

**CORRELATION OF THE LAURA ROBB CLASSROOM LIBRARIES TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES 3-9**

Common Core State Standards

THE LAURA ROBB CLASSROOM LIBRARIES

Grade 3

<p>Reading: Literature Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 	<p>The Laura Robb Classroom Libraries feature a broad range of titles including some fantastic fiction that students will find riveting and fun. Students ask and answer questions to demonstrate understanding of a text through paired discussion. Discussion Prompts provided in the Teacher Handbook (pp 18-27) can be used for each title to support partner discussions that prompt students to think about character, setting, personal and world connections. Students are encouraged to think deeply about their reading and use details or inferences made with details from the text in their discussions. (Teacher Handbook, p. 6-7)</p> <p>Students determine the central message of a story using key details in the text: Discussion Question Card <i>Theme Think Tank</i> students take turns sharing views about the theme based on the book. (Teacher Handbook, p. 16)</p> <p>Students describe characters and events in a story: Discussion Question Card <i>Choose a Character</i> students explore and different character and explain and discuss thoughts and feelings about the characters. (Teacher Handbook, p. 16) Discussion Question Card <i>Show Me the Support</i> students discuss adjectives that describe the main character and find examples in the text to support choices. (Teacher Handbook, p. 16) Discussion Question Card <i>Need Help With Solutions!</i> students explore how main character deals with problems in the story and discuss possible solutions. (Teacher Handbook, p. 16) Discussion Question Card <i>Tap Into Feelings</i> students find and discuss passages from the book exploring the character’s feeling, motivations, and personality. (Teacher Handbook, p. 16) Discussion Question Card <i>Talk Show Interview</i> students take turns with a partner being the author and the interviewer discussing characters from the story. (Teacher Handbook, p. 16) Discussion Question Card <i>Tune Into Actions</i> students explore character’s actions and discuss how the story helped reveal what the character was like. (Teacher Handbook, p. 17) Discussion Prompt <i>The Clue Is in The Event</i> students infer what kind of person the character is by thinking about how the character behaved during an event or conflict. (Teacher Handbook, p. 23) Discussion Prompt <i>Meet the Main Character</i> students draw conclusions about the character’s personality. (Teacher Handbook, p. 24)</p>
<p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. Distinguish their own point of view from that of the narrator or those of the characters. 	<p>Teachers can assist students in their discussions to help them distinguish literal from non-literal language by providing support for exploring theme and pinpointing big ideas in a text. (Teacher Handbook, p. 6-7)</p> <p>Students explore story structure and discuss various parts of the book: Discussion Question Card <i>Page Turners</i> students discuss favorite cliff-hangers. (Teacher Handbook, p. 16) Discussion Question Card <i>Find Those Feelings</i> students take turns sharing passages from story that roused emotions. (Teacher Handbook, p. 16)</p>

Grade 3

	<p>Students distinguish their own point of view: Discussion Question Card <i>Theme Think Tank</i> students discuss what the author seems to be saying and take turns sharing their own views based on the book. (Teacher Handbook, p. 16) Discussion Question Card <i>You Gotta Be Me!</i> students interpret scenes from the book and discuss similarities and differences in interpretations. (Teacher Handbook, p. 17)</p>
<p>Integration of Knowledge and Ideas 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). 8. (Not applicable to literature) 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>Each library contains illustrative titles providing opportunities for students to explore the relationship between illustrations and text to convey meaning in a story, see for example: <i>Abuela, The Cloud Book, A Million Fish ... More or Less, and Too Many Tamales</i>.</p> <p>Award winning and favorite authors are represented in the library. The program literature presents stories by revered and prolific authors such as Beverly Cleary, Tommy dePaola, Louis Sachar, Patricia McKissack and Judy Blume. These titles can be paired with other books by the same authors to address comparing and contrasting their content, themes, settings, styles, and characters.</p>
<p>Range of Reading and Complexity of Text 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Each classroom library includes a wide range of genres and topics that are easy reads on topics of interest. The classroom libraries are created to motivate independent readers to read literature for pleasure and to gain critical reading practice. Students progress toward their independent reading levels and comprehend literature in the grades 2-3 text complexity band. See the following fiction titles in the grade 3 library: <i>Abuela, Alone in His Teacher's House, Chocolate-Covered Ants, A Crazy, Mixed-Up Spanglish Day, Day of the Dragon King, The Deadly Dungeon, Dear Whiskers, Double Fudge, First American Colonies, Flat Stanley, Follow the Drinking Gourd, Gloria's Way, Horrible Harry and the Dragon War, Liar, Liar, Pants on Fire, A Million Fish... More or Less, Ming Lo Moves the Mountain, Molly's Pilgrim, The New Kid at School, Our Strange New Land, Elizabeth's Jamestown Colony Diary, Rocky Road Trip, Singing for Dr. King, Song Lee and the "I Hate You" Notes, The Starving Time, Elizabeth's Jamestown Colony Diary, Stink and the Incredible Super-Galactic Jawbreaker, Take the Court, Too Many Tamales, and The Two Tyrones</i>.</p>
<p>Reading: Informational Text Key Ideas and Details 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>The Laura Robb Classroom Libraries encourage independent and sustained reading with a broad range of titles including inspiring biographies and engaging nonfiction. Discussion Question Cards are used to encourage students to use details from their books to supports their answers during discussions. (Teacher Handbook, p. 15) Students refer to details and examples in a text when explaining and drawing inferences from informational text: Discussion Question Card <i>Museum Display</i> students explore interesting facts or ideas from a book to share with others. (Teacher Handbook, p. 17) Discussion Question Card <i>Change Your Mind?</i> students discuss parts of books that influenced or changed their view on a topic. (Teacher Handbook, p. 17)</p> <p>Students determine and support the main idea of a text using key details from the text using Discussion Question Cards to prompt paired discussion about a text. Teachers encourage students to use details from their books to support their answers during discussions (Teacher Handbook, p. 15) Additionally, Discussion Prompt <i>Gather Details with the Five Ws Organizer</i></p>

Grade 3

	<p>helps students collect important information from a nonfiction book by jotting down key details and sharing them with a partner to discover one or two main points the author made. (Teacher Handbook, p. 22)</p> <p>Students explain the relationship between key individuals, events, or ideas based on specific information in a text: Discussion Question Card <i>Biographies</i> students explore and discuss the subject of the book. (Teacher Handbook, p. 17) Discussion Question Card <i>Seeing Is Learning</i> students share charts, diagrams and illustrations with partner to explain what was learned and how each is important to the topic. (Teacher Handbook, p. 17)</p>
<p>Craft and Structure 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 6. Distinguish their own point of view from that of the author of a text.</p>	<p>Students determine the meaning of words and phrases in text relevant to grade 3 topics: Discussion Question Card <i>Word Trade</i> students discuss new and/or unusual words learned from text. (Teacher Handbook, p. 17)</p> <p>A variety of informational texts are provided in each classroom library providing opportunities for students to use text features and search tools to locate specific information on a given topic.</p> <p>Students are prompted to distinguish their own point of view: Discussion Question Card <i>Theme Think Tank</i> students discuss what the author seems to be saying and take turns sharing their own views based on the book. (Teacher Handbook, p. 16) Discussion Question Card <i>You Gotta Be Me!</i> students interpret scenes from the book and discuss similarities and differences in interpretations. (Teacher Handbook, p. 17)</p>
<p>Integration of Knowledge and Ideas 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>Students use information from illustrations to demonstrate understanding of the text: Discussion Question Card <i>Seeing Is Learning</i> students share charts, diagrams, and illustrations with a partner, explaining the importance of each to the topic. (Teacher Handbook, p. 17)</p> <p>The program contributes superb literature to the classroom library that teachers can pair with other classroom and library books to compare and contrast key points and details in texts that are related in topic or subject matter. Literature in the program can be paired with other books on topics such as westward expansion, American history, slavery, civil rights, and famous inventions. See following inspirational and informational titles: <i>The Starving Time, Elizabeth's Jamestown Colony Diary, First American Colonies, The Pilgrims' First Thanksgiving, The Trail of Tears, Follow the Drinking Gourd, Singing for Dr. King, Louis Braille, and What Makes the Light Bright, Mr. Edison?</i></p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Each classroom library includes a wide range of genres and topics, including inspiring biographies and engaging nonfiction, that are easy reads on topics of interest. The classroom libraries are created to motivate independent readers to read informational text for pleasure and to gain critical reading practice. Students progress toward their independent reading levels and comprehend literature in the grades 2-3 text complexity band. See the following informational nonfiction titles in the grade 3 library: <i>Louis Braille, Weather Words and What They Mean, What</i></p>

Grade 3

	<p><i>Makes the Light Bright, Mr. Edison?, The Amazing Book of Mammal Records, Electric Storm, Five True Dog Stories, The Fishy Field Trip, Giant Pandas, If You Lived 100 Years Ago, The Magic School Bus® and the Electric Field Trip, The Cloud Book, Ibis, The Pilgrims' First Thanksgiving, Phoebe the Spy, Buddy, The Trail of Tears, Amazing Magnetism, Pirates, Math Fables, Spiders, Snakes, Your Body, and Galaxies, Galaxies!</i></p>
<p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.</p>	<p>Focused instruction not specifically addressed.</p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The Laura Robb Classroom Library provides fifty highly motivating, readable books on topics that appeal to middle-grade readers. The program promotes the idea that students will develop the fluency needed for comprehension through independent reading for pleasure. (Teacher Handbook, p. 4-6) Tips to help student choose books at the appropriate recreational reading level are provided. (Teacher Handbook, p. 14)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of 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.</p>	<p>The conventions of standard English when writing or speaking is not specifically addressed.</p>

Grade 3

<p>Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Students observe differences between the conventions of spoken and written English: Discussion Question Cards <i>Dialogue Sleuth</i> and <i>You Gotta Be Me!</i> provide opportunities for students to explore dialogue in text. The Laura Robb classroom library gives students access to print across genres that teachers use for specific instruction such as an awareness of the differences between the conventions of spoken and written standard English.</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g., 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>Students use a range of strategies to determine meaning of unknown words and phrases based on grade 3 reading content. The Laura Robb Classroom Library helps students build strong vocabularies by providing a wide range of genres and topics promoting rich, independent reading. (Teacher Handbook, p. 4-5) Critical reading practice enables students to enlarge vocabulary and become familiar with words in different context. In addition, Discussion Prompt <i>Word Webbing</i> invites students to complete a vocabulary web from using new vocabulary words found in the text. (Teacher Handbook, p. 27)</p>
<p>Writing</p>	<p>Students write opinion pieces and support a point of view:</p>

Grade 3

<p>Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure.</p>	<p>Students follow guidelines to prepare book talks to present to the class. Students write notes about a book and end presentation with their personal opinion or recommendation about the book. (Teacher Handbook, p. 11-12)</p> <p>Students write informative text to examine a topic and convey information: Discussion Prompt <i>The Clue Is in The Event</i> students write about key events that provide insight into a character’s personality. (Teacher Handbook, p. 23) Discussion Prompt <i>Meet the Main Character</i> students write notes about a character from the story to help draw conclusions about the character’s personality. (Teacher Handbook, p. 24) Discussion Prompt <i>Was The Problem Solved?</i> students explain in writing how the main character solved or did not solve problems. (Teacher Handbook, p. 26)</p> <p>Students explore narrative writing through dialogue and descriptive passages: Discussion Prompt <i>Quote-Analyze-Discuss</i> students select and analyze short quotes from book and write explanation of quotes to help understand character, setting, and theme. (Teacher Handbook, p. 25)</p>
<p>Production and Distribution of Writing</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>Teachers can use Discussion Question Cards (Teacher Handbook, p. 16-17) to prompt writing assignments as they determine appropriate.</p>
<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>9. (Begins in grade 4)</p>	<p>Teachers can use the following activities as springboard inspiration for research topics as they determine appropriate: Discussion Question Card <i>Biographies</i> students explore why authors write biographies about particular people and discuss qualities about the person who is the subject of a book. (Teacher Handbook, p. 17) Discussion Question Card <i>Seeing Is Learning</i> students share charts, diagrams, and illustrations</p>

Grade 3

	<p>with a partner, explaining what was learned from each and how it was important to the topic. (Teacher Handbook, p. 17)</p> <p>Discussion Question Card <i>Museum Display</i> students explore facts or ideas from a book and share important information on the topic with others. (Teacher Handbook, p. 17)</p> <p>Discussion Question Card <i>Are You Inspired?</i> students discuss parts of the book that inspired them to learn more. Students check out and read materials from the library that have more information on the topic of interest. (Teacher Handbook, p. 17)</p>
<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Teachers can use Discussion Question Cards (Teacher Handbook, pp. 16-17) as springboard suggestions for writing activities in response to the literature. These assignments can be expanded for development over longer periods of time and taken through the writing process to publication, as the teacher determines appropriate.</p> <p>Additional reflective writing activities are available, for example: Students write in response to literature before, during and after reading a book. Before reading, students record predictions and supporting data about story on chart. During reading, students make predictions and give support completing that part of chart. After reading, students reread predictions and write about what actually happened in the story. (Teacher Handbook, Predict-Support-Adjust, pp. 18-19)</p> <p>Students share favorite parts of a book with a partner and write about ideas shared. (Teacher Handbook, Think-Pair-Share, p. 20)</p> <p>Students make connections to story from personal experiences. Students write about what they learned from a book providing details to share with a partner. (Teacher Handbook, Cool Connections, p. 21)</p>
<p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 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.</p> <p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Students engage in a range of collaborative discussions with partners on grade 3 topics and texts. The Laura Robb Classroom Library supports partner reading and paired discussions about texts to explore ideas and make connections. Discussion prompts are provided (Teacher Handbook, pp. 18-27) to inspire rich and meaningful discussions about texts.</p>

