.ELA-Literacy.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>	<p>N/A</p>
<p>CCSS.ELA-Literacy.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>N/A</p>
<p>Vocabulary Acquisition and Use CCSS.ELA-Literacy.L.4.4 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.</p>	<p>The Teacher’s Guide lists potentially challenging content words for each lesson under the heading “Key Vocabulary”. Additionally, each e-Book contains a variety of whiteboard tools, allowing the teacher to annotate/highlight key vocabulary. Key words are highlighted in the text and listed in the glossary in the following texts: M. <i>Wild and Weird Record Breakers</i> N: <i>Count Your Chickens</i> O: <i>Zoo Foods</i> P: <i>Dogs Can Fly</i> P: <i>The Lion’s Share</i> Q: <i>Bidding Battles</i> Q: <i>The Biggest Fish</i> Q: <i>Forest for the Trees</i> Q: <i>A Tiling Tale</i> Q: <i>Weather Watch</i> R: <i>Number Patterns</i> R: <i>Think Outside the Box</i> R: <i>Tracking Trains</i> S: <i>Costume Party: Cost and Confusion</i> S: <i>Symmetry Rules!</i> S: <i>Tracking Predators and Prey</i> S: <i>X-Treme Sports</i> T: <i>Money Matters</i> T: <i>Wild Water: Facts & Stats</i></p>
<p>CCSS.ELA-Literacy.L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>Key words are highlighted in the text and listed in the glossary in the following texts: M. <i>Wild and Weird Record Breakers</i> N: <i>Count Your Chickens</i> O: <i>Zoo Foods</i> P: <i>Dogs Can Fly</i> P: <i>The Lion’s Share</i></p>

	<p>Q: <i>Bidding Battles</i> Q: <i>The Biggest Fish</i> Q: <i>Forest for the Trees</i> Q: <i>A Tiling Tale</i> Q: <i>Weather Watch</i> R: <i>Number Patterns</i> R: <i>Think Outside the Box</i> R: <i>Tracking Trains</i> S: <i>Costume Party: Cost and Confusion</i> S: <i>Symmetry Rules!</i> S: <i>Tracking Predators and Prey</i> S: <i>X-Treme Sports</i> T: <i>Money Matters</i> T: <i>Wild Water: Facts & Stats</i></p>
<p>CCSS.ELA-Literacy.L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p>R: <i>Number Patterns</i>: p.8, Greek roots for “pentameter”</p>
<p>CCSS.ELA-Literacy.L.4.4c 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.</p>	<p>Glossaries are provided in the following texts: M: <i>Wild and Weird Record Breakers</i> N: <i>Count Your Chickens</i> O: <i>Zoo Foods</i> P: <i>Dogs Can Fly</i> P: <i>The Lion’s Share</i> Q: <i>Bidding Battles</i> Q: <i>The Biggest Fish</i> Q: <i>Forest for the Trees</i> Q: <i>A Tiling Tale</i> Q: <i>Weather Watch</i> R: <i>Number Patterns</i> R: <i>Think Outside the Box</i> R: <i>Tracking Trains</i> S: <i>Costume Party: Cost and Confusion</i> S: <i>Symmetry Rules!</i> S: <i>Tracking Predators and Prey</i> S: <i>X-Treme Sports</i> T: <i>Money Matters</i> T: <i>Wild Water: Facts & Stats</i></p>
<p>CCSS.ELA-Literacy.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>N/A</p>

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CCSS.ELA-Literacy.L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	N/A
CCSS.ELA-Literacy.L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	N/A
CCSS.ELA-Literacy.L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	N/A
CCSS.ELA-Literacy.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Key words are highlighted in the text and listed in the glossary in the following texts: M: <i>Wild and Weird Record Breakers</i> N: <i>Count Your Chickens</i> O: <i>Zoo Foods</i> P: <i>Dogs Can Fly</i> P: <i>The Lion's Share</i> Q: <i>Bidding Battles</i> Q: <i>The Biggest Fish</i> Q: <i>Forest for the Trees</i> Q: <i>A Tiling Tale</i> Q: <i>Weather Watch</i> R: <i>Number Patterns</i> R: <i>Think Outside the Box</i> R: <i>Tracking Trains</i> S: <i>Costume Party: Cost and Confusion</i> S: <i>Symmetry Rules!</i> S: <i>Tracking Predators and Prey</i> S: <i>X-Treme Sports</i> T: <i>Money Matters</i> T: <i>Wild Water: Facts & Stats</i>
Writing Text Types and Purposes CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	T: <i>Wild Water: Facts & Stats: Challenge</i> assignment: (describe personal journey)
CCSS.ELA-Literacy.W.4.1a 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.	N/A
CCSS.ELA-Literacy.W.4.1a 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.	R: <i>Number Patterns: Patterns in Poetry (p.6-7)</i> ; <i>Challenge</i> assignment: write a haiku about yourself
CCSS.ELA-Literacy.W.4.1b Provide reasons that are supported by facts and details.	N/A
CCSS.ELA-Literacy.W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	N/A

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CCSS.ELA-Literacy.W.4.1d Provide a concluding statement or section related to the opinion presented.	N/A
CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	N/A
CCSS.ELA-Literacy.W.4.2a 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.	N/A
CCSS.ELA-Literacy.W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	N/A
CCSS.ELA-Literacy.W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	N/A
CCSS.ELA-Literacy.W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	N/A
CCSS.ELA-Literacy.W.4.2e Provide a concluding statement or section related to the information or explanation presented.	N/A
CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	R: <i>Think Outside the Box: Challenge</i> assignment: (write a business plan) S: <i>Costume Party: Cost and Confusion: Challenge</i> assignment: (design poster with explanations) S: <i>X-Treme Sports: Challenge</i> assignment: (research and write report)
CCSS.ELA-Literacy.W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	N/A
CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	N/A
CCSS.ELA-Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.	N/A
CCSS.ELA-Literacy.W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	N/A
CCSS.ELA-Literacy.W.4.3e Provide a conclusion that follows from the narrated experiences or events.	N/A
Production and Distribution of Writing CCSS.ELA-Literacy.W.4.4 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.)	R: <i>Number Patterns: Patterns in Poetry (p.6-7)</i> ; <i>Challenge</i> assignment: write a haiku about yourself , (p.8) try writing a sonnet
CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	N/A
CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish	N/A

