

**CORRELATION OF SCHOLASTIC GUIDED READING PROGRAM NONFICTION FOCUS 2ND EDITION® TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-6**

Kindergarten • Common Core State Standards	Scholastic Guided Reading Program: Nonfiction Focus 2nd Edition®
<p>Reading: Literature Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 	<p>A: <i>Let's Make Soup</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Story Elements) A: <i>Trucks</i> (A First Look; Developing Comprehension: Thinking Within the Text, Thinking About the Text) B: <i>What's the Weather, Meg?</i> (Read and Analyze Literature / Cite Textual Evidence: Ask and Answer Questions; Develop Comprehension: Thinking Within the Text) B: <i>Where are Jack and Jill?</i> (Read and Analyze Literature / Cite Textual Evidence: Compare and Contrast; Develop Comprehension: Thinking Within the Text, Thinking Within the Text) C: <i>The Big Dinosaur Day!</i> (Read and Analyze Literature / Cite Textual Evidence: Identify Character and Setting; Develop Comprehension: Thinking Within the Text) D: <i>Good for Us!</i> (Read and Analyze Literature / Cite Textual Evidence: Ask and Answer Questions; Develop Comprehension: Thinking Within the Text) D: <i>Snack Time</i> (Read and Analyze Literature / Cite Textual Evidence: Identify the Characters, Setting, and Events)</p>
<p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 	<p>A: <i>Let's Make Soup</i> (Develop Comprehension: Thinking About the Text) A: <i>Trucks</i> (Vocabulary: Domain-Specific Vocabulary) B: <i>What's the Weather, Meg?</i> (Develop Comprehension: Thinking About the Text) B: <i>Where are Jack and Jill?</i> (Vocabulary: Domain-Specific Vocabulary) C: <i>The Big Dinosaur Day!</i> (Connect Across Texts) D: <i>Good for Us!</i> (Vocabulary: Domain-Specific Vocabulary) D: <i>Snack Time</i> (Develop Comprehension: Thinking Within a Text)</p>
<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a 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>A: <i>Let's Make Soup</i> (Read and Analyze Literature/Cite Textual Evidence: Describe Story Elements; Develop Comprehension: Thinking About the Text) A: <i>Trucks</i> (Read and Analyze Literature/Cite Textual Evidence: Use Picture Details; Develop Comprehension: Thinking About the Text) B: <i>What's the Weather, Meg?</i> (Read and Analyze Literature / Cite Textual Evidence:) Ask and Answer Questions) B: <i>Where are Jack and Jill?</i> (Read and Analyze Literature / Cite Textual Evidence: Compare and Contrast; Develop Comprehension: Thinking About the Text) C: <i>The Big Dinosaur Day!</i> (Develop Comprehension: Thinking About the Text; Connect Across Texts) D: <i>Good for Us!</i> (Connect Across Texts) D: <i>Snack Time</i> (Develop Comprehension: Thinking About the Text; Connect Across Texts)</p>
<p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Actively engage in group reading activities with purpose and understanding. 	<p>Guided Reading: Nonfiction Focus 2nd Edition includes a variety of nonfiction and informational texts as part of its genre array. Each Teaching Card defines the genre and text type of the identified book. Suggestions for actively engaging students is included on each Teaching Card. Students preview, participate in interactive reading, analyze, cite evidence, discuss, re-tell, and make connections across texts.</p>

	<p>A: <i>Let's Make Soup</i> A: <i>Trucks</i> B: <i>What's the Weather, Meg?</i> B: <i>Where are Jack and Jill?</i> C: <i>The Big Dinosaur Day!</i> D: <i>Good for Us!</i> D: <i>Snack Time</i></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>A: <i>The Beach</i> (Develop Comprehension: Thinking Within the Text) A: <i>Hair</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Details in Photos and Text) A: <i>In the Pond</i> (Read and Analyze Informational Text / Cite Textual Evidence: Compare Information in Photos and Text) A: <i>In the Woods</i> (Read and Analyze Informational Text / Cite Textual Evidence: Locate Information; Develop Comprehension: Thinking Within the Text) A: <i>Let's Go!</i> (Read and Analyze Informational Text / Cite Textual Evidence: Recognize Patterned Text; Develop Comprehension: Thinking Within the Text) A: <i>The Little Panda</i> (Read and Analyze Informational Text / Cite Textual Evidence: Compare Information in Photos and Text; Developing Comprehension: Thinking Within the Text) A: <i>Skippy Likes the Seasons</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Key Details in Photos and Text; Develop Comprehension: Thinking Within the Text) B: <i>Can It Float?</i> (Read and Analyze Informational Text / Cite Textual Evidence: Compare and Contrast; Developing Comprehension: Thinking Within the Text) B: <i>Count the Wheels</i> (Read and Analyze Informational Text / Cite Textual Evidence: Compare and Contrast Details) B: <i>Houses</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Key Details in Photos and Text) B: <i>So Many Hats!</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Key Details in Photos; Developing Comprehension: Thinking Within the Text, Thinking About the Text) B: <i>Sounds on the Farm</i> (Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text) B: <i>Sports</i> (Read and Analyze Informational Text / Cite Textual Evidence: Ask and Answer Questions; Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text) B: <i>Trees</i> (Read and Analyze Informational Text / Cite Textual Evidence: Understanding Structure) B: <i>What Do You See?</i> (Read and Analyze Informational Text / Cite Textual Evidence: Use Photos to Answer Questions; Develop Comprehension: Thinking Beyond the Text) C: <i>All Kinds of Boats</i> (Read and Analyze Informational Text / Cite Textual Evidence: Compare Photos and Text; Developing Comprehension: Thinking Beyond the Text) C: <i>Animal Tracks</i> (Read and Analyze Informational Text / Cite Textual Evidence: Use Picture Clues) C: <i>Be Happy</i> (Read and Analyze Informational Text / Cite Textual Evidence: Compare and Contrast Ideas; Develop Comprehension: Thinking Within the Text) C: <i>Birds and Beaks</i> (Read and Analyze Informational Text / Cite Textual Evidence: Locate</p>

	<p>Information; Develop Comprehension: Thinking Within the Text; Thinking Beyond the Text) C: <i>I Love Snow!</i> (Read and Analyze Informational Text / Cite Textual Evidence: Connect Ideas in a Text; Develop Comprehension: Thinking Within the Text) C: <i>Night</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Key Details in Photos) C: <i>Push! Pull! Move It!</i> (Read and Analyze Informational Text / Cite Textual Evidence: Connect Ideas in a Text) C: <i>Spots or Stripes?</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Key Details; Develop Comprehension: Thinking Within the Text) C: <i>A World of Flags!</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify the Main Topic and Key Details; Develop Comprehension: Thinking About the Text) D: <i>At Home in a Shell</i> (Read and Analyze Informational Text / Cite Textual Evidence: Compare and Contrast Ideas; Develop Comprehension: Thinking Within the Text) D: <i>Get Up and Go!</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify the Main Topic and Key Details; Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text) D: <i>In the Cold, Cold Sea</i> (Develop Comprehension: Thinking Within the Text; Thinking Beyond the Text) D: <i>Insect Countdown</i> (Develop Comprehension: Thinking Within the Text) D: <i>Just Write!</i> (Read and Analyze Informational Text / Cite Textual Evidence: Connect Ideas in a Text; Develop Comprehension: Thinking Within the Text) D: <i>Meet the Bears</i> (Read and Analyze Informational Text / Cite Textual Evidence: Ask and Answer Questions; Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text) D: <i>Penguins</i> (Read and Analyze Informational Text / Cite Textual Evidence: Understand Sequence of Events; Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text) D: <i>What Kittens Need</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify the Main Topic and Key Details)</p>
<p>Craft and Structure 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>A: <i>The Beach</i> (Read and Analyze Literature / Cite Textual Evidence: Recognize Patterned Text) A: <i>Count on Fish</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Identify Parts of a Book) A: <i>Hair</i> (Vocabulary: Domain-Specific Vocabulary; A First Look, Develop Comprehension: Thinking About the Text) A: <i>In the Pond</i> (A First Look, Vocabulary: Domain-Specific Vocabulary; Develop Comprehension: Thinking Within the Text) A: <i>In the Woods</i> (A First Look, Vocabulary: Domain-Specific Vocabulary) A: <i>Let's Go!</i> (A First Look, Vocabulary: Domain-Specific Vocabulary; Develop Comprehension: Thinking About the Text) A: <i>The Little Panda</i> (A First Look) A: <i>Skippy Likes the Seasons</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Key Details in Photos and Text; Vocabulary: Domain-Specific Vocabulary) B: <i>Can It Float?</i> (Vocabulary: Domain-Specific Words) B: <i>Count the Wheels</i> (A First Look; Develop Comprehension: Thinking Within the Text)</p>

	<p>B: <i>Houses</i> (A First Look; Develop Comprehension: Think Within the Text) B: <i>So Many Hats!</i> (A First Look) B: <i>Sounds on the Farm</i> (Read and Analyze Informational Text / Cite Textual Evidence; Use Picture and Context Clues; A First Look; Domain-Specific Vocabulary; Develop Comprehension: Thinking Within the Text; ELL Bridge) B: <i>Sports</i> (Vocabulary: Domain-Specific Vocabulary; First Look; Focus on Foundational Skills / Phonics and Word-Solving Strategies: Action Words) B: <i>Trees</i> (A First Look; Vocabulary: Domain-Specific Words; Develop Comprehension: Thinking Within the Text; Thinking About the Text) B: <i>What Do You See?</i> (A First Book; Vocabulary: Domain-Specific Vocabulary) C: <i>All Kinds of Boats</i> (A First Look; Vocabulary: Domain-Specific Vocabulary; Thinking Within the Text, Thinking About the Text) C: <i>Animal Tracks</i> (Vocabulary: Domain-Specific Vocabulary; A First Look; Developing Comprehension: Thinking About the Text) C: <i>Be Happy</i> (A First Look; Vocabulary: Academic Vocabulary; Develop Comprehension: Thinking About the Text) C: <i>Birds and Beaks</i> (A First Look; Vocabulary: Domain-Specific Vocabulary; Focus on Foundational Skills / Phonics and Word-Solving Strategies: Describing Words) C: <i>I Love Snow!</i> (Vocabulary: Domain Specific Words; First Look) C: <i>Night</i> (Vocabulary: Domain-Specific Vocabulary; A First Look; Develop Comprehension: Thinking Within the Text) C: <i>Push! Pull! Move It!</i> (Develop Comprehension: Thinking Within the Text; A First Look; Vocabulary: Domain-Specific Vocabulary) C: <i>Spots or Stripes?</i> (A First Look; Vocabulary: Domain-Specific Vocabulary; ELL Bridge; Develop Comprehension: Thinking About the Text) C: <i>A World of Flags!</i> (Vocabulary: Domain-Specific Vocabulary; A First Look; Develop Comprehension: Thinking Within the Text; ELL Bridge) D: <i>At Home in a Shell</i> (A First Look; Vocabulary: Academic Vocabulary; Develop Comprehension: Thinking About the Text) D: <i>Get Up and Go!</i> (A First Look; Vocabulary: Domain-Specific Vocabulary; ELL Bridge) D: <i>In the Cold, Cold Sea</i> (Read -and Analyze Informational Text / Cite Textual Evidence: Understand Text Features; Vocabulary: Domain-Specific Vocabulary; ELL Bridge) D: <i>Insect Countdown</i> (Read and Analyze Informational Text / Cite Textual Evidence: Use Picture and Context Clues; Vocabulary: Domain-Specific Vocabulary; A First Look; Thinking About the Text) D: <i>Just Write!</i> (Vocabulary: Domain-Specific Vocabulary; A First Look; Develop Comprehension: Thinking About the Text) D: <i>Meet the Bears</i> (Vocabulary: Domain-Specific Vocabulary; A First Look) D: <i>Penguins</i> (A First Look; Vocabulary: Domain-Specific Vocabulary) D: <i>What Kittens Need</i> (A First Look; Vocabulary: Domain-Specific Vocabulary; ELL Bridge)</p>
<p>Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>Each Teaching Card contains a "Connect Across Texts" section. This section suggests a text that can be used to compare and contrast and gives specific suggestions about which features to focus on from the two texts. For example: A: <i>In the Woods</i> (Connect Across Texts: Decide why the sea is the best place for some animals</p>

8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

while the woods is the best place for others using *In the Cold, Cold Sea*)

B: *Sports* (Connect Across Texts: Discuss action words the little panda does and the action words the children do when they play sports using *The Little Panda*)

C: *I Love Snow!* (Connect Across Texts: Discuss and compare illustrations of winter in this text and *Skippy Likes the Seasons*)

D: *Meet the Bears* (Connect Across Texts: Contrast this text with *In the Woods*. One shows many different animals that live in one place. The other shows only bears, but the bears live in different kinds of places.)

A: *The Beach* (Develop Comprehension)

A: *Count on Fish* (Read and Analyze Literature / Cite Textual Evidence: Use Picture Clues)

A: *Hair* (Read and Analyze Literature / Cite Textual Evidence: Identify Details in Photos and Text)

A: *In the Pond* (Read and Analyze Literature / Cite Textual Evidence: Identify Details in Photos and Text)

A: *In the Woods* (Read and Analyze Literature / Cite Textual Evidence: Locate Information; Develop Comprehension: Thinking About the Text)

A: *Let's Go!* (Read and Analyze Literature / Cite Textual Evidence: Recognize Patterned Text; Develop Comprehension: Thinking Within the Text, Thinking About the Text)

A: *The Little Panda* (Develop Comprehension: Thinking About the Text)

A: *Skippy Likes the Seasons* (Read and Analyze Literature / Cite Textual Evidence: Compare Information in Photos and Text)

B: *Can It Float?* (Develop Comprehension: Thinking Beyond the Text)

B: *Count the Wheels* (Read and Analyze Literature / Cite Textual Evidence: Compare and Contrast Details; Develop Comprehension: Thinking About the Text)

B: *Houses* (Read and Analyze Literature / Cite Textual Evidence: Identify Key Details in Photos and Text)

B: *So Many Hats!* (Read and Analyze Literature / Cite Textual Evidence: Identify Key Details in Photos; Develop Comprehension: Thinking About the Text)

B: *Sounds on the Farm* (Develop Comprehension: Thinking About the Text)

B: *Trees* (Read and Analyze Literature / Cite Textual Evidence: Understand Structure; Develop Comprehension: Thinking About the Text)

B: *What Do You See?* (Read and Analyze Literature / Cite Textual Evidence: Use Photos to Answer Questions; Develop Comprehension: Thinking About the Text)

C: *All Kinds of Boats* (Read and Analyze Literature / Cite Textual Evidence: Compare Photos and Text)

C: *Animal Tracks* (Develop Comprehension: Thinking Within the Text, Thinking About the Text)

C: *Be Happy* (Read and Analyze Literature / Cite Textual Evidence: Compare and Contrast Ideas; Develop Comprehension: Thinking About the Text)

C: *Birds and Beaks* (Read and Analyze Literature / Cite Textual Evidence: Locate Information; Develop Comprehension: Thinking About the Text)

C: *I Love Snow!* (Develop Comprehension: Thinking Within the Text)

C: *Night* (Read and Analyze Literature / Cite Textual Evidence: Identify Key Details in Photos;

	<p>Develop Comprehension: Thinking About the Text) C: <i>Push! Pull! Move It!</i> (Read an Analyze Literature / Cite Textual Evidence) C: <i>Spots or Stripes?</i> (Read an Analyze Literature / Cite Textual Evidence: Identify Key Details) C: <i>A World of Flags!</i> (Read an Analyze Literature / Cite Textual Evidence: Identify the Main Topic and Key Details; Develop Comprehension: Thinking About the Text) D: <i>Get Up and Go!</i> (Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text) D: <i>In the Cold, Cold Sea</i> (Read an Analyze Literature / Cite Textual Evidence: Understand Text Features; Develop Comprehension: Thinking About the Text) D: <i>Insect Countdown</i> (Read an Analyze Literature / Cite Textual Evidence: Use Picture and Context Clues) D: <i>Meet the Bears</i> (Read an Analyze Literature / Cite Textual Evidence: Ask and Answer Questions) D: <i>Penguins</i> (Develop Comprehension) D: <i>What Kittens Need</i> (Read an Analyze Literature / Cite Textual Evidence: Identify the Main Topic and Key Details)</p>
<p>Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Guided Reading: Nonfiction Focus 2nd Edition includes a variety of nonfiction and informational texts as part of its genre array. Each Teaching Card defines the genre and text type of the identified book. Suggestions for actively engaging students is included on each Teaching Card. Students preview, participate in interactive reading, analyze, cite evidence, discuss, re-tell, and make connections across texts.</p> <p>A: <i>The Beach</i> A: <i>Count on Fish</i> A: <i>Hair</i> A: <i>In the Pond</i> A: <i>In the Woods</i> A: <i>Let's Go!</i> A: <i>The Little Panda</i> A: <i>Skippy Likes the Seasons</i> B: <i>Can It Float?</i> B: <i>Count the Wheels</i> B: <i>Houses</i> B: <i>So Many Hats!</i> B: <i>Sounds on the Farm</i> B: <i>Sports</i> B: <i>Trees</i> B: <i>What Do You See?</i> C: <i>All Kinds of Boats</i> C: <i>Animal Tracks</i> C: <i>Be Happy</i> C: <i>Birds and Beaks</i> C: <i>I Love Snow!</i> C: <i>Night</i> C: <i>Push! Pull! Move It!</i></p>

	<p>C: <i>Spots or Stripes?</i> C: <i>A World of Flags!</i> D: <i>At Home in a Shell</i> D: <i>Get Up and Go!</i> D: <i>In the Cold, Cold Sea</i> D: <i>Insect Countdown</i> D: <i>Just Write!</i> D: <i>Meet the Bears</i> D: <i>Penguins</i> D: <i>What Kittens Need</i></p>
<p>Reading: Foundational Skills Print Concepts 1. Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>A: <i>The Beach</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Naming Words) A: <i>Count on Fish</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Number Words) A: <i>Hair</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) A: <i>In the Pond</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) A: <i>In the Woods</i>(Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) A: <i>Let's Go!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) A: <i>Let's Make Soup</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) A: <i>The Little Panda</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) A: <i>Skippy Likes the Seasons</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) A: <i>Trucks</i> (Focus on Foundational Skills/ Phonics and Word-Solving Strategies: Develop Print Awareness) B: <i>Can It Float?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) B: <i>Count the Wheels</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) B: <i>Houses</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) B: <i>So Many Hats!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) B: <i>Sounds on the Farm</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) B: <i>Trees</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) B: <i>What Do You See?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p>

	<p>B: <i>Where are Jack and Jill?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p> <p>C: <i>Animal Tracks</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p> <p>C: <i>Birds and Beaks</i>(Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p> <p>C: <i>I Love Snow!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p> <p>C: <i>Push! Pull! Move It!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p> <p>C: <i>Spots or Stripes?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p> <p>D: <i>Insect Countdown</i>(Focus on Foundational Skills / Phonics and Word-Solving Strategies: Numbers and Number Words)</p> <p>D: <i>Meet the Bears</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Number Words)</p>
<p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Recognize and produce rhyming words.</p> <p>Count, pronounce, blend, and segment syllables in spoken words.</p> <p>Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p> <p>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>A: <i>Hair</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Phonogram -ed)</p> <p>A: <i>Skippy Likes the Seasons</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Initial Sounds)</p> <p>B: <i>Can It Float?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Initial Sounds)</p> <p>B: <i>So Many Hats!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words With Short Vowels: a, i)</p> <p>B: <i>What's the Weather, Meg?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Recognize Syllables, Substitute Phonemes)</p> <p>C: <i>Spots or Stripes?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Phonogram -at)</p> <p>D: <i>Get Up and Go!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Final Consonant Sounds)</p> <p>D: <i>Snack Time</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Ending Sounds)</p>
<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>A: <i>The Beach</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Initial Consonant s)</p> <p>A: <i>Count on Fish</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Number Words)</p> <p>A: <i>Hair</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Phonogram -ed)</p> <p>A: <i>In the Pond</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies : Initial Consonants)</p> <p>A: <i>In the Woods</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: High-Frequency Words)</p> <p>A: <i>Skippy Likes the Seasons</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Initial Sounds)</p> <p>A: <i>Trucks</i> (Focus on Foundational Skills/ Phonics and Word-Solving Strategies: Initial Sounds)</p>

B: *Can It Float?* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Initial Sounds)

B: *Count the Wheels* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Number Words)

B: *So Many Hats!* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Short Vowels: a, i)

B: *Sports* (Focus on Foundational Skills / Phonics and Word Solving Strategies: High Frequency Words)

B: *Trees* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words with Long Vowel e)

B: *What Do You See?* (Focus on Foundational Skills / Phonics and Word Solving Strategies: High-Frequency Words)

B: *Where are Jack and Jill?* (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Initial Consonant j)

C: *All Kinds of Boats* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Initial Consonant b)

C: *Animal Tracks* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Long e: e_e, ea)

C: *Be Happy* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With -ing, Long a Spelled a_e)

C: *I Love Snow!* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Sound of ow)

C: *Night* (Focus on Foundational Skills / Phonics and Word Solving Strategies: High-Frequency Words, Phonogram -ight)

C: *Push! Pull! Move It!* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Short Vowels)

C: *Spots or Stripes?* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Phonogram -at)

C: *A World of Flags!* (Focus on Foundational Skills / Phonics and Word Solving Strategies: High-Frequency Words)

D: *At Home in a Shell* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Initial Consonant h, Words With Short e)

D: *Get Up and Go!* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Final Consonant Sounds)

D: *In the Cold, Cold Sea* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Initial and Final Consonants. Long o Spelled o)

D: *Insect Countdown* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Initial Consonants)

D: *Meet the Bears* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Number Words)

D: *Penguins* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Long i)

D: *Snack Time* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Ending Sounds)

D: *What Kittens Need* (Focus on Foundational Skills / Phonics and Word Solving Strategies:

	Phonogram -ay, Consonant Blend: pl)
<p>Fluency 4. Read emergent-reader texts with purpose and understanding.</p>	<p>Each Teaching Card contains a "Develop Fluency" section with specific ideas to practice fluency using that particular text.</p> <p>The 40 level A-D books included in Scholastic Guided Reading Program: Nonfiction Focus 2nd Edition® are emergent texts:</p> <p>Level A books include picture books without words, some with simple labels or captions, and some with up to five or six words, often on one line. These books have clear, easy-to-read print with generous space between words. Many contain high frequency words and repeating language patterns.</p> <p>Level B books generally have simple story lines or a single idea. The print is easy-to-read with adequate space between words so that children can point to words as they read. These books generally have one or two lines of print on a page, somewhat longer sentences, and a variety of punctuation. There is a direct correspondence between the text and pictures and repeating patterns support the reader.</p> <p>Level C books have simple story lines and topics that are familiar to most children. These books generally have more words and lines of print than books at earlier levels. Print is clear and readable. Level C books include some repeating language patterns, but there is also a shift to more varied patterns. Language patterns are more likely to change from page to page. High frequency words and easily decodable words are included.</p> <p>Level D books are slightly more complex. They generally include topics that are familiar to most children, but also include some abstract or unfamiliar ideas. Text layout is still easy to follow with both large and small print. Sentences are a little longer and some are carried over to the next page or several pages and use a full range of punctuation. Illustrations are still supportive, but less so than at the previous level, requiring the reader to pay more attention to print.</p> <p>A: <i>The Beach</i> A: <i>Count on Fish</i> A: <i>Hair</i> A: <i>In the Pond</i> A: <i>In the Woods</i> A: <i>Let's Go!</i> A: <i>Let's Make Soup</i> A: <i>The Little Panda</i> A: <i>Skippy Likes the Seasons</i> A: <i>Trucks</i> B: <i>Can It Float?</i> B: <i>Count the Wheels</i> B: <i>Houses</i> B: <i>So Many Hats!</i></p>

	<p>B: <i>Sounds on the Farm</i> B: <i>Sports</i> B: <i>Trees</i> B: <i>What Do You See?</i> B: <i>What's the Weather, Meg?</i> B: <i>Where are Jack and Jill?</i> C: <i>All Kinds of Boats</i> C: <i>Animal Tracks</i> C: <i>Be Happy</i> C: <i>The Big Dinosaur Day!</i> C: <i>Birds and Beaks</i> C: <i>I Love Snow!</i> C: <i>Night</i> C: <i>Push! Pull! Move It!</i> C: <i>Spots or Stripes?</i> C: <i>A World of Flags!</i> D: <i>At Home in a Shell</i> D: <i>Get Up and Go!</i> D: <i>Good for Us!</i> D: <i>In the Cold, Cold Sea</i> D: <i>Insect Countdown</i> D: <i>Just Write!</i> D: <i>Meet the Bears</i> D: <i>Penguins</i> D: <i>Snack Time</i> D: <i>What Kittens Need</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 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</p>	<p>Students are given opportunities to use their knowledge of sound-letter relationships to spell words phonetically through the "Write and Respond to Reading" section of each Teaching Card. Additionally, A: <i>The Beach</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Initial Consonant s) A: <i>In the Pond</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Initial Consonants) A: <i>Let's Make Soup</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words That Name More Than One) B: <i>So Many Hats!</i> ((Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words With Short Vowels: a and i) B: <i>Where are Jack and Jill?</i> ((Focus on Foundational Skills / Phonics and Word-Solving Strategies: Initial Consonant j) C: <i>Push! Pull! Move It!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words With Short Vowels) D: <i>At Home in a Shell</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words With Short e) D: <i>Get Up and Go!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Final</p>

<p>(phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>Consonant Sounds) D: <i>Good For Us!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Naming Words, Consonant Blend gr) D: <i>Just Write!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Punctuation) D: <i>Meet the Bears</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words That Name More Than One)</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>Each Teaching Card contains a "Vocabulary" section which helps build rich domain-specific vocabulary. Additionally words and phrases can be acquired and used through the suggested "Expand Oral Language / Conversation" ideas provided on each Teaching Card. Additionally, A: <i>The Little Panda</i> (Focus on Foundational Skills / Phonics an Word-Solving Strategies: Action Words) B: <i>Houses</i> (Focus on Foundational Skills / Phonics an Word-Solving Strategies: Describing Words) B: <i>Sounds on the Farm</i> (Focus on Foundational Skills / Phonics an Word-Solving Strategies: Action Words) B: <i>Sports</i> (Focus on Foundational Skills / Phonics an Word-Solving Strategies: Action Words) C: <i>Birds and Beaks</i> (Focus on Foundational Skills / Phonics an Word-Solving Strategies: Describing Words)</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. 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>Opportunities are provided for student to practice and refine the cognitive strategies they need to comprehend both informational texts and literature and demonstrate their comprehension in writing. The varied writing tasks include informative/explanatory writing, opinion/argument writing, and narrative writing. (Teacher's Guide pp. 44-45) A: <i>The Beach</i> (Write and Respond to Reading: Label a Mural, Complete a Sentence) A: <i>Count on Fish</i> (Write and Respond to Reading: Create a Chart, Write a Story) A: <i>Hair</i> (Write and Respond to Reading: Make a Group List, Write a Group Book) A: <i>In the Pond</i> (Write and Respond to Reading: Draw and Label, Write Patterned Text) A: <i>In the Woods</i> (Write and Respond to Reading: Draw and Write, Complete a Sentence) A: <i>Let's Go!</i> (Write and Respond to Reading: Draw and Label a Scene, Complete a Sentence) A: <i>Let's Make Soup</i> (Write and Respond to Reading: Write a Recipe, Write a Description) A: <i>The Little Panda</i> (Write and Respond to Reading: Draw and Label an Action, Write a Fact) A: <i>Skippy Likes the Seasons</i> (Write and Respond to Reading: Draw and Label a Scene, Complete</p>

	<p>a Sentence)</p> <p>A: <i>Trucks</i> (Write and Respond to Reading: Draw and Label a Truck, Describe a Truck)</p> <p>B: <i>Can It Float?</i> (Write and Respond to Reading: Write a Description, Complete a Sentence)</p> <p>B: <i>Count the Wheels</i> (Write and Respond to Reading: Make a Chart, Answer the Question)</p> <p>B: <i>Houses</i> (Write and Respond to Reading: Write About What You Like, Make a List)</p> <p>B: <i>So Many Hats!</i> (Write and Respond to Reading: Draw a Hat, Complete a Sentence)</p> <p>B: <i>Sounds on the Farm</i> (Write and Respond to Reading: Draw and Label a Mural, State an Opinion)</p> <p>B: <i>Sports</i> (Write and Respond to Reading: Draw a Ball, Make Up a Story)</p> <p>B: <i>Trees</i> (Write and Respond to Reading: Make a Tree Chart, Write a Story)</p> <p>B: <i>What Do You See?</i> (Write and Respond to Reading: Draw and Label a Little Animal, Write an Answer)</p> <p>B: <i>What's the Weather, Meg?</i> (Write and Respond to Reading: Make a Chart, Write a List)</p> <p>B: <i>Where are Jack and Jill?</i> (Write and Respond to Reading: Write a Group Story, Complete Sentences)</p> <p>C: <i>All Kinds of Boats</i> (Write and Respond to Reading: Answer a Question, Make a List)</p> <p>C: <i>Animal Tracks</i> (Write and Respond to Reading: Complete a Sentence, Write a Story)</p> <p>C: <i>Be Happy</i> (Write and Respond to Reading: Write a Sentence, Write a Story)</p> <p>C: <i>The Big Dinosaur Day!</i> (Write and Respond to Reading: Extend the Story, Complete a Sentence)</p> <p>C: <i>Birds and Beaks</i>(Write and Respond to Reading: Draw and Label a Scene, Develop a T-Chart)</p> <p>C: <i>I Love Snow!</i> (Write and Respond to Reading: Complete a Sentence, Draw and Label Pictures)</p> <p>C: <i>Night</i> (Write and Respond to Reading: Draw a Picture, Make a Chart)</p> <p>C: <i>Push! Pull! Move It!</i> (Write and Respond to Reading: Make a Poster, Complete a Sentence)</p> <p>C: <i>Spots or Stripes?</i> (Write and Respond to Reading: Write a Description, Draw and Label a Picture)</p> <p>C: <i>A World of Flags!</i> (Write and Respond to Reading: Draw and Label a Flag, Make a Dictionary)</p> <p>D: <i>At Home in a Shell</i> (Write and Respond to Reading: Add a Sentence, Write a Fact)</p> <p>D: <i>Get Up and Go!</i> (Write and Respond to Reading: Make a Dictionary, Draw and Write)</p> <p>D: <i>Good for Us!</i> (Write and Respond to Reading: Make a Poster, Complete a Sentence)</p> <p>D: <i>In the Cold, Cold Sea</i> (Write and Respond to Reading: Draw and Write About an Animal, Complete a Sentence)</p> <p>D: <i>Insect Countdown</i> (Write and Respond to Reading: Make a Countdown Book, Write a Group Story)</p> <p>D: <i>Just Write!</i> (Write and Respond to Reading: Create a Card, Answer a Question)</p> <p>D: <i>Meet the Bears</i> (Write and Respond to Reading: Write a Sentence, Write an Opinion Sentence)</p> <p>D: <i>Penguins</i> (Write and Respond to Reading: Draw a Picture, Write a Story)</p> <p>D: <i>Snack Time</i> (Write and Respond to Reading: Illustrate a Character, Write About a Place)</p> <p>D: <i>What Kittens Need</i> (Write and Respond to Reading: Taking Care of a Kitten- opinion, A Happy Kitten Story-narrative)</p>
<p>Production and Distribution of Writing</p> <p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, respond to questions and</p>	<p>Ideas for "Writing and Responding to Reading" is a lesson feature on each Teaching Card. Students respond to the literature through drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. Teachers can provide guidance, support and</p>