Common Core State Standards

THE LAURA ROBB CLASSROOM LIBRARIES

Grade 3

<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	
<p>Presentation of Knowledge and Ideas 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. 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. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Students report on favorite texts through book talk presentations. Suggestions for successful book talks are shared (Teacher Handbook, p. 11) and include guidance on speaking clearly and at an understandable pace. Students can include multimedia components and visual displays to enhance their presentations when appropriate. Opportunities to answer questions or supply clarification of information in report are provided.</p>

Common Core State Standards

THE LAURA ROBB CLASSROOM LIBRARIES

Grade 4

<p>Reading: Literature 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 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>The Laura Robb Classroom Libraries feature a broad range of titles including some fantastic fiction that students will find riveting and fun. Discussion Prompts provided in the Teacher Handbook (pp 18-27) can be used for each title to support partner discussions that prompt students to think about character, setting, personal and world connections. Students are encouraged to have detailed discussions and to think deeply about their reading. The standard set for discussion is that students use details or inferences made with details from the text in their discussions. (Teacher Handbook, p. 6-7) Students refer to details in a text when explaining and drawing inferences from the text: Discussion Question Card <i>Dialogue Sleuth</i> students explore character’s dialogue and make inferences about the character’s feelings and personality. (Teacher Handbook, p. 17) Discussion Question Card <i>Tune Into Actions</i> students explore character’s actions and discuss how the story helped reveal what the character was like. (Teacher Handbook, p. 17) Discussion Question Card <i>You Gotta Be Me!</i> students interpret scenes from the book and discuss similarities and differences in interpretations. (Teacher Handbook, p. 17)</p> <p>Students determine the central message of a story using key details in the text: Discussion Question Card <i>Theme Think Tank</i> students take turns sharing views about the theme based on the book. (Teacher Handbook, p. 16)</p> <p>Students draw on specific details in a text to describe characters and events in a story: Discussion Question Card <i>Choose a Character</i> students explore and different character and explain and discuss thoughts and feelings about the characters. (Teacher Handbook, p. 16) Discussion Question Card <i>Show Me the Support</i> students discuss adjectives that describe the main character and find examples in the text to support choices. (Teacher Handbook, p. 16) Discussion Question Card <i>Need Help With Solutions!</i> students explore how main character deals with problems in the story and discuss possible solutions. (Teacher Handbook, p. 16) Discussion Question Card <i>Tap Into Feelings</i> students find and discuss passages from the book exploring the character’s feeling, motivations, and personality. (Teacher Handbook, p. 16)</p>
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Grade 4

	<p>Discussion Question Card <i>Talk Show Interview</i> students take turns with a partner being the author and the interviewer discussing characters from the story. (Teacher Handbook, p. 16)</p> <p>Discussion Question Card <i>Tune Into Actions</i> students explore character's actions and discuss how the story helped reveal what the character was like. (Teacher Handbook, p. 17)</p> <p>Discussion Prompt <i>The Clue Is in The Event</i> students infer what kind of person the character is by thinking about how the character behaved during an event or conflict. (Teacher Handbook, p. 23)</p> <p>Discussion Prompt <i>Meet the Main Character</i> students draw conclusions about the character's personality. (Teacher Handbook, p. 24)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Students determine the meaning of words and phrases as they are used in text:</p> <p>Discussion Question Card <i>Find Those Feelings</i> students read aloud passages from story and discuss words and phrases that stirred feelings. (Teacher Handbook, p. 16)</p> <p>Students compare and contrast points of view in narration:</p> <p>Discussion Question Card <i>Theme Think Tank</i> students discuss what the author seems to be saying and take turns sharing their own views based on the book. (Teacher Handbook, p. 16)</p> <p>Discussion Question Card <i>You Gotta Be Me!</i> students interpret scenes from the book and discuss similarities and differences in interpretations. (Teacher Handbook, p. 17)</p> <p>Additionally, students explore first person narratives. See for example: <i>Uncle Jed's Barbershop</i>, <i>Tales of a Fourth Grade Nothing</i>, <i>A Dog Called Kitty</i>, <i>Drita</i>, and <i>Clarice Bean Spells Trouble</i>.</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>Each library contains illustrative titles providing opportunities for students to explore the relationship between illustrations and text to convey meaning in a story, see for example: <i>Sweet Clara and the Freedom Quilt</i>, <i>The Talking Eggs</i>, and <i>Uncle Jed's Barbershop</i>.</p> <p>Award winning and favorite authors are represented in the library. The program literature presents stories by revered and prolific authors such as Louis Sachar, Patricia Polacco, Dav Pilkey, Bill Wallace, Judy Blume and Jerry Spinelli. These titles can be paired with other books by the same authors to address comparing and contrasting their content, themes, settings, styles, and characters.</p>
<p>Range of Reading and Complexity of Text</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Each classroom library includes a wide range of genres and topics that are easy reads on topics of interest. The classroom libraries are created to motivate independent readers to read literature for pleasure and to gain critical reading practice. Students progress toward their independent reading levels and comprehend literature in the grades 4-5 text complexity band. See the following fiction titles in the grade 4 library: <i>Abby Takes a Stand</i>, <i>The Adventures of Captain Underpants</i>, <i>The Adventures of Spider</i>, <i>Best Friends Forever?</i>, <i>Boundless Grace</i>, <i>Bunnicula</i>, <i>Chicken Sunday</i>, <i>Circle of Gold</i>, <i>Clarice Bean Spells Trouble</i>, <i>Class President</i>, <i>Dog Breath!</i>, <i>A Dog Called Kitty</i>, <i>Drita</i>, <i>Encyclopedia Brown Carries On</i>, <i>Encyclopedia Brown Sets the Pace</i>, <i>The Gold-Threaded Dress</i>, <i>Loser</i>, <i>The Memory Coat</i>, <i>Oh, Brother</i>, <i>Secret Identity</i>, <i>Sweet Clara and the Freedom Quilt</i>, <i>Tales of a Fourth Grade Nothing</i>, <i>The Talking Eggs</i>, <i>Teammates</i>, <i>There's a Boy in the Girls' Bathroom</i>, and <i>Uncle Jed's Barbershop</i>.</p>

Grade 4

<p>Reading: Informational Text Key Ideas and Details 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>The Laura Robb Classroom Libraries encourage independent and sustained reading with a broad range of titles including inspiring biographies and engaging nonfiction. Discussion Question Cards are used to encourage students to use details from their books to supports their answers during discussions. (Teacher Handbook, p. 15) Students refer to details and examples in a text when explaining and drawing inferences from informational text: Discussion Question Card <i>Museum Display</i> students explore interesting facts or ideas from a book to share with others. (Teacher Handbook, p. 17) Discussion Question Card <i>Change Your Mind?</i> students discuss parts of books that influenced or changed their view on a topic. (Teacher Handbook, p. 17)</p> <p>Students determine and support the main idea of a text using key details from the text using Discussion Question Cards to prompt paired discussion about a text. Teachers encourage students to use details from their books to support their answers during discussions (Teacher Handbook, p. 15) Additionally, Discussion Prompt <i>Gather Details with the Five Ws Organizer</i> helps students collect important information from a nonfiction book by jotting down key details and sharing them with a partner to discover one or two main points the author made. (Teacher Handbook, p. 22)</p> <p>Students explain the relationship between key individuals, events, or ideas based on specific information in a text: Discussion Question Card <i>Biographies</i> students explore and discuss the subject of the book. (Teacher Handbook, p. 17) Discussion Question Card <i>Seeing Is Learning</i> students share charts, diagrams and illustrations with partner to explain what was learned and how each is important to the topic. (Teacher Handbook, p. 17)</p>
<p>Craft and Structure 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. 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. 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>Students determine the meaning of words and phrases in text relevant to grade 4 topics: Discussion Question Card <i>Word Trade</i> students discuss new and/or unusual words learned from text. (Teacher Handbook, p. 17)</p> <p>Students compare and contrast different accounts of the same event or topic: Discussion Question Card <i>Theme Think Tank</i> students discuss topics and themes of text. (Teacher Handbook, p. 16) Discussion Question Card <i>Page Turners</i> students discuss structure and events of story. (Teacher Handbook, p. 16) Discussion Question Card <i>Find Thos Feelings</i> students share and discuss different passage from the story. (Teacher Handbook, p. 16) Discussion Question Card <i>You Gotta Be Me!</i> students interpret scenes from the book and discuss similarities and differences in interpretations. (Teacher Handbook, p. 17)</p>
<p>Integration of Knowledge and Ideas 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive</p>	<p>Students use information from illustrations to demonstrate understanding of the text: Discussion Question Card <i>Seeing Is Learning</i> students share charts, diagrams, and illustrations with a partner, explaining the importance of each to the topic. (Teacher Handbook, p. 17)</p>

Grade 4

<p>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>The program contributes superb literature to the classroom library that teachers can pair with other classroom and library books to compare and contrast key points and details in texts that are related in topic or subject matter. Literature in the program can be paired with other books on topics such as slavery, segregation, racial prejudice, and American history. See following inspirational and informational titles: <i>Teammates</i>, <i>Uncle Jed's Barbershop</i>, <i>Sweet Clara and the Freedom Quilt</i>, <i>The Story of Ruby Bridges</i>, <i>Let's Drive, Henry Ford!</i>, and <i>If You Lived at the Time of Martin Luther King</i>.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Each classroom library includes a wide range of genres and topics, including inspiring biographies and engaging nonfiction, that are easy reads on topics of interest. The classroom libraries are created to motivate independent readers to read informational text for pleasure and to gain critical reading practice. Students progress toward their independent reading levels and comprehend literature in the grades 4-5 text complexity band. See the following informational nonfiction titles in the grade 4 library: <i>If You Lived at the Time of Martin Luther King</i>, <i>If You Lived with the Iroquois</i>, <i>If You Lived with the Sioux Indians</i>, <i>Shark Lady</i>, <i>Five Brave Explorers</i>, <i>Five Brilliant Scientists</i>, <i>The Life and Times of the Apple</i>, <i>So You Want to Be President?</i>, <i>Why Do Volcanoes Blow Their Tops?</i>, <i>Math Potatoes</i>, <i>Frida Kahlo</i>, <i>The Story of Ruby Bridges</i>, <i>Surprising Sharks</i>, <i>How Do Frogs Swallow with Their Eyes?</i>, <i>The Usborne Book of Racing Cars</i>, <i>The Grapes of Math</i>, <i>Chickens May Not Cross the Road</i>, <i>Food Chains</i>, <i>Let's Drive, Henry Ford!</i>, <i>Desert Giant</i>, <i>Don't Know Much About Dinosaurs</i>, <i>Faith Ringgold</i>, <i>Bizarre Bug Records</i>, and <i>Vote!</i></p>
<p>Reading: Foundational Skills Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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>Focused instruction not specifically addressed.</p>
<p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The Laura Robb Classroom Library provides fifty highly motivating, readable books on topics that appeal to middle-grade readers. The program promotes the idea that students will develop the fluency needed for comprehension through independent reading for pleasure. (Teacher Handbook, p. 4-6) Tips to help student choose books at the appropriate recreational reading level are provided. (Teacher Handbook, p. 14)</p>
<p>Language Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative</p>	<p>Focused instruction not specifically addressed.</p>

Grade 4

<p>adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.</p>	
<p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>Discussion Question Cards <i>Dialogue Sleuth</i> and <i>You Gotta Be Me!</i> provide opportunities for students to explore dialogue in text. The Laura Robb classroom library gives students access to print across genres that teachers use for specific instruction such as an awareness of the differences between the conventions of spoken and written standard English.</p>
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Students use a range of strategies to determine meaning of unknown words and phrases based on grade 4 reading content. The Laura Robb Classroom Library helps students build strong vocabularies by providing a wide range of genres and topics promoting rich, independent reading. (Teacher Handbook, p. 4-5) Critical reading practice enables students to enlarge vocabulary and become familiar with words in different context.</p> <p>In addition, Discussion Prompt <i>Word Webbing</i> invites students to complete a vocabulary web from using new vocabulary words found in the text. (Teacher Handbook, p. 27)</p>

Grade 4

<p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	
<p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>Provide reasons that are supported by facts and details.</p> <p>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Link ideas within 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.</p> <p>Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p>Students write opinion pieces and support a point of view: Students follow guidelines to prepare book talks to present to the class. Students write notes about a book and end presentation with their personal opinion or recommendation about the book. (Teacher Handbook, p. 11-12)</p> <p>Students write informative text to examine a topic and convey information: Discussion Prompt <i>The Clue Is in The Event</i> students write about key events that provide insight into a character’s personality. (Teacher Handbook, p. 23) Discussion Prompt <i>Meet the Main Character</i> students write notes about a character from the story to help draw conclusions about the character’s personality. (Teacher Handbook, p. 24) Discussion Prompt <i>Was The Problem Solved?</i> students explain in writing how the main character solved or did not solve problems. (Teacher Handbook, p. 26)</p> <p>Students explore narrative writing through dialogue and descriptive passages: Discussion Prompt <i>Quote-Analyze-Discuss</i> students select and analyze short quotes from book and write explanation of quotes to help understand character, setting, and theme. (Teacher Handbook, p. 25)</p>

