

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

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Kindergarten

<p>Reading: Literature Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 	<p>A: School Day! (Comprehension Strategy: Recognizing Setting) B: We Live Here (Reading Strategy: Recognizing Setting) C: On the Farm (Comprehension Strategy: Recognizing Story Sequence) D: The Little Red Hen (Making Connections: Text to Text; ESL Bridge: Readers Theater; Content Area Conversation: Talk About Folktales) Teacher’s Guide p. 48 (Story Retelling)</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>Each teaching card contains a vocabulary section that lists possible unknown words specific to that text. For example: A: Elephants Like To... (Vocabulary words include Africa, pachyderm, trunk) B: Can You See the Rabbit? (Vocabulary words include fawn, camouflage, environment) C: Fun With Simple Machines (Vocabulary words include inclined plane, lever, pulley) D: The Little Red Hen: (Vocabulary words include harvest, lazy, moral, hen)</p> <p>In addition, the following Teaching Cards provide suggestions for discussing types of texts or the role of authors/illustrators: A: We Play Together (Comprehension Strategy: Understanding Genre: Photo Essay) D: The Little Red Hen (Content Area Conversation: Talk About Folktales) D: I Need a Little Help (Text Features: About the Author and Illustrator)</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: Numbers All Around (Comprehension Strategy: Using Picture Details) B: Look-and-Find Shapes (Comprehension Strategy: Using Picture Details) D: Animals in Art (Text Features: Illustrations) Teacher’s Guide p. 76 (Home School Letter: review illustrations together)</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>Suggestions in the Develop Fluency section each Teaching Card often include group reading activities. For example: A: We Read (Develop Fluency: partner reading) B: Can We Go? (Develop Fluency: echo reading) C: A Kitten is a Baby Cat (Develop Fluency: choral reading)</p>
<p>Reading: Informational Text 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, identify the main topic and retell key 	<p>Each Teaching Card contains a Content Area Conversation section that provides ideas for discussing each specific book after reading. Most of these discussions reinforce the main topic and key details. For example: A: On a Boat (Content Area Conversation: Develop Specialized Vocabulary) B: Can You See the Rabbit? (Content Area Conversation: Develop Specialized Vocabulary)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Kindergarten

<p>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>C: Fun With Simple Machines (Content Area Conversation: Develop Specialized Vocabulary) D: Look at These Trees (Content Area Conversation: Develop Specialized Vocabulary)</p> <p>In addition, the following Teaching Cards provide ideas for retelling texts: C: What Time Is It? (Comprehension Strategy: Recognizing Story Sequence)</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: 1, 2, 3 in the Box (Supportive Features; Text Features: Book Cover) A: Flowers Have Colors (Text Features: Book Cover) A: School Day! (Text Feature: Book Cover) A: We Read (Supportive Features; Text Features: Book Cover) B: From Sheep to Sweater (Content Area Conversation: Develop Specialized Vocabulary) B: What’s the Weather? (Text Features: Illustrator’s Name) B: Whose Bones? (Text Features: Title) C: How Will I Get to Grandma’s House? (Text Feature: Book Cover) C: On the Farm (Text Features: Title Page) C: Signs (Text Features: Title Page) C: Where Are They? (Text Features: Book Cover) D: Feel Better (Supportive Features; Text Features: Title) D: Where Does Food Grow? (Text Features: Book Cover)</p>
<p>Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Two texts on the same topic include: A: 1, 2, 3, in the Box and A: Numbers All Around A: We Read and A: We Write B: Can You See the Rabbit? and B: Who Hid? B: I See Flags and B: Look-and-Find Shapes C: Where Are They and D: Clifford Can C: On the Farm and D: Where Does Food Grow? Additionally, each Teaching Card offers expanded reading lists.</p> <p>The Making Connections section on some Teaching Cards contains suggestions for text to text comparisons. For example: A: 1, 2, 3 in the Box (Making Connections: Text to Text) C: Where Are They? (Making Connections: Text to Text) D: Clifford Can (Making Connections: Text to Text)</p> <p>Teaching Card lessons involving illustrations include: B: Look and Find Shapes (Comprehension Strategy: Using Picture Details) B: What’s the Weather? (Comprehension Strategy: Using Picture Details)</p>
<p>Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Suggestions in the Develop Fluency section each Teaching Card often include group reading activities. For Example: A: Numbers All Around (Develop Fluency: reread the book with partners)</p>
<p>Reading: Foundational Skills</p>	<p>All the books levels A-C provide opportunities for students to practice print concepts :</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Kindergarten

<p>Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>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.</p> <p>Level B books contain print that 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.</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.</p> <p>In addition, the following Teaching Card provides suggestions for specific instruction on print awareness: A: We Write (Comprehension Strategy: Print Awareness)</p>
<p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>A: We Read (Phonics and Word-Solving Strategy: Listening for Syllables) A: 1, 2, 3 in the Box (Phonics and Word-Solving Strategy: Reading Words with -og) A: Flowers Have Colors (Phonics and Word-Solving Strategy: Using Beginning Sounds) A: I See Bugs (Phonics and Word-Solving Strategy: Recognizing Words with -ug) A: School Day! (Phonics and Word-Solving Strategy: Using Beginning Sounds) A: We Play Together (Phonics and Word-Solving Strategy: Using Beginning Sounds) A: We Read (Phonics and Word-Solving Strategy: Listening for Syllables) B: Can We Go? (Phonics and Word-Solving Strategy: Reading Words With –an) B: From Sheep to Sweater (Phonics and Word-Solving Strategy: Reading Words With s /s/) B: I See Flags (Phonics and Word-Solving Strategy: Using Beginning Sounds) B: What’s the Weather? (Phonics and Word-Solving Strategy: Using Beginning Sounds) B: Who Hid? (Phonics and Word-Solving Strategy: Reading Words With the Phonogram id) C: On the Farm (Phonics and Word-Solving Strategy: Reading Unfamiliar Words) C: Please, Thank You (Phonics and Word-Solving Strategy: Using Beginning Sounds) C: Signs (Phonics and Word-Solving Strategy: Reading Words With s-Blends) C: We Like Summer (Phonics and Word-Solving Strategy: Reading Season Words) D: Clifford Can (Phonics and Word-Solving Strategy: Reading Words with –an) D: How Many Ducks? (Phonics and Word-Solving Strategy: Reading Rhyming Words)</p>
<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she,</p>	<p>A: Elephants Like to... (Phonics and Word-Solving Strategy: High Frequency Words) A: Flowers Have Colors (Phonics and Word-Solving Strategy: Using Beginning Sounds) A: On a Boat (Phonics and Word-Solving Strategy: Reading High-Frequency Words) A: School Day! (Phonics and Word-Solving Strategy: Using Beginning Sounds) A: We Play Together (Phonics and Word-Solving Strategy: Using Beginning Sounds) B: Can You See the Rabbit? (Phonics and Word-Solving Strategy: Reading High-Frequency Words) B: From Sheep to Sweater (Phonics and Word-Solving Strategy: Reading Words With s /s/)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Kindergarten

<p>my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>B: I See Flags (Phonics and Word-Solving Strategy: Using Beginning Sounds) B: Look-and-Find Shapes (Phonics and Word-Solving Strategy: Reading High-Frequency Words) B: We Live Here (Phonics and Word-Solving Strategy: Reading High-Frequency Words) B: What’s the Weather? (Phonics and Word-Solving Strategy: Using Beginning Sounds) B: Whose Bones (Phonics and Word-Solving Strategy: Reading Words with Short i) C: Please, Thank You (Supportive Features; Phonics and Word-Solving Strategy: Using Beginning Sounds) D: Animals in Art (Phonics and Word-Solving Strategy: Reading Words with Short i) D: I Need a Little Help (Phonics and Word-Solving Strategy: Reading Words with Long e) D: Then & Now (Phonics and Word-Solving Strategy: Reading High-Frequency Words) D: We Need the Sun (Phonics and Word-Solving Strategy: Reading High-Frequency Words)</p>
<p>Fluency 4. Read emergent-reader texts with purpose and understanding.</p>	<p>Each Teaching Card contains a Fluency Section with specific ideas to practice fluency using that particular text.</p> <p>Level A-D books 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>Language Conventions of Standard English</p>	<p>A: 1, 2, 3 in the Box (Comprehension Strategy: Recognizing Punctuation) A: We Write (Phonics and Word-Solving Strategy: Reading Plurals)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Kindergarten

<p>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.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>B: Can We Go? (Text Features: Question-and-Answer Format; Comprehension Strategy: Recognizing Questions) C: Fun With Simple Machines (Phonics and Word-Solving Strategy: Using Punctuation; Phonics and Word-Solving strategy: Reading Plurals) C: How Will I Get to Grandma’s House? (Phonics and Word-Solving Strategy: Recognizing Questions) C: Please, Thank You (Phonics and Word-Solving Strategy: Recognizing Questions) C: Where Are They? (Comprehension Strategy: Recognizing Punctuation; Phonics and Word-Solving Strategy: Reading Plurals) D: We Need the Sun (Comprehension Strategy: Reading Questions and Answers)</p> <p>Students are given opportunity to use their knowledge of letter sounds to spell words phonetically through the Extending Meaning Through Writing suggestions that appear on each card. For example: A: School Day! (Extending Meaning Through Writing: Students label a picture of their classroom in one activity and write to complete a sentence stem in the second activity.) B: I See Flags (Extending Meaning Through Writing: Students label flags they have drawn)</p>
<p>Vocabulary Acquisition and Use</p> <p>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.</p> <p>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.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Each Teaching Card contains a Vocabulary section which helps build rich content area vocabulary. Specific words from each text are included under the following categories: Content Words, Essential Words, Related Words for Discussion, and Nonfiction Text Features. Additionally, words and phrases can be acquired and used through Content Area Conversation suggestions, and Making Connections discussions.</p> <p>C: How Will I Get to Grandma’s House? (Extending Meaning Through Writing: sorting transportation pictures)</p>
<p>Writing Text Types and Purposes</p>	<p>Ideas for Extending Meaning Through Writing are included in the Teaching Card for each book. These activities include a combination of drawing, dictating, and writing to compose opinion</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Kindergarten

<p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>pieces, informative or explanatory writing, and narrative writing. For example: A: School Day! (Extending Meaning Through Writing: draw and label a picture of their classroom; draw pictures and write to show what you do during a typical school day) B: Can We Go? (Extending Meaning Through Writing: draw signs and write or dictate sentences explaining what the signs mean) C: My Scrapbook (Extending Meaning Through Writing: expository and descriptive writing) D: In Need a Little Help: (Extending Meaning Through Writing: persuasive writing and graphic aids)</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 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>Ideas for Extending Meaning Through Writing 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 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 recall and share information from experiences through the Making Connections section on each Teaching Card. For example: A: We Play Together (Making Connections: Text to Self) B: Look-and-Find Shapes (Making Connections: Text to World) C: Please, Thank You (Making Connections: Text to Self) C: A Kitten is a Baby Cat (Comprehension Strategy: Activating Prior Knowledge) D: Animals in Art (Comprehension Strategy: Activating Prior Knowledge)</p>
<p>Range of Writing</p> <p>10. (Begins in grade 3)</p>	<p>See Grade Three</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. 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</p>	<p>Content Area Conversation ideas are included on each Teaching Card. Students can participate in conversations about texts and kindergarten topics with peers and adults in small or large groups. For example: A: I See Bugs (Content Area Conversation: Talk About Bugs) B: How to Make a Wind Sock (Content Area Conversation: Talk About Wind) C: On the Farm (Content Area Conversation: Talk About Farms) D: Feel Better (Content Area Conversation: Talk About How to Feel Better)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Kindergarten

<p>understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	
---	--

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 1

<p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>1. Ask and answer questions about key details in a text.</p> <p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>3. Describe characters, settings, and major events in a story, using key details.</p>	<p>A: School Day! (Comprehension Strategy: Recognizing Setting)</p> <p>B: We Live Here (Reading Strategy: Recognizing Setting)</p> <p>C: On the Farm (Comprehension Strategy: Recognizing Story Sequence)</p> <p>D: The Little Red Hen (Making Connections: Text to Text; ESL Bridge: Readers Theater; Content Area Conversation: Talk About Folktales)</p> <p>F: Watch Me Plant a Garden (Comprehension Strategy: Recognizing Sequence of Events)</p> <p>G: Made With Glass (Comprehension Strategy: Recognizing Sequence)</p> <p>G: The Secret Code (Comprehension Strategy: Recognizing Sequence of Events)</p> <p>H: The 100th Day (Comprehension Strategy: Recognizing Setting)</p> <p>I: A Flag for All (Comprehension Strategy: Understanding Plot)</p> <p>I: A House Spider's Life (Comprehension Strategy: Recognizing Sequence of Events)</p> <p>I: Choosing Eyeglasses with Mrs. Koutris (Comprehension Strategy: Recognizing Problems/Solutions)</p> <p>Teacher's Guide p. 48 (Story Retelling)</p>
<p>Craft and Structure</p> <p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>6. Identify who is telling the story at various points in a text.</p>	<p>The leveled books included in this program allow for wide reading from a variety of informational and/or non-fiction texts. Students learn how to use text features often used in this type of text to help them understand the information being presented.</p> <p>In addition, the following Teaching Cards provide lesson ideas on identifying different types of texts or visualizing:</p> <p>A: Flowers Have Colors (Comprehension Strategy: Using Adjectives)</p> <p>A: We Play Together (Comprehension Strategy: Understanding Genre: Photo Essay)</p> <p>D: Clifford Can (Comprehension Strategy: Visualizing)</p> <p>D: The Little Red Hen (Content Area Conversation: Talk About Folktales)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>8. (Not applicable to literature)</p>	<p>A: Numbers All Around (Comprehension Strategy: Using Picture Details)</p> <p>B: Look-and-Find Shapes (Comprehension Strategy: Using Picture Details)</p> <p>B: What's the Weather? (Comprehension Strategy: Using Picture Details)</p> <p>D: Animals in Art (Text Features: Illustrations)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 1

