

**CORRELATION OF SCHOLASTIC'S INVESTIGATORS TO THE  
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-5**

<b>COMMON CORE STATE STANDARDS • KINDERGARTEN</b>	<b>INVESTIGATORS • GRADE KINDERGARTEN</b>
<p><b>Reading: Literature</b> <b>Key Ideas and Details</b></p> <p>1. With prompting and support, ask and answer questions about key details in a text.</p> <p>2. With prompting and support, retell familiar stories, including key details.</p> <p>3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Craft and Structure</b></p> <p>4. Ask and answer questions about unknown words in a text.</p> <p>5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>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).</p> <p>8. (Not applicable to literature)</p> <p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Reading: Informational Text</b> <b>Key Ideas and Details</b></p> <p>1. With prompting and support, ask and answer questions about key details in a text.</p> <p>2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Scholastic <i>Investigators</i> presents informational text that develops scientifically literate citizens and thoughtful, critical thinkers through the use of high-interest nonfiction texts, interactive media and technology, and specific learning goals. <i>Investigators</i> deliberately scaffolds the texts based on level of text complexity. Instructional routines engage students in close readings with each text where students ask and answer questions about key details in the texts. Each Lesson Plan articulates specific literacy skills that are developed through engagement with the texts that includes identifying the main idea, recalling and finding details, making comparisons and connections, predicting, investigating cause and effect, sequencing and asking questions about expository text and details.</p> <p><u><i>Animals Grow Up</i></u>: Connect with Life Cycles; Compare and Contrast (p.24), Lesson Plan: Build comprehension: main idea and details, During Reading (compare and contrast information presented graphically, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u><i>Hop and Bounce</i></u>: Kangaroos Connect with Kangaroos; Measure and Compare (p.24), Lesson Plan: During Reading (use graphic information to understand steps in a process, Guide the reading, Build comprehension: generalize information, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u><i>Crawl and Fly</i></u>: Connect with Ladybugs; Count and Compare, Lesson Plan: During Reading (use graphic information to sequence), Guide the reading, Build comprehension: ask questions and Develop Fluency, Literacy Center Card; Think, Pair, Do, Share.</p>

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**COMMON CORE STATE STANDARDS • KINDERGARTEN**

**INVESTIGATORS • GRADE KINDERGARTEN**

	<p><u>Swim and Snap</u>: Connect with Alligators; Count and Compare, Lesson Plan: During Reading (use a chart to understand sequence), Guide the reading, Build comprehension: investigate cause and effect, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Jump and Croak</u>: Connect with Frogs; Predict, Lesson Plan: During Reading (sequence information using charts), Guide the reading, Build comprehension: compare and contrast, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Flap and Sing</u>: Connect with Birds and Eggs; Measure and Compare Lesson Plan: During Reading (use charts to compare and sequence information), Guide the reading, Build comprehension: predict and check information, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>What's It Like? Investigating Materials</u>: Connect with Materials; Compare Materials, Lesson Plan: During Reading (flowchart recall), Build Comprehension: locate specific information.</p> <p><u>Bend It, Stretch It: Rubber</u>: Connect with Rubber; Compare and Contrast, Lesson Plan: During Reading (flowchart recall), Lesson Plan: During Reading (flowchart recall)</p> <p><u>Rip It, Tear It: Paper</u>: Connect with Paper; Use Paper, Lesson Plan: During Reading (flowchart recall))</p> <p><u>Melt it, Shape it: Glass</u>: Connect with Glass; Compare Materials, Lesson Plan: During Reading (flowchart recall). Build Comprehension: summarize and retell information</p> <p><u>Use It, Reuse It: Plastic</u>: Lesson Plan: During Reading (flowchart recall). Comprehension Tip: use of illustrations/text boxes</p> <p><u>Chop It, Carve It: Wood</u>: Connect with Wood; Compare and Contrast, Lesson Plan: During Reading (flowchart recall). Guide the reading (what does a title have to do with trees?). Comprehension Tip: function/format of index. Build Comprehension: compare/contrast</p>
<p><b>Craft and Structure</b></p> <p>4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>5. Identify the front cover, back cover, and title page of a book.</p> <p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>Each Lesson Plan articulates suggestions to engaging students with the new or challenging content area vocabulary they encounter in each theme set. Thirty copies of each text are included for whole class instruction, small group reading, shared and paired reading as well as independent reading. At the first read of a text students ask and answer questions about words, phrases and sentences that are unfamiliar or difficult. Focused instruction builds academic content area and domain-specific vocabulary and literacy skills navigating nonfiction, expository text. Every <i>Investigators</i> title presents an opportunity for students to strengthen book handling skills and knowledge of print concepts. Each Lesson Plan opens with introducing students to a text and engaging them in discussing the front and back covers. Teachers can direct students to locating and identifying the author of each title as well as noting the unique features of the title page. Specific tips on the Lesson Plan direct teachers to discussing with the students the purpose and layout of the indexes and glossaries, photo captions and other text features within in each title.</p> <p><u>Animals Grow Up</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Animals Grow Up</i>.”, Vocabulary, Using Text Features: (use captioned photos to illustrate and reinforce main ideas)</p> <p><u>Hop and Bounce</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Hop and</i></p>

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	<p><i>Bounce: Kangaroos.</i>, Vocabulary  <i>Crawl and Fly:</i> Lesson Plan: Before Reading: Build Context “Introduce <i>Crawl and Fly: Lady Bugs.</i>”, Vocabulary  <i>Swim and Snap:</i> Lesson Plan: Before Reading: Build Context “Introduce <i>Swim and Snap: Alligator</i>”, Vocabulary  <i>Jump and Croak:</i> Lesson Plan: At Home (Jump and Count!) Before Reading: Build Context, “Introduce <i>Jump and Croak: Frogs.</i>”, Vocabulary, Using Text Features: (practice using the Index)  <i>Flap and Sing:</i> Lesson Plan: Before Reading: Build Context “Introduce <i>Flap and Sing: Birds.</i>”, Vocabulary, Using Text Features: (understand the purpose and format of the glossary)  <i>What’s It Like? Investigating Materials:</i> Lesson Plan: Before Reading: Build Context “Introduce <i>What’s It Like?.</i>”, Vocabulary, Using Text Features: (titles in bold are informative)  <i>Bend It, Stretch It: Rubber:</i> Lesson Plan: Before Reading: Build Context “Introduce <i>Bend It, Stretch It</i>”, Vocabulary  <i>Rip It, Tear It: Paper:</i> Lesson Plan: Before Reading: Build Context “Introduce <i>Rip It, Tear It</i>”, Vocabulary, Using Text Features: (understand the purpose and format of the glossary)  <i>Melt it, Shape it: Glass:</i> Lesson Plan: Before Reading: Build Context “Introduce <i>Melt It, Shape It</i>”, Vocabulary, Using Text Features: (different text styles and colors support meaning)  <i>Use It, Reuse It: Plastic:</i> Lesson Plan: Before Reading: Build Context “Introduce <i>Use It, Reuse It</i>”, Vocabulary  <i>Chop It, Carve It: Wood:</i> : Build Context “Introduce <i>Chop It, Carve It</i>”, Vocabulary, Using Text Features: (function and format of the Index)</p>
<p><b>Integration of Knowledge and Ideas</b>  7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  8. With prompting and support, identify the reasons an author gives to support points in a text.  9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Specific instruction in the Lesson Plan engages students in describing and responding to the high-interest photographs and their relationship to the text. This is reinforced using the multi-media technology. Whole class engagement with the text reinforces identifying the important text concepts. The interactive CD-ROM for each series allows students to interpret visual and oral information  <i>Animals Grow Up:</i> Animals Grow Up: Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Build comprehension: main idea and details.  <i>Hop and Bounce:</i> Lesson Plan: Guide the reading, Build comprehension: generalize information, Literacy Center Card; Think, Pair, Do, Share.  <i>Crawl and Fly:</i> Crawl and Fly: Lady Bugs Lesson Plan: Guide the reading, Build comprehension: ask questions, Literacy Center Card; Think, Pair, Do, Share.  <i>Swim and Snap:</i> Lesson Plan: Guide the reading, Build comprehension: investigate cause and effect, Literacy Center Card; Think, Pair, Do, Share.  <i>Jump and Croak:</i> Lesson Plan: Guide the reading, Build comprehension: compare and contrast, Literacy Center Card; Think, Pair, Do, Share  <i>Flap and Sing:</i> Lesson Plan: Guide the reading, Build comprehension: predict and check information, Literacy Center Card: Think, Pair, Do, Share.  <i>What’s It Like? Investigating Materials:</i> Lesson Plan: During Reading (flowchart recall).</p>

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	<p>Build Comprehension: locate specific information  <u><i>Bend It, Stretch It: Rubber</i></u>: Lesson Plan: During Reading (flowchart recall), Build Comprehension: make and check predictions  <u><i>Rip It, Tear It: Paper</i></u>: Lesson Plan: During Reading (flowchart recall), Build Comprehension: ask questions  <u><i>Melt it, Shape it: Glass</i></u>: Lesson Plan: During Reading (flowchart recall). Build Comprehension: summarize and retell information)  <u><i>Use It, Reuse It: Plastic</i></u>: Lesson Plan: During Reading (flowchart recall).          Comprehension Tip: use of illustrations/text boxes Build Comprehension: making inferences  <u><i>Chop It, Carve It: Wood</i></u>: Build Comprehension: compare and contrast          Each of the six books in a theme addresses one specific scientific concept. The students read and compare the content of the texts as they work with <i>Investigators</i>. The Overview card urges teachers to partner with librarians, or media specialists to involve students with extended resources that will deepen their interest and knowledge of the topic. Students are encouraged to expand their reading across a topic and increase their experience comparing texts on the same subject. In addition, building a classroom library rich in nonfiction, expository text that also extends curriculum content area subjects is encouraged.</p>
<p><b>Range of Reading and Level of Text Complexity</b>          10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Scholastic <i>Investigators</i> series is a collection of carefully sequenced texts that build upon one another and actively engage students in purposeful group reading activities. Each themed text and companion Lesson Plan encourages critical analysis and provides strategies for approaching complex text such as chunking and multiple reads. Combined, these methods enhance reading ability and communication through discussions and presentations while deepening understanding and building reasoning skills.</p> <p>The “<i>Think About</i>” pages in each title offer complex text and ideas. As the class reads the texts together, the teacher asks questions to help students compare and contrast information.</p> <p><u><i>Animals Grow Up</i></u>: <i>Animals Grow Up</i>: Lesson Plan: During Reading (flowchart recall), Build comprehension: main idea and details.  <u><i>Hop and Bounce</i></u>: Lesson Plan: Guide the reading, Build comprehension: generalize information, During Reading (flowchart recall).  <u><i>Crawl and Fly</i></u>: <i>Crawl and Fly: Lady Bugs</i> Lesson Plan: Guide the reading, Build comprehension: ask questions, During Reading (flowchart recall).  <u><i>Swim and Snap</i></u>: Lesson Plan: Guide the reading, Build comprehension: investigate cause and effect, During Reading (flowchart recall).  <u><i>Jump and Croak</i></u>: Lesson Plan: Guide the reading, Build comprehension: compare and contrast, During Reading (flowchart recall).  <u><i>Flap and Sing</i></u>: Lesson Plan: Guide the reading, Build comprehension: predict and check information, During Reading (flowchart recall).  <u><i>What’s It Like? Investigating Materials</i></u>: Lesson Plan: During Reading (flowchart recall). Build Comprehension: locate specific information  <u><i>Bend It, Stretch It: Rubber</i></u>: Lesson Plan: During Reading (flowchart recall), Build</p>

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	<p>Comprehension: make and check predictions <u>Rip It, Tear It: Paper</u>: Lesson Plan: During Reading (flowchart recall), Build Comprehension: ask questions <u>Melt it, Shape it: Glass</u>: Lesson Plan: During Reading (flowchart recall). Build Comprehension: summarize and retell information) <u>Use It, Reuse It: Plastic</u>: Lesson Plan: During Reading (flowchart recall). Comprehension Tip: use of illustrations/text boxes Build Comprehension: making inferences <u>Chop It, Carve It: Wood</u>: Build Comprehension: compare and contrast, During Reading (flowchart recall).</p>
<p><b>Reading: Foundational Skills</b> <b>Print Concepts</b> 1. Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Every student receives a copy of the text and follows along with the class. Teachers support student competency with print concepts within the group reading. Teachers can use the interactive CD-ROM to reinforce print concepts. <u>Animals Grow Up</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Animals Grow Up</i>.”, Guide the reading <u>Hop and Bounce</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Hop and Bounce</i>.”, Guide the reading <u>Crawl and Fly</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Crawl and Fly</i>,” Guide the reading <u>Swim and Snap</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Swim and Snap</i>,” Guide the reading <u>Jump and Croak</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Jump and Croak</i>,” Develop fluency (ending punctuation), “Introduce <i>Jump and Croak</i>,” Guide the reading <u>Flap and Sing</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Flap and Sing</i>.”, Guide the reading <u>What’s It Like? Investigating Materials</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>What’s It Like?</i>”, Guide the reading <u>Bend It, Stretch It: Rubber</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Bend It, Stretch It</i>,” Guide the reading <u>Rip It, Tear It: Paper</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Rip It, Tear It</i>,” Vocabulary, Guide the reading <u>Melt it, Shape it: Glass</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Melt It, Shape It</i>,” Guide the reading <u>Use It, Reuse It: Plastic</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Use It, Reuse It</i>,” Guide the reading <u>Chop It, Carve It: Wood</u>: : Build Context “Introduce <i>Chop It, Carve It</i>,” Guide the reading</p>
<p><b>Phonological Awareness</b> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC)</p>	<p><u>Animals Grow Up</u>: Alliterative headings (p.22-23) <u>Hop and Bounce</u>: Lesson Plan: Word-Solving strategies (syllabication), Literacy Center Card; Think, Pair, Do, Share <u>Flap and Sing</u>: Lesson Plan: Literacy Center Card; Think, Pair, Do, Share <u>Swim and Snap</u>: Lesson Plan Vocabulary Tip: onsets/rimes, Literacy Center Card; Think, Pair, Do, Share <u>Crawl and Fly</u>: Lesson Plan: Word-Solving strategies <i>ph</i> pronounced as /f/</p>

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<p>words.1 (This does not include CVCs ending with //, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p><u>Melt it, Shape it: Glass:</u> Lesson Plan: Vocabulary Tip: onsets and rimes <u>Use It, Reuse It: Plastic:</u> Lesson Plan: Vocabulary Tip: prefixes <u>Chop It, Carve It: Wood:</u> Lesson Plan: Vocabulary Tip: homophones</p>
<p><b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><u>Hop and Bounce:</u> Lesson Plan Word-Solving strategies (syllabication), Literacy Center Card; Think, Pair, Do, Share <u>Flap and Sing:</u> Lesson Plan: Literacy Center Card; Think, Pair, Do, Share <u>Swim and Snap:</u> Lesson Plan Vocabulary Tip: onsets/rimes, Literacy Center Card; Think, Pair, Do, Share <u>Crawl and Fly:</u> Lesson Plan: Word-Solving strategies <i>ph</i> pronounced as /f/. <u>What's It Like? Investigating Materials:</u> Lesson Plan: Vocabulary Tip: contractions <u>Bend It, Stretch It: Rubber:</u> Lesson Plan: Word-solving Strategies (plurals) <u>Rip It, Tear It: Paper:</u> Lesson Plan: Word-Solving Strategies (present to past tense) <u>Melt it, Shape it: Glass:</u> Lesson Plan: Vocabulary Tip: onsets and rimes <u>Use It, Reuse It: Plastic:</u> Lesson Plan: Vocabulary Tip: prefixes <u>Chop It, Carve It: Wood:</u> Lesson Plan: Vocabulary Tip: homophones</p>
<p><b>Fluency</b> 4. Read emergent-reader texts with purpose and understanding.</p>	<p>Students read aloud with teacher who models the appropriate pace and degree of expression. <u>Animals Grow Up:</u> Lesson Plan: Develop Fluency <u>Hop and Bounce:</u> Lesson Plan: Develop Fluency <u>Crawl and Fly:</u> Lesson Plan: Develop Fluency <u>Swim and Snap:</u> Lesson Plan: Develop Fluency <u>Jump and Croak:</u> Lesson Plan: Develop Fluency <u>Flap and Sing:</u> Lesson Plan: Develop Fluency <u>What's It Like? Investigating Materials:</u> Lesson Plan: Develop Fluency <u>Bend It, Stretch It: Rubber:</u> Lesson Plan: Develop Fluency <u>Rip It, Tear It: Paper:</u> Lesson Plan: Develop Fluency <u>Melt it, Shape it: Glass:</u> Lesson Plan: Develop Fluency <u>Use It, Reuse It: Plastic:</u> Lesson Plan: Develop Fluency <u>Chop It, Carve It: Wood:</u> Lesson Plan: Develop Fluency</p>
<p><b>Language Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds</p>	<p><u>Animals Grow Up:</u> Lesson Plan: Oral Language and Vocabulary, Word-Solving Strategies <u>Hop and Bounce:</u> Lesson Plan: Oral Language and Vocabulary, Word-Solving Strategies, Vocabulary Tip <u>Crawl and Fly:</u> Lesson Plan: Oral Language and Vocabulary, Word-Solving Strategies, Vocabulary Tip <u>Swim and Snap:</u> Lesson Plan: Oral Language and Vocabulary, Word-Solving Strategies, Vocabulary Tip <u>Jump and Croak:</u> Lesson Plan: Oral Language and Vocabulary, Vocabulary Tip (who, why, where and which) <u>Flap and Sing:</u> Lesson Plan: Oral Language and Vocabulary, Word-Solving Strategies <u>What's It Like? Investigating Materials:</u> Lesson Plan: Vocabulary Tip: contractions, Oral Language and Vocabulary, Word-Solving Strategies <u>Bend It, Stretch It: Rubber:</u> Lesson Plan: Word-solving Strategies (plurals), Oral Language and Vocabulary, Word-Solving Strategies <u>Rip It, Tear It: Paper:</u> Lesson Plan: Word-Solving Strategies (present to past tense),</p>