Grade 4

<p>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>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Teachers can use Discussion Question Cards (Teacher Handbook, p. 16-17) to prompt writing assignments as they determine appropriate.</p>
<p>Research to Build and Present Knowledge 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”). 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>Teachers can use the following activities as springboard inspiration for research topics as they determine appropriate: Discussion Question Card <i>Biographies</i> students explore why authors write biographies about particular people and discuss qualities about the person who is the subject of a book. (Teacher Handbook, p. 17) Discussion Question Card <i>Museum Display</i> students explore facts or ideas from a book and share important information on the topic with others. (Teacher Handbook, p. 17) Discussion Question Card <i>Are You Inspired?</i> students discuss parts of the book that inspired them to learn more. Students check out and read materials from the library that have more information on the topic of interest. (Teacher Handbook, p. 17)</p> <p>Students draw on evidence from literary or informational text to support analysis, reflection, and research in the following activities: Discussion Question Card <i>Show Me the Support</i> students discuss several adjectives that describe the main character and find passages in the book to support their findings. (Teacher Handbook, p. 16) Discussion Question Card <i>Tap Into Feelings</i> students find and discuss passages from a book that reveal the character’s feeling, motivations, and personality. (Teacher Handbook, p. 16) Discussion Question Card <i>Talk Show Interview</i> students talk turns interviewing each other discussing what was learned about the character in a book. (Teacher Handbook, p. 16) Discussion Question Card <i>Page Turners</i> students discuss and explain two or three favorite cliff-hangers from the book. (Teacher Handbook, p. 16) Discussion Question Card <i>Find Those Feelings</i> students take turns sharing passages that roused emotions. Discuss the words, phrases, and events that stirred feeling. (Teacher Handbook, p. 16) Discussion Question Card <i>Dialogue Sleuth</i> students read aloud a section of dialogue and discuss</p>

Grade 4

	<p>what was revealed about character’s feelings and personality. (Teacher Handbook, p. 17) Discussion Question Card <i>Tune Into Actions</i> students choose a character, pick adjectives to describe the character based on their actions, and discuss how the story helped you know what that character was like. (Teacher Handbook, p. 17) Discussion Question Card <i>Seeing Is Learning</i> students share charts, diagrams, and illustrations with a partner, explaining what was learned from each and how it was important to the topic. (Teacher Handbook, p. 17)</p>
<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Teachers can use Discussion Question Cards (Teacher Handbook, pp. 16-17) as springboard suggestions for writing activities in response to the literature. These assignments can be expanded for development over longer periods of time and taken through the writing process to publication, as the teacher determines appropriate.</p> <p>Additional reflective writing activities are available, for example: Students write in response to literature before, during and after reading a book. Before reading, students record predictions and supporting data about story on chart. During reading, students make predictions and give support completing that part of chart. After reading, students reread predictions and write about what actually happened in the story. (Teacher Handbook, Predict-Support-Adjust, pp. 18-19)</p> <p>Students share favorite parts of a book with a partner and write about ideas shared. (Teacher Handbook, Think-Pair-Share, p. 20)</p> <p>Students make connections to story from personal experiences. Students write about what they learned from a book providing details to share with a partner. (Teacher Handbook, Cool Connections, p. 21)</p>
<p>Speaking & Listening Comprehension and Collaboration 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. 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Identify the reasons and evidence a speaker provides to support</p>	<p>Students engage in a range of collaborative discussions with partners on grade 4 topics and texts. The Laura Robb Classroom Library supports partner reading and paired discussions about texts to explore ideas and make connections. Discussion prompts are provided (Teacher Handbook, pp. 18-27) to inspire rich and meaningful discussions about texts.</p>

Common Core State Standards

THE LAURA ROBB CLASSROOM LIBRARIES

Grade 4

particular points.	
<p>Presentation of Knowledge and Ideas</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>Students report on favorite texts through book talk presentations. Suggestions for successful book talks are shared (Teacher Handbook, p. 11) and include guidance on speaking clearly and at an understandable pace. Students can include multimedia components and visual displays to enhance their presentations when appropriate. Opportunities to answer questions or supply clarification of report are provided.</p>

Common Core State Standards

THE LAURA ROBB CLASSROOM LIBRARIES

Grade 5

<p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>The Laura Robb Classroom Libraries feature a broad range of titles including some fantastic fiction that students will find riveting and fun. Students use key details from text to support explanation or inferences drawn from text:</p> <p>Discussion Question Card <i>Show Me the Support</i> students discuss adjectives that describe the main character and find specific lines or passages in the text to support choices. (Teacher Handbook, p. 16)</p> <p>Discussion Question Card <i>Tap Into Feelings</i> students find and discuss passages from the book exploring the character’s feeling, motivations, and personality. (Teacher Handbook, p. 16)</p> <p>Students use details in a text to determine the theme and summarize the text:</p> <p>Discussion Question Card <i>Need Help With Solutions!</i> students explore how a main character deals with problems in the story and discuss possible solutions. (Teacher Handbook, p. 16)</p> <p>Discussion Question Card <i>Theme Think Tank</i> students take turns sharing views about the theme based on details in the book. (Teacher Handbook, p. 16)</p> <p>Students draw on specific details in a text to compare and contrast characters, settings, or events in a story:</p> <p>Discussion Question Card <i>Dialogue Sleuth</i> students explore character’s dialogue and make inferences about the character’s feelings and personality. (Teacher Handbook, p. 17)</p> <p>Discussion Question Card <i>Tune Into Actions</i> students explore character’s actions and discuss how the story helped reveal what the character was like. (Teacher Handbook, p. 17)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Students determine the meaning of words and phrases as they are used in text:</p> <p>Discussion Question Card <i>Find Those Feelings</i> students read aloud passages from story and discuss words and phrases that stirred feelings. (Teacher Handbook, p. 16)</p> <p>Students explore how events are described and influenced by the speaker’s point of view:</p>

Grade 5

<p>6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>Discussion Question Card <i>Theme Think Tank</i> students discuss what the author seems to be saying about a particular topic or theme. (Teacher Handbook, p. 16) Discussion Question Card <i>Page Turners</i> students discuss favorite cliff-hangers used by the author to keep readers interested in the story. (Teacher Handbook, p. 16)</p>
<p>Integration of Knowledge and Ideas 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 8. (Not applicable to literature) 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>Each library contains illustrative titles providing opportunities for students to explore the relationship between illustrations and text to convey meaning in a story, see for example: <i>Black Cat</i>, <i>Mufaro’s Beautiful Daughters</i>, and <i>Sadako and the Thousand Paper Cranes</i></p> <p>Award winning and favorite authors are represented in the library. The program literature presents stories by revered and prolific authors such as Roald Dahl, Christopher Myers, Rich Wallace and Kate DiCamillo. These titles can be paired with other books in the same genre on their approach to similar themes and topics.</p>
<p>Range of Reading and Complexity of Text 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Each classroom library includes a wide range of genres and topics that are easy reads on topics of interest. The classroom libraries are created to motivate independent readers to read literature for pleasure and to gain critical reading practice. Students progress toward their independent reading levels and comprehend literature in the grades 4-5 text complexity band. See the following fiction titles in the grade 5 library: <i>American Tall Tales</i>, <i>Baseball Card Adventure: Babe & Me</i>, <i>The BFG</i>, <i>Black Cat</i>, <i>Boys Against Girls</i>, <i>Creepy Creatures</i>, <i>Escaping the Giant Wave</i>, <i>The Forgotten Door</i>, <i>Guests</i>, <i>How to Rule the School</i>, <i>Knights of the Kitchen Table</i>, <i>Kristy’s Great Idea</i>, <i>M.C. Higgins, the Great</i>, <i>Mufaro’s Beautiful Daughters</i>, <i>Punished!</i>, <i>Sadako and the Thousand Paper Cranes</i>, <i>Safe at Home</i>, <i>Salsa Stories</i>, <i>Satch & Me</i>, <i>Scary Stories 3</i>, <i>The School Story</i>, <i>The Tale of Despereaux</i>, <i>Technical Foul</i>, and <i>What Did I Do to Deserve a Sister Like You?</i></p>
<p>Reading: Informational Text Key Ideas and Details 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>The Laura Robb Classroom Libraries encourage independent and sustained reading with a broad range of titles including inspiring biographies and engaging nonfiction. Discussion Question Cards are used to encourage students to use details from their books to supports their answers during discussions. (Teacher Handbook, p. 15) Students refer to details and examples in a text when explaining and drawing inferences from informational text: Discussion Question Card <i>Museum Display</i> students explore interesting facts or ideas from a book to share with others. (Teacher Handbook, p. 17) Discussion Question Card <i>Change Your Mind?</i> students discuss parts of books that influenced or changed their view on a topic. (Teacher Handbook, p. 17)</p> <p>Students determine and support the main idea of a text using key details from the text using Discussion Question Cards to prompt paired discussion about a text. Teachers encourage students to use details from their books to support their answers during discussions (Teacher Handbook, p. 15) Additionally, Discussion Prompt <i>Gather Details with the Five Ws Organizer</i> helps students collect important information from a nonfiction book by jotting down key details and sharing them with a partner to discover one or two main points the author made. (Teacher Handbook, p. 22)</p>

Grade 5

	<p>Students explain the relationship between key individuals, events, or ideas based on specific information in a text:</p> <p>Discussion Question Card <i>Biographies</i> students explore and discuss the subject of the book. (Teacher Handbook, p. 17)</p> <p>Discussion Question Card <i>Seeing Is Learning</i> students share charts, diagrams and illustrations with partner to explain what was learned and how each is important to the topic. (Teacher Handbook, p. 17)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>Students determine the meaning of vocabulary or phrases in informational text relevant to a grade 5 topic or subject area:</p> <p>Discussion Question Card <i>Word Trade</i> students discuss new, unusual or fascinating words learned from the text. (Teacher Handbook, p. 17)</p> <p>Students compare and contrast story structure and information in two or more texts:</p> <p>Discussion Question Card <i>Theme Think Tank</i> students discuss topics and themes of text. (Teacher Handbook, p. 16)</p> <p>Discussion Question Card <i>Page Turners</i> students discuss structure and events of story. (Teacher Handbook, p. 16)</p> <p>Discussion Question Card <i>Find Thos Feelings</i> students share and discuss different passage from the story. (Teacher Handbook, p. 16)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>The program contributes superb literature to the classroom library that teachers can pair with other classroom and library books to compare and contrast key points and details in texts that are related in topic or subject matter. Literature in the program can be paired with other books on topics such as westward expansion, pioneers, American history, slavery, civil rights, and famous inventions. See the following inspirational and informational titles: <i>Children of the Wild West</i>, <i>Five Bold Freedom Fighters</i>, <i>Frederick Douglass Fights for Freedom</i>, <i>If You Lived at the Time of the Civil War</i>, <i>Pink and Say</i>, and <i>Thomas Edison</i>.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Each classroom library includes a wide range of genres and topics, including inspiring biographies and engaging nonfiction, that are easy reads on topics of interest. The classroom libraries are created to motivate independent readers to read informational text for pleasure and to gain critical reading practice. Students progress toward their independent reading levels and comprehend literature in the grades 4-5 text complexity band. See the following informational nonfiction titles in the grade 5 library: <i>If You Lived at the Time of the Civil War</i>, <i>If You Were There When They Signed the Constitution</i>, <i>Children of the Wild West</i>, <i>Rascal</i>, <i>Pink and Say</i>, <i>Richard Wright and the Library Card</i>, <i>Frederick Douglass Fights for Freedom</i>, <i>First Encyclopedia of Science</i>, <i>Five Bold Freedom Fighters</i>, <i>Five Famous Writers</i>, <i>You Wouldn't Want to Work on the Great Wall of China!</i>, <i>The Usborne Book of Secret Codes</i>, <i>Thomas Edison</i>, <i>True Tales of Animal Heroes</i>, <i>Jacob Lawrence</i>, <i>Almost Gone</i>, <i>Arithme-Tickle</i>, <i>The Best of Times</i>, <i>Shelter Dogs</i>, <i>Mysteries of the Past</i>, <i>Sea Clocks</i>, <i>Extreme Sports</i>, <i>Roanoke: The Lost Colony</i>, <i>Victory or Death!</i>, and <i>Under the Sea</i>.</p>

Grade 5

<p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Focused instruction not specifically addressed.</p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The Laura Robb Classroom Library provides fifty highly motivating, readable books on topics that appeal to middle-grade readers. The program promotes the idea that students will develop the fluency needed for comprehension through independent reading for pleasure. (Teacher Handbook, p. 4-6) Tips to help student choose books at the appropriate recreational reading level are provided. (Teacher Handbook, p. 14)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.* Use correlative conjunctions (e.g., either/or, neither/nor). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.* Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Focused instruction not specifically addressed.</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>The Laura Robb classroom library gives students access to print across genres that teachers use for specific instruction such as an awareness of the differences between the conventions of spoken and written standard English.</p>

Grade 5

<p>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>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>Students use a range of strategies to determine meaning of unknown words and phrases based on grade 5 reading content. The Laura Robb Classroom Library helps students build strong vocabularies by providing a wide range of genres and topics promoting rich, independent reading. (Teacher Handbook, p. 4-5) Critical reading practice enables students to enlarge vocabulary and become familiar with words in different context.</p> <p>In addition, Discussion Prompt <i>Word Webbing</i> invites students to complete a vocabulary web from using new vocabulary words found in the text. (Teacher Handbook, p. 27)</p>
<p>Writing Text Types and Purposes 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and</p>	<p>Students write opinion pieces and support a point of view: Students follow guidelines to prepare book talks to present to the class. Students write notes about a book and end presentation with their personal opinion or recommendation about the book. (Teacher Handbook, p. 11-12)</p> <p>Students write informative text to examine a topic and convey information: Discussion Prompt <i>The Clue Is in The Event</i> students write about key events that provide insight into a character’s personality. (Teacher Handbook, p. 23) Discussion Prompt <i>Meet the Main Character</i> students write notes about a character from the story to help draw conclusions about the character’s personality. (Teacher Handbook, p. 24) Discussion Prompt <i>Was The Problem Solved?</i> students explain in writing how the main character solved or did not solve problems. (Teacher Handbook, p. 26)</p> <p>Students explore narrative writing through dialogue and descriptive passages: Discussion Prompt <i>Quote-Analyze-Discuss</i> students select and analyze short quotes from book</p>