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<p>suggestions from peers and add details to strengthen writing as needed.</p> <p>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>encouragement to develop student writing proficiency. Teachers can guide student exploration of digital tools as they are available and the teacher determines applicable in the classroom.</p>
<p>Research to Build and Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p>	<p>Students are encouraged to gather information from suggested sources noted on each Teaching Card. For example:</p> <p>A: <i>The Beach</i> (Connect to the Internet: Children use the provided website to explore information and games about beaches)</p> <p>B: <i>Trees</i> (Connect to the Internet: Children see a visual of how a tree grows on the suggested website.)</p> <p>C: <i>Animal Tracks</i> (Connect to the Internet: A website is provided that will provide more information.)</p> <p>D: <i>Insect Countdown</i> (Connect to the Internet: Children can continue to explore the subject of insects on the suggested website.)</p>
<p>Range of Writing</p> <p>10. (Begins in grade 3)</p>	
<p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.</p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Students are encouraged and given opportunities to talk about books with peers and their teachers through interactive read-alouds and discussion groups. (Teacher's Guide pp. 46-47) Each Teaching Card includes an "Expand Oral Language/Conversation" section as well as a Develop Comprehension" section. These sections give suggestions and prompts to encourage students to have conversations about the identified texts and topics. For example:</p> <p>A: <i>Let's Go!</i> (Expand Oral Language / Conversation: Talk About Ways to Travel)</p> <p>B: <i>What's the Weather, Meg?</i> (Expand Oral Language / Conversation: Talk About Weather)</p> <p>C: <i>The Big Dinosaur Day!</i> (Expand Oral Language / Conversation: Talk About the Museum; Develop Comprehension)</p> <p>D: <i>Just Write!</i> (Expand Oral Language / Conversation: Talk About Invitations; Develop Comprehension)</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Many of the "Write and Respond to Reading" sections on the Teaching Cards suggest students write descriptive details and/or drawings. Thoughts, feelings and ideas are shared orally in the suggestions in the "Expand Oral Language / Conversation" section. For example:</p> <p>A: <i>Hair</i> (Expand Oral Language / Conversation: Talk About Hairstyles; Write and Respond to Reading: Write a Group Book-including descriptive words and pictures)</p> <p>B: <i>Where are Jack and Jill?</i> (Expand Oral Language / Conversation: Talk About Shopping; Write and Respond to Reading: Complete Sentences-includes drawing pictures)</p> <p>C: <i>Night</i> (Expand Oral Language / Conversation: Talk About a City at Night; Write and Respond to Reading: Draw a Picture-including labels)</p> <p>D: <i>In the Cold, Cold Sea</i> (Expand Oral Language / Conversation: Talk About Cold Climates; Write and Respond to Reading: Draw and Write About an Animal)</p>

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<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>A: <i>Let's Make Soup</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Story Elements) A: <i>Trucks</i> (A First Look; Developing Comprehension: Thinking Within the Text, Thinking About the Text) B: <i>What's the Weather, Meg?</i> (Read and Analyze Literature / Cite Textual Evidence: Ask and Answer Questions; Develop Comprehension: Thinking Within the Text) B: <i>Where are Jack and Jill?</i> (Read and Analyze Literature / Cite Textual Evidence: Compare and Contrast; Develop Comprehension: Thinking Within the Text, Thinking Within the Text) C: <i>The Big Dinosaur Day!</i> (Read and Analyze Literature / Cite Textual Evidence: Identify Character and Setting; Develop Comprehension: Thinking Within the Text) D: <i>Good for Us!</i> (Read and Analyze Literature / Cite Textual Evidence: Ask and Answer Questions; Develop Comprehension: Thinking Within the Text) D: <i>Snack Time</i> (Read and Analyze Literature / Cite Textual Evidence: Identify the Characters, Setting, and Events) E: <i>Just in Time!</i> (Read and Analyze Literature / Cite Textual Evidence: Distinguish Between Fantasy and Reality) E: <i>Tortillas</i> (Develop Comprehension: Thinking Within the Text) F: <i>The Cows Are in the Corn</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Story Elements; Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text) F: <i>The Enormous Turnip</i> (Read and Analyze Literature / Cite Textual Evidence: Use Picture Clues; Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text) G: <i>Hippo and Rabbit in Brave Like Me</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Story Elements; Develop Comprehension: Thinking Within the Text) G: <i>The Three Little Pigs</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Characters and Events) H: <i>The 100th Day of School</i> (Develop Comprehension: Thinking Within the Text) H: <i>What Goes Up...</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Story Events; Develop Comprehension: Thinking Within the Text; Thinking Beyond the Text) I: <i>Blackout</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Characters; Developing Comprehension: Thinking Beyond the Text) I: <i>Kim's Trip to Hawaii</i> (Read and Analyze Literature / Cite Textual Evidence: Identify Setting; Develop Comprehension: Thinking About the Text)</p>
<p>Craft and Structure 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text.</p>	<p>Each Teaching Card contains a "Genre / Text Type" section with points about that particular genre to point out to students. Descriptions and Key Features of Genre/Text Types are provided in the Teacher's Guide (pp. 38-41). Additionally: E: <i>Just in Time!</i> (Read and Analyze Literature / Cite Textual Evidence: Distinguish Between Fantasy and Reality) E: <i>Tortillas</i>(Read and Analyze Literature / Cite Textual Evidence: Identify Words and Phrases) G: <i>The Three Little Pigs</i> (Developing Comprehension: Thinking About the Text)</p>

	<p>H: <i>The 100th Day of School</i> (Genre/Text Type; Developing Comprehension: Thinking About the Text) H: <i>What Goes Up...</i> (Genre/Text Type) I: <i>Blackout</i> (Develop Comprehension: Thinking Within the Text; Genre/Text Type)</p>
<p>Integration of Knowledge and Ideas 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>A: <i>Let's Make Soup</i> (Read and Analyze Literature/Cite Textual Evidence: Describe Story Elements; Develop Comprehension: Thinking About the Text) A: <i>Trucks</i> (Read and Analyze Literature/Cite Textual Evidence: Use Picture Details; Develop Comprehension: Thinking About the Text) B: <i>What's the Weather, Meg?</i> (Read and Analyze Literature / Cite Textual Evidence:) Ask and Answer Questions) B: <i>Where are Jack and Jill?</i> (Read and Analyze Literature / Cite Textual Evidence: Compare and Contrast; Develop Comprehension: Thinking About the Text) C: <i>The Big Dinosaur Day!</i> (Develop Comprehension: Thinking About the Text; Connect Across Texts) D: <i>Good for Us!</i> (Connect Across Texts) D: <i>Snack Time</i> (Develop Comprehension: Thinking About the Text; Connect Across Texts) E: <i>Tortillas</i> (Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text; Connect Across Texts) F: <i>The Cows Are in the Corn</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Story Elements; Connect Across Texts) F: <i>The Enormous Turnip</i> (Read and Analyze Literature / Cite Textual Evidence: Use Picture Clues; Develop Comprehension: Thinking About the Text) G: <i>Hippo and Rabbit in Brave Like Me</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Story Elements; Develop Comprehension: Thinking Within the Text; Connect Across Texts) G: <i>The Three Little Pigs</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Characters and Events; Develop Comprehension: Thinking Beyond the Text; Connect Across Texts) H: <i>The 100th Day of School</i> (Develop Comprehension: Thinking Within the Text) H: <i>What Goes Up...</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Story Elements; Connect Across Texts) I: <i>Blackout</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Characters; Develop Comprehension: Thinking Within the Text; Thinking About the Text) I: <i>Kim's Trip to Hawaii</i> (Read and Analyze Literature / Cite Textual Evidence: Identify Setting; Develop Comprehension: Thinking About the Text)</p>
<p>Range of Reading and Level of Text Complexity 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Guided Reading: Nonfiction Focus 2nd Edition includes a variety of nonfiction and informational texts as part of its genre array. Each Teaching Card defines the genre and text type of the identified book. Suggestions for actively engaging students is included on each Teaching Card. Students preview, participate in interactive reading, analyze, cite evidence, discuss, re-tell, and make connections across texts. A: <i>Let's Make Soup</i> A: <i>Trucks</i> B: <i>What's the Weather, Meg?</i></p>

	<p>B: <i>Where are Jack and Jill?</i> C: <i>The Big Dinosaur Day!</i> D: <i>Good for Us!</i> D: <i>Snack Time</i> E: <i>Just in Time!</i> E: <i>Tortillas</i> F: <i>The Cows Are in the Corn</i> F: <i>The Enormous Turnip</i> G: <i>Hippo and Rabbit in Brave Like Me</i> G: <i>The Three Little Pigs</i> H: <i>The 100th Day of School</i> H: <i>What Goes Up...</i> I: <i>Blackout</i> I: <i>Kim's Trip to Hawaii</i></p>
<p>Reading: Informational Text Key Ideas and Details 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>A: <i>The Beach</i> (Develop Comprehension: Thinking Within the Text) A: <i>Hair</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Details in Photos and Text) A: <i>In the Pond</i> (Read and Analyze Informational Text / Cite Textual Evidence: Compare Information in Photos and Text) A: <i>In the Woods</i> (Read and Analyze Informational Text / Cite Textual Evidence: Locate Information; Develop Comprehension: Thinking Within the Text) A: <i>Let's Go!</i> (Read and Analyze Informational Text / Cite Textual Evidence: Recognize Patterned Text; Develop Comprehension: Thinking Within the Text) A: <i>The Little Panda</i> (Read and Analyze Informational Text / Cite Textual Evidence: Compare Information in Photos and Text; Developing Comprehension: Thinking Within the Text) A: <i>Skippy Likes the Seasons</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Key Details in Photos and Text; Develop Comprehension: Thinking Within the Text) B: <i>Can It Float?</i> (Read and Analyze Informational Text / Cite Textual Evidence: Compare and Contrast; Developing Comprehension: Thinking Within the Text) B: <i>Count the Wheels</i> (Read and Analyze Informational Text / Cite Textual Evidence: Compare and Contrast Details) B: <i>Houses</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Key Details in Photos and Text) B: <i>So Many Hats!</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Key Details in Photos; Developing Comprehension: Thinking Within the Text, Thinking About the Text) B: <i>Sounds on the Farm</i> (Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text) B: <i>Sports</i> (Read and Analyze Informational Text / Cite Textual Evidence: Ask and Answer Questions; Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text) B: <i>Trees</i> (Read and Analyze Informational Text / Cite Textual Evidence: Understanding Structure) B: <i>What Do You See?</i> (Read and Analyze Informational Text / Cite Textual Evidence: Use Photos to Answer Questions; Develop Comprehension: Thinking Beyond the Text)</p>

C: *All Kinds of Boats* (Read and Analyze Informational Text / Cite Textual Evidence: Compare Photos and Text; Developing Comprehension: Thinking Beyond the Text)

C: *Animal Tracks* (Read and Analyze Informational Text / Cite Textual Evidence: Use Picture Clues)

C: *Be Happy* (Read and Analyze Informational Text / Cite Textual Evidence: Compare and Contrast Ideas; Develop Comprehension: Thinking Within the Text)

C: *Birds and Beaks* (Read and Analyze Informational Text / Cite Textual Evidence: Locate Information; Develop Comprehension: Thinking Within the Text; Thinking Beyond the Text)

C: *I Love Snow!* (Read and Analyze Informational Text / Cite Textual Evidence: Connect Ideas in a Text; Develop Comprehension: Thinking Within the Text)

C: *Night* (Read and Analyze Informational Text / Cite Textual Evidence: Identify Key Details in Photos)

C: *Push! Pull! Move It!* (Read and Analyze Informational Text / Cite Textual Evidence: Connect Ideas in a Text)

C: *Spots or Stripes?* (Read and Analyze Informational Text / Cite Textual Evidence: Identify Key Details; Develop Comprehension: Thinking Within the Text)

C: *A World of Flags!* (Read and Analyze Informational Text / Cite Textual Evidence: Identify the Main Topic and Key Details; Develop Comprehension: Thinking About the Text)

D: *At Home in a Shell* (Read and Analyze Informational Text / Cite Textual Evidence: Compare and Contrast Ideas; Develop Comprehension: Thinking Within the Text)

D: *Get Up and Go!* (Read and Analyze Informational Text / Cite Textual Evidence: Identify the Main Topic and Key Details; Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text)

D: *In the Cold, Cold Sea* (Develop Comprehension: Thinking Within the Text; Thinking Beyond the Text)

D: *Insect Countdown* (Develop Comprehension: Thinking Within the Text)

D: *Just Write!* (Read and Analyze Informational Text / Cite Textual Evidence: Connect Ideas in a Text; Develop Comprehension: Thinking Within the Text)

D: *Meet the Bears* (Read and Analyze Informational Text / Cite Textual Evidence: Ask and Answer Questions; Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text)

D: *Penguins* (Read and Analyze Informational Text / Cite Textual Evidence: Understand Sequence of Events; Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text)

D: *What Kittens Need* (Read and Analyze Informational Text / Cite Textual Evidence: Identify the Main Topic and Key Details)

E: *City or Country?* (Read and Analyze Literature / Cite Textual Evidence: Compare and Contrast Ideas)

E: *Horses Help* (Develop Comprehension: Thinking About the Text)

E: *In the Mountains* (Read and Analyze Literature / Cite Textual Evidence: Identify the Main Topic and Details; Develop Comprehension: Thinking Within the Text)

E: *Is This a Real Animal?* (Develop Comprehension: Thinking Within the Text)

E: *On the Lake* (Read and Analyze Literature / Cite Textual Evidence: Ask and Answer Questions; Develop Comprehension: Thinking Within the Text)

E: *Pictures from Long Ago* (Develop Comprehension: Thinking Within the Text)

E: *What About Frogs?* (Develop Comprehension: Thinking Within the Text)

F: *Animals Are Living Things* (Read and Analyze Literature / Cite Textual Evidence: Identify Main Ideas and Key Details)

F: *Animals Grow Up* (Develop Comprehension: Thinking Within the Text)

F: *At Home in a Nest* (Develop Comprehension: Thinking Within the Text, Thinking About the Text)

F: *Big Rivers* (Read and Analyze Literature / Cite Textual Evidence: Connect Ideas in a Text; Develop Comprehension: Thinking About the Text)

F: *The Grass Grows* (Develop Comprehension: Thinking About the Text)

F: *Growing Pumpkins* (Read and Analyze Literature / Cite Textual Evidence: Compare Information in Text and Photos; Develop Comprehension: Thinking Within the Text)

G: *Dinosaurs, Dinosaurs* (Read and Analyze Literature / Cite Textual Evidence: Identify Main Topic and Key Details; Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text)

G: *Fur, Feathers, or Fins?* (Read and Analyze Literature / Cite Textual Evidence: Identify Main Idea and Key Details)

G: *Munch! Crunch! Healthy Snacks* (Read and Analyze Literature / Cite Textual Evidence: Understand Categorization)

G: *Sharks* (Read and Analyze Literature / Cite Textual Evidence: Identify Key Details; Develop Comprehension: Thinking Beyond the Text)

G: *Way to Go!* (Develop Comprehension: Thinking Within the Text, Thinking About the Text)

G: *Whales* (Read and Analyze Literature / Cite Textual Evidence: Use Information From Photos and Text)

G: *What Can Insects Do?* (Develop Comprehension: Thinking Within the Text)

G: *Who Needs Water?* (Read and Analyze Literature / Cite Textual Evidence: Relate Key Details to the Main Idea; Develop Comprehension: Thinking Within the Text, Thinking About the Text)

H: *Color My World* (Read and Analyze Literature / Cite Textual Evidence: Distinguish Between Text and Photos)

H: *In the Jungle* (Read and Analyze Literature / Cite Textual Evidence: Identify Main Idea and Key Details)

H: *Life on a Coral Reef* (Read and Analyze Literature / Cite Textual Evidence: Use Information From Photos and Text)

H: *Plants We Eat* (Develop Comprehension: Thinking Within the Text)

H: *Up, Down, and Around* (Read and Analyze Literature / Cite Textual Evidence: Use Picture Details; Develop Comprehension: Thinking Within the Text)

H: *A World of Homes* (Develop Comprehension: Thinking About the Text)

I: *Baby Dolphin's First Day* (Read and Analyze Literature / Cite Textual Evidence: Connect Ideas in a Text; Develop Comprehension: Thinking Beyond the Text)

I: *Butterflies* (Develop Comprehension: Thinking Within the Text)

I: *Critters in Camouflage* (Read and Analyze Literature / Cite Textual Evidence: Identify Key Details in Photos and Text; Develop Comprehension: Thinking Beyond the Text)

I: *The Gobi Desert* (Read and Analyze Literature / Cite Textual Evidence: Distinguish Between Photos and Text)

I: *The Shape of Things* (Read and Analyze Literature / Cite Textual Evidence: Identify Information in Pictures and Words; Develop Comprehension: Thinking Within the Text, Thinking

	<p>About the Text)</p> <p>I: <i>Two Eyes, a Nose, and a Mouth</i> (Read and Analyze Literature / Cite Textual Evidence: Connect Ideas in a Text)</p> <p>I: <i>What the Dinosaurs Saw</i> (Read and Analyze Literature / Cite Textual Evidence: Use Information From Illustrations and Text; Develop Comprehension: Thinking Within the Text)</p>
<p>Craft and Structure</p> <p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>A: <i>Hair</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Details in Photos and Text; Develop Comprehension: Thinking About the Text)</p> <p>A: <i>In the Pond</i> (Read and Analyze Informational Text / Cite Textual Evidence: Compare Information in Photos and Text)</p> <p>A: <i>In the Woods</i> (Read and Analyze Informational Text / Cite Textual Evidence: Locate Information)</p> <p>A: <i>Let's Go!</i> (Develop Comprehension: Thinking About the Text)</p> <p>A: <i>Skippy Likes the Seasons</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Key Details in Photos and Text)</p> <p>B: <i>Count the Wheels</i> (Read and Analyze Informational Text / Cite Textual Evidence: Compare and Contrast Details; Develop Comprehension: Thinking About the Text)</p> <p>B: <i>Houses</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Key Details in Photos and Text; Develop Comprehension: Think About the Text)</p> <p>B: <i>So Many Hats!</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Key Details in Photos; Develop Comprehension: Thinking About the Text)</p> <p>B: <i>Sounds on the Farm</i> (Read and Analyze Informational Text / Cite Textual Evidence; Use Picture and Context Clues; Develop Comprehension: Thinking About the Text)</p> <p>B: <i>Sports</i> (Read and Analyze Informational Text / Cite Textual Evidence: Ask and Answer Questions)</p> <p>B: <i>Trees</i> (Read and Analyze Informational Text / Cite Textual Evidence: Understand Structure; Develop Comprehension)</p> <p>B: <i>What Do You See?</i> (Read and Analyze Informational Text / Cite Textual Evidence: Use Photos to Answer Questions)</p> <p>C: <i>All Kinds of Boats</i> (Read and Analyze Informational Text / Cite Textual Evidence: Compare Photos and Text; Develop Comprehension)</p> <p>C: <i>Animal Tracks</i> (Read and Analyze Informational Text / Cite Textual Evidence: Use Picture Clues)</p> <p>C: <i>Be Happy</i> ((Read and Analyze Informational Text / Cite Textual Evidence: Compare and Contrast Ideas)</p> <p>C: <i>Birds and Beaks</i> (Read and Analyze Informational Text / Cite Textual Evidence: Locate Information)</p> <p>C: <i>I Love Snow!</i> (Develop Comprehension: Thinking Within the Text)</p> <p>C: <i>Night</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Key Details in Photos; Develop Comprehension: Thinking About the Text)</p> <p>C: <i>Push! Pull! Move It!</i> (Read and Analyze Informational Text / Cite Textual Evidence: Connect Ideas in a Text; Develop Comprehension: Thinking Within the Text)</p> <p>C: <i>Spots or Stripes?</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Key Details; Develop Comprehension: Thinking Beyond the Text, Thinking About the Text)</p> <p>C: <i>A World of Flags!</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify the</p>

Main Topic and Key Details; Develop Comprehension: Thinking About the Text)

D: *At Home in a Shell* (Develop Comprehension: Thinking About the Text)

D: *Get Up and Go!* (Develop Comprehension)

D: *In the Cold, Cold Sea* (Read -and Analyze Informational Text / Cite Textual Evidence: Understand Text Features; Develop Comprehension: Thinking About the Text)

D: *Insect Countdown* (Read and Analyze Informational Text / Cite Textual Evidence: Use Picture and Context Clues)

D: *Meet the Bears* (Read and Analyze Informational Text / Cite Textual Evidence: Ask and Answer Questions; Develop Comprehension: Thinking About the Text)

D: *Penguins* (Read and Analyze Informational Text / Cite Textual Evidence: Understand Sequence of Events; Develop Comprehension)

D: *What Kittens Need* (Read and Analyze Informational Text / Cite Textual Evidence: Identify the Main Topic and Key Details)

E: *Awake at Night* (Read and Analyze Informational Text / Cite Textual Evidence: Use Context Clues)

E: *City or Country?* (Read and Analyze Informational Text / Cite Textual Evidence: Compare and Contrast Ideas; Develop Comprehension: Thinking About the Text)

E: *Horses Help* (Read and Analyze Informational Text / Cite Textual Evidence: Use Information from Photos and Text; Develop Comprehension: Thinking Within the Text)

E: *In the Mountains* (Read and Analyze Informational Text / Cite Textual Evidence: Identify the Main Topic and Key Details)

E: *Is This a Real Animal?* (Read and Analyze Informational Text / Cite Textual Evidence: Understand Words and Phrases; Develop Comprehension: Thinking About the Text)

E: *On the Lake* (Read and Analyze Informational Text / Cite Textual Evidence: Ask and Answer Questions; Develop Comprehension)

E: *Pictures from Long Ago* (Read and Analyze Informational Text / Cite Textual Evidence: Use Information from Photos and Text)

E: *What About Frogs?* (Develop Comprehension: Thinking Beyond the Text)

F: *Animals Are Living Things* (Develop Comprehension: Thinking Within the Text)

F: *Animals Grow Up* (Read and Analyze Informational Text / Cite Textual Evidence: Using Text Features; Develop Comprehension: Thinking About the Text)

F: *At Home in a Nest* (Read and Analyze Informational Text / Cite Textual Evidence: Understand Words and Phrases; Develop Comprehension: Thinking About the Text)

F: *Big Rivers* (Read and Analyze Informational Text / Cite Textual Evidence: Connect Ideas in a Text)

F: *Elephants* (Read and Analyze Informational Text / Cite Textual Evidence: Use Information From Photos and Text; Develop Comprehension: Thinking Within the Text Thinking Beyond the Text)

F: *The Grass Grows* (Read and Analyze Informational Text / Cite Textual Evidence: Locate Information; Develop Comprehension: Thinking About the Text)

F: *Growing Pumpkins* (Read and Analyze Informational Text / Cite Textual Evidence: Compare Information in Text and Photos; Develop Comprehension: Thinking About the Text)

F: *Where Do People Hike?* (Read and Analyze Informational Text / Cite Textual Evidence: Recognize Questions and Answers; Develop Comprehension: Thinking Within the Text)

G: *Dinosaurs, Dinosaurs* (Read and Analyze Informational Text / Cite Textual Evidence:

Identify Main Topic and Key Details)
 G: *Fur, Feathers, or Fins?* (Read and Analyze Informational Text / Cite Textual Evidence: Identify Main Idea and Key Details; Develop Comprehension)
 G: *Munch! Crunch! Healthy Snacks* (Develop Comprehension: Thinking About the Text)
 G: *Sharks* (Read and Analyze Informational Text / Cite Textual Evidence: Identify Key Details)
 G: *Way to Go!* (Read and Analyze Informational Text / Cite Textual Evidence: Ask and Answer Questions)
 G: *Whales* (Read and Analyze Informational Text / Cite Textual Evidence: Use Information From Photos and Text; Develop Comprehension)
 G: *What Can Insects Do?* (Read and Analyze Informational Text / Cite Textual Evidence: Understand Text Features; Develop Comprehension: Thinking Within the Text)
 G: *Who Needs Water?* (Read and Analyze Informational Text / Cite Textual Evidence: Relate Key Details to the Main Idea)
 H: *Color My World* (Read and Analyze Informational Text / Cite Textual Evidence: Distinguish Between Text and Photos)
 H: *In the Jungle* (Read and Analyze Informational Text / Cite Textual Evidence: Identify Main Idea and Key Details; Develop Comprehension: Thinking About the Text)
 H: *Life on a Coral Reef* (Read and Analyze Informational Text / Cite Textual Evidence: Use Information From Photos and Text; Develop Comprehension: Thinking Within the Text)
 H: *Plants We Eat* (Develop Comprehension)
 H: *Puppies* (Read and Analyze Informational Text / Cite Textual Evidence: Understand Words and Phrases; Develop Comprehension: Thinking About the Text)
 H: *Up, Down, and Around* (Read and Analyze Informational Text / Cite Textual Evidence: Use Picture Details)
 H: *Up, Up, and Away: Toys That Fly* (Read and Analyze Informational Text / Cite Textual Evidence: Use Text Features)
 H: *A World of Homes* (Read and Analyze Informational Text / Cite Textual Evidence: Ask and Answer Questions; Develop Comprehension: Thinking Within the Text)
 I: *Butterflies* (Develop Comprehension: Thinking About the Text)
 I: *Critters in Camouflage* (Read and Analyze Informational Text / Cite Textual Evidence: Identify Key Details in Photos and Text; Develop Comprehension: Thinking About the Text)
 I: *The Gobi Desert* (Read and Analyze Informational Text / Cite Textual Evidence: Distinguish Between Photos and Text; Develop Comprehension: Thinking About the Text)
 I: *My Five Senses* (Read and Analyze Informational Text / Cite Textual Evidence: Use Content and Picture Clues; Develop Comprehension: Thinking Within the Text)
 I: *The Shape of Things* (Read and Analyze Informational Text / Cite Textual Evidence: Identify Information in Pictures and Words)
 I: *Two Eyes, a Nose, and a Mouth* (Read and Analyze Informational Text / Cite Textual Evidence: Connect Ideas in a Text)
 I: *What the Dinosaurs Saw* (Read and Analyze Informational Text / Cite Textual Evidence: Use Information From Illustrations and Text)

Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.