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<p>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>Research to Build and Present Knowledge CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>The “Challenge” assignment at the end of every text provides additional tasks for students to perform that involve short research tasks that build further knowledge.</p> <p>Q: <i>Weather Watch</i>: Teacher’s Guide; Read and Do Math (record weather forecast from internet website) L. <i>Growing a Business</i>: Teacher’s Guide; Read and Do Math M. <i>Wild and Weird Record Breakers</i>: Teacher’s Guide; Read and Do Math N: <i>Count Your Chickens!</i>: Teacher’s Guide; Read and Do Math N: <i>Pizza Party!</i>: Teacher’s Guide; Read and Do Math O: <i>Making a Big Change</i>: Teacher’s Guide; Read and Do Math O: <i>Too Many Cooks</i>: Teacher’s Guide; Read and Do Math O: <i>Zoo Foods</i>: Teacher’s Guide; Read and Do Math P: <i>Against the Clock</i>: Teacher’s Guide; Read and Do Math P: <i>Dogs Can Fly</i>: Teacher’s Guide; Read and Do Math P: <i>The Lion’s Share</i>: Teacher’s Guide; Read and Do Math Q: <i>Bidding Battles</i>: Teacher’s Guide; Read and Do Math Q: <i>The Biggest Fish</i>: Teacher’s Guide; Read and Do Math Q: <i>Forest for the Trees</i>: Teacher’s Guide; Read and Do Math Q: <i>A Tiling Tale</i>: Teacher’s Guide; Read and Do Math R: <i>Number Patterns</i>: Teacher’s Guide; Read and Do Math R: <i>Think Outside the Box</i>: Teacher’s Guide; Read and Do Math R: <i>Tracking Trains</i>: Teacher’s Guide; Read and Do Math S: <i>Costume Party: Cost and Confusion</i>: Teacher’s Guide; Read and Do Math S: <i>Symmetry Rules!</i>: Teacher’s Guide; Read and Do Math S: <i>Tracking Predators and Prey</i>: Teacher’s Guide; Read and Do Math; <i>Challenge</i> assignment: (make a quadrat) S: <i>X-Treme Sports</i>: Teacher’s Guide; Read and Do Math T: <i>Money Matters</i>: Teacher’s Guide; Read and Do Math T: <i>Wild Water: Facts & Stats</i>: Teacher’s Guide; Read and Do Math</p>
<p>CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>N/A</p>
<p>CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>The “Challenge” assignment at the end of every text provides additional tasks for students to perform that involve short research tasks that build further knowledge.</p>
<p>CCSS.ELA-Literacy.W.4.9a Apply grade 4 Reading standards to</p>	<p>N/A</p>

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<p>literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p>	
<p>CCSS.ELA-Literacy.W.4.9b 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>The “Read and Talk Math” and “Read and Do Math” section of each lesson in the Teacher’s Guide encourages students to provide reasons and evidence to support particular points in the text. For Example: P: <i>The Lion’s Share</i>: Teacher’s Guide; Read and Talk Math (Why do you think the author included these features?) Q: <i>The Biggest Fish</i> Teacher’s Guide; Read and Talk Math (Why is it sometimes clearer to list information as numbers in a chart or graph than as words in a statement or story?) S: <i>X-Treme Sports</i>: Teacher’s Guide; Read and Talk Math S: <i>Symmetry Rules!</i>: Teacher’s Guide; Read and Talk Math</p>
<p>Range of Writing CCSS.ELA-Literacy.W.4.10 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>R: <i>Number Patterns: Patterns in Poetry (p.6-7)</i>; <i>Challenge</i> assignment: write a haiku about yourself , (p.8) try writing a sonnet R:<i>Think Outside the Box: Challenge</i> assignment: (write a business plan) S: <i>Costume Party: Cost and Confusion: Challenge</i> assignment: (design poster with explanations) S: <i>X-Treme Sports: Challenge</i> assignment: (research and write report) T: <i>Wild Water: Facts & Stats: Challenge</i> assignment: (describe personal journey)</p>
<p>Speaking & Listening Comprehension and Collaboration CCSS.ELA-Literacy.SL.4.1 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.</p>	<p>The Teacher’s Guide includes a “Read and Do Math” section for each text to promote thoughtful discussion to aid comprehension. M. <i>Wild and Weird Record Breakers</i>: Teacher’s Guide; Read and Do Math (partners complete activity) N: <i>Count Your Chickens!</i> Teacher’s Guide; Read and Do Math (partners revisit story) N: <i>Pizza Party!</i> Teacher’s Guide; Read and Do Math (work in pairs) O: <i>Making a Big Change</i> Teacher’s Guide; Read and Do Math (partners work together) O: <i>Too Many Cooks</i> Teacher’s Guide; Read and Do Math (share meal plans) O: <i>Zoo Foods</i> Teacher’s Guide; Read and Do Math (students grouped in pairs) P: <i>Against the Clock</i> Teacher’s Guide; Read and Do Math (students work together) P: <i>The Lion’s Share</i> Teacher’s Guide; Read and Do Math (pairs of students create bar graph) Q: <i>Bidding Battles</i> Teacher’s Guide; Read and Do Math (partners share charts) Q: <i>The Biggest Fish</i> Teacher’s Guide; Read and Do Math (partner project) Q: <i>Forest for the Trees</i> Teacher’s Guide; Read and Do Math (small groups create radio spots) Q: <i>A Tiling Tale</i> Teacher’s Guide; Read and Do Math (partners collaborate) Q: <i>Weather Watch</i> Teacher’s Guide; Read and Do Math (groups summarize data in</p>