Grade 5

<p>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>and write explanation of quotes to help understand character, setting, and theme. (Teacher Handbook, p. 25)</p>
<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, 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>Teachers can use Discussion Question Cards (Teacher Handbook, p. 16-17) to prompt writing assignments as they determine appropriate.</p>
<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support</p>	<p>Teachers can use the following activities as springboard inspiration for research topics as they determine appropriate:</p> <p>Discussion Question Card <i>Biographies</i> students explore why authors write biographies about particular people and discuss qualities about the person who is the subject of a book. (Teacher Handbook, p. 17)</p> <p>Discussion Question Card <i>Museum Display</i> students explore facts or ideas from a book and share important information on the topic with others. (Teacher Handbook, p. 17)</p>

Grade 5

<p>analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>Discussion Question Card <i>Are You Inspired?</i> students discuss parts of the book that inspired them to learn more. Students check out and read materials from the library that have more information on the topic of interest. (Teacher Handbook, p. 17)</p> <p>Students draw on evidence from literary or informational text to support analysis, reflection, and research in the following activities: Discussion Question Card <i>Show Me the Support</i> students discuss several adjectives that describe the main character and find passages in the book to support their findings. (Teacher Handbook, p. 16) Discussion Question Card <i>Tap Into Feelings</i> students find and discuss passages from a book that reveal the character’s feeling, motivations, and personality. (Teacher Handbook, p. 16) Discussion Question Card <i>Talk Show Interview</i> students talk turns interviewing each other discussing what was learned about the character in a book. (Teacher Handbook, p. 16) Discussion Question Card <i>Seeing Is Learning</i> students share charts, diagrams, and illustrations with a partner, explaining what was learned from each and how it was important to the topic. (Teacher Handbook, p. 17)</p>
<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Teachers can use Discussion Question Cards (Teacher Handbook, pp. 16-17) as springboard suggestions for writing activities in response to the literature. These assignments can be expanded for development over longer periods of time and taken through the writing process to publication, as the teacher determines appropriate.</p> <p>Additional reflective writing activities are available, for example: Students write in response to literature before, during and after reading a book. Before reading, students record predictions and supporting data about story on chart. During reading, students make predictions and give support completing that part of chart. After reading, students reread predictions and write about what actually happened in the story. (Teacher Handbook, Predict-Support-Adjust, pp. 18-19)</p> <p>Students share favorite parts of a book with a partner and write about ideas shared. (Teacher Handbook, Think-Pair-Share, p. 20)</p> <p>Students make connections to story from personal experiences. Students write about what they learned from a book providing details to share with a partner. (Teacher Handbook, Cool Connections, p. 21)</p>
<p>Speaking and Listening Comprehension and Collaboration 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.</p>	<p>Students engage in a range of collaborative discussions with partners on grade 5 topics and texts. The Laura Robb Classroom Library supports partner reading and paired discussions about texts to explore ideas and make connections. Discussion prompts are provided (Teacher Handbook, pp. 18-27) to inspire rich and meaningful discussions about texts.</p>

Common Core State Standards

THE LAURA ROBB CLASSROOM LIBRARIES

Grade 5

<p>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.</p> <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	
<p>Presentation of Knowledge and Ideas</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>Students report on favorite texts through book talk presentations. Suggestions for successful book talks are shared (Teacher Handbook, p. 11) and include guidance on speaking clearly and at an understandable pace. Students can include multimedia components and visual displays to enhance their presentations when appropriate. Opportunities to answer questions or supply clarification of report are provided.</p>

Common Core State Standards

THE LAURA ROBB CLASSROOM LIBRARIES

Grade 6

<p>Reading: Literature Key Ideas and Details</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>The Laura Robb Classroom Libraries feature a broad range of titles including some fantastic fiction that students will find riveting and fun. Students use key details from text to support explanation or inferences drawn from text:</p> <p>Discussion Question Card <i>Show Me the Support</i> students discuss adjectives that describe the main character and find specific lines or passages in the text to support choices. (Teacher Handbook, p. 16)</p> <p>Discussion Question Card <i>Tap Into Feelings</i> students find and discuss passages from the book exploring the character’s feeling, motivations, and personality. (Teacher Handbook, p. 16)</p> <p>Students use details in a text to determine the theme and summarize the text:</p> <p>Discussion Question Card <i>Theme Think Tank</i> students take turns sharing views about the theme based on details in the book. (Teacher Handbook, p. 16)</p> <p>Students explore plot and character responses in literature:</p> <p>Discussion Question Card <i>Need Help With Solutions!</i> students explore how a main character deals with problems in the story and discuss possible solutions. (Teacher Handbook, p. 16)</p> <p>Discussion Question Card <i>Dialogue Sleuth</i> students explore character’s dialogue and make inferences about the character’s feelings and personality. (Teacher Handbook, p. 17)</p> <p>Discussion Question Card <i>Tune Into Actions</i> students explore character’s actions and discuss how the story helped reveal what the character was like. (Teacher Handbook, p. 17)</p> <p>Discussion Prompt <i>Get to Know a Character’s Personality</i> students infer what kind of person the</p>
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Grade 6

	<p>character is by thinking about how the character behaved and what the character said in the story. (Teacher Handbook, p. 23) Discussion Prompt <i>Talk to a Classmate About a Character</i> students explore aspects of the main character to help draw conclusions about the character’s personality. (Teacher Handbook, p. 24)</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, offers details for strategic instruction on increasing comprehension by analyzing texts, making inferences, determining theme, summarizing, forming personal opinions, and all literary elements. (p. 97-126, 185-218) Suggested prompts and questions for leading reading groups are provided to support finding specific evidence in text, inferring or drawing conclusions from text, exploring themes, and synthesizing or summarizing texts. (p. 247-251)</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Students determine the meaning of words and phrases as they are used in text: Discussion Question Card <i>Find Those Feelings</i> students read aloud passages from story and discuss words and phrases that stirred feelings. (Teacher Handbook, p. 16)</p> <p>Students analyze story structure contributes to the development of the theme, setting, or plot: Discussion Question Card <i>Page Turners</i> students discuss favorite cliff-hangers used by the author to keep readers interested in the story. (Teacher Handbook, p. 16)</p> <p>Students explore how the author develops the speaker’s point of view: Discussion Question Card <i>Theme Think Tank</i> students discuss what the author seems to be saying about a particular topic or theme. (Teacher Handbook, p. 16)</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, offers details for strategic instruction on building vocabulary (p.127-184), analyzing text and literary elements (112-126, 157-174).</p>
<p>Integration of Knowledge and Ideas 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. 8. (Not applicable to literature) 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>Award winning and favorite authors are represented in the library. The program literature presents stories by revered and prolific authors such as Betsy Byars, Rich Wallace, Jean Craighead George, Gordon Korman and Kate DiCamillo. These titles can be compared and contrasted with books in different forms or genres in terms of their approach to similar themes and topics.</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, recommends students have access to an abundance of texts across forms and genres (p.258) at diverse readability levels. With these resources students compare and contrast texts. The Laura Robb Classroom library contributes 100 authentic, high-quality books across genre and readability levels to the classroom library.</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Each classroom library includes a wide range of genres and topics that are easy reads on topics of interest. The classroom libraries are created to motivate independent readers to read literature for pleasure and to gain critical reading practice. Students progress toward their independent reading levels and comprehend literature in the grades 6-8 text complexity band. See the</p>

Grade 6

	<p>following fictional titles in the grade 6 library: <i>Dog Days, The 6th Grade Nickname Game, The Arctic Incident, Because of Winn-Dixie, Belle Teal, The Boy Next Door, Call It Courage, Dive: #1 The Discovery, Dogs Don't Tell Jokes, Double Fake, Emergency Quarterback, Esperanza Rising, Everest: #1 The Contest, Everest: #2 The Climb, Everest: #3 The Summit, Five Smooth Stones, Hope's Revolutionary War Diary, Flight #116 Is Down, Freedom Crossing, The Gold Cadillac, Gooseberry Park, Guardians of Ga'hoole: #11 To Be a King, Harry Potter and the Chamber of Secrets, Hiroshima, The Hit-Away Kid, In the Year of the Boar and Jackie Robinson, Lights, Camera, Amalee, The Lost Colony, The Midnight Fox, Miracle's Boys, The Music of Dolphins, My Side of the Mountain, The New Girl, P.S. Longer Letter Later, The Phantom Tollbooth, Snail Mail, No More, The Star Fisher, The Stowaway, The Summer of the Swans, The Tiger Rising, Undercover Tailback, and The Wright 3.</i></p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, provides scaffolding suggestions for middle school instruction (p.125, 277-281) Suggestions for leveling books for instructional and independent reading placements are provided. (p. 302)</p>
<p>Reading: Informational Text Key Ideas and Details 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>The Laura Robb Classroom Libraries encourage independent and sustained reading with a broad range of titles including inspiring biographies and engaging nonfiction. Discussion Question Cards are used to encourage students to use details from their books to supports their answers during discussions. (Teacher Handbook, p. 15) Students refer to details and examples in a text when explaining and drawing inferences from informational text: Discussion Question Card <i>Museum Display</i> students explore interesting facts or ideas from a book to share with others. (Teacher Handbook, p. 17) Discussion Question Card <i>Change Your Mind?</i> students discuss parts of books that influenced or changed their view on a topic. (Teacher Handbook, p. 17)</p> <p>Students determine and support the main idea of a text using key details from the text using Discussion Question Cards to prompt paired discussion about a text. Teachers encourage students to use details from their books to support their answers during discussions (Teacher Handbook, p. 15) Additionally, Discussion Prompt <i>Gather Details with the Five Ws Organizer</i> helps students collect important information from a nonfiction book by jotting down key details and sharing them with a partner to discover one or two main points the author made. (Teacher Handbook, p. 22)</p> <p>Students explain the relationship between key individuals, events, or ideas based on specific information in a text: Discussion Question Card <i>Biographies</i> students explore and discuss the subject of the book. (Teacher Handbook, p. 17) Discussion Question Card <i>Seeing Is Learning</i> students share charts, diagrams and illustrations with partner to explain what was learned and how each is important to the topic. (Teacher Handbook, p. 17)</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, offers details for strategic instruction on increasing comprehension by analyzing texts, making inferences,</p>

Grade 6

	<p>determining theme, summarizing, forming personal opinions, and all literary elements. (p. 97-126, 185-218) Suggested prompts and questions for leading reading groups are provided to support finding specific evidence in text, inferring or drawing conclusions from text, synthesizing, summarizing, and determining what is important in a nonfiction text. (p. 247-251)</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>Students determine the meaning of vocabulary or phrases that are used in informational text relevant to a grade 6 topic or subject area: Discussion Question Card <i>Word Trade</i> students discuss new, unusual or fascinating words learned from the text. (Teacher Handbook, p. 17)</p> <p>Students analyze story structure of a text: Discussion Question Card <i>Page Turners</i> students discuss structure and events of story. (Teacher Handbook, p. 16) Discussion Question Card <i>Find Those Feelings</i> students share and discuss different words and phrases used in various passages from the story. (Teacher Handbook, p. 16)</p> <p>Students determine the author’s purpose in a text and explain how it is conveyed in the text: Discussion Prompt <i>My Take on What I’ve Learned</i> (Teacher Handbook, p. 22) encourages students to take notes and analyze the significance of information in a nonfiction book.</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, offers details for strategic instruction on building vocabulary (p.127-184), analyzing text and literary elements (112-126, 157-174). Strategies to help students improve word knowledge and comprehension of content are provided. (p. 176-182)</p>
<p>Integration of Knowledge and Ideas 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>The program contributes superb literature to the classroom library that teachers can pair with other classroom and library books to compare and contrast key points and details in texts that are related in topic or subject matter. Literature in the program can be paired with other books on topics such as American history, slavery, prejudice and discrimination, and famous inventions. See the following inspirational and informational titles: <i>Five Smooth Stones</i>, <i>Hope’s Revolutionary War Diary</i>, <i>Freedom Crossing</i>, <i>The Gold Cadillac</i>, <i>In the Year of the Boar and Jackie Robinson</i>, <i>Rosa Parks</i>, <i>Did It Take Creativity to Find Relativity</i>, <i>Albert Einstein?</i> and <i>Louis Braille</i>.</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, recommends students have access to an abundance of texts across forms and genres (p.258) at diverse readability levels. With these resources students compare and contrast texts. The Laura Robb Classroom library contributes 100 authentic, high-quality books across genre and readability levels to the classroom library.</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Each classroom library includes a wide range of genres and topics, including inspiring biographies and engaging nonfiction, that are easy reads on topics of interest. The classroom libraries are created to motivate independent readers to read informational text for pleasure and to gain critical reading practice. Students progress toward their independent reading levels and</p>