<p>9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>I: Shadows (Comprehension Strategy: Using Picture Details) Teacher’s Guide p. 76 (Home School Letter: review illustrations together)</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>Teachers prompt and support students’ reading by balancing the difficulty of the text with support for students reading the text. Individual readers move forward in developing a reading process. (Teacher’s Guide, p. 9) Sample texts from different levels include: A: Flowers Have Colors B: Can We Go? C: How Will I get to Grandma’s House? D: Clifford Can E: Cat in the Bag F: I Can Play Soccer G: Tic-Tac-Toe, Three in a Row H: Monster Money I: Choosing Eyeglasses with Mrs. Koutris</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>Each Teaching Card contains a Content Area Conversation section that provides ideas for discussing each specific book after reading. Most of these discussions reinforce the main topic and key details. For example: A: On a Boat (Content Area Conversation: Develop Specialized Vocabulary) B: Can You See the Rabbit? (Content Area Conversation: Develop Specialized Vocabulary) C: Fun With Simple Machines (Content Area Conversation: Develop Specialized Vocabulary) D: Look at These Trees (Content Area Conversation: Develop Specialized Vocabulary)</p> <p>In addition, the following Teaching Cards provide ideas for retelling texts: C: What Time Is It? (Comprehension Strategy: Recognizing Story Sequence) H: Colin Powell (Comprehension Strategy: Main Idea and Details) H: From Acorn to Oak Tree (Comprehension Strategy: Recognizing Sequence of Events)</p>
<p>Craft and Structure 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>B: From Sheep to Sweater (Content Area Conversation: Develop Specialized Vocabulary) E: Let’s Go to a Fair (Supportive Features; Text Features: Index) E: Let’s Go to a Museum (Supportive Features; Text Features: Index) F: Ellen Ochoa (Supportive Features; Text Features: Table of Contents) F: I Can Play Soccer (Supportive Features; Text Features: Glossary) F: My Goldfish (Supportive Features; Text Features: Index) F: Watch Me Plant a Garden (Supportive Features; Text Features: Table of Contents) G: Find the Animal (Supportive Features; Text Features: Table of Contents; Comprehension Strategy: Recognizing Questions) G: From Seed to Pumpkin (Supportive Features; Text Features: Glossary) G: It’s a Good Thing There Are Insects (Supportive Features; Text Features: Picture Glossary) G: Math at the Store (Supportive Features; Text Features: Glossary) H: Colin Powell (Supportive Features; Text Features: Index) H: A Day with a Mechanic (Supportive Features; Text Features: Index) H: A Day with Air Traffic Controllers (Supportive Features; Text Features: Glossary)</p>

Grade 1

	<p>H: From Acorn to Oak Tree (Supportive Features; Text Features: Table of Contents) H: George Washington (Supportive Features; Text Features: Table of Contents) H: School in Colonial America (Supportive Features; Text Features: Table of Contents) I: Beetles (Supportive Features; Text Features: Table of Contents) I: A House Spider's Life (Supportive Features; Text Features: Glossary) I: Looking Through a Telescope (Supportive Features; Text Features: Index)</p>
<p>Integration of Knowledge and Ideas 7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Two texts on the same topic include: A: 1, 2, 3, in the Box and A: Numbers All Around A: We Read and A: We Write B: Can You See the Rabbit? and B: Who Hid? B: I See Flags and B: Look-and-Find Shapes C: Where Are They and D: Clifford Can C: On the Farm and D: Where Does Food Grow? F: How Does Your Salad Grow? and D: Where Does Food Grow? F: How Does Your Salad Grow? and F: Watch Me Plant a Garden F: I'm a Seed and G: From Seed to Pumpkin G: Find the Wild Animal and B: Can You See the Rabbit? G: Make a Leaf Rubbing and B: How to Make a Wind Sock</p> <p>Additionally, each Teaching Card offers expanded reading lists.</p> <p>The Making Connections section on some Teaching Cards contains suggestions for text to text comparisons. For example: A: 1, 2, 3 in the Box (Making Connections: Text to Text) C: Where Are They? (Making Connections: Text to Text) D: Clifford Can (Making Connections: Text to Text) F: Animal Pals (Making Connections: Text to Text) G: Tic-Tac-Toe: Three in a Row (Making Connections: Text to Text)</p> <p>Teaching Card lessons using illustrations include: B: Look and Find Shapes (Comprehension Strategy: Using Picture Details) B: What's the Weather? (Comprehension Strategy: Using Picture Details) I: Shadows (Comprehension Strategy: Using Picture Details)</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>Teachers prompt and support students' reading by balancing the difficulty of the text with support for students reading the text. Sample texts from different levels include: A: Numbers All Around B: From Sheep to Sweater C: Fun With Simple Machines D: We Need the Sun E: School Long Ago F: Ellen Ochoa G: It's a Good Thing There Are Insects</p>

Grade 1

	<p>H: I Am Planet earth I: Beetles</p>
<p>Reading: Foundational Skills Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>All the books levels A-C provide opportunities for students to practice print concepts :</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.</p> <p>Level B books contain print that 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.</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.</p> <p>In addition, the following Teaching Card provides suggestions for specific instruction on print awareness: A: We Write (Comprehension Strategy: Print Awareness)</p>
<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>A: 1, 2, 3 in the Box (Phonics and Word-Solving Strategy: Reading Words with -og) A: I See Bugs (Phonics and Word-Solving Strategy: Recognizing Words with -ug) A: We Read (Phonics and Word-Solving Strategy: Listening for Syllables) B: Can We Go? (Phonics and Word-Solving Strategy: Reading Words With -an) B: Who Hid? (Phonics and Word-Solving Strategy: Reading Words With the Phonogram id) C: On the Farm (Phonics and Word-Solving Strategy: Reading Unfamiliar Words) D: Clifford Can (Phonics and Word-Solving Strategy: Reading Words with -an) D: I Need a Little Help (Phonics and Word-Solving Strategy: Reading Words with Long e) E: All Around Our Country (Phonics and Word-Solving Strategy: Reading Words With Long Vowel Sounds) E: City Life and Country Life (Phonics and Word-Solving Strategy: Reading Words With r-Controlled Vowel Sounds) E: Let's Go to a Museum (Phonics and Word-Solving Strategy: Recognizing Verbs With -ing) E: What Do Artists Use? (Phonics and Word-Solving Strategy: Reading Words With Consonant Digraphs) F: Ellen Ochoa (Phonics and Word-Solving Strategy: Reading Words With Long a) F: I Can Play Soccer (Phonics and Word-Solving Strategy: Reading Words With -ing) F: Storms (Phonics and Word-Solving Strategy: r-Controlled Vowels) F: Watch Me Plant a Garden (Phonics and Word-Solving Strategy: Reading Words With Long e) G: Make a Leaf Rubbing (Phonics and Word-Solving Strategy: Words With Long a) G: Math at the Store (Phonics and Word-Solving Strategy: Reading Words With Long a) H: Colin Powell (Phonics and Word-Solving Strategy: Words With Long e)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 1

	<p>H: A Day with a Mechanic (Phonics and Word-Solving Strategy: Reading Words With oo) H: A Day with Air Traffic Controllers (Phonics and Word-Solving Strategy: Reading Words With r-Controlled Vowels) H: From Acorn to Oak Tree (Phonics and Word-Solving Strategy: Reading Words with oo) H: George Washington (Phonics and Word-Solving Strategy: Reading Words With Long e) H: I Am Planet Earth (Phonics and Word-Solving Strategy: Reading Words With r-Controlled Vowels) H: School in Colonial America (Phonics and Word-Solving Strategy: Reading Words With –ed) H: The Wheat We Eat (Phonics and Word-Solving Strategy: Reading Words With –ed) I: The Apple Pie Tree (Phonics and Word-Solving Strategy: Reading Words With ch) I: Beetles (Phonics and Word-Solving Strategy: Reading Words With Long e) I: A House Spider’s Life (Phonics and Word-Solving Strategy: Suffixes) I: Presidents’ Day (Phonics and Word-Solving Strategy: Reading Words With –ern ending)</p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Each Teaching Card contains a Fluency Section with specific ideas to practice fluency using that particular grade-level text. For example: A: School Day! (Develop Fluency: reread the book with a partner) B: Can We Go? (Develop Fluency: echo reading focusing on proper phrasing, intonation and speed) C: How Will I Get to Grandma’s House? (Develop Fluency: model fluent reading, alternate reading within pairs) D: Look at These Trees (Develop Fluency: after practice, record students reading the book with proper pace, phrasing, and intonation) E: Cat in the Bag (Develop Fluency: Chorally read questions and exclamations with the proper intonation) F: I’m a Seed (Develop Fluency: partners choose to be the marigold or pumpkin and read those words with proper expression) G: Made With Glass (Develop Fluency: after practice, individual students demonstrate reading each page aloud with phrasing) H: A Day With a Mechanic (Develop Fluency: choral reading) I: A Flag for All (Develop Fluency: echo reading)</p> <p>E: Hello, Doctor! (Phonics and Word-Solving Strategy: Using Context) Prompts to Support In-The-Head Strategies (Teacher’s Guide, pages 18-19)</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,</p>	<p>A: 1, 2, 3 in the Box (Comprehension Strategy: Recognizing Punctuation) A: Flowers Have Colors (Comprehension Strategy: Using Adjectives) B: Can We Go? (Text Features: Question-and-Answer Format; Comprehension Strategy: Recognizing Questions) C: Fun With Simple Machines (Phonics and Word-Solving Strategy: Using Punctuation; Phonics and Word-Solving strategy: Reading Plurals) C: How Will I Get to Grandma’s House? (Phonics and Word-Solving Strategy: Recognizing Questions) C: Please, Thank You (Phonics and Word-Solving Strategy: Recognizing Questions)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 1

<p>them, their, anyone, everything). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., during, beyond, toward). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>C: Where Are They? (Comprehension Strategy: Recognizing Punctuation; Phonics and Word-Solving Strategy: Reading Plurals) D: Feel Better (Phonics and Word-Solving Strategy: Reading Verbs) D: The Little Red Hen (Phonics and Word-Solving Strategy: Recognizing Verbs) D: Where Does Food Grow (Phonics and Word-Solving: Recognizing Verbs) E: Let’s Go to a Museum (Phonics and Word-Solving Strategy: Recognizing Verbs with –ing) F: I Like Cheese (Phonics and Word-Solving Strategy: Reading Adjectives; Extending Meaning Through Writing: use adjectives to describe why you dislike a food) G: Find the Wild Animals (Phonics and Word-Solving Strategy: Verbs) G: Made With Glass (Phonics and Word-Solving Strategy: Reading Verbs) G: The Secret Code (Phonics and Word-Solving Strategy: Pronouns) H: From Acorn to Oak Tree (Extending Meaning Through Writing: use adjectives to describe oak trees and acorns) H: The 100th Day (Phonics and Word-Solving Strategy: Pronouns)</p>
<p>Knowledge of Language 3. (Begins in grade 2)</p>	<p>See Grade 2</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are cozy). Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and</p>	<p>Each Teaching Card contains a Vocabulary section which helps build rich content area vocabulary. Specific words from each text are included under the following categories: Content Words, Essential Words, Related Words for Discussion, and Nonfiction Text Features. Additionally, words and phrases can be acquired and used through Content Area Conversation suggestions, and Making Connections discussions.</p> <p>Additionally, the following Teaching Cards feature lessons on sorting, -ing, or –ed: C: How Will I Get to Grandma’s House? (Extending Meaning Through Writing: sorting transportation pictures) E: Let’s Go to a Museum (Phonics and Word-Solving Strategy: Recognizing Verbs With –ing) F: I Can Play Soccer (Phonics and Word-Solving Strategy: Reading Words With –ing) H: School in Colonial America (Phonics and Word-Solving Strategy: Reading Words With –ed) H: The Wheat We Eat (Phonics and Word-Solving Strategy: Reading Words With –ed)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 1

<p>being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).</p>	
<p>Writing Text Types and Purposes 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Ideas for Extending Meaning Through Writing are included in the Teaching Card for each book. These activities include writing to compose opinion pieces, informative / explanatory writing, and narrative writing. For example: E: Let’s Go to a Fair (Students select two of their favorite photographs in the book and write sentences based on those pictures.) F: Ellen Ochoa (Students create short biographies about someone they know and that person’s career using <i>Ellen Ochoa</i> as a model.) G: Find the Wild Animal (Students write short reviews of the book telling other children why they recommend or do not recommend the book.) H: School in Colonial America (Students write journal entries as children living in Colonial America explaining what they do in school during a typical day.) I: A Flag for All (Students write sentences about the American flag, including what the flag means to them, the symbolism of the flag, and any experiences they have had with an American flag.)</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 Extending Meaning Through Writing 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 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 recall and share information from experiences through the Making Connections or Activating Prior Knowledge sections on each Teaching Card. For example: A: We Play Together (Making Connections: Text to Self) B: Look-and-Find Shapes (Making Connections: Text to World) C: A Kitten is a Baby Cat (Comprehension Strategy: Activating Prior Knowledge) C: Please, Thank You (Making Connections: Text to Self) D: Animals in Art (Comprehension Strategy: Activating Prior Knowledge) E: What Do Artists Use? (Making Connections: Text to World) F: I Can Play Soccer (Making Connections: Text to Self) F: I Like Cheese (Comprehension Strategy: Activating and Applying Relevant Prior Knowledge) G: How Big? How Much? (Making Connections: Text to Self) G: Make a Leaf Rubbing (Comprehension Strategy: Activate Prior Knowledge) H: The 100th Day (Making Connections: Text to Self) I: The Apple Pie Tree (Making Connections: Text to World)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 1

<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>Content Area Conversation ideas are included on each Teaching Card. Students can participate in conversations about texts and grade 1 topics with peers and adults in small or large groups.</p> <p>For example:</p> <p>A: I See Bugs (Content Area Conversation: Talk About Bugs)</p> <p>B: How to Make a Wind Sock (Content Area Conversation: Talk About Wind)</p> <p>C: On the Farm (Content Area Conversation: Talk About Farms)</p> <p>D: Feel Better (Content Area Conversation: Talk About How to Feel Better)</p> <p>E: On the Job (Content Area Conversation: Talk About Jobs)</p> <p>F: I'm a Seed (Content Area Conversation: Talk About Fruit-Bearing Plants)</p> <p>G: It's a Good Thing There Are Insects (Content Area Conversation: Talk About Insects)</p> <p>H: A Day with Air Traffic Controllers (Content Area Conversation: Talk About Air Travel)</p> <p>I: The Apple Pie Tree (Content Area Conversation: Talk About Apple Trees)</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 Extending Meaning Through Writing sections on the Teaching Cards suggest students write complete sentences including descriptive details. For example:</p> <p>A: I See Bugs (Extending Meaning Through Writing: draw and describe an insect)</p> <p>C: My Scrapbook (Extending Meaning Through Writing: write a short description of an event they shared with family or friends)</p> <p>E: All Around Our Country (Extending Meaning Through Writing: write a few sentences about a place from the book using as many descriptive words as possible)</p> <p>G: Made With Glass (Extending Meaning Through Writing: write descriptions of one of the glass objects from the book, using some of the vocabulary from the book in descriptions)</p> <p>I: A House Spider's Life (Extending Meaning Through Writing: write paragraphs about the spider in the book from the point of view of the boy, describing the spider, the web and the comings and goings of the spider)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 2

<p>Reading: Literature Key Ideas and Details</p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>3. Describe how characters in a story respond to major events and challenges.</p>	<p>F: Watch Me Plant a Garden (Comprehension Strategy: Recognizing Sequence of Events)</p> <p>G: Made With Glass (Comprehension Strategy: Recognizing Sequence)</p> <p>G: The Secret Code (Comprehension Strategy: Recognizing Sequence of Events)</p> <p>H: The 100th Day (Comprehension Strategy: Recognizing Setting)</p> <p>I: A Flag for All (Comprehension Strategy: Understanding Plot)</p> <p>I: A House Spider's Life (Comprehension Strategy: Recognizing Sequence of Events)</p> <p>I: Choosing Eyeglasses with Mrs. Koutris (Comprehension Strategy: Recognizing Problems/Solutions)</p> <p>K: Little Bill: The Best Way to Play (Comprehension Strategy: Character)</p>
---	---

