

**CORRELATION OF SCHOLASTIC THE PHYLLIS C. HUNTER CLASSROOM LIBRARIES TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-9**

Common Core State Standards

THE PHYLLIS C. HUNTER CLASSROOM LIBRARIES

Kindergarten

<p>Reading: Literature Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 	<p>The Phyllis C. Hunter Classroom Libraries are 100 book grade-level libraries of fiction and nonfiction titles covering a wide range of engaging topics designed to instill a love of reading and build essential literacy skills. The kindergarten library is structured around 20 categories comprised of titles personally selected by Phyllis C. Hunter to support the elements of a comprehensive reading program.</p> <p>Students can ask and answer questions about key details in a text. Students access meaning, recall information and communicate what is read. (Teacher Handbook, Comprehension, p. 6) See the following titles included in the kindergarten library to reinforce comprehension: <i>Bugs! Bugs! Bugs!</i> <i>Have You Seen My Duckling</i> <i>Mama, Do You Love Me?</i> <i>What Comes in 2's, 3's, & 4's?</i> <i>What Do Insects Do?</i></p> <p>Students retell familiar stories including key details. See the following activities to summarize, share and retell: Students make character puppets and use puppets to tell about a book. (Teacher Handbook, Puppets for Storytelling, p. 22) Students play Toss and Tell with a partner. Students take turns tossing a penny on the game circle containing a variety of kindergarten topics, such as animals, people, food, shapes, letters and good times. Depending on where the penny lands, the student tells his or her partner about a book on that topic. (Teacher Handbook, Toss and Tell, p. 25) Teachers choose a book for dramatizing, divide the class into groups, and assign parts of the story to prepare for dramatizations. Students take turns acting out their part of the story. (Teacher Handbook, Drama at Play, p. 27)</p> <p>See also the following familiar folk tales and fairy tales included in the kindergarten library: <i>The Gingerbread Man</i> <i>The Lion and the Mouse</i> <i>The Little Red Hen</i> <i>The Three Billy-Goats Gruff</i> <i>The Three Little Pigs</i></p> <p>Teachers can select books with engaging plots and interesting characters to read aloud to students. This is often a good opportunity to model thinking about a character, plot, or setting. (Teacher Handbook, p.21) See the following activities that reinforce story elements: Students can work independently or in small groups to find or create items that represent important parts of a story. Students can present their mobiles to the class and use them to share detail about the book. (Teacher Handbook, Story Mobile, p. 26) Students make bookmarks to represent the book they are reading and take turns sharing their</p>
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	<p>bookmarks and something about the book with the class. (Teacher Handbook, Beautiful Bookmarks, p. 26)</p> <p>Students make hats or masks to represent storybook characters. Teachers introduce each character while students march in parade around the room. (Teacher Handbook, On Parade, p. 27)</p>
<p>Craft and Structure</p> <p>4. Ask and answer questions about unknown words in a text.</p> <p>5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>Students can ask and answer questions about unknown words in a text. Teachers can select books with rich language to read aloud to students. This is often a good opportunity to model thinking about the author’s use of language. (Teacher Handbook, p.21)</p> <p>Each library contains a variety of genres including, rhyming stories, picture books, alphabet books, nonfiction, biographies, social studies, science, adventure, tales, realistic fiction, emergent readers, beginning readers, humor and fantasy.</p> <p>Each library contains an Author Study category which includes a group of books by a well-known author and offers an overview of his or her work. (Teacher Handbook, Author Study, p. 7) See the following titles by Donald Crews in the kindergarten library:</p> <p><i>Freight Train</i> <i>More Than One</i> <i>School Bus</i> <i>Ten Black Dots</i> <i>Truck</i></p>
<p>Integration of Knowledge and Ideas</p> <p>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>8. (Not applicable to literature)</p> <p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Teachers use a variety of strategies to introduce a book, including discussion of illustrations. (Teacher Handbook, Peruse the Pictures, p. 17) An appreciation of art and illustration enriches a child’s experience with a book. Students are encouraged to flip through a book and look at the pictures to entice them to read the book. Teachers can prompt students to describe the relationship between illustrations and the story.</p> <p>Additionally, teachers read aloud to students to provide pleasure, stimulate thinking and promote reading. Teachers share the illustrations with the students in order to keep them involved and engaged.</p> <p>Opportunities for students to compare and contrast characters in familiar stories are available. Titles in a series enable students to respond to books about the same character in different situations. (Teacher Handbook, Books in a Series, p. 7) See the following series titles included in the kindergarten library:</p> <p><i>Clifford Makes a Friend</i> <i>Clifford the Big Red Dog</i> <i>Clifford the Small Red Puppy</i> <i>Clifford to the Rescue</i> <i>Clifford's Good Deeds</i></p>
<p>Range of Reading and Level of Text Complexity</p>	<p>Opportunities for group reading activities occur throughout the kindergarten program, such as</p>

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<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>teacher Read Alouds. Many students respond to stories that they hear more easily than to those they read. See suggestions to make Read Alouds both enjoyable and productive. (Teacher Handbook, Ten Tips for Read Alouds, p.21)</p> <p>Each library contains books that meet the reading needs of all children, including below and above grade level. See the following designated titles for the kindergarten library.</p> <p>Below Grade Level: <i>Big and Little</i> <i>Busy Boats</i> <i>Busy Toes</i> <i>Numbers All Around</i> <i>Pancakes for Breakfast</i></p> <p>Above Grade Level: <i>Hurry Up!</i> <i>Itchy, Itchy Chicken Pox</i> <i>The Lunch Box Surprise</i> <i>Make Way for Tooth Decay</i> <i>My Friend Is Sad</i></p> <p>Additionally, each collection includes multiple copies of a selected title for use with small reading groups. See for example <i>Mouse Count</i> in the kindergarten library.</p> <p>Follow-up activities are an effective way to reinforce comprehension and to promote further reading. Students can work independently or in small groups on projects, such as Story Mobile, Drama at Play, and On Parade. (Teacher Handbook, Memorable Book Projects, pp. 26-27)</p>
<p>Reading: Informational Text Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Students can ask and answer questions about key details in a text. See for example the following informational titles: <i>Bugs! Bugs! Bugs!</i> <i>What Comes in 2's, 3's, & 4's?</i> <i>What Do Insects Do?</i> <i>Are Trees Alive?</i> <i>How Kids Grow</i> <i>I Am an Apple</i> <i>What Do Wheels Do All Day?</i></p> <p>Teachers can provide opportunities for students to identify the main topic, retell details, and describe connections between individuals, events, ideas or information. For example see the following informational titles about Celebrations and Holidays: <i>Diwali</i> <i>Earth Day</i> <i>Happy Birthday, Martin Luther King</i> <i>The Pilgrims' First Thanksgiving</i></p>

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	<p>Additionally, see the following Patriotic titles that focus on civics, American history, heritage, and U.S. Presidents: <i>Let's Read About... George Washington</i> <i>The Pledge of Allegiance</i> <i>See Inside the White House</i> <i>The Statue of Liberty</i> <i>Veterans Day</i></p>
<p>Craft and Structure 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>Students can ask and answer questions about unknown words in an informational text. Teachers can select books with rich language to read aloud to students. This is often a good opportunity to model thinking about the author’s use of language. (Teacher Handbook, p.21)</p> <p>Introducing the Book (Teacher Handbook, p.17) outlines specific methods of instruction when introducing front/back covers and roles of authors and illustrators. While promoting reading, teachers can create a buzz about a book by instituting surprise book breaks. Teachers read aloud an exciting or provoking section of a book. After reading, teachers share the book with the students by displaying the cover, reading aloud the titles and author, and looking at any illustrations. (Teacher Handbook, Book Buzz, p. 10-11)</p>
<p>Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Teachers can prompt students to describe the relationship between illustrations and the text. Teachers use a variety of strategies to introduce a book, including discussion of illustrations. An appreciation of art and illustration enriches a child’s experience with a book. Students are encouraged to flip through a book and look at the pictures to entice them to read the book. (Teacher Handbook, Peruse the Pictures, p. 17)</p> <p>Each library contains an Author Study category which includes a group of books by a well-known author and offers an overview of his or her work. (Teacher Handbook, Author Study, p. 7) See the following titles by Donald Crews in the kindergarten library: <i>Freight Train</i> <i>More Than One</i> <i>School Bus</i> <i>Ten Black Dots</i> <i>Truck</i></p> <p>Each library contains a Text Study category which includes books that often appear in many forms and are excellent for making comparisons. (Teacher Handbook, Text Study, p. 7) See the following titles comparing real bears to make believe bears: <i>Corduroy</i> <i>Giant Pandas</i> <i>A Kiss for Little Bear</i> <i>Please Don't Feed the Bears</i> <i>Polar Bear Night</i></p>