Grade 6

	<p>comprehend literature in the grades 6-8 text complexity band. See the following informational nonfiction titles in the grade 6 library: <i>Rosa Parks</i>, <i>Do Tornadoes Really Twist?</i>, <i>Trapped in Ice!</i>, <i>Did It Take Creativity to Find Relativity, Albert Einstein?</i>, <i>Between the Lines</i>, <i>Poisonous Animals</i>, <i>You Wouldn't Want to Sail on the Titanic!</i>, <i>Shipwreck at the Bottom of the World</i>, and <i>Louis Braille</i>.</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, provides scaffolding suggestions for middle school instruction (p.125, 277-281) Suggestions for leveling books for instructional and independent reading placements are provided. (p. 302)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person.* Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* Spell correctly.</p>	<p>Focused instruction on the use of standard English when writing or speaking is not specifically addressed.</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*</p>	<p>The Laura Robb classroom library gives students access to print across genres that teachers use for specific instruction. The Laura Robb Professional Resource Book offers instructional guidance for teachers to maximize the potential of reading, writing experiences with every book. In the context of mini-lessons and strategic group readings teachers can develop students' awareness of the differences between the conventions of spoken and written standard English.</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as</p>	<p>Students use a range of strategies to determine meaning of unknown words and phrases based on grade 6 reading content. The Laura Robb Classroom Library helps students build strong vocabularies by providing a wide range of genres and topics promoting rich, independent reading. (Teacher Handbook, p. 4-5) Critical reading practice enables students to enlarge vocabulary and become familiar with words in different context. In addition, Discussion Prompt <i>Word Webbing</i> invites students to complete a vocabulary web from using new vocabulary words found in the text. (Teacher Handbook, p. 27)</p>

Grade 6

<p>clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, states that a primary task of teacher who works with middle school students is to enlarge their reading vocabulary. (p. 25) Research is shared supporting the belief that vocabulary is a fundamental part of the prior knowledge students need to bring to their reading in order to fully understand a topic. Focused instruction on vocabulary and comprehension of text is provided as well as vocabulary-building strategies. (p. 127-156) Strategies to help students improve word knowledge and comprehension of content are provided. (pp. 176-182)</p>
<p>Writing Text Types and Purposes</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p>Students write opinion pieces and support a point of view: Students follow guidelines to prepare book talks to present to the class. Students write notes about a book and end presentation with their personal opinion or recommendation about the book. (Teacher Handbook, p. 11-12)</p> <p>Students write informative text to examine a topic and convey information: Discussion Prompt <i>Get to Know a Character's Personality</i> students write about a character's behavior using details to make conclusion about the character's personality. (Teacher Handbook, p. 23) Discussion Prompt <i>Talk to a Classmate About a Character</i> students write notes about a character from the story to help draw conclusions about the character's personality. (Teacher Handbook, p. 24) Discussion Prompt <i>Was The Problem Solved?</i> students explain in writing how the main character solved or did not solve problems. (Teacher Handbook, p. 26)</p> <p>Students explore narrative writing through dialogue and descriptive passages: Discussion Prompt <i>Quote-Analyze-Discuss</i> students select and analyze short quotes from book and write explanation of quotes to help understand character, setting, and theme. (Teacher Handbook, p. 25)</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, provides suggestions to help students' reading progress. In this strategic approach, writing (specifically journaling) is suggested to improve reading comprehension and deepen students' understanding of text. (p. 8, 39) In response journals, students record and revisit predictions and reflect, test,</p>

Grade 6

<p>Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>and change their ideas as they read and discuss books. (pp. 138-139) Teacher guidelines for creating response journal formats are provided. (pp. 208-210)</p>
<p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>Teachers can use Discussion Question Cards (Teacher Handbook, p. 16-17) to prompt writing assignments as they determine appropriate. Students use technology to produce and publish writing as well as to interact and collaborate with others. Techie Book Projects are shared to motivate students to use their computer expertise. Students are invited to compose a book review to post on a blog or Web site or to develop a PowerPoint for Timeline Book Talk to present to class. (Teacher Handbook, p. 29)</p>
<p>Research to Build and Present Knowledge 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems;</p>	<p>Teachers can use the following activities as springboard inspiration for research topics as they determine appropriate: Discussion Question Card <i>Biographies</i> students explore why authors write biographies about particular people and discuss qualities about the person who is the subject of a book. (Teacher Handbook, p. 17) Discussion Question Card <i>Museum Display</i> students explore facts or ideas from a book and share important information on the topic with others. (Teacher Handbook, p. 17) Discussion Question Card <i>Are You Inspired?</i> students discuss parts of the book that inspired them to learn more. Students check out and read materials from the library that have more information on the topic of interest. (Teacher Handbook, p. 17)</p>

Grade 6

<p>historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>Students draw on evidence from literary or informational text to support analysis, reflection, and research in the following activities: Discussion Question Card <i>Seeing Is Learning</i> students share charts, diagrams, and illustrations with a partner, explaining what was learned from each and how it was important to the topic. (Teacher Handbook, p. 17) Additionally, award winning and favorite authors are represented in the library. The program literature presents stories by revered and prolific authors such as Betsy Byars, Rich Wallace, Jean Craighead George, Gordon Korman and Kate DiCamillo. These titles can be compared and contrasted with books in different forms or genres in terms of their approach to similar themes and topics. The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, invites students to use their literature response journals to produce paragraphs about a specific part of the book, such as character personality, conflict and resolution, or how the information in a nonfiction text changed their thinking on a topic. (p. 139)</p>
<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Teachers can use Discussion Question Cards (Teacher Handbook, pp. 16-17) as springboard suggestions for writing activities in response to the literature. These assignments can be expanded for development over longer periods of time and taken through the writing process to publication, as the teacher determines appropriate. Additional reflective writing activities are available, for example: Students write in response to literature before, during and after reading a book. Before reading, students record predictions and supporting data about story on chart. During reading, students make predictions and give support completing that part of chart. After reading, students reread predictions and write about what actually happened in the story. (Teacher Handbook, Predict-Support-Adjust, pp. 18-19) Students share favorite parts of a book with a partner and write about ideas shared. (Teacher Handbook, Think-Pair-Share, p. 20) Students make connections to story from personal experiences. Students write about what they learned from a book providing details to share with a partner. (Teacher Handbook, Cool Connections, p. 21) The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, provides strategies for teachers and lessons involving writing for a range of discipline-specific tasks and purposes. (pp. 107, 138-155, 170)</p>
<p>Speaking & Listening Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own</p>	<p>Students engage in a range of collaborative discussions with partners on grade 6 topics and texts. The Laura Robb Classroom Library supports partner reading and paired discussions about texts to explore ideas and make connections. Discussion prompts are provided (Teacher Handbook, pp. 18-27) to inspire rich and meaningful discussions about texts.</p>

Common Core State Standards

THE LAURA ROBB CLASSROOM LIBRARIES

Grade 6

<p>clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, (p. 23) suggests that teachers activate prior knowledge through discussion before students read a book in order to improve their comprehension and engagement. Additionally, Guidelines for Listeners during oral presentations are provided. (p. 262)</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Students report on favorite texts through book talk presentations. Suggestions for successful book talks are shared (Teacher Handbook, p. 11) and include guidance on speaking clearly and at an understandable pace. Students can include multimedia components and visual displays to clarify information in presentations, for example: Students present a PowerPoint for Timeline Book Talk. (Teacher Handbook, p. 29)</p> <p>The Laura Robb Professional Book, <i>Teaching Reading in Middle School</i>, provides suggestions for preparing for and presenting books talks. (pp. 260-262)</p>

Common Core State Standards

THE LAURA ROBB CLASSROOM LIBRARIES

Grade 7

<p>Reading: Literature Key Ideas and Details</p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>The Laura Robb Classroom Libraries feature a broad range of titles including some fantastic fiction that students will find riveting and fun. Students use key details from text to support explanation or inferences drawn from text: Discussion Question Card <i>Show Me the Support</i> students discuss adjectives that describe the main character and find specific lines or passages in the text to support choices. (Teacher Handbook, p. 16) Discussion Question Card <i>Tap Into Feelings</i> students find and discuss passages from the book exploring the character’s feeling, motivations, and personality. (Teacher Handbook, p. 16)</p> <p>Students use details in a text to determine the theme and summarize the text: Discussion Question Card <i>Theme Think Tank</i> students take turns sharing views about the theme based on details in the book. (Teacher Handbook, p. 16)</p>
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Grade 7

	<p>Students explore plot and character responses in literature: Discussion Question Card <i>Need Help With Solutions!</i> students explore how a main character deals with problems in the story and discuss possible solutions. (Teacher Handbook, p. 16) Discussion Question Card <i>Dialogue Sleuth</i> students explore character’s dialogue and make inferences about the character’s feelings and personality. (Teacher Handbook, p. 17) Discussion Question Card <i>Tune Into Actions</i> students explore character’s actions and discuss how the story helped reveal what the character was like. (Teacher Handbook, p. 17) Discussion Prompt <i>Get to Know a Character’s Personality</i> students infer what kind of person the character is by thinking about how the character behaved and what the character said in the story. (Teacher Handbook, p. 23) Discussion Prompt <i>Talk to a Classmate About a Character</i> students explore aspects of the main character to help draw conclusions about the character’s personality. (Teacher Handbook, p. 24)</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, offers details for strategic instruction on increasing comprehension by analyzing texts, making inferences, determining theme, summarizing, forming personal opinions, and all literary elements. (p. 97-126, 185-218) Suggested prompts and questions for leading reading groups are provided to support finding specific evidence in text, inferring or drawing conclusions from text, exploring themes, and synthesizing or summarizing texts. (p. 247-251)</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>Students determine the meaning of words and phrases as they are used in text: Discussion Question Card <i>Find Those Feelings</i> students read aloud passages from story and discuss words and phrases that stirred feelings. (Teacher Handbook, p. 16)</p> <p>Students analyze story structure contributes to the development of the theme, setting, or plot: Discussion Question Card <i>Page Turners</i> students discuss favorite cliff-hangers used by the author to keep readers interested in the story. (Teacher Handbook, p. 16)</p> <p>Students explore how the author develops the speaker’s point of view: Discussion Question Card <i>Theme Think Tank</i> students discuss what the author seems to be saying about a particular topic or theme. (Teacher Handbook, p. 16)</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, offers details for strategic instruction on building vocabulary (p.127-184), analyzing text and literary elements (112-126, 157-174).</p>
<p>Integration of Knowledge and Ideas 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). 8. (Not applicable to literature) 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of</p>	<p>Historical fiction and historical biographies are included in each library. Students can compare and contrast these titles with nonfiction titles regarding the same time, place or character in history. See for example the following titles: <i>Forty Acres and Maybe a Mule, Steal Away, My Brother’s Keeper, Virginia’s Civil War Diary, Dear Levi, Bud, Not Buddy, and Stealing Home.</i></p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, recommends students have access to an abundance of texts across forms and genres (p. 258) at diverse readability levels. With these resources students compare and contrast texts. The Laura Robb</p>

Grade 7

<p>understanding how authors of fiction use or alter history.</p>	<p>Classroom library contributes 100 authentic, high-quality books across genre and readability levels to the classroom library.</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Each classroom library includes a wide range of genres and topics that are easy reads on topics of interest. The classroom libraries are created to motivate independent readers to read literature for pleasure and to gain critical reading practice. Students progress toward their independent reading levels and comprehend literature in the grades 6-8 text complexity band. See the following fiction titles in the grade 7 library: <i>Birdwing</i>, <i>Bat 6</i>, <i>Becoming Naomi León</i>, <i>Bluish</i>, <i>Bud</i>, <i>Not Buddy</i>, <i>The Circuit</i>, <i>Crash</i>, <i>Dear Levi</i>, <i>The Dream Keeper</i>, <i>Escape from Warsaw</i>, <i>Forty Acres and Maybe a Mule</i>, <i>Freak the Mighty</i>, <i>Girls Who Rocked the World</i>, <i>Gregor the Overlander</i>, <i>Heat</i>, <i>Island : #1 Shipwreck</i>, <i>Island : #2 Survival</i>, <i>Island : #3 Escape</i>, <i>The Last Safe House</i>, <i>The Library Card</i>, <i>The Long-Lost Map</i>, <i>Loser</i>, <i>Marisol and Magdalena</i>, <i>My Brother's Keeper</i>, <i>Virginia's Civil War Diary</i>, <i>The Naked Mole-Rat Letters</i>, <i>No More Dead Dogs</i>, <i>The Not-So-Jolly Roger</i>, <i>The Orphan of Ellis Island</i>, <i>Red Kayak</i>, <i>S.O.S. Titanic</i>, <i>Scary Summer</i>, <i>Shoebag</i>, <i>Somewhere in the Darkness</i>, <i>Steal Away</i>, <i>The Watsons Go to Birmingham—1963</i>, <i>The Westing Game</i>, and <i>A Year Down Yonder</i>.</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, provides scaffolding suggestions for middle school instruction (p.125, 277-281) Suggestions for leveling books for instructional and independent reading placements are provided. (p. 302)</p>
<p>Reading: Informational Text Key Ideas and Details 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>The Laura Robb Classroom Libraries encourage independent and sustained reading with a broad range of titles including inspiring biographies and engaging nonfiction. Discussion Question Cards are used to encourage students to use details from their books to support their answers during discussions. (Teacher Handbook, p. 15) Students refer to details and examples in a text when explaining and drawing inferences from informational text: Discussion Question Card <i>Museum Display</i> students explore interesting facts or ideas from a book to share with others. (Teacher Handbook, p. 17) Discussion Question Card <i>Change Your Mind?</i> students discuss parts of books that influenced or changed their view on a topic. (Teacher Handbook, p. 17)</p> <p>Students determine and support the main idea of a text using key details from the text using Discussion Question Cards to prompt paired discussion about a text. Teachers encourage students to use details from their books to support their answers during discussions (Teacher Handbook, p. 15) Additionally, Discussion Prompt <i>Gather Details with the Five Ws Organizer</i> helps students collect important information from a nonfiction book by jotting down key details and sharing them with a partner to discover one or two main points the author made. (Teacher Handbook, p. 22)</p> <p>Students analyze the interactions between key individuals, events, or ideas based on specific information in a text: Discussion Question Card <i>Biographies</i> students explore and discuss the subject of the book. (Teacher Handbook, p. 17) Discussion Question Card <i>Seeing Is Learning</i> students share charts, diagrams and illustrations</p>