Each Teaching Card contains a "Connect Across Texts" section. This section suggests a text that can be used to identify basic similarities and differences between two texts on the same topic and gives specific suggestions about which features to focus on from the two texts. For example:

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<p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>A: <i>In the Woods</i> (Connect Across Texts: Decide why the sea is the best place for some animals while the woods is the best place for others using <i>In the Cold, Cold Sea</i>) B: <i>Sports</i> (Connect Across Texts: Discuss action words the little panda does and the action words the children do when they play sports using <i>The Little Panda</i>) C: <i>I Love Snow!</i> (Connect Across Texts: Discuss and compare illustrations of winter in this text and <i>Skippy Likes the Seasons</i>) D: <i>Meet the Bears</i> (Connect Across Texts: Contrast this text with <i>In the Woods</i>. One shows many different animals that <i>live in one place</i>. <i>The other shows only bears, but the bears live in different kinds of places.</i>) E: <i>On the Lake</i> (Connect Across Texts: Find pictures of lakes in <i>In the Mountains</i> and compare use and looks with lake in <i>On the Lake</i>. F: <i>Big Rivers</i> (Connect Across Texts: Discuss the idea that <i>In the Mountains</i> and <i>Big Rivers</i> both show places that are home to different animals. Review and discuss the different animals that live in one or both places.) G: <i>Fur, Feathers, or Fins?</i> (Connect Across Texts: Use this text along with <i>What Can Insects Do?</i> to discuss body parts and their functions.) H: <i>Plants We Eat</i> (Connect Across Texts: Compare the way this text and <i>The Enormous Turnip</i> are both about plants, but in very different ways. One gives facts about growing herb plants and the other is a classic tale about farmers who grow an enormous turnip, but need help pulling it from the ground.) I: <i>My Five Senses</i> (Connect Across Texts: compare with <i>Two Eyes, a Nose, and a Mouth</i>)</p> <p>A: <i>The Beach</i> (Develop Comprehension Thinking about the Text) C: <i>A World of Flags!</i> (Read and Analyze Literature / Cite Textual Evidence: Identify the Main Topic and Key Details; Develop Comprehension: Thinking About the Text) D: <i>What Kittens Need</i> (Read and Analyze Literature / Cite Textual Evidence: Identify the Main Topic and Key Details) E: <i>In the Mountains</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify the Main Topic and Key Details) G: <i>Dinosaurs, Dinosaurs</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Main Topic and Key Details) G: <i>Fur, Feathers, or Fins?</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Main Idea and Key Details; Develop Comprehension) G: <i>Who Needs Water?</i> (Read and Analyze Informational Text / Cite Textual Evidence: Relate Key Details to the Main Idea) H: <i>In the Jungle</i> (Read and Analyze Informational Text / Cite Textual Evidence: Identify Main Idea and Key Details; Develop Comprehension: Thinking About the Text) I: <i>Two Eyes, a Nose, and a Mouth</i> (Read and Analyze Informational Text / Cite Textual Evidence: Connect Ideas in a Text)</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>Guided Reading: Nonfiction Focus 2nd Edition includes a variety of nonfiction and informational texts as part of its genre array. First grade includes Guided Reading Levels A-I. A: <i>The Beach</i> A: <i>Count on Fish</i></p>

A: *Hair*
A: *In the Pond*
A: *In the Woods*
A: *Let's Go!*
A: *The Little Panda*
A: *Skippy Likes the Seasons*
B: *Can It Float?*
B: *Count the Wheels*
B: *Houses*
B: *So Many Hats!*
B: *Sounds on the Farm*
B: *Sports*
B: *Trees*
B: *What Do You See?*
C: *All Kinds of Boats*
C: *Animal Tracks*
C: *Be Happy*
C: *Birds and Beaks*
C: *I Love Snow!*
C: *Night*
C: *Push! Pull! Move It!*
C: *Spots or Stripes?*
C: *A World of Flags!*
D: *At Home in a Shell*
D: *Get Up and Go!*
D: *In the Cold, Cold Sea*
D: *Insect Countdown*
D: *Just Write!*
D: *Meet the Bears*
D: *Penguins*
D: *What Kittens Need*
E: *Awake at Night*
E: *City or Country?*
E: *Horses Help*
E: *In the Mountains*
E: *Is This a Real Animal?*
E: *On the Lake*
E: *Pictures from Long Ago*
E: *What About Frogs?*
F: *Animals Are Living Things*
F: *Animals Grow Up*
F: *At Home in a Nest*
F: *Big Rivers*
F: *Elephants*
F: *The Grass Grows*

	<p>F: <i>Growing Pumpkins</i> F: <i>Where Do People Hike?</i> G: <i>Dinosaurs, Dinosaurs</i> G: <i>Fur, Feathers, or Fins?</i> G: <i>Munch! Crunch! Healthy Snacks</i> G: <i>Sharks (Discovering My World)</i> G: <i>Way to Go!</i> G: <i>Whales (Discovering My World)</i> G: <i>What Can Insects Do?</i> G: <i>Who Needs Water?</i> H: <i>Color My World</i> H: <i>In the Jungle</i> H: <i>Life on a Coral Reef</i> H: <i>Plants We Eat</i> H: <i>Puppies</i> H: <i>Up, Down, and Around</i> H: <i>Up, Up, and Away: Toys That Fly</i> H: <i>A World of Homes</i> I: <i>Baby Dolphin's First Day</i> I: <i>Butterflies</i> I: <i>Critters in Camouflage</i> I: <i>The Gobi Desert</i> I: <i>My Five Senses</i> I: <i>The Shape of Things</i> I: <i>Two Eyes, a Nose, and a Mouth</i> I: <i>What the Dinosaurs Saw</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>A: <i>Hair</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) A: <i>In the Pond</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) A: <i>In the Woods</i>(Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) A: <i>Let's Go!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) A: <i>Let's Make Soup</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) A: <i>The Little Panda</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) A: <i>Skippy Likes the Seasons</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness) A: <i>Trucks</i> (Focus on Foundational Skills/ Phonics and Word-Solving Strategies: Develop Print Awareness) B: <i>Can It Float?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p>

	<p>B: <i>Count the Wheels</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p> <p>B: <i>Houses</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p> <p>B: <i>So Many Hats!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p> <p>B: <i>Sounds on the Farm</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p> <p>B: <i>Trees</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p> <p>B: <i>What Do You See?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p> <p>B: <i>Where are Jack and Jill?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p> <p>C: <i>Animal Tracks</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p> <p>C: <i>Birds and Beaks</i>(Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p> <p>C: <i>I Love Snow!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p> <p>C: <i>Push! Pull! Move It!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p> <p>C: <i>Spots or Stripes?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Develop Print Awareness)</p> <p>E: <i>What About Frogs?</i> (Read and Analyze Informational Text / Cite Textual Evidence: Recognize Questions and Answers)</p> <p>I: <i>Kim's Trip to Hawaii</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Proper Nouns)</p>
<p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>A: <i>Hair</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Phonogram -ed)</p> <p>A: <i>Skippy Likes the Seasons</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Initial Sounds)</p> <p>B: <i>Can It Float?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Initial Sounds)</p> <p>B: <i>So Many Hats!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words With Short Vowels: a, i)</p> <p>B: <i>What's the Weather, Meg?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Recognize Syllables, Substitute Phonemes)</p> <p>C: <i>Spots or Stripes?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Phonogram -at)</p> <p>D: <i>Get Up and Go!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Final Consonant Sounds)</p> <p>D: <i>Snack Time</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Ending Sounds)</p> <p>E: <i>City or Country?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Hard</p>

	<p>and Soft c)</p> <p>E: <i>In the Mountains</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: One- and Two-Syllable Words)</p> <p>E: <i>Is This a Real Animal?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Syllables)</p> <p>E: <i>Tortillas</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Beginning and Ending Sounds)</p> <p>F: <i>Growing Pumpkins</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words Into Syllables)</p> <p>G: <i>The Three Little Pigs</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Ending Sounds)</p> <p>H: <i>Up, Down, and Around</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Syllables)</p>
<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>Decode regularly spelled one-syllable words.</p> <p>Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Read words with inflectional endings.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p>	<p>A: <i>The Beach</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Initial Consonant s)</p> <p>A: <i>Hair</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Phonogram -ed)</p> <p>A: <i>In the Pond</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies : Initial Consonants)</p> <p>A: <i>Skippy Likes the Seasons</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Initial Sounds)</p> <p>A: <i>Trucks</i> (Focus on Foundational Skills/ Phonics and Word-Solving Strategies: Initial Sounds)</p> <p>B: <i>Can It Float?</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Initial Sounds)</p> <p>B: <i>So Many Hats!</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Short Vowels: a, i)</p> <p>B: <i>Trees</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words with Long Vowel e)</p> <p>B: <i>What's the Weather, Meg?</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Recognize Syllables)</p> <p>B: <i>Where are Jack and Jill?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Initial Consonant j)</p> <p>C: <i>All Kinds of Boats</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Initial Consonant b)</p> <p>C: <i>Animal Tracks</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Long e: e_e, ea)</p> <p>C: <i>Be Happy</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With -ing, Long a Spelled a_e)</p> <p>C: <i>I Love Snow!</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Sound of ow)</p> <p>C: <i>Night</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: High-Frequency Words, Phonogram -ight)</p> <p>C: <i>Push! Pull! Move It!</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Short Vowels)</p> <p>C: <i>Spots or Stripes?</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies:</p>

Phonogram -at)

D: *At Home in a Shell* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Initial Consonant h, Words With Short e)

D: *Get Up and Go!* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Final Consonant Sounds)

D: *In the Cold, Cold Sea* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Initial and Final Consonants. Long o Spelled o)

D: *Insect Countdown* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Initial Consonants)

D: *Penguins* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Long i)

D: *Snack Time* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Ending Sounds)

D: *What Kittens Need* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Phonogram -ay, Consonant Blend: pl)

E: *Awake at Night* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Action Words With -ing, Long a Spelled a_e)

E: *City or Country?* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Long e Spelled y, Hard and Soft c)

E: *In the Mountains* (Focus on Foundational Skills / Phonics and Word Solving Strategies: One- and Two-Syllable Words, Short a and Long a)

E: *Is This a Real Animal?* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Short Vowels, Syllables)

E: *Just in Time!* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Short u)

E: *On the Lake* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Long a)

E: *Pictures from Long Ago* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Long a Spelled ai, Words With -ing)

E: *Tortillas* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Beginning and Ending Sounds, Consonant Blends)

E: *What About Frogs?* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Consonant Blends)

F: *Animals Are Living Things* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words Ending -ing)

F: *Animals Grow Up* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Digraphs)

F: *At Home in a Nest* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Consonant Blend: st, r-Conrolled Vowel: ir)

F: *Big Rivers* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Short i, Initial Consonant Blends: tr, pl)

F: *Elephants* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Short u)

F: *The Enormous Turnip* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With ou, Consonant Blends)

	<p>F: <i>The Grass Grows</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With oo, Consonant Blend gr)</p> <p>F: <i>Growing Pumpkins</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Long Vowel i Spelled i_e, Words Into Syllables)</p> <p>G: <i>Fur, Feathers, or Fins?</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Long o Spelled o)</p> <p>G: <i>Munch! Crunch! Healthy Snacks</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Consonant Digraphs)</p> <p>G: <i>Sharks</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Final Consonants)</p> <p>G: <i>Way to Go!</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Long o)</p> <p>G: <i>Whales</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Long e)</p> <p>G: <i>What Can Insects Do?</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Consonant Blends)</p> <p>G: <i>Who Needs Water?</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Short Vowels)</p> <p>H: <i>The 100th Day of School</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Consonant Blends With s)</p> <p>H: <i>In the Jungle</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Long a Spelled a_e)</p> <p>H: <i>Life on a Coral Reef</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Digraph sh)</p> <p>H: <i>Up, Down, and Around</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With ow and ou, Syllables)</p> <p>H: <i>Up, Up, and Away: Toys That Fly</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Spellings of Long i, Consonant Blends)</p> <p>H: <i>A World of Homes</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Initial Consonant Blends, Short-Vowel Sounds)</p> <p>I: <i>Baby Dolphin's First Day</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Consonant Digraphs)</p> <p>I: <i>Critters in Camouflage</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Long a Spelled a_e)</p> <p>I: <i>My Five Senses</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Verbs With -ing)</p> <p>I: <i>What the Dinosaurs Saw</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Inflectional Ending -ing)</p>
<p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression.</p>	<p>Each Teaching Card contains a "Develop Fluency" section with specific ideas to practice fluency using that particular text. One example from each Guided Reading level:</p> <p>A: <i>In the Pond</i> (Develop Fluency: reading exclamatory sentence with proper inflection, expression)</p> <p>B: <i>So Many Hats!</i> (Develop Fluency: modeled reading, partner reading)</p>

Grade 1 • Common Core State Standards

Scholastic Guided Reading Program: Nonfiction Focus 2nd Edition®

<p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>C: <i>Night</i> (Develop Fluency: partner reading, work on proper phrasing and intonation with teacher feedback) D: <i>Insect Countdown</i> (Develop Fluency: working with partners, focusing on pacing and pronunciation) E: <i>Horses Help</i> (Develop Fluency: modeled reading, echo reading, working on grouping words together for better fluency) F: <i>Animals Are Living Things</i> (Develop Fluency: practice phrasing, intonation and pacing) G: <i>Fur, Feathers, or Fins?</i> (Develop Fluency: choral reading) H: <i>In the Jungle</i> (Developing Fluency: model reading focusing on proper pacing and phrasing, partner reading focusing on stopping at periods or commas, not end of line) I: <i>Two Eyes, a Nose, and a Mouth</i> (Develop Fluency: model reading emphasizing correct phrasing and intonation, practice reading aloud)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., during, beyond, toward). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>Students are give opportunities to demonstrate command of the conventions of standard English grammar and usage through the "Write and Respond to Reading" and "Expand Oral Language / Conversation" sections on each Teaching Card. Additionally, A: <i>The Beach</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Initial Consonant s) A: <i>In the Pond</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Initial Consonants) A: <i>Let's Make Soup</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words That Name More Than One) A: <i>The Little Panda</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Action Words) B: <i>Houses</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Describing Words) B: <i>So Many Hats!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words With Short Vowels: a and i) B: <i>Sounds on the Farm</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Action Words) B: <i>What Do You See?</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: High-Frequency Words) B: <i>Where are Jack and Jill?</i> ((Focus on Foundational Skills / Phonics and Word-Solving Strategies: Initial Consonant j) C: <i>Birds and Beaks</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Describing Words) C: <i>Push! Pull! Move It!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words With Short Vowels) C: <i>A World of Flags</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Proper Nouns, High Frequency Words) D: <i>At Home in a Shell</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words With Short e) D: <i>Get Up and Go!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Final Consonant Sounds, Proper Nouns) D: <i>Good For Us!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Naming</p>

Words, Consonant Blend gr)

D: *Just Write!* (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Punctuation)

D: *Meet the Bears* (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words That Name More Than One)

D: *Penguins* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Pronoun: they, Words With Long i)

E: *Awake at Night* (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Action Words with -ing, Long a Spelled a_e)

E: *City or Country?* (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Long e spelled y, Hard and Soft c)

E: *Horses Help* (Focus on Foundational Skills / Phonics and Word-Solving Strategies: High-Frequency Words)

E: *In the Mountains* (Focus on Foundational Skills / Phonics and Word-Solving Strategies: One- and Two-Syllable Words, Short a and Long a)

E: *Is This a Real Animal?* (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Short Vowels)

E: *Just in Time!* (Focus on Foundational Skills / Phonics and Word-Solving Strategies: High Frequency Words, Words With Short u)

E: *On the Lake* (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words With Long a, Words That Mean More Than One)

E: *Pictures from Long Ago* (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Long a Spelled ai, Words With -ing)

E: *Tortillas* (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Beginning and Ending Sounds, Consonant Blends)

E: *What About Frogs?* (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Naming Words, Consonant Blends)

F: *Animals Are Living Things* (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Verb Ending -ing)

F: *Animals Grow Up* (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words With Digraphs)

F: *At Home in a Nest* (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Consonant Blend st, r-Controlled Vowel ir)

F: *Big Rivers* (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words With Short i, Initial Consonant Blends tr, pl)

F: *The Cows Are in the Corn* (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Plural Words)

F: *Elephants* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Short u)

F: *The Enormous Turnip* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With ou, Consonant Blends)

F: *The Grass Grows* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With oo, Consonant Blend gr)

F: *Growing Pumpkins* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Long Vowel i Spelled i_e, Words Into Syllables)

F: *Where Do People Hike?* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With oo, Words That Name More Than One)

G: *Fur, Feathers, or Fins?* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Long o Spelled o)

G: *Munch! Crunch! Healthy Snacks* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Consonant Digraphs)

G: *Sharks* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Final Consonants)

G: *The Three Little Pigs* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Plural Words, Ending Sounds; ELL Bridge: past tense verbs)

G: *Way to Go!* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Long o)

G: *Whales* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Long e)

G: *What Can Insects Do?* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Consonant Blends)

G: *Who Needs Water?* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Short Vowels)

H: *The 100th Day of School* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Consonant Blends With s)

H: *In the Jungle* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Long a Spelled a_e)

H: *Life on a Coral Reef* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Digraph sh)

H: *Plants We Eat* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Nouns)

H: *Puppies* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Plurals, Words Ending in -ly)

H: *Up, Down, and Around* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With ow and ou, Syllables)

H: *Up, Up, and Away: Toys That Fly* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Spellings of Long i, Consonant Blends)

H: *A World of Homes* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Initial Consonant Blends, Short-Vowel Sounds)

I: *Baby Dolphin's First Day* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Consonant Digraphs)

I: *Butterflies* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Plurals)

I: *Critters in Camouflage* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Long a Spelled a_e)

I: *The Gobi Desert* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Pronouns)

I: *Kim's Trip to Hawaii* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Possessives: Words With 's, Proper Nouns)

I: *My Five Senses* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Verbs With -ing)

I: *The Shape of Things* (Focus on Foundational Skills / Phonics and Word Solving Strategies:

	<p>Sound/Spelling Correspondence)</p> <p>I: <i>Two Eyes, a Nose, and a Mouth</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Adjectives)</p> <p>I: <i>What the Dinosaurs Saw</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Inflectional Ending -ing)</p>
<p>Knowledge of Language 3. (Begins in grade 2)</p>	
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a 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.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).</p>	<p>Each Teaching Card contains a "Vocabulary" section which helps build rich domain-specific vocabulary. Words and phrases can also be acquired and used through the suggested "Expand Oral Language / Conversation" ideas provided on each Teaching Card. The "ELL Bridge" section easily adapts the lesson to meet the needs of English language learners, focusing on vocabulary. Additionally,</p> <p>A: <i>The Little Panda</i> (Focus on Foundational Skills / Phonics an Word-Solving Strategies: Action Words)</p> <p>B: <i>Houses</i> (Focus on Foundational Skills / Phonics an Word-Solving Strategies: Describing Words)</p> <p>B: <i>Sounds on the Farm</i> (Focus on Foundational Skills / Phonics an Word-Solving Strategies: Action Words)</p> <p>B: <i>Sports</i> (Focus on Foundational Skills / Phonics an Word-Solving Strategies: Action Words)</p> <p>C: <i>Birds and Beaks</i> (Focus on Foundational Skills / Phonics an Word-Solving Strategies: Describing Words)</p> <p>D: <i>Insect Countdown</i> (Focus on Foundational Skills / Phonics an Word-Solving Strategies: Use Picture and Context Clues)</p> <p>E: <i>Awake at Night</i> (Focus on Foundational Skills / Phonics an Word-Solving Strategies: Use Context Clues)</p> <p>G: <i>Munch! Crunch! Healthy Snacks</i> (Focus on Foundational Skills / Phonics an Word-Solving Strategies: Understanding Categorization)</p> <p>H: <i>In the Jungle</i> (ELL Bridge: students pantomime the actions that describe how animals move or what they do)</p> <p>H: <i>Life on a Coral Reef</i> (ELL Bridge: students develop an understanding of action words by acting out verbs from the book)</p> <p>I: <i>Baby Dolphin's First Day</i> (ELL Bridge: students pantomime action verbs from the text)</p>
<p>Writing Text Types and Purposes</p> <p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened,</p>	<p>Opportunities are provided for student to practice and refine the cognitive strategies they need to comprehend both informational texts and literature and demonstrate their comprehension in writing. The varied writing tasks include informative/explanatory writing, opinion/argument writing, and narrative writing. (Teacher's Guide pp. 44-45)</p> <p>Two writing suggestions are provided on the "Write and Respond to Reading" section of each text's Teaching Card. One example from each Guided Reading Level:</p> <p>A: <i>Let's Make Soup</i> (Write and Respond to Reading: Write a Recipe-informative/explanatory, Write a Description-informative/explanatory)</p> <p>B: <i>Houses</i> (Write and Respond to Reading: Write About What You Like-opinion, Make a List-</p>

<p>use temporal words to signal event order, and provide some sense of closure.</p>	<p>informative/explanatory) C: <i>Animal Tracks</i> (Write and Respond to Reading: Complete a Sentence-informative/explanatory, Write a Story-narrative) D: <i>At Home in a Shell</i> (Write and Respond to Reading: Add a Sentence-narrative, Write a Fact-informative/explanatory) E: <i>City or Country?</i> (Write and Respond to Reading: Draw a Place-informative/explanatory, Write an Opinion) F: <i>Animals Grow Up</i> (Write and Respond to Reading: Create a Chart-informative/explanatory, Write a Narrative) G: <i>Who Needs Water?</i> Write and Respond to Reading: Describe a Pond-informative/explanatory, Write a Narrative) H: <i>In the Jungle</i> (Write and Respond to Reading: Write an Opinion; Make a Chart-informative/explanatory) I: <i>Butterflies</i> (Write and Respond to Reading: Draw a Flowchart-informative/explanatory, Write a Review-opinion)</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>Ideas for "Writing and Responding to Reading" is a lesson feature on each Teaching Card. Students respond to the literature through drawing, dictating, collaborating with peers for class books or shared writing, as well as writing informative, explanatory, narrative and persuasive compositions. Teachers can provide guidance, support and encouragement to develop student writing proficiency. Teachers can guide student exploration of digital tools as they are available and the teacher determines applicable in the classroom.</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>Students are encouraged to gather information from suggested internet sources noted on each Teaching Card. For example: A: <i>The Beach</i> (Connect to the Internet: Children use the provided website to explore information and games about beaches) B: <i>Trees</i> (Connect to the Internet: Children see a visual of how a tree grows on the suggested website.) C: <i>Animal Tracks</i> (Connect to the Internet: A website is provided that will provide more information.) D: <i>Insect Countdown</i> (Connect to the Internet: Children can continue to explore the subject of insects on the suggested website.) E: <i>Tortillas</i> (Connect to the Internet: A recipe for making tortillas is included on the suggested website.) F: <i>Growing Pumpkins</i> (Connect to the Internet: Children gather additional information about pumpkins on the website provided.) G: <i>Fur, Feathers, or Fins?</i> (Connect to the Internet: Children take a virtual tour of the National Zoo and identify if the animals have fur, feathers, or fins. H: <i>Life on a Coral Reef</i> (Connect to the Internet: Children continue to explore the subject of coral reefs on the suggested website; Connect Across Texts: Compare the information found in this book with <i>Fur, Feathers, or Fins?</i>) I: <i>Critters in Camouflage</i> (Connect to the Internet: Children use the interactive tool at the identified website to see how different animal colorings act as camouflage against different</p>

	backgrounds.)
<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.</p> <p>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).</p> <p>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>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>Students are encouraged and given opportunities to talk about books with peers and their teachers through interactive read-alouds and discussion groups. (Teacher's Guide pp. 46-47) Each Teaching Card includes an "Expand Oral Language/Conversation" section as well as a "Develop Comprehension" section. These sections give suggestions and prompts to encourage students to have conversations about the identified texts and topics. For example:</p> <p>A: <i>Let's Go!</i> (Expand Oral Language / Conversation: Talk About Ways to Travel; Develop Comprehension)</p> <p>B: <i>What's the Weather, Meg?</i> (Expand Oral Language / Conversation: Talk About Weather; Develop Comprehension)</p> <p>C: <i>The Big Dinosaur Day!</i> (Expand Oral Language / Conversation: Talk About the Museum; Develop Comprehension)</p> <p>D: <i>Just Write!</i> (Expand Oral Language / Conversation: Talk About Invitations; Develop Comprehension)</p> <p>E: <i>Pictures From Long Ago</i> (Expand Oral Language/ Conversation: Talk About Old Photos; Develop Comprehension)</p> <p>F: <i>Growing Pumpkins</i> (Expand Oral Language / Conversation: Talk About Plants; Develop Comprehension)</p> <p>G: <i>Way to Go!</i> (Expand Oral Language / Conversation: Talk About Ways to Travel; Develop Comprehension)</p> <p>H: <i>Puppies</i> (Expand Oral Language / Conversation: Talk About Baby Animals; Develop Comprehension)</p> <p>I: <i>What the Dinosaurs Saw</i> (Expand Oral Language / Conversation: Talk About Then and Now; Develop Comprehension)</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>Many of the "Write and Respond to Reading" sections on the Teaching Cards suggest students write descriptive details and/or drawings. Students are also encouraged to write or compete sentences for many of the suggested writing activities. Thoughts, feelings and ideas are shared orally in the suggestions in the "Expand Oral Language / Conversation" section. A sample from each guided reading level:</p> <p>A: <i>Hair</i> (Expand Oral Language / Conversation: Talk About Hairstyles; Write and Respond to Reading: Write a Group Book-including descriptive words and pictures)</p> <p>B: <i>Where are Jack and Jill?</i> (Expand Oral Language / Conversation: Talk About Shopping; Write and Respond to Reading: Complete Sentences-includes drawing pictures)</p> <p>C: <i>Birds and Beaks</i> (Expand Oral Language / Conversation: Talk About Birds; Write and Respond to Reading: Draw and Label a Scene; Focus on Foundational Skills / Phonics and Word Recognition: Describing Words)</p> <p>D: <i>In the Cold, Cold Sea</i> (Expand Oral Language / Conversation: Talk About Cold Climates; Write and Respond to Reading: Draw and Write About an Animal)</p> <p>E: <i>On the Lake</i> (Expand Oral Language / Conversation: Talk About Lakes; Write and Respond to Reading: Describe a Photo, Write an Email)</p> <p>F: <i>Where Do People Hike?</i> (Expand Oral Language / Conversation: Talk About Hiking; Write and Respond to Reading: State an Opinion, Write Questions)</p>

Grade 1 • Common Core State Standards

Scholastic Guided Reading Program: Nonfiction Focus 2nd Edition®

G: *Whales* (Expand Oral Language / Conversation: Talk About Whales, Water, and Size)
 H: *Life on a Coral Reef* (Expand Oral Language / Conversation: Talk Coral Reef Fish; Write and Respond to Reading: Make a Labeled Drawing)
 I: *Two Eyes a Nose, and a Mouth* (Expand Oral Language / Conversation: Talk About Diversity; Write and Respond to Reading: Write a Description; Focus on Foundational Skills / Phonics and Word Recognition: Adjectives)

Grade 2 • Common Core State Standards

Scholastic Guided Reading Program: Nonfiction Focus 2nd Edition®

Reading: Literature

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

E: *Tortillas* (Develop Comprehension: Thinking Within the Text)
 F: *The Cows Are in the Corn* (Read and Analyze Literature / Cite Textual Evidence: Describe Story Elements; Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text)
 F: *The Enormous Turnip* (Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text)
 G: *Hippo and Rabbit in Brave Like Me* (Read and Analyze Literature / Cite Textual Evidence: Describe Story Elements; Develop Comprehension: Thinking Within the Text)
 G: *The Three Little Pigs* (Read and Analyze Literature / Cite Textual Evidence: Describe Characters and Events)
 H: *The 100th Day of School* (Develop Comprehension: Thinking Within the Text)
 H: *What Goes Up...* (Read and Analyze Literature / Cite Textual Evidence: Describe Story Events; Develop Comprehension: Thinking Within the Text; Thinking Beyond the Text)
 I: *Blackout* (Read and Analyze Literature / Cite Textual Evidence: Describe Characters; Developing Comprehension: Thinking Beyond the Text)
 I: *Kim's Trip to Hawaii* (Read and Analyze Literature / Cite Textual Evidence: Identify Setting; Develop Comprehension: Thinking About the Text)
 J: *Go Ky a Flite* (Read and Analyze Literature / Cite Textual Evidence: Understand Cause and Effect; Develop Comprehension: Thinking Within the Text, Thinking About the Text)
 J: *Owl at Home* (Read and Analyze Literature / Cite Textual Evidence: Describe Characters and Events; Develop Comprehension: Thinking Within the Text)
 J: *Young Cam Jansen and the Lost Tooth* (Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text)
 K: *Clifford for President* (Develop Comprehension: Thinking Beyond the Text)
 K: *Sky Color* (Read and Analyze Literature / Cite Textual Evidence: Understand Problem and Solution; Develop Comprehension: Thinking Within the Text)
 L: *A House for Hermit Crab* (Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text)
 N: *Butterfly Boy* (Read and Analyze Literature / Cite Textual Evidence: Identify Theme)

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

Each Teaching Card contains a "Genre / Text Type" section with points about that particular genre to point out to students. Descriptions and Key Features of Genre/Text Types are provided in the Teacher's Guide (pp. 38-41). Additionally:

E: *Just in Time!* (Read and Analyze Literature / Cite Textual Evidence: Distinguish Between Fantasy and Reality)

Grade 2 • Common Core State Standards

Scholastic Guided Reading Program: Nonfiction Focus 2nd Edition®

<p>action.</p> <p>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>E: <i>Tortillas</i>(Read and Analyze Literature / Cite Textual Evidence: Identify Words and Phrases) G: <i>The Three Little Pigs</i> (Developing Comprehension: Thinking About the Text) H: <i>The 100th Day of School</i> (Genre/Text Type; Developing Comprehension: Thinking About the Text) H: <i>What Goes Up...</i> (Genre/Text Type) I: <i>Blackout</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Characters; Focus on Foundational Skills / Phonics and Word-Solving Strategies: Onomatopoeia) J: <i>Go Ky a Flite</i> (This book has a play format with a color-coded portrait and name indicating which character is speaking.) J: <i>Owl at Home</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Characters and Events; Develop Comprehension Thinking About the Text) J: <i>Young Cam Jansen and the Lost Tooth</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words that Imitate Sounds) K: <i>Clifford for President</i> (Read and Analyze Literature / Cite Textual Evidence: Understand Plot; Develop Comprehension: Thinking Within the Text) L: <i>City Tales</i> (Develop Comprehension: Thinking Within the Text) L: <i>A House for Hermit Crab</i> (Read and Analyze Literature / Cite Textual Evidence: Understand Problem and Solution)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>E: <i>Tortillas</i> (Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text) F: <i>The Cows Are in the Corn</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Story Elements; Connect Across Texts) F: <i>The Enormous Turnip</i> (Read and Analyze Literature / Cite Textual Evidence: Use Picture Clues; Develop Comprehension: Thinking About the Text) G: <i>Hippo and Rabbit in Brave Like Me</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Story Elements; Develop Comprehension: Thinking Within the Text;) G: <i>The Three Little Pigs</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Characters and Events; Develop Comprehension: Thinking Beyond the Texts) H: <i>The 100th Day of School</i> (Develop Comprehension: Thinking Within the Text) H: <i>What Goes Up...</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Story Elements) I: <i>Blackout</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Characters; Develop Comprehension: Thinking Within the Text; Thinking About the Text) I: <i>Kim's Trip to Hawaii</i> (Read and Analyze Literature / Cite Textual Evidence: Identify Setting; Develop Comprehension: Thinking About the Text) J: <i>Go Ky a Flite</i> (Develop Comprehension: Thinking Within the Text) J: <i>Owl at Home</i> (Read and Analyze Literature / Cite Textual Evidence: Describe Characters and Events; Develop Comprehension: Thinking About the Text) J: <i>Young Cam Jansen and the Lost Tooth</i> (Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text) K: <i>Clifford for President</i> (Read and Analyze Literature / Cite Textual Evidence: Understand Plot; Develop Comprehension: Thinking Within the Text, Thinking About the Text) K: <i>Sky Color</i> (Develop Comprehension: Thinking Within the Text, Thinking About the Text) L: <i>City Tales</i> (Develop Comprehension) L: <i>A House for Hermit Crab</i> (Read and Analyze Literature / Cite Textual Evidence: Understand</p>