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<p>Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Informational nonfiction titles are included in each library and opportunities for group reading activities occur throughout the kindergarten program. Teachers engage students and promote group interaction relating to a specific title during Read Alouds. Many students respond to stories that they hear more easily than to those they read. See suggestions to make Read Alouds both enjoyable and productive. (Teacher Handbook, Ten Tips for Read Alouds, p.21)</p> <p>Follow-up activities are an effective way to reinforce comprehension and to promote further reading. Students can work independently or in small groups on book projects, for example: Students who read nonfiction books can plan and exhibit or display to share what they have learned. (Teacher Handbook, Excellent Exhibits, p. 27)</p>
<p>Reading: Foundational Skills Print Concepts 1. Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Students demonstrate and understanding of concepts of print through activities that reinforce knowledge of the alphabet, such as Celebrate the Letters and Alphabet Bingo. (Teacher Handbook, A Is for Alphabet, p. 14-15) See also the following titles: <i>ABC I Like Me!</i> <i>Animal Action ABC</i> <i>Eating the Alphabet</i> <i>K is for Kissing a Cool Kangaroo</i> <i>Oh, the Things You Can Say from A-Z</i></p> <p>See procedure for assessing how students handle books and attend to print. (Teacher Handbook, Concepts of Print, p. 20)</p>
<p>Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Students demonstrate phonemic awareness through activities involving rhyming and manipulating sounds. (Teacher Handbook, p. 13) See the following titles included in the kindergarten library to enhance phonemic awareness: <i>Duck on a Bike</i> <i>Each Peach Pear Plum</i> <i>My Truck is Stuck!</i> <i>Oink! Moo! How Do You Do?</i> <i>Silly Sally</i></p>
<p>Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p>Each K-6 library features books chosen to promote grade-level phonics and word analysis skills in decoding words. (Teacher Handbook, Phonics, p. 6) See the following titles in the kindergarten library: <i>Go! Go! Go!</i> <i>Grandma's House</i> <i>The Hat</i> <i>Oh My Gosh, Mrs. McNosh!</i> <i>One Duck Stuck</i></p>

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<p>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	
<p>Fluency 4. Read emergent-reader texts with purpose and understanding.</p>	<p>Each K-6 library features books chosen to enhance fluency. These titles are leveled appropriately to help students decode unfamiliar words and access meaning in an effective and efficient way. (Teacher Handbook, Fluency, p. 6) See the following titles included in the kindergarten library to promote fluency: <i>Daddy Calls Me Man</i> <i>I Love Mud and Mud Loves Me</i> <i>If You Give a Mouse a Cookie</i> <i>My Book by Me</i> <i>What a Wonderful World</i></p> <p>Additionally, follow-up activities such as acting out stories are a great way to promote fluency. Teachers can divide the class into groups and assign parts of the story to prepare for dramatizations. (Teacher Handbook, Drama at Play, p. 27)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>The Phyllis C. Hunter Classroom Library identifies alphabet recognition as an early predictor of reading success. (Teacher Handbook, Alphabet Books, p.6) Activities are suggested to help reinforce knowledge of the alphabet. These activities include experiences with different media to form letters and tracing and writing letters. (Teacher Handbook, A Is for Alphabet, p. 14)</p> <p>Additionally, see the following alphabet books in the kindergarten library: <i>ABC I Like Me!</i> <i>Animal Action ABC</i> <i>Eating the Alphabet</i> <i>K is for Kissing a Cool Kangaroo</i> <i>Oh, the Things You Can Say from A-Z</i></p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately</p>	<p>The Phyllis C. Hunter Classroom Library promotes the idea that vocabulary plays an important role in learning to read and is necessary for reading comprehension and that extensive reading also promotes vocabulary development. (Teacher Handbook, Vocabulary, p. 6) See the following titles included in the kindergarten library to enhance vocabulary: <i>Maybe a Bear Ate It!</i></p>

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<p>(e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><i>Roar!</i> <i>Shades of Black</i> <i>Up, Down, and Around</i> <i>The Wheels on the Race Car</i></p> <p>Students gain a sense of the concepts represented in various categories. See for example the following titles included in the kindergarten library that are useful classroom resources: <i>10 for Dinner</i> <i>1001 Things to Spot in the Town</i> <i>Alphabet Under Construction</i> <i>A Long Trip to Z</i> <i>The Way I Feel</i></p>
<p>Writing Text Types and Purposes 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>Included in the program are reproducible pages and activities that provide readiness practice and promote student’s interest in reading and books. See the following examples that engage students in drawing, dictating and writing activities appropriate for kindergarten: Students make a story train by choosing a book they have read, draw pictures and write information about story on train outline, and cut and paste the train for display. (Teacher Handbook, A Story Train, p. 23)</p>
<p>Production and Distribution of Writing 4. (Begins in grade 3) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Students produce writing by making a mini-book. Teachers model how to fold the pages and work with students to complete the pages to tell about themselves. (Teacher Handbook, Make a Mini-Book, p. 24)</p>
<p>Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>Each library contains an Author Study category which includes a group of books by a well-known author and offers an overview of his or her work. (Teacher Handbook, Author Study, p. 7) Teachers can lead exploration and discussion of the following titles by Donald Crews in the kindergarten library:</p>

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<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)</p>	<p><i>Freight Train</i> <i>More Than One</i> <i>School Bus</i> <i>Ten Black Dots</i> <i>Truck</i> The following concept books are useful classroom resources in the kindergarten library: <i>10 for Dinner</i> <i>1001 Things to Spot in the Town</i> <i>Alphabet Under Construction</i> <i>A Long Trip to Z</i> <i>The Way I Feel</i></p>
<p>Range of Writing 10. (Begins in grade 3)</p>	<p>(Begins in grade 3)</p>
<p>Speaking & Listening Comprehension and Collaboration 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Included in the program are reproducible pages and activities that provide readiness practice and promote student’s interest in reading and books. These activities provide opportunities for students to participate in collaborative conversations with peers about kindergarten topics: Students play Toss and Tell with a partner. Students take turns tossing a penny on the game circle containing a variety of kindergarten topics, such as animals, people, food, shapes, letters and good times. Depending on where the penny lands, the student tells his or her partner about a book on that topic. (Teacher Handbook, Toss and Tell, p. 25)</p>
<p>Presentation of Knowledge and Ideas 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Included in the program are reproducible pages and activities that provide opportunities for students to present knowledge and ideas about kindergarten topics, such as the following: Students make puppets and use the puppets to tell about a book. (Teacher Handbook, Puppets for Storytelling, p. 22)</p> <p>Additionally, teachers can model book talks and encourage students to share their book recommendations. Book talks should include the title, author, a short summary and details about the characters and setting. (Teacher Handbook, Book Talks, p. 18)</p> <p>Follow-up activities are an effective way to reinforce comprehension and to promote further reading. Projects to summarize, share, and retell stories are suggested. (Teacher Handbook, Memorable Book Projects, p. 26-27) See the following activities for example: Story Mobile. Students can work independently or in small groups to find or create items that represent important parts of a story. Students can present their mobiles to the class and use them</p>

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	<p>to share detail about the book.</p> <p>Beautiful Bookmarks. Students make bookmarks to represent the book they are reading and take turns sharing their bookmarks and something about the book with the class.</p> <p>Drama at Play. Teachers can divide the class into groups and assign parts of the story to prepare for dramatizations.</p> <p>Excellent Exhibits. Students plan an exhibit or display to share what they have learned from a nonfiction book.</p>
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THE PHYLLIS C. HUNTER CLASSROOM LIBRARIES

Grade 1

<p>Reading: Literature Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. 	<p>The Phyllis C. Hunter Classroom Libraries are 100 book grade-level libraries of fiction and nonfiction titles covering a wide range of engaging topics designed to instill a love of reading and build essential literacy skills. The grade one library is structured around 20 categories comprised of titles personally selected by Phyllis C. Hunter to support the elements of a comprehensive reading program.</p> <p>Students can ask and answer questions about key details in a text. Students access meaning, recall information and communicate what is read. (Teacher Handbook, Comprehension, p. 6) See the following titles included in the grade one library to reinforce comprehension:</p> <p><i>Birds</i> <i>Eating Fractions</i> <i>Monster Math</i> <i>My Name is Yoon</i> <i>Runaway Mittens</i></p> <p>Students retell familiar stories including key details. See the following activities to summarize, share and retell:</p> <p>Students play Spin and Tell. Students spin the spinner to determine topic of discussion and take turns sharing ideas about a book, such as favorite character, most exciting part, best picture and ending. (Teacher Handbook, Spin and Tell, p. 26)</p> <p>Teachers model writing the main events of a story on paper strips. Students can connect the strips in chronological story order to make a paper chain and the use their chains to retell the story. Teachers encourage students to decide on and write the story events themselves. (Teacher Handbook, Story Time Line, p. 27)</p> <p>Teachers choose a book for dramatizing, divide the class into groups, and assign parts of the story to prepare for dramatizations. Students take turns acting out their part of the story. (Teacher Handbook, Drama at Play, p. 28)</p> <p>See also the following folk tales and fairy tales included in the grade one library:</p> <p><i>Anansi Spider's Thin Legs</i> <i>Borreguita and the Coyote</i> <i>The Elves and the Shoemaker</i></p>
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Grade 1