Grade 7

	<p>with partner to explain what was learned and how each is important to the topic. (Teacher Handbook, p. 17)</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, offers details for strategic instruction on increasing comprehension by analyzing texts, making inferences, determining theme, summarizing, forming personal opinions, and all literary elements. (p. 97-126, 185-218) Suggested prompts and questions for leading reading groups are provided to support finding specific evidence in text, inferring or drawing conclusions from text, synthesizing, summarizing, and determining what is important in a nonfiction text. (p. 247-251)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>Students determine the meaning of vocabulary or phrases that are used in informational text relevant to a grade 7 topic or subject area: Discussion Question Card <i>Word Trade</i> students discuss new, unusual or fascinating words learned from the text. (Teacher Handbook, p. 17)</p> <p>Students analyze story structure of a text: Discussion Question Card <i>Page Turners</i> students discuss structure and events of story. (Teacher Handbook, p. 16) Discussion Question Card <i>Find Thos Feelings</i> students share and discuss different words and phrases used in various passages from the story. (Teacher Handbook, p. 16)</p> <p>Students determine the author’s purpose in a text and explain how it is conveyed in the text: Discussion Prompt <i>My Take on What I’ve Learned</i> (Teacher Handbook, p. 22) encourages students to take notes and analyze the significance of information in a nonfiction book.</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, offers details for strategic instruction on building vocabulary (p.127-184), analyzing text and literary elements (112-126, 157-174). Strategies to help students improve word knowledge and comprehension of content are provided. (p. 176-182)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>The program contributes superb literature to the classroom library that teachers can pair with other classroom and library books to compare and contrast key points and details in texts that are related in topic or subject matter. Literature in the program can be paired with other books on topics such as American history, pioneers, voting, World War II, slavery, and famous inventors. See the following inspirational and informational titles: <i>The Day the Women Got the Vote</i>, <i>Dear Levi</i>, <i>Escape from Warsaw</i>, <i>Forty Acres and Maybe a Mule</i>, <i>The Last Safe House</i>, <i>Leonardo da Vinci</i>, and <i>The Watsons Go to Birmingham—1963</i>.</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, recommends students have access to an abundance of texts across forms and genres (p.258) at diverse readability levels. With these resources students compare and contrast texts. The Laura Robb Classroom library contributes 100 authentic, high-quality books across genre and readability levels to the classroom library.</p>

Grade 7

<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Each classroom library includes a wide range of genres and topics, including inspiring biographies and engaging nonfiction, that are easy reads on topics of interest. The classroom libraries are created to motivate independent readers to read informational text for pleasure and to gain critical reading practice. Students progress toward their independent reading levels and comprehend literature in the grades 6-8 text complexity band. See the following informational nonfiction titles in the grade 7 library: <i>Stealing Home</i>, <i>Black Diamond</i>, <i>The Day the Women Got the Vote</i>, <i>Summer</i>, <i>Ultimate Machines</i>, <i>Shot and Framed</i>, <i>Super Bowl Stories</i>, <i>Guts</i>, <i>Air Raid - Pearl Harbor</i>, <i>Freedom Walkers</i>, <i>True Tales of Courageous Dogs</i>, <i>Genghis Khan</i>, and <i>Leonardo da Vinci</i>.</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, provides scaffolding suggestions for middle school instruction (p.125, 277-281) Suggestions for leveling books for instructional and independent reading placements are provided. (p. 302)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). Spell correctly.</p>	<p>Focused instruction on the command of standard English when writing or speaking is not specifically addressed.</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>The Laura Robb classroom library gives students access to print across genres that teachers use for specific instruction. The Laura Robb Professional Resource Book offers instructional guidance for teachers to maximize the potential of reading, writing experiences with every book. In the context of mini-lessons and strategic group readings teachers can develop students' awareness of the differences between the conventions of spoken and written standard English.</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as</p>	<p>Students use a range of strategies to determine meaning of unknown words and phrases based on grade 7 reading content. The Laura Robb Classroom Library helps students build strong vocabularies by providing a wide range of genres and topics promoting rich, independent reading. (Teacher Handbook, p. 4-5) Critical reading practice enables students to enlarge vocabulary and become familiar with words in different context. In addition, Discussion Prompt <i>Word Webbing</i> invites students to complete a vocabulary web from using new vocabulary words found in the text. (Teacher Handbook, p. 27)</p>

Grade 7

<p>clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, states that a primary task of teacher who works with middle school students is to enlarge their reading vocabulary. (p. 25) Research is shared supporting the belief that vocabulary is a fundamental part of the prior knowledge students need to bring to their reading in order to fully understand a topic. Focused instruction on vocabulary and comprehension of text is provided as well as vocabulary-building strategies. (p. 127-156) Strategies to help students improve word knowledge and comprehension of content are provided. (pp. 176-182)</p>
<p>Writing Text Types and Purposes</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with relevant facts, definitions, concrete details,</p>	<p>Students write opinion pieces and support a point of view: Students follow guidelines to prepare book talks to present to the class. Students write notes about a book and end presentation with their personal opinion or recommendation about the book. (Teacher Handbook, p. 11-12)</p> <p>Students write informative text to examine a topic and convey information: Discussion Prompt <i>Get to Know a Character's Personality</i> students write about a character's behavior using details to make conclusion about the character's personality. (Teacher Handbook, p. 23) Discussion Prompt <i>Talk to a Classmate About a Character</i> students write notes about a character from the story to help draw conclusions about the character's personality. (Teacher Handbook, p. 24) Discussion Prompt <i>Was The Problem Solved?</i> students explain in writing how the main character solved or did not solve problems. (Teacher Handbook, p. 26)</p> <p>Students explore narrative writing through dialogue and descriptive passages: Discussion Prompt <i>Quote-Analyze-Discuss</i> students select and analyze short quotes from book and write explanation of quotes to help understand character, setting, and theme. (Teacher Handbook, p. 25)</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, provides suggestions to help students' reading progress. In this strategic approach, writing (specifically journaling) is suggested to improve reading comprehension and deepen students' understanding</p>

Grade 7

<p>quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>of text. (p. 8, 39) In response journals, students record and revisit predictions and reflect, test, and change their ideas as they read and discuss books. (pp. 138-139) Teacher guidelines for creating response journal formats are provided. (pp. 208-210)</p>
<p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Teachers can use Discussion Question Cards (Teacher Handbook, p. 16-17) to prompt writing assignments as they determine appropriate. Students use technology to produce and publish writing as well as to interact and collaborate with others. Techie Book Projects are shared to motivate students to use their computer expertise. Students are invited to compose a book review to post on a blog or Web site or to develop a PowerPoint for Timeline Book Talk to present to class. (Teacher Handbook, p. 29)</p>
<p>Research to Build and Present Knowledge 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Teachers can use the following activities as springboard inspiration for research topics as they determine appropriate: Discussion Question Card <i>Biographies</i> students explore why authors write biographies about particular people and discuss qualities about the person who is the subject of a book. (Teacher Handbook, p. 17) Discussion Question Card <i>Museum Display</i> students explore facts or ideas from a book and share important information on the topic with others. (Teacher Handbook, p. 17) Discussion Question Card <i>Are You Inspired?</i> students discuss parts of the book that inspired</p>

Grade 7

<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>them to learn more. Students check out and read materials from the library that have more information on the topic of interest. (Teacher Handbook, p. 17)</p> <p>Students draw on evidence from literary or informational text to support analysis, reflection, and research in the following activities: Discussion Question Card <i>Seeing Is Learning</i> students share charts, diagrams, and illustrations with a partner, explaining what was learned from each and how it was important to the topic. (Teacher Handbook, p. 17) Additionally, historical fiction and historical biographies are included in each library. Students can compare and contrast these titles with nonfiction titles regarding the same time, place or character in history. See for example the following titles: <i>Forty Acres and Maybe a Mule, Steal Away, My Brother's Keeper, Virginia's Civil War Diary, Dear Levi, Bud, Not Buddy, and Stealing Home.</i></p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, invites students to use their literature response journals to produce paragraphs about a specific part of the book, such as character personality, conflict and resolution, or how the information in a nonfiction text changed their thinking on a topic. (p. 139)</p>
<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Teachers can use Discussion Question Cards (Teacher Handbook, pp. 16-17) as springboard suggestions for writing activities in response to the literature. These assignments can be expanded for development over longer periods of time and taken through the writing process to publication, as the teacher determines appropriate.</p> <p>Additional reflective writing activities are available, for example: Students write in response to literature before, during and after reading a book. Before reading, students record predictions and supporting data about story on chart. During reading, students make predictions and give support completing that part of chart. After reading, students reread predictions and write about what actually happened in the story. (Teacher Handbook, Predict-Support-Adjust, pp. 18-19)</p> <p>Students share favorite parts of a book with a partner and write about ideas shared. (Teacher Handbook, Think-Pair-Share, p. 20)</p> <p>Students make connections to story from personal experiences. Students write about what they learned from a book providing details to share with a partner. (Teacher Handbook, Cool Connections, p. 21)</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, provides strategies for teachers and lessons involving writing for a range of discipline-specific tasks and purposes. (pp. 107, 138-155, 170)</p>
<p>Speaking and Listening Comprehension and Collaboration</p>	<p>Students engage in a range of collaborative discussions with partners on grade 7 topics and texts. The Laura Robb Classroom Library supports partner reading and paired discussions about texts</p>

Common Core State Standards

THE LAURA ROBB CLASSROOM LIBRARIES

Grade 7

<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>to explore ideas and make connections. Discussion prompts are provided (Teacher Handbook, pp. 18-27) to inspire rich and meaningful discussions about texts.</p> <p>Additionally, The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, (p. 23) suggests that teachers activate prior knowledge through discussion before students read a book in order to improve their comprehension and engagement.</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, (p. 23) suggests that teachers activate prior knowledge through discussion before students read a book in order to improve their comprehension and engagement. Additionally, Guidelines for Listeners during oral presentations are provided. (p. 262)</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Students report on favorite texts through book talk presentations. Suggestions for successful book talks are shared (Teacher Handbook, p. 11) and include guidance on speaking clearly and at an understandable pace. Students can include multimedia components and visual displays to clarify information in presentations, for example: Students present a PowerPoint for Timeline Book Talk. (Teacher Handbook, p. 29)</p> <p>The Laura Robb Professional Book, <i>Teaching Reading in Middle School</i>, provides suggestions for preparing for and presenting books talks. (pp. 260-262)</p>

Common Core State Standards

THE LAURA ROBB CLASSROOM LIBRARIES

Grade 8

<p>Reading: Literature Key Ideas and Details</p> <p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>The Laura Robb Classroom Libraries feature a broad range of titles including some fantastic fiction that students will find riveting and fun. Students use key details from text to support explanation or inferences drawn from text: Discussion Question Card <i>Show Me the Support</i> students discuss adjectives that describe the main character and find specific lines or passages in the text to support choices. (Teacher Handbook, p. 16) Discussion Question Card <i>Tap Into Feelings</i> students find and discuss passages from the book exploring the character’s feeling, motivations, and personality. (Teacher Handbook, p. 16)</p> <p>Students use details in a text to determine the theme and summarize the text:</p>
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Grade 8

	<p>Discussion Question Card <i>Theme Think Tank</i> students take turns sharing views about the theme based on details in the book. (Teacher Handbook, p. 16)</p> <p>Students explore plot and character responses in literature: Discussion Question Card <i>Need Help With Solutions!</i> students explore how a main character deals with problems in the story and discuss possible solutions. (Teacher Handbook, p. 16) Discussion Question Card <i>Dialogue Sleuth</i> students explore character’s dialogue and make inferences about the character’s feelings and personality. (Teacher Handbook, p. 17) Discussion Question Card <i>Tune Into Actions</i> students explore character’s actions and discuss how the story helped reveal what the character was like. (Teacher Handbook, p. 17) Discussion Prompt <i>Get to Know a Character’s Personality</i> students infer what kind of person the character is by thinking about how the character behaved and what the character said in the story. (Teacher Handbook, p. 23) Discussion Prompt <i>Talk to a Classmate About a Character</i> students explore aspects of the main character to help draw conclusions about the character’s personality. (Teacher Handbook, p. 24)</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, offers details for strategic instruction on increasing comprehension by analyzing texts, making inferences, determining theme, summarizing, forming personal opinions, and all literary elements. (p. 97-126, 185-218) Suggested prompts and questions for leading reading groups are provided to support finding specific evidence in text, inferring or drawing conclusions from text, exploring themes, and synthesizing or summarizing text. (p. 247-251)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>Students determine the meaning of words and phrases as they are used in text: Discussion Question Card <i>Find Those Feelings</i> students read aloud passages from story and discuss words and phrases that stirred feelings. (Teacher Handbook, p. 16)</p> <p>Students analyze story structure contributes to the development of the theme, setting, or plot: Discussion Question Card <i>Page Turners</i> students discuss favorite cliff-hangers used by the author to keep readers interested in the story. (Teacher Handbook, p. 16)</p> <p>Students explore how the author develops the speaker’s point of view: Discussion Question Card <i>Theme Think Tank</i> students discuss what the author seems to be saying about a particular topic or theme. (Teacher Handbook, p. 16)</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, offers details for strategic instruction on building vocabulary (p.127-184), analyzing text and literary elements (112-126, 157-174).</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>8. (Not applicable to literature)</p>	<p>The program contributes superb literature to the classroom library that teachers can pair with other classroom and library books to compare and contrast key points and details in texts and analyze modern works of fiction, drawing on themes, events and characters. See the following titles for example: <i>The Ruins of Gorlan</i>, <i>Inkspell</i>, <i>The Shakespeare Stealer</i>, <i>The Seeing Stone</i>, and <i>Harry Potter and the Prisoner of Azkaban</i>.</p>