	<p>Problem and Solution; Develop Comprehension: Thinking Within the Text, Thinking About the Text) N: <i>Butterfly Boy</i> (Develop Comprehension: Thinking About the Text) N: <i>The Paperboy</i> (Read and Analyze Literature / Cite Textual Evidence: Use Illustrations to Understand 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 poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Guided Reading: Nonfiction Focus 2nd Edition includes a variety of nonfiction and informational texts as part of its genre array. Each Teaching Card defines the genre and text type of the identified book. Suggestions for actively engaging students is included on each Teaching Card. Students preview, participate in interactive reading, analyze, cite evidence, discuss, re-tell, and make connections across texts.</p> <p>E: <i>Just in Time!</i> E: <i>Tortillas</i> F: <i>The Cows Are in the Corn</i> F: <i>The Enormous Turnip</i> G: <i>Hippo and Rabbit in Brave Like Me</i> G: <i>The Three Little Pigs</i> H: <i>The 100th Day of School</i> H: <i>What Goes Up...</i> I: <i>Blackout</i> I: <i>Kim's Trip to Hawaii</i> J: <i>Go Ky a Flite</i> J: <i>Owl at Home</i> J: <i>Young Cam Jansen and the Lost Tooth</i> K: <i>Clifford for President</i> K: <i>Sky Color</i> L: <i>City Tales</i> L: <i>A House for Hermit Crab</i> N: <i>Butterfly Boy</i> N: <i>The Paperboy</i></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>E: <i>City or Country?</i> (Read and Analyze Literature / Cite Textual Evidence: Compare and Contrast Ideas; Develop Comprehension: Thinking Within the Text. Thinking Beyond the Text) E: <i>Horses Help</i> (Read and Analyze Literature / Cite Textual Evidence: Use Information from Photos and Text; Develop Comprehension: Thinking About the Text) E: <i>In the Mountains</i> (Read and Analyze Literature / Cite Textual Evidence: Identify the Main Topic and Details; Develop Comprehension: Thinking Within the Text) E: <i>Is This a Real Animal?</i> (Develop Comprehension: Thinking Within the Text) E: <i>On the Lake</i> (Read and Analyze Literature / Cite Textual Evidence: Ask and Answer Questions; Develop Comprehension: Thinking Within the Text) E: <i>Pictures from Long Ago</i> (Develop Comprehension: Thinking Within the Text) E: <i>What About Frogs?</i> (Develop Comprehension: Thinking Within the Text) F: <i>Animals Are Living Things</i> (Read and Analyze Literature / Cite Textual Evidence: Identify Main Ideas and Key Details) F: <i>Animals Grow Up</i> (Develop Comprehension: Thinking Within the Text)</p>

F: *At Home in a Nest* (Develop Comprehension: Thinking Within the Text)

F: *Big Rivers* (Read and Analyze Literature / Cite Textual Evidence: Connect Ideas in a Text)

F: *The Grass Grows* (Use Information from Photos and Text; Locate Information; Develop Comprehension: Thinking About the Text)

F: *Growing Pumpkins* (Read and Analyze Literature / Cite Textual Evidence: Compare Information in Text and Photos; Develop Comprehension: Thinking Within the Text)

G: *Dinosaurs, Dinosaurs* (Read and Analyze Literature / Cite Textual Evidence: Identify Main Topic and Key Details; Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text)

G: *Fur, Feathers, or Fins?* (Read and Analyze Literature / Cite Textual Evidence: Identify Main Idea and Key Details; Develop Comprehension: Thinking Within the Text)

G: *Munch! Crunch! Healthy Snacks* (Read and Analyze Literature / Cite Textual Evidence: Understand Categorization)

G: *Sharks* (Read and Analyze Literature / Cite Textual Evidence: Identify Key Details; Develop Comprehension: Thinking Beyond the Text, Thinking Within the Text)

G: *Way to Go!* (Read and Analyze Literature / Cite Textual Evidence: Ask and Answer Questions; Develop Comprehension: Thinking Within the Text)

G: *Whales* (Read and Analyze Literature / Cite Textual Evidence: Use Information From Photos and Text; Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text)

G: *What Can Insects Do?* (Develop Comprehension: Thinking Within the Text)

G: *Who Needs Water?* (Read and Analyze Literature / Cite Textual Evidence: Relate Key Details to the Main Idea; Develop Comprehension: Thinking Within the Text, Thinking About the Text)

H: *Color My World* (Develop Comprehension: Thinking Within the Text)

H: *In the Jungle* (Read and Analyze Literature / Cite Textual Evidence: Identify Main Idea and Key Details)

H: *Life on a Coral Reef* (Read and Analyze Literature / Cite Textual Evidence: Use Information From Photos and Text; Develop Comprehension: Thinking Within the Text) H: *Plants We Eat* (Read and Analyze Literature / Cite Textual Evidence: Understand Sequence of Events)

H: *Up, Down, and Around* (Develop Comprehension: Thinking Within the Text)

I: *Baby Dolphin's First Day* (Read and Analyze Literature / Cite Textual Evidence: Connect Ideas in a Text; Develop Comprehension: Thinking Beyond the Text)

I: *Butterflies* (Read and Analyze Literature / Cite Textual Evidence: Understand Sequence; Develop Comprehension: Thinking Within the Text)

I: *Critters in Camouflage* (Read and Analyze Literature / Cite Textual Evidence: Identify Key Details in Photos and Text; Develop Comprehension: Thinking Beyond the Text)

I: *The Gobi Desert* (Read and Analyze Literature / Cite Textual Evidence: Distinguish Between Photos and Text; Develop Comprehension: Thinking Within the Text)

I: *The Shape of Things* (Read and Analyze Literature / Cite Textual Evidence: Identify Information in Pictures and Words)

I: *What the Dinosaurs Saw* (Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text)

J: *A Monarch Butterfly's Life* (Read and Analyze Literature / Cite Textual Evidence: Recognize Sequence)

J: *Only One* (Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text)

J: *Play Ball!* (Read and Analyze Literature / Cite Textual Evidence: Connect Ideas in a Text)

J: *Rap a Tap Tap: Here's Bojangles--Think of That!* (Develop Comprehension: Thinking Within the Text)

J: *Wild Dogs* (Develop Comprehension: Thinking Within the Text)

J: *Wonderful Worms* (Read and Analyze Literature / Cite Textual Evidence: Ask and Answer Questions)

K: *A Dandelion's Life* (Develop Comprehension: Thinking Within the Text)

K: *Have You Seen Birds?* (Read and Analyze Literature / Cite Textual Evidence: Identify Main Idea and Details; Develop Comprehension: Thinking Within the Text)

K: *Monarch Butterflies* (Read and Analyze Literature / Cite Textual Evidence: Understand Sequence of Events; Develop Comprehension: Thinking About the Text)

K: *Ruby Bridges Goes to School* (Read and Analyze Literature / Cite Textual Evidence: Connect a Series of Historical Events)

K: *A Tree Is a Plant* (Read and Analyze Literature / Cite Textual Evidence: Understand Sequence)

L: *Elephants* (Develop Comprehension: Thinking Within the Text)

L: *Frogs!* (Develop Comprehension: Thinking Within the Text)

L: *Panda Kindergarten* (Read and Analyze Literature / Cite Textual Evidence: Ask and Answer Questions; Develop Comprehension: Thinking Within the Text)

L: *What Do Roots Do?* (Read and Analyze Literature / Cite Textual Evidence: Identify Main Idea and Details)

L: *Winter Wonderland* (Develop Comprehension: Thinking Within the Text)

M: *Bat Loves the Night* (Read and Analyze Literature / Cite Textual Evidence: Use Images and Text to Show Understanding; Develop Comprehension: Thinking Within the Text, Thinking Beyond the Text)

M: *Dive! A Book of Deep-Sea Creatures* (Read and Analyze Literature / Cite Textual Evidence: Compare and Contrast Details; Develop Comprehension: Thinking Within the Text)

M: *Frida* (Read and Analyze Literature / Cite Textual Evidence: Connect Biographical Events)

M: *From Seed to Plant* (Develop Comprehension: Thinking Within the Text)

M: *Martin Luther King, Jr. and the March on Washington* (Read and Analyze Literature / Cite Textual Evidence: Understand Historical Events)

M: *Throw Your Tooth on the Roof* (Read and Analyze Literature / Cite Textual Evidence: Compare and Contrast Ideas; Develop Comprehension: Thinking Within the Text)

M: *Two Bobbies: A True Story of Hurricane Katrina* (Read and Analyze Literature / Cite Textual Evidence: Identify Main Idea and Key Details; Develop Comprehension: Thinking Within the Text)

M: *Why Do Dogs Bark?* (Read and Analyze Literature / Cite Textual Evidence: Ask and Answer Questions)

N: *The Magic School Bus Fixes a Bone* (Read and Analyze Literature / Cite Textual Evidence: Understand Sequence)

N: *My Light* (Read and Analyze Literature / Cite Textual Evidence: Describe Relationships Between Ideas; Develop Comprehension: Thinking Within the Text)

N: *Odd Animal Helpers* (Develop Comprehension: Thinking Within the Text)

N: *Owls* (Develop Comprehension: Thinking Within the Text)

N: *Pet Heroes* (Read and Analyze Literature / Cite Textual Evidence: Identify Main Idea and Key Details)

	<p>N: <i>A Picture Book of Jesse Owens</i> (Read and Analyze Literature / Cite Textual Evidence: Ask and Answer Questions)</p> <p>N: <i>Surprising Swimmers</i> (Develop Comprehension: Thinking Within the Text)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>E: <i>Awake at Night</i> (Read and Analyze Informational Text / Cite Textual Evidence: Use Context Clues)</p> <p>E: <i>Horses Help</i> (Read and Analyze Informational Text / Cite Textual Evidence: Use Information from Photos and Text; Develop Comprehension: Thinking Within the Text)</p> <p>F: <i>Animals Grow Up</i> (Read and Analyze Informational Text / Cite Textual Evidence: Using Text Features; Develop Comprehension: Thinking About the Text)</p> <p>F: <i>At Home in a Nest</i> (Read and Analyze Informational Text / Cite Textual Evidence: Understand Words and Phrases)</p> <p>F: <i>Big Rivers</i> (Informational Text Features: Photos, Captions; Develop Comprehension: Thinking Within the Text)</p> <p>F: <i>Elephants</i> (Develop Comprehension: Thinking Within the Text)</p> <p>F: <i>The Grass Grows</i> (Informational Text Features: Flowchart; Develop Comprehension: Thinking About the Text)</p> <p>F: <i>Growing Pumpkins</i> (Informational Text Features: Labels; Develop Comprehension: Thinking About the Text)</p> <p>G: <i>What Can Insects Do?</i> (Read and Analyze Informational Text / Cite Textual Evidence: Understand Text Features)</p> <p>H: <i>Puppies</i> (Informational Text Features: Contents, Glossary, Index; Read and Analyze Informational Text / Cite Textual Evidence: Understand Words and Phrases; Develop Comprehension: Thinking About the Text)</p> <p>H: <i>Up, Up, and Away: Toys That Fly</i> (Informational Text Features: Sidebars, Highlighted Words; Read and Analyze Informational Text / Cite Textual Evidence: Use Text Features)</p> <p>I: <i>Critters in Camouflage</i> (Develop Comprehension: Thinking About the Text)</p> <p>I: <i>My Five Senses</i> (Informational Text Features: Chart; Read and Analyze Informational Text / Cite Textual Evidence: Use Content and Picture Clues; Develop Comprehension: Thinking Within the Text)</p> <p>I: <i>Two Eyes, a Nose, and a Mouth</i> (Develop Comprehension: Thinking Beyond the Text)</p> <p>J: <i>A Monarch Butterfly's Life</i> (Informational Text Features: Glossary; Develop Comprehension: Thinking About the Text)</p> <p>J: <i>Play Ball!</i> (Informational Text Features: Diagram; Develop Comprehension: Thinking About the Text)</p> <p>J: <i>Rap a Tap Tap: Here's Bojangles--Think of That!</i> (Develop Comprehension: Thinking About the Text)</p> <p>J: <i>What's in Washington D.C.?</i> (Informational Text Features: Maps, Inset Photos and Labels; Develop Comprehension: Thinking About the Text)</p> <p>J: <i>Wild Dogs</i> (Informational Text Features: Captions and Labels, Sidebars; Develop Comprehension: Thinking About the Text)</p> <p>K: <i>10 Things I Can Do to Help My World</i> (Informational Text Features: Captions; Develop Comprehension)</p> <p>K: <i>A Dandelion's Life</i> (Informational Text Features: Highlighted Words, Glossary; Read and Analyze Informational Text / Cite Textual Evidence: Identify Author's Purpose)</p>

K: *Monarch Butterflies* (Informational Text Features: Maps; Develop Comprehension)
 K: *Ruby Bridges Goes to School* (Develop Comprehension)
 K: *Skyscrapers* (Informational Text Features: Captions, Chart; Develop Comprehension)
 K: *A Tree Is a Plant* (Develop Comprehension: Thinking About the Text)
 L: *Biblioburro* (Develop Comprehension: Thinking About the Text)
 L: *Elephants* (Informational Text Features: Definitions, Captions)
 L: *Frogs!* (Informational Text Features: Captions, Picture Glossary; Develop Comprehension: Thinking About the Text)
 L: *Panda Kindergarten* (Develop Comprehension: Thinking Beyond the Text)
 L: *We Are Alike, We Are Different* (Informational Text Features: Glossary, Index; Develop Comprehension: Thinking Beyond the Text)
 L: *What Do Roots Do?* (Informational Text Features: Cross-section and Magnified Views; Develop Comprehension: Thinking Beyond the Text)
 L: *Winter Wonderland* (Develop Comprehension: Thinking Within the Text)
 M: *Chameleons Are Cool* (Informational Text Features: Captions, Index; Develop Comprehension)
 M: *Dive! A Book of Deep-Sea Creatures* (Informational Text Features: Contents Page)
 M: *Frida* (Develop Comprehension: Thinking About the Text)
 M: *From Seed to Plant* (Informational Text Features: Labeled Diagrams)
 M: *Martin Luther King, Jr. and the March on Washington* (Develop Comprehension)
 M: *Throw Your Tooth on the Roof* (Informational Text Features: Map, Diagram)
 M: *Why Do Dogs Bark?* (Informational Text Features: Headings, Photos and Illustrations)
 N: *Looking Closely in the Rain Forest* (Develop Comprehension)
 N: *Odd Animal Helpers* (Develop Comprehension: Thinking Beyond the Text, Thinking About the Text)
 N: *Owls* (Informational Text Features: Labels, Diagrams, Captions; Develop Comprehension: Thinking About the Text)
 N: *Pet Heroes* (Informational Text Features: Heading)
 N: *A Picture Book of Jesse Owens* (Develop Comprehension: Thinking About the Text)
 N: *Surprising Swimmers* (Informational Text Features: Glossary, Headings, Text Boxes; Develop Comprehension: Thinking About the Text)

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.

Each Teaching Card contains a "Connect Across Texts" section. This section suggests a text that can be used to identify basic similarities and differences between two texts on the same topic and gives specific suggestions about which features to focus on from the two texts. Each Teaching Card also notes which Text Features included in each book. For example:
 E: *On the Lake* (Connect Across Texts: Find pictures of lakes in *In the Mountains* and compare use and looks with lake in *On the Lake*.)
 E: *Pictures from Long Ago* (Read and Analyze Informational Text / Cite Textual Evidence: Use Information from Photos and Text)
 F: *Animals Grow Up* (Read and Analyze Informational Text / Cite Textual Evidence: Using Text Features)
 F: *Big Rivers* (Connect Across Texts: Discuss the idea that *In the Mountains* and *Big Rivers* both show places that are home to different animals. Review and discuss the different animals that live in one or both places.)

	<p>G: <i>Fur, Feathers, or Fins?</i> (Connect Across Texts: Use this text along with <i>What Can Insects Do?</i> to discuss body parts and their functions.)</p> <p>G: <i>Whales</i> (Read and Analyze Informational Text / Cite Textual Evidence: Use Information From Photos and Text)</p> <p>H: <i>Plants We Eat</i> (Connect Across Texts: Compare the way this text and <i>The Enormous Turnip</i> are both about plants, but in very different ways. One gives facts about growing herb plants and the other is a classic tale about farmers who grow an enormous turnip, but need help pulling it from the ground.)</p> <p>H: <i>Life in a Coral Reef</i> (Read and Analyze Informational Text / Cite Textual Evidence: Use Information From Photos and Text)</p> <p>I: <i>My Five Senses</i> (Connect Across Texts: compare with <i>Two Eyes, a Nose, and a Mouth</i>)</p> <p>J: <i>A Monarch Butterfly's Life</i> (Connect Across Texts: compare butterflies with earthworms using <i>Wonderful Worms</i>)</p> <p>J: <i>Play Ball!</i> (Informational Text Features: Diagram; Read and Analyze Informational Text / Cite Textual Evidence: Connect Ideas in a Text)</p> <p>K: <i>10 Things I Can Do to Help My World</i> (Informational Text Features: Captions; Read and Analyze Informational Text / Cite Textual Evidence: Interpret Information)</p> <p>K: <i>A Dandelion's Life</i> (Connect Across Texts: compare with <i>A Monarch Butterfly's Lie</i>, both books are written and illustrated by the same man.)</p> <p>L: <i>Frogs!</i> (Connect Across Texts: compare Jenkins's drawings from <i>What Do You Do With a Tail Like This</i> with the photos in this book.)</p> <p>L: <i>What Do Roots Do?</i> (Informational Text Features: Cross-Section and Magnified Views)</p> <p>M: <i>Bat Loves the Night</i> (Connect Across Texts: Use details from Davies' book to explain why bats are cool, like Jenkins does in <i>Chameleons are Cool</i>)</p> <p>M: <i>Throw Your Tooth on the Roof</i> (Informational Text Features: Map, Diagrams)</p> <p>N: <i>The Magic School Bus Fixes a Bone</i> (Develop Comprehension: Thinking Beyond the Text)</p> <p>N: <i>Owls</i> (Informational Text Features: Labels, Diagrams, Captions; Read and Analyze Informational Text / Cite Textual Evidence: Interpret Information)</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Guided Reading: Nonfiction Focus 2nd Edition includes a variety of nonfiction and informational texts as part of its genre array. Second grade includes Guided Reading Levels E-N.</p> <p>E: <i>Awake at Night</i></p> <p>E: <i>City or Country?</i></p> <p>E: <i>Horses Help</i></p> <p>E: <i>In the Mountains</i></p> <p>E: <i>Is This a Real Animal?</i></p> <p>E: <i>On the Lake</i></p> <p>E: <i>Pictures from Long Ago</i></p> <p>E: <i>What About Frogs?</i></p> <p>F: <i>Animals Are Living Things</i></p> <p>F: <i>Animals Grow Up</i></p> <p>F: <i>At Home in a Nest</i></p> <p>F: <i>Big Rivers</i></p> <p>F: <i>Elephants</i></p> <p>F: <i>The Grass Grows</i></p>

F: *Growing Pumpkins*
F: *Where Do People Hike?*
G: *Dinosaurs, Dinosaurs*
G: *Fur, Feathers, or Fins?*
G: *Munch! Crunch! Healthy Snacks*
G: *Sharks (Discovering My World)*
G: *Way to Go!*
G: *Whales (Discovering My World)*
G: *What Can Insects Do?*
G: *Who Needs Water?*
H: *Color My World*
H: *In the Jungle*
H: *Life on a Coral Reef*
H: *Plants We Eat*
H: *Puppies*
H: *Up, Down, and Around*
H: *Up, Up, and Away: Toys That Fly*
H: *A World of Homes*
I: *Baby Dolphin's First Day*
I: *Butterflies*
I: *Critters in Camouflage*
I: *The Gobi Desert*
I: *My Five Senses*
I: *The Shape of Things*
I: *Two Eyes, a Nose, and a Mouth*
I: *What the Dinosaurs Saw*
J: *A Monarch Butterfly's Life*
J: *Only One*
J: *Play Ball!*
J: *Rap a Tap Tap: Here's Bojangles--Think of That!*
J: *What's in Washington D.C.?*
J: *Wild Dogs*
J: *Wonderful Worms*
K: *10 Things I Can Do to Help My World*
K: *A Boy Named Boomer*
K: *A Dandelion's Life*
K: *Have You Seen Birds?*
K: *Monarch Butterflies*
K: *Ruby Bridges Goes to School*
K: *Skyscrapers*
K: *A Tree Is a Plant*
L: *Biblioburro*
L: *Elephants*
L: *Frogs!*
L: *Panda Kindergarten*

	<p>L: <i>We Are Alike, We Are Different</i> L: <i>What Do Roots Do?</i> L: <i>What Do You Do With a Tail Like This?</i> L: <i>Winter Wonderland</i> M: <i>Bat Loves the Night</i> M: <i>Chameleons Are Cool</i> M: <i>Dive! A Book of Deep-Sea Creatures</i> M: <i>An Eye for Color</i> M: <i>Frida</i> M: <i>From Seed to Plant</i> M: <i>Martin Luther King, Jr. and the March on Washington</i> M: <i>Throw Your Tooth on the Roof</i> M: <i>Two Bobbies: A True Story of Hurricane Katrina</i> M: <i>Why Do Dogs Bark?</i> N: <i>Looking Closely in the Rain Forest</i> N: <i>The Magic School Bus Fixes a Bone</i> N: <i>My Light</i> N: <i>Odd Animal Helpers</i> N: <i>Owls</i> N: <i>Pet Heroes</i> N: <i>A Picture Book of Jesse Owens</i> N: <i>Surprising Swimmers</i></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>E: <i>Awake at Night</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Action Words With -ing, Long a Spelled a_e) E: <i>City or Country?</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Long e Spelled y, Hard and Soft c) E: <i>In the Mountains</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: One- and Two-Syllable Words, Short a and Long a) E: <i>Is This a Real Animal?</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Short Vowels, Syllables) E: <i>Just in Time!</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Short u) E: <i>On the Lake</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Long a) E: <i>Pictures from Long Ago</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Long a Spelled ai, Words With -ing) E: <i>Tortillas</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Beginning and Ending Sounds, Consonant Blends) E: <i>What About Frogs?</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Consonant Blends) F: <i>Animals Are Living Things</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words Ending -ing) F: <i>Animals Grow Up</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Digraphs)</p>

F: *At Home in a Nest* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Consonant Blend: st, r-Conrolled Vowel: ir)

F: *Big Rivers* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Short i, Initial Consonant Blends: tr, pl)

F: *Elephants* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Short u)

F: *The Enormous Turnip* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With ou, Consonant Blends)

F: *The Grass Grows*(Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With oo, Consonant Blend gr)

F: *Growing Pumpkins* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Long Vowel i Spelled i_e, Words Into Syllables)

G: *Fur, Feathers, or Fins?* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Long o Spelled o)

G: *Munch! Crunch! Healthy Snacks* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Consonant Digraphs)

G: *Sharks* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Final Consonants)

G: *Way to Go!* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Long o)

G: *Whales* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Long e)

G: *What Can Insects Do?* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Consonant Blends)

G: *Who Needs Water?* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Short Vowels)

H: *The 100th Day of School* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Consonant Blends With s)

H: *In the Jungle* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Long a Spelled a_e)

H: *Life on a Coral Reef* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Digraph sh)

H: *Up, Down, and Around* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With ow and ou, Syllables)

H: *Up, Up, and Away: Toys That Fly* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Spellings of Long i, Consonant Blends)

H: *A World of Homes* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Initial Consonant Blends, Short-Vowel Sounds)

I: *Baby Dolphin's First Day* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Consonant Digraphs)

I: *Critters in Camouflage* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Long a Spelled a_e)

I: *My Five Senses* (Focus on Foundational Skills / Phonics and Word Solving Strategies: Verbs With -ing)

I: *What the Dinosaurs Saw* (Focus on Foundational Skills / Phonics and Word-Solving Strategies:

	<p>Inflectional Ending -ing) J: <i>A Monarch Butterfly's Life</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Prefixes) J: <i>Only One</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Two-Syllable Words) J: <i>Play Ball!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Suffix -er) J: <i>Rap a Tap Tap: Here's Bojangles--Think of That!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words with -ed) J: <i>Wild Dogs</i>(Focus on Foundational Skills / Phonics and Word-Solving Strategies: The Sound /ou/, Words With Long a) J: <i>Wonderful Worms</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words with r-Controlled Vowels) K: <i>A Tree Is a Plant</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Consonant Blends) L: <i>City Tales</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Prefixes) L: <i>Frogs!</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words With -ing) L: <i>What Do You Do With a Tail Like This?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words With Long i) M: <i>Martin Luther King, Jr. and the March on Washington</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Irregular Verbs) M: <i>Throw Your Tooth on the Roof</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words With Long o Spelled ow) M: <i>Why Do Dogs Bark ?</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Suffixes) N: <i>Butterfly Boy</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Verb Ending -ed) N: <i>My Light</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Sounds ou and ow) N: <i>Owls</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words With Long a) N: <i>A Picture Book of Jesse Owens</i>(Focus on Foundational Skills / Phonics and Word-Solving Strategies: Words With -ed)</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</p>	<p>Each Teaching Card contains a "Develop Fluency" section with specific ideas to practice fluency using that particular text. One example from each Guided Reading level: E: <i>Horses Help</i> (Develop Fluency: modeled reading, echo reading, working on grouping words together for better fluency) F: <i>Animals Are Living Things</i> (Develop Fluency: practice phrasing, intonation and pacing) G: <i>Fur, Feathers, or Fins?</i> (Develop Fluency: choral reading)</p>

<p>understanding, rereading as necessary.</p>	<p>H: <i>In the Jungle</i> (Developing Fluency: model reading focusing on proper pacing and phrasing, partner reading focusing on stopping at periods or commas, not end of line) I: <i>Two Eyes, a Nose, and a Mouth</i> (Develop Fluency: model reading emphasizing correct phrasing and intonation, practice reading aloud) J: <i>A Monarch Butterfly's Life</i> (Develop Fluency: practice pausing at commas and using appropriate rate through echo reading) K: <i>Have You Seen Birds?</i> (Develop Fluency: model reading of a passage to emphasize proper phrasing, pace and intonation, then partner reading) L: <i>A House for Hermit Crab</i> (Develop Fluency: whisper read, practicing proper pronunciation and pacing as teacher offers immediate feedback) M: <i>An Eye for Color</i> (Develop Fluency: model reading and choral reading as class or group) N: <i>Odd Animal Helpers</i> (modeled expert reading demonstrating punctuation cues to help with phrasing and pauses, partner reading)</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>Students are given opportunities to demonstrate command of the conventions of standard English grammar and usage through the "Write and Respond to Reading" and "Expand Oral Language / Conversation" sections on each Teaching Card. Additionally, I: <i>Butterflies</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Plurals) I: <i>Kim's Trip to Hawaii</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Possessives: Words With 's) I: <i>Two Eyes, a Nose, and a Mouth</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Adjectives) J: <i>Rap a Tap Tap: Here's Bojangles--Think of That!</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Contractions) J: <i>Wonderful Worms</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Adjectives) K: <i>Clifford for President</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Contractions) K: <i>Monarch Butterflies</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Contractions Using 's) K: <i>Sky Color</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Irregular Past-Tense Verbs) L: <i>City Tales</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Contractions) L: <i>A House for Hermit Crab</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Adverbs Ending in -ly) L: <i>Panda Kindergarten</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Adjectives Ending in y) M: <i>Martin Luther King, Jr., and the March on Washington</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Irregular Verbs) M: <i>Dive! A Book of Deep-Sea Creatures</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Words With Apostrophes) M: <i>Chameleons Are Cool</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Adverbs)</p>
<p>Knowledge of Language</p>	<p>Each Teaching Card provides students the opportunity to demonstrate knowledge of language and</p>

<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.</p>	<p>its conventions through reading, writing, and speaking activities.</p>
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>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).</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>Each Teaching Card contains a "Vocabulary" section which helps build rich domain-specific vocabulary. Words and phrases can also be acquired and used through the suggested "Expand Oral Language / Conversation" ideas provided on each Teaching Card. The "ELL Bridge" section easily adapts the lesson to meet the needs of English language learners, focusing on vocabulary. Additionally,</p> <p>E: <i>Awake at Night</i> (Focus on Foundational Skills / Phonics and Word-Solving Strategies: Use Context Clues) F: <i>The Cows are in the Corn</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Context Clues) H: <i>Life on a Coral Reef</i> (ELL Bridge: students develop an understanding of action words by acting out verbs from the book) I: <i>Baby Dolphin's First Day</i> (ELL Bridge: students pantomime action verbs from the text) I: <i>Butterflies</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Compound Words) I: <i>Two Eyes, a Nose, and a Mouth</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Adjectives) J: <i>Go Ky a Flite</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Context Clues) J: <i>A Monarch Butterfly's Life</i> (Glossary; Focus on Foundational Skills / Phonics and Word Solving Strategies: Prefixes) J: <i>Owl at Home</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Compound Words) J: <i>Wonderful Worms</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Adjectives) K: <i>10 Things I Can Do to Help My World</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Context Clues) L: <i>City Tales</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Prefixes) L: <i>A House for Hermit Crab</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Adverbs Ending in -ly) L: <i>Panda Kindergarten</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Adjectives Ending in y) L: <i>Winter Wonderland</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Compound Words) M: <i>Why Do Dogs Bark?</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Compound Words) M: <i>Two Bobbies: A True Story of Hurricane Katrina</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Context Clues) M: <i>From Seed to Plant</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Compound Words) M: <i>Chameleons Are Cool</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Adverbs)</p>