	<p><i>The Frog Prince</i> <i>Pecos Bill</i></p> <p>Teachers can select books with engaging plots and interesting characters to read aloud to students. This is often a good opportunity to model thinking about a character, plot, or setting. (Teacher Handbook, p.18) See the following activities that reinforce story elements: Students are invited to nominate favorite book characters to a Hall of Fame. Students vote on the nominations and work in groups to make life-size representations of each Hall of Fame character. (Teacher Handbook, Hall of Fame, p. 27) Students make hats or masks to represent storybook characters. Teacher can play music and have students march in parade around the room, while introducing each character. (Teacher Handbook, On Parade, p. 28)</p>
<p>Craft and Structure</p> <p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>6. Identify who is telling the story at various points in a text.</p>	<p>Teachers can select books with rich language that suggests feelings or appeals to the senses to read aloud to students. This is often a good opportunity to model thinking about the author’s use of language. (Teacher Handbook, p.18)</p> <p>Each library contains a variety of genres including fiction and nonfiction titles. Fictional titles include rhyming stories, picture books, alphabet books, adventure, tales, realistic fiction, humor and fantasy. Informational nonfiction titles include biographies, social studies, science, and history. Teachers can engage students to explore the differences between fictional stories and informational nonfiction.</p> <p>Teachers can select different stories to share with students to help them identify who is telling the story at various points in a text. Titles with dialogue are included in the library as well as titles with first person narration, for example: <i>Dinner at Aunt Connie's House</i> <i>A Chair for My Mother</i> <i>I'm the Biggest Thing in the Ocean</i> <i>Not Norman</i> <i>Purplicious</i> <i>My Name is Yoon</i></p>
<p>Integration of Knowledge and Ideas</p> <p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Teachers use a variety of strategies to introduce a book, including discussion of illustrations. (Teacher Handbook, Peruse the Pictures, p. 15) An appreciation of art and illustration enriches a child’s experience with a book. Students are encouraged to flip through a book and look at the pictures to entice them to read the book. Teachers can prompt students to describe the relationship between illustrations and the story.</p> <p>Additionally, teachers read aloud to students to provide pleasure, stimulate thinking and promote reading. Teachers share the illustrations with the students in order to keep them involved and engaged. (Teacher Handbook, Ten Tips for Read Alouds, p. 18)</p> <p>Books in a Series enable students to respond to books about the same character in different</p>

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	<p>situations. (Teacher Handbook, p. 7) See the following series titles included in the grade one library: <i>Arthur Lost and Found</i> <i>Arthur's Eyes</i> <i>Arthur's Nose</i> <i>Arthur's Pet Business</i> <i>Arthur's Teacher Trouble</i></p> <p>Additionally, Text Study titles are excellent for making comparisons. (Teacher Handbook, p. 7) Opportunities for students to compare and contrast the adventures and experiences of different characters in the same story are provided. See the following titles in the grade one library: <i>The Bunny Play</i> <i>Flossie & the Fox</i> <i>Little Red Riding Hood / Caperucita roja</i> <i>Lon Po Po</i> <i>Red Riding Hood</i></p>
<p>Range of Reading and Level of Text Complexity 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>The grade one library includes 20 categories of books carefully chosen to help students become successful readers. These categories help support the elements of a comprehensive reading program and meet the reading needs of all students. Included are titles that provide practice in the six major elements of a reading program (phonics, fluency, comprehension, phonemic awareness, vocabulary and motivation), as well as titles that address other needs and interests of students. (Teacher Handbook, p. 4) Teachers can guide students and teach strategies in choosing books appropriate for their reading level. (Teacher Handbook, Children Choosing Books, p. 17)</p> <p>Additionally, familiarity with a variety of genres broadens student’s reading experiences and increases literacy proficiency. (Teacher Handbook, Genres, p. 6) A variety of genres are included in the grade one library including, picture book, folk literature, fantasy, poetry, mystery, humor, nonfiction, biography, and reference.</p>
<p>Reading: Informational Text Key Ideas and Details 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Students ask and answer questions about key details in an informational text. Teachers can promote interest in a nonfiction book by having students complete an anticipation guide. Students respond to declarative sentences prior to reading book to help elicit thinking and activating prior knowledge. After reading book, students revisit the anticipation guide to identify misconceptions and reaffirm what they have learned. (Teacher Handbook, Anticipation Guides, p. 14) See also the following informational titles: <i>Are Trees Alive?</i> <i>Biggest, Strongest, Fastest</i> <i>A Day with Air Traffic Controllers</i> <i>Food for Thought</i> <i>Wonderful Worms</i> <i>ABeCedarios</i> <i>The Great Dinosaur Search</i> <i>Icky Bug Shapes</i></p>

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	<p><i>Shadows</i> <i>Dinosaurs, Dinosaurs</i> <i>It's a Good Thing There Are Insects</i> <i>Let's Talk Soccer</i> <i>My First Book of Sign Language</i> <i>Sun, Moon and Stars</i> <i>All About Things People Do</i> <i>Weather Words and What They Mean</i></p> <p>Teachers can provide opportunities for students to identify the main topic, retell details, and describe connections between individuals, events, ideas or information. For example, see the following informational titles about Celebrations and Holidays: <i>The Biggest Valentine Ever</i> <i>El Día de los Muertos</i> <i>Ramadan</i> <i>Rosh Hashanah and Yom Kippur</i> <i>Round is a Mooncake</i></p> <p>Additionally, see the following Patriotic titles that focus on civics, American history, heritage, and U.S. Presidents: <i>Benjamin Franklin</i> <i>Let's Read About... Abraham Lincoln</i> <i>Martin Luther King Jr.</i> <i>Presidents' Day</i> <i>What Is the Story of Our Flag?</i></p>
<p>Craft and Structure 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Students can ask and answer questions about unknown words in an informational text. Teachers share strategies to determine a word's meaning. (Teacher Handbook, Vocabulary Activities, p. 19)</p> <p>Teachers explain various text features, such as table of contents, and invite students to explore and use these features to locate information in a text. (Teacher Handbook, Clues in the Contents, p. 14)</p> <p>Additionally, see the following reference titles included in the grade one library: <i>Dinosaurs, Dinosaurs</i> <i>It's a Good Thing There Are Insects</i> <i>Let's Talk Soccer</i> <i>My First Book of Sign Language</i> <i>Sun, Moon and Stars</i></p> <p>Many of the books in the classroom library are award-winning titles. Teachers explain that these titles were chosen for their excellence in writing and illustration and invite students to examine the illustrations and text in various books. (Teacher Handbook, Awards Mean Excellence, p. 15)</p>

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<p>Integration of Knowledge and Ideas 7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Students can use the illustrations and text to describe key ideas. See for example the following informational text included in the grade one library: <i>Are Trees Alive?</i> <i>Biggest, Strongest, Fastest</i> <i>A Day with Air Traffic Controllers</i> <i>Wonderful Worms</i> <i>The Great Dinosaur Search</i> <i>Icky Bug Shapes</i> <i>Shadows</i> <i>Dinosaurs, Dinosaurs</i> <i>It's a Good Thing There Are Insects</i> <i>Let's Talk Soccer</i> <i>My First Book of Sign Language</i> <i>Sun, Moon and Stars</i> <i>All About Things People Do</i> <i>Weather Words and What They Mean</i></p> <p>Students can compare and contrast different text on the same topic. See for example the following informational text included in the grade one library: <i>The Great Dinosaur Search</i> <i>Icky Bug Shapes</i> <i>Biggest, Strongest, Fastest</i> <i>Wonderful Worms</i> <i>Dinosaurs, Dinosaurs</i> <i>It's a Good Thing There Are Insects</i></p>
<p>Range of Reading and Level of Text Complexity 10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>The grade one library includes 20 categories of books carefully chosen to help students become successful readers. These categories help support the elements of a comprehensive reading program and meet the reading needs of all students. Included are titles that provide practice in the six major elements of a reading program (phonics, fluency, comprehension, phonemic awareness, vocabulary and motivation), as well as titles that address other needs and interests of students.</p> <p>Additionally, familiarity with a variety of genres broadens student’s reading experiences and increases literacy proficiency. (Teacher Handbook, Genres, p. 6) A variety of informational texts are provided in the grade one library, including such genres as nonfiction, science, social studies, biography, and reference.</p>
<p>Reading: Foundational Skills Print Concepts 1. Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word,</p>	<p>Students demonstrate understanding of the basic features of print and recognize distinguishing features of a sentence: Students explore different ways books begin and write the first sentence of from specific books on the table provided. (Teacher Handbook, Let’s Begin, p. 22)</p>