	<p>charts and present to class) R: <i>Number Patterns</i>: Teacher’s Guide; Read and Do Math R: <i>Think Outside the Box</i>: Teacher’s Guide; Read and Do Math R: <i>Tracking Trains</i>: Teacher’s Guide; Read and Do Math S: <i>Costume Party: Cost and Confusion</i>: Teacher’s Guide; Read and Do Math S: <i>Symmetry Rules!</i>: Teacher’s Guide; Read and Do Math S: <i>Tracking Predators and Prey</i>: Teacher’s Guide; Read and Do Math S: <i>X-Treme Sports</i>: Teacher’s Guide; Read and Do Math T: <i>Money Matters</i>: Teacher’s Guide; Read and Do Math T: <i>Wild Water: Facts & Stats</i>: Teacher’s Guide; Read and Do Math</p>
<p>CCSS.ELA-Literacy.SL.4.1a 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>N/A</p>
<p>CCSS.ELA-Literacy.SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>N/A</p>
<p>CCSS.ELA-Literacy.SL.4.1c 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>The Teacher’s Guide includes a “Read and Do Math” section for each text to promote thoughtful discussion and dialogue. M: <i>Wild and Weird Record Breakers</i>: Teacher’s Guide; Read and Do Math (partners complete activity) N: <i>Count Your Chickens!</i> Teacher’s Guide; Read and Do Math (partners revisit story) N: <i>Pizza Party!</i> Teacher’s Guide; Read and Do Math (work in pairs) O: <i>Making a Big Change</i> Teacher’s Guide; Read and Do Math (partners work together) O: <i>Too Many Cooks</i> Teacher’s Guide; Read and Do Math (share meal plans) O: <i>Zoo Foods</i> Teacher’s Guide; Read and Do Math (students grouped in pairs) P: <i>Against the Clock</i> Teacher’s Guide; Read and Do Math (students work together) P: <i>The Lion’s Share</i> Teacher’s Guide; Read and Do Math (pairs of students create bar graph) Q: <i>Bidding Battles</i> Teacher’s Guide; Read and Do Math (partners share charts) Q: <i>The Biggest Fish</i> Teacher’s Guide; Read and Do Math (partner project) Q: <i>Forest for the Trees</i> Teacher’s Guide; Read and Do Math (small groups create radio spots) Q: <i>A Tiling Tale</i> Teacher’s Guide; Read and Do Math (partners collaborate) Q: <i>Weather Watch</i> Teacher’s Guide; Read and Do Math (groups summarize data in charts and present to class) R: <i>Number Patterns</i>: Teacher’s Guide; Read and Do Math R: <i>Think Outside the Box</i>: Teacher’s Guide; Read and Do Math R: <i>Tracking Trains</i>: Teacher’s Guide; Read and Do Math S: <i>Costume Party: Cost and Confusion</i>: Teacher’s Guide; Read and Do Math S: <i>Symmetry Rules!</i>: Teacher’s Guide; Read and Do Math</p>

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	<p>S: <i>Tracking Predators and Prey</i>: Teacher’s Guide; Read and Do Math S: <i>X-Treme Sports</i>: Teacher’s Guide; Read and Do Math T: <i>Money Matters</i>: Teacher’s Guide; Read and Do Math T: <i>Wild Water: Facts & Stats</i>: Teacher’s Guide; Read and Do Math</p>
<p>CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>The Teacher’s Guide includes a “Read and Do Math” section for each text to promote thoughtful discussion and compare findings. M. <i>Wild and Weird Record Breakers</i>: Teacher’s Guide; Read and Do Math (partners complete activity) N: <i>Count Your Chickens!</i> Teacher’s Guide; Read and Do Math (partners revisit story) N: <i>Pizza Party!</i> Teacher’s Guide; Read and Do Math (work in pairs) O: <i>Making a Big Change</i> Teacher’s Guide; Read and Do Math (partners work together) O: <i>Too Many Cooks</i> Teacher’s Guide; Read and Do Math (share meal plans) O: <i>Zoo Foods</i> Teacher’s Guide; Read and Do Math (students grouped in pairs) P: <i>Against the Clock</i> Teacher’s Guide; Read and Do Math (students work together) P: <i>The Lion’s Share</i> Teacher’s Guide; Read and Do Math (pairs of students create bar graph) Q: <i>Bidding Battles</i> Teacher’s Guide; Read and Do Math (partners share charts) Q: <i>The Biggest Fish</i> Teacher’s Guide; Read and Do Math (partner project) Q: <i>Forest for the Trees</i> Teacher’s Guide; Read and Do Math (small groups create radio spots) Q: <i>A Tiling Tale</i> Teacher’s Guide; Read and Do Math (partners collaborate) Q: <i>Weather Watch</i> Teacher’s Guide; Read and Do Math (groups summarize data in charts and present to class) R: <i>Number Patterns</i>: Teacher’s Guide; Read and Do Math R: <i>Think Outside the Box</i>: Teacher’s Guide; Read and Do Math R: <i>Tracking Trains</i>: Teacher’s Guide; Read and Do Math S: <i>Costume Party: Cost and Confusion</i>: Teacher’s Guide; Read and Do Math S: <i>Symmetry Rules!</i>: Teacher’s Guide; Read and Do Math S: <i>Tracking Predators and Prey</i>: Teacher’s Guide; Read and Do Math S: <i>X-Treme Sports</i>: Teacher’s Guide; Read and Do Math T: <i>Money Matters</i>: Teacher’s Guide; Read and Do Math T: <i>Wild Water: Facts & Stats</i>: Teacher’s Guide; Read and Do Math</p>
<p>CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>The Read and Do Math section in the Teacher’s Guide directs partners to share and compare answers to the <i>Wise Up</i> activity and the procedures they used to solve the problems</p>
<p>CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>The Read and Do Math section in the Teacher’s Guide directs partners to share and compare answers to the <i>Wise Up</i> activity and the procedures they used to solve the problems</p>