	<p>M: <i>Bat Loves the Night</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Compound Words)</p> <p>N: <i>Odd Animal Helpers</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Context Clues)</p> <p>N: <i>The Paperboy</i> (Focus on Foundational Skills / Phonics and Word Solving Strategies: Compound Words, Context Clues)</p>
<p>Writing Text Types and Purposes</p> <ol style="list-style-type: none"> 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>Opportunities are provided for student to practice and refine the cognitive strategies they need to comprehend both informational texts and literature and demonstrate their comprehension in writing. The varied writing tasks include informative/explanatory writing, opinion/argument writing, and narrative writing. (Teacher's Guide pp. 44-45)</p> <p>Two writing suggestions are provided on the "Write and Respond to Reading" section of each text's Teaching Card. One example from each Guided Reading Level:</p> <p>E: <i>City or Country?</i> (Write and Respond to Reading: Draw a Place-informative/explanatory, Write an Opinion)</p> <p>F: <i>Animals Grow Up</i> (Write and Respond to Reading: Create a Chart-informative/explanatory, Write a Narrative)</p> <p>G: <i>Who Needs Water?</i> Write and Respond to Reading: Describe a Pond-informative/explanatory, Write a Narrative)</p> <p>H: <i>In the Jungle</i> (Write and Respond to Reading: Write an Opinion; Make a Chart-informative/explanatory)</p> <p>I: <i>Butterflies</i> (Write and Respond to Reading: Draw a Flowchart-informative/explanatory, Write a Review-opinion)</p> <p>J: <i>Wild Dogs</i> (Write and Respond to Reading: Write an Opinion; Write a Sidebar-informative/explanatory)</p> <p>K: <i>Sky Color</i> (Write and Respond to Reading: Create Dialogue-narrative)</p> <p>L: <i>Elephants</i> (Write and Respond to Reading: Write a Fable-narrative)</p> <p>M: <i>Two Bobbies: A True Story of Hurricane Katrina</i> (Write and Respond to Reading: Write a Newspaper Article-narrative)</p> <p>N: <i>Pet Heroes</i> (Write and Respond to Reading: Write Your Opinion)</p>
<p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 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>Ideas for "Writing and Responding to Reading" is a lesson feature on each Teaching Card. Students respond to the literature through drawing, dictating, collaborating with peers for class books or shared writing, as well as writing informative, explanatory, narrative and persuasive compositions. Teachers can provide guidance, support and encouragement to develop student writing proficiency. Teachers can guide student exploration of digital tools as they are available and the teacher determines applicable in the classroom.</p>
<p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 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>Students are encouraged to gather information from suggested internet sources noted on each Teaching Card. For example:</p> <p>E: <i>Tortillas</i> (Connect to the Internet: A recipe for making tortillas is included on the suggested website.)</p> <p>F: <i>Growing Pumpkins</i> (Connect to the Internet: Children gather additional information about pumpkins on the website provided.)</p> <p>G: <i>Fur, Feathers, or Fins?</i> (Connect to the Internet: Children take a virtual tour of the National</p>

	<p>Zoo and identify if the animals have fur, feathers, or fins.</p> <p>H: <i>Life on a Coral Reef</i> (Connect to the Internet: Children continue to explore the subject of coral reefs on the suggested website; Connect Across Texts: Compare the information found in this book with <i>Fur, Feathers, or Fins?</i>)</p> <p>I: <i>Critters in Camouflage</i> (Connect to the Internet: Children use the interactive tool at the identified website to see how different animal colorings act as camouflage against different backgrounds.)</p> <p>J: <i>Wonderful Worms</i> (Connect to the Internet: Children can find additional worm facts at the suggested site.)</p> <p>K: <i>A Dandelion's Life</i> (Connect to the Internet: Children can continue to explore dandelions at the provided website.)</p> <p>L: <i>Panda Kindergarten</i> (Connect to the Internet: Additional panda facts are provided at the suggested web site.)</p> <p>M: <i>Why Do Dogs Bark?</i> (Connect Across Texts; Connect to the Internet: Explore other dog breeds to compare and contrast)</p> <p>N: <i>Looking Closely in the Rain Forest</i> (Connect to the Internet: More photos and facts about tropical rain forest can be found on the suggested web site.)</p>
<p>Range of Writing 10. (Begins in grade 3)</p>	
<p>Speaking & Listening</p> <p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>Students are encouraged and given opportunities to talk about books with peers and their teachers through interactive read-alouds and discussion groups. (Teacher's Guide pp. 46-47) Each Teaching Card includes an "Expand Oral Language/Conversation" section as well as a "Develop Comprehension" section. These sections give suggestions and prompts to encourage students to have conversations about the identified texts and topics. For example:</p> <p>E: <i>Pictures From Long Ago</i> (Expand Oral Language/ Conversation: Talk About Old Photos; Develop Comprehension)</p> <p>F: <i>Growing Pumpkins</i> (Expand Oral Language / Conversation: Talk About Plants; Develop Comprehension)</p> <p>G: <i>Way to Go!</i> (Expand Oral Language / Conversation: Talk About Ways to Travel; Develop Comprehension)</p> <p>H: <i>Puppies</i> (Expand Oral Language / Conversation: Talk About Baby Animals; Develop Comprehension)</p> <p>I: <i>What the Dinosaurs Saw</i> (Expand Oral Language / Conversation: Talk About Then and Now; Develop Comprehension)</p> <p>J: <i>What's in Washington, D.C.?</i> (Expand Oral Language / Conversation: Talk About Museums; Develop Comprehension: Thinking Beyond the Text)</p> <p>K: <i>Ruby Bridges Goes to School</i> (Expand Oral Language / Conversation: Talk About Making History; Develop Comprehension)</p> <p>L: <i>We Are Alike, We Are Different</i> (Expand Oral Language / Conversation: Different Ways to Play; Develop Comprehension: Thinking Beyond the Text)</p> <p>M: <i>Throw Your Tooth on the Roof</i> (Expand Oral Language / Conversation: Talk About Traditions; Develop Comprehension)</p> <p>N: <i>Odd Animal Helpers</i> (Expand Oral Language / Conversation: Talk About Partnerships;</p>

Grade 2 • Common Core State Standards

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	Develop Comprehension)
<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>Many of the "Write and Respond to Reading" sections on the Teaching Cards suggest students write descriptive details and/or drawings. Students are also encouraged to write or compete sentences for many of the suggested writing activities. Thoughts, feelings and ideas are shared orally in the suggestions in the "Expand Oral Language / Conversation" section. A sample from each guided reading level:</p> <p>E: <i>On the Lake</i> (Expand Oral Language / Conversation: Talk About Lakes; Write and Respond to Reading: Describe a Photo, Write an Email)</p> <p>F: <i>Where Do People Hike?</i> (Expand Oral Language / Conversation: Talk About Hiking; Write and Respond to Reading: State an Opinion, Write Questions)</p> <p>G: <i>Whales</i> (Expand Oral Language / Conversation: Talk About Whales, Water, and Size)</p> <p>H: <i>Life on a Coral Reef</i> (Expand Oral Language / Conversation: Talk Coral Reef Fish; Write and Respond to Reading: Make a Labeled Drawing)</p> <p>I: <i>Two Eyes a Nose, and a Mouth</i> (Expand Oral Language / Conversation: Talk About Diversity; Write and Respond to Reading: Write a Description; Focus on Foundational Skills / Phonics and Word Recognition: Adjectives)</p> <p>J: <i>Only One</i> (Write and Respond to Reading: Write Another Page, Write a Sequel)</p> <p>K: <i>10 Things I Can Do to Help My World</i> (Write and Respond to Reading: Write a Description)</p> <p>L: <i>Biblioburro</i> (Expand Oral Language / Conversation; Write and Respond to Reading: Make a Poster)</p> <p>M: <i>An Eye for Color</i> (Write and Respond to Reading: Write About Paintings)</p> <p>N: <i>The Magic School Bus Fixes a Bone</i> (Write and Respond to Reading: Write a Scene, Draw and Label a Poster)</p>

Grade 3 • Common Core State Standards

Scholastic Guided Reading Program: Nonfiction Focus 2nd Edition®

<p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>J: <i>Owl at Home</i> (Read and Analyze Literature/Cite Textual Evidence: Describe Characters and Events, Develop Comprehension)</p> <p>J: <i>Go Ky a Flite</i> (Develop Comprehension)</p> <p>J: <i>Young Cam Jansen and the Lost Tooth</i> (Develop Comprehension)</p> <p>K: <i>Clifford for President</i> (Read and Analyze Literature/Cite Textual Evidence: Understand Plot, Develop Comprehension)</p> <p>K: <i>Sky Color</i> (Read and Analyze Literature/Cite Textual Evidence: Understand Problem and Solution, Develop Comprehension)</p> <p>L: <i>City Tales</i> (Develop Comprehension)</p> <p>L: <i>A House for a Hermit Crab</i> (Read and Analyze Literature/Cite Textual Evidence: Understand Problem and Solution, Develop Comprehension)</p> <p>N: <i>Butterfly Boy</i> (Read and Analyze Literature/Cite Textual Evidence: Identify Theme, Develop Comprehension)</p> <p>N: <i>The Paperboy</i> (Develop Comprehension)</p> <p>O: <i>Apples to Oregon</i> (Read and Analyze Literature/Cite Textual Evidence: Understand Theme,</p>
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	<p>Develop Comprehension)</p> <p>O: <i>In the Garden With Dr. Carver</i> (Read and Analyze Literature/Cite Textual Evidence: Describe the Characters, Develop Comprehension)</p> <p>P: <i>Amelia and Eleanor Go for a Ride</i> (Develop Comprehension)</p> <p>P: <i>Girl Wonder</i> (Read and Analyze Literature/Cite Textual Evidence: Describe Characters, Develop Comprehension)</p> <p>P: <i>Grandma's Gift</i> (Read and Analyze Literature/Cite Textual Evidence: Make Inferences, Develop Comprehension)</p> <p>P: <i>If I Ran for President</i> (Develop Comprehension)</p> <p>Q: <i>Away West</i> (Read and Analyze Literature/Cite Textual Evidence: Determine the Theme, Develop Comprehension)</p> <p>Q: <i>WordGirl: Tobey or Consequences</i> (Read and Analyze Literature Cite/Textual Evidence: Describe Characters, Develop Comprehension)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Each teacher card for the following fiction texts include Vocabulary: Academic and Domain-Specific features. These features highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text.</p> <p>J: <i>Owl at Home</i></p> <p>J: <i>Go Ky a Flite</i></p> <p>J: <i>Young Cam Jansen and the Lost Tooth</i></p> <p>K: <i>Clifford for President</i></p> <p>K: <i>Sky Color</i></p> <p>L: <i>City Tales</i></p> <p>L: <i>A House for a Hermit Crab</i></p> <p>N: <i>Butterfly Boy</i></p> <p>N: <i>The Paperboy</i></p> <p>O: <i>Apples to Oregon</i></p> <p>O: <i>In the Garden With Dr. Carver</i></p> <p>P: <i>Amelia and Eleanor Go for a Ride</i></p> <p>P: <i>Girl Wonder</i></p> <p>P: <i>Grandma's Gift</i></p> <p>P: <i>If I Ran for President</i></p> <p>Q: <i>Away West</i></p> <p>Q: <i>WordGirl: Tobey or Consequences</i></p>
<p>Integration of Knowledge and Ideas</p> <p>7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	
<p>Range of Reading and Complexity of Text</p> <p>10. By the end of the year, read and comprehend literature, including</p>	<p>This collection includes titles from Levels J-Q that represent a variety of genres and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p>

<p>stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	
<p>Reading: Informational Text Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 	<p>J: <i>A Monarch Butterfly's Life</i> (Read and Analyze Informational Text/Cite Textual Evidence: Recognize Sequence, Develop Comprehension) J: <i>Only One</i> (Develop Comprehension) J: <i>Play Ball!</i> (Read and Analyze Informational Text/Cite Textual Evidence: Connect Ideas in a Text, Develop Comprehension) J: <i>Rap a Tap Tap: Here's Bojangles – Think of That!</i> (Develop Comprehension) J: <i>What's in Washington DC?</i> (Develop Comprehension) J: <i>Wild Dogs</i> (Develop Comprehension) J: <i>Wonderful Worms</i> (Read and Analyze Informational Text/Cite Textual Evidence: Ask and Answer Questions) K: <i>10 Things I Can Do to Help My World</i> (Develop Comprehension) K: <i>A Boy Named Boomer</i> (Develop Comprehension) K: <i>A Dandelion's Life</i> (Develop Comprehension) K: <i>Have You Seen Birds?</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Main Idea and Details, Develop Comprehension) K: <i>Monarch Butterflies</i> (Read and Analyze Informational Text/Cite Textual Evidence: Understand Sequence of Events, Develop Comprehension) K: <i>Ruby Bridges Goes to School</i> (Read and Analyze Informational Text/Cite Textual Evidence: Connect a Series of Historical Events, Develop Comprehension) K: <i>Skyscrapers</i> (Develop Comprehension) K: <i>A Tree is a Plant</i> (Read and Analyze Informational Text/Cite Textual Evidence: Understand Sequence, Develop Comprehension) L: <i>Biblioburro</i> (Develop Comprehension) L: <i>Elephants (Amazing Animals)</i> (Read and Analyze Informational Text/Cite Textual Evidence: Determine the Main Idea, Develop Comprehension) L: <i>Frogs!</i> (Develop Comprehension) L: <i>Panda Kindergarten</i> (Read and Analyze Informational Text/Cite Textual Evidence: Ask and Answer Questions, Develop Comprehension) L: <i>We Are Alike, We Are Different</i> (Develop Comprehension) L: <i>What Do Roots Do?</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Main Idea and Details, Develop Comprehension) L: <i>What Do You Do With a Tail Like This?</i> (Develop Comprehension) L: <i>Winter Wonderland</i> (Develop Comprehension) M: <i>Dive! A Book of Deep-Sea Creatures</i> (Read and Analyze Informational Text/Cite Textual Evidence: Compare and Contrast Details) M: <i>Frida</i> (Read and Analyze Informational Text/Cite Textual Evidence: Connect Biographical Events)</p>

M: *From Seed to Plant* (Develop Comprehension)
 M: *Martin Luther King, Jr., and the March on Washington* (Read and Analyze Informational Text/Cite Textual Evidence: Understand Historical Events)
 M: *Two Bobbies: A True Story of Hurricane Katrina* (Read and Analyze Informational Text/Cite Textual Evidence, Develop Comprehension)
 N: *Looking Closely in the Rain Forest* (Develop Comprehension)
 N: *The Magic School Bus Fixes a Bone* (Develop Comprehension)
 N: *My Light* (Read and Analyze Informational Text/Cite Textual Evidence: Describe Relationships Between Ideas, Develop Comprehension)
 N: *Odd Animal Helpers* (Develop Comprehension)
 N: *Owls* (Develop Comprehension)
 N: *Pet Heroes* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Main Idea and Details, Develop Comprehension)
 N: *A Picture Book of Jesse Owens* (Develop Comprehension)
 N: *Surprising Swimmers* (Develop Comprehension)
 O: *Beachcombing* (Develop Comprehension)
 O: *The Busy Body Book* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Main Idea and Details, Develop Comprehension)
 O: *Coming to America: The Story of Immigration* (Read and Analyze Informational Text/Cite Textual Evidence: Describe a Series of Historical Events, Develop Comprehension)
 O: *Manfish* (Read and Analyze Informational Text/Cite Textual Evidence: Summarize Text, Develop Comprehension)
 O: *Planets* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Details, Develop Comprehension)
 O: *Rocks and Minerals* (Develop Comprehension)
 O: *Sonia Sotomayor: A Judge Grows in the Bronx* (Develop Comprehension)
 O: *Tell Me, Tree* (Develop Comprehension)
 P: *The Boy Who Harnessed the Wind* (Develop Comprehension)
 P: *Life in the Ocean* (Develop Comprehension)
 P: *The Moon* (Develop Comprehension)
 P: *So You Want to Be an Inventor?* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Supporting Reasons and Evidence, Develop Comprehension)
 P: *Take a Giant Leap, Neil Armstrong!* (Develop Comprehension)
 P: *Wolverine vs. Tasmanian Devil (Who Would Win?)* (Develop Comprehension)
 Q: *Amazing Magnetism (The Magic School Bus)* (Develop Comprehension)
 Q: *Barnum's Bones* (Develop Comprehension)
 Q: *Bugs (Scholastic Discover More)* (Develop Comprehension)
 Q: *The Camping Trip That Changed America* (Develop Comprehension)
 Q: *Dinosaurs (Scholastic Discover More)* (Read and Analyze Informational Text/Cite Textual

	<p>Evidence: Summarize the Text, Develop Comprehension)</p> <p>Q: <i>A Medieval Feast</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Key Details in Text and Art, Develop Comprehension)</p> <p>Q: <i>Playing to Win</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Main Idea and Supporting Details, Develop Comprehension)</p> <p>Q: <i>Testing the Ice</i> (Read and Analyze Informational Text/Cite Textual Evidence: Draw Inferences, Develop Comprehension)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>6. Distinguish their own point of view from that of the author of a text.</p>	<p>Each teacher card for the following informational texts include Vocabulary: Academic and Domain-Specific features. These features highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text.</p> <p>J: <i>A Monarch Butterfly's Life</i></p> <p>J: <i>Only One</i></p> <p>J: <i>Play Ball!</i></p> <p>J: <i>Rap a Tap Tap: Here's Bojangles – Think of That!</i></p> <p>J: <i>What's in Washington DC?</i></p> <p>J: <i>Wild Dogs</i></p> <p>J: <i>Wonderful Worms</i></p> <p>K: <i>10 Things I Can Do to Help My World</i></p> <p>K: <i>A Boy Named Boomer</i></p> <p>K: <i>A Dandelion's Life</i></p> <p>K: <i>Have You Seen Birds?</i></p> <p>K: <i>Monarch Butterflies</i></p> <p>K: <i>Ruby Bridges Goes to School</i></p> <p>K: <i>Skyscrapers</i></p> <p>K: <i>A Tree is a Plant</i></p> <p>L: <i>Biblioburro</i></p> <p>L: <i>Elephants (Amazing Animals)</i></p> <p>L: <i>Frogs!</i></p> <p>L: <i>Panda Kindergarten</i></p> <p>L: <i>We Are Alike, We Are Different</i></p> <p>L: <i>What Do Roots Do?</i></p> <p>L: <i>What Do You Do With a Tail Like This?</i></p> <p>L: <i>Winter Wonderland</i></p> <p>M: <i>Bat Loves the Night</i></p> <p>M: <i>Chameleons Are Cool</i></p> <p>M: <i>Dive! A Book of Deep-Sea Creatures</i></p> <p>M: <i>An Eye for Color</i></p> <p>M: <i>Frida</i></p> <p>M: <i>From Seed to Plant</i></p> <p>M: <i>Martin Luther King, Jr., and the March on Washington</i></p>

M: *Throw Your Tooth on the Roof*
M: *Two Bobbies: A True Story of Hurricane Katrina*
M: *Why Do Dogs Bark?*
N: *Looking Closely in the Rain Forest*
N: *The Magic School Bus Fixes a Bone*
N: *My Light*
N: *Odd Animal Helpers*
N: *Owls*
N: *Pet Heroes*
N: *A Picture Book of Jesse Owens*
N: *Surprising Swimmers*
O: *Beachcombing*
O: *The Busy Body Book*
O: *Coming to America: The Story of Immigration*
O: *Manfish*
O: *Planets*
O: *Rocks and Minerals*
O: *Sonia Sotomayor: A Judge Grows in the Bronx*
O: *Tell Me, Tree*
P: *The Boy Who Harnessed the Wind*
P: *Life in the Ocean*
P: *The Moon*
P: *So You Want to Be an Inventor?*
P: *Take a Giant Leap, Neil Armstrong!*
P: *Wolverine vs. Tasmanian Devil (Who Would Win?)*
Q: *Amazing Magnetism (The Magic School Bus)*
Q: *Barnum's Bones*
Q: *Bugs (Scholastic Discover More)*
Q: *The Camping Trip That Changed America*
Q: *Dinosaurs (Scholastic Discover More)*
Q: *A Medieval Feast*
Q: *Playing to Win*
Q: *Testing the Ice*

In addition, the following titles include further activities:

J: *Only One* (Read and Analyze Informational Text/Cite Textual Evidence: Use Context and Picture Clues)

J: *What's in Washington DC?* (Read and Analyze Informational Text/Cite Textual Evidence: Use Text Features)

	<p>J: <i>Wild Dogs</i> (Read and Analyze Informational Text/Cite Textual Evidence: Use Text Features)</p> <p>K: <i>Skyscrapers</i> (Read and Analyze Informational Text/Cite Textual Evidence: Understand Words and Phrases)</p> <p>L: <i>Biblioburro</i> (Read and Analyze Informational Text/Cite Textual Evidence: Use Information from Illustrations and Text)</p> <p>L: <i>We Are Alike, We Are Different</i> (Read and Analyze Informational Text/Cite Textual Evidence: Understand Text Features)</p> <p>L: <i>Winter Wonderland</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Point of View)</p> <p>M: <i>Bat Loves the Night</i> (Read and Analyze Informational Text/Cite Textual Evidence: Use Images and Text to Show Understanding)</p> <p>M: <i>Chameleons Are Cool</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Purpose and Point of View)</p> <p>M: <i>An Eye for Color</i> (Read and Analyze Informational Text/Cite Textual Evidence: Use Visual Information)</p> <p>N: <i>Odd Animal Helpers</i> (Read and Analyze Informational Text/Cite Textual Evidence: Use Text Features)</p> <p>N: <i>Surprising Swimmers</i> (Read and Analyze Informational Text/Cite Textual Evidence: Use Text Features)</p> <p>O: <i>Beachcombing</i> (Read and Analyze Informational Text/Cite Textual Evidence: Determine the Meaning of Words)</p> <p>O: <i>Rocks and Minerals</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain How Illustrations Support Text)</p> <p>O: <i>Sonia Sotomayor: A Judge Grows in the Bronx</i> (Read and Analyze Informational Text/Cite Textual Evidence: Determine the Meanings of Words and Phrases)</p> <p>P: <i>Life in the Ocean</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain How Illustrations Support Text)</p> <p>Q: <i>Barnum's Bones</i> (Read and Analyze Informational Text/Cite Textual Evidence: Determine the Meanings of Words)</p> <p>Q: <i>Bugs</i> (Read and Analyze Informational Text/Cite Textual Evidence: Interpret Text and Visuals)</p> <p>Q: <i>A Medieval Feast</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Key Details in Text and Art)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>Each teacher card for the following informational texts includes Informational Text Features. This feature highlights the text features unique to informational text and explains how they enhance the understanding of the material (ex: sidebars, captions, diagrams, maps).</p> <p>J: <i>A Monarch Butterfly's Life</i></p> <p>J: <i>Only One</i></p> <p>J: <i>Play Ball!</i></p> <p>J: <i>Rap a Tap Tap: Here's Bojangles – Think of That!</i></p>

9. Compare and contrast the most important points and key details presented in two texts on the same topic.

J: *What's in Washington DC?*
J: *Wild Dogs*
J: *Wonderful Worms*
K: *10 Things I Can Do to Help My World*
K: *A Boy Named Boomer*
K: *A Dandelion's Life*
K: *Have You Seen Birds?*
K: *Monarch Butterflies*
K: *Ruby Bridges Goes to School*
K: *Skyscrapers*
K: *A Tree is a Plant*
L: *Biblioburro*
L: *Elephants (Amazing Animals)*
L: *Frogs!*
L: *Panda Kindergarten*
L: *We Are Alike, We Are Different*
L: *What Do Roots Do?*
L: *What Do You Do With a Tail Like This?*
L: *Winter Wonderland*
M: *Bat Loves the Night*
M: *Chameleons Are Cool*
M: *Dive! A Book of Deep-Sea Creatures*
M: *An Eye for Color*
M: *Frida*
M: *From Seed to Plant*
M: *Martin Luther King, Jr., and the March on Washington*
M: *Throw Your Tooth on the Roof*
M: *Two Bobbies: A True Story of Hurricane Katrina*
M: *Why Do Dogs Bark?*
N: *Looking Closely in the Rain Forest*
N: *The Magic School Bus Fixes a Bone*
N: *My Light*
N: *Odd Animal Helpers*
N: *Owls*
N: *Pet Heroes*
N: *A Picture Book of Jesse Owens*
N: *Surprising Swimmers*
O: *Beachcombing*
O: *The Busy Body Book*

O: *Coming to America: The Story of Immigration*
 O: *Manfish*
 O: *Planets*
 O: *Rocks and Minerals*
 O: *Sonia Sotomayor: A Judge Grows in the Bronx*
 O: *Tell Me, Tree*
 P: *The Boy Who Harnessed the Wind*
 P: *Life in the Ocean*
 P: *The Moon*
 P: *So You Want to Be an Inventor?*
 P: *Take a Giant Leap, Neil Armstrong!*
 P: *Wolverine vs. Tasmanian Devil (Who Would Win?)*
 Q: *Amazing Magnetism (The Magic School Bus)*
 Q: *Barnum's Bones*
 Q: *Bugs (Scholastic Discover More)*
 Q: *The Camping Trip That Changed America*
 Q: *Dinosaurs (Scholastic Discover More)*
 Q: *A Medieval Feast*
 Q: *Playing to Win*
 Q: *Testing the Ice*

In addition, the following titles contain further activities:

J: *A Monarch Butterfly's Life* (Read and Analyze Informational Text/Cite Textual Evidence: Recognize Sequence)
 J: *Only One* (Read and Analyze Informational Text/Cite Textual Evidence: Use Context and Picture Clues)
 J: *Play Ball!* (Read and Analyze Informational Text/Cite Textual Evidence: Connect Ideas in a Text)
 J: *What's in Washington DC?* (Read and Analyze Informational Text/Cite Textual Evidence: Use Text Features)
 J: *Wild Dogs* (Read and Analyze Informational Text/Cite Textual Evidence: Use Text Features)
 K: *Have You Seen Birds?* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Main Idea and Details)
 K: *Monarch Butterflies* (Read and Analyze Informational Text/Cite Textual Evidence: Understand Sequence of Events)
 K: *Ruby Bridges Goes to School* (Read and Analyze Informational Text/Cite Textual Evidence: Connect a Series of Historical Events)
 L: *A Tree is a Plant* (Read and Analyze Informational Text/Cite Textual Evidence: Understand Sequence)
 L: *Biblioburro* (Read and Analyze Informational Text/Cite Textual Evidence: Use Information)

from Illustrations and Text)

L: *Frogs!* (Read and Analyze Informational Text/Cite Textual Evidence: Compare and Contrast)

L: *We Are Alike, We Are Different* (Read and Analyze Informational Text/Cite Textual Evidence: Understand Text Features)

M: *Bat Loves the Night* (Read and Analyze Informational Text/Cite Textual Evidence: Use Images and Text to Show Understanding)

M: *Dive! A Book of Deep-Sea Creatures* (Read and Analyze Informational Text/Cite Textual Evidence: Compare and Contrast Details)

M: *An Eye for Color* (Read and Analyze Informational Text/Cite Textual Evidence: Use Visual Information)

M: *Frida* (Read and Analyze Informational Text/Cite Textual Evidence: Connect Biographical Events)

M: *Throw Your Tooth on the Roof* (Read and Analyze Informational Text/Cite Textual Evidence: Compare and Contrast Ideas)

N: *The Magic School Bus Fixes a Bone* (Read and Analyze Informational Text/Cite Textual Evidence: Understand Sequence)

N: *My Light* (Read and Analyze Informational Text/Cite Textual Evidence: Describe Relationships Between Ideas)

N: *Odd Animal Helpers* (Read and Analyze Informational Text/Cite Textual Evidence: Use Text Features)

N: *Owls* (Read and Analyze Informational Text/Cite Textual Evidence: Interpret Information)

N: *Surprising Swimmers* (Read and Analyze Informational Text/Cite Textual Evidence: Use Text Features)

O: *Coming to America: The Story of Immigration* (Read and Analyze Informational Text/Cite Textual Evidence: Describe a Series of Historical Events)

O: *Rocks and Minerals* (Read and Analyze Informational Text/Cite Textual Evidence: Explain How Illustrations Support Text)

O: *Tell Me, Tree* (Read and Analyze Informational Text/Cite Textual Evidence: Understand Cause and Effect)

O: *The Boy Who Harnessed the Wind* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Text Structure)

P: *Life in the Ocean* (Read and Analyze Informational Text/Cite Textual Evidence: Explain How Illustrations Support Text)

P: *The Moon* (Read and Analyze Informational Text/Cite Textual Evidence: Recognize Cause and Effect)

P: *Wolverine vs. Tasmanian Devil* (Read and Analyze Informational Text/Cite Textual Evidence: Compare and Contrast)

Q: *Bugs (Scholastic Discover More)* (Read and Analyze Informational Text/Cite Textual Evidence: Interpret Text and Visuals)

P: *The Camping Trip That Changed America* (Read and Analyze Informational Text/Cite Textual Evidence: Recognize Sequence)

	P: <i>A Medieval Feast</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Key Details in Text and Art)
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	This collection includes titles from Levels J-Q that represent a variety of informational texts and difficulty levels. Each title includes a teacher card outlining support activities for that text.
<p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.</p>	<p>J: <i>Go Ky a Flite</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues) J: <i>A Monarch Butterfly’s Life</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes) J: <i>Only One</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Two-Syllable Words) J: <i>Play Ball!</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffix –er) J: <i>Rap a Tap Tap: Here’s Bojangles – Think of That!</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With –ed) J: <i>Wild Dogs</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: The Sound /ou/, Words With Long a) J: <i>Wonderful Worms</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With r-Controlled Vowels) J: <i>Young Cam Jansen and the Lost Tooth</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With oo) K: <i>10 Things I Can Do to Help My World</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues) K: <i>A Boy Named Boomer</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Comparative: -er, -est) K: <i>Sky Color</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With r-Controlled Vowels) K: <i>A Tree is a Plant</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Consonant Blends) L: <i>Elephants (Amazing Animals)</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Three-Syllable Words, Comparative Endings –er and –est) L: <i>Frogs!</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With –ing) L: <i>What Do You Do With a Tail Like This?</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With Long i) M: <i>Chameleons Are Cool</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multisyllabic Words) M: <i>An Eye for Color</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Regular Past-Tense Verbs) M: <i>Two Bobbies: A True Story of Hurricane Katrina</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues) M: <i>Why Do Dogs Bark?</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies:</p>

<p>Suffixes)</p> <p>N: <i>Butterfly Boy</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Verb Ending –ed)</p> <p>N: <i>My Light</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Sounds: ou and ow)</p> <p>N: <i>Odd Animal Helpers</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>N: <i>Owls</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With Long a)</p> <p>N: <i>The Paperboy</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>N: <i>Pet Heroes</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multisyllabic Words)</p> <p>N: <i>A Picture Book of Jesse Owens</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With –ed)</p> <p>O: <i>Coming to America: The Story of Immigration</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes)</p> <p>O: <i>Rocks and Minerals</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multisyllabic Words)</p> <p>P: <i>Amelia and Eleanor Go for a Ride</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multisyllabic Words)</p> <p>P: <i>The Boy Who Harnessed the Wind</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Regular and Irregular Past-Tense Verbs)</p> <p>P: <i>If I Ran for President</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)</p> <p>P: <i>The Moon</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>P: <i>So You Want to Be an Inventor?</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Greek Roots)</p> <p>P: <i>Take a Giant Leap, Neil Armstrong!</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes)</p> <p>P: <i>Wolverine vs. Tasmanian Devil (Who Would Win?)</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes: -ous, -ful, -less, Double Medial Consonants)</p> <p>Q: <i>Barnum’s Bones</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Affixes and Roots)</p> <p>Q: <i>Bugs (Scholastic Discover More)</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>Q: <i>Dinosaurs (Scholastic Discover More)</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p>