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<p>capitalization, ending punctuation).</p>	
<p>Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Students demonstrate phonemic awareness through activities involving rhyming and manipulating sounds. (Teacher Handbook, p. 13) See the following titles included in the grade one library to enhance phonemic awareness: <i>Barnyard Banter</i> <i>Bringing the Rain to Kapiti Plain</i> <i>Jamberry</i> <i>Miss Mary Mack</i> <i>Under My Hood I Have a Hat</i></p>
<p>Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Each K-6 library features books chosen to promote grade-level phonics and word analysis skills in decoding words. (Teacher Handbook, Phonics, p. 6) See the following titles in the grade one library: <i>Did You See Rabbit?</i> <i>Frog</i> <i>I Will Win</i> <i>Jazz Class</i> <i>Where Is the Fox?</i></p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Each K-6 library features books chosen to enhance fluency. These titles are leveled appropriately to help students decode unfamiliar words and access meaning in an effective and efficient way. (Teacher Handbook, Fluency, p. 6) See the following titles included in the grade one library to promote fluency: <i>Beatrice Doesn't Want To</i> <i>Charlie Needs a Cloak</i> <i>Giraffes Can't Dance</i> <i>Shadows</i> <i>What Do You Know? Snow!</i></p> <p>An important source of word knowledge is exposure to print and independent reading. Students investigate words they encounter as they read independently using different strategies, such as using context clues, rereading, and referring to illustrations. (Teacher Handbook, Teach Strategies, p. 19)</p>

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	<p>Additionally, follow-up activities are included that promote fluency, such as acting out stories. Teachers can divide the class into groups and assign parts of the story to prepare for dramatizations. (Teacher Handbook, Drama at Play, p. 28)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., during, beyond, toward). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>Opportunities for teachers to help students demonstrate a command of the conventions of standard English grammar and usage are provided. For example, students can explore upper and lower case letter in the following alphabet books in the grade one library: <i>David McPhail's Animals A to Z</i> <i>Into the A, B, Sea</i> <i>ABeCedarios</i></p> <p>Additionally, students practice using different parts of speech by making up sentences using specific nouns, verbs, and adjectives. (Teacher Handbook, Word Boxes, p. 19)</p> <p>Opportunities for teachers to help students demonstrate a command of the conventions of standard English capitalization, punctuation, or spelling are provided. See the following titles in the grade one library selected to enhance phonemic awareness: <i>Barney Banter</i> <i>Bringing the Rain to Kapiti Plain</i> <i>Jamberry</i> <i>Miss Mary Mack</i> <i>Under My Hood I Have a Hat</i></p>
<p>Knowledge of Language 3. (Begins in grade 2)</p>	<p>(Begins in grade 2)</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p>The Phyllis C. Hunter Classroom Library supports the premise that reading promotes vocabulary and that exposure to print and independent reading are important for vocabulary growth. Teachers share multiple strategies to help students build their vocabulary by investigating unknown words they encounter while reading. These strategies include using phonics to decode words, using dictionaries, using context clues in sentences, rereading and referring to illustrations. (Teacher Handbook, Vocabulary Activities, p. 19) Additionally, see Word Work reproducible (Teacher Handbook, p. 20) to help students clarify the meaning of a word found in</p>

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<p>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are cozy). Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).</p>	<p>text.</p> <p>See the following titles included in the grade one library to enhance vocabulary: <i>All About Things People Do</i> <i>David McPhail's Animals A to Z</i> <i>Into the A, B, Sea</i> <i>Too Many Tamales</i> <i>Weather Words and What They Mean</i></p>
<p>Writing Text Types and Purposes</p> <p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Included in the program are reproducible pages and activities that provide readiness practice and promote student’s interest in reading and books. See the following examples that engage students in writing activities appropriate for grade 1: Students write sentences to complete a table showing different ways books begin. (Teacher Handbook, Let’s Begin, p.22) Students make a story shape by choosing a book they have read, write answers to complete information about story on each side of the shape, and cut and paste the shape for display. Students use the shape to tell about the book. (Teacher Handbook, A Story Shape, p. 23) Students make a story train by choosing a book they have read, draw pictures and write information about story on train outline, and cut and paste the train for display. (Teacher Handbook, A Story Train, p. 24) Students write words or phrases from story in chart provided to tell what is real and what is make-believe. (Teacher Handbook, Real and Make-Believe, p. 25)</p>
<p>Production and Distribution of Writing</p> <p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Projects are suggested to provide readiness practice and promote student’s interest in reading and books. See the following project that engages students in writing activities appropriate for grade 1: Teachers can model writing the main events of a story on paper strips. Students can connect the strips in chronological story order to make a paper chain and the use their chains to retell the story. Teachers encourage students to decide on and write the story events themselves. (Teacher Handbook, Story Time Line, p. 27)</p>
<p>Research to Build and Present Knowledge</p>	<p>Each library contains an Author Study category which includes a group of books by a well-</p>

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<p>7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p>	<p>known author and offers an overview of his or her work. (Teacher Handbook, Author Study, p. 7) Teachers can lead exploration and discussion of the following titles by Eric Carle in the grade one library:</p> <p><i>A House for Hermit Crab</i> <i>Rooster's Off to See the World</i> <i>The Tiny Seed</i> <i>Today Is Monday</i> <i>The Very Hungry Caterpillar</i></p> <p>Students can use the following reference books as useful classroom resources to gather information to answer questions about a specific topic:</p> <p><i>Dinosaurs, Dinosaurs</i> <i>It's a Good Thing There Are Insects</i> <i>Let's Talk Soccer</i> <i>My First Book of Sign Language</i> <i>Sun, Moon and Stars</i></p>
<p>Range of Writing 10. (Begins in grade 3)</p>	<p>(Begins in grade 3)</p>
<p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Included in the program are reproducible pages and activities that provide readiness practice and promote student’s interest in reading and books. These activities provide opportunities for students to participate in collaborative conversations with peers about grade 1 topics, such as the following: Students play Spin and Tell. Students spin the spinner to determine topic of discussion and take turns sharing ideas about a book, such as favorite character, most exciting part, best picture and ending. (Teacher Handbook, Spin and Tell, p. 26)</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation.</p>	<p>Teachers can model book talks and encourage students to share their book recommendations. Book talks should include the title, author, a short summary and details about the characters and setting. (Teacher Handbook, Book Talks, p. 15)</p> <p>Additionally, reproducible pages and activities are included in the program that provide readiness practice and promote student’s interest in reading and books. These activities provide</p>

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	<p>opportunities for students to present knowledge and ideas about grade 1 topics, such as the following: Students make a story shape by choosing a book they have read, complete information about story on each side of the shape, and use the shape to help tell about the book. (Teacher Handbook, A Story Shape, p. 23)</p> <p>Follow-up activities are an effective way to reinforce comprehension and to promote further reading. Projects to summarize, share, and retell stories are suggested. (Teacher Handbook, Memorable Book Projects, p. 27-28) See the following activities for example: Story Mobile. Students can work independently or in small groups to find or create items that represent important parts of a story. Students can present their mobiles to the class and use them to share detail about the book. Beautiful Bookmarks. Students make bookmarks to represent the book they are reading and take turns sharing their bookmarks and something about the book with the class. Drama at Play. Teachers can divide the class into groups and assign parts of the story to prepare for dramatizations. Excellent Exhibits. Students plan an exhibit or display to share what they have learned from a nonfiction book.</p>
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Grade 2