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<p>(phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>Oral Language and Vocabulary, Word-Solving Strategies <u>Melt it, Shape it: Glass</u> Oral Language and Vocabulary, Word-Solving Strategies <u>Use It, Reuse It: Plastic</u>: Oral Language and Vocabulary, Word-Solving Strategies <u>Chop It, Carve It: Wood</u>: Oral Language and Vocabulary, Word-Solving Strategies</p>
<p><b>Vocabulary Acquisition and Use</b> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., Shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>The Vocabulary section in all Lesson Plan contains both academic and content words. Teachers are prompted to write some of the words on the board and as a group go back to the text and encourage students to determine meaning where context is useful. All Lesson Plan contain useful Vocabulary Tips and Glossaries. The sidebars, captions and labels of every <i>Investigators</i> text contain more complex vocabulary and more domain specific words. These features highlight this vocabulary and provide opportunity of have conversations regarding the words in context. The Literacy Center Cards for each text engage students in content specific vocabulary. Every series interactive CD-ROM reinforces domain specific vocabulary. <u>Animals Grow Up</u>: Literacy Center Card: Think, Pair, Do, Share. <u>Hop and Bounce</u>: Literacy Center Card: Think, Pair, Do, Share. <u>Crawl and Fly</u>: Literacy Center Card: Think, Pair, Do, Share. <u>Swim and Snap</u>: Literacy Center Card: Think, Pair, Do, Share. <u>Jump and Croak</u>: Literacy Center Card: Think, Pair, Do, Share. <u>Flap and Sing</u>: Literacy Center Card: Think, Pair, Do, Share. <u>What's It Like? Investigating Materials</u>: Literacy Center Card: Think, Pair, Do, Share. <u>Bend It, Stretch It: Rubber</u>: Literacy Center Card: Think, Pair, Do, Share. <u>Rip It, Tear It: Paper</u>: Literacy Center Card: Think, Pair, Do, Share. <u>Melt it, Shape it: Glass</u> Literacy Center Card: Think, Pair, Do, Share. <u>Use It, Reuse It: Plastic</u>: Literacy Center Card: Think, Pair, Do, Share. <u>Chop It, Carve It: Wood</u>: Literacy Center Card: Think, Pair, Do, Share.</p>
<p><b>Writing</b> <b>Text Types and Purposes</b> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><u>Animals Grow Up</u>: Lesson Plan; Writing, Literacy Center Card: (Write a Baby Animal Card) <u>Hop and Bounce</u>: Lesson Plan; Writing, Literacy Center Card: (Write about a Kangaroo) <u>Crawl and Fly</u>: Lesson Plan; Writing, Literacy Center Card: (a ladybug grows chart) <u>Swim and Snap</u>: Lesson Plan; Writing, Literacy Center Card: (An alligator grows poster) <u>Jump and Croak</u>: Lesson Plan; Writing, Literacy Center Card: Writing (Make a Frog Big Book) <u>Flap and Sing</u>: Lesson Plan; Writing, Literacy Center Card: Compare a baby bird to an adult bird) <u>What's It Like? Investigating Materials</u>: Lesson Plan; Writing <u>Bend It, Stretch It: Rubber</u>: Lesson Plan; Writing <u>Rip It, Tear It: Paper</u>: Lesson Plan; Writing, Literacy Center Card: Tangram Puzzle <u>Melt it, Shape it: Glass</u> Lesson Plan; Writing, Literacy Center Card: Made of Glass <u>Use It, Reuse It: Plastic</u>: Lesson Plan; Writing <u>Chop It, Carve It: Wood</u>: Lesson Plan; Writing</p>
<p><b>Production and Distribution of Writing</b> 4. (Begins in grade 3) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital</p>	<p>The Literacy Center Cards for every text in the <i>Investigators</i> series require students to respond to varying audiences and to present their work on a variety of tasks. Students share their writing and respond to questions from peers. <u>Animals Grow Up</u>: Lesson Plan; Writing, Literacy Center Card: (Write a Baby Animal</p>

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<p>tools to produce and publish writing, including in collaboration with peers.</p>	<p>Card)  <u>Hop and Bounce</u>: Lesson Plan; Writing, Literacy Center Card: (Write about a Kangaroo)  <u>Crawl and Fly</u>: Lesson Plan; Writing, Literacy Center Card: (a ladybug grows chart)  <u>Swim and Snap</u>: Lesson Plan; Writing, Literacy Center Card: (An alligator grows poster)  <u>Jump and Croak</u>: Lesson Plan; Writing, Literacy Center Card: Writing (Make a Frog Big Book)  <u>Flap and Sing</u>: Lesson Plan; Writing, Literacy Center Card: Compare a baby bird to an adult bird)  <u>What's It Like? Investigating Materials</u>: Lesson Plan; Writing  <u>Bend It, Stretch It: Rubber</u>: Lesson Plan; Writing  <u>Rip It, Tear It: Paper</u>: Lesson Plan; Writing, Literacy Center Card: Tangram Puzzle  <u>Melt it, Shape it: Glass</u>: Lesson Plan; Writing, Literacy Center Card: Made of Glass  <u>Use It, Reuse It: Plastic</u>: Lesson Plan; Writing</p>
<p><b>Research to Build and Present Knowledge</b>  7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  9. (Begins in grade 4)</p>	<p>Every Lesson Plan includes a mini-extension card activity for research.  <u>Animals Grow Up</u>: Lesson Plan: At the Library; Book &amp; Web Site, Questions &amp; Answers, Research  <u>Hop and Bounce</u>: Lesson Plan: At the Library; Book &amp; Web Site, Questions &amp; Answers, Research  <u>Crawl and Fly</u>: Lesson Plan: At the Library; Book &amp; Web Site, Questions &amp; Answers, Research  <u>Swim and Snap</u>: Lesson Plan: At the Library; Book &amp; Web Site, Questions &amp; Answers, Research  <u>Jump and Croak</u>: Lesson Plan: At the Library; Book &amp; Web Site, Questions &amp; Answers, Research  <u>Flap and Sing</u>: Lesson Plan: At the Library; Book &amp; Web Site, Questions &amp; Answers, Research  <u>What's It Like? Investigating Materials</u>: Lesson Plan: At the Library; Book &amp; Web Site, Questions &amp; Answers, Research  <u>Bend It, Stretch It: Rubber</u>: Lesson Plan: At the Library; Book &amp; Web Site, Questions &amp; Answers, Research  <u>Rip It, Tear It: Paper</u>: Lesson Plan: At the Library; Book &amp; Web Site, Questions &amp; Answers, Research  <u>Melt it, Shape it: Glass</u>: Lesson Plan: At the Library; Book &amp; Web Site, Questions &amp; Answers, Research  <u>Use It, Reuse It: Plastic</u>: Lesson Plan: At the Library; Book &amp; Web Site, Questions &amp; Answers, Research  <u>Chop It, Carve It: Wood</u>: Lesson Plan: At the Library; Book &amp; Web Site, Questions &amp; Answers, Research</p>
<p><b>Range of Writing</b>  10. (Begins in grade 3)</p>	
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b>  1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p>Every <i>Investigators</i> text has an Oral Language and Vocabulary section (directs students to look at and discuss the Poster) which provides students with an opportunity to talk in pairs or groups. The CD-ROM for every series in <i>Investigators</i> provides interactive listening and opportunities for discussion.</p>

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Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
Continue a conversation through multiple exchanges.  
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

*Animals Grow Up:* Think about Changes; Compare Babies, Lesson Plan: Before Reading, Guide the Reading, During Reading (compare and contrast information presented graphically, Build comprehension: main idea and details, Literacy Center Card; Think, Pair, Do, Share.

*Hop and Bounce:* Think about how Kangaroos Grow; Flow Chart, Lesson Plan: Before Reading, During Reading (use graphic information to understand steps in a process), Guide the reading, Build comprehension: generalize information, Literacy Center Card; Think, Pair, Do, Share.

*Crawl and Fly:* Think about how Ladybugs Grow; Flow chart, Lesson Plan; Before Reading, During Reading (use graphic information to understand steps in a process), Guide the reading, Build comprehension: generalize information, Literacy Center Card; Think, Pair, Do, Share.

*Swim and Snap:* Think about how Alligators Grow; Flow Chart, Lesson Plan: Before Reading, During Reading (use a chart to understand sequence), Guide the reading, Build comprehension: investigate cause and effect, Literacy Center Card; Think, Pair, Do, Share.

*Jump and Croak:* Think about how Frogs Grow; Flow Chart, Lesson Plan: Before Reading, During Reading (sequence information using charts), Guide the reading, Build comprehension: compare and contrast, Literacy Center Card; Think, Pair, Do, Share.

*Flap and Sing:* Think about how Birds Grow; Flow Chart, Lesson Plan: Before Reading, During Reading (use charts to compare and sequence information), Guide the reading, Build comprehension: predict and check information, Literacy Center Card; Think, Pair, Do, Share.

*What's It Like? Investigating Materials:* Think about what it's like; Flow Chart, Lesson Plan: Before Reading, Guide the Reading, During Reading (flowchart recall). Comprehension Tip: build on past knowledge. Build Comprehension: locate specific information, Literacy Center Card; Think, Pair, Do, Share.

*Bend It, Stretch It: Rubber:* Think about Rubber; Flow Chart, Lesson Plan: Before Reading, Guide the Reading, During Reading (flowchart recall), Comprehension Tip: use of predictions. Build Comprehension: make and check predictions, Literacy Center Card; Think, Pair, Do, Share.

*Rip It, Tear It: Paper:* Think about Paper; Flow Chart, Lesson Plan: Before Reading, Guide the Reading, During Reading (flowchart recall), Comprehension Tip: use of context in decoding. Build Comprehension: ask questions, Literacy Center Card; Think, Pair, Do, Share.

*Melt it, Shape it: Glass:* Think about Glass Flow Chart, Lesson Plan: Before Reading, Guide the Reading, During Reading (flowchart recall). Comprehension Tip: use of self-generated questions. Build Comprehension: summarize and retell information, Literacy Center Card; Think, Pair, Do, Share.

*Use It, Reuse It: Plastic:* Think about Recycling; Flow Chart, Lesson Plan: During Reading (flowchart recall), Before Reading, Guide the Reading, Comprehension Tip: use of illustrations/text boxes. Build Comprehension: making inferences, Literacy Center Card; Think, Pair, Do, Share.

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	<p><u>Chop It, Carve It: Wood:</u> Think about Wood; Flow Chart, Lesson Plan: Before Reading, During Reading (flowchart recall). Guide the reading (what does title has to do with trees?). Comprehension Tip: function/format of index. Build Comprehension: compare/contrast), Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Interactive CD-ROM Animals Grow Up</u> <u>Interactive CD-ROM What's It Like?</u></p>
<p><b>Presentation of Knowledge and Ideas</b>  <b>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b>  <b>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</b>  <b>6. Speak audibly and express thoughts, feelings, and ideas clearly.</b></p>	<p>The CD-ROM for every series in <i>Investigators</i> provides interactive listening and opportunities for discussion.</p> <p><u>Animals Grow Up:</u> Think about Changes; Compare Babies, Lesson Plan: Build comprehension: main idea and details, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Hop and Bounce:</u> Think about how Kangaroos Grow, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Crawl and Fly:</u> Think about how Ladybugs Grow; Flow chart, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Swim and Snap:</u> Think about how Alligators Grow, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Jump and Croak:</u> Think about how Frogs Grow; Flow Chart, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Flap and Sing:</u> Think about how Birds Grow; Flow Chart, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>What's It Like? Investigating Materials:</u> Think about what it's like; Flow Chart, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Bend It, Stretch It: Rubber:</u> Think about Rubber; Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Rip It, Tear It: Paper:</u> Think about Paper; Flow Chart, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Melt it, Shape it: Glass:</u> Think about Glass Flow Chart, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Use It, Reuse It: Plastic:</u> Think about Recycling; Flow Chart, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Chop It, Carve It: Wood:</u> Think about Wood, Lesson Plan: Guide the reading (what does title have to do with trees?, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Interactive CD-ROM Animals Grow Up</u> <u>Interactive CD-ROM What's It Like?</u></p>

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<p><b>Key Ideas and Details</b>  1. Ask and answer questions about key details in a text.  2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.  3. Describe characters, settings, and major events in a story, using key details.</p>	<p>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Craft and Structure</b>  4. Identify words and phrases in stories or poems that suggest feelings</p>	<p>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>

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<p>or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text.</p>	
<p><b>Integration of Knowledge and Ideas</b> 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Range of Reading and Level of Text Complexity</b> 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Reading: Informational Text</b> <b>Key Ideas and Details</b> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Scholastic <i>Investigators</i> presents informational text that develops scientifically literate citizens and thoughtful, critical thinkers through the use of high-interest nonfiction texts, interactive media and technology, and specific learning goals. <i>Investigators</i> deliberately scaffolds the texts based on level of text complexity. Instructional routines engage students in close readings with each text where students ask and answer questions about key details in the texts. Each Lesson Plan articulates specific literacy skills that are developed through engagement with the texts that includes identifying the main idea, recalling and finding details, making comparisons and connections, predicting, investigating cause and effect, sequencing and asking questions about expository text and details.</p> <p><u>Toy Time</u>: Connect with Toys; Compare and Contrast, Lesson Plan: Build comprehension; summarize and retell information, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Glide and Slide</u>: Connect with Toys that Float; Predict and Observe, Lesson Plan: Build comprehension; understand cause and effect, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Lift and Shift</u>: Connect with Toys for Building; Compare and Contrast, Lesson Plan: Build comprehension; locate specific information, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Made to Move</u>: Connect with Toys Like Us; Compare and Contrast, Lesson Plan: Build comprehension, make inferences, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Zip and Zoom</u>: Connect with Toys that Roll; Compare and Contrast, Lesson Plan: Build comprehension, compare and contrast, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Up, Up, and Away</u>: Connect with Toys that Fly; Predict and Observe, Lesson Plan: Build comprehension, compare and contrast, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>On the Prowl: How Animals Hunt</u>: Connect with Predators; Collect Information, Poster: Food Chain mobile. Lesson Plan: Build comprehension: main idea and details, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Big Cats</u>: Connect with Cats: Measure and Compare, Lesson Plan: Build comprehension: making inferences, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Birds of Prey</u>: Connect with Birds of Prey Lesson Plan: Build comprehension: generate</p>

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	<p>questions, Literacy Center Card; Think, Pair, Do, Share.  <u>Snakes</u>: Connect with Snakes; Compare and Contrast, Lesson Plan: Build comprehension: recall and summarize information, Literacy Center Card; Think, Pair, Do, Share.  <u>Wild Dogs</u>: Connect with Dogs; Observing (p.24), Lesson Plan: Build comprehension: making inferences, Literacy Center Card; Think, Pair, Do, Share.  <u>Mighty Bears</u>: Connect with Bears, Lesson Plan: Build comprehension: sequence, Literacy Center Card; Think, Pair, Do, Share.</p>
<p><b>Craft and Structure</b>  4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Each Lesson Plan articulates suggestions to engaging students with the new or challenging content area vocabulary they encounter in each theme set. Thirty copies of each text are included for whole class instruction, small group reading, shared and paired reading as well as independent reading. At the first read of a text students ask and answer questions about words, phrases and sentences that are unfamiliar or difficult. Focused instruction builds academic content area and domain-specific vocabulary and literacy skills navigating nonfiction, expository text. Every <i>Investigators</i> title presents an opportunity for students to strengthen book handling skills and knowledge of print concepts. Specific tips in the Lesson Plan direct teachers in discussing with the students the purpose and layout of the indexes and glossaries, photo captions and other text features within in each title.  All Lesson Plan contain useful Vocabulary Tips. All texts contain prominent headings, tables of contents, glossaries. All Interactive CD-ROMs contain electronic menus and icons.  <u>Toy Time</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Toy Time</i>”, Vocabulary  <u>Glide and Slide</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Glide and Slide</i>”, Vocabulary, Using Text Features: (indexes)  <u>Lift and Shift</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Lift and Shift</i>”, Vocabulary  <u>Made to Move</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Made to Move</i>”, Vocabulary, Using Text Features: (contents page)  <u>Zip and Zoom</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Zip and Zoom</i>”, Vocabulary, Using Text Features: (labels help with vocabulary)  <u>Up, Up, and Away</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Up, Up, and Away</i>”, Vocabulary  <u>On the Prowl</u>: How Animals Hunt; Lesson Plan: Before Reading: Build Context “Introduce <i>On the Prowl</i>”, Vocabulary  <u>Big Cats</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Big Cats</i>.”, Vocabulary  <u>Birds of Prey</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Birds of Prey</i>”, Vocabulary  <u>Snakes</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Snakes</i>.”, Vocabulary  <u>Wild Dogs</u>:(Lesson Plan: Before Reading: Build Context “Introduce <i>Wild Dogs</i>.” , Vocabulary)  <u>Mighty Bears</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Mighty Bears</i>.”, Vocabulary</p>
<p><b>Integration of Knowledge and Ideas</b></p>	<p>Specific instruction in the Lesson Plan engages students in describing and responding to</p>

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<p>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>the high-interest photographs and their relationship to the text. This is reinforced using the multi-media technology. Whole class engagement with the text reinforces identifying the important text concepts. The interactive CD-ROM for each series allows students to interpret visual and oral information. The websites listed in each book provide additional information.</p> <p><u>Toy Time</u>: Poster: Toys on Display, Build comprehension; summarize and retell information, Think about Toys Old and New (p.6-7) <u>Glide and Slide</u>: Poster: Float like a Boat, Build comprehension; understand cause and effect, Think about Toys that Float (p.6-7) <u>Lift and Shift</u>: Poster: Machines on the Move, : Build comprehension; locate specific information, Think about Toys for Building (p.6-7) <u>Made to Move</u>: Poster: Body Parts, Build comprehension, make inferences, Think about Toys like Us (p.6-7) <u>Zip and Zoom</u>: Poster: Push, Pull, Roll, Build comprehension, compare and contrast, Think about Toys that Roll (p.6-7) <u>Up, Up, and Away</u>: Poster: Fun Fliers, Build comprehension, compare and contrast, Think about Toys that Fly (p.6-7) <u>On the Prowl: How Animals Hunt</u>; Think about Habitat (p.6-7), Poster: Food Chain mobile. Lesson Plan: Build comprehension: main idea and details. <u>Big Cats</u>: Think about Big Cats (p.6-7), Poster: comparison poster. Lesson Plan: Build comprehension: making inferences, <u>Birds of Prey</u>: Poster: Record Holding Birds of Prey, Think about Birds of Prey (p.6-7), Lesson Plan: Build comprehension: generate questions) <u>Snakes</u>: Poster: Super Striker and Squeezers, Think about Snakes (p.6-7) Lesson Plan: Build comprehension: recall and summarize information) <u>Wild Dogs</u>: Poster: Wild Dog Wonders, Think about Dogs (p.6-7), Lesson Plan: Build comprehension: making inferences) <u>Mighty Bears</u>: Poster: Busy Bear Facts, Think about Bears (p.6-7), Lesson Plan: Build comprehension: sequence)</p> <p>Each of the six books in a theme addresses one specific scientific concept. The students read and compare the content of the texts as they work with <i>Investigators</i>. The Overview card urges teachers to partner with librarians, or media specialists to involve students with extended resources that will deepen their interest and knowledge of the topic. Students are encouraged to expand their reading across a topic and increase their experience comparing texts on the same subject. In addition, building a classroom library rich in nonfiction, expository text that also extends curriculum content area subjects is encouraged.</p>
<p><b>Range of Reading and Level of Text Complexity</b> 10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Scholastic <i>Investigators</i> series is a collection of carefully sequenced texts that build upon one another. Each themed text and companion Lesson Plan encourages critical analysis and provides strategies for approaching complex text such as chunking and multiple reads. Combined, these methods enhance reading ability while deepening understanding and building reasoning skills.</p> <p>The “<i>Think About</i>” pages in each title offer complex text and ideas. As the class reads the texts together, the teacher asks questions to help students compare and contrast</p>