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<p>Presentation of Knowledge and Ideas CCSS.ELA-Literacy.SL.4.4 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>The Teacher’s Guide includes a “Read and Do Math” section for each text to promote thoughtful discussion and the use of appropriate facts and relevant details. M: <i>Wild and Weird Record Breakers:</i> Teacher’s Guide; Read and Do Math (partners complete activity) N: <i>Count Your Chickens!</i> Teacher’s Guide; Read and Do Math (partners revisit story) N: <i>Pizza Party!</i> Teacher’s Guide; Read and Do Math (work in pairs) O: <i>Making a Big Change</i> Teacher’s Guide; Read and Do Math (partners work together) O: <i>Too Many Cooks</i> Teacher’s Guide; Read and Do Math (share meal plans) O: <i>Zoo Foods</i> Teacher’s Guide; Read and Do Math (students grouped in pairs) P: <i>Against the Clock</i> Teacher’s Guide; Read and Do Math (students work together) P: <i>The Lion’s Share</i> Teacher’s Guide; Read and Do Math (pairs of students create bar graph) Q: <i>Bidding Battles</i> Teacher’s Guide; Read and Do Math (partners share charts) Q: <i>The Biggest Fish</i> Teacher’s Guide; Read and Do Math (partner project) Q: <i>Forest for the Trees</i> Teacher’s Guide; Read and Do Math (small groups create radio spots) Q: <i>A Tiling Tale</i> Teacher’s Guide; Read and Do Math (partners collaborate) Q: <i>Weather Watch</i> Teacher’s Guide; Read and Do Math (groups summarize data in charts and present to class) R: <i>Number Patterns:</i> Teacher’s Guide; Read and Do Math R: <i>Think Outside the Box:</i> Teacher’s Guide; Read and Do Math R: <i>Tracking Trains:</i> Teacher’s Guide; Read and Do Math S: <i>Costume Party: Cost and Confusion:</i> Teacher’s Guide; Read and Do Math S: <i>Symmetry Rules!:</i> Teacher’s Guide; Read and Do Math S: <i>Tracking Predators and Prey:</i> Teacher’s Guide; Read and Do Math S: <i>X-Treme Sports:</i> Teacher’s Guide; Read and Do Math T: <i>Money Matters:</i> Teacher’s Guide; Read and Do Math T: <i>Wild Water: Facts & Stats:</i> Teacher’s Guide; Read and Do Math</p>
<p>CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>N/A</p>
<p>CCSS.ELA-Literacy.SL.4.6 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>N/A</p>

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<p>Reading: Literature</p>	<p>The “Read and Talk Math” section of each lesson in the Teacher’s Guide encourages</p>
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<p>Key Ideas and Details CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>teachers and students to engage in meaningful dialogue about the selected title referring to details and examples in the text. Q: <i>Bidding Battles</i>: Teacher’s Guide; Read and Talk Math Q: <i>The Biggest Fish</i> :Teacher’s Guide; Read and Talk Math Q: <i>Forest for the Trees</i>: Teacher’s Guide; Read and Talk Math Q: <i>A Tiling Tale</i>: Teacher’s Guide; Read and Talk Math Q: <i>Weather Watch</i>: Teacher’s Guide; Read and Talk Math R: <i>Number Patterns</i>: Teacher’s Guide; Read and Talk Math R:<i>Think Outside the Box</i>: Teacher’s Guide; Read and Talk Math R: <i>Tracking Trains</i>: Teacher’s Guide; Read and Talk Math S: <i>Costume Party: Cost and Confusion!</i>: Teacher’s Guide; Read and Talk Math S: <i>Symmetry Rules!</i>: Teacher’s Guide; Read and Talk Math S: <i>Tracking Predators and Prey</i>: Teacher’s Guide; Read and Talk Math S: <i>X-Treme Sports</i>: Teacher’s Guide; Read and Talk Math T: <i>Money Matters</i>: Teacher’s Guide; Read and Talk Math T: <i>Wild Water: Facts & Stats</i>: Teacher’s Guide; Read and Talk Math U: <i>Bridging the Gap</i>: Teacher’s Guide; Read and Talk Math U: <i>Monster Crop Circles</i> Teacher’s Guide; Read and Talk Math V: <i>Nature’s Numbers and Patterns</i>: Teacher’s Guide; Read and Talk Math V: <i>Space Math</i>: Teacher’s Guide; Read and Talk Math W: <i>Pyramids, Temples and Tombs</i>: Teacher’s Guide; Read and Talk Math W: <i>Tiles and Tessellations</i>: Teacher’s Guide; Read and Talk Math</p>
<p>CCSS.ELA-Literacy.RL.5.2 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>N/A</p>
<p>CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>The “Read and Talk Math” section of each lesson in the Teacher’s Guide begins with a discussion about the cover, title or illustrations. This provides an opportunity to describe the setting, events or characters that are presented in the book. The titles below provide opportunities for students to describe certain characters in the book: Q: <i>Bidding Battles</i> Teacher’s Guide; Read and Talk Math Q: <i>A Tiling Tale</i> Teacher’s Guide; Read and Talk Math Q: <i>Weather Watch</i> Teacher’s Guide; Read and Talk Math R: <i>Think Outside the Box</i>: Teacher’s Guide; Read and Talk Math</p>
<p>Craft and Structure CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>The Teacher’s Guide lists potentially challenging content words for each lesson under the heading “Key Vocabulary”. Additionally, each e-Book contains a variety of whiteboard tools, allowing the teacher to annotate/highlight key vocabulary.</p>