<p>Reading: Literature Key Ideas and Details 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges.</p>	<p>The Phyllis C. Hunter Classroom Libraries are 100 book grade-level libraries of fiction and nonfiction titles covering a wide range of engaging topics designed to instill a love of reading and build essential literacy skills. The grade two library is structured around 20 categories comprised of titles personally selected by Phyllis C. Hunter to support the elements of a comprehensive reading program.</p> <p>Texts in the grade two library engage students in discussion that demonstrates understanding key details. Students access meaning, recall information and communicate what is read. (Teacher Handbook, Comprehension, p. 6) See the following titles included in the grade two library to reinforce comprehension: <i>The Car Washing Street</i> <i>I Love You the Purplest</i> <i>In the Barrio</i> <i>Night Shift Daddy</i> <i>Reptiles</i></p> <p>Students recount stories and determine their central message in the following activities: Students play Spin and Tell. Students spin the spinner on the story wheel to determine topic of discussion. Students take turns telling about that part of the book they are reading. Topics include: a good quote from the book, favorite character, most exciting part, something new I learned, and ending. (Teacher Handbook, Spin and Tell, p. 27)</p>
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	<p>Teachers provide events from the story for students to put in chronological order on a time line. Eventually, students can determine the events they will use. (Teacher Handbook, Story Time Line, p. 28-29)</p> <p>Teachers choose a book for dramatizing, divide the class into groups, and assign parts of the story to prepare for dramatizations. Students take turns acting out their part of the story and include the role of narrator to tell the non-dialogue part of the story. (Teacher Handbook, Drama at Play, p. 29)</p> <p>See also the following folk tales and fairy tales included in the grade two library: <i>Anansi the Spider</i> <i>The Legend of the Indian Paintbrush</i> <i>The Magic Fish</i> <i>Sione's Talo</i> <i>The Talking Eggs</i></p> <p>Students explore and describe characters in a story: Students choose a character from a book and fill in answers about character on block pattern. Students cut and paste to make block and use it to tell about the character. (Teacher Handbook, Building Character, p. 24)</p> <p>Students make a story map identifying title, setting, characters, problem, events and outcome of a story they have read. (Teacher Handbook, A Story Map, p. 25)</p> <p>Students are invited to nominate favorite book characters to a Hall of Fame. Students vote on the nominations and work in groups to make life-size representations of each Hall of Fame character. (Teacher Handbook, Hall of Fame, p. 28)</p>
<p>Craft and Structure</p> <p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>The ability to hear rhymes and alliteration are among the earliest phonemic awareness skills necessary for reading success. Students participate in activities, such as clapping, repeating, and listing rhymes and reciting alliterative sentences. (Teacher Handbook, Phonemic Awareness, p. 12) Teachers draw attention to the rhyming words and phrases in the following text: <i>Feast for 10</i> <i>It's Raining Pigs and Noodles</i> <i>Tumble Bumble</i> <i>Patty's Pumpkin Patch</i> <i>Night Shift Daddy</i> <i>The Hungry Thing</i> <i>Animal Snackers</i> <i>Many Nations</i></p> <p>Students explore story structure in the following activities: Teachers introduce different kinds of story beginnings involving character, setting, or problem. Students find examples in classroom library and write first sentence and book title to complete chart. (Teacher Handbook, Great Beginnings, p. 23)</p> <p>Students complete a story map, including identifying title, setting, characters, problem, events and outcome. (Teacher Handbook, A Story Map, p.25)</p>

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	<p>Teachers select different stories to share with students to help them identify different point of view of characters: Teachers choose a book for dramatizing, divide the class into groups, and assign parts of the story to prepare for dramatizations. Students take turns acting out their part of the story and include the role of narrator to tell the non-dialogue part of the story. (Teacher Handbook, Drama at Play, p. 29)</p>
<p>Integration of Knowledge and Ideas 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 8. (Not applicable to literature) 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Teachers can prompt students to use information gained from the illustrations and words in a text to demonstrate understanding of the story. Teachers use a variety of strategies to introduce a book, including discussion of illustrations and text. An appreciation of art and illustration enriches a child’s experience with a book. Students are encouraged to flip through a book and look at the pictures to entice them to read the book. Teachers can also point out the blurb on the back cover to offer a preview of the story. (Teacher Handbook, Introducing a Book, p. 13-14)</p> <p>Additionally, teachers read aloud to students to provide pleasure, stimulate thinking and promote reading. Teachers share the illustrations with the students in order to keep them involved and engaged. A Read Aloud is also a good opportunity to model thinking about a character, plot, setting or author’s use of language. (Teacher Handbook, Ten Tips for Read Alouds, p. 18)</p> <p>Opportunities for students to compare and contrast different versions of the same story are available. (Teacher Handbook, Text Study, p. 7) See the following titles in the grade two library: <i>Bad Boys</i> <i>The Three Little Pigs / Los tres cerditos</i> <i>The Three Little Pigs</i> <i>The Three Little Wolves and the Big Bad Pig</i> <i>Three Pigs, One Wolf, and Seven Magic Shapes</i></p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>The grade two library includes 20 categories of books carefully chosen to help students become successful readers. These categories help support the elements of a comprehensive reading program and meet the reading needs of all students. Included are titles that provide practice in the six major elements of a reading program (phonics, fluency, comprehension, phonemic awareness, vocabulary and motivation), as well as titles that address other needs and interests of students. (Teacher Handbook, p. 4) Teachers can guide students and teach strategies in choosing books appropriate for their reading level. (Teacher Handbook, Children Choosing Books, p. 16)</p> <p>Additionally, familiarity with a variety of genres broadens student’s reading experiences and increases literacy proficiency. (Teacher Handbook, Genres, p. 6) A variety of genres are included in the grade two library including, picture book, folk literature, fantasy, poetry, mystery, humor, nonfiction, biography, and reference. Teachers introduce students to different genres and encourage them to read from each group. (Teacher Handbook, Kinds of Books, p. 17)</p>
<p>Reading: Informational Text Key Ideas and Details 1. Ask and answer such questions as who, what, where, when, why,</p>	<p>Students ask and answer questions about key details in an informational text. Teachers can promote interest in a nonfiction book by having students complete an anticipation guide. Students respond to declarative sentences prior to reading book to help elicit thinking and</p>

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and how to demonstrate understanding of key details in a text.
 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

activating prior knowledge. After reading book, students revisit the anticipation guide to identify misconceptions and reaffirm what they have learned. (Teacher Handbook, Anticipation Guides, p. 13) See also the following informational titles:

A Dinosaur Named Sue
Five Notable Inventors
The Story of Levi's
Big Bugs
Chameleon!
In the Barrio
Reptiles
From Cow to Ice Cream
George Washington and the General's Dog
Animal Snackers
Take a Stand, Rosa Parks!
Madam C.J. Walker
Firefighters
The Giant Germ
Let's Read About... Ruby Bridges
Many Nations
Zero Is the Leaves on the Tree
ABC of Jobs
The Amazing Book of Mammal Records
Dinosaurs
Dirt
Stargazers
The Busy Body Book
The Popcorn Book
They Call Me Woolly

Teachers can provide opportunities for students to identify the main topic, retell details, and describe connections between individuals, events, ideas or information. For example, see the following informational titles about Celebrations and Holidays:

Merry Christmas, Big Hungry Bear
Together for Kwanzaa
Labor Day
Lion Dancer
Memorial Day

Additionally, see the following Patriotic titles that focus on civics, American history, heritage, and U.S. Presidents:

My Teacher for President
Five Bold Freedom Fighters
George Washington
The National Anthem

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	<p><i>What is Mount Rushmore?</i></p>
<p>Craft and Structure 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Students ask and answer questions about unknown words in an informational text. Teachers share strategies to determine a word’s meaning. (Teacher Handbook, Vocabulary Activities, p. 19)</p> <p>Teachers explain various text features, such as table of contents, and invite students to explore and use these features to locate information in a text. (Teacher Handbook, Clues in the Contents, p. 13)</p> <p>Additionally, see the following reference titles included in the grade two library: <i>ABC of Jobs</i> <i>The Amazing Book of Mammal Records</i> <i>Dinosaurs</i> <i>Dirt</i> <i>Stargazers</i></p>
<p>Integration of Knowledge and Ideas 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 8. Describe how reasons support specific points the author makes in a text. 9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Images and diagrams contribute to clarity of text. See for example the following informational text included in the grade two library: <i>ABC of Jobs</i> <i>The Amazing Book of Mammal Records</i> <i>Big Bugs</i> <i>Chameleon!</i> <i>Reptiles</i> <i>From Cow to Ice Cream</i> <i>Firefighters</i> <i>They Call Me Woolly</i> <i>Stargazers</i> <i>The Busy Body Book</i> <i>The National Anthem</i></p> <p>Students can compare and contrast different text on the same topic. See for example the following text in the grade two library: <i>The Amazing Book of Mammal Records</i> <i>Big Bugs</i> <i>Chameleon!</i> <i>Reptiles</i> <i>Animal Snackers</i> <i>The Emperor's Egg</i> <i>Dinosaurs</i> <i>They Call Me Woolly</i></p>
<p>Range of Reading and Level of Text Complexity 10. By the end of year, read and comprehend informational texts,</p>	<p>The grade two library includes 20 categories of books carefully chosen to help students become successful readers. These categories help support the elements of a comprehensive reading</p>