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	<p>information.  <u>Toy Time</u>: Lesson Plan: During Reading  <u>Glide and Slide</u>: Lesson Plan: During Reading  <u>Lift and Shift</u>: Lesson Plan: During Reading  <u>Made to Move</u>: Lesson Plan: During Reading  <u>Zip and Zoom</u>: Lesson Plan: During Reading  <u>Up, Up, and Away</u>: Lesson Plan: During Reading  <u>On the Prowl: How Animals Hunt</u>: Lesson Plan: During Reading  <u>Big Cats</u>: Lesson Plan: During Reading  <u>Birds of Prey</u>: Lesson Plan: During Reading  <u>Snakes</u>: Lesson Plan: During Reading  <u>Wild Dogs</u>: Lesson Plan: During Reading  <u>Mighty Bears</u>: Lesson Plan: During Reading</p>
<p><b>Reading: Foundational Skills</b>  <b>Print Concepts</b>  1. Demonstrate understanding of the organization and basic features of print.  Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>Every student receives a copy of the text and follows along with the class. Teachers support student competency with print concepts within the group reading. Teachers can use the interactive CD-ROM to reinforce print concepts.  <u>Toy Time</u>: Lesson Plan: Before Reading: Build Context "Introduce <i>Toy Time</i>", Guide the reading  <u>Glide and Slide</u>: Lesson Plan: Before Reading: Build Context "Introduce <i>Glide and Slide</i>", Guide the reading  <u>Lift and Shift</u>: Lesson Plan: Before Reading: Build Context "Introduce <i>Lift and Shift</i>", Guide the reading  <u>Made to Move</u>: Lesson Plan: Before Reading: Build Context "Introduce <i>Made to Move</i>", Guide the reading  <u>Zip and Zoom</u>: Lesson Plan: Before Reading: Build Context "Introduce <i>Zip and Zoom</i>", Guide the reading  <u>Up, Up, and Away</u>: Lesson Plan: Before Reading: Build Context "Introduce <i>Up, Up, and Away</i>", Guide the reading  <u>On the Prowl: How Animals Hunt</u>: Lesson Plan: Before Reading: Build Context "Introduce <i>On the Prowl</i>", Guide the reading  <u>Big Cats</u>: Lesson Plan: Before Reading: Build Context "Introduce <i>Big Cats</i>", Guide the reading  <u>Birds of Prey</u>: Lesson Plan: Before Reading: Build Context "Introduce <i>Birds of Prey</i>", Guide the reading  <u>Snakes</u>: Lesson Plan: Before Reading: Build Context "Introduce <i>Snakes</i>", Guide the reading  <u>Wild Dogs</u>: Lesson Plan: Before Reading: Build Context "Introduce <i>Wild Dogs</i>", Guide the reading  <u>Mighty Bears</u>: Lesson Plan: Before Reading: Build Context "Introduce <i>Mighty Bears</i>", Guide the reading</p>
<p><b>Phonological Awareness</b>  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>All Lesson Plan have an Oral Language and Word-Solving Strategies section that promotes understanding of spoken words.  <u>Birds of Prey</u>: Lesson Plan: Vocabulary Tip: homophone pairs, Word-Solving Strategies – onsets/rimes</p>

**CORRELATION OF SCHOLASTIC'S INVESTIGATORS TO THE  
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**INVESTIGATORS • GRADE 1**

<p>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><u>Snakes</u>: Lesson Plan: Word-Solving Strategies - suffixes <u>Wild Dogs</u>: Lesson Plan: Vocabulary Tip: plurals, Word-Solving Strategies (present to past tense) <u>Mighty Bears</u>: Lesson Plan: Vocabulary Tip: Word-Solving Strategies syllabication</p>
<p><b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>All Lesson Plan have an Oral Language, Vocabulary and Word-Solving Strategies section that supports word recognition. <u>Birds of Prey</u>: Lesson Plan: Vocabulary Tip: homophone pairs, Word-Solving Strategies – onsets/rimes <u>Snakes</u>: Lesson Plan: Word-Solving Strategies – suffixes <u>Wild Dogs</u>: Lesson Plan: Vocabulary Tip: plurals, Word-Solving Strategies (present to past tense) <u>Mighty Bears</u>: Lesson Plan: Vocabulary Tip: Word-Solving Strategies syllabication</p>
<p><b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students read aloud with teacher who models the appropriate pace and degree of expression. <u>Toy Time</u>: Lesson Plan: Develop Fluency <u>Glide and Slide</u>: Lesson Plan: Develop Fluency <u>Lift and Shift</u>: Lesson Plan: Develop Fluency <u>Made to Move</u>: Lesson Plan: Develop Fluency <u>Zip and Zoom</u>: Lesson Plan: Develop Fluency <u>Up, Up, and Away</u>: Lesson Plan: Develop Fluency <u>On the Prowl</u>: How Animals Hunt: Lesson Plan: Develop Fluency <u>Big Cats</u>: Lesson Plan: Develop Fluency <u>Birds of Prey</u>: Lesson Plan: Develop Fluency <u>Snakes</u>: Lesson Plan: Develop Fluency <u>Wild Dogs</u>: Lesson Plan: Develop Fluency <u>Mighty Bears</u>: Lesson Plan: Develop Fluency</p>
<p><b>Language Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk</p>	<p>All Lesson Plan have an Oral Language, Vocabulary and Word-Solving Strategies section that promotes the proper use of English grammar. <u>Made to Move</u>: Lesson Plan: Vocabulary Tip: (verbs), Word-Solving Strategies (nouns), Lesson Plan: Develop Fluency <u>Up, Up, and Away</u>: Lesson Plan: Vocabulary Tip: (nouns and adjectives), Lesson Plan: Develop Fluency</p>

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<p>home). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., during, beyond, toward). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	
<p><b>Knowledge of Language</b> 3. (Begins in grade 2)</p>	
<p><b>Vocabulary Acquisition and Use</b> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are cozy). Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).</p>	<p>The Vocabulary section in all Lesson Plan contains both academic and content words. Teachers are prompted to write some of the words on the board and as a group go back to the text and encourage students to determine meaning where context is useful. All Lesson Plan contain useful Vocabulary Tips and Glossaries. The sidebars, captions and labels of every <i>Investigators</i> text contain more complex vocabulary and more domain specific words. These features highlight this vocabulary and provide opportunity of have conversations regarding the words in context. The Literacy Center Cards for each text engage students in content specific vocabulary. Every series interactive CD-ROM reinforces domain specific vocabulary. <u>Toy Time</u>: Lesson Plan: Oral Language and Vocabulary, Concept Words, Literacy Center Card: Think, Pair, Do, Share. <u>Glide and Slide</u>: Lesson Plan: Oral Language and Vocabulary, Concept Words, Literacy Center Card: Think, Pair, Do, Share. <u>Lift and Shift</u>: Lesson Plan: Oral Language and Vocabulary, Concept Words, Literacy Center Card: Think, Pair, Do, Share. <u>Made to Move</u>: Lesson Plan: Oral Language and Vocabulary, Concept Words, Literacy Center Card: Think, Pair, Do, Share. <u>Zip and Zoom</u>: Lesson Plan: Oral Language and Vocabulary, Concept Words, Literacy Center Card: Think, Pair, Do, Share. <u>Up, Up, and Away</u>: Lesson Plan: Oral Language and Vocabulary, Concept Words, Literacy Center Card: Think, Pair, Do, Share. <u>On the Prowl: How Animals Hunt</u>: Lesson Plan: Oral Language and Vocabulary, Vocabulary Tip: verbs, Concept Words, Literacy Center Card: Think, Pair, Do, Share. <u>Big Cats</u>: Lesson Plan: Oral Language and Vocabulary, Word-Solving Strategies – verbs/nouns. Concept Words, Literacy Center Card: Think, Pair, Do, Share. <u>Birds of Prey</u>: Lesson Plan: Oral Language and Vocabulary, Concept Words, Literacy Center Card: Think, Pair, Do, Share.</p>

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	<p><u>Snakes</u> : Lesson Plan: Oral Language and Vocabulary, Concept Words, Literacy Center Card: Think, Pair, Do, Share.</p> <p><u>Wild Dogs</u>: Lesson Plan: Oral Language and Vocabulary, Concept Words, Literacy Center Card: Think, Pair, Do, Share.</p> <p><u>Mighty Bears</u>: Lesson Plan: Oral Language and Vocabulary, Concept Words, Literacy Center Card: Think, Pair, Do, Share.</p>
<p><b>Writing</b> <b>Text Types and Purposes</b></p> <p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that build upon one another.</p> <p><u>Toy Time</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card (Writing)</p> <p><u>Glide and Slide</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>Lift and Shift</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>Made to Move</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>Zip and Zoom</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>Up, Up, and Away</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>On the Prowl: How Animals Hunt</u>: Lesson Plan: Literacy Center Card (Writing)</p> <p><u>Big Cats</u>: Lesson Plan: Options for Deepening Learning: Writing, Options for Deepening Learning: Writing)</p> <p><u>Birds of Prey</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card (Writing)</p> <p><u>Snakes</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>Wild Dogs</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>Mighty Bears</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card (Writing)</p>
<p><b>Production and Distribution of Writing</b></p> <p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that build upon one another.</p> <p>The Literacy Center Cards for every text in the <i>Investigators</i> series require students to respond to varying audiences and to present their work on a variety of tasks. Students share their work and respond to questions from peers.</p> <p><u>Toy Time</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card (Writing)</p> <p><u>Glide and Slide</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>Lift and Shift</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>Made to Move</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>Zip and Zoom</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>Up, Up, and Away</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>On the Prowl: How Animals Hunt</u>: Lesson Plan: Literacy Center Card (Writing)</p> <p><u>Big Cats</u>: Lesson Plan: Options for Deepening Learning: Writing, Options for Deepening Learning: Writing)</p> <p><u>Birds of Prey</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card (Writing)</p> <p><u>Snakes</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>Wild Dogs</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>Mighty Bears</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center</p>

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<p><b>Research to Build and Present Knowledge</b> 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Card (Writing)</b> All of the texts in the <i>Investigate Predators and Toys</i> series have a Lesson Plan that includes a Book and Web Site, Questions &amp; Answers and a Research section that encourages students to participate in research and writing projects. Every Lesson Plan includes a mini-extension card activity for research. <u>Toy Time</u>: Connect with Toys; Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research <u>Glide and Slide</u>: Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research <u>Lift and Shift</u>: Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More ; Book &amp; Web Site, Questions &amp; Answers, Research <u>Made to Move</u>: Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research <u>Zip and Zoom</u>: Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research <u>Up, Up, and Away</u>: Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research <u>On the Prowl: How Animals Hunt</u>: Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research <u>Big Cats</u>: Lesson Plan: At Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research <u>Birds of Prey</u>: Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research <u>Snakes</u>: Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research <u>Wild Dogs</u>: Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research <u>Mighty Bears</u>: Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research</p>
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b> 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in 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 gather additional information or clarify something that is not understood.</p>	<p>Every <i>Investigators</i> text has an Oral Language and Vocabulary section (directs students to look at and discuss the Poster) which provides students with an opportunity to talk in pairs or groups. The CD-ROM for every series in <i>Investigators</i> provides interactive listening and opportunities for discussion and collaboration. <u>Toy Time</u>: Lesson Plan: During Reading; Gather information from a chart, Connect with Toys; Compare and Contrast, Lesson Plan: Build comprehension; summarize and retell information, Literacy Center Card; Think, Pair, Do, Share. <u>Glide and Slide</u>: Lesson Plan: During Reading; Compare information on a time-line, Connect with Toys that Float; Predict and Observe, Lesson Plan: Build comprehension; understand cause and effect, Literacy Center Card; Think, Pair, Do, Share. <u>Lift and Shift</u>: Lesson Plan: During Reading; Understand how to read a time-line, Connect with Toys for Building; Compare and Contrast, Lesson Plan: Build comprehension; locate specific information, Literacy Center Card; Think, Pair, Do, Share.</p>

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	<p><u>Made to Move:</u> Lesson Plan: During Reading; Compare information on a time-line, Connect with Toys Like Us; Compare and Contrast, Lesson Plan: Build comprehension, make inferences, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Zip and Zoom:</u> Lesson Plan: During Reading; Compare information on a time-line, Connect with Toys that Roll; Compare and Contrast, Lesson Plan: Build comprehension, compare and contrast, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Up, Up, and Away:</u> Lesson Plan: During Reading; Locate information on a time-line, Connect with Toys that Fly; Predict and Observe, Lesson Plan: Build comprehension, compare and contrast, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>On the Prowl: How Animals Hunt:</u> Lesson Plan: During Reading (flowchart recall). Comprehension Tip: poster summarizes information. Build Comprehension: main idea and details, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Big Cats:</u> Lesson Plan: During Reading (flowchart recall). Comprehension Tip: headings predict. Build Comprehension: making inferences, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Birds of Prey:</u> Lesson Plan: During Reading (flowchart recall). Comprehension Tip: build on past knowledge. Build Comprehension: generate questions, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Snakes:</u> Lesson Plan: During Reading (flowchart recall). Comprehension Tip: re-read Build Comprehension: recall and summarize information, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Wild Dogs:</u> Lesson Plan: During Reading (flowchart recall). Comprehension Tip: generate own questions. Build Comprehension: making inferences, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Mighty Bears:</u> Lesson Plan: During Reading (flowchart recall). Comprehension Tip: read main text. Build Comprehension: sequence, Literacy Center Card; Think, Pair, Do, Share</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation.</p>	<p>The CD-ROM for every series in <i>Investigators</i> provides interactive listening and opportunities for discussion.</p> <p><u>Toy Time:</u> Lesson Plan: During Reading; Gather information from a chart, Connect with Toys; Compare and Contrast, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Glide and Slide:</u> Lesson Plan: During Reading; Compare information on a time-line, Connect with Toys that Float; Predict and Observe, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Lift and Shift:</u> Lesson Plan: During Reading; Understand how to read a time-line, Connect with Toys for Building; Compare and Contrast, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Made to Move:</u> Lesson Plan: During Reading; Compare information on a time-line, Connect with Toys Like Us; Compare and Contrast, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Zip and Zoom:</u> Lesson Plan: During Reading; Compare information on a time-line, Connect with Toys that Roll; Compare and Contrast, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Up, Up, and Away:</u> Lesson Plan: During Reading; Locate information on a time-line,</p>

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	<p>Connect with Toys that Fly; Predict and Observe, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>On the Prowl: How Animals Hunt</u>: Poster: Food Chain mobile. Lesson Plan: Build comprehension: main idea and details, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Big Cats</u>: Poster: comparison poster. Lesson Plan: Build comprehension: making inferences, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Birds of Prey</u>: Lesson Plan: Build comprehension: generate questions, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Snakes</u>: Lesson Plan: Build comprehension: recall and summarize information, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Wild Dogs</u>: Lesson Plan: Build comprehension: making inferences, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Mighty Bears</u>: Lesson Plan: Build comprehension: sequence, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Interactive CD-ROM: Toy Time</u></p> <p><u>Interactive CD-ROM: On the Prowl</u></p>
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**GRADE 2**

**COMMON CORE STATE STANDARDS • GRADE 2**

**INVESTIGATORS • GRADE 2**

<p><b>Reading: Literature</b> <b>Key Ideas and Details</b></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>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Craft and Structure</b></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>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Integration of Knowledge and Ideas</b></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>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Range of Reading and Level of Text Complexity</b></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>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>

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**COMMON CORE STATE STANDARDS • GRADE 2**

**INVESTIGATORS • GRADE 2**

<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>          1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.          2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.          3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Scholastic <i>Investigators</i> presents informational text that develops scientifically literate citizens and thoughtful, critical thinkers through the use of high-interest nonfiction texts, interactive media and technology, and specific learning goals. <i>Investigators</i> deliberately scaffolds the texts based on level of text complexity. Instructional routines engage students in close readings with each text where students ask and answer questions about key details in the texts. Each Lesson Plan articulates specific literacy skills that are developed through engagement with the texts that includes identifying the main idea, recalling and finding details, making comparisons and connections, predicting, investigating cause and effect, sequencing and asking questions about expository text and details.</p> <p><u>Adapt or Die:</u> Think about Cycles, Lesson Plan: During Reading (flow chart discussion).  <u>Harsh Homes:</u> Poster: Living Extremes, Lesson Plan: During Reading Understand how information is presented, Guide the Reading (why and how questions)          Comprehension Tip: photos help recall.</p> <p><u>Safety in Numbers:</u> Poster: Going, going, Gone?, Lesson Plan: During Reading (flow chart discussion), Guide the Reading (questions) Build Comprehension: make inferences</p> <p><u>Animal Armor:</u> Poster: Hard Heads, Lesson Plan: During Reading (flow chart discussion). Guide the Reading (Prediction questions) Build Comprehension: sequence events</p> <p><u>Tricks and Traps:</u> Poster: Blend or Pretend, Lesson Plan: During Reading (flow chart discussion). Guide the Reading (what and how questions) Comprehension Tip: photos help recall. Build Comprehension: making inferences</p> <p><u>Gross Defenses:</u> Poster: Smells for Life, Lesson Plan: During Reading (flow chart discussion), Guide the Reading (Who, what and how questions) Build Comprehension: summarizing information</p> <p><u>On the Move:</u> Think About Inventions, Lesson Plan: Build comprehension; understand cause and effect, Poster; Record Breakers</p> <p><u>Flying High:</u> Investigate things that Fly, Lesson Plan: Build comprehension; identify the steps in a process, Poster; Flying Machines</p> <p><u>Stepping Out:</u> Lesson Plan: Build comprehension; make inferences, Poster; Feet are hard to Beat</p> <p><u>On a Roll:</u> Think About Things with Wheels, Lesson Plan: Build comprehension; understand cause and effect, Poster; Wheels get Around</p> <p><u>Port to Port:</u> Think About Things that Float, Lesson Plan: Build comprehension; ask questions, Poster; Ship Shape</p> <p><u>Blasting Off:</u> Investigate going into Space, Lesson Plan: Build comprehension; make and check predictions, Poster; Eyes in the Skies</p>
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**CORRELATION OF SCHOLASTIC'S INVESTIGATORS TO THE  
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-5**