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CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	N/A
CCSS.ELA-Literacy.RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.	N/A
Integration of Knowledge and Ideas CCSS.ELA-Literacy.RL.5.7 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).	N/A
CCSS.ELA-Literacy.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	N/A
Range of Reading and Complexity of Text CCSS.ELA-Literacy.RL.5.10 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.	N/A
Reading: Informational Text Key Ideas and Details CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	The “Read and Talk Math” section of the Teacher’s Guide includes guided conversation to prompt the student to provide key details in the text while referring to the text.
CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	The “Read and Talk Math” section of each lesson in the Teacher’s Guide encourages the class to discuss the title and cover of the book which will guide the conversation towards the main idea of the text. The subsequent questions all follow and support the main ideas. Q: <i>Forest for the Trees</i> Teacher’s Guide; Read and Talk Math (discuss the overall messages contained in this book) R: <i>Tracking Trains</i> : Teacher’s Guide; Read and Talk Math (summarize) S: <i>Tracking Predators and Prey</i> : Teacher’s Guide; Read and Talk Math (summarize) S: <i>Symmetry Rules!</i> : Teacher’s Guide; Read and Talk Math (summarize) S: <i>X-Treme Sports</i> : Teacher’s Guide; Read and Talk Math (summarize) U: <i>Monster Crop Circles</i> Teacher’s Guide; Read and Talk Math (role of math and art in creating crop circles) V: <i>Nature’s Numbers and Patterns</i> : Teacher’s Guide; Read and Talk Math (multiple patterns) W: <i>Pyramids, Temples and Tombs</i> : Teacher’s Guide; Read and Talk Math (summarize) W: <i>Tiles and Tessellations</i> : Teacher’s Guide; Read and Talk Math (tessellations/tiles)
CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a	All Leveled Math Readers in levels Q-W have a “Read and Talk Math” section that includes questions that prompt students to explain procedures, or concepts.

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<p>historical, scientific, or technical text based on specific information in the text.</p>	<p>For example: Q: <i>Bidding Battles</i> Teacher’s Guide; Read and Talk Math (explain how they would use place value to order certain numbers, whole numbers) Q: <i>Weather Watch</i> Teacher’s Guide; Read and Talk Math (explain why certain graphs are the clearest or most interesting, pie chart) R: <i>Number Patterns</i>: Teacher’s Guide; Read and Talk Math (patterns in music/poetry) S: <i>Costume Party: Cost and Confusion!</i>: Teacher’s Guide; Read and Talk Math (why are discounts expressed as percentages/fractions) S: <i>Tracking Predators and Prey</i>: Teacher’s Guide; Read and Do Math (comparing graphs) U: <i>Bridging the Gap</i>: Teacher’s Guide; Read and Talk Math (comparing bridges) U: <i>Monster Crop Circles</i> Teacher’s Guide; Read and Talk Math (review concepts) V: <i>Space Math</i>: Teacher’s Guide; Read and Talk Math (discuss multiple scientists) W: <i>Pyramids, Temples and Tombs</i>: Teacher’s Guide; Read and Talk Math (rhombus/square) W: <i>Tiles and Tessellations</i>: Teacher’s Guide; Read and Talk Math (tessellations/tiles)</p>
<p>Craft and Structure CCSS.ELA-Literacy.RI.5.4 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>The Teacher’s Guide lists potentially challenging content words for each lesson under the heading “Key Vocabulary”. Additionally, each e-Book contains a variety of whiteboard tools, allowing the teacher to annotate/highlight key vocabulary. Key words are highlighted in the text and listed in the glossary in the following texts: Q: <i>Bidding Battles</i> Q: <i>The Biggest Fish</i> Q: <i>Forest for the Trees</i> Q: <i>A Tiling Tale</i> Q: <i>Weather Watch</i> R: <i>Number Patterns</i> R: <i>Think Outside the Box</i> R: <i>Tracking Trains</i> S: <i>Costume Party: Cost and Confusion</i> S: <i>Symmetry Rules!</i> S: <i>Tracking Predators and Prey</i> S: <i>X-Treme Sports</i> T: <i>Money Matters</i> T: <i>Wild Water: Facts & Stats</i> U: <i>Bridging the Gap</i> U: <i>Monster Crop Circles</i> V: <i>Nature’s Numbers and Patterns</i> V: <i>Space Math</i>: W: <i>Pyramids, Temples and Tombs</i></p>

	<i>W: Tiles and Tessellations</i>
CCSS.ELA-Literacy.RI.5.5 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.	All Leveled Math Readers texts relate to different aspects of math and comparisons/contrasts can be made between any of the titles. All Leveled Math Readers in levels Q-W have a “Read and Talk Math” “Read and Do Math and a Practice Math section that includes problem/solution or cause/effect questions. For example: R: <i>Number Patterns</i> : Teacher’s Guide; Practice Math (Patterns, Patterns Everywhere) R: <i>Think Outside the Box</i> : Teacher’s Guide; Practice Math (What Will you Buy?) S: <i>Symmetry Rules!</i> : Teacher’s Guide; Practice Math (Find it! Draw It!) S: <i>X-Treme Sports</i> : Teacher’s Guide; Practice Math (X-Tremes in Sports) T: <i>Wild Water: Facts & Stats</i> : Teacher’s Guide; Practice Math (Travel the Rivers) U: <i>Monster Crop Circles</i> : Teacher’s Guide; Practice Math (What’s Your Angle?) W: <i>Tiles and Tessellations</i> : Teacher’s Guide; Practice Math (Tessellations Galore!)
CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	All Leveled Math Readers texts relate to different aspects of math and similarities and differences can be noted between any of the titles.
Integration of Knowledge and Ideas CCSS.ELA-Literacy.RI.5.7 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.	The “Wise Up” word problem boxes help locate math problems that are relevant to text. The “Challenge” word bubble at the end of every text provides additional tasks for students to perform.
CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	The “Read and Talk Math” and “Read and Do Math section of each lesson in the Teacher’s Guide encourages students to provide reasons and evidence to support particular points in the text. For Example: Q: <i>The Biggest Fish</i> Teacher’s Guide; Read and Talk Math (Why is it sometimes clearer to list information as numbers in a chart or graph than as words in a statement or story?) S: <i>X-Treme Sports</i> : Teacher’s Guide; Read and Talk Math S: <i>Symmetry Rules!</i> : Teacher’s Guide; Read and Talk Math
CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Key math skills and concepts are repeated throughout books allowing students to integrate information on the same topic
Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RI.5.10 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.	This collection includes titles from Levels Q-W that represent stories within a range of difficulty. The books are leveled so teachers can determine which books students may read independently or as part of a guided reading session, thus providing scaffolding.
Reading: Foundational Skills	N/A