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 2

	M: A. Lincoln and Me (Comprehension Strategy: Understanding Character)
<p>Craft and Structure</p> <p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the 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>F: I'm a Seed (Develop Fluency: partners choose to be the marigold or pumpkin and read those words with proper expression)</p> <p>I: A House Spider's Life (Extending Meaning Through Writing: write paragraphs about the spider in the book from the point of view of the boy, describing the spider, the web and the comings and goings of the spider)</p> <p>K: A Girl Named Helen Keller (Comprehension Strategy: Recognizing Point of View)</p> <p>L: In 1492 (Extending Meaning Through Writing: write journal entries from the point of view of one of Columbus's sailors)</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>F: What Can I Buy? (Text Features: Illustrations)</p> <p>G: How Big? How Much? (Text Features: Illustrations)</p> <p>G: Make a Leaf Rubbing (Text Features: Illustrations)</p>
<p>Range of Reading and Level of Text Complexity</p> <p>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>This product focuses on content area texts, so most texts are informational / nonfiction.</p>
<p>Reading: Informational Text</p> <p>Key Ideas and Details</p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>F: Watch Me Plant a Garden (Comprehension Strategy: Recognizing Sequence of Events)</p> <p>G: Made With Glass (Comprehension Strategy: Recognizing Sequence)</p> <p>G: The Secret Code (Comprehension Strategy: Recognizing Sequence of Events)</p> <p>H: Colin Powell (Comprehension Strategy: Main Idea and Details)</p> <p>H: From Acorn to Oak Tree (Comprehension Strategy: Recognizing Sequence of Events)</p> <p>I: A House Spider's Life (Comprehension Strategy: Recognizing Sequence of Events)</p> <p>K: Sounds All Around (Comprehension Strategy: Recognizing Main Idea)</p> <p>K: Veteran's Day (Comprehension Strategy: Recognizing Main Idea)</p> <p>L: In 1492 (Comprehension Strategy: Main Idea and Details)</p> <p>M: The Journey of a Butterfly (Comprehension Strategy: Recognizing Main Idea or Ideas in a Text)</p> <p>N: Hawks on the Clock (Comprehension Strategy: Recognizing Main Idea and Details)</p> <p>N: Working at a TV Station (Comprehension Strategy Identifying Main Idea and Supporting Details)</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,</p>	<p>E: Let's Go to a Fair (Text Features: Index)</p> <p>E: Let's Go to a Museum (Text Features: Index)</p> <p>F: I Can Play Soccer (Text Features: Glossary)</p> <p>G: From Seed to Pumpkin (Text Features: Glossary)</p>

Grade 2

<p>subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>8. Describe how reasons support specific points the author makes in a text.</p> <p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>G: It's a Good Thing there are Insects (Text Features: Picture Glossary)</p> <p>G: Math at the Store (Text Features: Glossary)</p> <p>H: A Day With Air Traffic Controllers (Text Features: Glossary)</p> <p>H: I Am Planet Earth (Text Features: Diagrams)</p> <p>I: How Many Ants (Text Features: Diagrams)</p> <p>I: A House Spider's Life (Text Features: Glossary)</p> <p>I: Where Do Puddles Go? (Text Features: Diagrams)</p> <p>J: Bart's Amazing Charts (Text Features: Graphs)</p> <p>J: How Do Your Lungs Work? (Text Features: Diagrams)</p> <p>J: The Field Mouse and the Dinosaur Named Sue (Text Features: Specialized Vocabulary)</p> <p>J: Thunder and Lightning (Text Features: Reading Captions)</p> <p>J: We Need Directions (Text Features: Maps)</p> <p>K: The Mississippi River (Text Features: Captions)</p> <p>K: Plants That Eat Animals (Text Features: Glossary)</p> <p>K: Veteran's Day (Text Features: Picture Glossary)</p> <p>L: Bats (Text Features: Photographs)</p> <p>L: Japan (Text Features: Reading Captions)</p> <p>L: Solar System (Text Features: Charts)</p> <p>M: A. Lincoln and Me (Text Features: Illustrations)</p> <p>M: Helping Paws: Dogs That Serve (Text Features: Boldface Subheadings)</p> <p>M: The Journey of a Butterfly (Text Features: Maps)</p> <p>M: Save the Rain Forests (Text Features: Using Maps)</p> <p>M: Turtles Take Their Time (Text Features: Photographs)</p> <p>M: What If You'd Met...Beethoven? (Text Features Using Maps)</p> <p>N: Becoming a Citizen (Text Features: Reading Captions)</p> <p>N: Constellations (Text Features: Reading Captions)</p> <p>N: Hawks on the Clock (Text Features: Using Maps)</p> <p>Additionally, each Teaching Card contains a section that introduces vocabulary specific to that particular text and an Other Books section. The expanded reading selections suggested in the Other Books section can be used to compare and contrast important points presented by two or more texts on the same topic.</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>This leveled book set provides students with a wide variety of content area texts. Teachers prompt and support students' reading by balancing the difficulty of the text with support for students reading the text. Sample texts from each level include:</p> <p>E: School Long Ago</p> <p>F: Ellen Ochoa</p> <p>G: It's a Good Thing There Are Insects</p> <p>H: I Am Planet earth</p> <p>I: Beetles</p> <p>J: An Earthworm's Life</p> <p>K: The Mississippi River</p>

Grade 2

	<p>L: Antarctica M: A. Lincoln and Me N: Let's Find Out About Money</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: All Around Our Country (Phonics and Word-Solving Strategy: Reading Words With Long Vowel Sounds) E: Animal Moms and Dads (Phonics and Word-Solving Strategy: Words With Short Vowels) E: Cat in the Bag (Phonics and Word-Solving Strategy: Reading Words With Short a) E: City Life and Country Life (Phonics and Word-Solving Strategy: Reading Words With r-Controlled Vowel Sounds) E: Let's Go to a Fair (Phonics and Word-Solving Strategy: Reading Words With /ou/ E: Let's Go to a Museum (Phonics and Word-Solving Strategy: Recognizing Verbs With -ing) E: On the Job (Phonics and Word-Solving Strategy: Reading Words With Consonant Blends) E: What Do Artists Use? (Phonics and Word-Solving Strategy: Reading Words With Consonant Digraphs) F: Animal Pals (Phonics and Word-Solving Strategy: Reading Words With Short Vowels) F: Ellen Ochoa (Phonics and Word-Solving Strategy: Reading Words With Long a) F: I Can Play Soccer (Phonics and Word-Solving Strategy: Reading Words With -ing) F: I'm a Seed (Phonics and Word-Solving Strategy: Recognizing Contractions) F: My Goldfish (Phonics and Word-Solving Strategy: Reading Words With l-Blends) F: Storms (Phonics and Word-Solving Strategy: r-Controlled Vowels) F: Watch Me Plant a Garden (Phonics and Word-Solving Strategy: Reading Words With Long e) G: From Seed to Pumpkin (Phonics and Word-Solving Strategy: Consonant Blends) G: Make a Leaf Rubbing (Phonics and Word-Solving Strategy: Words With Long a) G: Math at the Store (Phonics and Word-Solving Strategy: Reading Words With Long a) G: Tracks in the Sand (Phonics and Word-Solving Strategy: High-Frequency Words) H: Colin Powell (Phonics and Word-Solving Strategy: Words With Long e) H: A Day with a Mechanic (Phonics and Word-Solving Strategy: Reading Words With oo) H: A Day with Air Traffic Controllers (Phonics and Word-Solving Strategy: Reading Words With r-Controlled Vowels) H: From Acorn to Oak Tree (Phonics and Word-Solving Strategy: Reading Words With oo) H: George Washington (Phonics and Word-Solving Strategy: Reading Words With Long e) H: I Am Planet Earth (Phonics and Word-Solving Strategy: Reading Words With r-Controlled Vowels) H: School in Colonial America (Phonics and Word-Solving Strategy: Reading Words With -ed) H: The Wheat We Eat (Phonics and Word-Solving Strategy: Reading Words With -ed) I: The Apple Pie Tree (Phonics and Word-Solving Strategy: Reading Words With ch) I: Beetles (Phonics and Word-Solving Strategy: Reading Words With Long e) I: A Flag for All (Phonics and Word-Solving Strategy: Reading Words With l-Blends) I: A House Spider's Life (Phonics and Word-Solving Strategy: Suffixes) I: How Many Ants? (Phonics and Word-Solving Strategy: Reading Words that End in y) I: Looking Through a Telescope (Phonics and Word-Solving Strategy: Reading Consonant Blends) I: Presidents' Day (Phonics and Word-Solving Strategy: Reading Words With -ern ending)</p>

J: An Earthworm's Life (Phonics and Word-Solving Strategy: Reading Words With r-Controlled Vowels)

J: Giant Pandas: Gifts from China (Phonics and Word-Solving Strategy: Reading Words with Long i)

J: Harriet Tubman (Phonics and Word-Solving Strategy: Reviewing Words With Consonant Blends)

J: Thunder and Lightning (Phonics and Word-Solving Strategy: Reading Words With r-Controlled Vowels)

J: We Need Directions! (Phonics and Word-Solving Strategy: Reading Words With Final e)

K: Little Bill-The Best Way to Play (Phonics and Word-Solving Strategy: Contractions and Possessives)

K: The Earth Is Mostly Ocean (Phonics and Word-Solving Strategy: Suffixes)

K: Under the Ground (Phonics and Word-Solving Strategy: Words With Final e)

K: Veterans Day (Phonics and Word-Solving Strategy: Reading Words With -ed)

L: CHOMP! A Book About Sharks (Phonics and Word-Solving Strategy: Reading Words With r-Controlled Vowels)

L: The Grapes of Math (Phonics and Word-Solving Strategy: Recognizing Contractions)

L: In 1492 (Phonics and Word-Solving Strategy: Reading Words With -ed)

L: Tell Me Why Planes Have Wings (Phonics and Word-Solving Strategy: Reading Multisyllabic Words With Consonant Clusters)

L: Tyrannosaurus rex (Phonics and Word-Solving Strategy: Reading Words With -ed)

M: Helping Paws: Dogs That Serve (Phonics and Word-Solving Strategy: Understanding Suffixes)

M: Journey of a Butterfly (Phonics and Word-Solving Strategy: Using Context Clues)

M: Save the Rain Forests (Phonics and Word-Solving Strategy: Reading Words With /ou/)

M: Sound, Heat & Light: Energy at Work (Phonics and Word-Solving Strategy: Recognizing Variations of Words)

M: Tell Me How Much It Weighs (Phonics and Word-Solving Strategy: Reading Words With Silent gh)

M: Turtles Take Their Time (Phonics and Word-Solving Strategy: Using Context Clues)

M: What If You'd Met... Beethoven? (Phonics and Word-Solving Strategy: Reading Words With -ing)

N: Measuring Penny (Phonics and Word-Solving Strategy: Reading Words With s-Blends)

N: Tell Me How Far It Is (Phonics and Word-Solving Strategy: Words With Vowel Digraphs)

N: Let's Find Out About Money (Phonics and Word-Solving Strategy: Reading Words With -ing)

N: Constellations (Phonics and Word-Solving Strategy: Reading Words With Consonant Blends)

N: Hawks on the Clock (Phonics and Word-Solving Strategy: Reading Words with Consonant /j/g)

N: Special Olympics (Phonics and Word-Solving Strategy: Reading Words With -ed)

N: Staying Healthy: Sleep and Rest (Phonics and Word-Solving Strategy: Reading Words With s-Blends)

N: Wild Weather: Blizzards! (Phonics and Word-Solving Strategy: Reading Words With -ed)

N: Working at a TV Station: (Phonics and Word-Solving Strategy: Reading Closed and Open

Grade 2

	Compound Words)
<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 text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Each Teaching Card contains a Fluency Section with specific ideas to practice fluency using that particular grade-level text. For example:</p> <p>E: Cat in the Bag (Develop Fluency: chorally read questions and exclamations with the proper intonation)</p> <p>F: I'm a Seed (Develop Fluency: partners choose to be the marigold or pumpkin and read those words with proper expression)</p> <p>G: Made With Glass (Develop Fluency: after practice, individual students demonstrate reading each page aloud with phrasing)</p> <p>H: A Day With a Mechanic (Develop Fluency: choral reading)</p> <p>I: A Flag for All (Develop Fluency: echo reading)</p> <p>J: We Need Directions! (Develop Fluency: practice with a partner monitoring phrasing, intonation, rate and accuracy, paying attention to punctuation)</p> <p>K: The Earth is Mostly Ocean (Develop Fluency: paired children of differing abilities work together on fluent reading)</p> <p>L: Japan (Develop Fluency: after modeling the reading of first two chapters of the book, partners are invited to read subsequent chapters to each other, reading the pages and picture captions as if presenting the information in a slide show, while also focusing on pace and intonation)</p> <p>M: Helping Paws: Dogs That Serve (Develop Fluency: buddy reading while monitoring each other for attention to punctuation, phrasing and pace)</p> <p>N: Special Olympics (Develop Fluency: echo reading sentence by sentence)</p> <p>E: Hello, Doctor! (Phonics and Word-Solving Strategy: Using Context)</p> <p>Prompts to Support In-The-Head Strategies (Teacher's Guide, pages 18-19)</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. Use collective nouns (e.g., group). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names.</p>	<p>E: Let's Go to a Museum (Phonics and Word-Solving Strategy: Recognizing Verbs with -ing)</p> <p>F: I Like Cheese (Phonics and Word-Solving Strategy: Reading Adjectives; Extending Meaning Through Writing: use adjectives to describe why you dislike a food)</p> <p>G: Find the Wild Animals (Phonics and Word-Solving Strategy: Verbs)</p> <p>G: Made With Glass (Phonics and Word-Solving Strategy: Reading Verbs)</p> <p>G: The Secret Code (Phonics and Word-Solving Strategy: Pronouns)</p> <p>H: From Acorn to Oak Tree (Extending Meaning Through Writing: use adjectives to describe oak trees and acorns)</p> <p>H: The 100th Day (Phonics and Word-Solving Strategy: Pronouns)</p> <p>K: A Girl Named Helen Keller (Phonics and Word-Solving Strategy: Reading Irregular Past-Tense Verbs)</p> <p>K: The Best Way to Play (Phonics and Word-Solving Strategy: Contractions and Possessives)</p> <p>L: The Grapes of Math (Phonics and Word-Solving Strategy: Recognizing Contractions)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 2