**COMMON CORE STATE STANDARDS • GRADE 2**

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<p><b>Craft and Structure</b></p> <p>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Each Lesson Plan articulates suggestions to engaging students with the new or challenging content area vocabulary they encounter in each theme set. Thirty copies of each text are included for whole class instruction, small group reading, shared and paired reading as well as independent reading. At the first read of a text students ask and answer questions about words, phrases and sentences that are unfamiliar or difficult. Focused instruction builds academic content area and domain-specific vocabulary and literacy skills navigating nonfiction, expository text. Every <i>Investigators</i> title presents an opportunity for students to strengthen book handling skills and knowledge of print concepts. Specific tips on the Lesson Plan direct teachers in discussions with students regarding the purpose and layout of the indexes and glossaries, photo captions and other text features within in each title. All texts contain prominent headings, tables of contents, glossaries. All Interactive CD-ROMs contain electronic menus and icons.</p> <p>All <i>Investigators</i> series texts include sidebars, captions and labels as well as glossaries and indexes.</p> <p><u>Adapt or Die</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Adapt or Die</i>”, Vocabulary</p> <p><u>Harsh Homes</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Harsh Homes</i>”, Vocabulary, Using Text Features: (using the index)</p> <p><u>Safety in Numbers</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Safety in Numbers</i>”, Vocabulary, Using Text Features: (how to use index)</p> <p><u>Animal Armor</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Animal Armor</i>”, Vocabulary, Using Text Features: (brown feature boxes support main story)</p> <p><u>Tricks and Traps</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Tricks and Traps</i>”, Vocabulary, Using Text Features: (using captions to promote understanding)</p> <p><u>Gross Defenses</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Gross Defenses</i>”, Vocabulary</p> <p><u>On the Move</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>On the Move</i>”, Vocabulary, Using Text Features: (use captioned photos and labels to enhance understanding)</p> <p><u>Flying High</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Flying High</i>”, Vocabulary, Using Text Features: (how to use index)</p> <p><u>Stepping Out</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Stepping Out</i>”, Vocabulary, Using Text Features: (using Contents page)</p> <p><u>On a Roll</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>On a Roll</i>”, Vocabulary</p> <p><u>Port to Port</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Port to Port</i>”, Vocabulary, Using Text Features: (use captioned photos and labels to understand vocabulary)</p> <p><u>Blasting Off</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Blasting Off</i>”, Vocabulary</p>
<p><b>Integration of Knowledge and Ideas</b></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</p>	<p>Specific instruction in the Lesson Plan engages students in describing and responding to the high-interest photographs and diagrams. This is reinforced using the multi-media technology. The interactive CD-ROM for each series allows students to interpret visual</p>

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<p>text. 9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>and oral information. <u>Adapt or Die:</u> Connect with Survival; Draw Conclusions, Think about Cycles, Lesson Plan: During Reading (flow chart discussion). <u>Harsh Homes:</u> Poster: Living Extremes, Lesson Plan: During Reading Understand how information is presented, Guide the Reading (why and how questions) Comprehension Tip: photos help recall. <u>Safety in Numbers:</u> Poster: Going, going, Gone?, Lesson Plan: During Reading (flow chart discussion), Guide the Reading (questions) Build Comprehension: make inferences <u>Animal Armor:</u> Poster: Hard Heads, Lesson Plan: During Reading (flow chart discussion). Guide the Reading (Prediction questions) Build Comprehension: sequence events <u>Tricks and Traps:</u> Connect with Tricks and Traps; Observe, Poster: Blend or Pretend, Lesson Plan: During Reading (flow chart discussion). Guide the Reading (what and how questions) Comprehension Tip: photos help recall. Build Comprehension: making inferences <u>Gross Defenses:</u> Poster: Smells for Life, Lesson Plan: During Reading (flow chart discussion), Guide the Reading (Who, what and how questions) Build Comprehension: summarizing information <u>On the Move:</u> Connect with Transportation (diagram p.24), Poster; Record Breakers, Think about Inventions; Transportation Time Line <u>Flying High:</u> Connect with Wheels (diagram p.24), Poster; Flying Machines, Think about Moving through Air; Time Line <u>Stepping Out:</u> Poster; Feet are hard to Beat, Investigate moving on Foot <u>On a Roll:</u> Connect with Wheels (diagram p.24), Poster; Wheels get Around; Think about things with Wheels <u>Port to Port:</u> Poster; Ship Shape, Think about things that Float <u>Blasting Off:</u> Poster; Eyes in the Skies; Think about moving in Space; Time Line</p> <p>Each of the six books in a theme addresses one specific scientific concept. The students read and compare the content of the texts as they work with <i>Investigators</i>. The Overview card urges teachers to partner with librarians, or media specialists to involve students with extended resources that will deepen their interest and knowledge of the topic. Students are encouraged to expand their reading across a topic and increase their experience comparing texts on the same subject. In addition, building a classroom library rich in nonfiction, expository text that also extends curriculum content area subjects is encouraged.</p>
<p><b>Range of Reading and Level of Text Complexity</b> 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Scholastic <i>Investigators</i> series is a collection of carefully sequenced science and technology texts that build upon one another. Each themed text and companion Lesson Plan encourages critical analysis and provides strategies for approaching complex text such as chunking and multiple reads. Combined, these methods provide scaffolding while enhancing the student's reading ability. The "Think About" pages in each title offer complex text and ideas. As the class reads the texts together, the teacher asks questions to help students compare and contrast</p>

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	<p>information.</p> <p><u>Adapt or Die</u>: Lesson Plan: During Reading  <u>Harsh Homes</u>: Lesson Plan: During Reading  <u>Safety in Numbers</u>: Lesson Plan: During Reading  <u>Animal Armor</u>: Lesson Plan: During Reading  <u>Tricks and Traps</u>: Lesson Plan: During Reading  <u>Gross Defenses</u>: Lesson Plan: During Reading  <u>On the Move</u>: Less Lesson Plan: During Reading  <u>Flying High</u>: Lesson Plan: During Reading  <u>Stepping Out</u>: Less Lesson Plan: During Reading  <u>On a Roll</u>: Lesson Plan: During Reading  <u>Port to Port</u>: Lesson Plan: During Reading  <u>Blasting Off</u>: Lesson Plan: During Reading</p>
<p><b>Reading: Foundational Skills</b>  <b>Phonics and Word Recognition</b>  3. Know and apply grade-level phonics and word analysis skills in decoding words.  Distinguish long and short vowels when reading regularly spelled one-syllable words.  Know spelling-sound correspondences for additional common vowel teams.  Decode regularly spelled two-syllable words with long vowels.  Decode words with common prefixes and suffixes.  Identify words with inconsistent but common spelling-sound correspondences.  Recognize and read grade-appropriate irregularly spelled words.</p>	<p>The interactive CD-ROM is an effective tool to reinforce word recognition.</p> <p><u>Safety in Numbers</u>: Lesson Plan: Word-Solving Strategies (consonants)  <u>Gross Defenses</u>: Lesson Plan: Word-Solving Strategies (clap for syllables)  <u>On the Move</u>: Lesson Plan; Word-Solving Strategies  <u>Flying High</u>: Lesson Plan; Word-Solving Strategies, Guide the Reading  <u>Stepping Out</u>: Lesson Plan; Word-Solving Strategies  <u>On a Roll</u>: Lesson Plan; Word-Solving Strategies, Literacy Center Card (words beginning with <i>tr</i>)  <u>Port to Port</u>: Lesson Plan; Word-Solving Strategies, Guide the Reading  <u>Blasting Off</u>: Lesson Plan; Word-Solving Strategies, Guide the Reading</p>
<p><b>Fluency</b>  4. Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.  Read grade-level text orally with accuracy, appropriate rate, and expression.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students read aloud with teacher who models the appropriate pace and degree of expression.</p> <p><u>Adapt or Die</u>: Lesson Plan: Develop Fluency  <u>Harsh Homes</u>: Lesson Plan: Develop Fluency  <u>Safety in Numbers</u>: Lesson Plan: Develop Fluency  <u>Animal Armor</u>: Lesson Plan: Develop Fluency  <u>Tricks and Traps</u>: Lesson Plan: Develop Fluency  <u>Gross Defenses</u>: Lesson Plan: Develop Fluency  <u>On the Move</u>: Lesson Plan: Develop Fluency  <u>Flying High</u>: Lesson Plan: Develop Fluency  <u>Stepping Out</u>: Lesson Plan: Develop Fluency  <u>On a Roll</u>: Lesson Plan: Develop Fluency  <u>Port to Port</u>: Lesson Plan: Develop Fluency  <u>Blasting Off</u>: Lesson Plan: Develop Fluency</p>
<p><b>Language</b>  <b>Conventions of Standard English</b>  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use collective nouns (e.g., group).  Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>	<p>Every <i>Investigators</i> text has an Oral Language, Word-Solving Strategies and Vocabulary section which provides students with an opportunity to review and learn conventions of standard English.</p> <p><u>Adapt or Die</u>: Lesson Plan: Word Solving Strategies, Oral Language and Vocabulary  <u>Harsh Homes</u>: Lesson Plan: Word Solving Strategies, Oral Language and Vocabulary  <u>Safety in Numbers</u>: Lesson Plan: Word Solving Strategies, Oral Language and Vocabulary</p>

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**COMMON CORE STATE STANDARDS • GRADE 2**

**INVESTIGATORS • GRADE 2**

<p>Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><u>Animal Armor</u>: Lesson Plan: Word Solving Strategies, Oral Language and Vocabulary <u>Tricks and Traps</u>: Lesson Plan: Word Solving Strategies, Oral Language and Vocabulary <u>Gross Defenses</u>: Lesson Plan: Word Solving Strategies, Oral Language and Vocabulary <u>On the Move</u>: Lesson Plan: Word Solving Strategies, Oral Language and Vocabulary <u>Flying High</u>: Lesson Plan: Word Solving Strategies, Oral Language and Vocabulary <u>Stepping Out</u>: Lesson Plan: Word Solving Strategies, Oral Language and Vocabulary <u>On a Roll</u>: Lesson Plan: Word Solving Strategies, Oral Language and Vocabulary <u>Port to Port</u>: Lesson Plan: Word Solving Strategies, Oral Language and Vocabulary <u>Blasting Off</u>: Lesson Plan: Word Solving Strategies, Oral Language and Vocabulary</p>
<p><b>Knowledge of Language</b> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.</p>	<p>All Lesson Plan have an Oral Language, Vocabulary and Word-Solving Strategies section that supports English conventions.</p>
<p><b>Vocabulary Acquisition and Use</b> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>All titles in the <i>Investigators Survival and Transportation</i> series contain grade-appropriate general academic and domain-specific words in the Academic and Concept Words features in the Lesson Plan card. Every Lesson Plan contains useful Vocabulary Tips and Glossaries. The sidebars, captions and labels of every <i>Investigators</i> text contain more complex vocabulary and more domain specific words. The Literacy Center Cards for each text engage students in content specific vocabulary. Every series interactive CD-ROM reinforces domain specific vocabulary. <u>Adapt or Die</u>: Literacy Center Card; Think, Pair, Do, Share <u>Harsh Homes</u>: Literacy Center Card; Think, Pair, Do, Share <u>Safety in Numbers</u>: Literacy Center Card; Think, Pair, Do, Share <u>Animal Armor</u>: Literacy Center Card; Think, Pair, Do, Share <u>Tricks and Traps</u>: Literacy Center Card; Think, Pair, Do, Share <u>Gross Defenses</u>: Literacy Center Card; Think, Pair, Do, Share <u>On the Move</u>: Literacy Center Card; Think, Pair, Do, Share <u>Flying High</u>: Literacy Center Card; Think, Pair, Do, Share <u>Stepping Out</u>: Literacy Center Card; Think, Pair, Do, Share <u>On a Roll</u>: Literacy Center Card; Think, Pair, Do, Share <u>Port to Port</u>: Literacy Center Card; Think, Pair, Do, Share <u>Blasting Off</u>: Literacy Center Card; Think, Pair, Do, Share</p>
<p><b>Writing</b></p>	<p>Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that</p>

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**COMMON CORE STATE STANDARDS • GRADE 2**

**INVESTIGATORS • GRADE 2**

<p><b>Text Types and Purposes</b></p> <p>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.</p> <p>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.</p> <p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>build upon one another.</p> <p><u>Adapt or Die</u>: Lesson Plan: Options for Deepening Learning: Writing, <u>Harsh Homes</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card: Think, Pair, Do, Share <u>Safety in Numbers</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card: Think, Pair, Do, Share <u>Animal Armor</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card: Think, Pair, Do, Share <u>Tricks and Traps</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card: Think, Pair, Do, Share <u>Gross Defenses</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card: Think, Pair, Do, Share <u>On the Move</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card: Think, Pair, Do, Share, Lesson Plan; At Home: Going Places <u>Flying High</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card: Think, Pair, Do, Share (write about a helicopter ride) <u>Stepping Out</u>: Lesson Plan: Options for Deepening Learning: Writing <u>On a Roll</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card: Think, Pair, Do, Share, Lesson Plan; Out of School: Write song lyrics <u>Port to Port</u>: Lesson Plan: Options for Deepening Learning: Writing <u>Blasting Off</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card: Think, Pair, Do, Share</p>
<p><b>Production and Distribution of Writing</b></p> <p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that focus on a topic.</p> <p><u>Adapt or Die</u>: Lesson Plan: Options for Deepening Learning: Writing, <u>Harsh Homes</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card: Think, Pair, Do, Share <u>Safety in Numbers</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card: Think, Pair, Do, Share <u>Animal Armor</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card: Think, Pair, Do, Share <u>Tricks and Traps</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card: Think, Pair, Do, Share <u>Gross Defenses</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card: Think, Pair, Do, Share <u>On the Move</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card: Think, Pair, Do, Share, Lesson Plan; At Home: Going Places <u>Flying High</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card: Think, Pair, Do, Share (write about a helicopter ride) <u>Stepping Out</u>: Lesson Plan: Options for Deepening Learning: Writing <u>On a Roll</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card: Think, Pair, Do, Share, Lesson Plan; Out of School: Write song lyrics <u>Port to Port</u>: Lesson Plan: Options for Deepening Learning: Writing <u>Blasting Off</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center</p>

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<p><b>Research to Build and Present Knowledge</b> 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>Card: Think, Pair, Do, Share</p> <p>All of the texts in the Investigate Survival and Transportation series have a Lesson Plan that includes a Book and Web Site, Questions &amp; Answers and a Research section that encourages students to participate in research and writing projects. Every Lesson Plan includes a mini-extension card activity for research.</p> <p><u>Adapt or Die:</u> Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research</p> <p><u>Harsh Homes:</u> Literacy Center Card; Think, Pair, Do, Share. Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research</p> <p><u>Safety in Numbers:</u> Literacy Center Card; Think, Pair, Do, Share. Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research</p> <p><u>Animal Armor:</u> Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research</p> <p><u>Tricks and Traps:</u> Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research</p> <p><u>Gross Defenses:</u> Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research</p> <p><u>On the Move:</u> Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research</p> <p><u>Flying High:</u> Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research</p> <p><u>Stepping Out:</u> Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research</p> <p><u>On a Roll:</u> Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research</p> <p><u>Port to Port:</u> Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research</p> <p><u>Blasting Off:</u> Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research</p>
<p><b>Range of Writing</b> 10. (Begins in grade 3)</p>	
<p><b>Speaking &amp; Listening</b> 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion. 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</p>	<p>Every <i>Investigators</i> text has an Oral Language and Vocabulary section (directs students to look at and discuss the Poster) which provides students with an opportunity to talk in pairs or groups. The CD-ROM for every series in <i>Investigators</i> provides interactive listening and opportunities for discussion.</p> <p><u>Adapt or Die:</u> Alive Lesson Plan: During Reading (flow chart discussion), Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Harsh Homes:</u> Lesson Plan: During Reading Understand how information is presented. Comprehension Tip: photos help recall. Build Comprehension: main ideas and details, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Safety in Numbers:</u> Lesson Plan: During Reading (flow chart discussion). Build Comprehension: make inferences, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Animal Armor:</u> Lesson Plan: During Reading (flow chart discussion). Build Comprehension: sequence events, Literacy Center Card; Think, Pair, Do, Share</p>

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**COMMON CORE STATE STANDARDS • GRADE 2**

**INVESTIGATORS • GRADE 2**

<p>understanding of a topic or issue.</p>	<p><u>Tricks and Traps</u>: Lesson Plan: During Reading (flow chart discussion). Comprehension Tip: photos help recall. Build Comprehension: making inferences, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Gross Defenses</u>: Lesson Plan: During Reading (flow chart discussion). Build Comprehension: summarizing information, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>On the Move</u>: Lesson Plan: During Reading; Understand the sequence of information presented in a time line, Literacy Center Card; Think, Pair, Do, Share, Poster; Record Breakers, Think about Inventions; Transportation Time Line</p> <p><u>Flying High</u>: Lesson Plan: During Reading; Compare information on a time line, Literacy Center Card; Think, Pair, Do, Share, Poster; Flying Machines, Think about Moving through Air; Time Line</p> <p><u>Stepping Out</u>: Lesson Plan: During Reading; Compare information on a chart, Literacy Center Card; Think, Pair, Do, Share, Poster; Feet are hard to Beat, Investigate moving on Foot</p> <p><u>On a Roll</u>: Lesson Plan: During Reading; Compare information on a time line, Literacy Center Card; Think, Pair, Do, Share, Poster; Wheels get Around; Think about thinks with Wheels</p> <p><u>Port to Port</u>: Lesson Plan: During Reading; Locate information on a time line, Literacy Center Card; Think, Pair, Do, Share, Poster; Ship Shape, Think about things that Float</p> <p><u>Blasting Off</u>: Lesson Plan: During Reading; Locate information on a time line, Literacy Center Card; Think, Pair, Do, Share, Poster; Eyes in the Skies; Think about moving in Space; Time Line</p> <p>Interactive CD-ROM: <i>Adapt or Die</i> Interactive CD-ROM: <i>On the Move</i></p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>The CD-ROM for every series in <i>Investigators</i> provides interactive listening and opportunities for speaking.</p> <p><u>Adapt or Die</u>: Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Harsh Homes</u>: Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Safety in Numbers</u>: Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Animal Armor</u>: Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Tricks and Traps</u>: Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Gross Defenses</u>: Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>On the Move</u>: Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Flying High</u>: Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Stepping Out</u>: Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>On a Roll</u>: Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Port to Port</u>: Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Blasting Off</u>: Literacy Center Card; Think, Pair, Do, Share.</p> <p>Interactive CD-ROM: <i>Adapt or Die</i> Interactive CD-ROM: <i>On the Move</i></p>