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<p>including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>program and meet the reading needs of all students. Included are titles that provide practice in the six major elements of a reading program (phonics, fluency, comprehension, phonemic awareness, vocabulary and motivation), as well as titles that address other needs and interests of students.</p> <p>Additionally, familiarity with a variety of genres broadens student’s reading experiences and increases literacy proficiency. (Teacher Handbook, Genres, p. 6) A variety of informational texts are provided in the grade two library, including such genres as nonfiction, science, social studies, biography, and reference.</p>
<p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Each K-6 library features books chosen to promote grade-level phonics and word analysis skills in decoding words. (Teacher Handbook, Phonics, p. 6) See the following titles in the grade two library: <i>The Great Gracie Chase</i> <i>Jane and Jake Bake a Cake</i> <i>Mary Had a Little Lamp</i> <i>Rob's Shop</i> <i>This is Fun</i></p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Each K-6 library features books chosen to enhance fluency. These titles are leveled appropriately to help students decode unfamiliar words and access meaning in an effective and efficient way. (Teacher Handbook, Fluency, p. 6) See the following titles included in the grade two library to promote fluency: <i>Cherries and Cherry Pits</i> <i>On My Way to Buy Eggs</i> <i>The Paperboy</i> <i>From Cow to Ice Cream</i> <i>George Washington and the General's Dog</i></p> <p>An important source of word knowledge is exposure to print and independent reading. Students investigate words they encounter as they read independently using different strategies, such as using context clues, rereading, and referring to illustrations. (Teacher Handbook, Teach Strategies, p. 19)</p> <p>Additionally, follow-up activities are included that promote fluency, such as acting out stories. Teachers can divide the class into groups and assign parts of the story to prepare for dramatizations. (Teacher Handbook, Drama at Play, p. 29)</p>
<p>Language</p>	<p>Opportunities for teachers to help students demonstrate a command of the conventions of</p>

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<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>standard English grammar and usage are provided. For example, students can explore upper and lower case letter in the following alphabet books in the grade two library: <i>ABC of Jobs</i> <i>Many Nations</i> <i>Patty's Pumpkin Patch</i> <i>Bad Kitty</i></p> <p>Opportunities for teachers to help students demonstrate a command of the conventions of standard English capitalization, punctuation, or spelling are provided. Students draw on phonemic awareness to assist with spelling. See the following titles in the grade two library selected to enhance phonemic awareness: <i>Fathers, Mothers, Sisters, Brothers</i> <i>Feast for 10</i> <i>The Hungry Thing</i> <i>It's Raining Pigs and Noodles</i> <i>Tumble Bumble</i></p>
<p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.</p>	<p>Reading a variety of texts exposes students to grammatical patterns, diverse vocabulary and conventions of print. Everyday access to print reinforces experiences with award winning, high interest, literary and nonfiction print. Exposure and familiarity with grammatical structure reinforces students' competency and comprehension of standard and nonstandard language, aiding reading comprehension and interpretation. Teachers can employ the books for specific instruction as they determine appropriate.</p> <p>Many titles can be used by teachers to compare formal and informal uses of English. See for example the following titles: <i>Yo! Yes?</i> <i>Fathers, Mothers, Sisters, Brothers</i> <i>It's Raining Pigs and Noodles</i></p>
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix</p>	<p>The Phyllis C. Hunter Classroom Library supports the premise that reading promotes vocabulary and that exposure to print and independent reading are important for vocabulary growth. Teachers share multiple strategies to help students build their vocabulary by investigating unknown words they encounter while reading. These strategies include using context clues in sentences, rereading, using sticky notes for future dictionary searches, and referring to illustrations. (Teacher Handbook, Vocabulary Activities, p. 19) Additionally, see Word Work reproducible (Teacher Handbook, p. 20) to help students clarify the meaning of a word found in</p>

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<p>is added to a known word (e.g., happy/unhappy, tell/retell). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>text.</p> <p>See the following titles included in the grade two library to enhance vocabulary: <i>Bad Kitty</i> <i>Patty's Pumpkin Patch</i> <i>The Busy Body Book</i> <i>The Popcorn Book</i> <i>They Call Me Woolly</i></p>
<p>Writing Text Types and Purposes 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Included in the program are reproducible pages and activities that provide readiness practice and promote student’s interest in reading and books. See the following examples that engage students in writing activities appropriate for grade 2: Students write sentences to complete a table showing different ways books begin. (Teacher Handbook, Great Beginnings, p. 23) Students choose a character from a book and write description of character to answer questions on block pattern. Students cut and paste to make block and use it to tell about the character. (Teacher Handbook, Building Character, p. 24) Students make a story map identifying title, setting, characters, problem, and events and writing about the story they have read. (Teacher Handbook, A Story Map, p. 25) Students write sentences from story in chart provided to tell what is real and what is make-believe. (Teacher Handbook, Real and Make-Believe, p. 26)</p>
<p>Production and Distribution of Writing 4. (Begins in grade 3) 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Projects are suggested to provide readiness practice and promote student’s interest in reading and books. See the following project that engages students in writing activities appropriate for grade 2: Teachers can model writing the main events of a story on paper strips. Students can connect the strips in chronological story order to make a paper chain and the use their chains to retell the story. Teachers encourage students to decide on and write the story events themselves. (Teacher Handbook, Story Time Line, p. 28).</p>
<p>Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., read a</p>	<p>Each library contains an Author Study category which includes a group of books by a well-known author and offers an overview of his or her work. (Teacher Handbook, Author Study, p.</p>

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<p>number of books on a single topic to produce a report; record science observations).</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p>	<p>7) Teachers can lead exploration and discussion of the following titles by Kevin Henkes in the grade two library: <i>Chrysanthemum</i> <i>Julius, the Baby of the World</i> <i>Lilly's Purple Plastic Purse</i> <i>Sheila Rae, the Brave</i> <i>Wemberly Worried</i></p> <p>Students use information from book to complete steps to tell how to make or do something. (Teacher Handbook, Reading To Find Out, p. 22)</p> <p>Students can use the following reference books as useful classroom resources to gather information to answer questions about a specific topic: <i>ABC of Jobs</i> <i>The Amazing Book of Mammal Records</i> <i>Dinosaurs</i> <i>Dirt</i> <i>Stargazers</i></p>
<p>Range of Writing 10. (Begins in grade 3)</p>	<p>(Begins in grade 3)</p>
<p>Speaking & Listening</p> <p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>Included in the program are reproducible pages and activities that provide readiness practice and promote student's interest in reading and books. These activities provide opportunities for students to participate in collaborative conversations with peers about grade 2 topics, such as the following: Students play Spin and Tell. Students spin the spinner to determine topic of discussion and take turns sharing ideas about a book, such as favorite character, most exciting part, best picture and ending. (Teacher Handbook, Spin and Tell, p. 27)</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate</p>	<p>Teachers can model book talks and encourage students to share their book recommendations. Book talks should include the title, author, a short summary and details about the characters and setting. (Teacher Handbook, Book Talks, p. 14)</p> <p>Additionally, reproducible pages and activities are included in the program that provide</p>