<p>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>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.</p>	<p>Ideas for Content Area Discussions are featured on each Teaching Card. Students respond to what was read through listening and speaking.</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>Each Teaching Card contains a Vocabulary section and a Develop Specialized Vocabulary section. One section provides a list of words from each specific text and the other provides discussion ideas that would encourage students to use new vocabulary when responding to texts.</p> <p>Additionally, the following features from specific Teaching Cards provide practice with determining word meaning through compound words or glossaries:</p> <p>E: Let’s Go to a Fair (Nonfiction Text Features: Glossary) F: Ellen Ochoa (Nonfiction Text Features: Glossary) F: I Can Play Soccer (Text Features: Glossary) F: I Like Cheese (Nonfiction Text Features: Glossary) F: My Goldfish (Nonfiction Text Features: Glossary) F: Watch Me Plant a Garden (Nonfiction Text Features: Glossary) F: What Can I Buy? (Phonics and Word-Solving Strategy: Reading Compound Words) G: From Seed to Pumpkin (Nonfiction Text Features: Glossary) G: It’s a Good Thing There Are Insects (Nonfiction Text Features: Glossary; Text Features: Picture Glossary) G: Math at the Store (Text Features: Glossary) H: Colin Powell (Nonfiction Text Features: Glossary) H: A Day with a Mechanic (Nonfiction Text Features: Glossary) H: A Day with Air Traffic Controllers (Text Features: Glossary) H: George Washington (Nonfiction Text Features: Glossary) H: The Wheat We Eat (Nonfiction Text Features: Picture Glossary) I: Beetles (Nonfiction Text Features: Glossary) I: A House Spider’s Life (Text Features: Glossary) I: Looking Through a Telescope (Nonfiction Text Features: Glossary) I: Presidents’ Day (Nonfiction Text Features: Glossary) I: Shadows (Phonics and Word-Solving Strategy: Reading Compound Words; Nonfiction Text Features: Glossary) I: Where Do Puddles Go? (Nonfiction Text Features: Glossary) J: An Earthworm’s Life (Nonfiction Text Features: Glossary) J: Germs! Germs! Germs! (Phonics and Word-Solving Strategy: Reading Compound Words)</p>

Grade 2

	<p>J: Giant Pandas: Gift From China (Nonfiction Text Features: Glossary) J: How Do Your Lungs Work? (Nonfiction Text Features: Glossary) J: Inside an Ant Colony (Nonfiction Text Features: Glossary) J: Thunder and Lightning (Nonfiction Text Features: Glossary) J: We Need Directions (Nonfiction Text Features: Glossary) K: The Earth is Mostly Ocean (Nonfiction Text Features: Glossary) K: The Mississippi River (Nonfiction Text Features: Glossary) K: Plants that Eat Animals (Phonics and Word-Solving Strategy: Reading Compound Words; Text Features: Picture Glossary) K: Under the Ground (Nonfiction Text Features: Glossary) K: Veterans Day (Text Features: Picture Glossary) L: Antarctica (Nonfiction Text Features: Glossary) L: Flies Are Fascinating (Phonics and Word-Solving Strategy: Reading Compound Words; Nonfiction Text Features: Glossary) L: Japan (Phonics and Word-Solving Strategy: Reading Compound Words) L: Solar System (Nonfiction Text Features: Glossary) L: Tell Me Why Planes Have Wings (Nonfiction Text Features: Glossary) M: A. Lincoln and Me (Phonics and Word-Solving Strategy: Reading Compound Words) M: Five True Horse Stories (Phonics and Word-Solving Strategy: Reading Compound Words) M: The Journey of a Butterfly (Phonics and Word-Solving Strategy: Using Context Clues; Nonfiction Text Features: Glossary) M: Save the Rain Forests (Nonfiction Text Features: Glossary) M: Turtles Take Their Time (Phonics and Word-Solving Strategy: Using Context Clues) N: Working at a TV Station (Phonics and Word-Solving Strategy: Reading Closed and Open Compound Words)</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>Ideas for Extending Meaning Through Writing are included in the Teaching Card for each book. These activities include writing for a variety of purposes, including composing opinion pieces, informative/ explanatory writing, and narrative writing. For example:</p> <p>E: Let's Go to a Fair (Students select two of their favorite photographs in the book and write sentences based on those pictures.) F: Ellen Ochoa (Students create short biographies about someone they know and that person's career using <i>Ellen Ochoa</i> as a model.) G: Find the Wild Animal (Students write short reviews of the book telling other children why they recommend or do not recommend the book.) H: School in Colonial America (Students write journal entries as children living in Colonial America explaining what they do in school during a typical day.) I: A Flag for All (Students write sentences about the American flag, including what the flag means to them, the symbolism of the flag, and any experiences they have had with an American flag.) J: We Need Directions! (Students recall times when they or others they know used maps or compasses and write narrative stories showing how the maps or compasses helped.) K: Fluff and Feathers, Spikes and Skin (Students do expository writing about the benefits of different types of animal coverings.)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 2

	<p>L: Japan (Students write paragraphs about subjects from the book and write descriptive writing imagining they are touring Japan.) M: Save the Rain Forests (Persuasive writing is practiced through letter writing to convince friends why saving the rain forests is important.) N: Hawks on the Clock (Students work with partners to write persuasive pamphlets.)</p>
<p>Production and Distribution of Writing 4. (Begins in grade 3) 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Ideas for Extending Meaning Through Writing 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 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., read a number of books on a single topic to produce a report; record science observations). 8. Recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)</p>	<p>Students are encouraged to recall and share information from experiences through the Making Connections section on each Teaching Card. For example: E: What Do Artists Use? (Making Connections: Text to World) F: I Can Play Soccer (Making Connections: Text to Self) G: How Big? How Much? (Making Connections: Text to Self) H: The 100th Day (Making Connections: Text to Self) I: The Apple Pie Tree (Making Connections: Text to World) J: Germs! Germs! Germs! (Making Connections: Text to Self) K: The Best Way to Play (Making Connections: Text to Self) L: In 1492 (Making Connections: Text to World) M: I Hate English! (Making Connections: Text to Self) N: Staying Healthy: Sleep and Rest (Making Connections: Text to World)</p> <p>F: I Like Cheese (Comprehension Strategy: Activating and Applying Relevant Prior Knowledge) G: Make a Leaf Rubbing (Comprehension Strategy: Activate Prior Knowledge) M: Five True Horse Stories (Comprehension Strategy: Activate Prior Knowledge)</p> <p>Expanded reading lists are included on each Teaching Card. Those additional titles could be used to read a number of books on a single topic in order to prepare for a report.</p>
<p>Range of Writing 10. (Begins in grade 3)</p>	<p>See Grade Three</p>
<p>Speaking & Listening 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, 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</p>	<p>Content Area Conversation ideas are included on each Teaching Card. Students can participate in conversations about texts and grade 2 topics with peers and adults in small or large groups. For example: E: On the Job (Content Area Conversation: Talk About Jobs) F: I'm a Seed (Content Area Conversation: Talk About Fruit-Bearing Plants) G: It's a Good Thing There Are Insects (Content Area Conversation: Talk About Insects) H: A Day with Air Traffic Controllers (Content Area Conversation: Talk About Air Travel) I: The Apple Pie Tree (Content Area Conversation: Talk About Apple Trees)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 2

<p>remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <ol style="list-style-type: none"> 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 	<p>J: Thunder and Lightning (Content Area Conversation: Talk About Weather Cycles) K: Plants that Eat Animals (Content Area Conversation: Talk About Carnivores) L: Tell Me Why Planes Have Wings (Content Area Conversation: Talk About Flight) M: What If You'd Met...Beethoven? (Content Area Conversation: Talk About Composing Music) N: Tell Me How Far it Is (Content Area Conversation: Talk About Measurement of Distance)</p>
<p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>Each Teaching Card contains ideas for conversations about content areas. Teachers can encourage students to speak audibly, use descriptive details and produce complete sentences. Audio recordings can be created as the teacher feels appropriate depending on available technology.</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 3

<p>Reading: Literature 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. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 	<p>J: The Field Mouse and the Dinosaur Named Sue (Comprehension Strategy: Recognizing Setting) K: Little Bill: The Best Way to Play (Comprehension Strategy: Character) K: The 512 Ants on Sullivan Street (Comprehensive Strategy: Recognizing Setting) M: A. Lincoln and Me (Comprehension Strategy: Understanding Character) O: A Million Fish...More or Less</p>
<p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. Distinguish their own point of view from that of the narrator or those of the characters. 	<p>K: A Girl Named Helen Keller (Comprehension Strategy: Recognizing Point of View) L: In 1492 (Extending Meaning Through Writing: write journal entries from the point of view of one of Columbus's sailors) O: A Million Fish...More or Less</p>
<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Explain how specific aspects of a text's illustrations contribute to 	<p>K: Little Bill: The Best Way to Play can be compared and contrasted with two other books in this series written by Bill Cosby that are listed in the expanded book section entitled Other</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 3

<p>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>Books on the Teaching Card.</p>
<p>Range of Reading and Complexity of Text</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>This product focuses on content area texts, so most texts are informational / nonfiction.</p> <p>K: A Girl Named Helen Keller L: In 1492 M: A. Lincoln and Me O: A Million Fish...More or Less</p>
<p>Reading: Informational Text</p> <p>Key Ideas and Details</p> <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>J: Germs! Germs! Germs! (Comprehension Strategy: Understanding Cause and Effect) K: Plants That Eat Animals (Comprehension Strategy: Cause and Effect) K: Sounds All Around (Comprehension Strategy: Recognizing Main Idea) K: Veteran’s Day (Comprehension Strategy: Recognizing Main Idea) L: In 1492 (Comprehension Strategy: Main Idea and Details) L: Tell Me Why Planes Have Wings (Comprehension Strategy: Understanding Cause and Effect) M: The Journey of a Butterfly (Comprehension Strategy: Recognizing Main Idea or Ideas in a Text) N: Hawks on the Clock (Comprehension Strategy: Recognizing Main Idea and Details) N: Staying Healthy: Sleep and Rest (Comprehension Strategy: Understanding Cause and Effect) N: Working at a TV Station (Comprehension Strategy: Identifying Main Idea and Supporting Details) O: The Amazing Book of Mammal Records (Developing Comprehension: Main Idea/Details) P: Heroes of the Revolution (Developing Comprehension: Time Line) Q: Copper (Developing Comprehension: Main Idea/Details) Q: Food Chain Frenzy (Developing Comprehension: Understanding Sequence) Q: If You Lived with the Indians of the Northwest Coast (Developing Comprehension: Main Idea/Details)</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>J: The Field Mouse and the Dinosaur Named Sue (Text Features: Specialized Vocabulary) J: Giant Pandas from China (Text Feature; Index) J: Inside an Ant Colony (Text Features: Index) J: Thunder and Lightning (Text Features: Reading Captions) K: The Earth is Mostly Ocean (Text Features: Index) K: The Mississippi River (Text Features: Captions) K: Plants That Eat Animals (Text Features: Glossary) K: Under the Ground (Text Features: Index) K: Veteran’s Day (Text Features: Picture Glossary) L: Antarctica (Text Features: Index) L: CHOMP! A Book About Sharks (Text Features: Boldface Text) L: Flies Are Fascinating (Text Features: Index)</p>

Grade 3

	<p>L: Japan (Text Features: Reading Captions) L: Tell Me Why Planes Have Wings (Text Features: Table of Contents) L: Tyrannosaurus rex (Text Features: Time Lines) M Five True Horse Stories (Text Features: Table of Contents) M: Helping Paws: Dogs That Serve (Text Features: Boldface Subheadings) M: Tell Me How Much It Weighs (Text Features: Table of Contents) N: Becoming a Citizen (Text Features: Reading Captions) N: Constellations (Text Features: Reading Captions) N: Staying Healthy: Sleep and Rest (Text Feature: Boldface Words) O: Abraham Lincoln: Road to the White House (Text Feature; Index) O: The Amazing Book of Mammal Records (Text Feature: Inset Text) O: Growing Crystals (Text Feature: Reference Section) O: Squanto, Friend of the Pilgrims (Text Feature: Table of Contents) P: The Magic School Bus Lost in the Solar System (Text Feature: Author’s Style) P: Sir Cumference and the Sword in the Cone: A Math Adventure (Text Feature: Additional Information) Q: Copper (Text Feature: Glossary) Q: Oxygen (Text Feature: Index) Q: Paul Revere (Text Feature: Index)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>J: Bart’s Amazing Charts (Text Features: Graphs) J: How Do Your Lungs Work? (Text Features: Diagrams) J: Thunder and Lightning (Text Features: Reading Captions) J: We Need Directions (Text Features: Maps) K: The Mississippi River (Text Features: Captions) L: Bats (Text Features: Photographs) L: Japan (Text Features: Reading Captions) L: Solar System (Text Features: Charts) M: A. Lincoln and Me (Text Features: Illustrations) M: The Journey of a Butterfly (Text Features: Maps) M: Save the Rain Forests (Text Features: Using Maps) M: Turtles Take Their Time (Text Features: Photographs) M: What If You’d Met...Beethoven? (Text Features Using Maps) N: Becoming a Citizen (Text Features: Reading Captions) N: Constellations (Text Features: Reading Captions) N: Hawks on the Clock (Text Features: Using Maps) O: A Million Fish...More or Less (Learning About Text Features: Illustrations) O: Getting to Know the U.S. Presidents: James Monroe (Learning About Text Features: Illustrations) O: Plant Life (Learning About Text Features: Cross-Section Diagrams) P: Getting to Know the U.S. Presidents: Andrew Jackson (Text Features: Captions) P: A Drop of Water (Learning About Text Features: Photographs) P: Eat Your Vegetables! Drink Your Milk! (Learning About Text Features: Charts) P: Snakes (Learning About Text Features: Photograph)</p>

Grade 3

	<p>P: Wilma Unlimited (Learning About Text Features: Illustrations) Q: All About Sharks (Learning About Text Features: Diagrams) Q: Cut Down to Size at High Noon: A Math Adventure (Learning About Text Features: Diagrams)</p> <p>Additionally, each Teaching Card contains a section titled Other Books. This expanded reading section suggests additional books that can be used to compare and contrast important points and key details presented by two or more texts on the same topic.</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>This leveled book set provides students with a wide variety of content area texts. Teachers prompt and support students’ reading by balancing the difficulty of the text with support for students reading the text. Sample texts from each level include:</p> <p>J: An Earthworm’s Life K: The Mississippi River L: Antarctica M: A. Lincoln and Me N: Let’s Find Out About Money O: Rosa Parks: Freedom Rider P: Snakes Q: Can You Believe? Hurricanes</p>
<p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.</p>	<p>J: An Earthworm’s Life (Phonics and Word-Solving Strategy: Reading Words With r-Controlled Vowels) J: Thunder and Lightning (Phonics and Word-Solving Strategy: Reading Words With r-Controlled Vowels) J: We Need Directions! (Phonics and Word-Solving Strategy: Reading Words With Final e) K: Fluff and Feathers, Spikes and Skin (Phonics and Word Solving Strategy: Multisyllabic Words) K: Little Bill-The Best Way to Play (Phonics and Word-Solving Strategy: Contractions and Possessives) K: The Earth Is Mostly Ocean (Phonics and Word-Solving Strategy: Suffixes) K: Under the Ground (Phonics and Word-Solving Strategy: Words With Final e) K: Veterans Day (Phonics and Word-Solving Strategy: Reading Words With –ed) L: CHOMP! A Book About Sharks (Phonics and Word-Solving Strategy: Reading Words With r-Controlled Vowels) L: The Grapes of Math (Phonics and Word-Solving Strategy: Recognizing Contractions) L: In 1492 (Phonics and Word-Solving Strategy: Reading Words With –ed) L: Tyrannosaurus rex (Phonics and Word-Solving Strategy: Reading Words With –ed) M: Helping Paws: Dogs That Serve (Phonics and Word-Solving Strategy: Understanding Suffixes) M: Save the Rain Forests (Phonics and Word-Solving Strategy: Reading Words With /ou/) M: Sound, Heat & Light: Energy at Work (Phonics and Word-Solving Strategy: Recognizing Variations of Words)</p>