Grade 8

<p>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, recommends students have access to an abundance of texts across forms and genres (p. 258) at diverse readability levels. With these resources students compare and contrast texts. The Laura Robb Classroom library contributes 100 authentic, high-quality books across genre and readability levels to the classroom library.</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>Each classroom library includes a wide range of genres and topics that are easy reads on topics of interest. The classroom libraries are created to motivate independent readers to read literature for pleasure and to gain critical reading practice. Students progress toward their independent reading levels and comprehend literature in the grades 6-8 text complexity band. See the following fiction titles in the grade 8 library: <i>The Shakespeare Stealer, Ask Me No Questions, Behind the Mountain, Blood is Thicker, Bloomability, Brian's Winter, Briar's Book, Call Waiting, Circle of Magic: #1 Sandry's Book, Code Talker, Confessions from the Principal's Chair, Double-Dare to Be Scared, The Girls, Harry Potter and the Prisoner of Azkaban, Heaven, Here Lies the Librarian, The Last Book in the Universe, Lily B. on the Brink of Love, Lord of the Kill, Losing Joe's Place, Midnight Magic, My Brother Sam is Dead, Nine Days a Queen, Numbering All the Bones, Payback, Roll of Thunder, Hear My Cry, The Ruins of Gorlan, The Seeing Stone, Summer of My German Soldier, Surviving the Applewhites, Thirteen, and Wild Lives.</i></p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, provides scaffolding suggestions for middle school instruction (p.125, 277-281) Suggestions for leveling books for instructional and independent reading placements are provided. (p. 302)</p>
<p>Reading: Informational Text Key Ideas and Details 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>The Laura Robb Classroom Libraries encourage independent and sustained reading with a broad range of titles including inspiring biographies and engaging nonfiction. Discussion Question Cards are used to encourage students to use details from their books to supports their answers during discussions. (Teacher Handbook, p. 15) Students refer to details and examples in a text when explaining and drawing inferences from informational text: Discussion Question Card <i>Museum Display</i> students explore interesting facts or ideas from a book to share with others. (Teacher Handbook, p. 17) Discussion Question Card <i>Change Your Mind?</i> students discuss parts of books that influenced or changed their view on a topic. (Teacher Handbook, p. 17)</p> <p>Students determine and support the main idea of a text using key details from the text using Discussion Question Cards to prompt paired discussion about a text. Teachers encourage students to use details from their books to support their answers during discussions (Teacher Handbook, p. 15) Additionally, Discussion Prompt <i>Gather Details with the Five Ws Organizer</i> helps students collect important information from a nonfiction book by jotting down key details and sharing them with a partner to discover one or two main points the author made. (Teacher Handbook, p. 22)</p> <p>Students analyze connections in text regarding individuals, events, or ideas based on specific</p>

Grade 8

	<p>information in a text: Discussion Question Card <i>Biographies</i> students explore and discuss the subject of the book. (Teacher Handbook, p. 17) Discussion Question Card <i>Seeing Is Learning</i> students share charts, diagrams and illustrations with partner to explain what was learned and how each is important to the topic. (Teacher Handbook, p. 17)</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, offers details for strategic instruction on increasing comprehension by analyzing texts, making inferences, determining theme, summarizing, forming personal opinions, and all literary elements. (p. 97-126, 185-218) Suggested prompts and questions for leading reading groups are provided to support finding specific evidence in text, inferring or drawing conclusions from text, synthesizing, summarizing, and determining what is important in a nonfiction text. (p. 247-251)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>Students determine the meaning of vocabulary or phrases that are used in informational text relevant to a grade 8 topic or subject area: Discussion Question Card <i>Word Trade</i> students discuss new, unusual or fascinating words learned from the text. (Teacher Handbook, p. 17)</p> <p>Students analyze story structure of a text: Discussion Question Card <i>Page Turners</i> students discuss structure and events of story. (Teacher Handbook, p. 16) Discussion Question Card <i>Find Thos Feelings</i> students share and discuss different words and phrases used in various passages from the story. (Teacher Handbook, p. 16)</p> <p>Students determine the author’s purpose in a text and explain how it is conveyed in the text: Discussion Prompt <i>My Take on What I’ve Learned</i> (Teacher Handbook, p. 22) encourages students to take notes and analyze the significance of information in a nonfiction book.</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, offers details for strategic instruction on building vocabulary (p.127-184), analyzing text and literary elements (112-126, 157-174). Strategies to help students improve word knowledge and comprehension of content are provided. (p. 176-182)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>The program contributes superb literature to the classroom library that teachers can pair with other classroom and library books to compare and contrast key points and details in texts that are related in topic or subject matter. Literature in the program can be paired with other books on topics such as the Revolutionary War, the Civil War, segregation, civil rights, slavery and World War II. See the following inspirational and informational titles: <i>My Brother Sam is Dead, Two Tickets to Freedom, Through My Eyes, Summer of My German Soldier, Jackie's Nine, Numbering All the Bones, Code Talker.</i></p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, recommends students have access to an abundance of texts across forms and genres (p.258) at diverse</p>

Grade 8

	<p>readability levels. With these resources students compare and contrast texts. The Laura Robb Classroom library contributes 100 authentic, high-quality books across genre and readability levels to the classroom library.</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p>Each classroom library includes a wide range of genres and topics, including inspiring biographies and engaging nonfiction, that are easy reads on topics of interest. The classroom libraries are created to motivate independent readers to read informational text for pleasure and to gain critical reading practice. Students progress toward their independent reading levels and comprehend literature in the grades 6-8 text complexity band. See the following informational nonfiction titles in the grade 8 library: <i>Tales Mummies Tell, Two Tickets to Freedom, I Am an American, At Her Majesty's Request, Through My Eyes, Knots in My Yo-Yo String, Taste Berries for Teens, Jackie's Nine, Stay Strong, Mummies, Bones, & Body Parts, All Shook Up, I Am a Star, Isaac Newton, Eyes in the Sky, Kid Pirates, and Vlad the Impaler.</i></p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in Middle School</i>, provides scaffolding suggestions for middle school instruction (p.125, 277-281) Suggestions for leveling books for instructional and independent reading placements are provided. (p. 302)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.</p>	<p>Focused instruction not specifically addressed.</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>The Laura Robb classroom library gives students access to print across genres that teachers use for specific instruction. The Laura Robb Professional Resource Book offers instructional guidance for teachers to maximize the potential of reading, writing experiences with every book. In the context of mini-lessons and strategic group readings teachers can develop students' awareness of the differences between the conventions of spoken and written standard English.</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning</p>	<p>Students use a range of strategies to determine meaning of unknown words and phrases based on grade 8 reading content. The Laura Robb Classroom Library helps students build strong</p>

Grade 8

<p>words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>Use the relationship between particular words to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>vocabularies by providing a wide range of genres and topics promoting rich, independent reading. (Teacher Handbook, p. 4-5) Critical reading practice enables students to enlarge vocabulary and become familiar with words in different context. In addition, Discussion Prompt <i>Word Webbing</i> invites students to complete a vocabulary web from using new vocabulary words found in the text. (Teacher Handbook, p. 27)</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, states that a primary task of teacher who works with middle school students is to enlarge their reading vocabulary. (p. 25) Research is shared supporting the belief that vocabulary is a fundamental part of the prior knowledge students need to bring to their reading in order to fully understand a topic. Focused instruction on vocabulary and comprehension of text is provided as well as vocabulary-building strategies. (p. 127-156) Strategies to help students improve word knowledge and comprehension of content are provided. (pp. 176-182)</p>
<p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Students write opinion pieces and support a point of view:</p> <p>Students follow guidelines to prepare book talks to present to the class. Students write notes about a book and end presentation with their personal opinion or recommendation about the book. (Teacher Handbook, p. 11-12)</p> <p>Students write informative text to examine a topic and convey information:</p> <p>Discussion Prompt <i>Get to Know a Character’s Personality</i> students write about a character’s behavior using details to make conclusion about the character’s personality. (Teacher Handbook, p. 23)</p> <p>Discussion Prompt <i>Talk to a Classmate About a Character</i> students write notes about a character from the story to help draw conclusions about the character’s personality. (Teacher Handbook, p. 24)</p> <p>Discussion Prompt <i>Was The Problem Solved?</i> students explain in writing how the main character solved or did not solve problems. (Teacher Handbook, p. 26)</p> <p>Students explore narrative writing through dialogue and descriptive passages:</p> <p>Discussion Prompt <i>Quote-Analyze-Discuss</i> students select and analyze short quotes from book and write explanation of quotes to help understand character, setting, and theme. (Teacher Handbook, p. 27)</p>

Grade 8

<p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Handbook, p. 25)</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, provides suggestions to help students’ reading progress. In this strategic approach, writing (specifically journaling) is suggested to improve reading comprehension and deepen students’ understanding of text. (p. 8, 39) In response journals, students record and revisit predictions and reflect, test, and change their ideas as they read and discuss books. (pp. 138-139) Teacher guidelines for creating response journal formats are provided. (pp. 208-210)</p>
<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>Teachers can use Discussion Question Cards (Teacher Handbook, p. 16-17) to prompt writing assignments as they determine appropriate. Students use technology to produce and publish writing as well as to interact and collaborate with others. Techie Book Projects are shared to motivate students to use their computer expertise. Students are invited to compose a book review to post on a blog or Web site or to develop a PowerPoint for Timeline Book Talk to present to class. (Teacher Handbook, p. 29)</p>
<p>Research to Build and Present Knowledge</p>	<p>Teachers can use the following activities as springboard inspiration for research topics as they</p>

Grade 8

<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p>determine appropriate:</p> <p>Discussion Question Card <i>Biographies</i> students explore why authors write biographies about particular people and discuss qualities about the person who is the subject of a book. (Teacher Handbook, p. 17)</p> <p>Discussion Question Card <i>Museum Display</i> students explore facts or ideas from a book and share important information on the topic with others. (Teacher Handbook, p. 17)</p> <p>Discussion Question Card <i>Are You Inspired?</i> students discuss parts of the book that inspired them to learn more. Students check out and read materials from the library that have more information on the topic of interest. (Teacher Handbook, p. 17)</p> <p>Students draw on evidence from literary or informational text to support analysis, reflection, and research in the following activities:</p> <p>Discussion Question Card <i>Seeing Is Learning</i> students share charts, diagrams, and illustrations with a partner, explaining what was learned from each and how it was important to the topic. (Teacher Handbook, p. 17)</p> <p>Additionally, the program contributes superb literature to the classroom library that teachers can pair with other classroom and library books to compare and contrast key points and details in texts and analyze modern works of fiction, drawing on themes, events and characters. See the following titles for example: <i>The Ruins of Gorlan</i>, <i>Inkspell</i>, <i>The Shakespeare Stealer</i>, <i>The Seeing Stone</i>, and <i>Harry Potter and the Prisoner of Azkaban</i>.</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, invites students to use their literature response journals to produce paragraphs about a specific part of the book, such as character personality, conflict and resolution, or how the information in a nonfiction text changed their thinking on a topic. (p. 139)</p>
<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Teachers can use Discussion Question Cards (Teacher Handbook, pp. 16-17) as springboard suggestions for writing activities in response to the literature. These assignments can be expanded for development over longer periods of time and taken through the writing process to publication, as the teacher determines appropriate.</p> <p>Additional reflective writing activities are available, for example:</p> <p>Students write in response to literature before, during and after reading a book. Before reading, students record predictions and supporting data about story on chart. During reading, students make predictions and give support completing that part of chart. After reading, students reread predictions and write about what actually happened in the story. (Teacher Handbook, Predict-Support-Adjust, pp. 18-19)</p> <p>Students share favorite parts of a book with a partner and write about ideas shared. (Teacher Handbook, Think-Pair-Share, p. 20)</p> <p>Students make connections to story from personal experiences. Students write about what they learned from a book providing details to share with a partner. (Teacher Handbook, Cool Connections, p. 21)</p>

Grade 8

	<p>The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, provides strategies for teachers and lessons involving writing for a range of discipline-specific tasks and purposes. (pp. 107, 138-155, 170)</p>
<p>Speaking and Listening Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>Students engage in a range of collaborative discussions with partners on grade 8 topics and texts. The Laura Robb Classroom Library supports partner reading and paired discussions about texts to explore ideas and make connections. Discussion prompts are provided (Teacher Handbook, pp. 18-27) to inspire rich and meaningful discussions about texts.</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, (p. 23) suggests that teachers activate prior knowledge through discussion before students read a book in order to improve their comprehension and engagement. Additionally, Guidelines for Listeners during oral presentations are provided. (p. 262)</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Students report on favorite texts through book talk presentations. Suggestions for successful book talks are shared (Teacher Handbook, p. 11) and include guidance on speaking clearly and at an understandable pace. Students can include multimedia components and visual displays to clarify information in presentations, for example: Students present a PowerPoint for Timeline Book Talk. (Teacher Handbook, p. 29)</p> <p>The Laura Robb Professional Book, <i>Teaching Reading in Middle School</i>, provides suggestions for preparing for and presenting books talks. (pp. 260-262)</p>

Grade 9-10

<p>Reading: Literature</p>	<p>The Laura Robb Classroom Libraries feature a broad range of titles including some fantastic</p>
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Grade 9-10