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<p>to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>readiness practice and promote student’s interest in reading and books. These activities provide opportunities for students to present knowledge and ideas about grade 2 topics, such as the following: Students choose a character from a book and fill in a block pattern with details about the chosen character. Students cut and paste to make block and use it to tell about the character. (Teacher Handbook, Building Character, p. 24)</p> <p>Follow-up activities are an effective way to reinforce comprehension and to promote further reading. Projects to summarize, share, and retell stories are suggested. (Teacher Handbook, Memorable Book Projects, p. 28-29) See the following activities for example: Story Mobile. Students can work independently or in small groups to find or create items that represent important parts of a story. Students can present their mobiles to the class and use them to retell the story. Beautiful Bookmarks. Students make bookmarks to represent the book they are reading and take turns sharing their bookmarks and something about the book with the class. Drama at Play. Teachers can divide the class into groups and assign parts of the story to prepare for dramatizations. Students take turns acting out the story. Excellent Exhibits. Students plan an exhibit or display to share what they have learned from a nonfiction book.</p>
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<p>Reading: Literature 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. 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>	<p>The Phyllis C. Hunter Classroom Libraries are 100 book grade-level libraries of fiction and nonfiction titles covering a wide range of engaging topics designed to instill a love of reading and build essential literacy skills. The grade three library is structured around 20 categories comprised of titles personally selected by Phyllis C. Hunter to support the elements of a comprehensive reading program.</p> <p>Texts in the grade three library engage students in discussion that demonstrates understanding key details. Students access meaning, recall information and communicate what is read. (Teacher Handbook, Comprehension, p. 6) See the following titles included in the grade three library to reinforce comprehension: <i>The Kid in the Red Jacket</i> <i>Martin Luther King, Jr. and the March on Washington</i> <i>Richard Wright and the Library Card</i> <i>Rocks and Minerals</i> <i>Those Shoes</i></p> <p>Students recount stories and determine their central message in the following activities: Students make a story map to recall some important things in a book. (Teacher Handbook, Making a Story Map, p. 25) Students are challenged to summarize a book and retell it in a creative way by using pictures as part of the text. (Teacher Handbook, Rebus Retelling, p. 27)</p>
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	<p>Teachers provide events from the story for students to put in chronological order on a time line. Eventually, students can determine the events they will use. (Teacher Handbook, Story Time Line, p. 27-28)</p> <p>Teachers choose a book for dramatizing, divide the class into groups, and assign parts of the story to prepare for dramatizations. Students take turns acting out their part of the story and include the role of narrator to tell the non-dialogue part of the story. (Teacher Handbook, Drama at Play, p. 28)</p> <p>See also the following folk tales and fairy tales included in the grade three library: <i>The Little Red Hen (Makes a Pizza)</i> <i>The Rough-Face Girl</i> <i>Tsunami!</i> <i>The Twelve Dancing Princesses</i> <i>Why Mosquitoes Buzz in People's Ears</i></p> <p>Students explore and describe characters in a story: Students choose a character from a book and fill in answers about character on block pattern. Students cut and paste to make block and use it to tell about the character. (Teacher Handbook, Building Character, p. 24) Students spin a spinner on the story wheel to determine information to be shared. Students complete story wheel with information from a book they are reading. Topics include: a good quote from the book, favorite character, setting, most exciting part, something new I learned, and ending. (Teacher Handbook, Responding to a Story, p. 26) Students are invited to nominate favorite book characters to a Hall of Fame. Students vote on the nominations and work in groups to make life-size representations of each Hall of Fame character. (Teacher Handbook, Hall of Fame, p. 27)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Teachers share strategies to help students determine the meaning of words or phrases as they are used in a text. These strategies include using context clues in sentences, rereading, using sticky notes for future dictionary searches, referring to illustrations, and identifying word parts. (Teacher Handbook, Vocabulary Activities, p. 19)</p> <p>Students explore story structure in the following activities: Teachers introduce different kinds of story beginnings involving character, setting, or problem. Students find examples in classroom library and write first sentence and book title to complete chart. (Teacher Handbook, Great Beginnings, p. 23) Students complete a story map, including identifying title, setting, characters, problem, events and outcome. (Teacher Handbook, Making a Story Map, p.25)</p> <p>Teachers select different stories to share with students to help them identify different point of view of characters: Teachers choose a book for dramatizing, divide the class into groups, and assign parts of the story to prepare for dramatizations. Students might want to prepare scripts by using the story dialogue and adding some of their own. Students might include the role of the narrator to tell the</p>

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	<p>non-dialogue part of the story. Groups take turns acting out the book. (Teacher Handbook, Drama at Play, p. 28)</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>Teachers can prompt students to use information gained from the illustrations and words in a text to demonstrate understanding of the story. Teachers use a variety of strategies to introduce a book, including discussion of illustrations and text. An appreciation of art and illustration enriches a child’s experience with a book. Students are encouraged to flip through a book and look at the pictures to entice them to read the book. Teachers can also point out the blurb on the back cover to offer a preview of the story. (Teacher Handbook, Introducing a Book, p. 13)</p> <p>Additionally, teachers can draw attention to Caldecott award winning titles and honor books as some of the most distinguished picture books. Teachers invite students to examine the illustrations. (Teacher Handbook, Awards Mean Excellence, p. 13)</p> <p>Opportunities for students to compare and contrast themes, setting, and plots of stories written by the same author about the same or similar characters are available. (Teacher Handbook, Books in a Series , p. 7) See the following A to Z Mysteries titles by Ron Roy in the grade three library: <i>The Absent Author</i> <i>The Canary Caper</i> <i>The Deadly Dungeon</i> <i>The Goose's Gold</i> <i>The Jaguar's Jewel</i></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>The grade three library includes 20 categories of books carefully chosen to help students become successful readers. These categories help support the elements of a comprehensive reading program and meet the reading needs of all students. Included are titles that provide practice in the six major elements of a reading program (phonics, fluency, comprehension, phonemic awareness, vocabulary and motivation), as well as titles that address other needs and interests of students. (Teacher Handbook, p. 4) Teachers can guide students and teach strategies in choosing books appropriate for their reading level. (Teacher Handbook, Children Choosing Books, p. 15)</p> <p>Additionally, familiarity with a variety of genres broadens student’s reading experiences and increases literacy proficiency. (Teacher Handbook, Genres, p. 6) A variety of genres are included in the grade three library including, adventure, poetry, folk literature, fantasy, historical fiction, humor, informational, nonfiction, biography, and reference. Teachers introduce students to different genres and encourage them to read from each group. (Teacher Handbook, Genres, p. 16)</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.</p>	<p>Students ask and answer questions about key details in an informational text. Teachers can promote interest in a nonfiction book by having students complete an anticipation guide. Students respond to declarative sentences prior to reading book to help elicit thinking and activating prior knowledge. After reading book, students revisit the anticipation guide to identify misconceptions and reaffirm what they have learned. (Teacher Handbook, Anticipation Guides, p. 12) See also the following informational titles:</p>

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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.

Winter's Tail
Dig a Tunnel
On the Go
Frida
Frida (Sp)
Chickens May Not Cross the Road
Poisonous Animals
Skeletons
Martin Luther King, Jr. and the March on Washington
Richard Wright and the Library Card
Rocks and Minerals
The Best of Times
Coming Home
The Story of Ruby Bridges
Great Explorations
Wilma Unlimited
Duke Ellington
Let's Drive, Henry Ford!
Living Sunlight
Martin's Big Words
The Truth About Bats
A House Is a House for Me
The Amazing Book of Insect Records
Money Madness
Polar Animals Dictionary
Scholastic Children's Thesaurus
The Usborne Book of Racing Cars
Bicycle Book
The Magic School Bus® at the Waterworks
The Moon Book
The Reason for a Flower
The Tooth Book

Teachers can provide opportunities for students to determine the main idea of a text and recount supporting details in any informational text included in the grade four library.

Teachers can encourage students to describe the relationship between a series of historical events, scientific concepts or steps in technical procedures. See for example the following informational titles about Celebrations and Holidays:

#27 Thanksgiving on Thursday
Andy Shane and the Pumpkin Trick
Halloween Night
My Brother Martin
Our Earth: Clean Energy

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	<p>Additionally, see the following Patriotic titles that focus on civics, American history, heritage, and U.S. Presidents: <i>At 1600 Pennsylvania Avenue</i> <i>The Flag We Love</i> <i>The Statue of Liberty</i> <i>Yes, We Can!</i></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 unknown words in an informational text. Teachers share strategies to determine a word’s meaning. (Teacher Handbook, Vocabulary Activities, p. 19)</p> <p>Students can use text features and search tools to locate factual information about a subject. Students recall important things learned from a nonfiction book. (Teacher Handbook, Reading Inquiry, p. 22)</p> <p>Additionally, see the following reference titles included in the grade three library: <i>The Amazing Book of Insect Record</i> <i>Money Madness</i> <i>Polar Animals Dictionary</i> <i>Scholastic Children's Thesaurus</i> <i>The Usborne Book of Racing Cars</i></p> <p>Students distinguish their own point of view from that of the author of a text. A reading journal is an excellent way for students to respond to and reflect on what they read. In a response journal, students interact with the book and its author on a personal level writing about feelings, connection and questions that the book elicits. (Teacher Handbook, Keeping Reading Journals, p. 18)</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>Images and diagrams contribute to clarity of text. See for example the following informational text included in the grade three library: <i>Winter's Tail</i> <i>Dig a Tunnel</i> <i>On the Go</i> <i>Frida</i> <i>Poisonous Animals</i> <i>Skeletons</i> <i>Martin Luther King, Jr. and the March on Washington</i> <i>Rocks and Minerals</i> <i>The Best of Times</i> <i>Coming Home</i> <i>Great Explorations</i> <i>Wilma Unlimited</i> <i>Duke Ellington</i> <i>Let's Drive, Henry Ford!</i></p>