Grade 3

	<p>M: Tell Me How Much It Weighs (Phonics and Word-Solving Strategy: Reading Words With Silent gh)</p> <p>M: What If You'd Met... Beethoven? (Phonics and Word-Solving Strategy: Reading Words With -ing)</p> <p>N: Becoming a Citizen (Phonics and Word-Solving Strategy: Multisyllabic Words)</p> <p>N: Tell Me How Far It Is (Phonics and Word-Solving Strategy: Words With Vowel Digraphs)</p> <p>N: Let's Find Out About Money (Phonics and Word-Solving Strategy: Reading Words With -ing)</p> <p>N: Special Olympics (Phonics and Word-Solving Strategy: Reading Words With -ed)</p> <p>N: Wild Weather: Blizzards! (Phonics and Word-Solving Strategy: Reading Words With -ed)</p> <p>N: Working at a TV Station: (Phonics and Word-Solving Strategy: Reading Closed and Open Compound Words)</p> <p>O: The Amazing Book of Animal Records (Developing Phonics and Word-Solving Strategies: Reading Words With -ing)</p> <p>O: Growing Crystals (Developing Phonics and Word-Solving Strategies: Reading Multisyllabic Words)</p> <p>O: Plant Life (Developing Phonics and Word-Solving Strategies: Reading Suffixes)</p> <p>O: Rosa Parks: Freedom Rider (Developing Phonics and Word-Solving Strategies: Reading Suffixes)</p> <p>P: A Drop of Water (Developing Phonics and Word-Solving Strategies: Reading Suffixes)</p> <p>P: Eat Your Vegetables! Drink Your Milk! (Developing Phonics and Word-Solving Strategies: Reading Suffixes)</p> <p>P: What Makes You Cough, Sneeze, Burp, Hiccup, Blink, Yawn, Sweat, and Shiver? (Developing Phonics and Word-Solving Strategies: Words With -ing)</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>The Teaching Card for each text provides suggestions for developing fluency. These ideas include practice with pronunciation, phrasing, pace, pausing, expression, and intonation through modeling, echo-reading, re-reading, listening, choral reading, and partner work.</p> <p>Additionally, the following Teaching Cards provide suggestions for practice using context clues:</p> <p>M: The Journey of a Butterfly (Phonics and Word-Solving Strategy: Using Context Clues)</p> <p>M: Turtles Take Their Time (Phonics and Word-Solving Strategy: Using Context Clues)</p> <p>O: A Million Fish...More or Less (Phonics and Word-Solving Strategy: Using Context Clues)</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. 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.</p>	<p>K: A Girl Named Helen Keller (Phonics and Word-Solving Strategy: Reading Irregular Past-Tense Verbs)</p> <p>K: The Best Way to Play (Phonics and Word-Solving Strategy: Contractions and Possessives)</p> <p>L: The Grapes of Math (Phonics and Word-Solving Strategy: Recognizing Contractions)</p> <p>P: Andrew Jackson (Phonics and Word-Solving Strategy: Reading Verbs)</p> <p>P: Wilma Unlimited (Phonics and Word-Solving Strategy: Adjectives)</p> <p>Q: All About Sharks (Phonics and Word-Solving Strategy: Commas and Colons)</p> <p>Q: Food Chain Frenzy (Phonics and Word Solving Strategy: Adjectives that Compare)</p> <p>Q: Oxygen (Phonics and Word-Solving Strategy: Proper Nouns)</p>

Grade 3

<p>Ensure subject-verb and pronoun-antecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
<p>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>Ideas for Content Area Discussions are featured on each Teaching Card. Students respond to what was read through listening and speaking.</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g.,</p>	<p>Each Teaching Card contains a Vocabulary section and a Develop Specialized Vocabulary section. One section provides a list of words from each specific text and the other provides discussion ideas that would encourage students to use new vocabulary when responding to texts. For Example: K: The Earth is Mostly Ocean (The Vocabulary section includes mammals, Mariana Trench, oceanographers, probes, submersible, and tides as the content words. The Develop Specialized Vocabulary Section encourages children to discuss how scientists explore the deep ocean and asks “How does special equipment help scientists explore the deep ocean?” to further the discussion and encourage new vocabulary usage.) Additionally: M: Save the Rain Forests (Comprehension Strategy: Understanding Figurative Language) O: Stargazers (Phonics and Word-Solving Strategies: Words With Multiple Meanings) P: The Magic School Bus Lost in the Solar System (Phonics and Word-Solving Strategies: Words With Multiple Meanings) P: Sir Cumference and the Sword in the Cone: A Math Adventure (Comprehension Strategy: Understanding Figurative Language)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 3

<p>describe people who are friendly or helpful). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>Q: All About Turtles (Phonics and Word-Solving Strategies: Root Words) Q: Cooper (Text Features: Glossary) Q: Can You Believe? Hurricanes (Comprehension Strategy: Figurative Language-Similes) Q: Cut Down to Size at High Noon: A Math Adventure (Phonics and Word-Solving Strategies: Words With Multiple Meanings)</p>
<p>Writing Text Types and Purposes 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure.</p>	<p>Ideas for Extending Meaning Through Writing are included in the Teaching Card for each book. These activities include writing for a variety of purposes, including composing opinion pieces, informative/ explanatory writing, and narrative writing. For example: J: We Need Directions! (Students recall times when they or others they know used maps or compasses and write narrative stories showing how the maps or compasses helped.) K: Fluff and Feathers, Spikes and Skin (Students do expository writing about the benefits of different types of animal coverings.) L: Japan (Students write paragraphs about subjects from the book and write descriptive writing imagining they are touring Japan.) M: Save the Rain Forests (Persuasive writing is practiced through letter writing to convince friends why saving the rain forests is important.) N: Hawks on the Clock (Students work with partners to write persuasive pamphlets.) O: Abraham Lincoln: Road to the White House(Students write an expository paragraph about how reading books and telling stories helped Lincoln become a great president.) P: Eat Your Vegetables! Drink Your Milk! (Students create a balanced diet for the day including three meals and three snacks and explain why each is healthy and nutrients included.) Q: If You Lived with the Indians of the Northwest Coast (Students compose narrative writing pretending that they belong to a Northwest tribe. They are instructed to write about a day in their life, including descriptions of homes, food, chores, celebrations, learning and rules.)</p>
<p>Production and Distribution of Writing 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and</p>	<p>Adults and peers can guide and support student writing and help students develop and strengthen writing as needed by planning, revising and editing writing experiences included on each Teaching Card. Writing may be published as teachers determine, using available technology.</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 3

<p>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>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>Students are encouraged to recall and share information from experiences through the Making Connections section on each Teaching Card. For example: J: Germs! Germs! Germs! (Making Connections: Text to Self) K: The Best Way to Play (Making Connections: Text to Self) L: In 1492 (Making Connections: Text to World) M: Five True Horse Stories (Comprehension Strategy: Activate Prior Knowledge) M: I Hate English! (Making Connections: Text to Self) N: Staying Healthy: Sleep and Rest (Making Connections: Text to World)</p> <p>Expanded reading lists are included on each Teaching Card. Those additional titles could be used to gather information for short research projects.</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 Teaching Card provides writing suggestions under the Extending Meaning Through Writing section. These writing experiences involve a range of narrative, expository and persuasive writing for different purposes and audiences.</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>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Content Area Conversation or Learning in the Content Area ideas are included on each Teaching Card. Students can participate in collaborative discussions about texts and grade 3 topics with peers and adults in small or large groups. For example: J: Thunder and Lightning (Content Area Conversation: Talk About Weather Cycles) K: Plants that Eat Animals (Content Area Conversation: Talk About Carnivores) L: Tell Me Why Planes Have Wings (Content Area Conversation: Talk About Flight) M: What If You'd Met...Beethoven? (Content Area Conversation: Talk About Composing Music) N: Tell Me How Far it Is (Content Area Conversation: Talk About Measurement of Distance) O: Squanto: Friend of the Pilgrims (Learning in the Content Area: Talk About Pilgrims) P: Heroes of the Revolution (Learning in the Content Areas: Talk About the American Revolution) Q: If You Lived at the Time of the Great San Francisco Earthquake (Learning in the Content Areas: Talk About Earthquakes)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 3

<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 Teaching Card contains ideas for Conversations about Content Areas or Learning in the Content Areas. Teachers can encourage students to speak audibly, use descriptive details and produce complete sentences. Audio recordings can be created as the teacher feels appropriate depending on available technology.</p>
---	--

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 4

<p>Reading: Literature 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>M: A. Lincoln and Me (Comprehension Strategy: Understanding Character) O: A Million Fish...More or Less P: Where Have All the Pandas Gone? Questions and Answers About Endangered Species (Comprehension Strategy: Recognizing Setting) Q: Cut Down to Size at High Noon: A Math Adventure (Comprehension Strategy: Recognizing Setting)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>This product focuses on content area texts, so most texts are informational / nonfiction.</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the</p>	<p>O: A Million Fish...More or Less (a tall tale about people and animals around the Bayou Clapateaux)</p>

Grade 4

<p>quest) in stories, myths, and traditional literature from different cultures.</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 leveled book set provides students with a wide variety of content area texts. Teachers prompt and support students’ reading by balancing the difficulty of the text with support for students reading the text. Sample texts from each level include:</p> <p>M: A. Lincoln and Me N: Let’s Find Out About Money O: Rosa Parks: Freedom Rider P: Snakes Q: Can You Believe? Hurricanes R: Allergies S: The Civil Rights Movement in America T: Black Holes and other space phenomena</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: The Journey of a Butterfly (Comprehension Strategy: Recognizing Main Idea or Ideas in a Text) M: Sound, Heat & Light: Energy At Work (Comprehension Strategy: Summarize) M: What If You'd Met...Beethoven? (Comprehension Strategy: Summarize) N: Hawks on the Clock (Comprehension Strategy: Recognizing Main Ideas and Details) N: Special Olympics (Comprehension Strategy: Summarize) N: Working at a TV Station (Comprehension Strategy: Identifying Main Idea and Supporting Details) O: The Amazing Book of Mammal Records (Comprehension Strategy: Identifying Main Idea and Details) O: James Monroe (Developing Comprehension: Summarize) O: Mount St. Helens National Volcanic Monument (Developing Comprehension: Summarizing) P: A Drop of Water: A Book of Science and Wonder (Developing Comprehension: Summarizing) Q: Copper (Developing Comprehension: Main Idea/Details) Q: If You Lived with the Indians of the Northwest Coast (Developing Comprehension: Main Idea/Details) Q: In Their Own Words: Paul Revere (Teaching Options: Developing Comprehension: Making Inferences) R: John Quincy Adams (Developing Comprehension: Summarizing) R: George Washington (Developing Comprehension: Main Idea/Details) S: Cuts, Scrapes, Scabs and Scars (Developing Comprehension: Summarizing) S: In Their Own Words: Abraham Lincoln (Developing Comprehension: Drawing Conclusions) S: Thomas Edison (Developing Comprehension: Summarizing) T: Enemies of Slavery (Developing Comprehension: Summarizing) T: Land Predators of North America (Developing Comprehension: Summarizing) T: Lost Star: The Story of Amelia Earhart (Developing Comprehension: Drawing Conclusions) T: Volcanoes (Developing Comprehension: Summarizing)</p>

Grade 4

<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>R: Allergies (Developing Comprehension: Understanding Cause/Effect)</p> <p>R: Food Chains (Developing Comprehension: Compare/Contrast)</p> <p>R: The Great Fire (Developing Comprehension: Understanding Sequence)</p> <p>R: Getting to Know the U.S. Presidents: Thomas Jefferson (Developing Comprehension: Understanding Cause/Effect)</p> <p>S: In Their Own Words: Christopher Columbus (Developing Comprehension: Understanding Cause/Effect)</p> <p>S: The Civil Rights Movement in America (Developing Comprehension: Understanding Cause/Effect)</p> <p>S: Light and Color (Developing Comprehension: Understanding Cause/Effect)</p> <p>S: The Water Cycle (Developing Comprehension: Cause and Effect)</p> <p>T: Lightning (Developing Comprehension: Understanding Cause and Effect)</p> <p>T: Seahorses, Pipefishes, and Their Kin (Developing Comprehension: Compare and Contrast)</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>M: A. Lincoln and Me (Text Features: Illustrations)</p> <p>M: The Journey of a Butterfly (Text Features: Maps)</p> <p>M: Save the Rain Forests (Text Features: Using Maps)</p> <p>M: Turtles Take Their Time (Text Features: Photographs)</p> <p>M: What If You'd Met...Beethoven? (Text Features Using Maps)</p> <p>N: Becoming a Citizen (Text Features: Reading Captions)</p> <p>N: Constellations (Text Features: Reading Captions)</p> <p>N: Hawks on the Clock (Text Features: Using Maps)</p> <p>O: The Amazing Book of Mammal Records (Learning About Text Features: Inset Text)</p> <p>O: A Million Fish...More or Less (Learning About Text Features: Illustrations)</p> <p>O: Getting to Know the U.S. Presidents: James Monroe (Learning About Text Features: Illustrations)</p> <p>O: Plant Life (Learning About Text Features: Cross-Section Diagrams)</p> <p>P: Getting to Know the U.S. Presidents: Andrew Jackson (Text Features: Captions)</p> <p>P: A Drop of Water (Learning About Text Features: Photographs)</p> <p>P: Eat Your Vegetables! Drink Your Milk! (Learning About Text Features: Charts)</p> <p>P: Snakes (Learning About Text Features: Photograph)</p> <p>P: Wilma Unlimited (Learning About Text Features: Illustrations)</p> <p>Q: All About Sharks (Learning About Text Features: Diagrams)</p>

Grade 4

	<p>Q: Cut Down to Size at High Noon: A Math Adventure (Learning About Text Features: Diagrams)</p> <p>Q: The Magic School Bus: Food Chain Frenzy Adventure (Learning About Text Features: Question and Answer Format)</p> <p>Q: If You Lived at the Time of the Great San Francisco Earthquake (Learning About Text Features: Question and Answer Format)</p> <p>Q: If You Lived with the Indians of the Northwest Coast (Learning About Text Features: Question and Answer Format)</p> <p>R: Food Chains (Learning About Text Features: Flow Charts)</p> <p>R: The Great Fire (Learning About Text Features: Maps)</p> <p>R: Getting to Know the U.S. Presidents: John Quincy Adams (Learning About Text Features: Illustrations)</p> <p>R: Getting to Know the U.S. Presidents: Thomas Jefferson (Learning About Text Features: Illustrations)</p> <p>R: Where Was Patrick Henry on the 29th of May (Learning About Text Features: Illustrations)</p> <p>S: In Their Own Words : Christopher Columbus (Learning About Text Features: Maps)</p> <p>S: Light and Color (Learning About Text Features: Diagrams)</p> <p>T: Black Holes and other space phenomena (Learning About Text Features: Diagrams with Keys)</p> <p>T: Land Predators of North America (Learning About Text Features: Graphic Aids)</p> <p>T: Lightning (Learning About Text Features: Photographs)</p> <p>T: Volcanoes and Earthquakes (Learning About Text Features: Cross-Section Diagrams)</p> <p>Additionally, each Teaching Card contains a section titled Other Books. This expanded reading section suggests additional books that can be used to compare and contrast important points and key details presented by two or more texts on the same topic.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>This leveled book set provides students with a wide variety of content area texts. Teachers prompt and support students’ reading by balancing the difficulty of the text with support for students reading the text. Sample texts from each level include:</p> <p>M: A. Lincoln and Me</p> <p>N: Let’s Find Out About Money</p> <p>O: Rosa Parks: Freedom Rider</p> <p>P: Snakes</p> <p>Q: Can You Believe? Hurricanes</p> <p>R: Can’t You Make Them Behave, King George?</p> <p>S: The Water Cycle</p> <p>T: Life in the Rainforests</p>
<p>Reading: Foundational Skills Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>M: The Journey of a Butterfly (Phonics and Word-Solving Strategy: Using Context Clues)</p> <p>M: Helping Paws: Dogs That Serve (Phonics and Word-Solving Strategy: Understanding Suffixes)</p> <p>M: Save the Rain Forests (Phonics and Word-Solving Strategy: Reading Words With /ou/)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 4

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.