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<p>Phonics and Word Recognition CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>CCSS.ELA-Literacy.RF.5.3a 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>	N/A
<p>Fluency CCSS.ELA-Literacy.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>	All texts in the <i>Leveled Math Readers</i> series are leveled to help teachers determine which books students may read independently or as part of a guided reading session both of which support comprehension.
<p>CCSS.ELA-Literacy.RF.5.4a Read grade-level text with purpose and understanding.</p>	All texts in the <i>Leveled Math Readers</i> series are leveled to help teachers determine which books students may read independently or as part of a guided reading session both of which promote deeper understanding.
<p>CCSS.ELA-Literacy.RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>	N/A
<p>CCSS.ELA-Literacy.RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	N/A
<p>Vocabulary Acquisition and Use CCSS.ELA-Literacy.L.5.4 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.</p>	<p>The Teacher’s Guide lists potentially challenging content words for each lesson under the heading “Key Vocabulary”. Additionally, each e-Book contains a variety of whiteboard tools, allowing the teacher to annotate/highlight key vocabulary. Key words are highlighted in the text and listed in the glossary in the following texts:</p> <p>Q: <i>Bidding Battles</i> Q: <i>The Biggest Fish</i> Q: <i>Forest for the Trees</i> Q: <i>A Tiling Tale</i> Q: <i>Weather Watch</i> R: <i>Number Patterns</i> R: <i>Think Outside the Box</i> R: <i>Tracking Trains</i> S: <i>Costume Party: Cost and Confusion</i> S: <i>Symmetry Rules!</i> S: <i>Tracking Predators and Prey</i> S: <i>X-Treme Sports</i> T: <i>Money Matters</i> T: <i>Wild Water: Facts & Stats</i> U: <i>Bridging the Gap</i> U: <i>Monster Crop Circles</i> V: <i>Nature’s Numbers and Patterns</i> V: <i>Space Math:</i></p>

	<p>W: <i>Pyramids, Temples and Tombs</i> W: <i>Tiles and Tessellations</i></p>
<p>CCSS.ELA-Literacy.L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p>Key words are highlighted in the text and listed in the glossary in the following texts: Q: <i>Bidding Battles</i> Q: <i>The Biggest Fish</i> Q: <i>Forest for the Trees</i> Q: <i>A Tiling Tale</i> Q: <i>Weather Watch</i> R: <i>Number Patterns</i> R: <i>Think Outside the Box</i> R: <i>Tracking Trains</i> S: <i>Costume Party: Cost and Confusion</i> S: <i>Symmetry Rules!</i> S: <i>Tracking Predators and Prey</i> S: <i>X-Treme Sports</i> T: <i>Money Matters</i> T: <i>Wild Water: Facts & Stats</i> U: <i>Bridging the Gap</i> U: <i>Monster Crop Circles</i> V: <i>Nature's Numbers and Patterns</i> V: <i>Space Math:</i> W: <i>Pyramids, Temples and Tombs</i> W: <i>Tiles and Tessellations</i></p>
<p>CCSS.ELA-Literacy.L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<p>R: <i>Number Patterns</i>: p.8, Greek roots for “pentameter” V: <i>Space Math</i>: p.9 W: <i>Tiles and Tessellations</i>: p.2 (tessellation comes from the Greek word tessera)</p>
<p>CCSS.ELA-Literacy.L.5.4c 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.</p>	<p>Key words are highlighted in the text and listed in the glossary in the following texts: Q: <i>Bidding Battles</i> Q: <i>The Biggest Fish</i> Q: <i>Forest for the Trees</i> Q: <i>A Tiling Tale</i> Q: <i>Weather Watch</i> R: <i>Number Patterns</i> R: <i>Think Outside the Box</i> R: <i>Tracking Trains</i> S: <i>Costume Party: Cost and Confusion</i> S: <i>Symmetry Rules!</i></p>

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	<p>S: <i>Tracking Predators and Prey</i> S: <i>X-Treme Sports</i> T: <i>Money Matters</i> T: <i>Wild Water: Facts & Stats</i> U: <i>Bridging the Gap</i> U: <i>Monster Crop Circles</i> V: <i>Nature's Numbers and Patterns</i> V: <i>Space Math:</i> W: <i>Pyramids, Temples and Tombs</i> W: <i>Tiles and Tessellations</i></p>
CCSS.ELA-Literacy.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	N/A
CCSS.ELA-Literacy.L.5.5a Interpret figurative language, including similes and metaphors, in context.	N/A
CCSS.ELA-Literacy.L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	N/A
CCSS.ELA-Literacy.L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	N/A
CCSS.ELA-Literacy.L.5.6 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).	The Teacher's Guide lists potentially challenging content words for each lesson under the heading "Key Vocabulary". Additionally, each e-Book contains a variety of whiteboard tools, allowing the teacher to annotate/highlight key vocabulary.
<p>Writing Text Types and Purposes CCSS.ELA-Literacy.W.5.1 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.</p>	R: <i>Number Patterns: Patterns in Poetry (p.6-7)</i> ; Challenge assignment: write a haiku about yourself , (p.8) try writing a sonnet
CCSS.ELA-Literacy.W.5.1a Provide logically ordered reasons that are supported by facts and details.	N/A
CCSS.ELA-Literacy.W.5.1b Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	N/A
CCSS.ELA-Literacy.W.5.1c Provide a concluding statement or section related to the opinion presented.	N/A
CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<p>T: <i>Wild Water: Facts & Stats: Challenge</i> assignment: (describe personal journey) R: <i>Think Outside the Box: Challenge</i> assignment: (write a business plan) S: <i>X-Treme Sports: Challenge</i> assignment: (research and write report)</p>