**GRADE 3**

**COMMON CORE STATE STANDARDS • GRADE 3**

**INVESTIGATORS • GRADE 3**

**CORRELATION OF SCHOLASTIC'S INVESTIGATORS TO THE  
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-5**

**COMMON CORE STATE STANDARDS • GRADE 3**

**INVESTIGATORS • GRADE 3**

<p><b>Reading: Literature</b> <b>Key Ideas and Details</b></p> <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Craft and Structure</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Range of Reading and Complexity of Text</b></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>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Reading: Informational Text</b> <b>Key Ideas and Details</b></p> <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. 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>Scholastic <i>Investigators</i> presents informational text that develops scientifically literate citizens and thoughtful, critical thinkers through the use of high-interest nonfiction texts, interactive media and technology, and specific learning goals. <i>Investigators</i> deliberately scaffolds the texts based on level of text complexity. Instructional routines engage students in close readings with each text where students ask and answer questions about key details in the texts. Each Lesson Plan articulates specific literacy skills that are developed through engagement with the texts that includes identifying the main idea, recalling and finding details, making comparisons and connections, predicting, investigating cause and effect, sequencing and asking questions about expository text and details.</p> <p><u>What's Up:</u> Connect with the Sky; Sort and Identify, Poster: Sky High, Lesson Plan; During Reading; Understand the sequence of information presented in a diagram, Guide the Reading</p> <p><u>Cloud Cover:</u> Connect with Clouds; Observe, Poster: Cloud Clues, Lesson Plan; During Reading; Use a diagram to understand steps in a process, Guide the Reading</p> <p><u>Planet Safari:</u> Connect with Planets; Compare and Contrast, Poster: Our Solar System, Lesson Plan; During Reading; Compare information in a diagram, Guide the</p>

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COMMON CORE STATE STANDARDS • GRADE 3** **INVESTIGATORS • GRADE 3**

	<p>Reading</p> <p><u>Moon Power</u>: Connect with the Moon; Collect Data , Poster: Mighty Moon, Lesson Plan; During Reading; Analyze information in a diagram, Guide the Reading, Build comprehension: identify main idea and details</p> <p><u>Super Stars</u>: Connect with the Sun; Measure and Compare, Poster: Star Light, Star Bright, Lesson Plan; During Reading; Get information from a cross-section diagram, Guide the Reading</p> <p><u>Sky Signals</u>: Connect with Satellites; Draw Conclusions, Poster: Sky Eye Spy, Lesson Plan; During Reading; Compare information in a diagram, Guide the Reading, Build comprehension: locate main idea and details</p> <p><u>Rays of Light</u>: Poster: The Best of the Brightest, Lesson Plan: During Reading; Make predictions when reading a chart, Guide the Reading, Build comprehension: identify main idea and details</p> <p><u>Eye to Eye</u>: Poster: Day or Night, Lesson Plan: During Reading; Compare information on a chart, Guide the Reading</p> <p><u>Bold and Bright</u>: Poster: Just like a Rainbow, Lesson Plan: During Reading; Compare and contrast information in a chart, Guide the Reading</p> <p><u>Shadows on Show</u>: Poster: Shadow and Shade, Lesson Plan: During Reading; Compare diagrams on a chart, Guide the Reading</p> <p><u>Bouncing Light</u>: Poster: Mirror, Mirror, Lesson Plan: During Reading; Compare information presented in a chart, Guide the Reading</p> <p><u>Glow in the Dark</u>: Poster: Lighting our Homes, Lesson Plan: During Reading; Compare information on a chart, Guide the Reading</p>
<p><b>Craft and Structure</b></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>Both academic and content words are presented in each Lesson Plan for every title. Thirty copies of each text are included for whole class instruction, small group reading, shared and paired reading as well as independent reading. At the first read of a text students ask and answer questions about words, phrases and sentences that are unfamiliar or difficult. Focused instruction builds academic content area and domain-specific vocabulary and literacy skills navigating nonfiction, expository text. Specific tips on the Lesson Plan direct teachers to discuss with the students the purpose and layout of the indexes and glossaries, photo captions, keywords and sidebars. The interactive CD-ROMs provide opportunities for students to use hyperlinks.</p> <p><u>What's Up</u>: Lesson Plan: Before Reading: Build Context "What's Up", Vocabulary</p> <p><u>Cloud Cover</u>: Lesson Plan: Before Reading: Build Context "Introduce <i>Cloud Cover</i>", Vocabulary</p> <p><u>Planet Safari</u>: Lesson Plan: Before Reading: Build Context "Introduce <i>Planet Safari</i>", Vocabulary</p> <p><u>Moon Power</u>: Lesson Plan: Before Reading: Build Context "Introduce <i>Moon Power</i>", Vocabulary</p> <p><u>Super Stars</u>: Lesson Plan: Before Reading: Build Context "Introduce <i>Super Stars</i>", Vocabulary</p> <p><u>Sky Signals</u>: Lesson Plan: Before Reading: Build Context "Introduce <i>Sky Signals</i>", Vocabulary</p> <p><u>Rays of Light</u>: Lesson Plan: Before Reading: Build Context "Introduce <i>Rays of Light</i>",</p>

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	<p>Vocabulary  <u>Eye to Eye</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Eye to Eye</i>”, Vocabulary  <u>Glow in the Dark</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Glow in the Dark</i>”, Vocabulary, Literacy Center Card; Think, Pair, Do, Share  <u>Bold and Bright</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Bold and Bright</i>”, Vocabulary  <u>Shadows on Show</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Shadows on Show</i>”, Vocabulary, Literacy Center Card; Think, Pair, Do, Share  <u>Bouncing Light</u>: Lesson Plan: Before Reading: Build Context “Introduce <i>Bouncing Light</i>”, Vocabulary, Literacy Center Card; Think, Pair, Do, Share</p>
<p><b>Integration of Knowledge and Ideas</b>  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).  8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Specific instruction in the Lesson Plan engages students in describing and responding to the high-interest photographs and other illustrations and their relationship to the text. This is reinforced using the multi-media technology. Whole class engagement with the text reinforces identifying the important text concepts. The interactive CD-ROM for each series allows students to interpret visual and oral information.  <u>What’s Up</u>: Connect with the Sky; Sort and Identify, Poster: Sky High, Lesson Plan; During Reading; Understand the sequence of information presented in a diagram, Guide the Reading, Build comprehension: summarize and retell information  <u>Cloud Cover</u>: Connect with Clouds; Observe, Poster: Cloud Clues, Lesson Plan; During Reading; Use a diagram to understand steps in a process, Guide the Reading, Build comprehension: understand sequence of events  <u>Planet Safari</u>: Connect with Planets; Compare and Contrast, Poster: Our Solar System, Lesson Plan; During Reading; Compare information in a diagram, Guide the Reading, Build comprehension: understand steps in a process  <u>Moon Power</u>: Connect with the Moon; Collect Data, Poster: Mighty Moon, Lesson Plan; During Reading; Analyze information in a diagram, Guide the Reading, Build comprehension: identify main idea and details  <u>Super Stars</u>: Connect with the Sun; Measure and Compare, Poster: Star Light, Star Bright, Lesson Plan; During Reading; Get information from a cross-section diagram, Guide the Reading, Build comprehension: understand cause and effect  <u>Sky Signals</u>: Connect with Satellites; Draw Conclusions, Poster: Sky Eye Spy, Lesson Plan; During Reading; Compare information in a diagram, Guide the Reading, Build comprehension: locate main idea and details  <u>Rays of Light</u>: Poster: The Best of the Brightest, Lesson Plan: During Reading; Make predictions when reading a chart, Guide the Reading, Build comprehension: identify main idea and details  <u>Eye to Eye</u>: Poster: Day or Night, Lesson Plan: During Reading; Compare information on a chart, Guide the Reading, Build comprehension: understand sequence of events  <u>Bold and Bright</u>: Poster: Just like a Rainbow, Lesson Plan: During Reading; Compare and contrast information in a chart, Guide the Reading, Build comprehension: draw conclusions  <u>Shadows on Show</u>: Poster: Shadow and Shade, Lesson Plan: During Reading;</p>

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**INVESTIGATORS • GRADE 3**

	<p>Compare diagrams on a chart, Guide the Reading, Build comprehension: understand cause and effect</p> <p><u>Bouncing Light</u>: Poster: Mirror, Mirror, Lesson Plan: During Reading; Compare information presented in a chart, Guide the Reading, Build comprehension: make inferences</p> <p><u>Glow in the Dark</u>: Poster: Lighting our Homes, Lesson Plan: During Reading; Compare information on a chart, Guide the Reading, Build comprehension: make inferences</p> <p>Each of the six books in a theme addresses one specific scientific concept. The students read and compare the content of the texts as they work with <i>Investigators</i>. The Overview card urges teachers to partner with librarians, or media specialists to involve students with extended resources that will deepen their interest and knowledge of the topic. Students are encouraged to expand their reading across a topic and increase their experience comparing texts on the same subject. In addition, building a classroom library rich in nonfiction, expository text that also extends curriculum content area subjects is encouraged.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Scholastic <i>Investigators</i> series is a collection of informational text that builds content area literacy. Each themed grade-level set utilizes technology, writing, research, experiments and carefully sequenced texts that build upon one another to encourage independence and proficiency. Each Lesson Plan encourages critical analysis and provides strategies for approaching complex text such as chunking and multiple reads. Combined, these methods provide scaffolding while enhancing the student's reading ability.</p> <p>The “<i>Think About</i>” pages in each title offer complex text and ideas. As the class reads the texts together, the teacher asks questions to help students compare and contrast information.</p> <p><u>What's Up</u>: Lesson Plan; During Reading</p> <p><u>Cloud Cover</u>: Lesson Plan; During Reading</p> <p><u>Planet Safari</u>: Lesson Plan; During Reading</p> <p><u>Moon Power</u>: Lesson Plan; During Reading</p> <p><u>Super Stars</u>: Lesson Plan; During Reading</p> <p><u>Sky Signals</u>: Lesson Plan; During Reading</p> <p><u>Rays of Light</u>: Lesson Plan; During Reading</p> <p><u>Eye to Eye</u>: Lesson Plan; During Reading</p> <p><u>Bold and Bright</u>: Lesson Plan; During Reading</p> <p><u>Shadows on Show</u>: Lesson Plan; During Reading</p> <p><u>Bouncing Light</u>: Lesson Plan; During Reading</p> <p><u>Glow in the Dark</u>: Lesson Plan; During Reading</p>
<p><b>Reading: Foundational Skills</b></p> <p><b>Phonics and Word Recognition</b></p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>Decode words with common Latin suffixes.</p> <p>Decode multisyllable words.</p>	<p>All texts in the <i>Light and The Sky</i> series have a section in the Lesson Plan which provides the student with strategies for word analysis and decoding words called: Word-Solving Strategies. The interactive CD-ROM is an effective tool to reinforce word recognition.</p> <p><u>What's Up</u>: Lesson Plan; Word-Solving Strategies</p> <p><u>Cloud Cover</u>: Lesson Plan; Word-Solving Strategies</p> <p><u>Planet Safari</u>: Lesson Plan; Word-Solving Strategies</p>

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**COMMON CORE STATE STANDARDS • GRADE 3**

**INVESTIGATORS • GRADE 3**

<p>Read grade-appropriate irregularly spelled words.</p>	<p><u>Moon Power</u>: Lesson Plan; Word-Solving Strategies  <u>Super Stars</u>: Lesson Plan; Word-Solving Strategies  <u>Sky Signals</u>: Lesson Plan; Word-Solving Strategies  <u>Rays of Light</u>: Lesson Plan; Word-Solving Strategies  <u>Eye to Eye</u>: Lesson Plan; Word-Solving Strategies  <u>Bold and Bright</u>: Lesson Plan; Word-Solving Strategies  <u>Shadows on Show</u>: Lesson Plan; Word-Solving Strategies  <u>Bouncing Light</u>: Lesson Plan; Word-Solving Strategies  <u>Glow in the Dark</u>: Lesson Plan; Word-Solving Strategies</p>
<p><b>Fluency</b>  4. Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.  Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students read aloud with teacher who models the appropriate pace and degree of expression.  <u>What's Up</u>: Lesson Plan; Develop fluency  <u>Cloud Cover</u>: Lesson Plan; Develop fluency  <u>Planet Safari</u>: Lesson Plan; Develop fluency  <u>Moon Power</u>: Lesson Plan; Develop fluency  <u>Super Stars</u>: Lesson Plan; Develop fluency  <u>Sky Signals</u>: Lesson Plan; Develop fluency  <u>Rays of Light</u>: Lesson Plan; Develop fluency  <u>Eye to Eye</u>: Lesson Plan; Develop fluency  <u>Bold and Bright</u>: Lesson Plan; Develop fluency  <u>Shadows on Show</u>: Lesson Plan; Develop fluency  <u>Bouncing Light</u>: Lesson Plan; Develop fluency  <u>Glow in the Dark</u>: Lesson Plan; Develop fluency</p>
<p><b>Language</b>  <b>Conventions of Standard English</b>  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  Form and use regular and irregular plural nouns.  Use abstract nouns (e.g., childhood).  Form and use regular and irregular verbs.  Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.  Ensure subject-verb and pronoun-antecedent agreement.*  Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  Use coordinating and subordinating conjunctions.  Produce simple, compound, and complex sentences.  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.  Use commas in addresses.  Use commas and quotation marks in dialogue.  Form and use possessives.  Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  Use spelling patterns and generalizations (e.g., word families, position-</p>	<p>Every <i>Investigators</i> text has an Oral Language, Word-Solving Strategies and Vocabulary section which provides students with an opportunity to review and learn conventions of standard English grammar. Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that provide opportunities to reinforce the conventions of English grammar.  <u>Cloud Cover</u>: Lesson Plan; Word-Solving Strategies: (noun to adjective)  <u>Super Stars</u>: Lesson Plan; ; Word-Solving Strategies:</p>

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COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-5**

**COMMON CORE STATE STANDARDS • GRADE 3**

**INVESTIGATORS • GRADE 3**

<p>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><b>Knowledge of Language</b> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Every <i>Investigators</i> text has an Oral Language, Word-Solving Strategies and Vocabulary section which provides students with an opportunity to review and learn language. Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that provide opportunities to reinforce the use and knowledge of language.</p>
<p><b>Vocabulary Acquisition and Use</b> 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., 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>All titles in the <i>Investigators Light and The Sky</i> series contain grade-appropriate general academic and domain-specific words in the Academic and Concept Words features in the Lesson Plan card. Every Lesson Plan contains useful Vocabulary Tips and Glossaries. The sidebars, captions and labels of every <i>Investigators</i> text contain more complex vocabulary, more domain specific words and provide contextual clues. The Literacy Center Cards for each text engage students in content specific vocabulary. Every series interactive CD-ROM reinforces domain specific vocabulary. <u>What's Up</u>: Lesson Plan: During Reading, Literacy Center Card; Think, Pair, Do, Share <u>Cloud Cover</u>: Lesson Plan: During Reading, Literacy Center Card; Think, Pair, Do, Share <u>Planet Safari</u>: Lesson Plan: During Reading, Literacy Center Card; Think, Pair, Do, Share <u>Moon Power</u>: Lesson Plan: During Reading, Literacy Center Card; Think, Pair, Do, Share <u>Super Stars</u>: Lesson Plan: During Reading, Literacy Center Card; Think, Pair, Do, Share <u>Sky Signals</u>: Lesson Plan; During Reading, Literacy Center Card; Think, Pair, Do, Share <u>Glow in the Dark</u>: Lesson Plan; Using Text Features, Literacy Center Card; Think, Pair, Do, Share, During Reading, <u>Bouncing Light</u>: Lesson Plan: Using Text Features, During Reading, <u>Rays of Light</u>: Lesson Plan; During Reading,, Literacy Center Card; Think, Pair, Do, Share <u>Eye to Eye</u>: Lesson Plan: During Reading, Literacy Center Card; Think, Pair, Do, Share <u>Bold and Bright</u>: Lesson Plan: During Reading, Literacy Center Card; Think, Pair, Do, Share <u>Shadows on Show</u>: Lesson Plan: During Reading, Literacy Center Card; Think, Pair, Do, Share</p>
<p><b>Writing</b> <b>Text Types and Purposes</b> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>	<p>Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that focus on scientific or technological topics. <u>What's Up</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card; Think, Pair, Do, Share <u>Cloud Cover</u>: Lesson Plan: Options for Deepening Learning: Writing <u>Planet Safari</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card; Think, Pair, Do, Share <u>Moon Power</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center</p>

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**COMMON CORE STATE STANDARDS • GRADE 3**

**INVESTIGATORS • GRADE 3**

<p>Provide a concluding statement or section.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>Develop the topic with facts, definitions, and details.</p> <p>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>Provide a concluding statement or section.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>Use temporal words and phrases to signal event order.</p> <p>Provide a sense of closure.</p>	<p>Card; Think, Pair, Do, Share</p> <p><u>Super Stars</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>Sky Signals</u>: Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; At Home: What's the weather?, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Rays of Light</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>Eye to Eye</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>Bold and Bright</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>Shadows on Show</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>Bouncing Light</u>: Lesson Plan: Options for Deepening Learning: Writing</p> <p><u>Glow in the Dark</u>: Lesson Plan: Options for Deepening Learning: Writing</p>
<p><b>Production and Distribution of Writing</b></p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that correspond to the purpose of the text. The Literacy Center Cards for every text in the <i>Investigators</i> series require students to respond to varying audiences and to present their work on a variety of tasks.</p> <p><u>What's Up</u>: Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Cloud Cover</u>: Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Planet Safari</u>: Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Moon Power</u>: Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Super Stars</u>: Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Sky Signals</u>: Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Glow in the Dark</u>: Literacy Center Card; Think, Pair, Do, Share, During Reading,</p> <p><u>Bouncing Light</u>: Literacy Center Card; Think, Pair, Do, Share, During Reading,</p> <p><u>Rays of Light</u>: Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Eye to Eye</u>: Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Bold and Bright</u>: Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Shadows on Show</u>: Literacy Center Card; Think, Pair, Do, Share</p>
<p><b>Research to Build and Present Knowledge</b></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>All of the texts in the <i>Investigate Light and The Sky</i> series have a Lesson Plan that includes a Book and Web Site, Questions &amp; Answers and a Research section that encourages students to participate in research and writing projects. Every Lesson Plan includes a mini-extension card activity for research. The interactive CD-ROMs for each series provides digital information on the topic.</p> <p><u>What's Up</u>: Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research</p> <p><u>Cloud Cover</u>: Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research</p> <p><u>Planet Safari</u>: Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research</p> <p><u>Moon Power</u>: Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate</p>

**CORRELATION OF SCHOLASTIC'S INVESTIGATORS TO THE  
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-5  
COMMON CORE STATE STANDARDS • GRADE 3 INVESTIGATORS • GRADE 3**