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.

- M: Sound, Heat & Light: Energy at Work (Phonics and Word-Solving Strategy: Recognizing Variations of Words)
- M: Tell Me How Much It Weighs (Phonics and Word-Solving Strategy: Reading Words With Silent gh)
- M: Turtles Take Their Time (Phonics and Word-Solving Strategy: Using Context Clues)
- M: What If You’d Met... Beethoven? (Phonics and Word-Solving Strategy: Reading Words With –ing)
- N: Becoming a Citizen (Phonics and Word-Solving Strategy: Multisyllabic Words)
- N: Tell Me How Far It Is (Phonics and Word-Solving Strategy: Words With Vowel Digraphs)
- N: Let’s Find Out About Money (Phonics and Word-Solving Strategy: Reading Words With –ing)
- N: Special Olympics (Phonics and Word-Solving Strategy: Reading Words With –ed)
- N: Wild Weather: Blizzards! (Phonics and Word-Solving Strategy: Reading Words With –ed)
- N: Working at a TV Station: (Phonics and Word-Solving Strategy: Reading Closed and Open Compound Words)
- O: A Million Fish...More or Less (Phonics and Word-Solving Strategy: Using Context Clues)
- O: The Amazing Book of Animal Records (Developing Phonics and Word-Solving Strategies: Reading Words With –ing)
- O: Growing Crystals (Developing Phonics and Word-Solving Strategies: Reading Multisyllabic Words)
- O: Plant Life (Developing Phonics and Word-Solving Strategies: Reading Suffixes)
- O: Rosa Parks: Freedom Rider (Developing Phonics and Word-Solving Strategies: Reading Suffixes)
- P: A Drop of Water (Developing Phonics and Word-Solving Strategies: Reading Suffixes)
- P: Eat Your Vegetables! Drink Your Milk! (Developing Phonics and Word-Solving Strategies: Reading Suffixes)
- P: What Makes You Cough, Sneeze, Burp, Hiccup, Blink, Yawn, Sweat, and Shiver? (Developing Phonics and Word-Solving Strategies: Words With –ing)
- Q: All About Turtles (Developing Phonics and Word-Solving Strategies: Roots)
- R: Octopuses, Squids, and Cuttlefish (Developing Phonics and Word-Solving Strategies: Understanding Context Clues)
- S: In Their Own Words: Abraham Lincoln (Developing Phonics and Word-Solving Strategies: Roots)
- S: Light and Color (Developing Phonics and Word-Solving Strategies: Recognizing Antonyms)
- S: The Water Cycle (Developing Phonics and Word-Solving Strategies: Using Context Clues)
- T: Black Holes and other space phenomena (Developing Phonics and Word-Solving Strategies: Using Context Clues)

Additionally, the Teaching Card for each text provides suggestions for developing fluency. These ideas include practice with pronunciation, phrasing, pace, pausing, expression, and intonation through modeling, echo-reading, re-reading, listening, choral reading, and partner work.

Language

Each Teaching Card contains a “Phonics and Word-Solving” which offers a suggestion for

Grade 4

<p>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>actively engaging students in exploring how words work. For example: P: Andrew Jackson (Phonics and Word-Solving Strategy: Reading Verbs) P: Wilma Unlimited (Phonics and Word-Solving Strategy: Adjectives) Q: All About Sharks (Phonics and Word-Solving Strategy: Commas and Colons) Q: The Magic School Bus: Food Chain Frenzy (Developing Word-Solving Strategy: Adjectives that Compare) Q: Oxygen (Phonics and Word-Solving Strategy: Proper Nouns) S: In Their Own Words: Thomas Edison (Developing Word-Solving Strategies: Adverbs) T: Volcanoes (Developing Phonics and Word Solving Strategies: Reading Vivid Verbs)</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>Ideas for Content Area Discussions are featured on each Teaching Card. Students respond to what was read through listening and speaking. Students get to respond to texts through writing with the Expanding Meaning Through Writing ideas included on each Teaching Card.</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 clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p>Each Teaching Card contains a Vocabulary section and a Develop Specialized Vocabulary section. One section provides a list of words from each specific text and the other provides discussion ideas that would encourage students to use new vocabulary when responding to texts. For Example: P: Wilma Unlimited (The Vocabulary section includes athlete, baton, Olympics, polio, prejudice, premature, scholarship, and surged as the content words. The Develop Specialized Vocabulary Section encourages children to describe the characteristics that helped Wilma Rudolph reach her goals and asks “What goals did Wilma have, and what did she do to achieve them?” to further the discussion and encourage new vocabulary usage.)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 4

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Recognize and explain the meaning of common idioms, adages, and proverbs.

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Additionally:

M: Save the Rain Forests (Comprehension Strategy: Understanding Figurative Language)

O: Stargazers (Phonics and Word-Solving Strategies: Words With Multiple Meanings)

P: Heroes of the Revolution (Developing Phonics and Word-Solving Strategies: Recognizing Antonyms)

P: The Magic School Bus Lost in the Solar System (Phonics and Word-Solving Strategies: Words With Multiple Meanings)

P: Sir Cumference and the Sword in the Cone: A Math Adventure (Comprehension Strategy: Understanding Figurative Language)

Q: All About Turtles (Phonics and Word-Solving Strategies: Root Words)

Q: Cooper (Text Features: Glossary)

Q: Can You Believe? Hurricanes (Comprehension Strategy: Figurative Language-Similes)

Q: Cut Down to Size at High Noon: A Math Adventure (Phonics and Word-Solving Strategies: Words With Multiple Meanings)

Q: If You Lived at the Time of the Great San Francisco Earthquake (Developing Phonics and Word-Solving Strategies: Words With Multiple Meanings)

R: Food Chains (Developing Phonics and Word-Solving Strategies: Greek and Latin Prefixes)

R: Getting to Know the U.S. Presidents: George Washington (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings)

R: O, Say Can You See? (Developing Phonics and Word-Solving Strategies: Recognizing Synonyms)

S: In Their Own Words: Abraham Lincoln (Developing Phonics and Word-Solving Strategies: Roots)

S: Light and Color (Developing Phonics and Word-Solving Strategies: Recognizing Antonyms)

T: Life in the Rainforests (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings)

T: Lightning (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings)

T: Lost Star: The Story of Amelia Earhart (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings)

T: Picture of Freedom: The Diary of Clotee, a Slave Girl (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings)

T: Volcanoes (Learning About Text Features: Glossary)

T: Volcanoes and Earthquakes (Developing Phonics and Word-Solving Strategies: Recognizing Synonyms)

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 organizational structure in which related ideas are grouped to support the writer’s purpose.

Ideas for Extending Meaning Through Writing are included in the Teaching Card for each book. These activities include writing for a variety of purposes, including composing opinion pieces, informative/ explanatory writing, and narrative writing. For example:

M: Save the Rain Forests (Persuasive writing is practiced through letter writing to convince friends why saving the rain forests is important.)

N: Hawks on the Clock (Students work with partners to write persuasive pamphlets.)

O: Abraham Lincoln: Road to the White House (Students write an expository paragraph about

Grade 4

<p>Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>how reading books and telling stories helped Lincoln become a great president.) P: Eat Your Vegetables! Drink Your Milk! (Students create a balanced diet for the day including three meals and three snacks and explain why each is healthy and nutrients included.) Q: If You Lived with the Indians of the Northwest Coast (Students compose narrative writing pretending that they belong to a Northwest tribe. They are instructed to write about a day in their life, including descriptions of homes, food, chores, celebrations, learning and rules.) R: The Great Fire (Students choose one of the people whose accounts are given in this book and pretends they are interviewing that person after the fire finally ended. Students write out interview questions and answers.) S: Valley Forge (Students write an expository paragraph explaining why the Continental Army spent the winter of 1777-1778 at Valley Forge and describe the conditions there.) T: Life in the Rainforests (Students participate in persuasive writing to convince people of the benefits of rainforests and why we should try to save them. Suggested topics are included in the instructions.)</p>
<p>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, and editing. 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Adults and peers can guide and support student writing and help students develop and strengthen writing as needed by planning, revising and editing writing experiences included on each Teaching Card. Writing may be published as teachers determine appropriate, using available technology.</p>

Grade 4

<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>Expanded reading lists are included on each Teaching Card. In addition to the content area books provided with this product, those additional titles could be used to gather information for short research projects.</p> <p>Apply grade 4 reading standards to literature (character, setting)</p> <p>M: A. Lincoln and Me (Comprehension Strategy: Understanding Character)</p> <p>O: A Million Fish...More or Less</p> <p>P: Where Have All the Pandas Gone? Questions and Answers About Endangered Species (Comprehension Strategy: Recognizing Setting)</p> <p>Q: Cut Down to Size at High Noon: A Math Adventure (Comprehension Strategy: Recognizing Setting)</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 Teaching Card provides writing suggestions under the Extending Meaning Through Writing section. These writing experiences involve a range of narrative, expository and persuasive writing for different purposes and audiences.</p>
<p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</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>Content Area Conversation or Learning in the Content Area ideas are included on each Teaching Card. Students can participate in collaborative discussions about texts and grade 4 topics with peers and adults in small or large groups. For example:</p> <p>M: What If You'd Met...Beethoven? (Content Area Conversation: Talk About Composing Music)</p> <p>N: Tell Me How Far it Is (Content Area Conversation: Talk About Measurement of Distance)</p> <p>O: Squanto: Friend of the Pilgrims (Learning in the Content Area: Talk About Pilgrims)</p> <p>P: Heroes of the Revolution (Learning in the Content Areas: Talk About the American Revolution)</p> <p>Q: If You Lived at the Time of the Great San Francisco Earthquake (Learning in the Content Areas: Talk About Earthquakes)</p> <p>R: O’ Say Can You See? (Learning in the Content Areas: Talk About Independence Day)</p> <p>S: Light and Color (Learning in the Content Areas: Talk About Color)</p> <p>T: Land Predators of North America (Learning in the Content Areas: Talk About Camouflage)</p>
<p>Presentation of Knowledge and Ideas</p>	<p>Each Teaching Card contains ideas for Making Connections (to text, self or world). Students can</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 4

<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>recount experiences while being reminded to speak clearly and at an understandable pace. Audio recordings can be created as the teacher feels appropriate depending on available technology.</p> <p>Students can also be encouraged to report on an informational or nonfiction book that was enjoyed and encourage others to read that book or others from the expanded reading list on each Teaching Card. Additionally:</p> <p>M: Five True Horse Stories (Developing Comprehension: Activating Prior Knowledge)</p>
---	--

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 5

<p>Reading: Literature 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: Cut Down to Size at High Noon: A Math Adventure (Comprehension Strategy: Recognizing Setting)</p> <p>U: Freedom Train: The Story of Harriet Tubman (Developing Comprehension: Recognizing Setting)</p> <p>U: The Watsons Go to Birmingham—1963 (Learning in the Content Areas: Talk About Characters)</p> <p>V: Escape to Freedom: A Play About Young Frederick Douglass (Comprehension Strategy: Understanding Genre: Drama)</p> <p>W: Adam of the Road (Developing Comprehension: Understanding Character)</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>Q: Can You Believe? Hurricanes (Developing Phonics and Word-Solving Strategies: Figurative Language: Similes)</p> <p>U: The Watsons Go to Birmingham—1963 (Developing Phonics and Word Solving Strategies: Figurative Language; Understanding Genre: Drama)</p> <p>V: Escape to Freedom: A Play About Young Frederick Douglass (Developing Phonics and Word Solving Strategies: Figurative Language)</p> <p>W: Daniel’s Story (Developing Comprehension: Understanding Point of View)</p> <p>W: Journal of James Edmond Pease, The: A Civil War Union Soldier, Virginia, 1863 (Developing Phonics and Word Solving Strategies: Figurative Language-Similes)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>Books from the same genre to compare on theme and /or topics can be selected from the following list of historical fiction texts:</p> <p>T: Picture of Freedom: The Diary of Clotee, a Slave Girl</p> <p>U: The Watsons Go to Birmingham—1963</p> <p>V: Color Me Dark</p> <p>W: Daniel’s Story</p> <p>W: The Journal of James Edmond Pease</p>