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CCSS.ELA-Literacy.W.5.2a 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.	N/A
CCSS.ELA-Literacy.W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	S: <i>Costume Party: Cost and Confusion: Challenge</i> assignment: (design poster with explanations)
CCSS.ELA-Literacy.W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	N/A
CCSS.ELA-Literacy.W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	N/A
CCSS.ELA-Literacy.W.5.2e Provide a concluding statement or section related to the information or explanation presented.	N/A
CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	T: <i>Wild Water: Facts & Stats: Challenge</i> assignment: (describe personal journey) R: <i>Think Outside the Box: Challenge</i> assignment: (write a business plan) S: <i>X-Treme Sports: Challenge</i> assignment: (research and write report)
CCSS.ELA-Literacy.W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	N/A
CCSS.ELA-Literacy.W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	N/A
CCSS.ELA-Literacy.W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	N/A
CCSS.ELA-Literacy.W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	N/A
CCSS.ELA-Literacy.W.5.3e Provide a conclusion that follows from the narrated experiences or events.	N/A
Production and Distribution of Writing CCSS.ELA-Literacy.W.5.4 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.)	R: <i>Number Patterns: Patterns in Poetry (p.6-7); Challenge</i> assignment: write a haiku about yourself , (p.8) try writing a sonnet
CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	N/A
CCSS.ELA-Literacy.W.5.6 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.	N/A

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<p>Research to Build and Present Knowledge CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>The “Challenge” assignment at the end of every text provides additional tasks for students to perform that involve short research tasks that build further knowledge.</p>
<p>CCSS.ELA-Literacy.W.5.8 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>W: <i>Tiles and Tessellations</i>: Teacher’s Guide; Read and Do Math; internet website research) V: <i>Nature’s Numbers and Patterns</i>: Teacher’s Guide; Read and Do Math; (online research)</p>
<p>CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W: <i>Tiles and Tessellations</i>: Teacher’s Guide; Read and Do Math; internet website research) V: <i>Nature’s Numbers and Patterns</i>: Teacher’s Guide; Read and Do Math; (online research)</p>
<p>CCSS.ELA-Literacy.W.5.9a 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>N/A</p>
<p>CCSS.ELA-Literacy.W.5.9b 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>The “Read and Talk Math” and “Read and Do Math” section of each lesson in the Teacher’s Guide encourages students to provide reasons and evidence to support particular points in the text. For Example: Q: <i>The Biggest Fish</i> Teacher’s Guide; Read and Talk Math (Why is it sometimes clearer to list information as numbers in a chart or graph than as words in a statement or story?) S: <i>X-Treme Sports</i>: Teacher’s Guide; Read and Talk Math S: <i>Symmetry Rules!</i>: Teacher’s Guide; Read and Talk Math</p>
<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>R: <i>Number Patterns: Patterns in Poetry (p.6-7)</i>; <i>Challenge</i> assignment: write a haiku about yourself , (p.8) try writing a sonnet R: <i>Think Outside the Box: Challenge</i> assignment: (write a business plan) S: <i>Costume Party: Cost and Confusion: Challenge</i> assignment: (design poster with explanations) S: <i>X-Treme Sports: Challenge</i> assignment: (research and write report) T: <i>Wild Water: Facts & Stats: Challenge</i> assignment: (describe personal journey)</p>
<p>Speaking and Listening Comprehension and Collaboration CCSS.ELA-Literacy.SL.5.1 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.</p>	<p>The Teacher’s Guide includes a “Read and Do Math” section for each text to promote thoughtful discussion to aid comprehension. Q: <i>Bidding Battles</i> Teacher’s Guide; Read and Do Math (partners share charts) Q: <i>The Biggest Fish</i> Teacher’s Guide; Read and Do Math (partner project) Q: <i>Forest for the Trees</i> Teacher’s Guide; Read and Do Math (small groups create radio spots) Q: <i>A Tiling Tale</i> Teacher’s Guide; Read and Do Math (partners collaborate)</p>

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	<p>Q: <i>Weather Watch</i> Teacher’s Guide; Read and Do Math (groups summarize data in charts and present to class) R: <i>Number Patterns</i>: Teacher’s Guide; Read and Do Math R: <i>Think Outside the Box</i>: Teacher’s Guide; Read and Do Math R: <i>Tracking Trains</i>: Teacher’s Guide; Read and Do Math S: <i>Costume Party: Cost and Confusion</i>: Teacher’s Guide; Read and Do Math S: <i>Symmetry Rules!</i>: Teacher’s Guide; Read and Do Math S: <i>Tracking Predators and Prey</i>: Teacher’s Guide; Read and Do Math S: <i>X-Treme Sports</i>: Teacher’s Guide; Read and Do Math T: <i>Money Matters</i>: Teacher’s Guide; Read and Do Math T: <i>Wild Water: Facts & Stats</i>: Teacher’s Guide; Read and Do Math U: <i>Bridging the Gap</i>: Teacher’s Guide; Read and Do Math U: <i>Monster Crop Circles</i> : Teacher’s Guide; Read and Do Math V: <i>Nature’s Numbers and Patterns</i>: Teacher’s Guide; Read and Do Math V: <i>Space Math</i>: Teacher’s Guide; Read and Do Math W: <i>Pyramids, Temples and Tombs</i>: Teacher’s Guide; Read and Do Math W: <i>Tiles and Tessellations</i>: Teacher’s Guide; Read and Do Math</p>
<p>CCSS.ELA-Literacy.SL.5.1a 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>N/A</p>
<p>CCSS.ELA-Literacy.SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>N/A</p>
<p>CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>The Teacher’s Guide includes a “Read and Do Math” section for each text to promote thoughtful discussion and dialogue. Q: <i>Bidding Battles</i> Teacher’s Guide; Read and Do Math (partners share charts) Q: <i>The Biggest Fish</i> Teacher’s Guide; Read and Do Math (partner project) Q: <i>Forest for the Trees</i> Teacher’s Guide; Read and Do Math (small groups create radio spots) Q: <i>A Tiling Tale</i> Teacher’s Guide; Read and Do Math (partners collaborate) Q: <i>Weather Watch</i> Teacher’s Guide; Read and Do Math (groups summarize data in charts and present to class) R: <i>Number Patterns</i>: Teacher’s Guide; Read and Do Math R: <i>Think Outside the Box</i>: Teacher’s Guide; Read and Do Math R: <i>Tracking Trains</i>: Teacher’s Guide; Read and Do Math S: <i>Costume Party: Cost and Confusion</i>: Teacher’s Guide; Read and Do Math S: <i>Symmetry Rules!</i>: Teacher’s Guide; Read and Do Math S: <i>Tracking Predators and Prey</i>: Teacher’s Guide; Read and Do Math S: <i>X-Treme Sports</i>: Teacher’s Guide; Read and Do Math T: <i>Money Matters</i>: Teacher’s Guide; Read and Do Math</p>