<p>Key Ideas and Details</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>fiction that students will find riveting and fun. Students use key details from text to support explanation or inferences drawn from text: Discussion Question Card <i>Show Me the Support</i> students discuss adjectives that describe the main character and find specific lines or passages in the text to support choices. (Teacher Handbook, p. 16) Discussion Question Card <i>Tap Into Feelings</i> students find and discuss passages from the book exploring the character’s feeling, motivations, and personality. (Teacher Handbook, p. 16)</p> <p>Students use details in a text to determine the theme and summarize the text: Discussion Question Card <i>Theme Think Tank</i> students take turns sharing views about the theme based on details in the book. (Teacher Handbook, p. 16)</p> <p>Students explore plot and character responses in literature: Discussion Question Card <i>Need Help With Solutions!</i> students explore how a main character deals with problems in the story and discuss possible solutions. (Teacher Handbook, p. 16) Discussion Question Card <i>Dialogue Sleuth</i> students explore character’s dialogue and make inferences about the character’s feelings and personality. (Teacher Handbook, p. 17) Discussion Question Card <i>Tune Into Actions</i> students explore character’s actions and discuss how the story helped reveal what the character was like. (Teacher Handbook, p. 17) Discussion Prompt <i>Get to Know a Character’s Personality</i> students infer what kind of person the character is by thinking about how the character behaved and what the character said in the story. (Teacher Handbook, p. 23) Discussion Prompt <i>Talk to a Classmate About a Character</i> students explore aspects of the main character to help draw conclusions about the character’s personality. (Teacher Handbook, p. 24)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>Students determine the meaning of words and phrases as they are used in text: Discussion Question Card <i>Find Those Feelings</i> students read aloud passages from story and discuss words and phrases that stirred feelings. (Teacher Handbook, p. 16)</p> <p>Students analyze story structure contributes to the development of the theme, setting, or plot: Discussion Question Card <i>Page Turners</i> students discuss favorite cliff-hangers used by the author to keep readers interested in the story. (Teacher Handbook, p. 16)</p> <p>Students explore how the author develops the speaker’s point of view: Discussion Question Card <i>Theme Think Tank</i> students discuss what the author seems to be saying about a particular topic or theme. (Teacher Handbook, p. 16)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>8. (Not applicable to literature)</p>	<p>Award winning and favorite authors are represented in the library. The program literature presents stories by revered and prolific authors such as Edgar Allan Poe, Walter Dean Myers, Sharon Creech, Jean Craighead George, and Roald Dahl. These titles can be paired with other classroom and library books to compare and contrast key points and details in texts and analyze modern works of fiction.</p>

Grade 9-10

<p>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	
<p>Range of Reading and Level of Text Complexity 10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>Each classroom library includes a wide range of genres and topics that are easy reads on topics of interest. The classroom libraries are created to motivate independent readers to read literature for pleasure and to gain critical reading practice. Students progress toward their independent reading levels and comprehend literature in the grades 9-10 text complexity band. See the following fiction titles in the grade 9 library: <i>Poison, Aquamarine, Awakening, The Best Poems Ever, Blood on the River, The Bully, Chu Ju's House, The Circle Opens: #1 Magic Steps, The Circle Opens: #2 Street Magic, Clockwork, Crackback, Eight Tales of Terror, Evil Star, Frightful's Mountain, The Glory Field, Hang a Thousand Trees with Ribbons, Heroes Don't Run, Inkspell, Jack's Run, Langston Hughes, A Matter of Trust, Milkweed, Missing Since Monday, Monster, New Kids in Town, Sacajawea, Samir and Yonatan, Sammy Keyes and the Art of Deception, Scorpia, Smiler's Bones, Tangerine, To Catch a Pirate, Tomás de Torquemada, Toning the Sweep, The Wanderer, Wanted!, When Zachary Beaver Came to Town, and Witness.</i></p>
<p>Reading: Informational Text Key Ideas and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>The Laura Robb Classroom Libraries encourage independent and sustained reading with a broad range of titles including inspiring biographies and engaging nonfiction. Discussion Question Cards are used to encourage students to use details from their books to support their answers during discussions. (Teacher Handbook, p. 15) Students refer to details and examples in a text when explaining and drawing inferences from informational text: Discussion Question Card <i>Museum Display</i> students explore interesting facts or ideas from a book to share with others. (Teacher Handbook, p. 17) Discussion Question Card <i>Change Your Mind?</i> students discuss parts of books that influenced or changed their view on a topic. (Teacher Handbook, p. 17)</p> <p>Students determine and support the main idea of a text using key details from the text using Discussion Question Cards to prompt paired discussion about a text. Teachers encourage students to use details from their books to support their answers during discussions (Teacher Handbook, p. 15) Additionally, Discussion Prompt <i>Gather Details with the Five Ws Organizer</i> helps students collect important information from a nonfiction book by jotting down key details and sharing them with a partner to discover one or two main points the author made. (Teacher Handbook, p. 22)</p> <p>Students analyze connections in text regarding individuals, events, or ideas based on specific information in a text: Discussion Question Card <i>Biographies</i> students explore and discuss the subject of the book. (Teacher Handbook, p. 17) Discussion Question Card <i>Seeing Is Learning</i> students share charts, diagrams and illustrations with partner to explain what was learned and how each is important to the topic. (Teacher Handbook, p. 17)</p>
<p>Craft and Structure</p>	<p>Students determine the meaning of vocabulary or phrases that are used in informational text</p>

Grade 9-10

<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>relevant to a grade 9 topic or subject area: Discussion Question Card <i>Word Trade</i> students discuss new, unusual or fascinating words learned from the text. (Teacher Handbook, p. 17)</p> <p>Students analyze story structure of a text: Discussion Question Card <i>Page Turners</i> students discuss structure and events of story. (Teacher Handbook, p. 16) Discussion Question Card <i>Find Thos Feelings</i> students share and discuss different words and phrases used in various passages from the story. (Teacher Handbook, p. 16)</p> <p>Students determine the author’s purpose in a text and explain how it is conveyed in the text: Discussion Prompt <i>My Take on What I’ve Learned</i> (Teacher Handbook, p. 22) encourages students to take notes and analyze the significance of information in a nonfiction book.</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>The program contributes superb literature to the classroom library that teachers can pair with other classroom and library books to compare and contrast key points and details in texts that are related in topic or subject matter. Literature in the program can be paired with other books on topics of historical and literary significance. See the following inspirational and informational titles: <i>To Be a Slave, Malcolm X, Separate But Not Equal, and September 11, 2001</i>.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>Each classroom library includes a wide range of genres and topics, including inspiring biographies and engaging nonfiction, that are easy reads on topics of interest. The classroom libraries are created to motivate independent readers to read informational text for pleasure and to gain critical reading practice. Students progress toward their independent reading levels and comprehend literature in the grades 9-10 text complexity band. See the following informational nonfiction titles in the grade 9 library: <i>To Be a Slave, Malcolm X, Separate But Not Equal, Red Scarf Girl, Promises to Keep, Chicken Soup for the Teenage Soul III, Going Solo, Surviving Sharks, Henry VIII and His Chopping Block, Wild Weather, September 11, 2001, and Cute, Furry, and Deadly</i>.</p>
<p>Language Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure.* Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent,</p>	<p>Focused instruction not specifically addressed.</p>

Grade 9-10

<p>dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>Use a colon to introduce a list or quotation.</p> <p>Spell correctly.</p>	
<p>Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	<p>The Laura Robb classroom library gives students access to print across genres that teachers use for specific instruction. The Laura Robb Professional Resource Book offers instructional guidance for teachers to maximize the potential of reading, writing experiences with every book. In the context of mini-lessons and strategic group readings teachers can develop students’ awareness of the differences between the conventions of spoken and written standard English.</p>
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>Analyze nuances in the meaning of words with similar denotations.</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Students use a range of strategies to determine meaning of unknown words and phrases based on grade 9 reading content. The Laura Robb Classroom Library helps students build strong vocabularies by providing a wide range of genres and topics promoting rich, independent reading. (Teacher Handbook, p. 4-5) Critical reading practice enables students to enlarge vocabulary and become familiar with words in different context. In addition, Discussion Prompt <i>Word Webbing</i> invites students to complete a vocabulary web from using new vocabulary words found in the text. (Teacher Handbook, p. 27)</p> <p>The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, is included in the grade 6 library. Key reading strategies are included and state that a primary task of teacher who works with middle school students is to enlarge their reading vocabulary. Therefore, word study before, during, and after reading should be integrated into the middle school curriculum. (p. 25)</p> <p>Additionally, research is shared supporting the belief that vocabulary is a fundamental part of the prior knowledge students need to bring to their reading in order to fully understand a topic. Focused instruction on vocabulary and comprehension of text is provided as well as vocabulary-building strategies. (p. 131)</p>

Grade 9-10

<p>Writing The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Text Types and Purposes (continued)</p>	<p>Students write opinion pieces and support a point of view: Students follow guidelines to prepare book talks to present to the class. Students write notes about a book and end presentation with their personal opinion or recommendation about the book. (Teacher Handbook, p. 11-12)</p> <p>Students write informative text to examine a topic and convey information: Discussion Prompt <i>Get to Know a Character’s Personality</i> students write about a character’s behavior using details to make conclusion about the character’s personality. (Teacher Handbook, p. 23) Discussion Prompt <i>Talk to a Classmate About a Character</i> students write notes about a character from the story to help draw conclusions about the character’s personality. (Teacher Handbook, p. 24) Discussion Prompt <i>Was The Problem Solved?</i> students explain in writing how the main character solved or did not solve problems. (Teacher Handbook, p. 26)</p> <p>Students explore narrative writing through dialogue and descriptive passages: Discussion Prompt <i>Quote-Analyze-Discuss</i> students select and analyze short quotes from book and write explanation of quotes to help understand character, setting, and theme. (Teacher Handbook, p. 25)</p> <p>Additionally, The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, is included in the grade 6 library and provides suggestions to help students’ reading progress. In this strategic approach, writing (specifically journaling) is suggested to improve reading comprehension and deepen students’ understanding of text. (<i>Teaching Reading in the Middle School</i>, p. 8)</p>
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Grade 9-10

<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>Teachers can use Discussion Question Cards (Teacher Handbook, p. 16-17) to prompt writing assignments as they determine appropriate. Students use technology to produce and publish writing as well as to interact and collaborate with others. Techie Book Projects are shared to motivate students to use their computer expertise. Students are invited to compose a book review to post on a blog or Web site or to develop a PowerPoint for Timeline Book Talk to present to class. (Teacher Handbook, p. 29)</p>
<p>Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Teachers can use the following activities as springboard inspiration for research topics as they determine appropriate: Discussion Question Card <i>Biographies</i> students explore why authors write biographies about particular people and discuss qualities about the person who is the subject of a book. (Teacher Handbook, p. 17) Discussion Question Card <i>Museum Display</i> students explore facts or ideas from a book and share important information on the topic with others. (Teacher Handbook, p. 17) Discussion Question Card <i>Are You Inspired?</i> students discuss parts of the book that inspired them to learn more. Students check out and read materials from the library that have more information on the topic of interest. (Teacher Handbook, p. 17)</p> <p>Students draw on evidence from literary or informational text to support analysis, reflection, and research in the following activities:</p>

Grade 9-10

<p>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>Discussion Question Card <i>Seeing Is Learning</i> students share charts, diagrams, and illustrations with a partner, explaining what was learned from each and how it was important to the topic. (Teacher Handbook, p. 17)</p> <p>Additionally, award winning and favorite authors are represented in the library. The program literature presents stories by revered and prolific authors such as Edgar Allan Poe, Walter Dean Myers, Sharon Creech, Jean Craighead George, and Roald Dahl. These titles can be paired with other classroom and library books to compare and contrast key points and details in texts and analyze modern works of fiction.</p>
<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</p>	<p>Teachers can use Discussion Question Cards (Teacher Handbook, pp. 16-17) as springboard suggestions for writing activities in response to the literature. These assignments can be expanded for development over longer periods of time and taken through the writing process to publication, as the teacher determines appropriate.</p> <p>Additional reflective writing activities are available, for example: Students write in response to literature before, during and after reading a book. Before reading, students record predictions and supporting data about story on chart. During reading, students make predictions and give support completing that part of chart. After reading, students reread predictions and write about what actually happened in the story. (Teacher Handbook, Predict-Support-Adjust, pp. 18-19)</p> <p>Students share favorite parts of a book with a partner and write about ideas shared. (Teacher Handbook, Think-Pair-Share, p. 20)</p> <p>Students make connections to story from personal experiences. Students write about what they learned from a book providing details to share with a partner. (Teacher Handbook, Cool Connections, p. 21)</p>
<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively</p>	<p>Students engage in a range of collaborative discussions with partners on grade 9 topics and texts. The Laura Robb Classroom Library supports partner reading and paired discussions about texts to explore ideas and make connections. Discussion prompts are provided (Teacher Handbook, pp. 18-27) to inspire rich and meaningful discussions about texts.</p> <p>Additionally, The Laura Robb Professional Resource Book, <i>Teaching Reading in the Middle School</i>, (p. 23) suggests that teachers activate prior knowledge through discussion before students read a book in order to improve their comprehension and engagement.</p>

Grade 9-10

<p>incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	
<p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Students report on favorite texts through book talk presentations. Suggestions for successful book talks are shared (Teacher Handbook, p. 11) and include guidance on speaking clearly and at an understandable pace. Students can include multimedia components and visual displays to clarify information in presentations, for example: Students present a PowerPoint for Timeline Book Talk. (Teacher Handbook, p. 29)</p>