Grade 5

<p>Range of Reading and Complexity of Text</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>T: Picture of Freedom: The Diary of Clotee, a Slave Girl U: The Watsons Go to Birmingham—1963 V: Color Me Dark: The Diary of Nellie Lee Love, The Great Migration North, Chicago, Illinois, 1919 W: Adam of the Road W: Daniel’s Story W: The Journal of James Edmond Pease</p>
<p>Reading: Informational Text</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 two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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: Copper (Developing Comprehension: Main Idea/Details) Q: If You Lived with the Indians of the Northwest Coast (Developing Comprehension: Main Idea/Details) Q: In Their Own Words: Paul Revere (Teaching Options: Developing Comprehension: Making Inferences) R: John Quincy Adams (Developing Comprehension: Summarizing) R: George Washington (Developing Comprehension: Main Idea/Details) S: Cuts, Scrapes, Scabs and Scars (Developing Comprehension: Summarizing) S: In Their Own Words: Abraham Lincoln (Developing Comprehension: Drawing Conclusions) S: Thomas Edison (Developing Comprehension: Summarizing) T: Enemies of Slavery (Developing Comprehension: Summarizing) T: Land Predators of North America (Developing Comprehension: Summarizing) T: Lost Star: The Story of Amelia Earhart (Developing Comprehension: Drawing Conclusions) T: Volcanoes (Developing Comprehension: Summarizing) U: The Watsons Go to Birmingham—1963 (Developing Comprehension: Making Inferences) V: Color Me Dark: The Diary of Nellie Lee Love, The Great Migration North, Chicago, Illinois, 1919 (Developing Comprehension: Making Inferences) V: African-Americans in the Old West (Developing Comprehension: Main Idea/Details) V: The Battle of the Alamo (Developing Comprehension: Summarizing) V: The California Gold Rush (Developing Comprehension: Summarizing) V: What a Great Idea! Inventions that Shaped the World (Developing Comprehension: Summarizing) W: Dear Dr. Bell ... Your Friend, Helen Keller (Developing Comprehension: Summarizing)</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 5 topic or subject area.</p> <p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>R: Allergies (Developing Comprehension: Understanding Cause/Effect) R: Food Chains (Developing Comprehension: Compare/Contrast) R: The Great Fire (Developing Comprehension: Understanding Sequence) R: Getting to Know the U.S. Presidents: Thomas Jefferson (Developing Comprehension: Understanding Cause/Effect) S: In Their Own Words: Christopher Columbus (Developing Comprehension: Understanding Cause/Effect) S: The Civil Rights Movement in America (Developing Comprehension: Understanding Cause/Effect) S: Light and Color (Developing Comprehension: Understanding Cause/Effect) S: The Water Cycle (Developing Comprehension: Cause and Effect) T: Lightning (Developing Comprehension: Understanding Cause and Effect)</p>

Grade 5

	<p>T: Seahorses, Pipefishes, and Their Kin (Developing Comprehension: Compare and Contrast) U: The Challenger Disaster (Developing Comprehension: Understanding Cause/Effect) U: Remember the Ladies: 100 Great American Women (Developing Comprehension: Compare/Contrast) U: September 11, 2001 (Developing Comprehension: Understanding Cause/Effect) U: The Truth About Great White Sharks (Developing Comprehension: Compare/Contrast) V: The Boston Tea Party (Developing Comprehension: Understanding Cause/Effect) V: Women's Right to Vote Developing Comprehension: Compare/Contrast)</p>
<p>Integration of Knowledge and Ideas 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Q: Copper (Developing Comprehension: Main Idea/Details) Q: If You Lived with the Indians of the Northwest Coast (Developing Comprehension: Main Idea/Details) R: George Washington (Developing Comprehension: Main Idea/Details) U: Under the Ocean (Developing Comprehension: Categorizing Information) U: September 11, 2001 (Developing Comprehension: Understanding Cause/Effect) U: Remember the Ladies (Developing Comprehension: Compare/Contrast) U: The Challenger Disaster (Developing Comprehension: Understanding Cause/Effect) V: The Boston Tea Party (Developing Comprehension: Understanding Cause/Effect) V: African-Americans In The Old West (Developing Comprehension: Main Idea/Details) V: Women's Right to Vote (Developing Comprehension: Compare/Contrast)</p> <p>Additionally, each Teaching Card contains a section titled Other Books. This expanded reading section suggests additional books about the same subject.</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>This leveled book set provides students with a wide variety of content area texts. Teachers prompt and support students' reading by balancing the difficulty of the text with support for students reading the text. Sample texts from each level include:</p> <p>Q: Can You Believe? Hurricanes R: Can't You Make Them Behave, King George? S: The Water Cycle T: Life in the Rainforests U: Under the Ocean V: The Boston Tea Party W: Portraits of African-American Heroes</p>
<p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Q: All About Turtles (Developing Phonics and Word-Solving Strategies: Roots) R: Octopuses, Squids, and Cuttlefish (Developing Phonics and Word-Solving Strategies: Understanding Context Clues) S: In Their Own Words: Abraham Lincoln (Developing Phonics and Word-Solving Strategies: Roots) S: The Water Cycle (Developing Phonics and Word-Solving Strategies: Using Context Clues) T: Black Holes and other space phenomena (Developing Phonics and Word-Solving Strategies: Using Context Clues)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 5

	<p>U: Under the Ocean (Developing Phonics and Word-Solving Strategies: Using Context Clues) W: A Grand Canyon Journey (Developing Phonics and Word-Solving Strategies: Using Context Clues)</p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The Teaching Card for each text provides suggestions for developing fluency. These ideas include practice with pronunciation, phrasing, pace, pausing, expression, and intonation through modeling, echo-reading, re-reading, listening, choral reading, and partner work.</p> <p>Additionally, the following Teaching Cards provide suggestions for practice using context clues: R: Octopuses, Squids, and Cuttlefish (Developing Phonics and Word-Solving Strategies: Understanding Context Clues) S: The Water Cycle (Developing Phonics and Word-Solving Strategies: Using Context Clues) T: Black Holes and other space phenomena (Developing Phonics and Word-Solving Strategies: Using Context Clues) U: Under the Ocean (Developing Phonics and Word-Solving Strategies: Using Context Clues) W: A Grand Canyon Journey (Developing Phonics and Word-Solving Strategies: Using Context Clues)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.* Use correlative conjunctions (e.g., either/or, neither/nor). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.* Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Each Teaching Card contains a “Phonics and Word-Solving” which offers a suggestion for actively engaging students in exploring how words work. For example: P: Andrew Jackson (Phonics and Word-Solving Strategy: Reading Verbs) P: Wilma Unlimited (Phonics and Word-Solving Strategy: Adjectives) Q: All About Sharks (Phonics and Word-Solving Strategy: Commas and Colons) Q: The Magic School Bus: Food Chain Frenzy (Developing Word-Solving Strategy: Adjectives that Compare) Q: Oxygen (Phonics and Word-Solving Strategy: Proper Nouns) S: In Their Own Words: Thomas Edison (Developing Word-Solving Strategies: Adverbs) T: Volcanoes (Developing Phonics and Word Solving Strategies: Reading Vivid Verbs) W: Extraordinary Young People (Developing Phonics and Word-Solving Strategies: Adjectives)</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing,</p>	<p>Ideas for Content Area Discussions are featured on each Teaching Card. Students respond to what was read through listening and speaking. Students get to respond to texts through writing</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 5

<p>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>with the Expanding Meaning Through Writing ideas included on each Teaching Card.</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, although, nevertheless, similarly, moreover, in addition).</p>	<p>Each Teaching Card contains a Vocabulary section and a Develop Specialized Vocabulary section. One section provides a list of words from each specific text and the other provides discussion ideas that would encourage students to use new vocabulary when responding to texts. For Example: T: Volcanoes (The Vocabulary section includes cinder cone, crater, fissure, seamount, sulfur dioxide, vent, and volcanologist as the content words. The Develop Specialized Vocabulary Section encourages children to summarize what they have learned about volcanoes and asks “How are volcanoes an important part of the changing earth?” to further the discussion and encourage new vocabulary usage.) Additionally: Q: All About Turtles (Phonics and Word-Solving Strategies: Root Words) Q: Cooper (Text Features: Glossary) Q: Can You Believe? Hurricanes (Comprehension Strategy: Figurative Language-Similes) Q: Cut Down to Size at High Noon: A Math Adventure (Phonics and Word-Solving Strategies: Words With Multiple Meanings) Q: If You Lived at the Time of the Great San Francisco Earthquake (Developing Phonics and Word-Solving Strategies: Words With Multiple Meanings) R: Food Chains (Developing Phonics and Word-Solving Strategies: Greek and Latin Prefixes) R: Getting to Know the U.S. Presidents: George Washington (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings) R: O, Say Can You See? (Developing Phonics and Word-Solving Strategies: Recognizing Synonyms) S: In Their Own Words: Abraham Lincoln (Developing Phonics and Word-Solving Strategies: Roots) S: Light and Color (Developing Phonics and Word-Solving Strategies: Recognizing Antonyms) T: Life in the Rainforests (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings) T: Lightning (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings) T: Lost Star: The Story of Amelia Earhart (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings) T: Picture of Freedom: The Diary of Clotee, a Slave Girl (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings) T: Volcanoes (Learning About Text Features: Glossary) T: Volcanoes and Earthquakes (Developing Phonics and Word-Solving Strategies: Recognizing Synonyms) U: The Watsons Go to Birmingham-1963 (Developing Phonics and Word-Solving Strategies:</p>

Grade 5

	<p>Figurative Language: Onomatopoeia)</p> <p>V: Color Me Dark (Developing Phonics and Word-Solving Strategies: Figurative Language: Simile)</p> <p>V: Escape to Freedom (Developing Phonics and Word-Solving Strategies: Figurative Language)</p> <p>W: The Journal of James Edmond Pease (Developing Phonics and Word-Solving Strategies: Figurative Language: Similes)</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 and information.</p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>Provide logically ordered reasons that are supported by facts and details.</p> <p>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>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.</p> <p>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.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>Use concrete words and phrases and sensory details to convey</p>	<p>Ideas for Extending Meaning Through Writing are included in the Teaching Card for each book. These activities include writing for a variety of purposes, including composing opinion pieces, informative/ explanatory writing, and narrative writing. For example:</p> <p>Q: If You Lived with the Indians of the Northwest Coast (Students compose narrative writing pretending that they belong to a Northwest tribe. They are instructed to write about a day in their life, including descriptions of homes, food, chores, celebrations, learning and rules.)</p> <p>R: The Great Fire (Students choose one of the people whose accounts are given in this book and pretends they are interviewing that person after the fire finally ended. Students write out interview questions and answers.)</p> <p>S: Valley Forge (Students write an expository paragraph explaining why the Continental Army spent the winter of 1777-1778 at Valley Forge and describe the conditions there.)</p> <p>T: Life in the Rainforests (Students participate in persuasive writing to convince people of the benefits of rainforests and why we should try to save them. Suggested topics are included in the instructions.)</p> <p>U: The Life and Death of Stars (Expository writing is the focus for this Extending Meaning Through Writing section. Students are encouraged to use the suggested online sites to gain further information to write a feature article on an aspect of stars that would be interesting to readers. Students are reminded of characteristics of a feature article.)</p> <p>V: African-Americans In The Old West (Evaluative writing is practiced as students evaluate African American life in the West. Students are instructed to include reasons for moving west, jobs they held, how they were treated, and their accomplishments.)</p> <p>W: Extraordinary Women Scientists (Students participate in expository writing through writing about the obstacles that women have faced in becoming scientists. Students are directed to choose three or four women from the book who faced these challenges and to describe the personality traits that helped these women overcome obstacles and the impact their discoveries had on the world.)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 5

<p>experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p>	
<p>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 sitting.</p>	<p>Adults and peers can guide and support student writing and help students develop and strengthen writing as needed by planning, revising and editing writing experiences included on each Teaching Card. Writing may be published as teachers determine appropriate, using available technology.</p>
<p>Research to Build and Present Knowledge 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]”). 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>Expanded reading lists are included on each Teaching Card. In addition to the content area books provided with this product, those additional titles could be used to gather information for short research projects. U: The Life and Death of Stars (Extending Meaning Through Writing: Students are encouraged to use the suggested online sites for research prior to writing a feature article on an aspect of stars that would be interesting to readers.) Apply grade 5 reading standards to literature (character, setting) Q: Cut Down to Size at High Noon: A Math Adventure (Comprehension Strategy: Recognizing Setting) U: The Life and Death of Stars (Extending Meaning Through Writing: Students are encouraged to use the suggested online sites for research prior to writing a feature article on an aspect of stars that would be interesting to readers.)</p>
<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Each Teaching Card provides writing suggestions under the Extending Meaning Through Writing section. These writing experiences involve a range of narrative, expository and persuasive writing for different purposes and audiences.</p>
<p>Speaking and Listening Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-</p>	<p>Content Area Conversation or Learning in the Content Area ideas are included on each Teaching Card. Students can participate in collaborative discussions about texts and grade 5 topics with peers and adults in small or large groups. For example:</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 5

<p>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>Q: If You Lived at the Time of the Great San Francisco Earthquake (Learning in the Content Areas: Talk About Earthquakes)</p> <p>R: O’ Say Can You See? (Learning in the Content Areas: Talk About Independence Day)</p> <p>S: Light and Color (Learning in the Content Areas: Talk About Color)</p> <p>T: Land Predators of North America (Learning in the Content Areas: Talk About Camouflage)</p> <p>U: The Truth About Great White Sharks (Learning in the Content Areas Talk About the Great White Shark)</p> <p>V: The Declaration of Independence (Learning in the Content Areas: Talk About the Declaration of Independence)</p> <p>W: Extraordinary Young People (Learning in the Content Areas: Talk About Child Labor)</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>Multimedia components, such as graphics are suggested in some of the Extending Meaning Through Writing ideas on Teaching Cards. For example:</p> <p>R: Food Chains (Extending Meaning Through Writing: Draw a diagram of a habitat.)</p> <p>S: Wacky Trees (Extending Meaning Through Writing: Create a chart to compare different trees from each of the chapters, including name of tree, oddities, and uses.)</p> <p>T: Volcanoes (Extending Meaning Through Writing: Make a chart to compare the four kinds of volcanoes including type, lava flow, shape, and examples for each.)</p> <p>U: The Truth About Great White Sharks (Extending Meaning Through Writing: Use web sites and other sources to fill in a chart of surprising facts and questions about sharks.)</p> <p>V: Escape to Freedom (Extending Meaning Through Writing: Create a time line of the important events in Frederick Douglass’s life.)</p> <p>W: Daniel’s Story (Extending Meaning Through Writing: Create a chart summarizing the events in the story using the example.)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 6

<p>Reading: Literature Key Ideas and Details</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the</p>	<p>U: Freedom Train: The Story of Harriet Tubman (Developing Comprehension: Recognizing Setting)</p> <p>U: The Watsons Go to Birmingham—1963 (Learning in the Content Areas: Talk About Characters)</p> <p>V: Escape to Freedom: A Play About Young Frederick Douglass (Comprehension Strategy: Understanding Genre: Drama)</p> <p>W: Adam of the Road (Developing Comprehension: Understanding Character)</p> <p>X: The Glory Field (Developing Comprehension: Understanding Character)</p> <p>X: The Librarian Who Measured the Earth (Comprehension: Understanding Character)</p>
--	--