	<p>More; Book &amp; Web Site, Questions &amp; Answers, Research  <u>Super Stars</u>: Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate          More; Book &amp; Web Site, Questions &amp; Answers, Research  <u>Sky Signals</u>: Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate          More; Book &amp; Web Site, Questions &amp; Answers, Research  <u>Rays of Light</u>: Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate          More; Book &amp; Web Site, Questions &amp; Answers, Research  <u>Eye to Eye</u>: Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate          More; Book &amp; Web Site, Questions &amp; Answers, Research  <u>Bold and Bright</u>: Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate          More; Book &amp; Web Site, Questions &amp; Answers, Research  <u>Shadows on Show</u>: Literacy Center Card; Think, Pair, Do, Share, Lesson Plan:          Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research  <u>Bouncing Light</u>: Literacy Center Card; Think, Pair, Do, Share, Lesson Plan: Investigate          More; Book &amp; Web Site, Questions &amp; Answers, Research  <u>Glow in the Dark</u>: Literacy Center Card; Think, Pair, Do, Share, Lesson Plan:          Investigate More; Book &amp; Web Site, Questions &amp; Answers, Research</p>
<p><b>Range of Writing</b>          10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that focus on scientific or technological topics. All of the texts in the <i>Investigate Light and The Sky</i> series have a Lesson Plan that includes a Book and Web Site, Questions &amp; Answers and a Research section that encourages students to participate in research and writing projects.</p>
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b>          1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.          2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.          3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Every <i>Investigators</i> text has an Oral Language and Vocabulary section (directs students to look at and discuss the Poster) which provides students with an opportunity to talk in pairs or groups. The CD-ROM for every series in <i>Investigators</i> provides interactive listening and opportunities for discussion.  <u>What's Up</u>: Connect with the Sky; Sort and Identify, Poster: Sky High, Lesson Plan; During Reading; Understand the sequence of information presented in a diagram, Guide the Reading, Literacy Center Card; Think, Pair, Do, Share  <u>Cloud Cover</u>: Connect with Clouds; Observe, Poster: Cloud Clues, Lesson Plan; During Reading; Use a diagram to understand steps in a process, Guide the Reading, Literacy Center Card; Think, Pair, Do, Share  <u>Planet Safari</u>: Connect with Planets; Compare and Contrast, Poster: Our Solar System, Lesson Plan; During Reading; Compare information in a diagram, Guide the Reading, Literacy Center Card; Think, Pair, Do, Share  <u>Moon Power</u>: Connect with the Moon; Collect Data, Poster: Mighty Moon, Lesson Plan; During Reading; Analyze information in a diagram, Guide the Reading, Build comprehension: identify main idea and details, Literacy Center Card; Think, Pair, Do, Share  <u>Super Stars</u>: Connect with the Sun; Measure and Compare, Poster: Star Light, Star Bright, Lesson Plan; During Reading; Get information from a cross-section diagram, Guide the Reading, Literacy Center Card; Think, Pair, Do, Share  <u>Sky Signals</u>: Connect with Satellites; Draw Conclusions, Poster: Sky Eye Spy, Lesson</p>

**CORRELATION OF SCHOLASTIC'S INVESTIGATORS TO THE  
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-5  
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	<p>Plan; During Reading; Compare information in a diagram, Guide the Reading, Build comprehension: locate main idea and details, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Rays of Light</u>: Poster: The Best of the Brightest, Lesson Plan: During Reading; Make predictions when reading a chart, Guide the Reading, Build comprehension: identify main idea and details, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Eye to Eye</u>: Poster: Day or Night, Lesson Plan: During Reading; Compare information on a chart, Guide the Reading, Build comprehension: understand sequence of events, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Bold and Bright</u>: Poster: Just like a Rainbow, Lesson Plan: During Reading; Compare and contrast information in a chart, Guide the Reading, Build comprehension: draw conclusions, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Shadows on Show</u>: Poster: Shadow and Shade, Lesson Plan: During Reading; Compare diagrams on a chart, Guide the Reading, Build comprehension: understand cause and effect, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Bouncing Light</u>: Poster: Mirror, Mirror, Lesson Plan: During Reading; Compare information presented in a chart, Guide the Reading, Build comprehension: make inferences, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Glow in the Dark</u>: Poster: Lighting our Homes, Lesson Plan: During Reading; Compare information on a chart, Guide the Reading, Build comprehension: make inferences, Literacy Center Card; Think, Pair, Do, Share</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Report on a topic or text, tell a story, or recount an experience 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>The CD-ROM for every series in <i>Investigators</i> provides interactive speaking opportunities.</p> <p><u>What's Up</u>: Connect with the Sky; Sort and Identify, Poster: Sky High, Lesson Plan; During Reading; Understand the sequence of information presented in a diagram, Guide the Reading, Build comprehension: summarize and retell information</p> <p><u>Cloud Cover</u>: Connect with Clouds, Lesson Plan; During Reading, Guide the Reading, Build comprehension, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Planet Safari</u>: Connect with Planets, Lesson Plan; During Reading, Guide the Reading, Build comprehension, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Moon Power</u>: Connect with the Moon, Lesson Plan; During Reading, Guide the Reading, Build comprehension: identify main idea and details, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Super Stars</u>: Connect with the Sun, Lesson Plan; During Reading, Guide the Reading, Build comprehension, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Sky Signals</u>: Connect with Satellites, Lesson Plan; During Reading, Guide the Reading, Build comprehension: locate main idea and details, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Rays of Light</u>: Poster: The Best of the Brightest, Lesson Plan: During Reading, Guide the Reading, Build comprehension: identify main idea and details, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Eye to Eye</u>: Poster: Day or Night, Lesson Plan: During Reading, Guide the Reading, Build comprehension, Literacy Center Card; Think, Pair, Do, Share.</p> <p><u>Bold and Bright</u>: Poster: Just like a Rainbow, Lesson Plan: During Reading, Guide the</p>

**CORRELATION OF SCHOLASTIC'S INVESTIGATORS TO THE  
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-5**

<b>COMMON CORE STATE STANDARDS • GRADE 3</b>	<b>INVESTIGATORS • GRADE 3</b>
	<p>Reading, Build comprehension, Literacy Center Card; Think, Pair, Do, Share.  <u>Shadows on Show</u>: Poster: Shadow and Shade, Lesson Plan: During Reading, Guide the Reading, Build comprehension, Literacy Center Card; Think, Pair, Do, Share.  <u>Bouncing Light</u>: Poster: Mirror, Mirror, Lesson Plan: During Reading, Guide the Reading, Build comprehension: make inferences, Literacy Center Card; Think, Pair, Do, Share.  <u>Glow in the Dark</u>: Poster: Lighting our Homes, Lesson Plan: During Reading, Guide the Reading, Build comprehension, Literacy Center Card; Think, Pair, Do, Share.            Interactive CD-ROM: What's Up            Interactive CD-ROM: Rays of Light</p>

**GRADE 4**

<b>COMMON CORE STATE STANDARDS • GRADE 4</b>	<b>INVESTIGATORS • GRADE 4</b>
<p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>            1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.            2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.            3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Craft and Structure</b>            4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).            5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.            6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Integration of Knowledge and Ideas</b>            7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.            8. (Not applicable to literature)            9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Range of Reading and Complexity of Text</b>            10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>

**CORRELATION OF SCHOLASTIC'S INVESTIGATORS TO THE  
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-5**

**COMMON CORE STATE STANDARDS • GRADE 4**

**INVESTIGATORS • GRADE 4**

**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.

Scholastic *Investigators* presents informational text that develops scientifically literate citizens and thoughtful, critical thinkers through the use of high-interest nonfiction texts, interactive media and technology, and specific learning goals. *Investigators* deliberately scaffolds the texts based on level of text complexity. Instructional routines engage students in close readings with each text where students ask and answer questions about key details in the texts and draw inferences. Each Lesson Plan articulates specific literacy skills that are developed through engagement with the texts that includes identifying the main idea, recalling and finding details, making comparisons and connections, predicting, investigating cause and effect, sequencing and asking questions about expository text and details.

Living Together: Connect with Ecology; Observe, Poster: World of the Wild, Lesson Plan; During Reading; compare and contrast information in a chart, Guide the Reading

From City to Sea: Connect with Urban Life; Observe, Poster: Cities from the Wild, Lesson Plan; During Reading; compare information in a chart, Guide the Reading, Build comprehension: make inferences

Wild Wetlands: Connect with Wetlands; Collect information, Poster: Wetland Worlds, Lesson Plan; During Reading; compare information in a chart, Guide the Reading

Desert Dwellers: Connect with Deserts; Observe and Compare, Poster: Heat Beaters, Lesson Plan; During Reading; Locate information on a chart, Guide the Reading, Build comprehension: distinguish main ideas from details

Grassland Greats: Connect with Habitats; Collect information, Poster: Growing up on Grasslands, Lesson Plan; During Reading; Compare information on a chart, Guide the Reading, Build comprehension: summarize information

Out of the Woods: Connect with Forests; Observe, Poster: Fantastic Forests, Lesson Plan; During Reading; Locate information on a chart, Guide the Reading, Build comprehension: understand sequence of events

Sounds all Around: Connect with Sounds and Hearing; Predict and Compare, Poster: Surround Sound, Lesson Plan; During Reading; Understand the organization of a chart, Guide the Reading, Build comprehension: identify the main ideas and details

Catch the Waves: Connect with Sounds; Collect Information, Poster: Loud and Proud, Lesson Plan; During Reading; Use a diagram to understand steps in a process, Guide the Reading, Build comprehension: identify main idea and details

Music to the Ears: Connect with Music; Predict, Poster: Music Makers, Lesson Plan; During Reading; Compare and contrast information on a chart, Guide the Reading

Wired for Sound: Connect with Sound Technology; Observe and Compare, Poster: Talkies to Techies, Lesson Plan; During Reading; Compare information on a chart, Guide the Reading

Hoot and Holler: Connect with Animal Hearing; compare and Contrast, Poster: Super Sounds, Excellent Ears, Lesson Plan; During Reading; Compare information on a chart, Guide the Reading

Hear This!: Connect with Hearing; Observe and Compare, Poster: Play it by Ear, Lesson Plan; During Reading; Get information from a cross-section diagram, Guide the Reading

**CORRELATION OF SCHOLASTIC'S INVESTIGATORS TO THE  
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-5**

**COMMON CORE STATE STANDARDS • GRADE 4**

**INVESTIGATORS • GRADE 4**

<p><b>Craft and Structure</b></p> <p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>Each Lesson Plan articulates suggestions to engage students with new or challenging content area vocabulary they encounter in each theme set. At the first read of a text students ask and answer questions about words, phrases and sentences that are unfamiliar or difficult. Focused instruction builds academic content area and domain-specific vocabulary and literacy skills navigating nonfiction, expository text. Specific tips on the Lesson Plan direct teachers to discuss with the students the structure of scientific or technological concepts and information in the text. The interactive CD-ROMs provide opportunities for students to compare and describe scientific concepts and information.</p> <p><u>Living Together:</u> Lesson Plan; During Reading; compare and contrast information in a chart, Guide the Reading, Build comprehension: understanding cause and effect</p> <p><u>From City to Sea:</u> Lesson Plan; During Reading; compare information in a chart, Guide the Reading, Build comprehension: make inferences</p> <p><u>Wild Wetlands:</u> Lesson Plan; During Reading; compare information in a chart, Guide the Reading, Build comprehension: generate questions</p> <p><u>Desert Dwellers:</u> Lesson Plan; During Reading; Locate information on a chart, Guide the Reading, Build comprehension: distinguish main ideas from details</p> <p><u>Grassland Greats:</u> Lesson Plan; During Reading; Compare information on a chart, Guide the Reading, Build comprehension: summarize information</p> <p><u>Out of the Woods:</u> Lesson Plan; During Reading; Locate information on a chart, Guide the Reading, Build comprehension: understand sequence of events</p> <p><u>Sounds all Around:</u> Lesson Plan; During Reading; Understand the organization of a chart, Guide the Reading</p> <p><u>Catch the Waves:</u> Lesson Plan; During Reading; Use a diagram to understand steps in a process, Guide the Reading</p> <p><u>Music to the Ears:</u> Lesson Plan; During Reading; Compare and contrast information on a chart, Guide the Reading, Build comprehension: understand sequence</p> <p><u>Wired for Sound:</u> Lesson Plan; During Reading; Compare information on a chart, Guide the Reading</p> <p><u>Hoot and Holler:</u> Lesson Plan; During Reading; Compare information on a chart, Guide the Reading, Build comprehension: draw conclusions</p> <p><u>Hear This!:</u> Lesson Plan; During Reading; Get information from a cross-section diagram, Guide the Reading, Build comprehension: understand cause and effect</p>
<p><b>Integration of Knowledge and Ideas</b></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>Specific instruction in the Lesson Plan engages students in describing and responding to the high-interest visuals and their relationship to the text. By using the interactive media students describe and respond to the charts, graphs, diagrams, timelines and web pages and their relationship to the text. The interactive CD-ROM for each series allows students to interpret visual and oral information. The websites listed in each book provide additional information.</p> <p><u>Living Together:</u> Connect with Ecology; Observe, Poster: World of the Wild, Lesson Plan; During Reading; compare and contrast information in a chart, Guide the Reading, Build comprehension: understanding cause and effect</p> <p><u>From City to Sea:</u> Connect with Urban Life; Observe, Poster: Cities from the Wild, Lesson Plan; During Reading; compare information in a chart, Guide the Reading, Build comprehension: make inferences</p>

**CORRELATION OF SCHOLASTIC'S INVESTIGATORS TO THE  
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-5  
COMMON CORE STATE STANDARDS • GRADE 4**

**INVESTIGATORS • GRADE 4**

Wild Wetlands: Connect with Wetlands; Collect information, Poster: Wetland Worlds, Lesson Plan; During Reading; compare information in a chart, Guide the Reading, Build comprehension: generate questions

Desert Dwellers: Connect with Deserts; Observe and Compare, Poster: Heat Beaters, Lesson Plan; During Reading; Locate information on a chart, Guide the Reading, Build comprehension: distinguish main ideas from details

Grassland Greats: Connect with Habitats; Collect information, Poster: Growing up on Grasslands, Lesson Plan; During Reading; Compare information on a chart, Guide the Reading, Build comprehension: summarize information

Out of the Woods: Connect with Forests; Observe, Poster: Fantastic Forests, Lesson Plan; During Reading; Locate information on a chart, Guide the Reading, Build comprehension: understand sequence of events

Sounds all Around: Connect with Sounds and Hearing; Predict and Compare, Poster: Surround Sound, Lesson Plan; During Reading; Understand the organization of a chart, Guide the Reading, Build comprehension: identify the main ideas and details

Catch the Waves: Connect with Sounds; Collect Information, Poster: Loud and Proud, Lesson Plan; During Reading; Use a diagram to understand steps in a process, Guide the Reading, Build comprehension: identify main idea and details

Music to the Ears: Connect with Music; Predict, Poster: Music Makers, Lesson Plan; During Reading; Compare and contrast information on a chart, Guide the Reading, Build comprehension: understand sequence

Wired for Sound: Connect with Sound Technology; Observe and Compare, Poster: Talkies to Techies, Lesson Plan; During Reading; Compare information on a chart, Guide the Reading, Build comprehension: use photographs

Hoot and Holler: Connect with Animal Hearing; compare and Contrast, Poster: Super Sounds, Excellent Ears, Lesson Plan; During Reading; Compare information on a chart, Guide the Reading, Build comprehension: draw conclusions

Hear This!: Connect with Hearing; Observe and Compare, Poster: Play it by Ear, Lesson Plan; During Reading; Get information from a cross-section diagram, Guide the Reading, Build comprehension: understand cause and effect

Each of the six books in a theme addresses one specific scientific concept. The students read and compare the content of the texts as they work with *Investigators*. The Overview card urges teachers to partner with librarians, or media specialists to involve students with extended resources that will deepen their interest and knowledge of the topic. Students are encouraged to expand their reading across a topic and increase their experience comparing texts on the same subject. In addition, building a classroom library rich in nonfiction, expository text that also extends curriculum content area subjects is encouraged.

Scholastic *Investigators* series is a collection of informational text that builds content area literacy. Each themed grade-level set utilizes technology, writing, research, experiments and carefully sequenced texts that build upon one another to encourage independence and proficiency. Each Lesson Plan encourages critical analysis and provides strategies for approaching complex text such as chunking and multiple reads. Combined, these methods provide scaffolding while enhancing the student's reading

**Range of Reading and Level of Text Complexity**  
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CORRELATION OF SCHOLASTIC'S INVESTIGATORS TO THE  
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-5  
COMMON CORE STATE STANDARDS • GRADE 4 INVESTIGATORS • GRADE 4**

	<p>ability. The “<i>Think About</i>” pages in each title offer complex text and ideas. As the class reads the texts together, the teacher asks questions to help students compare and contrast information.</p>
<p><b>Reading: Foundational Skills</b> <b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>All texts in the <i>Ecology</i> and <i>Sound</i> series have a section in the Lesson Plan which provides the student with strategies for word analysis and decoding words called: Word-Solving Strategies. Every student receives a copy of the text and follows along with the class. Teachers support student competency with print concepts within the group reading. Teachers can use the interactive CD-ROM to reinforce word recognition.</p>
<p><b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Teacher models the appropriate rate of reading and degree of expression. <u>Living Together:</u> Lesson Plan; Develop fluency <u>From City to Sea:</u> Lesson Plan; Develop fluency <u>Wild Wetlands:</u> Lesson Plan; Develop fluency <u>Desert Dwellers:</u> Lesson Plan; Develop fluency <u>Grassland Greats:</u> Lesson Plan; Develop fluency <u>Out of the Woods:</u> Lesson Plan; Develop fluency <u>Sounds all Around:</u> Lesson Plan; Develop fluency <u>Catch the Waves:</u> Lesson Plan; Develop fluency <u>Music to the Ears:</u> Lesson Plan; Develop fluency <u>Wired for Sound:</u> Lesson Plan; Develop fluency <u>Hoot and Holler:</u> Lesson Plan; Develop fluency <u>Hear This!:</u> Lesson Plan; Develop fluency</p>
<p><b>Language</b> <b>Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., to, too, two; there, their).* 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.</p>	<p>Every <i>Investigators</i> text has an Oral Language and Vocabulary and a Word-Solving Strategies section which provides students with an opportunity to review and learn conventions of standard English grammar. Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that provide opportunities to reinforce the conventions of English grammar. <u>Desert Dwellers:</u> Lesson Plan; Word-Solving Strategies (nouns, adjectives) <u>Wild Wetlands:</u> Lesson Plan; Word-Solving Strategies (adverbs) <u>Grassland Greats:</u> Lesson Plan; Word-Solving Strategies (plurals) <u>Out of the Woods:</u> Lesson Plan; Word-Solving Strategies (adjectives) <u>Hear This!:</u> Lesson Plan; Word-Solving Strategies (verbs) <u>Hoot and Holler:</u> Vocabulary Tip: (verbs) <u>Sounds all Around:</u> Lesson Plan; Word-Solving Strategies (verbs) <u>Music to the Ears:</u> Lesson Plan; Word-Solving Strategies (verbs)</p>