	<p>Q: <i>A Medieval Feast</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>Q: <i>Playing to Win</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)</p>
<p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Each teacher card includes a Develop Fluency feature that engages students in activities that focus on reading fluently with proper reading rate, phrasing, accuracy, and expression.</p>
<p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>J: <i>Rap a Tap Tap: Here's Bojangles-Think of That!</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Contractions, Words With –ed)</p> <p>J: <i>What's In Washington, D.C.?</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Proper Nouns)</p> <p>J: <i>Wonderful Worms</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Adjectives)</p> <p>K: <i>Clifford for President</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Contractions)</p> <p>K: <i>Monarch Butterflies</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Contractions Using ‘s)</p> <p>K: <i>Ruby Bridges Goes to School</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Plurals)</p> <p>K: <i>Sky Color</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Irregular Past-Tense Verbs)</p> <p>K: <i>Skyscrapers</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Proper Nouns)</p> <p>L: <i>City Tales</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Contractions)</p> <p>L: <i>A House for Hermit Crab</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Adverbs Ending in –ly)</p> <p>L: <i>Panda Kindergarten</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Adjectives Ending in y)</p> <p>L: <i>We Are Alike, We Are Different</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Plurals)</p> <p>M: <i>Chameleons Are Cool</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Adverbs)</p> <p>M: <i>Dive! A Book of Deep—Sea Creatures</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With Apostrophes)</p>

	<p>M: <i>An Eye for Color</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Regular Past-Tense Verbs) M: <i>Frida</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Vivid Verbs) M: <i>Martin Luther King, Jr., and the March on Washington</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Irregular Verbs) N: <i>Butterfly Boy</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Verb Ending –ed) N: <i>Looking Closely in the Rain Forest</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Vivid Verbs) N: <i>A Picture Book of Jesse Owens</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With –ed) N: <i>Surprising Swimmers</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Proper Nouns) O: <i>Beachcombing</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Adjectives) O: <i>The Busy Body Book</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Commas in a Series, Strong Verbs) O: <i>Coming to America: The Story of Immigration</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Relative Pronouns) P: <i>The Boy Who Harnessed the Wind</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Regular and Irregular Past-Tense Verbs) P: <i>Grandma’s Gift</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With Apostrophes) Q: <i>Testing the Ice</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Commas)</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Each teacher card provides students the opportunity to demonstrate knowledge of language and its conventions through reading, writing, and speaking activities. In addition, the following titles include further activities: Q: <i>WordGirl: Tobey or Consequences</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Formal vs. Informal Language)</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word</p>	<p>Each teacher card includes a Vocabulary feature with Academic and Domain-Specific vocabulary words. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text. In addition, the following titles include further activities: J: <i>Go Ky a Flite</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues) J: <i>Only One</i> (Read and Analyze Informational Text/Cite Textual Evidence: use Context and Picture Clues)</p>

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with the same root (e.g., company, companion).
Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.
Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

J: *Play Ball!* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multiple-Meaning Words)
K: *10 Things I Can Do to Help My World* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)
L: *Biblioburro* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Homophones)
L: *City Tales* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes)
M: *Two Bobbies: A True Story of Hurricane Katrina* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)
M: *Why Do Dogs Bark?* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)
N: *The Magic School Bus Fixes a Bone* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Wordplay)
N: *Odd Animal Helpers* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)
N: *The Paperboy* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)
O: *Apples to Oregon* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Idioms)
O: *Coming to America: The Story of Immigration* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes)
O: *In the Garden With Dr. Carver* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)
O: *Planets* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multiple-Meaning Words)
O: *Sonia Sotomayor: A Judge Grows in the Bronx* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)
O: *Tell Me, Tree* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Antonyms)
P: *Girl Wonder* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Idioms)
P: *If I Ran for President* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)
P: *The Moon* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)
P: *Life in the Ocean* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Similes)
P: *The Moon* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)
P: *So You Want to Be an Inventor?* (Focus on Foundational Skills/Phonics and Word-Solving

	<p>Strategies: Greek Roots)</p> <p>P: <i>Take a Giant Leap, Neil Armstrong!</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes)</p> <p>P: <i>Wolverine vs. Tasmanian Devil (Who Would Win?)</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes: -ous, -ful, -less)</p> <p>Q: <i>Amazing Magnetism</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multiple-Meaning Words)</p> <p>Q: <i>Barnum's Bones</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Affixes and Roots)</p> <p>Q: <i>Bugs (Scholastic Discover More)</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>Q: <i>Dinosaurs (Scholastic Discover More)</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>Q: <i>A Medieval Feast</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>Q: <i>Playing to Win</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)</p>
<p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<p>Each teacher card includes a Write and Respond to Reading feature. These activities provide students with the opportunity to respond to the text through a variety of writing exercises. These include drawing/labeling, writing informative/explanatory, narrative and opinion compositions. For example,</p> <p>J: <i>Owl at Home</i> (Write and Respond to Reading: Write a Letter – narrative)</p> <p>K: <i>Ruby Bridges Goes to School</i> (Write and Respond to Reading: Write a Letter – opinion)</p> <p>L: <i>What Do We Do With a Tail Like This?</i> (Write and Respond to Reading: Make Fact Cards – informative/explanatory)</p> <p>M: <i>Frida</i> (Write and Respond to Reading: Write a Story – narrative)</p> <p>N: <i>Looking Closely in the Rain Forest</i> (Write and Respond to Reading: Write a Review – opinion)</p> <p>O: <i>Manfish</i> (Write and Respond to Reading: Write a Summary – informative/explanatory)</p> <p>P: <i>Girl Wonder</i> (Write and Respond to Reading: Write a Journal Entry – narrative)</p> <p>Q: <i>Amazing Magnetism</i> (Write and Respond to Reading: Write a Teacher Evaluation – opinion)</p>

<p>Use temporal words and phrases to signal event order. Provide a sense of closure.</p>	
<p>Production and Distribution of Writing</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>Each teacher card includes Write and Respond to Reading feature. These activities provide students with the opportunity to respond to the text through a variety of writing exercises. These include drawing/labeling, writing informative/explanatory, narrative and opinion compositions. As students work towards completion of these projects, teachers can provide guidance, support and encouragement that develop student writing proficiency. Teachers can guide students' exploration of digital tools as they are available and the teacher determines applicable in the classroom.</p>
<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>9. (Begins in grade 4)</p>	<p>Each teacher card includes Connect Across Texts and Connect to the Internet features. These features provide both print and website resources to further additional investigation into the topics presented in the text.</p>
<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Each teacher card includes a Write and Respond to Reading feature. These activities provide students with the opportunity to respond to the text through a variety of writing exercises. These include drawing/labeling, writing informative/explanatory, narrative and opinion compositions. Teachers can extend and/or modify these activities to meet student needs for both shorter and extended time frames.</p>
<p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>Explain their own ideas and understanding in light of the discussion.</p> <p>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>Each teacher card includes A First Look and Expand Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text.</p> <p>For example,</p> <p>J: <i>Go Ky a Flite</i> (Expand Oral Language/Conversation: Talk About Robots)</p> <p>K: <i>10 Things I Can Do to Help My World</i> (Expand Oral Language/Conversation: Talk About Ways to Help)</p> <p>L: <i>Frogs!</i> (Talk About Animal Needs)</p> <p>M: <i>Throw Your Tooth on the Roof</i> (Expand Oral Language/Conversation: Talk About Traditions)</p> <p>N: <i>Odd Animal Helpers</i> (Expand Oral Language/Conversation: Talk About Partnerships)</p> <p>O: <i>Coming to America: The Story of Immigration</i> (Expand Oral Language/Conversation: Discuss the Contributions of Immigrants)</p> <p>P: <i>Take a Giant Leap, Neil Armstrong!</i> (Expand Oral Language/Conversation: Discuss Character)</p> <p>Q: <i>Away West</i> (Expand Oral Language/Conversation: Talk About Opportunities)</p>

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<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>R: <i>Horses</i> (Expand Oral Language/Conversation: Talk About Interdependence)</p>
<p>Presentation of Knowledge and Ideas</p> <p>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>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> <p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Each teacher card includes an Expand Oral Language/Conversation feature. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Through these discussions students are able to practice presentation skills including organization of thought, use of evidence from the material, and appropriate use of language.</p>

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<p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>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>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>N: <i>Butterfly Boy</i> (Read and Analyze Literature/Cite Textual Evidence: Identify Theme, Develop Comprehension)</p> <p>N: <i>The Paperboy</i> (Develop Comprehension)</p> <p>O: <i>Apples to Oregon</i> (Read and Analyze Literature/Cite Textual Evidence: Understand Theme, Develop Comprehension)</p> <p>O: <i>In the Garden With Dr. Carver</i> (Read and Analyze Literature/Cite Textual Evidence: Describe the Characters, Develop Comprehension)</p> <p>P: <i>Amelia and Eleanor Go for a Ride</i> (Develop Comprehension)</p> <p>P: <i>Girl Wonder</i> (Read and Analyze Literature/Cite Textual Evidence: Describe Characters, Develop Comprehension)</p> <p>P: <i>Grandma’s Gift</i> (Read and Analyze Literature/Cite Textual Evidence: Make Inferences, Develop Comprehension)</p> <p>P: <i>If I Ran for President</i> (Develop Comprehension)</p> <p>Q: <i>Away West</i> (Read and Analyze Literature/Cite Textual Evidence: Determine the Theme, Develop Comprehension)</p> <p>Q: <i>WordGirl: Tobey or Consequences</i> (Read and Analyze Literature Cite/Textual Evidence: Describe Characters, Develop Comprehension)</p> <p>R: <i>Looking Like Me</i> (Read and Analyze Literature/Cite Evidence: Identify Structural Elements, Develop Comprehension)</p> <p>R: <i>Sadako and the Thousand Paper Cranes</i> (Read and Analyze Literature/Cite Textual Evidence: Analyze Characters, Develop Comprehension)</p> <p>S: <i>Dancing Home</i> (Read and Analyze Literature/Cite Textual Evidence: Compare and Contrast Characters, Develop Comprehension)</p> <p>S: <i>Louie: The Stray Who Was Saved</i> (Develop Comprehension)</p> <p>S: <i>A Thousand Cranes</i> (Develop Comprehension)</p> <p>T: <i>The Strongest Man in the World</i> (Develop Comprehension)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in</p>	<p>Each teacher card for the following fiction texts include Vocabulary: Academic and Domain-Specific features. These features highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text.</p>

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<p>mythology (e.g., Herculean).</p> <p>5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>N: <i>Butterfly Boy</i> N: <i>The Paperboy</i> O: <i>Apples to Oregon</i> O: <i>In the Garden With Dr. Carver</i> P: <i>Amelia and Eleanor Go for a Ride</i> P: <i>Girl Wonder</i> P: <i>Grandma’s Gift</i> P: <i>If I Ran for President</i> Q: <i>Away West</i> Q: <i>WordGirl: Tobey or Consequences</i> R: <i>Looking Like Me</i> R: <i>Sadako and the Thousand Paper Cranes</i> S: <i>Dancing</i> S: <i>Louie: The Stray Who Was Saved</i> S: <i>A Thousand Cranes</i> T: <i>The Strongest Man in the World</i></p> <p>In addition, the following titles include further activities: N: <i>Butterfly Boy</i> (Challenging Features: Vocabulary) N: <i>The Paperboy</i> (Supporting Features: Vocabulary, Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues) O: <i>Apples to Oregon</i> (Challenging Features: Vocabulary) O: <i>In the Garden With Dr. Carver</i> (Vocabulary: Academic Vocabulary Develop Comprehension) P: <i>Amelia and Eleanor Go for a Ride</i> (Challenging Features: Vocabulary) P: <i>Girl Wonder</i> (Challenging Features: Vocabulary, Develop Comprehension: Thinking About the Text) P: <i>Grandma’s Gift</i> (Challenging and Supporting Features: Vocabulary) P: <i>If I Ran for President</i> (Challenging Features: Vocabulary, Read and Analyze Literature/Cite Textual Evidence: Identify Words and Phrases) Q: <i>Away West</i> (Challenging Features: Vocabulary) Q: <i>WordGirl: Tobey or Consequences</i> (Supporting Features: Vocabulary, Develop Comprehension: Thinking About the Text) R: <i>Looking Like Me</i> (Challenging Features: Vocabulary, Read and Analyze Literature /Cite Textual Evidence: Identify Structural Elements) R: <i>Sadako and the Thousand Paper Cranes</i> (Supporting Features: Vocabulary) S: <i>Dancing Home</i> (Challenging Features: Vocabulary) S: <i>Louie: The Stray Who Was Saved</i> (Supporting Features: Vocabulary, Read and Analyze Literature/Cite Text Evidence: Understand Point of View, Develop Comprehension: Thinking About the Text) S: <i>A Thousand Cranes</i> (Supporting Features: Vocabulary) T: <i>The Strongest Man in the World</i> (Supporting Features: Vocabulary)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version</p>	<p>The following titles allow opportunity to compare and contrast themes in literature from different cultures: R: <i>Looking Like Me</i></p>

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<p>reflects specific descriptions and directions in the text. 8. (Not applicable to literature) 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>R: <i>Sadako and the Thousand Paper Cranes</i> S: <i>Dancing Home</i> S: <i>A Thousand Cranes</i></p> <p>In addition, the following titles include further activities: Q: <i>WordGirl: Tobey or Consequences</i> (Text Type: Teleplay) S: <i>A Thousand Cranes</i> (Text Type: Play, Read and Analyze Literature/Cite Textual Evidence: Visualize) T: <i>The Strongest Man in the World</i> (Text Type: Graphic Novel, Read and Analyze Literature/Cite Textual Evidence: Interpret Visual Information)</p>
<p>Range of Reading and Complexity of Text 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>This collection includes titles from Levels M-T that represent a variety of genres and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p>
<p>Reading: Informational Text Key Ideas and Details 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>M: <i>Dive! A Book of Deep-Sea Creatures</i> (Read and Analyze Informational Text/Cite Textual Evidence: Compare and Contrast Details) M: <i>Frida</i> (Read and Analyze Informational Text/Cite Textual Evidence: Connect Biographical Events) M: <i>From Seed to Plant</i> (Develop Comprehension) M: <i>Martin Luther King, Jr., and the March on Washington</i> (Read and Analyze Informational Text/Cite Textual Evidence: Understand Historical Events) M: <i>Two Bobbies: A True Story of Hurricane Katrina</i> (Read and Analyze Informational Text/Cite Textual Evidence, Develop Comprehension) N: <i>Looking Closely in the Rain Forest</i> (Develop Comprehension) N: <i>The Magic School Bus Fixes a Bone</i> (Develop Comprehension) N: <i>My Light</i> (Read and Analyze Informational Text/Cite Textual Evidence: Describe Relationships Between Ideas, Develop Comprehension) N: <i>Odd Animal Helpers</i> (Develop Comprehension) N: <i>Owls</i> (Develop Comprehension) N: <i>Pet Heroes</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Main Idea and Details, Develop Comprehension) N: <i>A Picture Book of Jesse Owens</i> (Develop Comprehension) N: <i>Surprising Swimmers</i> (Develop Comprehension) O: <i>Beachcombing</i> (Develop Comprehension) O: <i>The Busy Body Book</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Main Idea and Details, Develop Comprehension) O: <i>Coming to America: The Story of Immigration</i> (Read and Analyze Informational Text/Cite Textual Evidence: Describe a Series of Historical Events, Develop Comprehension) O: <i>Manfish</i> (Read and Analyze Informational Text/Cite Textual Evidence: Summarize Text, Develop Comprehension)</p>

O: *Planets* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Details, Develop Comprehension)

O: *Rocks and Minerals* (Develop Comprehension)

O: *Sonia Sotomayor: A Judge Grows in the Bronx* (Develop Comprehension)

O: *Tell Me, Tree* (Develop Comprehension)

P: *The Boy Who Harnessed the Wind* (Develop Comprehension)

P: *Life in the Ocean* (Develop Comprehension)

P: *The Moon* (Develop Comprehension)

P: *So You Want to Be an Inventor?* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Supporting Reasons and Evidence, Develop Comprehension)

P: *Take a Giant Leap, Neil Armstrong!* (Develop Comprehension)

P: *Wolverine vs. Tasmanian Devil (Who Would Win?)* (Develop Comprehension)

Q: *Amazing Magnetism (The Magic School Bus)* (Develop Comprehension)

Q: *Barnum's Bones* (Develop Comprehension)

Q: *Bugs (Scholastic Discover More)* (Develop Comprehension)

Q: *The Camping Trip That Changed America* (Develop Comprehension)

Q: *Dinosaurs (Scholastic Discover More)* (Read and Analyze Informational Text/Cite Textual Evidence: Summarize the Text, Develop Comprehension)

Q: *A Medieval Feast* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Key Details in Text and Art, Develop Comprehension)

Q: *Playing to Win* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Main Idea and Supporting Details, Develop Comprehension)

Q: *Testing the Ice* (Read and Analyze Informational Text/Cite Textual Evidence: Draw Inferences, Develop Comprehension)

R: *Annie Sullivan and the Trials of Helen Keller* (Develop Comprehension)

R: *The Buzz on Bees* (Develop Comprehension)

R: *Everything Dolphin* (Read and Analyze Informational Text/Cite Textual Evidence: Explain an Author's Use of Reasons and Evidence, Develop Comprehension)

R: *Horses* (Read and Analyze Informational Text/Cite Textual Evidence: Summarize the Text, Develop Comprehension)

R: *Luis Alvarez: Wild Idea Man* (Read and Analyze Informational Text/Cite Textual Evidence: Draw Inferences, Develop Comprehension)

R: *Queen of the Track* (Read and Analyze Informational Text/Cite Textual Evidence: Make Inferences, Develop Comprehension)

R: *The Trail of Tears* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Events in a Historical Text, Develop Comprehension)

R: *Volcanoes* (Read and Analyze Informational Text/Cite Textual Evidence: Explain Concepts in a Scientific Text, Develop Comprehension)

S: *The Cod's Tale* (Develop Comprehension)

	<p>S: <i>Helen Keller: Her Life in Pictures</i> (Develop Comprehension)</p> <p>S: <i>Lizards</i> (Develop Comprehension)</p> <p>S: <i>Martin's Big Words</i> (Read and Analyze Informational Text/Cite Textual Evidence: Determine Main Ideas and Explain Details, Develop Comprehension)</p> <p>S: <i>Monster Hunt</i> (Read and Analyze Informational Text/Cite Textual Evidence: Summarize Information, Develop Comprehension)</p> <p>S: <i>Nelson Mandela</i> (Develop Comprehension)</p> <p>S: <i>Neo Leo: The Ageless Ideas of Leonardo da Vinci</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Points, Reasons, and Evidence, Develop Comprehension)</p> <p>T: <i>Bad News for Outlaws</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain the Relationship of Events, Develop Comprehension)</p> <p>T: <i>Bill the Boy Wonder</i> (Read and Analyze Informational Text/Cite Textual Evidence: Analyze How Authors Support Their Points, Develop Comprehension)</p> <p>T: <i>The Great Serum Race</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain Relationships Between Events, Develop Comprehension)</p> <p>T: <i>Hands Around the Library</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Supporting Reasons and Evidence, Develop Comprehension)</p> <p>T: <i>Ida B. Wells: Let the Truth Be Told</i> (Read and Analyze Informational Text/Cite Textual Evidence: Make Inferences, Develop Comprehension)</p> <p>T: <i>Jackie Robinson: American Hero</i> (Develop Comprehension)</p> <p>T: <i>Looking at Lincoln</i> (Develop Comprehension)</p> <p>T: <i>Muscles</i> (Develop Comprehension)</p> <p>T: <i>My Librarian is a Camel</i> (Read and Analyze Informational Text/Cite Textual Evidence: Summarize the Text, Develop Comprehension)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>Each teacher card for the following informational texts include Vocabulary: Academic and Domain-Specific features. These features highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text.</p> <p>M: <i>Bat Loves the Night</i></p> <p>M: <i>Chameleons Are Cool</i></p> <p>M: <i>Dive! A Book of Deep-Sea Creatures</i></p> <p>M: <i>An Eye for Color</i></p> <p>M: <i>Frida</i></p> <p>M: <i>From Seed to Plant</i></p> <p>M: <i>Martin Luther King, Jr., and the March on Washington</i></p> <p>M: <i>Throw Your Tooth on the Roof</i></p> <p>M: <i>Two Bobbies: A True Story of Hurricane Katrina</i></p> <p>M: <i>Why Do Dogs Bark?</i></p> <p>N: <i>Looking Closely in the Rain Forest</i></p> <p>N: <i>The Magic School Bus Fixes a Bone</i></p> <p>N: <i>My Light</i></p>

N: *Odd Animal Helpers*
N: *Owls*
N: *Pet Heroes*
N: *A Picture Book of Jesse Owens*
N: *Surprising Swimmers*
O: *Beachcombing*
O: *The Busy Body Book*
O: *Coming to America: The Story of Immigration*
O: *Manfish*
O: *Planets*
O: *Rocks and Minerals*
O: *Sonia Sotomayor: A Judge Grows in the Bronx*
O: *Tell Me, Tree*
P: *The Boy Who Harnessed the Wind*
P: *Life in the Ocean*
P: *The Moon*
P: *So You Want to Be an Inventor?*
P: *Take a Giant Leap, Neil Armstrong!*
P: *Wolverine vs. Tasmanian Devil (Who Would Win?)*
Q: *Amazing Magnetism (The Magic School Bus)*
Q: *Barnum's Bones*
Q: *Bugs (Scholastic Discover More)*
Q: *The Camping Trip That Changed America*
Q: *Dinosaurs (Scholastic Discover More)*
Q: *A Medieval Feast*
Q: *Playing to Win*
Q: *Testing the Ice*
R: *Annie Sullivan and the Trials of Helen Keller*
R: *The Buzz on Bees*
R: *Everything Dolphin*
R: *Horses*
R: *Luis Alvarez: Wild Idea Man*
R: *Queen of the Track*
R: *The Trail of Tears*
R: *Volcanoes*
S: *The Cod's Tale*
S: *Helen Keller: Her Life in Pictures*
S: *Lizards*
S: *Martin's Big Words*

S: *Monster Hunt*
 S: *Nelson Mandela*
 S: *Neo Leo: The Ageless Ideas of Leonardo da Vinci*
 T: *Bad News for Outlaws*
 T: *Bill the Boy Wonder*
 T: *The Great Serum Race*
 T: *Hands Around the Library*
 T: *Ida B. Wells: Let the Truth Be Told*
 T: *Jackie Robinson: American Hero*
 T: *Looking at Lincoln*
 T: *Muscles*
 T: *My Librarian is a Camel*

In addition, the following titles include further activities:

M: *Throw Your Tooth on the Roof* (Develop Comprehension)
 N: *The Magic School Bus Fixes a Bone* (Read and Analyze Informational Text/Cite Textual Evidence: Understand Sequence)
 O: *Beachcombing* (Read and Analyze Informational Text/Cite Textual Evidence: Determine the Meaning of Words)
 O: *Coming to America: The Story of Immigration* (Read and Analyze Informational Text/Cite Textual Evidence: Describe a Series of Historical Events)
 O: *Sonia Sotomayor: A Judge Grows in the Bronx* (Read and Analyze Informational Text/Cite Textual Evidence: Determine the Meanings of Words and Phrases)
 O: *Tell Me, Tree* (Read and Analyze Informational Text/Cite Textual Evidence: Understand Cause and Effect)
 P: *The Boy Who Harnessed the Wind* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Text Structure)
 P: *The Moon* (Read and Analyze Informational Text/Cite Textual Evidence: Recognize Cause and Effect)
 P: *Take a Giant Leap, Neil Armstrong!* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Text Structure)
 P: *Wolverine vs. Tasmanian Devil (Who Would Win?)* (Read and Analyze Informational Text/Cite Textual Evidence: Compare and Contrast)
 Q: *Amazing Magnetism (The Magic School Bus)* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Story Structure)
 Q: *Barnum's Bones* (Read and Analyze Informational Text/Cite Textual Evidence: Determine the Meanings of Words)
 Q: *The Camping Trip That Changed America* (Read and Analyze Informational Text/Cite Textual Evidence: Recognize Sequence)

	<p>R: <i>The Buzz on Bees</i> (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Text Structure)</p> <p>R: <i>The Trail of Tears</i> (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Events in a Historical Text)</p> <p>R: <i>Volcanoes</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain Concepts in a Scientific Text)</p> <p>S: <i>Nelson Mandela</i> (Read and Analyze Informational Text/Cite Textual Evidence: Use Context Clues)</p> <p>T: <i>Bad News for Outlaws</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain the Relationship of Events)</p> <p>T: <i>The Great Serum Race</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain Relationships Between Events)</p> <p>T: <i>Muscles</i> (Read and Analyze Informational Text/Cite Textual Evidence: Determine Meaning)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Each teacher card for the following informational texts includes Informational Text Features. This feature highlights the text features unique to informational text and explains how they enhance the understanding of the material (ex: sidebars, captions, diagrams, maps).</p> <p>M: <i>Bat Loves the Night</i></p> <p>M: <i>Chameleons Are Cool</i></p> <p>M: <i>Dive! A Book of Deep-Sea Creatures</i></p> <p>M: <i>An Eye for Color</i></p> <p>M: <i>Frida</i></p> <p>M: <i>From Seed to Plant</i></p> <p>M: <i>Martin Luther King, Jr., and the March on Washington</i></p> <p>M: <i>Throw Your Tooth on the Roof</i></p> <p>M: <i>Two Bobbies: A True Story of Hurricane Katrina</i></p> <p>M: <i>Why Do Dogs Bark?</i></p> <p>N: <i>Looking Closely in the Rain Forest</i></p> <p>N: <i>The Magic School Bus Fixes a Bone</i></p> <p>N: <i>My Light</i></p> <p>N: <i>Odd Animal Helpers</i></p> <p>N: <i>Owls</i></p> <p>N: <i>Pet Heroes</i></p> <p>N: <i>A Picture Book of Jesse Owens</i></p> <p>N: <i>Surprising Swimmers</i></p> <p>O: <i>Beachcombing</i></p> <p>O: <i>The Busy Body Book</i></p> <p>O: <i>Coming to America: The Story of Immigration</i></p> <p>O: <i>Manfish</i></p> <p>O: <i>Planets</i></p> <p>O: <i>Rocks and Minerals</i></p>

O: *Sonia Sotomayor: A Judge Grows in the Bronx*
O: *Tell Me, Tree*
P: *The Boy Who Harnessed the Wind*
P: *Life in the Ocean*
P: *The Moon*
P: *So You Want to Be an Inventor?*
P: *Take a Giant Leap, Neil Armstrong!*
P: *Wolverine vs. Tasmanian Devil (Who Would Win?)*
Q: *Amazing Magnetism (The Magic School Bus)*
Q: *Barnum's Bones*
Q: *Bugs (Scholastic Discover More)*
Q: *The Camping Trip That Changed America*
Q: *Dinosaurs (Scholastic Discover More)*
Q: *A Medieval Feast*
Q: *Playing to Win*
Q: *Testing the Ice*
R: *Annie Sullivan and the Trials of Helen Keller*
R: *The Buzz on Bees*
R: *Everything Dolphin*
R: *Horses*
R: *Luis Alvarez: Wild Idea Man*
R: *Queen of the Track*
R: *The Trail of Tears*
R: *Volcanoes*
S: *The Cod's Tale*
S: *Helen Keller: Her Life in Pictures*
S: *Lizards*
S: *Martin's Big Words*
S: *Monster Hunt*
S: *Nelson Mandela*
S: *Neo Leo: The Ageless Ideas of Leonardo da Vinci*
T: *Bad News for Outlaws*
T: *Bill the Boy Wonder*
T: *The Great Serum Race*
T: *Hands Around the Library*
T: *Ida B. Wells: Let the Truth Be Told*
T: *Jackie Robinson: American Hero*
T: *Looking at Lincoln*
T: *Muscles*

T: *My Librarian is a Camel*

In addition, the following titles contain further activities:

M: *Bat Loves the Night* (Read and Analyze Informational Text/Cite Textual Evidence: Use Images and Text to Show Understanding)

M: *An Eye for Color* (Read and Analyze Informational Text/Cite Textual Evidence: Use Visual Information)

N: *Odd Animal Helpers* (Read and Analyze Informational Text/Cite Textual Evidence: Use Text Features)

N: *Owls* (Read and Analyze Informational Text/Cite Textual Evidence: Interpret Information)

N: *Surprising Swimmers* (Read and Analyze Informational Text/Cite Textual Evidence: Use Text Features)

O: *Rocks and Minerals* (Read and Analyze Informational Text/Cite Textual Evidence: Explain How Illustrations Support Text)

P: *Life in the Ocean* (Read and Analyze Informational Text/Cite Textual Evidence: Explain How Illustrations Support Text)

P: *So You Want to Be an Inventor?* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Supporting Reasons and Evidence)

Q: *Bugs (Scholastic Discover More)* (Read and Analyze Informational Text/Cite Textual Evidence: Interpret Text and Visuals)

R: *Annie Sullivan and the Trials of Helen Keller* (Read and Analyze Informational Text/Cite Textual Evidence: Integrate Information From Illustrations)

R: *Everything Dolphin* (Read and Analyze Informational Text/Cite Textual Evidence: Explain and Author's Use of Reasons and Evidence)

S: *The Cod's Tale* (Read and Analyze Informational Text/Cite Textual Evidence: Use Text Features)

S: *Helen Keller: Her Life in Pictures* (Read and Analyze Informational Text/Cite Textual Evidence: Integrate Information)

S: *Lizards* (Read and Analyze Informational Text/Cite Textual Evidence: Interpret Visual Information)

S: *Neo Leo: The Ageless Ideas of Leonardo da Vinci* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Points, Reasons, and Evidence)

T: *Bill the Boy Wonder* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze How Authors Support Their Points)

T: *Hands Around the Library* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Supporting Reasons and Evidence)

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 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

This collection includes titles from Levels M-T that represent a variety of informational texts and difficulty levels. Each title includes a teacher card outlining support activities for that text.