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 6

<p>plot moves toward a resolution.</p>	<p>Y: Isaac Newton (Comprehension: Understanding Character) Y: New Kids in Town: Oral Histories of Immigrant Teen (Comprehension: Understanding Character) Z: Bat 6 (Comprehension: Understanding Character) Z: Flight #116 is Down! (Extending Meaning Through Writing: Students choose three characters from the book and trace how they changed from before the plane crash to during and after the plane crash.)</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>U: The Watsons Go to Birmingham-1963 (Developing Phonics and Word-Solving Strategies: Figurative Language: Onomatopoeia) V: Color Me Dark (Developing Phonics and Word-Solving Strategies: Figurative Language: Simile) V: Escape to Freedom (Developing Phonics and Word-Solving Strategies: Figurative Language) W: Daniel’s Story (Developing Comprehension: Understanding Point of View) W: The Journal of James Edmond Pease (Developing Phonics and Word-Solving Strategies: Figurative Language: Similes) Y: Davy Crockett (Developing Phonics and Word-Solving Strategies: Figurative Language)</p>
<p>Integration of Knowledge and Ideas 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. 8. (Not applicable to literature) 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>T: Picture of Freedom: The Diary of Clotee, a Slave Girl (historical fiction) U: The Watsons Go to Birmingham—1963 (historical fiction) V: Color Me Dark (historical fiction) W: Adam of the Road (realistic fiction) W: Daniel’s Story (historical fiction) W: The Journal of James Edmond Pease (historical fiction) X: Katarína (historical fiction) X: The Glory Field (historical fiction) Y: Favorite Greek Myths (myths) Z: Flight #116 Is Down! (realistic fiction) Z: Bat 6 (historical fiction) Z: Guys Write For Guys Read (anthology)</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>T: Picture of Freedom: The Diary of Clotee, a Slave Girl U: The Watsons Go to Birmingham—1963 V: Color Me Dark W: Adam of the Road W: Daniel’s Story W: The Journal of James Edmond Pease X: Katarína X: The Glory Field Y: Favorite Greek Myths Z: Bat 6 Z: Flight #116 Is Down! Z: Guys Write For Guys Read</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 6

<p>Reading: Informational Text Key Ideas and Details</p> <ol style="list-style-type: none"> 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>T: Enemies of Slavery (Developing Comprehension: Summarizing) T: Land Predators of North America (Developing Comprehension: Summarizing) T: Lost Star: The Story of Amelia Earhart (Developing Comprehension: Drawing Conclusions) T: Volcanoes (Developing Comprehension: Summarizing) V: African-Americans in the Old West (Developing Comprehension: Main Idea/Details) V: The Battle of the Alamo (Developing Comprehension: Summarizing) V: The California Gold Rush (Developing Comprehension: Summarizing) V: What a Great Idea! Inventions that Shaped the World (Developing Comprehension: Summarizing) W: Dear Dr. Bell ... Your Friend, Helen Keller (Developing Comprehension: Summarizing) X: Up Before Daybreak: Cotton and People In America (Developing Comprehension: Main Idea/Details) Y: Stars and Planets (Developing Comprehension: Main Idea/Details) Y: The Wright Brothers: How They Invented the Airplane (Developing Comprehension: Main Idea/Details) Z: The Disaster of the Hindenburg (Developing Comprehension: Summarizing) Z: The Greatest: Muhammad Ali (Developing Comprehension: Main Idea/Details) Z: When Plague Strikes: The Black Death, Smallpox, and AIDS (Developing Comprehension: Main Idea/Details)</p>
<p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. 	<p>Each Teaching Card contains a Vocabulary section. Content words, essential words, and related words for discussion are listed in this section for each specific book. Other books contain glossaries, which help in determining the meaning of unknown words. For example: T: Volcanoes (Learning About Text Features: Glossary) V: The Boston Tea Party (Learning About Text Features: Glossary) W: G is for Googol (Vocabulary words include: binary, exponent, googol, obtuse, tessellate, calculating, measuring, predicting, probability, angles, and chemist.) Y: Air Raid—Pearl Harbor! (Vocabulary words include consulate, defense, diplomatic, embassy, envoy, infamy, intelligence, kamikaze, naval base, radar, submarine, and torpedoes) Z: When Plague Strikes: The Black Death, Smallpox, AIDS (Vocabulary words include: AIDS, antibodies, bacteria, delirium, endemic, inoculation, pandemic, quarantine, smallpox, vaccination, and viruses)</p>
<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 	<p>T: Lost Star: The Story of Amelia Earhart (biography) U: Freedom Train: The Story of Harriet Tubman (biography) Connecting Through Other Books section suggests <i>Get on Board: The Story of the Underground Railroad</i> U: Remember the Ladies (biography) Connecting Through Other Books section suggests <i>First Ladies: Women Who Called the White House Home</i> V: Escape to Freedom (biography) Connecting Through Other Books section suggests <i>Get on Board: The Story of the Underground Railroad</i> W: Dear Dr. Bell... Your friend, Helen Keller (biography) Connecting Through Other Books section suggests <i>The Usborne Book of Inventors: From DaVinci to Biro</i> W: Extraordinary Women Scientists (biography) Connecting Through Other Books section</p>

Grade 6

	<p>suggests <i>The Usborne Book of Inventors: From DaVinci to Biro</i></p> <p>W: Extraordinary Young People (biography) Connecting Through Other Books section suggests <i>A Place to Hide</i></p> <p>W: Portraits of African-American Heroes (biography) Connecting Through Other Books section suggests <i>Black Eagles: African Americans in Aviation</i></p> <p>W: Standing Tall: The Stories of Ten Hispanic Americans (biography) Connecting Through Other Books section suggests <i>Harvesting Hope: The Story of Cesar Chavez</i></p> <p>X: The Librarian Who Measured the Earth (biography)</p> <p>X: Nelson Mandela: “No Easy Walk to Freedom” (biography) Connecting Through Other Books section suggests <i>One More River to Cross: The Story of Twelve Black Americans</i></p> <p>X: Within Reach: My Everest Story (autobiography)</p> <p>Y: Hana’s Suitcase (biography) Connecting Through Other Books section suggests <i>Great Escapes of World War II</i></p> <p>Y: In Their Own Words: Davy Crockett (biography)</p> <p>Y: Isaac Newton (biography)</p> <p>Y: The Wright Brothers: How They Invented the Airplane (biography)</p> <p>Z: The Greatest: Muhammad Ali (biography)</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 leveled book set provides students with a wide variety of content area texts. Teachers prompt and support students’ reading by balancing the difficulty of the text with support for students reading the text. Sample texts from each level include:</p> <p>T: Life in the Rainforests</p> <p>U: Under the Ocean</p> <p>V: The Boston Tea Party</p> <p>W: Portraits of African-American Heroes</p> <p>X: Up Before Daybreak: Cotton and People in America</p> <p>Y: Indian Chiefs</p> <p>Z: The Disaster of the Hindenburg</p>
<p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>Use intensive pronouns (e.g., myself, ourselves).</p> <p>Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>2. Demonstrate command of the conventions of standard English</p>	<p>Each Teaching Card contains a “Phonics and Word-Solving” which offers a suggestion for actively engaging students in exploring how words work. For example:</p> <p>T: Volcanoes (Developing Phonics and Word Solving Strategies: Reading Vivid Verbs)</p> <p>W: Extraordinary Young People (Developing Phonics and Word-Solving Strategies: Adjectives)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 6

<p>capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* Spell correctly.</p>	
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*</p>	<p>Ideas for Content Area Discussions are featured on each Teaching Card. Students respond to what was read through listening and speaking. Students get to respond to texts through writing with the Expanding Meaning Through Writing ideas included on each Teaching Card.</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). 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 Teaching Card contains a Vocabulary section and a Develop Specialized Vocabulary section. One section provides a list of words from each specific text and the other provides discussion ideas that would encourage students to use new vocabulary when responding to texts. For Example: T: Volcanoes (The Vocabulary section includes cinder cone, crater, fissure, seamount, sulfur dioxide, vent, and volcanologist as the content words. The Develop Specialized Vocabulary Section encourages children to summarize what they have learned about volcanoes and asks “How are volcanoes an important part of the changing earth?” to further the discussion and encourage new vocabulary usage.) Additionally: T: Life in the Rainforests (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings) T: Lightning (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings) T: Lost Star: The Story of Amelia Earhart (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings) T: Picture of Freedom: The Diary of Clotee, a Slave Girl (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings) T: Volcanoes (Learning About Text Features: Glossary) T: Volcanoes and Earthquakes (Developing Phonics and Word-Solving Strategies: Recognizing Synonyms) U: The Watsons Go to Birmingham-1963 (Developing Phonics and Word-Solving Strategies: Figurative Language: Onomatopoeia) V: Color Me Dark (Developing Phonics and Word-Solving Strategies: Figurative Language: Simile) V: Escape to Freedom (Developing Phonics and Word-Solving Strategies: Figurative Language) W: The Journal of James Edmond Pease (Developing Phonics and Word-Solving Strategies: Figurative Language: Similes) Y: Davy Crockett (Developing Phonics and Word-Solving Strategies: Figurative Language)</p>
<p>Writing Text Types and Purposes</p>	<p>Ideas for Extending Meaning Through Writing are included in the Teaching Card for each book. These activities include writing for a variety of purposes, including composing opinion pieces,</p>

Grade 6

1. Write arguments to support claims with clear reasons and relevant evidence.
 Introduce claim(s) and organize the reasons and evidence clearly.
 Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 Establish and maintain a formal style.
 Provide a concluding statement or section that follows from the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 Introduce a topic; 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.
 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 Use appropriate transitions to clarify the relationships among ideas and concepts.
 Use precise language and domain-specific vocabulary to inform about or explain the topic.
 Establish and maintain a formal style.
 Provide a concluding statement or section that follows from the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 Provide a conclusion that follows from the narrated experiences or events.

informative/ explanatory writing, and narrative writing. For example:
 T: Life in the Rainforests (Students participate in persuasive writing to convince people of the benefits of rainforests and why we should try to save them. Suggested topics are included in the instructions.)
 U: The Life and Death of Stars (Expository writing is the focus for this Extending Meaning Through Writing section. Students are encouraged to use the suggested online sites to gain further information to write a feature article on an aspect of stars that would be interesting to readers. Students are reminded of characteristics of a feature article.)
 V: African-Americans In The Old West (Evaluative writing is practiced as students evaluate African American life in the West. Students are instructed to include reasons for moving west, jobs they held, how they were treated, and their accomplishments.)
 W: Extraordinary Women Scientists (Students participate in expository writing through writing about the obstacles that women have faced in becoming scientists. Students are directed to choose three or four women from the book who faced these challenges and to describe the personality traits that helped these women overcome obstacles and the impact their discoveries had on the world.)
 X: The Glory Field (Extending Meaning Through Writing: Students describe three chosen characters and tell how each character exemplifies the spirit of the Lewis family and how this spirit allowed them to overcome the obstacles they faced.)
 Y: Air Raid—Pearl Harbor! (Extending Meaning Through Writing: Students write a summary of events that led up to and caused the attack on Pearl Harbor.)
 Z: Flight #116 is Down! (Extending Meaning Through Writing: Students choose three characters from the book and trace how they changed from before the plane crash to during and after the plane crash. Students are asked to be sure to include details from the book to support their answers.)

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development,

Adults and peers can guide and support student writing and help students develop and strengthen writing as needed by planning, revising and editing writing experiences included on each

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 6

<p>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>Teaching Card.</p> <p>Writing may be published as teachers determine appropriate, using available technology.</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>Expanded reading lists are included on each Teaching Card. In addition to the content area books provided with this product, those additional titles could be used to gather information for short research projects or to compare and contrast texts in different forms and genres.</p> <p>U: The Life and Death of Stars (Extending Meaning Through Writing: Students are encouraged to use the suggested online sites for research prior to writing a feature article on an aspect of stars that would be interesting to readers.)</p> <p>Apply grade 6 reading standards to literature :</p> <p>U: Freedom Train: The Story of Harriet Tubman U: The Watsons Go to Birmingham—1963 W: Adam of the Road X: The Glory Field X: The Librarian Who Measured the Earth Y: Isaac Newton Y: New Kids in Town: Oral Histories of Immigrant Teen Z: Bat 6 Z: Flight #116 is Down!</p> <p>Apply grade 6 reading standards to literary nonfiction:</p> <p>T: Picture of Freedom (Comprehension Strategy: Understanding Historical Context) U: The Life and Death of Stars (Comprehension Strategy: Recognizing Fact/Opinion) U: Under the Ocean (Comprehension Strategy: Categorizing Information) V: The Declaration of Independence (Comprehension Strategy: Generating Questions) V: Escape to Freedom: A Play About Young Frederick Douglass (Comprehension Strategy: Understanding Genre: Drama)</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 Teaching Card provides writing suggestions under the Extending Meaning Through Writing section. These writing experiences involve a range of narrative, expository and persuasive writing for different purposes and audiences.</p>
<p>Speaking & Listening</p>	<p>Content Area Conversation or Learning in the Content Area ideas are included on each Teaching</p>

Grade 6

<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 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>Card. Students can participate in collaborative discussions about texts and grade 6 topics with peers and adults in small or large groups. For example:</p> <p>T: Land Predators of North America (Learning in the Content Areas: Talk About Camouflage)</p> <p>U: The Truth About Great White Sharks (Learning in the Content Areas Talk About the Great White Shark)</p> <p>V: The Declaration of Independence (Learning in the Content Areas: Talk About the Declaration of Independence)</p> <p>W: Extraordinary Young People (Learning in the Content Areas: Talk About Child Labor)</p> <p>X: The Great Depression (Learning in the Content Areas: Talk About the Depression)</p> <p>Y: Indian Chiefs (Learning in the Content Areas: Talk About Native Americans)</p> <p>Z: Memories of Vietnam: War in the First Person (Learning in the Content Areas: Talking About Military Service)</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>Multimedia components, such as graphics are suggested in some of the Extending Meaning Through Writing ideas on Teaching Cards. For example:</p> <p>T: Volcanoes (Extending Meaning Through Writing: Make a chart to compare the four kinds of volcanoes including type, lava flow, shape, and examples for each.)</p> <p>U: The Truth About Great White Sharks (Extending Meaning Through Writing: Use web sites and other sources to fill in a chart of surprising facts and questions about sharks.)</p> <p>V: Escape to Freedom (Extending Meaning Through Writing: Create a time line of the important events in Frederick Douglass's life.)</p> <p>W: Daniel's Story (Extending Meaning Through Writing: Create a chart summarizing the events in the story using the example.)</p> <p>X: Up Before Daybreak: Cotton and People in America (Extending Meaning Through Writing: Create a time line of the most important dates and events of the history of cotton in the United States.)</p> <p>Y: The Wright Brothers: how They Invented the Airplane (Extending Meaning Through Writing: Create a time line of the important events in the invention of the airplane using pictures and text.)</p> <p>Z: When Plague Strikes: The Black Death, Smallpox, AIDS (Extending Meaning Through Writing: Students create a chart of Black Death, smallpox, and AIDS including first reported cases, symptoms, how it spread, causes, treatments, society's reaction and consequences.)</p>