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<p>Spell grade-appropriate words correctly, consulting references as needed.</p>	
<p><b>Knowledge of Language</b> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>Every <i>Investigators</i> text has an Oral Language, Word-Solving Strategies and Vocabulary section which provides students with an opportunity to review and learn language. Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that provide opportunities to reinforce the use and knowledge of language.</p>
<p><b>Vocabulary Acquisition and Use</b> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>All titles in the <i>Investigators Sound and Energy</i> series contain grade-appropriate general academic and domain-specific words in the Academic and Concept Words features in the Lesson Plan card. Every Lesson Plan contains useful Vocabulary Tips and Glossaries. The sidebars, captions and labels of every <i>Investigators</i> text contain more complex vocabulary and examples that provide context as a clue to the meaning of words and phrases. The Literacy Center Cards for each text engage students in content specific vocabulary. Every series interactive CD-ROM reinforces domain specific vocabulary. <u>Living Together:</u> Lesson Plan; Word-Solving Strategies (Greek root eco-), Literacy Center Cards; Think, Pair, Do, Share <u>Desert Dwellers:</u> Lesson Plan; Vocabulary Tip: context, Literacy Center Cards; Think, Pair, Do, Share <u>From City to Sea:</u> Lesson Plan; Vocabulary Tip: context, Literacy Center Cards; Think, Pair, Do, Share <u>Wired for Sound:</u> Lesson Plan; Word-Solving Strategies (suffixes), Literacy Center Cards; Think, Pair, Do, Share <u>Catch the Waves:</u> Lesson Plan Word-Solving Strategies (prefixes), Literacy Center Cards; Think, Pair, Do, Share <u>Wild Wetlands:</u> Literacy Center Cards; Think, Pair, Do, Share <u>Grassland Greats:</u> Literacy Center Cards; Think, Pair, Do, Share <u>Out of the Woods:</u> Literacy Center Cards; Think, Pair, Do, Share <u>Sounds all Around:</u> Literacy Center Cards; Think, Pair, Do, Share <u>Music to the Ears:</u> Literacy Center Cards; Think, Pair, Do, Share <u>Hoot and Holler:</u> Literacy Center Cards; Think, Pair, Do, Share <u>Hear This!:</u> Literacy Center Cards; Think, Pair, Do, Share</p>
<p><b>Writing</b> <b>Text Types and Purposes</b> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion</p>	<p>Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that focus on scientific or technological topics. <u>Living Together:</u> Lesson Plan: Options for Deepening Learning: Writing Lesson Plan; Out of School: Wildlife Pairs (internet research and writing), Literacy Center Cards; Think, Pair, Do, Share <u>From City to Sea:</u> Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; At Home: write an advertisement for a local newspaper: Wanted Volunteers, Literacy Center Cards; Think, Pair, Do, Share <u>Wild Wetlands:</u> Lesson Plan: Options for Deepening Learning: Writing Lesson Plan; Out of School: Wetlands Travel Catalog, Literacy Center Cards; Think, Pair, Do,</p>

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<p>presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use 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>Share</p> <p><u>Desert Dwellers</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Grassland Greats</u>: Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; At Home: Grassland Grains (make chart using internet research), Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Out of the Woods</u>: Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; Out of School: At Home in a Tree: Research forest animals, At Home: research online animal habitat, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Catch the Waves</u>: Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; Out of School: Sound Story, Write about an exciting event, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Music to the Ears</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Wired for Sound</u>: Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; Out of School: Technology Chart, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Sounds all Around</u>: Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; At Home: Sound Diary, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Hoot and Holler</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Hear This!</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Cards; Think, Pair, Do, Share</p>
<p><b>Production and Distribution of Writing</b></p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that correspond to the purpose of the text. The Literacy Center Cards for every text in the <i>Investigators</i> series require students to respond to varying audiences and to present their work on a variety of tasks.</p> <p><u>Living Together</u>: Lesson Plan: Options for Deepening Learning: Writing Lesson Plan; Out of School: Wildlife Pairs (internet research and writing), Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>From City to Sea</u>: Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; At Home: write an advertisement for a local newspaper: Wanted Volunteers, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Wild Wetlands</u>: Lesson Plan: Options for Deepening Learning: Writing Lesson Plan; Out of School: Wetlands Travel Catalog, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Desert Dwellers</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Grassland Greats</u>: Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; At Home: Grassland Grains (make chart using internet research), Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Out of the Woods</u>: Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; Out of School: At Home in a Tree: Research forest animals, At Home: research online animal habitat, Literacy Center Cards; Think, Pair, Do, Share</p>

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	<p><u>Catch the Waves:</u> Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; Out of School: Sound Story,; Write about an exciting event, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Music to the Ears:</u> Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Wired for Sound:</u> Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; Out of School: Technology Chart, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Sounds all Around:</u> Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; At Home: Sound Diary, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Hoot and Holler:</u> Lesson Plan: Options for Deepening Learning: Writing,</p> <p><u>Hear This!:</u> Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Cards; Think, Pair, Do, Share</p>
<p><b>Research to Build and Present Knowledge</b></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>All of the texts in the <i>Investigate Sound and Ecology</i> series have a Lesson Plan that includes a Book and Web Site, Questions &amp; Answers and a Research section that encourages students to participate in research and writing projects. Every Lesson Plan includes a mini-extension card activity for research. The interactive CD-ROMs for each series provides digital information on the topic.</p> <p><u>Living Together:</u> <u>Living Together:</u> Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card; Out of School: Wildlife Pairs (internet research and writing), Connect with Ecology; Observe, Poster: World of the Wild, Lesson Plan; During Reading; compare and contrast information in a chart, Guide the Reading, Build comprehension: understanding cause and effect, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>From City to Sea:</u> Connect with Urban Life; Observe, Poster: Cities from the Wild, Lesson Plan; During Reading; compare information in a chart, Guide the Reading, Build comprehension: make inferences, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Wild Wetlands:</u> Connect with Wetlands; Collect information, Poster: Wetland Worlds, Lesson Plan; During Reading; compare information in a chart, Guide the Reading, Build comprehension: generate questions, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Desert Dwellers:</u> Connect with Deserts; Observe and Compare, Poster: Heat Beaters, Lesson Plan; During Reading; Locate information on a chart, Guide the Reading, Build comprehension: distinguish main ideas from details, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Grassland Greats:</u> Lesson Plan: At Home: Grassland Grains (make chart using internet research), Literacy Center Card; Think, Pair, Do, Share, Connect with Habitats; Collect information, Poster: Growing up on Grasslands, Lesson Plan; During Reading; Compare information on a chart, Guide the Reading, Build comprehension: summarize information</p> <p><u>Out of the Woods:</u> Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Card; Out of School: At Home in a Tree: Research forest animals, At Home: research online animal habitat, Literacy Center Card; Think, Pair, Do, Share, Connect with Forests; Observe, Poster: Fantastic Forests, Lesson Plan; During</p>

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	<p>Reading; Locate information on a chart, Guide the Reading, Build comprehension: understand sequence of events</p> <p><u>Sounds all Around:</u> Connect with Sounds and Hearing; Predict and Compare, Poster: Surround Sound, Lesson Plan; During Reading; Understand the organization of a chart, Guide the Reading, Build comprehension: identify the main ideas and details, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Catch the Waves:</u> Connect with Sounds; Collect Information, Poster: Loud and Proud, Lesson Plan; During Reading; Use a diagram to understand steps in a process, Guide the Reading, Build comprehension: identify main idea and details, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Music to the Ears:</u> Connect with Music; Predict, Poster: Music Makers, Lesson Plan; During Reading; Compare and contrast information on a chart, Guide the Reading, Build comprehension: understand sequence, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Wired for Sound:</u> Connect with Sound Technology; Observe and Compare, Poster: Talkies to Techies, Lesson Plan; During Reading; Compare information on a chart, Guide the Reading, Build comprehension: use photographs, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Hoot and Holler:</u> Connect with Animal Hearing; compare and Contrast, Poster: Super Sounds, Excellent Ears, Lesson Plan; During Reading; Compare information on a chart, Guide the Reading, Build comprehension: draw conclusions, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Hear This!:</u> Connect with Hearing; Observe and Compare, Poster: Play it by Ear, Lesson Plan; During Reading; Get information from a cross-section diagram, Guide the Reading, Build comprehension: understand cause and effect, Literacy Center Card; Think, Pair, Do, Share</p>
<p><b>Range of Writing</b></p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that build upon one another.</p> <p>All of the texts in the <i>Investigate Ecology and Sound</i> series have a Lesson Plan that includes a Book and Web Site, Questions &amp; Answers and a Research section that encourages students to participate in research and writing projects.</p>
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 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</p>	<p>Every <i>Investigators</i> text has an Oral Language and Vocabulary section (directs students to look at and discuss the Poster) which provides students with an opportunity to talk in pairs or groups. The CD-ROM for every series in <i>Investigators</i> provides interactive listening and opportunities for discussion.</p> <p><u>Living Together:</u> Connect with Ecology; Observe, Poster: World of the Wild, Lesson Plan; During Reading; compare and contrast information in a chart, Guide the Reading, Build comprehension: understanding cause and effect, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>From City to Sea:</u> Connect with Urban Life; Observe, Poster: Cities from the Wild, Lesson Plan; During Reading; compare information in a chart, Guide the Reading, Build comprehension: make inferences, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Wild Wetlands:</u> Connect with Wetlands; Collect information, Poster: Wetland Worlds,</p>

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<p>diverse media and formats, including visually, quantitatively, and orally. 3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>Lesson Plan; During Reading; compare information in a chart, Guide the Reading, Build comprehension: generate questions, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Desert Dwellers</u>: Connect with Deserts; Observe and Compare, Poster: Heat Beaters, Lesson Plan; During Reading; Locate information on a chart, Guide the Reading, Build comprehension: distinguish main ideas from details, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Grassland Greats</u>: Literacy Center Card; Think, Pair, Do, Share, Connect with Habitats; Collect information, Poster: Growing up on Grasslands, Lesson Plan; During Reading; Compare information on a chart, Guide the Reading, Build comprehension: summarize information</p> <p><u>Out of the Woods</u>: Literacy Center Card; Think, Pair, Do, Share, Connect with Forests; Observe, Poster: Fantastic Forests, Lesson Plan; During Reading; Locate information on a chart, Guide the Reading, Build comprehension: understand sequence of events</p> <p><u>Sounds all Around</u>: Connect with Sounds and Hearing; Predict and Compare, Poster: Surround Sound, Lesson Plan; During Reading; Understand the organization of a chart, Guide the Reading, Build comprehension: identify the main ideas and details, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Catch the Waves</u>: Connect with Sounds; Collect Information, Poster: Loud and Proud, Lesson Plan; During Reading; Use a diagram to understand steps in a process, Guide the Reading, Build comprehension: identify main idea and details, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Music to the Ears</u>: Connect with Music; Predict, Poster: Music Makers, Lesson Plan; During Reading; Compare and contrast information on a chart, Guide the Reading, Build comprehension: understand sequence, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Wired for Sound</u>: Connect with Sound Technology; Observe and Compare, Poster: Talkies to Techies, Lesson Plan; During Reading; Compare information on a chart, Guide the Reading, Build comprehension: use photographs, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Hoot and Holler</u>: Connect with Animal Hearing; compare and Contrast, Poster: Super Sounds, Excellent Ears, Lesson Plan; During Reading; Compare information on a chart, Guide the Reading, Build comprehension: draw conclusions, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Hear This!</u>: Connect with Hearing; Observe and Compare, Poster: Play it by Ear, Lesson Plan; During Reading; Get information from a cross-section diagram, Guide the Reading, Build comprehension: understand cause and effect, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Interactive CD-ROM: Sounds All Around</u></p> <p><u>Interactive CD-ROM: Living Together</u></p>
<p><b>Presentation of Knowledge and Ideas</b> 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</p>	<p>The CD-ROM for every series in <i>Investigators</i> provides interactive listening and opportunities for discussion. <u>Living Together</u>: Literacy Center Card; Think, Pair, Do, Share.</p>

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<p>understandable pace. 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 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><u>From City to Sea</u>: Literacy Center Card; Think, Pair, Do, Share. <u>Wild Wetlands</u>: Literacy Center Card; Think, Pair, Do, Share. <u>Desert Dwellers</u>: Literacy Center Card; Think, Pair, Do, Share. <u>Grassland Greats</u>: Literacy Center Card; Think, Pair, Do, Share. <u>Out of the Woods</u>: Literacy Center Card; Think, Pair, Do, Share. <u>Catch the Waves</u>: Literacy Center Card; Think, Pair, Do, Share. <u>Music to the Ears</u>: Literacy Center Card; Think, Pair, Do, Share. <u>Wired for Sound</u>: Literacy Center Card; Think, Pair, Do, Share. <u>Sounds all Around</u>: Literacy Center Card; Think, Pair, Do, Share. <u>Hoot and Holler</u>: Literacy Center Card; Think, Pair, Do, Share. <u>Hear This!</u>: Literacy Center Card; Think, Pair, Do, Share. <u>Interactive CD-ROM</u>: <i>Sounds All Around</i> <u>Interactive CD-ROM</u>: <i>Living Together</i></p>
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**GRADE 5**

**COMMON CORE STATE STANDARDS • GRADE 5**

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<p><b>Reading: Literature</b> <b>Key Ideas and Details</b> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine 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. 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>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Craft and Structure</b> 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 6. Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Integration of Knowledge and Ideas</b> 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 8. (Not applicable to literature) 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Range of Reading and Complexity of Text</b> 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Scholastic <i>Investigators</i> is a high-interest, interactive, informational nonfiction science classroom program.</p>
<p><b>Reading: Informational Text</b> <b>Key Ideas and Details</b> 1. Quote accurately from a text when explaining what the text says</p>	<p>Scholastic <i>Investigators</i> presents informational text that develops scientifically literate citizens and thoughtful, critical thinkers through the use of high-interest nonfiction texts, interactive media and technology, and specific learning goals. <i>Investigators</i> deliberately</p>

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<p>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>scaffolds the texts based on level of text complexity. Instructional routines engage students in close readings with each text where students ask and answer questions about key details in the texts and draw inferences. Each Lesson Plan articulates specific literacy skills that are developed through engagement with the texts that includes identifying the main idea, recalling and finding details, making comparisons and connections, predicting, investigating cause and effect, sequencing and asking questions about expository text and details.</p> <p><u>Build for a Purpose:</u> Connect with Architecture; Compare and Contrast, Poster: A World of Wonders, Lesson Plan; During Reading; compare and contrast information in a chart, Guide the Reading, Build comprehension: identify main idea and details</p> <p><u>Get Over It:</u> Connect with Bridges; Predict, Poster: Beautiful Bridges, Lesson Plan; During Reading; compare and contrast information in a chart, Guide the Reading, Build comprehension: make inferences</p> <p><u>Tower Power:</u> Connect with Towers; Predict, Poster: Tall, Taller, Tallest?, Lesson Plan; During Reading; compare pictures on a chart, Guide the Reading, Build comprehension: understand sequence</p> <p><u>High and Mighty:</u> Connect with Castles and Forts; compare and contrast, Poster: Castles, Forts and Palaces, Lesson Plan; During Reading: Understand how information is presented in a chart, Guide the Reading, Build comprehension: understand cause and effect</p> <p><u>From Mud to Marble:</u> Connect with Materials; Gather Information, Poster: Marvelous Materials Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: identify steps in a process</p> <p><u>Building a Future:</u> Connect with Eco-Building; Gather Information, Poster: Smart Places and Spaces, Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: visualize details</p> <p><u>Forces in Action:</u> Connect with Forces; Predict and Compare, Poster: Fantastic Forces, Lesson Plan; During Reading; Compare information in a chart, Guide the Reading, Build comprehension: identify main idea and details</p> <p><u>Grip, Slip, Slide:</u> Connect with Friction, Poster: Sports that Slip and Grip, Lesson Plan; During Reading; Compare information in a chart Guide the Reading, Build comprehension: understand cause and effect</p> <p><u>Down to Earth:</u> Connect with Gravity; Infer, Poster: Down, Down, Down, Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: make inferences</p> <p><u>North and South:</u> Connect with Magnets, Poster: Magnets and Machines, Lesson Plan; During Reading; Get information from the pictures and text on a chart, Guide the Reading, Build comprehension: make inferences</p> <p><u>Machines on the Move:</u> Connect with Machines, Poster: Machines at Work, Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: understand sequence of events</p> <p><u>Spring into Action:</u> Connect with Movement; Measure and Compare, Poster: Muscles in Motion, Lesson Plan; During Reading; compare information in a chart, Guide the Reading, Build comprehension: compare and contrast</p>
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**CORRELATION OF SCHOLASTIC'S INVESTIGATORS TO THE  
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<p><b>Craft and Structure</b></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>Each Lesson Plan articulates suggestions to engage students with new or challenging content area vocabulary they encounter in each theme set. At the first read of a text students ask and answer questions about words, phrases and sentences that are unfamiliar or difficult. Focused instruction builds academic content area and domain-specific vocabulary and literacy skills navigating nonfiction, expository text. Specific tips on the Lesson Plan direct teachers to discuss with the students the structure of scientific or technological concepts and information in the text. The interactive CD-ROMs provide opportunities for students to compare and describe scientific concepts and information.</p> <p><u>Built for a Purpose:</u> Lesson Plan; During Reading; compare and contrast information in a chart, Guide the Reading, Build comprehension: identify main idea and details, Vocabulary Tip: Use the internet</p> <p><u>Get Over It:</u> Lesson Plan; During Reading; compare and contrast information in a chart, Guide the Reading, Build comprehension: make inferences</p> <p><u>Tower Power:</u> Lesson Plan; During Reading; compare pictures on a chart, Guide the Reading, Build comprehension: understand sequence</p> <p><u>High and Mighty:</u> Lesson Plan; During Reading; Understand how information is presented in a chart, Guide the Reading, Build comprehension: understand cause and effect</p> <p><u>From Mud to Marble:</u> Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: identify steps in a process</p> <p><u>Building a Future:</u> Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: visualize details</p> <p><u>Forces in Action:</u> Lesson Plan; During Reading; Compare information in a chart, Guide the Reading, Build comprehension: identify main idea and details</p> <p><u>Grip, Slip, Slide:</u> Lesson Plan; During Reading; Compare information in a chart Guide the Reading, Build comprehension: understand cause and effect</p> <p><u>Down to Earth:</u> Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: make inferences</p> <p><u>North and South:</u> Lesson Plan; During Reading; Get information from the pictures and text on a chart, Guide the Reading, Build comprehension: make inferences</p> <p><u>Machines on the Move:</u> Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: understand sequence of events</p> <p><u>Spring into Action:</u> Lesson Plan; During Reading; compare information in a chart, Guide the Reading, Build comprehension: compare and contrast</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Specific instruction in the Lesson Plan engages students in describing and responding to the high-interest visuals and their relationship to the text. By using the interactive media students describe and respond to the charts, graphs, diagrams, timelines and web pages and their relationship to the text. The interactive CD-ROM for each series allows students to use visual and oral information in answering questions and solving challenges. The websites listed in each book provide additional information.</p> <p><u>Built for a Purpose:</u> Connect with Architecture; Compare and Contrast, Poster: A World of Wonders, Lesson Plan; During Reading; compare and contrast information in a chart, Guide the Reading, Build comprehension: identify main idea and details</p> <p><u>Get Over It:</u> Connect with Bridges; Predict, Poster: Beautiful Bridges, Lesson Plan;</p>