Reading: Foundational Skills**Phonics and Word Recognition**

3. Know and apply grade-level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

M: *Chameleons Are Cool* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multisyllabic Words)

M: *An Eye for Color* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Regular Past-Tense Verbs)

M: *Two Bobbies: A True Story of Hurricane Katrina* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

M: *Why Do Dogs Bark?* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)

N: *Butterfly Boy* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Verb Ending –ed)

N: *My Light* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Sounds: ou and ow)

N: *Odd Animal Helpers* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

N: *Owls* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With Long a)

N: *The Paperboy* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

N: *Pet Heroes* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multisyllabic Words)

N: *A Picture Book of Jesse Owens* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With –ed)

O: *Coming to America: The Story of Immigration* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes)

O: *Rocks and Minerals* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multisyllabic Words)

P: *Amelia and Eleanor Go for a Ride* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multisyllabic Words)

P: *The Boy Who Harnessed the Wind* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Regular and Irregular Past-Tense Verbs)

P: *If I Ran for President* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)

P: *The Moon* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

P: *So You Want to Be an Inventor?* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Greek Roots)

P: *Take a Giant Leap, Neil Armstrong!* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes)

P: *Wolverine vs. Tasmanian Devil (Who Would Win?)* (Focus on Foundational Skills/Phonics

	<p>and Word-Solving Strategies: Suffixes: -ous, -ful, -less, Double Medial Consonants)</p> <p>Q: <i>Barnum’s Bones</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Affixes and Roots)</p> <p>Q: <i>Bugs (Scholastic Discover More)</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>Q: <i>Dinosaurs (Scholastic Discover More)</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>Q: <i>A Medieval Feast</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>Q: <i>Playing to Win</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)</p> <p>R: <i>The Buzz on Bees</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>R: <i>Everything Dolphin</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>R: <i>Horses</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Adverbs With Suffix -ly)</p> <p>R: <i>Luis Alvarez: Wild Idea Man</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)</p> <p>R: <i>The Trail of Tears</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefix dis-)</p> <p>R: <i>Volcanoes</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multisyllabic Words)</p> <p>S: <i>Louie: The Stray Who Was Saved</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Long a spelled ay, ei, a)</p> <p>S: <i>Neo Leo: The Ageless Ideas of Leonardo da Vinci</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Latin Roots)</p> <p>T: <i>Bad News for Outlaws</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffix -ly)</p> <p>T: <i>Looking at Lincoln</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>T: <i>Muscles</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Latin Roots)</p>
<p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and</p>	<p>Each teacher card includes a Develop Fluency feature that engages students in activities that focus on reading fluently with proper reading rate, phrasing, accuracy, and expression.</p>

understanding, rereading as necessary.	
<p>Language Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>M: <i>Chameleons Are Cool</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Adverbs) M: <i>Dive! A Book of Deep—Sea Creatures</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With Apostrophes) N: <i>Surprising Swimmers</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Proper Nouns) O: <i>The Busy Body Book</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Commas in a Series) O: <i>Coming to America: The Story of Immigration</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Relative Pronouns) P: <i>Grandma’s Gift</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With Apostrophes) Q: <i>Testing the Ice</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Commas) T: <i>Hands Around the Library</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Pronouns)</p>
<p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>Each teacher card provides students the opportunity to demonstrate knowledge of language and its conventions through reading, writing, and speaking activities. In addition, the following titles include further activities: Q: <i>WordGirl: Tobey or Consequences</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Formal vs. Informal Language) R: <i>Looking Like Me</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Formal vs. Informal Language)</p>
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as</p>	<p>Each teacher card includes a Vocabulary feature with Academic and Domain-Specific vocabulary words. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text. In addition, the following titles include further activities: M: <i>An Eye for Color</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Regular Past-Tense Verbs)</p>

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<p>clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>M: <i>Two Bobbies: A True Story of Hurricane Katrina</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>M: <i>Why Do Dogs Bark?</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)</p> <p>N: <i>Butterfly Boy</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Verb Ending –ed)</p> <p>N: <i>The Magic School Bus Fixes a Bone</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Wordplay)</p> <p>N: <i>Odd Animal Helpers</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>N: <i>The Paperboy</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>N: <i>A Picture Book of Jesse Owens</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With –ed)</p> <p>O: <i>Apples to Oregon</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Idioms)</p> <p>O: <i>Coming to America: The Story of Immigration</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes)</p> <p>O: <i>In the Garden With Dr. Carver</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)</p> <p>O: <i>Planets</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multiple-Meaning Words)</p> <p>O: <i>Sonia Sotomayor: A Judge Grows in the Bronx</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)</p> <p>O: <i>Tell Me, Tree</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Antonyms)</p> <p>P: <i>Girl Wonder</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Idioms)</p> <p>P: <i>If I Ran for President</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)</p> <p>P: <i>The Moon</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>P: <i>Life in the Ocean</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Similes)</p> <p>P: <i>The Moon</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>P: <i>So You Want to Be an Inventor?</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Greek Roots)</p> <p>P: <i>Take a Giant Leap, Neil Armstrong!</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes)</p>
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P: *Wolverine vs. Tasmanian Devil (Who Would Win?)* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes: -ous, -ful, -less, Double Medial Consonants)

Q: *Amazing Magnetism* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multiple-Meaning Words)

Q: *Barnum's Bones* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Affixes and Roots)

Q: *Bugs (Scholastic Discover More)* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

Q: *Dinosaurs (Scholastic Discover More)* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

Q: *A Medieval Feast* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

Q: *Playing to Win* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)

R: *The Buzz on Bees* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

R: *Everything Dolphin* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

R: *Horses* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Adverbs With Suffix -ly)

R: *Luis Alvarez: Wild Idea Man* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)

R: *Queen of the Track* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)

R: *The Trail of Tears* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefix dis-)

S: *Dancing Home* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Foreign Words)

S: *Lizards* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)

S: *Martin's Big Words* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Antonyms)

S: *Monster Hunt* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Scientific Names)

S: *Nelson Mandela* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)

S: *Neo Leo: The Ageless Ideas of Leonardo da Vinci* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Latin Roots)

T: *Bad News for Outlaws* (Focus on Foundational Skills/Phonics and Word-Solving Strategies:

	<p>Suffix –ly)</p> <p>T: <i>Bill the Boy Wonder</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)</p> <p>T: <i>The Great Serum Race</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multiple-Meaning Words)</p> <p>T: <i>Jackie Robinson: American Hero</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Idioms)</p> <p>T: <i>Looking at Lincoln</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>T: <i>Muscles</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Latin Roots)</p> <p>T: <i>My Librarian is a Camel</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multiple-Meaning Words)</p> <p>T: <i>The Strongest Man in the World</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words in Other Languages: French)</p>
<p>Writing Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator</p>	<p>Each teacher card includes a Write and Respond to Reading feature. These activities provide students with the opportunity to respond to the text through a variety of writing exercises. These include drawing/labeling, writing informative/explanatory, narrative and opinion compositions. For example,</p> <p>M: <i>Frida</i> (Write and Respond to Reading: Write a Story – narrative)</p> <p>N: <i>Looking Closely in the Rain Forest</i> (Write and Respond to Reading: Write a Review – opinion)</p> <p>O: <i>Manfish</i> (Write and Respond to Reading: Write a Summary – informative/explanatory)</p> <p>P: <i>Girl Wonder</i> (Write and Respond to Reading: Write a Journal Entry – narrative)</p> <p>Q: <i>Amazing Magnetism</i> (Write and Respond to Reading: Write a Teacher Evaluation – opinion)</p> <p>R: <i>Queen of the Track</i> (Write and Respond to Reading: Write a Profile – informative/explanatory)</p> <p>S: <i>Monster Hunt</i> (Write and Respond to Reading: Write an Explorer’s Log – narrative)</p> <p>T: <i>Bad News for Outlaws</i> (Write and Respond to Reading: Write an Opinion – opinion)</p>

<p>and/or characters; organize an event sequence that unfolds naturally.</p> <p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>	
<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Each teacher card includes Write and Respond to Reading feature. These activities provide students with the opportunity to respond to the text through a variety of writing exercises. These include drawing/labeling, writing informative/explanatory, narrative and opinion compositions. As students work towards completion of these projects, teachers can provide guidance, support and encouragement that develop student writing proficiency. Teachers can guide students' exploration of digital tools as they are available and the teacher determines applicable in the classroom.</p>
<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>Each teacher card includes Connect Across Texts and Connect to the Internet features. These features provide both print and website resources to further additional investigation into the topics presented in the text.</p>
<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Each teacher card includes a Write and Respond to Reading feature. These activities provide students with the opportunity to respond to the text through a variety of writing exercises. These include drawing/labeling, writing informative/explanatory, narrative and opinion compositions. Teachers can extend and/or modify these activities to meet student needs for both shorter and extended time frames.</p>
<p>Speaking & Listening</p>	<p>Each teacher card includes A First Look and Expand Oral Language/Conversation features.</p>

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<p>Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text.</p> <p>For example,</p> <p>M: <i>Throw Your Tooth on the Roof</i> (Expand Oral Language/Conversation: Talk About Traditions)</p> <p>N: <i>Odd Animal Helpers</i> (Expand Oral Language/Conversation: Talk About Partnerships)</p> <p>O: <i>Coming to America: The Story of Immigration</i> (Expand Oral Language/Conversation: Discuss the Contributions of Immigrants)</p> <p>P: <i>Take a Giant Leap, Neil Armstrong!</i> (Expand Oral Language/Conversation: Discuss Character)</p> <p>Q: <i>Away West</i> (Expand Oral Language/Conversation: Talk About Opportunities)</p> <p>R: <i>Horses</i> (Expand Oral Language/Conversation: Talk About Interdependence)</p> <p>S: <i>Helen Keller: Her Life in Pictures</i> (Expand Oral Language/Conversation: Talk About Overcoming Difficulties)</p> <p>T: <i>Looking at Lincoln</i> (Expand Oral Language/Conversation: Talk About Leaders)</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>Each teacher card includes an Expand Oral Language/Conversation feature. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Through these discussions students are able to practice presentation skills including organization of thought, use of evidence from the material, and appropriate use of language.</p>

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<p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>Q: <i>Away West</i> (Read and Analyze Literature/Cite Textual Evidence: Determine the Theme, Develop Comprehension)</p> <p>Q: <i>WordGirl: Tobey or Consequences</i> (Read and Analyze Literature Cite/Textual Evidence: Describe Characters, Develop Comprehension)</p> <p>R: <i>Looking Like Me</i> (Read and Analyze Literature/Cite Evidence: Identify Structural Elements, Develop Comprehension)</p> <p>R: <i>Sadako and the Thousand Paper Cranes</i> (Read and Analyze Literature/Cite Textual Evidence: Analyze Characters, Develop Comprehension)</p> <p>S: <i>Dancing Home</i> (Read and Analyze Literature/Cite Textual Evidence: Compare and Contrast Characters, Develop Comprehension)</p> <p>S: <i>Louie: The Stray Who Was Saved</i> (Develop Comprehension)</p>
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	<p>S: <i>A Thousand Cranes</i> (Develop Comprehension) T: <i>The Strongest Man in the World</i> (Develop Comprehension) U: <i>Around the World</i> (Develop Comprehension) U: <i>Fearless</i> (Read and Analyze Literature/Cite Textual Evidence: Make Inferences, Develop Comprehension) U: <i>Ghost Hunt</i> (Read and Analyze Literature/Cite Textual Evidence: Make Inferences, Develop Comprehension) U: <i>The Wright Brothers' First Flight</i> (Develop Comprehension) V: <i>Dear America: So Far From Home</i> (Develop Comprehension) V: <i>Thunder From the Sea</i> (Read and Analyze Literature/Cite Textual Evidence: Analyze Character Responses to Events, Develop Comprehension) W: <i>Down to the Last Out</i> (Develop Comprehension) W: <i>Wonderstruck</i> (Develop Comprehension)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>6. Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>Each teacher card for the following fiction texts include Vocabulary: Academic and Domain-Specific features. These features highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text.</p> <p>Q: <i>Away West</i> Q: <i>WordGirl: Tobey or Consequences</i> R: <i>Looking Like Me</i> R: <i>Sadako and the Thousand Paper Cranes</i> S: <i>Dancing Home</i> S: <i>Louie: The Stray Who Was Saved</i> S: <i>A Thousand Cranes</i> T: <i>The Strongest Man in the World</i> U: <i>Around the World</i> U: <i>Fearless</i> U: <i>Ghost Hunt</i> U: <i>The Wright Brothers' First Flight</i> V: <i>Dear America: So Far From Home</i> V: <i>Thunder From the Sea</i> W: <i>Down to the Last Out</i> W: <i>Wonderstruck</i></p> <p>In addition, the following titles include further activities: Q: <i>WordGirl: Tobey or Consequences</i> (Develop Comprehension: Thinking About the Text) R: <i>Looking Like Me</i> (Read and Analyze Literature /Cite Textual Evidence: Identify Structural Elements) S: <i>Louie: The Stray Who Was Saved</i> (Read and Analyze Literature/Cite Text Evidence: Understand Point of View, Develop Comprehension: Thinking About the Text) S: <i>A Thousand Cranes</i> (Phonics and Word-Solving Strategies: Similes and Metaphors) U: <i>The Wright Brothers' First Flight</i> (Read and Analyze Literature/Cite Textual Evidence: Understand the Structural Elements of Drama) V: <i>Dear America: So Far From Home</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Colloquial Language) V: <i>Thunder From the Sea</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies:</p>

	<p>Dialect) W: <i>Down to the Last Out</i> (Read and Analyze Literature/Cite Textual Evidence: Analyze Point of View)</p>
<p>Integration of Knowledge and Ideas 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 8. (Not applicable to literature) 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>The following titles allow opportunity to analyze how different visual and multimedia elements contribute to a work of literature: Q: <i>WordGirl: Tobey or Consequences</i> (Teleplay) S: <i>A Thousand Cranes</i> (Play) T: <i>The Strongest Man in the World</i> (Graphic Novel) U: <i>Around the World</i> (Graphic Novel) U: <i>The Wright Brothers' First Flight</i> (Radio Play) V: <i>Dear America: So Far From Home</i> (Teleplay) V: <i>Thunder From the Sea</i> (Graphic Novel) W: <i>Wonderstruck</i> (Graphic Novel)</p> <p>In addition, the following titles include further activities: S: <i>A Thousand Cranes</i> (Read and Analyze Literature/Cite Textual Evidence: Visualize) T: <i>The Strongest Man in the World</i> (Read and Analyze Literature/Cite Textual Evidence: Interpret Visual Information) U: <i>Around the World</i> (Read and Analyze Literature/Cite Textual Evidence: Use Picture Details) V: <i>Into the Volcano</i> (Read and Analyze Informational Text/Cite Textual Evidence: Interpret and Integrate Information) W: <i>Wonderstruck</i> (Read and Analyze Literature/Cite Evidence: Compare Visual Elements With Text)</p>
<p>Range of Reading and Complexity of Text 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>This collection includes titles from Levels Q–W that represent a variety of genres and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p>
<p>Reading: Informational Text Key Ideas and Details 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>Q: <i>Amazing Magnetism (The Magic School Bus)</i> (Develop Comprehension) Q: <i>Barnum's Bones</i> (Develop Comprehension) Q: <i>Bugs (Scholastic Discover More)</i> (Develop Comprehension) Q: <i>The Camping Trip That Changed America</i> (Develop Comprehension) Q: <i>Dinosaurs (Scholastic Discover More)</i> (Read and Analyze Informational Text/Cite Textual Evidence: Summarize the Text, Develop Comprehension) Q: <i>A Medieval Feast</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Key Details in Text and Art, Develop Comprehension) Q: <i>Playing to Win</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Main Idea and Supporting Details, Develop Comprehension) Q: <i>Testing the Ice</i> (Read and Analyze Informational Text/Cite Textual Evidence: Draw Inferences, Develop Comprehension) R: <i>Annie Sullivan and the Trials of Helen Keller</i> (Develop Comprehension) R: <i>The Buzz on Bees</i> (Develop Comprehension) R: <i>Everything Dolphin</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain</p>

an Author's Use of Reasons and Evidence, Develop Comprehension)

R: *Horses* (Read and Analyze Informational Text/Cite Textual Evidence: Summarize the Text, Develop Comprehension)

R: *Luis Alvarez: Wild Idea Man* (Read and Analyze Informational Text/Cite Textual Evidence: Draw Inferences, Develop Comprehension)

R: *Queen of the Track* (Read and Analyze Informational Text/Cite Textual Evidence: Make Inferences, Develop Comprehension)

R: *The Trail of Tears* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Events in a Historical Text, Develop Comprehension)

R: *Volcanoes* (Read and Analyze Informational Text/Cite Textual Evidence: Explain Concepts in a Scientific Text, Develop Comprehension)

S: *The Cod's Tale* (Develop Comprehension)

S: *Helen Keller: Her Life in Pictures* (Develop Comprehension)

S: *Lizards* (Develop Comprehension)

S: *Martin's Big Words* (Read and Analyze Informational Text/Cite Textual Evidence: Determine Main Ideas and Explain Details, Develop Comprehension)

S: *Monster Hunt* (Read and Analyze Informational Text/Cite Textual Evidence: Summarize Information, Develop Comprehension)

S: *Nelson Mandela* (Develop Comprehension)

S: *Neo Leo: The Ageless Ideas of Leonardo da Vinci* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Points, Reasons, and Evidence, Develop Comprehension)

T: *Bad News for Outlaws* (Read and Analyze Informational Text/Cite Textual Evidence: Explain the Relationship of Events, Develop Comprehension)

T: *Bill the Boy Wonder* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze How Authors Support Their Points, Develop Comprehension)

T: *The Great Serum Race* (Read and Analyze Informational Text/Cite Textual Evidence: Explain Relationships Between Events, Develop Comprehension)

T: *Hands Around the Library* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Supporting Reasons and Evidence, Develop Comprehension)

T: *Ida B. Wells: Let the Truth Be Told* (Read and Analyze Informational Text/Cite Textual Evidence: Make Inferences, Develop Comprehension)

T: *Jackie Robinson: American Hero* (Develop Comprehension)

T: *Looking at Lincoln* (Develop Comprehension)

T: *Muscles* (Develop Comprehension)

T: *My Librarian is a Camel* (Read and Analyze Informational Text/Cite Textual Evidence: Summarize the Text, Develop Comprehension)

U: *Abe's Honest Words* (Develop Comprehension)

U: *Boys Who Rocked the World* (Read and Analyze Informational Text/Cite Textual Evidence: Read Closely to Analyze, Develop Comprehension)

U: *I Dreamed of Flying Like a Bird* (Read and Analyze Informational Text/Cite Textual

	<p>Evidence: Identify Details and Examples, Develop Comprehension) U: <i>The Life of Rice</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain Stated and Inferred Information, Develop Comprehension) U: <i>Titanic Sinks!</i> (Develop Comprehension) U: <i>Touch the Sky</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain the Relationship of Events, Develop Comprehension) V: <i>Detector Dogs: Canines That Save Lives</i> (Read and Analyze Informational Text/Cite Textual Evidence: Determine Main Ideas and Key Details, Develop Comprehension) V: <i>The Emperor’s Silent Army</i> (Develop Comprehension) V: <i>Ice! The Amazing History of the Ice Business</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain the Relationship Between Events, Develop Comprehension) V: <i>Into the Volcano</i> (Develop Comprehension) V: <i>King George: What Was His Problem?</i> (Develop Comprehension) V: <i>My Havana</i> (Read and Analyze Informational Text/Cite Textual Evidence: Make Inferences, Develop Comprehension) V: <i>Rebel in a Dress: Adventurers</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify the Main Ideas and Key Details, Develop Comprehension) V: <i>The Unexpected World of Nature</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain Stated and Inferred Information, Develop Comprehension) W: <i>At Ellis Island: A History in Many Voices</i> (Develop Comprehension) W: <i>Baby Mammoth Mummy Frozen in Time!</i> (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Main Idea and Details, Develop Comprehension) W: <i>Drawing From Memory</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain the Relationship of Events, Develop Comprehension) W: <i>Freedom Heroines</i> (Develop Comprehension) W: <i>Kubla Khan: The Emperor of Everything</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Main Idea and Details, Develop Comprehension) W: <i>Tornado!</i> (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Multiple Accounts of an Event, Develop Comprehension) W: <i>Walt Whitman: Words For America</i> (Develop Comprehension) W: <i>Who Wants Pizza?</i> (Develop Comprehension)</p>
<p>Craft and Structure 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>Each teacher card for the following informational texts includes Vocabulary: Academic and Domain-Specific features. These features highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text. Q: <i>Amazing Magnetism (The Magic School Bus)</i> Q: <i>Barnum’s Bones</i> Q: <i>Bugs (Scholastic Discover More)</i> Q: <i>The Camping Trip That Changed America</i> Q: <i>Dinosaurs (Scholastic Discover More)</i> Q: <i>A Medieval Feast</i></p>

Q: *Playing to Win*
Q: *Testing the Ice*
R: *Annie Sullivan and the Trials of Helen Keller*
R: *The Buzz on Bees*
R: *Everything Dolphin*
R: *Horses*
R: *Luis Alvarez: Wild Idea Man*
R: *Queen of the Track*
R: *The Trail of Tears*
R: *Volcanoes*
S: *The Cod's Tale*
S: *Helen Keller: Her Life in Pictures*
S: *Lizards*
S: *Martin's Big Words*
S: *Monster Hunt*
S: *Nelson Mandela*
S: *Neo Leo: The Ageless Ideas of Leonardo da Vinci*
T: *Bad News for Outlaws*
T: *Bill the Boy Wonder*
T: *The Great Serum Race*
T: *Hands Around the Library*
T: *Ida B. Wells: Let the Truth Be Told*
T: *Jackie Robinson: American Hero*
T: *Looking at Lincoln*
T: *Muscles*
T: *My Librarian is a Camel*
U: *Abe's Honest Words*
U: *Boys Who Rocked the World*
U: *I Dreamed of Flying Like a Bird*
U: *The Life of Rice*
U: *Titanic Sinks!*
U: *Touch the Sky*
V: *Detector Dogs: Canines That Save Lives*
V: *The Emperor's Silent Army*
V: *Ice! The Amazing History of the Ice Business*
V: *Into the Volcano*
V: *King George: What Was His Problem?*
V: *My Havana*
V: *Rebel in a Dress: Adventurers*

V: *The Unexpected World of Nature*
 W: *At Ellis Island: A History in Many Voices*
 W: *Baby Mammoth Mummy Frozen in Time!*
 W: *Drawing From Memory*
 W: *Freedom Heroines*
 W: *Kubla Khan: The Emperor of Everything*
 W: *Tornado!*
 W: *Walt Whitman: Words For America*
 W: *Who Wants Pizza?*

In addition, the following titles include further activities:

Q: *Amazing Magnetism (The Magic School Bus)* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Story Structure)
 Q: *Barnum's Bones* (Read and Analyze Informational Text/Cite Textual Evidence: Determine the Meanings of Words)
 Q: *The Camping Trip That Changed America* (Read and Analyze Informational Text/Cite Textual Evidence: Recognize Sequence)
 R: *The Buzz on Bees* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Text Structure)
 R: *The Trail of Tears* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Events in a Historical Text)
 R: *Volcanoes* (Read and Analyze Informational Text/Cite Textual Evidence: Explain Concepts in a Scientific Text)
 S: *Nelson Mandela* (Read and Analyze Informational Text/Cite Textual Evidence: Use Context Clues)
 T: *Bad News for Outlaws* (Read and Analyze Informational Text/Cite Textual Evidence: Explain the Relationship of Events)
 T: *The Great Serum Race* (Read and Analyze Informational Text/Cite Textual Evidence: Explain Relationships Between Events)
 T: *Muscles* (Read and Analyze Informational Text/Cite Textual Evidence: Determine Meaning)
 U: *Titanic Sinks!* (Read and Analyze Informational Text/Cite Textual Evidence: Understand Point of View)
 V: *King George: What Was His Problem?* (Read and Analyze Informational Text/Cite Textual Evidence: Understand Cause and Effect)
 W: *At Ellis Island: A History in Many Voices* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Point of View)
 W: *Freedom Heroines* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Cause and Effect)
 W: *Tornado!* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Multiple Accounts of an Event)
 W: *Walt Whitman: Words for America* (Read and Analyze Informational Text/Cite Textual

<p>Integration of Knowledge and Ideas</p> <p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Evidence: Analyze Information Between Texts)</p> <p>R: <i>Everything Dolphin</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain and Author’s Use of Reasons and Evidence)</p> <p>S: <i>Neo Leo: The Ageless Ideas of Leonardo da Vinci</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Points, Reasons, and Evidence)</p> <p>T: <i>Bill the Boy Wonder</i> (Read and Analyze Informational Text/Cite Textual Evidence: Analyze How Authors Support Their Points)</p> <p>T: <i>Hands Around the Library</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Supporting Reasons and Evidence)</p> <p>U: <i>Abe’s Honest Words</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Reasons and Evidence)</p> <p>W: <i>Tornado!</i> (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Multiple Accounts of an Event)</p> <p>W: <i>Walt Whitman: Words for America</i> (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Information Between Texts)</p> <p>W: <i>Who Wants Pizza?</i> (Read and Analyze Informational Text/Cite Textual Evidence: Understand and Evaluate Arguments)</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>This collection includes titles from Levels Q-W that represent a variety of informational texts and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p>
<p>Reading: Foundational Skills</p> <p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Q: <i>Barnum’s Bones</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Affixes and Roots)</p> <p>Q: <i>Bugs (Scholastic Discover More)</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>Q: <i>Dinosaurs (Scholastic Discover More)</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>Q: <i>A Medieval Feast</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>Q: <i>Playing to Win</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)</p> <p>R: <i>The Buzz on Bees</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>R: <i>Everything Dolphin</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>R: <i>Horses</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Adverbs With Suffix –ly)</p> <p>R: <i>Luis Alvarez: Wild Idea Man</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)</p> <p>R: <i>The Trail of Tears</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies:</p>

Prefix dis-)

R: *Volcanoes* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multisyllabic Words)

S: *Louie: The Stray Who Was Saved* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Long a spelled ay, ei, a)

S: *Neo Leo: The Ageless Ideas of Leonardo da Vinci* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Latin Roots)

T: *Bad News for Outlaws* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffix -ly)

T: *Looking at Lincoln* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

T: *Muscles* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Latin Roots)

U: *Abe's Honest Words* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Latin Roots)

U: *Around the World* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

U: *Boys Who Rocked the World* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffix -ist)

U: *Fearless* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes)

U: *I Dreamed of Flying Like a Bird* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffix -ful)

U: *The Life of Rice* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With Suffixes)

U: *Titanic Sinks!* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)

U: *Touch the Sky* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Difficult Words)

V: *Detector Dogs: Canines That Save Lives* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes -or and -er)

V: *The Emperor's Silent Army* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes)

V: *Ice! The Amazing History of the Ice Business* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Negative Prefixes)

V: *Into the Volcano* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Greek or Latin Roots)

V: *King George: What Was His Problem?* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Base Words)

V: *Rebel in a Dress: Adventurers* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

V: *The Unexpected World of Nature* (Focus on Foundational Skills/Phonics and Word-Solving

	<p>Strategies: Nouns With the Suffix –ology) W: <i>At Ellis Island: A History in Many Voices</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes –sion and –ation) W: <i>Baby Mammoth Mummy Frozen in Time!</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Word Parts) W: <i>Down to the Last Out</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues) W: <i>Drawing From Memory</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes and Suffixes) W: <i>Freedom Heroines</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes –er and –or) W: <i>Kubla Khan: The Emperor of Everything</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes –ion and –tion) W: <i>Tornado!</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Greek and Latin Roots) W: <i>Who Wants Pizza?</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multisyllabic Words) W: <i>Wonderstruck</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multisyllabic 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 prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Each teacher card includes a Develop Fluency feature that engages students in activities that focus on reading fluently with proper reading rate, phrasing, accuracy, and expression.</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.* Use correlative conjunctions (e.g., either/or, neither/nor). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>P: <i>Grandma’s Gift</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With Apostrophes) Q: <i>Testing the Ice</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Commas) T: <i>Hands Around the Library</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Pronouns) U: <i>Around the World</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Proper Nouns)</p>

<p>Use punctuation to separate items in a series.* Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.</p>	
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>Each teacher card provides students the opportunity to demonstrate knowledge of language and its conventions through reading, writing, and speaking activities. In addition, the following titles include further activities: Q: <i>WordGirl: Tobey or Consequences</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Formal vs. Informal Language) R: <i>Looking Like Me</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Formal vs. Informal Language) U: <i>The Wright Brothers' First Flight</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Colloquialisms and Idioms) V: <i>Dear America: So Far From Home</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Colloquial Language) V: <i>Thunder From the Sea</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Dialect)</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however,</p>	<p>Each teacher card includes a Vocabulary feature with Academic and Domain-Specific vocabulary words. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text. In addition, the following titles include further activities: Q: <i>Amazing Magnetism</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multiple-Meaning Words) Q: <i>Barnum's Bones</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Affixes and Roots) Q: <i>Bugs (Scholastic Discover More)</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues) Q: <i>Dinosaurs (Scholastic Discover More)</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues) Q: <i>A Medieval Feast</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues) Q: <i>Playing to Win</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes) R: <i>The Buzz on Bees</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues) R: <i>Everything Dolphin</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p>

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although, nevertheless, similarly, moreover, in addition).