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	<p>T: <i>Wild Water: Facts & Stats</i>: Teacher’s Guide; Read and Do Math U: <i>Bridging the Gap</i>: Teacher’s Guide; Read and Do Math U: <i>Monster Crop Circles</i> : Teacher’s Guide; Read and Do Math V: <i>Nature’s Numbers and Patterns</i>: Teacher’s Guide; Read and Do Math V: <i>Space Math</i>: Teacher’s Guide; Read and Do Math W: <i>Pyramids, Temples and Tombs</i>: Teacher’s Guide; Read and Do Math W: <i>Tiles and Tessellations</i>: Teacher’s Guide; Read and Do Math</p>
<p>CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>The Teacher’s Guide includes a “Read and Do Math” section for each text to promote thoughtful discussion of key ideas. Q: <i>Bidding Battles</i> Teacher’s Guide; Read and Do Math (partners share charts) Q: <i>The Biggest Fish</i> Teacher’s Guide; Read and Do Math (partner project) Q: <i>Forest for the Trees</i> Teacher’s Guide; Read and Do Math (small groups create radio spots) Q: <i>A Tiling Tale</i> Teacher’s Guide; Read and Do Math (partners collaborate) Q: <i>Weather Watch</i> Teacher’s Guide; Read and Do Math (groups summarize data in charts and present to class) R: <i>Number Patterns</i>: Teacher’s Guide; Read and Do Math R: <i>Think Outside the Box</i>: Teacher’s Guide; Read and Do Math R: <i>Tracking Trains</i>: Teacher’s Guide; Read and Do Math S: <i>Costume Party: Cost and Confusion</i>: Teacher’s Guide; Read and Do Math S: <i>Symmetry Rules!</i>: Teacher’s Guide; Read and Do Math S: <i>Tracking Predators and Prey</i>: Teacher’s Guide; Read and Do Math S: <i>X-Treme Sports</i>: Teacher’s Guide; Read and Do Math T: <i>Money Matters</i>: Teacher’s Guide; Read and Do Math T: <i>Wild Water: Facts & Stats</i>: Teacher’s Guide; Read and Do Math U: <i>Bridging the Gap</i> U: <i>Monster Crop Circles</i> V: <i>Nature’s Numbers and Patterns</i> V: <i>Space Math</i>: W: <i>Pyramids, Temples and Tombs</i> W: <i>Tiles and Tessellations</i></p>
<p>CCSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>N/A</p>
<p>CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>N/A</p>
<p>Presentation of Knowledge and Ideas CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and</p>	<p>The Teacher’s Guide includes a “Read and Do Math” section for each text to promote thoughtful discussion and the use of appropriate facts and relevant details.</p>

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<p>relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Q: <i>Bidding Battles</i> Teacher’s Guide; Read and Do Math (partners share charts) Q: <i>The Biggest Fish</i> Teacher’s Guide; Read and Do Math (partner project) Q: <i>Forest for the Trees</i> Teacher’s Guide; Read and Do Math (small groups create radio spots) Q: <i>A Tiling Tale</i> Teacher’s Guide; Read and Do Math (partners collaborate) Q: <i>Weather Watch</i> Teacher’s Guide; Read and Do Math (groups summarize data in charts and present to class) R: <i>Number Patterns</i>: Teacher’s Guide; Read and Do Math R: <i>Think Outside the Box</i>: Teacher’s Guide; Read and Do Math R: <i>Tracking Trains</i>: Teacher’s Guide; Read and Do Math S: <i>Costume Party: Cost and Confusion</i>: Teacher’s Guide; Read and Do Math S: <i>Symmetry Rules!</i>: Teacher’s Guide; Read and Do Math S: <i>Tracking Predators and Prey</i>: Teacher’s Guide; Read and Do Math S: <i>X-Treme Sports</i>: Teacher’s Guide; Read and Do Math T: <i>Money Matters</i>: Teacher’s Guide; Read and Do Math T: <i>Wild Water: Facts & Stats</i>: Teacher’s Guide; Read and Do Math U: <i>Bridging the Gap</i>: Teacher’s Guide; Read and Do Math U: <i>Monster Crop Circles</i> : Teacher’s Guide; Read and Do Math V: <i>Nature’s Numbers and Patterns</i>: Teacher’s Guide; Read and Do Math V: <i>Space Math</i>: Teacher’s Guide; Read and Do Math W: <i>Pyramids, Temples and Tombs</i>: Teacher’s Guide; Read and Do Math W: <i>Tiles and Tessellations</i>: Teacher’s Guide; Read and Do Math</p>
<p>CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>V: <i>Nature’s Numbers and Patterns</i>: Teacher’s Guide; Read and Do Math (visual images)</p>
<p>CCSS.ELA-Literacy.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>N/A</p>