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	<p>During Reading; compare and contrast information in a chart, Guide the Reading, Build comprehension: make inferences</p> <p><u>Tower Power:</u> Connect with Towers; Predict, Poster: Tall, Taller, Tallest?, Lesson Plan; During Reading; compare pictures on a chart, Guide the Reading, Build comprehension: understand sequence</p> <p><u>High and Mighty:</u> Connect with Castles and Forts; compare and contrast, Poster: Castles, Forts and Palaces, Lesson Plan; During Reading: Understand how information is presented in a chart, Guide the Reading, Build comprehension: understand cause and effect</p> <p><u>From Mud to Marble:</u> Connect with Materials; Gather Information, Poster: Marvelous Materials Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: identify steps in a process</p> <p><u>Building a Future:</u> Connect with Eco-Building; Gather Information, Poster: Smart Places and Spaces, Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: visualize details</p> <p><u>Forces in Action:</u> Connect with Forces; Predict and Compare, Poster: Fantastic Forces, Lesson Plan; During Reading; Compare information in a chart, Guide the Reading, Build comprehension: identify main idea and details</p> <p><u>Grip, Slip, Slide:</u> Connect with Friction, Poster: Sports that Slip and Grip, Lesson Plan; During Reading; Compare information in a chart Guide the Reading, Build comprehension: understand cause and effect</p> <p><u>Down to Earth:</u> Connect with Gravity; Infer, Poster: Down, Down, Down, Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: make inferences</p> <p><u>North and South:</u> Connect with Magnets, Poster: Magnets and Machines, Lesson Plan; During Reading; Get information from the pictures and text on a chart, Guide the Reading, Build comprehension: make inferences</p> <p><u>Machines on the Move:</u> Connect with Machines, Poster: Machines at Work, Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: understand sequence of events</p> <p><u>Spring into Action:</u> Connect with Movement; Measure and Compare, Poster: Muscles in Motion, Lesson Plan; During Reading; compare information in a chart, Guide the Reading, Build comprehension: compare and contrast</p> <p><u>Interactive CD-ROM:</u> <i>Forces in Action</i></p> <p><u>Interactive CD-ROM:</u> <i>Built for a Purpose</i></p> <p>Each of the six books in a theme addresses one specific scientific concept. The students read and compare the content of the texts as they work with <i>Investigators</i>. The Overview card urges teachers to partner with librarians, or media specialists to involve students with extended resources that will deepen their interest and knowledge of the topic. Students are encouraged to expand their reading across a topic and increase their experience comparing texts on the same subject. In addition, building a classroom library rich in nonfiction, expository text that also extends curriculum content area subjects is encouraged.</p>
<p><b>Range of Reading and Level of Text Complexity</b> 10. By the end of the year, read and comprehend informational texts,</p>	<p>Scholastic <i>Investigators</i> series is a collection of informational text that builds content</p>

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<p>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>area literacy. Each themed grade-level set utilizes technology, writing, research, experiments and carefully sequenced texts that build upon one another to encourage independence and proficiency. Each Lesson Plan encourages critical analysis and provides strategies for approaching complex text such as chunking and multiple reads. Lesson Plans also contain extension mini-cards that encourage independent reading (On Their Own).</p>
<p><b>Reading: Foundational Skills Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>All texts in the <i>Forces</i> and <i>Architecture</i> series have a section in the Lesson Plan which provides the student with strategies for word recognition called: Word-Solving Strategies. Teachers can use the interactive CD-ROM to reinforce word recognition. <u>Building a Future</u>: Lesson Plan; Develop Fluency: multisyllabic words, Word-Solving Strategies: prefix –re <u>From Mud to Marble</u>: Lesson Plan; Word-Solving Strategies: some verbs can be made into adjectives <u>Get Over It</u>: Lesson Plan; Word-Solving Strategies: hyphenated adjectives <u>Built for a Purpose</u>: Lesson Plan; Word-Solving Strategies: suffix –al <u>Spring into Action</u>: Lesson Plan; Word-Solving Strategies: vivid verbs <u>Machines on the Move</u>: Lesson Plan; Word-Solving Strategies: compound words <u>North and South</u>: Lesson Plan; Word-Solving Strategies: antonyms <u>Down to Earth</u>: Lesson Plan; Word-Solving Strategies: suffix -ly <u>Grip, Slip, Slide</u>: Lesson Plan; Vocabulary Tip: -y added to nouns make them adjectives, Word-Solving Strategies: verbs ending in –ing</p>
<p><b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that build upon one another.</p>	<p>Teachers model how to read the text with expression and understanding <u>Built for a Purpose</u>: Lesson Plan; Develop fluency <u>Get Over It</u>: Lesson Plan; Develop fluency <u>Tower Power</u>: Lesson Plan; Develop fluency <u>High and Mighty</u>: Lesson Plan; Develop fluency <u>From Mud to Marble</u>: Lesson Plan; Develop fluency <u>Building a Future</u>: Lesson Plan; Develop fluency <u>Forces in Action</u>: Lesson Plan; Develop fluency <u>Grip, Slip, Slide</u>: Lesson Plan; Develop fluency <u>Down to Earth</u>: Lesson Plan; Develop fluency <u>North and South</u>: Lesson Plan; Develop fluency <u>Machines on the Move</u>: Lesson Plan; Develop fluency <u>Spring into Action</u>: Lesson Plan; Develop fluency</p>
<p><b>Language Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of 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.*</p>	<p>Every <i>Investigators</i> text has an Oral Language, Word-Solving Strategies and Vocabulary section which provides students with an opportunity to review and learn conventions of standard English grammar. Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that provide opportunities to reinforce the conventions of English grammar. <u>Spring into Action</u>: Lesson Plan; Word-Solving Strategies: vivid verbs <u>Grip, Slip, Slide</u>: Lesson Plan; Vocabulary Tip: -y added to nouns make them adjectives, Word-Solving Strategies: verbs ending in –ing The Lesson Plans for every text use italics to indicate titles of works <u>Spring into Action</u>: Lesson Plan; Word-Solving Strategies: verbs</p>

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<p>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><u>Machines on the Move</u>: Lesson Plan; Word-Solving Strategies: compound words  <u>Grip, Slip, Slide</u>: Lesson Plan; Vocabulary Tip: adjectives, Word-Solving Strategies:</p>
<p><b>Knowledge of Language</b>                  3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>Every <i>Investigators</i> text has an Oral Language and Vocabulary and Word-Solving Strategies section that exposes students to the conventions of language. Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that provide opportunities to reinforce the conventions of language.</p>
<p><b>Vocabulary Acquisition and Use</b>                  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 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>All titles in the <i>Investigators Forces and Architecture</i> series contain grade-appropriate general academic and domain-specific words in the Academic and Concept Words features in the Lesson Plan card. Every Lesson Plan contains useful Vocabulary Tips and Glossaries. The sidebars, captions and labels of every <i>Investigators</i> text contain more complex vocabulary and examples that provide context as a clue to the meaning of words and phrases. The Literacy Center Cards for each text engage students in content specific vocabulary.                  Every series interactive CD-ROM reinforces domain specific vocabulary.  <u>Building a Future</u>: Lesson Plan; Vocabulary Tip: suffixes, Word-Solving Strategies: prefixes  <u>Get Over It</u>: Lesson Plan; Vocabulary Tip: words in context, Word-Solving Strategies: hyphenated words  <u>High and Mighty</u>: Lesson Plan; Word-Solving Strategies: similes  <u>From Mud to Marble</u>: Lesson Plan; Word-Solving Strategies: verbs  <u>Forces in Action</u>: Lesson Plan; Word-Solving Strategies: words with more than one meaning  <u>Down to Earth</u>: Lesson Plan; Word-Solving Strategies suffixes  <u>North and South</u>: Lesson Plan; antonyms</p>
<p><b>Writing</b>  <b>Text Types and Purposes</b>                  1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.                  Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p>	<p>Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that focus on scientific or technological topics.  <u>Built for a Purpose</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Cards; Think, Pair, Do, Share  <u>Get Over It</u>: Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; Out of School: Make a Poster, Literacy Center Cards; Think, Pair, Do, Share</p>

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<p>Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><u>Tower Power</u>: Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; At Home: Tower Tour, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>High and Mighty</u>: Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; At Home: Design a Brochure, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>From Mud to Marble</u>: Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; At Home, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Building a Future</u>: Lesson Plan: Options for Deepening Learning: Writing, At Home: Give Me Shelter, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>From Mud to Marble</u>: Lesson Plan; Vocabulary Tip: write sentences using vocabulary words, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Forces in Action</u>: Lesson Plan: Options for Deepening Learning: Writing, Out of School: Push and Pull Workout (write instructions), Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Grip, Slip, Slide</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Down to Earth</u>: Lesson Plan: Options for Deepening Learning: Writing, Out of School: Gravity Theme Park advertisement, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>North and South</u>: Lesson Plan: Options for Deepening Learning: Writing, Out of School: Make a Magnet Sculpture (keep a record), Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Machines on the Move</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Spring into Action</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Cards; Think, Pair, Do, Share</p>
<p><b>Production and Distribution of Writing</b></p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that correspond to the purpose of the text. The Literacy Center Cards for every text in the <i>Investigators</i> series require students to respond to varying audiences and to present their work on a variety of tasks.</p> <p><u>Built for a Purpose</u>: Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Get Over It</u>: Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; Out of School: Make a Poster, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Tower Power</u>: Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; At Home: Tower Tour, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>High and Mighty</u>: Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; At Home: Design a Brochure, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>From Mud to Marble</u>: Lesson Plan: Options for Deepening Learning: Writing, Lesson Plan; At Home, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Building a Future</u>: Lesson Plan: Options for Deepening Learning: Writing, At Home: Give Me Shelter, Literacy Center Cards; Think, Pair, Do, Share</p>

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	<p><u>From Mud to Marble:</u> Lesson Plan; Vocabulary Tip: write sentences using vocabulary words, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Forces in Action:</u> Lesson Plan: Options for Deepening Learning: Writing, Out of School: Push and Pull Workout (write instructions), Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Grip, Slip, Slide:</u> Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Down to Earth:</u> Lesson Plan: Options for Deepening Learning: Writing, Out of School: Gravity Theme Park advertisement, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>North and South:</u> Lesson Plan: Options for Deepening Learning: Writing, Out of School: Make a Magnet Sculpture (keep a record), Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Machines on the Move:</u> Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Cards; Think, Pair, Do, Share</p> <p><u>Spring into Action:</u> Lesson Plan: Options for Deepening Learning: Writing, Literacy Center Cards; Think, Pair, Do, Share</p>
<p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>All of the texts in the <i>Investigate Architecture and Forces</i> series have a Lesson Plan that includes a Book and Web Site, Questions &amp; Answers and a Research section that encourages students to participate in research and writing projects. Every Lesson Plan includes a mini-extension card activity for research. The interactive CD-ROMs for each series provides digital information on the topic.</p> <p><u>Built for a Purpose:</u> Connect with Architecture; Compare and Contrast, Poster: A World of Wonders, Lesson Plan; During Reading; compare and contrast information in a chart, Guide the Reading, Build comprehension: identify main idea and details, Vocabulary Tip: Use internet to explore the work of architects, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Get Over It:</u> Connect with Bridges; Predict, Poster: Beautiful Bridges, Lesson Plan; During Reading; compare and contrast information in a chart, Guide the Reading, Build comprehension: make inferences, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Tower Power:</u> Connect with Towers; Predict, Poster: Tall, Taller, Tallest?, Lesson Plan; During Reading; compare pictures on a chart, Guide the Reading, Build comprehension: understand sequence, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>High and Mighty:</u> Connect with Castles and Forts; compare and contrast, Poster: Castles, Forts and Palaces, Lesson Plan; During Reading: Understand how information is presented in a chart, Guide the Reading, Build comprehension: understand cause and effect, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>From Mud to Marble:</u> Connect with Materials; Gather Information, Poster: Marvelous Materials Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: identify steps in a process, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Building a Future:</u> Connect with Eco-Building; Gather Information, Poster: Smart Places and Spaces, Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: visualize details, Literacy Center Card; Think, Pair, Do, Share</p>

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	<p><u>Forces in Action</u>: Connect with Forces; Predict and Compare, Poster: Fantastic Forces, Lesson Plan; During Reading; Compare information in a chart, Literacy Center Card; Think, Pair, Do, Share</p> <p>Guide the Reading, Build comprehension: identify main idea and details, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Grip, Slip, Slide</u>: Connect with Friction, Poster: Sports that Slip and Grip, Lesson Plan; During Reading; Compare information in a chart Guide the Reading, Build comprehension: understand cause and effect, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Down to Earth</u>: Connect with Gravity; Infer, Poster: Down, Down, Down, Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: make inferences</p> <p><u>North and South</u>: Connect with Magnets, Poster: Magnets and Machines, Lesson Plan; During Reading; Get information from the pictures and text on a chart, Guide the Reading, Build comprehension: make inferences, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Machines on the Move</u>: Connect with Machines, Poster: Machines at Work, Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: understand sequence of events, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Spring into Action</u>: Connect with Movement; Measure and Compare, Poster: Muscles in Motion, Lesson Plan; During Reading; compare information in a chart, Guide the Reading, Build comprehension: compare and contrast, Literacy Center Card; Think, Pair, Do, Share</p>
<p><b>Range of Writing</b> 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Each themed grade-level set in the <i>Investigators</i> series utilizes writing assignments that build upon one another.</p> <p>All of the texts in the <i>Investigate Forces and Architecture</i> series have a Lesson Plan that includes a Book and Web Site, Questions &amp; Answers and a Research section that encourages students to participate in research and writing projects. Every Lesson Plan includes a mini-extension card activity for research. The interactive CD-ROMs for each series provides digital information on the topic.</p>
<p><b>Speaking and Listening Comprehension and Collaboration</b> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Every <i>Investigators</i> text has an Oral Language and Vocabulary section (directs students to look at and discuss the Poster) which provides students with an opportunity to talk in pairs or groups. The CD-ROM for every series in <i>Investigators</i> provides interactive listening and opportunities for discussion</p> <p><u>Built for a Purpose</u>: Connect with Architecture; Compare and Contrast, Poster: A World of Wonders, Lesson Plan; During Reading; compare and contrast information in a chart, Guide the Reading, Build comprehension: identify main idea and details, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Get Over It</u>: Connect with Bridges; Predict, Poster: Beautiful Bridges, Lesson Plan; During Reading; compare and contrast information in a chart, Guide the Reading, Build comprehension: make inferences, Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Tower Power</u>: Connect with Towers; Predict, Poster: Tall, Taller, Tallest?, Lesson Plan; During Reading; compare pictures on a chart, Guide the Reading, Build</p>

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<p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>comprehension: understand sequence, Literacy Center Card; Think, Pair, Do, Share  <u>High and Mighty</u>: Connect with Castles and Forts; compare and contrast, Poster: Castles, Forts and Palaces, Lesson Plan; During Reading: Understand how information is presented in a chart, Guide the Reading, Build comprehension: understand cause and effect, Literacy Center Card; Think, Pair, Do, Share  <u>From Mud to Marble</u>: Connect with Materials; Gather Information, Poster: Marvelous Materials Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: identify steps in a process, Literacy Center Card; Think, Pair, Do, Share  <u>Building a Future</u>: Connect with Eco-Building; Gather Information, Poster: Smart Places and Spaces, Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: visualize details, Literacy Center Card; Think, Pair, Do, Share  <u>Forces in Action</u>: Connect with Forces; Predict and Compare, Poster: Fantastic Forces, Lesson Plan; During Reading; Compare information in a chart, Literacy Center Card; Think, Pair, Do, Share          Guide the Reading, Build comprehension: identify main idea and details, Literacy Center Card; Think, Pair, Do, Share  <u>Grip, Slip, Slide</u>: Connect with Friction, Poster: Sports that Slip and Grip, Lesson Plan; During Reading; Compare information in a chart Guide the Reading, Build comprehension: understand cause and effect, Literacy Center Card; Think, Pair, Do, Share  <u>Down to Earth</u>: Connect with Gravity; Infer, Poster: Down, Down, Down, Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: make inferences  <u>North and South</u>: Connect with Magnets, Poster: Magnets and Machines, Lesson Plan; During Reading; Get information from the pictures and text on a chart, Guide the Reading, Build comprehension: make inferences, Literacy Center Card; Think, Pair, Do, Share  <u>Machines on the Move</u>: Connect with Machines, Poster: Machines at Work, Lesson Plan; During Reading; Get information from a chart, Guide the Reading, Build comprehension: understand sequence of events, Literacy Center Card; Think, Pair, Do, Share  <u>Spring into Action</u>: Connect with Movement; Measure and Compare, Poster: Muscles in Motion, Lesson Plan; During Reading; compare information in a chart, Guide the Reading, Build comprehension: compare and contrast, Literacy Center Card; Think, Pair, Do, Share  <u>Interactive CD-ROM: Forces in Action</u>  <u>Interactive CD-ROM: Built for a Purpose</u></p>
<p><b>Presentation of Knowledge and Ideas</b>          4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.          5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development</p>	<p>The CD-ROM for every series in <i>Investigators</i> provides interactive listening and opportunities for discussion.  <u>Built for a Purpose</u>: Literacy Center Card; Think, Pair, Do, Share  <u>Get Over It: Out of the Woods</u>: Literacy Center Card; Think, Pair, Do, Share  <u>Tower Power</u>: Literacy Center Card; Think, Pair, Do, Share</p>

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<p>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><u>High and Mighty</u>: Literacy Center Card; Think, Pair, Do, Share</p> <p><u>From Mud to Marble</u>: Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Building a Future</u>: Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Forces in Action</u>: Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Grip, Slip, Slide</u>: Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Down to Earth</u>: Literacy Center Card; Think, Pair, Do, Share</p> <p><u>North and South</u>: Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Machines on the Move</u>: Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Spring into Action</u>: Literacy Center Card; Think, Pair, Do, Share</p> <p><u>Interactive CD-ROM</u>: <i>Forces in Action</i></p> <p><u>Interactive CD-ROM</u>: <i>Built for a Purpose</i></p>
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