R: *Horses* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Adverbs With Suffix -ly)

R: *Luis Alvarez: Wild Idea Man* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)

R: *Queen of the Track* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)

R: *The Trail of Tears* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefix dis-)

S: *Dancing Home* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Foreign Words)

S: *Lizards* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)

S: *Martin's Big Words* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Antonyms)

S: *Monster Hunt* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Scientific Names)

S: *Nelson Mandela* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)

S: *Neo Leo: The Ageless Ideas of Leonardo da Vinci* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Latin Roots)

T: *Bad News for Outlaws* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffix -ly)

T: *Bill the Boy Wonder* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)

T: *The Great Serum Race* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multiple-Meaning Words)

T: *Jackie Robinson: American Hero* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Idioms)

T: *Looking at Lincoln* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

T: *Muscles* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Latin Roots)

T: *My Librarian is a Camel* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multiple-Meaning Words)

T: *The Strongest Man in the World* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words in Other Languages: French)

U: *Abe's Honest Words* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Latin Roots)

U: *Around the World* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

U: *Boys Who Rocked the World* (Focus on Foundational Skills/Phonics and Word-Solving

	<p>Strategies: Suffix –ist) U: <i>Fearless</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes) U: <i>I Dreamed of Flying Like a Bird</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffix –ful) U: <i>The Life of Rice</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With Suffixes) U: <i>Titanic Sinks!</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes) V: <i>Detector Dogs: Canines That Save Lives</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes –or and –er) V: <i>The Emperor’s Silent Army</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes) V: <i>Ice! The Amazing History of the Ice Business</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Negative Prefixes) V: <i>Into the Volcano</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Greek or Latin Roots) V: <i>King George: What Was His Problem?</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Base Words) V: <i>Rebel in a Dress: Adventurers</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues) V: <i>The Unexpected World of Nature</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Nouns With the Suffix –ology) W: <i>At Ellis Island: A History in Many Voices</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes –sion and –ation) W: <i>Baby Mammoth Mummy Frozen in Time!</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Word Parts) W: <i>Down to the Last Out</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues) W: <i>Drawing From Memory</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes and Suffixes) W: <i>Freedom Heroines</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes –er and –or) W: <i>Kubla Khan: The Emperor of Everything</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes –ion and –tion) W: <i>Tornado!</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Greek and Latin Roots)</p>
<p>Writing Text Types and Purposes 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an</p>	<p>Each teacher card includes a Write and Respond to Reading feature. These activities provide students with the opportunity to respond to the text through a variety of writing exercises. These include drawing/labeling, writing informative/explanatory, narrative and opinion compositions. For example, Q: <i>Amazing Magnetism</i> (Write and Respond to Reading: Write a Teacher Evaluation – opinion)</p>

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organizational structure in which ideas are logically grouped to support the writer’s purpose.
Provide logically ordered reasons that are supported by facts and details.
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
Provide a concluding statement or section related to the opinion presented.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
Use precise language and domain-specific vocabulary to inform about or explain the topic.
Provide a concluding statement or section related to the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
Use concrete words and phrases and sensory details to convey experiences and events precisely.
Provide a conclusion that follows from the narrated experiences or events.

R: *Queen of the Track* (Write and Respond to Reading: Write a Profile – informative/explanatory)
S: *Monster Hunt* (Write and Respond to Reading: Write an Explorer’s Log – narrative)
T: *Bad News for Outlaws* (Write and Respond to Reading: Write an Opinion – opinion)
U: *Boys Who Rocked the World* (Write and Respond to Reading: Complete a Venn Diagram – informative/explanatory)
V: *Detector Dogs: Canines That Save Lives* (Write and Respond to Reading: Write a Story About a Detector Dog – narrative)
W: *Who Wants Pizza?* (Write and Respond to Reading: Write an Editorial – opinion)

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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

Each teacher card includes Write and Respond to Reading feature. These activities provide students with the opportunity to respond to the text through a variety of writing exercises. These include drawing/labeling, writing informative/explanatory, narrative and opinion compositions. As students work towards completion of these projects, teachers can provide guidance, support and encouragement that develop student writing proficiency. Teachers can guide students’ exploration of digital tools as they are available and the teacher determines applicable in the classroom.

sitting.	
<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>Each teacher card includes Connect Across Texts and Connect to the Internet features. These features provide both print and website resources to further additional investigation into the topics presented in the text.</p>
<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Each teacher card includes a Write and Respond to Reading feature. These activities provide students with the opportunity to respond to the text through a variety of writing exercises. These include drawing/labeling, writing informative/explanatory, narrative and opinion compositions. Teachers can extend and/or modify these activities to meet student needs for both shorter and extended time frames.</p>
<p>Speaking and Listening Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>Each teacher card includes A First Look and Expand Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text.</p> <p>For example,</p> <p>Q: <i>Away West</i> (Expand Oral Language/Conversation: Talk About Opportunities)</p> <p>R: <i>Horses</i> (Expand Oral Language/Conversation: Talk About Interdependence)</p> <p>S: <i>Helen Keller: Her Life in Pictures</i> (Expand Oral Language/Conversation: Talk About Overcoming Difficulties)</p> <p>T: <i>Looking at Lincoln</i> (Expand Oral Language/Conversation: Talk About Leaders)</p> <p>U: <i>Abe’s Honest Words</i> (Expand Oral Language/Conversation: Talk About the Civil War)</p> <p>V: <i>Into the Volcano</i> (Expand Oral Language/Conversation: Compare and Contrast Volcanoes)</p> <p>W: <i>Kubla Khan: The Emperor of Everything</i> (Expand Oral Language/Conversation: Talk About Leadership)</p>

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<p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. 	<p>Each teacher card includes an Expand Oral Language/Conversation feature. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Through these discussions students are able to practice presentation skills including organization of thought, use of evidence from the material, and appropriate use of language.</p>
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<p>Reading: Literature Key Ideas and Details</p> <ol style="list-style-type: none"> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 	<p>T: <i>The Strongest Man in the World</i> (Develop Comprehension) U: <i>Around the World</i> (Develop Comprehension) U: <i>Fearless</i> (Read and Analyze Literature/Cite Textual Evidence: Make Inferences, Develop Comprehension) U: <i>Ghost Hunt</i> (Read and Analyze Literature/Cite Textual Evidence: Make Inferences, Develop Comprehension) U: <i>The Wright Brothers’ First Flight</i> (Develop Comprehension) V: <i>Dear America: So Far From Home</i> (Develop Comprehension) V: <i>Thunder From the Sea</i> (Read and Analyze Literature/Cite Textual Evidence: Analyze Character Responses to Events, Develop Comprehension) W: <i>Down to the Last Out</i> (Develop Comprehension) W: <i>Wonderstruck</i> (Develop Comprehension) X: <i>The Lions of Little Rock</i> (Read and Analyze Literature/Cite Textual Evidence: Analyze Characters’ Actions and Motives, Develop Comprehension) X: <i>The Odyssey of Flight 33</i> (Develop Comprehension) Y: <i>Assassin</i> (Develop Comprehension) Y: <i>Our Town</i> (Read and Analyze Literature/Cite Textual Evidence: Understand How a Plot Unfolds, Develop Comprehension) Y: <i>What Happened to the World of Tomorrow?</i> (Develop Comprehension) Z: <i>Catching Fire</i> (Develop Comprehension) Z: <i>The Monsters Are Due on Maple Street</i> (Read and Analyze Literature/Cite Textual Evidence: Understand Theme, Develop Comprehension)</p>
<p>Craft and Structure</p> <ol style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Explain how an author develops the point of view of the narrator or speaker in a text. 	<p>Each teacher card for the following fiction texts include Vocabulary: Academic and Domain-Specific features. These features highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text.</p> <p>T: <i>The Strongest Man in the World</i> U: <i>Around the World</i> U: <i>Fearless</i> U: <i>Ghost Hunt</i> U: <i>The Wright Brothers’ First Flight</i> V: <i>Dear America: So Far From Home</i> V: <i>Thunder From the Sea</i></p>

W: *Down to the Last Out*
 W: *Wonderstruck*
 X: *The Lions of Little Rock*
 X: *The Odyssey of Flight 33*
 Y: *Assassin*
 Y: *Our Town*
 Y: *What Happened to the World of Tomorrow?*
 Z: *Catching Fire*
 Z: *The Monsters Are Due on Maple Street*

In addition, the following titles include further activities:

T: *The Strongest Man in the World* (Supporting Features: Vocabulary)
 U: *Around the World* (Challenging Features: Vocabulary)
 U: *Fearless* (Supporting Features: Vocabulary)
 U: *Ghost Hunt* (Supporting Features: Vocabulary)
 U: *The Wright Brothers' First Flight* (Supporting Features: Vocabulary, Read and Analyze Literature/Cite Textual Evidence: Understand the Structural Elements of Drama)
 V: *Dear America: So Far From Home* (Challenging Features: Vocabulary, Focus on Foundational Skills/Phonics and Word-Solving Strategies: Colloquial Language)
 V: *Thunder From the Sea* (Supporting Features: Vocabulary, Focus on Foundational Skills/Phonics and Word-Solving Strategies: Dialect)
 W: *Down to the Last Out* (Supporting Features: Vocabulary, Read and Analyze Literature/Cite Textual Evidence: Analyze Point of View)
 W: *Wonderstruck* (Supporting Features: Vocabulary)
 X: *The Lions of Little Rock* (Supporting Features: Vocabulary, Phonics and Word-Solving Strategies: Similes and Metaphors)
 X: *The Odyssey of Flight 33* (Challenging Features: Vocabulary, Read and Analyze Literature/Cite Textual Evidence: Determine Word Meanings and Tones, Phonics and Word-Solving Strategies: Nonstandard English)
 Y: *Assassin* (Supporting Features: Vocabulary, Read and Analyze Literature/Cite Textual Evidence: Analyze Point of View)
 Y: *Our Town* (Supporting Features: Vocabulary, Phonics and Word-Solving Strategies: Dialect)
 Y: *What Happened to the World of Tomorrow?* (Supporting Features: Vocabulary, Read and Analyze Literature/Cite Textual Evidence: Analyze Point of View)
 Z: *Catching Fire* (Supporting Features: Vocabulary, Read and Analyze Literature/Cite Textual Evidence: Understand Point of View, Phonics and Word-Solving Strategies: Figurative Language)
 Z: *The Monsters Are Due on Maple Street* (Challenging Features: Vocabulary)

Integration of Knowledge and Ideas

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
8. (Not applicable to literature)
9. Compare and contrast texts in different forms or genres (e.g., stories

The following titles allow opportunity to analyze how different visual and multimedia elements contribute to a work of literature:

T: *The Strongest Man in the World* (Graphic Novel)
 U: *Around the World* (Graphic Novel)
 U: *The Wright Brothers' First Flight* (Radio Play)
 V: *Dear America: So Far From Home* (Teleplay)
 V: *Thunder From the Sea* (Graphic Novel)

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<p>and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>W: <i>Wonderstruck</i> (Graphic Novel) X: <i>The Odyssey of Flight 33</i> (Graphic Novel) Y: <i>Our Town</i> (Play) Y: <i>Whatever Happened to the World of Tomorrow?</i> (Graphic Novel) Z: <i>The Monsters Are Due on Maple Street</i> (Graphic Novel)</p> <p>In addition, the following titles include further activities: T: <i>The Strongest Man in the World</i> (Read and Analyze Literature/Cite Textual Evidence: Interpret Visual Information) U: <i>Around the World</i> (Read and Analyze Literature/Cite Textual Evidence: Use Picture Details) V: <i>Into the Volcano</i> (Read and Analyze Informational Text/Cite Textual Evidence: Interpret and Integrate Information) W: <i>Wonderstruck</i> (Read and Analyze Literature/Cite Evidence: Compare Visual Elements With Text)</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>This collection includes titles from Levels T-Z that represent a variety of genres and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p>
<p>Reading: Informational Text Key Ideas and Details 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>T: <i>Bad News for Outlaws</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain the Relationship of Events, Develop Comprehension) T: <i>Bill the Boy Wonder</i> (Read and Analyze Informational Text/Cite Textual Evidence: Analyze How Authors Support Their Points, Develop Comprehension) T: <i>The Great Serum Race</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain Relationships Between Events, Develop Comprehension) T: <i>Hands Around the Library</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Supporting Reasons and Evidence, Develop Comprehension) T: <i>Ida B. Wells: Let the Truth Be Told</i> (Read and Analyze Informational Text/Cite Textual Evidence: Make Inferences, Develop Comprehension) T: <i>Jackie Robinson: American Hero</i> (Develop Comprehension) T: <i>Looking at Lincoln</i> (Develop Comprehension) T: <i>Muscles</i> (Develop Comprehension) T: <i>My Librarian is a Camel</i> (Read and Analyze Informational Text/Cite Textual Evidence: Summarize the Text, Develop Comprehension) U: <i>Abe’s Honest Words</i> (Develop Comprehension) U: <i>Boys Who Rocked the World</i> (Read and Analyze Informational Text/Cite Textual Evidence: Read Closely to Analyze, Develop Comprehension) U: <i>I Dreamed of Flying Like a Bird</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Details and Examples, Develop Comprehension) U: <i>The Life of Rice</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain Stated and Inferred Information, Develop Comprehension) U: <i>Titanic Sinks!</i> (Develop Comprehension)</p>

U: *Touch the Sky* (Read and Analyze Informational Text/Cite Textual Evidence: Explain the Relationship of Events, Develop Comprehension)

V: *Detector Dogs: Canines That Save Lives* (Read and Analyze Informational Text/Cite Textual Evidence: Determine Main Ideas and Key Details, Develop Comprehension)

V: *The Emperor's Silent Army* (Develop Comprehension)

V: *Ice! The Amazing History of the Ice Business* (Read and Analyze Informational Text/Cite Textual Evidence: Explain the Relationship Between Events, Develop Comprehension)

V: *Into the Volcano* (Develop Comprehension)

V: *King George: What Was His Problem?* (Develop Comprehension)

V: *My Havana* (Read and Analyze Informational Text/Cite Textual Evidence: Make Inferences, Develop Comprehension)

V: *Rebel in a Dress: Adventurers* (Read and Analyze Informational Text/Cite Textual Evidence: Identify the Main Ideas and Key Details, Develop Comprehension)

V: *The Unexpected World of Nature* (Read and Analyze Informational Text/Cite Textual Evidence: Explain Stated and Inferred Information, Develop Comprehension)

W: *At Ellis Island: A History in Many Voices* (Develop Comprehension)

W: *Baby Mammoth Mummy Frozen in Time!* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Main Idea and Details, Develop Comprehension)

W: *Drawing From Memory* (Read and Analyze Informational Text/Cite Textual Evidence: Explain the Relationship of Events, Develop Comprehension)

W: *Freedom Heroines* (Develop Comprehension)

W: *Kubla Khan: The Emperor of Everything* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Main Idea and Details, Develop Comprehension)

W: *Tornado!* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Multiple Accounts of an Event, Develop Comprehension)

W: *Walt Whitman: Words For America* (Develop Comprehension)

W: *Who Wants Pizza?* (Develop Comprehension)

X: *Alexander Hamilton: The Outsider* (Develop Comprehension)

X: *A Black Hole is Not a Hole* (Develop Comprehension)

X: *Case Closed?* (Read and Analyze Informational Text/Cite Textual Evidence: Explain the Relationship of Ideas, Develop Comprehension)

X: *Fort Mose* (Read and Analyze Informational Text/Cite Textual Evidence: Make Inferences, Develop Comprehension)

X: *The Great Depression (Cornerstones of Freedom)* (Develop Comprehension)

X: *The Hidden Girl* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze How Text Contributes to Ideas, Develop Comprehension)

X: *Lincoln Through the Lens* (Read and Analyze Informational Text/Cite Textual Evidence: Make Inferences Based on the Main Idea, Develop Comprehension)

X: *UFO: What Scientists Say May Shock You!* (Read and Analyze Informational Text/Cite Textual Evidence: Draw Conclusions, Develop Comprehension)

	<p>Y: <i>10 Days: Abraham Lincoln</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain the Relationships of Events, Develop Comprehension)</p> <p>Y: <i>Courage Has No Color</i> (Read and Analyze Informational Text/Cite Textual Evidence: Analyze the Development of Ideas, Develop Comprehension)</p> <p>Y: <i>Everything Ancient Egypt</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify the Main Idea and Key Details, Develop Comprehension)</p> <p>Y: <i>Gettysburg</i> (Develop Comprehension)</p> <p>Y: <i>How They Croaked</i> (Develop Comprehension)</p> <p>Y: <i>We've Got a Job: The 1963 Birmingham Children's March</i> (Develop Comprehension)</p> <p>Y: <i>World War II (Profiles)</i> (Develop Comprehension)</p> <p>Z: <i>Ancient Rome</i> (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Structure and Development of Ideas, Develop Comprehension)</p> <p>Z: <i>The Dark Game</i> (Develop Comprehension)</p> <p>Z: <i>Ghosts in the Fog</i> (Read and Analyze Informational Text/Cite Textual Evidence: Make Inferences, Develop Comprehension)</p> <p>Z: <i>Joseph Stalin (A Wicked History)</i> (Develop Comprehension)</p> <p>Z: <i>Mysterious Messages</i> (Develop Comprehension)</p> <p>Z: <i>Teens At War (Ten True Tales)</i> (Read and Analyze Informational Text/Cite Textual Evidence: Understand Characters, Develop Comprehension)</p> <p>Z: <i>Thoreau at Walden</i> (Develop Comprehension)</p> <p>Z: <i>Unraveling Freedom</i> (Read and Analyze Informational Text/Cite Textual Evidence: Main Idea and Details, Develop Comprehension)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>Each teacher card for the following informational texts includes Vocabulary: Academic and Domain-Specific features. These features highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text.</p> <p>T: <i>Bad News for Outlaws</i></p> <p>T: <i>Bill the Boy Wonder</i></p> <p>T: <i>The Great Serum Race</i></p> <p>T: <i>Hands Around the Library</i></p> <p>T: <i>Ida B. Wells: Let the Truth Be Told</i></p> <p>T: <i>Jackie Robinson: American Hero</i></p> <p>T: <i>Looking at Lincoln</i></p> <p>T: <i>Muscles</i></p> <p>T: <i>My Librarian is a Camel</i></p> <p>U: <i>Abe's Honest Words</i></p> <p>U: <i>Boys Who Rocked the World</i></p> <p>U: <i>I Dreamed of Flying Like a Bird</i></p> <p>U: <i>The Life of Rice</i></p> <p>U: <i>Titanic Sinks!</i></p> <p>U: <i>Touch the Sky</i></p>

V: *Detector Dogs: Canines That Save Lives*
V: *The Emperor's Silent Army*
V: *Ice! The Amazing History of the Ice Business*
V: *Into the Volcano*
V: *King George: What Was His Problem?*
V: *My Havana*
V: *Rebel in a Dress: Adventurers*
V: *The Unexpected World of Nature*
W: *At Ellis Island: A History in Many Voices*
W: *Baby Mammoth Mummy Frozen in Time!*
W: *Drawing From Memory*
W: *Freedom Heroines*
W: *Kubla Khan: The Emperor of Everything*
W: *Tornado!*
W: *Walt Whitman: Words For America*
W: *Who Wants Pizza?*
X: *Alexander Hamilton: The Outsider*
X: *A Black Hole is Not a Hole*
X: *Case Closed?*
X: *Fort Mose*
X: *The Great Depression (Cornerstones of Freedom)*
X: *The Hidden Girl*
X: *Lincoln Through the Lens*
X: *UFO: What Scientists Say May Shock You!*
Y: *10 Days: Abraham Lincoln*
Y: *Courage Has No Color*
Y: *Everything Ancient Egypt*
Y: *Gettysburg*
Y: *How They Croaked*
Y: *We've Got a Job: The 1963 Birmingham Children's March*
Y: *World War II (Profiles)*
Z: *Ancient Rome*
Z: *The Dark Game*
Z: *Ghosts in the Fog*
Z: *Joseph Stalin (A Wicked History)*
Z: *Mysterious Messages*
Z: *Teens At War (Ten True Tales)*
Z: *Thoreau at Walden*
Z: *Unraveling Freedom*

In addition, the following titles include further activities:

T: *Bad News for Outlaws* (Read and Analyze Informational Text/Cite Textual Evidence: Explain the Relationship of Events)

T: *The Great Serum Race* (Read and Analyze Informational Text/Cite Textual Evidence: Explain Relationships Between Events)

T: *Muscles* (Read and Analyze Informational Text/Cite Textual Evidence: Determine Meaning)

U: *Titanic Sinks!* (Read and Analyze Informational Text/Cite Textual Evidence: Understand Point of View)

V: *King George: What Was His Problem?* (Read and Analyze Informational Text/Cite Textual Evidence: Understand Cause and Effect)

W: *At Ellis Island: A History in Many Voices* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Point of View)

W: *Freedom Heroines* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Cause and Effect)

W: *Tornado!* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Multiple Accounts of an Event)

W: *Walt Whitman: Words for America* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Information Between Texts)

X: *Alexander Hamilton: The Outsider* (Read and Analyze Informational Text/Cite Textual Evidence: Determine Author's Point of View)

Y: *How They Croaked* (Read and Analyze Informational Text/Cite Textual Evidence: Understand Biography)

Y: *We've Got a Job: The 1963 Birmingham Children's March* (Read and Analyze Informational Text/Cite Textual Evidence: Determine Meaning of Words Used in Text)

Y: *World War II (Profiles)* (Read and Analyze Informational Text/Cite Textual Evidence: Understand Cause and Effect)

Z: *Ancient Rome* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Structure and Development of Ideas)

Z: *Ghosts in the Fog* (Read and Analyze Informational Text/Cite Textual Evidence: Determine Author's Purpose)

Z: *Joseph Stalin (A Wicked History)* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze a Biography)

Z: *Mysterious Messages* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Cause and Effect)

Z: *Thoreau at Walden* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Point of View and Purpose)

Integration of Knowledge and Ideas

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

8. Trace and evaluate the argument and specific claims in a text,

T: *Bill the Boy Wonder* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze How Authors Support Their Points)

T: *Hands Around the Library* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Supporting Reasons and Evidence)

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<p>distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>U: <i>Abe’s Honest Words</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Reasons and Evidence)</p> <p>W: <i>Tornado!</i> (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Multiple Accounts of an Event)</p> <p>W: <i>Walt Whitman: Words for America</i> (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Information Between Texts)</p> <p>W: <i>Who Wants Pizza?</i> (Read and Analyze Informational Text/Cite Textual Evidence: Understand and Evaluate Arguments)</p> <p>Y: <i>Gettysburg</i> (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Illustrations)</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>This collection includes titles from Levels T-Z that represent a variety of informational texts and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p>
<p>Language Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person.* Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* Spell correctly.</p>	<p>T: <i>Hands Around the Library</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Pronouns)</p> <p>U: <i>Around the World</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Proper Nouns)</p> <p>Z: <i>Ancient Rome</i> (Phonics and Word-Solving Strategies: Possessives)</p>
<p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*</p>	<p>Each teacher card provides students the opportunity to demonstrate knowledge of language and its conventions through reading, writing, and speaking activities. In addition, the following titles include further activities: U: <i>The Wright Brothers’ First Flight</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Colloquialisms and Idioms)</p> <p>V: <i>Dear America: So Far From Home</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Colloquial Language)</p> <p>V: <i>Thunder From the Sea</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Dialect)</p> <p>X: <i>The Odyssey of Flight 33</i> (Phonics and Word-Solving Strategies: Nonstandard English)</p>

	<p>X: <i>UFOs: What Scientists Say May Shock You!</i> (Phonics and Word-Solving Strategies: Denotation and Connotation)</p> <p>Y: <i>Courage Has No Color</i> (Phonics and Word-Solving Strategies: Denotation and Connotation)</p> <p>Y: <i>How They Croaked</i> (Phonics and Word-Solving Strategies: Idioms)</p> <p>Y: <i>Our Town</i> (Phonics and Word-Solving Strategies: Dialect)</p> <p>Z: <i>The Dark Game</i> (Phonics and Word-Solving Strategies: Connotation and Denotation)</p>
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., personification) in context.</p> <p>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Each teacher card includes a Vocabulary feature with Academic and Domain-Specific vocabulary words. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text.</p> <p>In addition, the following titles include further activities:</p> <p>T: <i>Bad News for Outlaws</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffix –ly)</p> <p>T: <i>Bill the Boy Wonder</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)</p> <p>T: <i>The Great Serum Race</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multiple-Meaning Words)</p> <p>T: <i>Jackie Robinson: American Hero</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Idioms)</p> <p>T: <i>Looking at Lincoln</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>T: <i>Muscles</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Latin Roots)</p> <p>T: <i>My Librarian is a Camel</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multiple-Meaning Words)</p> <p>T: <i>The Strongest Man in the World</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words in Other Languages: French)</p> <p>U: <i>Abe's Honest Words</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Latin Roots)</p> <p>U: <i>Around the World</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>U: <i>Boys Who Rocked the World</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffix –ist)</p> <p>U: <i>Fearless</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes)</p> <p>U: <i>I Dreamed of Flying Like a Bird</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffix –ful)</p> <p>U: <i>The Life of Rice</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With Suffixes)</p> <p>U: <i>Titanic Sinks!</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)</p> <p>V: <i>Detector Dogs: Canines That Save Lives</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes –or and –er)</p> <p>V: <i>The Emperor's Silent Army</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes)</p>

V: *Ice! The Amazing History of the Ice Business* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Negative Prefixes)

V: *Into the Volcano* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Greek or Latin Roots)

V: *King George: What Was His Problem?* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Base Words)

V: *Rebel in a Dress: Adventurers* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

V: *The Unexpected World of Nature* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Nouns With the Suffix –ology)

W: *At Ellis Island: A History in Many Voices* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes –sion and –ation)

W: *Baby Mammoth Mummy Frozen in Time!* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Word Parts)

W: *Down to the Last Out* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

W: *Drawing From Memory* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes and Suffixes)

W: *Freedom Heroines* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes –er and –or)

W: *Kubla Khan: The Emperor of Everything* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes –ion and –tion)

W: *Tornado!* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Greek and Latin Roots)

X: *Alexander Hamilton: The Outsider* (Phonics and Word-Solving Strategies: Affixes)

X: *Case Closed?* (Phonics and Word-Solving Strategies: Suffixes –ology, ologist)

X: *Fort Mose* (Phonics and Word-Solving Strategies: Prefixes)

X: *The Great Depression (Cornerstones of Freedom)* (Phonics and Word-Solving Strategies: Suffixes –ion, -tion)

X: *The Hidden Girl* (Phonics and Word-Solving Strategies: Figurative Language)

X: *The Lions of Little Rock* (Phonics and Word-Solving Strategies: Similes and Metaphors)

X: *UFOs: What Scientists Say May Shock You!* (Phonics and Word-Solving Strategies: Denotation and Connotation)

Y: *10 Days: Abraham Lincoln* (Phonics and Word-Solving Strategies: Words With Prefixes im- and in-)

Y: *Assassin* (Phonics and Word-Solving Strategies: Suffix –ist)

Y: *Courage Has No Color* (Phonics and Word-Solving Strategies: Denotation and Connotation)

Y: *Everything Ancient Egypt* (Phonics and Word-Solving Strategies: Prefix un-)

Y: *We've Got a Job: The 1963 Birmingham Children's March* (Phonics and Word-Solving

	<p>Strategies: Suffixes –ion, -tion, -ation)</p> <p>Y: <i>World War II (Profiles)</i> (Phonics and Word-Solving Strategies: Root Words)</p> <p>Z: <i>Catching Fire</i> (Phonics and Word-Solving Strategies: Figurative Language)</p> <p>Z: <i>The Dark Game</i> (Phonics and Word-Solving Strategies: Connotation and Denotation)</p> <p>Z: <i>Ghosts in the Fog</i> (Phonics and Word-Solving Strategies: Prefixes)</p> <p>Z: <i>The Monsters Are Due on Maple Street (The Twilight Zone)</i> (Phonics and Word-Solving Strategies: Context Clues)</p> <p>Z: <i>Mysterious Messages</i> (Phonics and Word-Solving Strategies: Root Words)</p> <p>Z: <i>Thoreau at Walden</i> (Phonics and Word-Solving Strategies: Metaphors)</p>
<p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>Each teacher card includes a Write and Respond to Reading feature. These activities provide students with the opportunity to respond to the text through a variety of writing exercises. These include drawing/labeling, writing informative/explanatory, narrative and opinion compositions. For example,</p> <p>T: <i>Bad News for Outlaws</i> (Write and Respond to Reading: Write an Opinion – opinion)</p> <p>U: <i>Boys Who Rocked the World</i> (Write and Respond to Reading: Complete a Venn Diagram – informative/explanatory)</p> <p>V: <i>Detector Dogs: Canines That Save Lives</i> (Write and Respond to Reading: Write a Story About a Detector Dog – narrative)</p> <p>W: <i>Who Wants Pizza?</i> (Write and Respond to Reading: Write an Editorial – opinion)</p> <p>X: <i>Case Closed?</i> (Write and Respond to Reading: Write a Summary – informative/explanatory)</p> <p>Y: <i>Assassin</i> (Write and Respond to Reading: Retell the Story – narrative)</p> <p>Z: <i>The Monsters Are Due on Maple Street</i> (Write and Respond to Reading: Write and Argument – opinion)</p>

<p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>	
<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>Each teacher card includes Write and Respond to Reading feature. These activities provide students with the opportunity to respond to the text through a variety of writing exercises. These include drawing/labeling, writing informative/explanatory, narrative and opinion compositions. As students work towards completion of these projects, teachers can provide guidance, support and encouragement that develop student writing proficiency. Teachers can guide students' exploration of digital tools as they are available and the teacher determines applicable in the classroom.</p>
<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>Each teacher card includes Connect Across Texts and Connect to the Internet features. These features provide both print and website resources to further additional investigation into the topics presented in the text.</p>
<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and</p>	<p>Each teacher card includes a Write and Respond to Reading feature. These activities provide students with the opportunity to respond to the text through a variety of writing exercises. These include drawing/labeling, writing informative/explanatory, narrative and opinion compositions. Teachers can extend and/or modify these activities to meet student needs for both shorter and extended time frames.</p>

<p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Each teacher card includes A First Look and Expand Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text.</p> <p>For example,</p> <p>T: <i>Looking at Lincoln</i> (Expand Oral Language/Conversation: Talk About Leaders)</p> <p>U: <i>Abe’s Honest Words</i> (Expand Oral Language/Conversation: Talk About the Civil War)</p> <p>V: <i>Into the Volcano</i> (Expand Oral Language/Conversation: Compare and Contrast Volcanoes)</p> <p>W: <i>Kubla Khan: The Emperor of Everything</i> (Expand Oral Language/Conversation: Talk About Leadership)</p> <p>X: <i>Lincoln Through the Lens</i> (Expand Oral Language/Conversation: Talk About Photographs)</p> <p>Y: <i>How They Croaked</i> (Expand Oral Language/Conversation: Talk About Advances in Medicine)</p> <p>Z: <i>Joseph Stalin (A Wicked History)</i> (Expand Oral Language/Conversation: Talk About Opposition)</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Each teacher card includes an Expand Oral Language/Conversation feature. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Through these discussions students are able to practice presentation skills including organization of thought, use of evidence from the material, and appropriate use of language.</p>