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	<p><i>Living Sunlight</i> <i>Martin's Big Words</i> <i>The Truth About Bats</i> <i>A House Is a House for Me</i> <i>The Amazing Book of Insect Records</i> <i>Money Madness</i> <i>Polar Animals Dictionary</i> <i>Scholastic Children's Thesaurus</i> <i>The Usborne Book of Racing Cars</i> <i>Bicycle Book</i> <i>The Magic School Bus® at the Waterworks</i> <i>The Moon Book</i> <i>The Reason for a Flower</i> <i>The Tooth Book</i></p> <p>Students compare and contrast different text on the same topic. See for example the following text in the grade three library: <i>Winter's Tail</i> <i>Poisonous Animals</i> <i>The Truth About Bats</i> <i>A House Is a House for Me</i> <i>The Amazing Book of Insect Records</i> <i>Polar Animals Dictionary</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>The grade three library includes 20 categories of books carefully chosen to help students become successful readers. These categories help support the elements of a comprehensive reading program and meet the reading needs of all students. Included are titles that provide practice in the six major elements of a reading program (phonics, fluency, comprehension, phonemic awareness, vocabulary and motivation), as well as titles that address other needs and interests of students.</p> <p>Additionally, familiarity with a variety of genres broadens student’s reading experiences and increases literacy proficiency. (Teacher Handbook, Genres, p. 6) A variety of informational texts are provided in the grade three library, including such genres as nonfiction, science, social studies, biography, and reference.</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.</p>	<p>Each K-6 library features books chosen to promote grade-level phonics and word analysis skills in decoding words. (Teacher Handbook, Phonics, p. 6) See the following titles in the grade three library: <i>A Bag of Tricks</i> <i>Fun with Zip and Zap</i> <i>Let's Go on a Museum Hunt</i> <i>A Lot of Hats</i> <i>The Puppet Club</i></p>

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<p>Read grade-appropriate irregularly spelled words.</p>	
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Each K-6 library features books chosen to enhance fluency. These titles are leveled appropriately to help students decode unfamiliar words and access meaning in an effective and efficient way. (Teacher Handbook, Fluency, p. 6) See the following titles included in the grade three library to promote fluency: <i>Hewitt Anderson's Great Big Life</i> <i>I Wanna Iguana</i> <i>The Best of Times</i> <i>Coming Home</i> <i>The Story of Ruby Bridges</i></p> <p>Teachers can assign pairs of book buddies to work together and share ideas. Book buddies can increase fluency by reading aloud to one another. (Teacher Handbook, Book Buddies, p. 9)</p> <p>An important source of word knowledge is exposure to print and independent reading. Students investigate words they encounter as they read independently using different strategies, such as using context clues, rereading, referring to illustrations and identifying word parts. (Teacher Handbook, Teach Strategies, p. 19)</p> <p>Additionally, follow-up activities are included that promote fluency, such as acting out stories. Teachers can divide the class into groups and assign parts of the story to prepare for dramatizations. (Teacher Handbook, Drama at Play, p. 28)</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.</p>	<p>Teachers can use any writing or speaking assignment as they determine to help students demonstrate a command of the conventions of standard English grammar and usage. The following activities provide opportunities for students to write and/or present information orally: Students recall and write factual information about a subject in a nonfiction book. (Teacher Handbook, Reading Inquiry, p. 22) Students complete questions about a character from a book and tell about the character. (Teacher Handbook, Building Character, p. 24) Students recall and write important information from a story. (Teacher Handbook, Making a Story Map, p. 25) Students make bookmarks to represent the book they are reading and take turns sharing their bookmarks and something about the book with the class. (Teacher Handbook, Beautiful Bookmarks, p. 28) Teachers can divide the class into groups and assign parts of the story to prepare for dramatizations. Students take turns acting out the story. (Teacher Handbook, Drama at Play, p. 29)</p> <p>Opportunities for teachers to help students demonstrate a command of the conventions of standard English capitalization, punctuation, or spelling are provided. Students draw on phonemic awareness to assist with spelling. See the following titles in the grade three library selected to enhance phonemic awareness:</p>

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<p>Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><i>Commotion in the Ocean</i> <i>How Sweet the Sound</i> <i>The New Kid on the Block</i> <i>Tikki Tikki Tembo</i> <i>A House Is a House for Me</i></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>Reading a variety of texts exposes students to grammatical patterns, diverse vocabulary and conventions of print. Everyday access to print reinforces experiences with award winning, high interest, literary and nonfiction print. Exposure and familiarity with grammatical structure reinforces students’ competency and comprehension of standard and nonstandard language, aiding reading comprehension and interpretation. Students participate in activities such as Responding to a Story (Teacher Handbook, p. 26). Drama at Play (Teacher Handbook, p. 28) and Best Book Reports (Teacher Handbook, p. 29) demonstrating their mastery of conventions of English. Teachers can employ the books for specific instruction as they determine appropriate.</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</p>	<p>The Phyllis C. Hunter Classroom Library supports the premise that reading promotes vocabulary and that exposure to print and independent reading are important for vocabulary growth. Teachers share multiple strategies to help students build their vocabulary by investigating unknown words they encounter while reading. These strategies include using context clues in sentences, rereading, using sticky notes for future dictionary searches, referring to illustrations, and identifying word parts. (Teacher Handbook, Vocabulary Activities, p. 19) Additionally, see Word Work reproducible (Teacher Handbook, p. 20) to help students clarify the meaning of a word found in text.</p> <p>See also the following titles included in the grade three library to enhance vocabulary: <i>Bicycle Book</i> <i>The Magic School Bus® at the Waterworks</i> <i>The Moon Book</i> <i>The Reason for a Flower</i> <i>The Tooth Book</i></p>

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<p>those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	
<p>Writing Text Types and Purposes 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure.</p>	<p>Included in the program are reproducible pages and activities that provide readiness practice and promote student’s interest in reading and books. See the following examples that engage students in writing activities appropriate for grade 3: Students write sentences to complete a table showing different ways books begin. (Teacher Handbook, Great Beginnings, p. 23) Students choose a character from a book and write description of character to answer questions on block pattern. Students cut and paste to make block and use it to tell about the character. (Teacher Handbook, Building Character, p. 24) Students make a story map identifying title, setting, characters, problem, and events and writing about the story they have read. (Teacher Handbook, A Story Map, p. 25)</p> <p>Additionally, projects are suggested to provide readiness practice and promote student’s interest in reading and books. Students are engaged in writing activities appropriate for grade 3: Teachers can model writing the main events of a story on paper strips. Students can connect the strips in chronological story order to make a paper chain and the use their chains to retell the story. Teachers encourage students to decide on and write the story events themselves. (Teacher Handbook, Story Time Line, p. 27)</p>
<p>Production and Distribution of Writing 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 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>Students write a book report, including summary of plot, interesting facts or quotations, and personal opinion. Students proofread and revise report as necessary. (Teacher Handbook, Best Book Reports, p. 29)</p>
<p>Research to Build and Present Knowledge</p>	<p>Students build knowledge about a topic by recalling factual information learned from a</p>

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<p>7. Conduct short research projects that build knowledge about a topic. 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 9. (Begins in grade 4)</p>	<p>nonfiction book. (Teacher Handbook, Reading Inquiry, p. 22)</p> <p>Students can use the following reference books as useful classroom resources to gather information to answer questions about a specific topic: <i>The Amazing Book of Insect Records</i> <i>Money Madness</i> <i>Polar Animals Dictionary</i> <i>Scholastic Children's Thesaurus</i> <i>The Usborne Book of Racing Cars</i></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>Students write routinely in reading journals to respond to and reflect on what they read. Three kinds of journals are suggested to help build reading-writing-thinking connections and expand comprehension: Response Journals, Partners Across Pages, and Instant Messages. (Teacher Handbook, p. 18)</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 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Opportunities for students to participate in collaborative conversations with peers about grade 3 topics are provided, such as the following: Students nominate and vote as a class on favorite book characters. Students work in groups to make life-size representations of their favorite book characters. (Teacher Handbook, Hall of Fame, p. 27)</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</p>	<p>Teachers can model book talks and encourage students to share their book recommendations. Book talks should include the title, author, a short summary and details about the characters and setting. (Teacher Handbook, Book Talks, p. 13)</p> <p>Additionally, reproducible pages and activities are included in the program that provide readiness practice and promote student's interest in reading and books. These activities provide opportunities for students to present knowledge and ideas about grade 3 topics, such as the</p>

Common Core State Standards

THE PHYLLIS C. HUNTER CLASSROOM LIBRARY GRADE 3

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<p>details. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>following: Students choose a character from a book and fill in a block pattern with details about the chosen character. Students cut and paste to make block and use it to tell about the character. (Teacher Handbook, Building Character, p. 24)</p> <p>Follow-up activities are an effective way to reinforce comprehension and to promote further reading. Projects to summarize, share, and retell stories are suggested. See the following activities for example: Students are challenged to summarize a book and retell it in a creative way by using pictures as part of the text. (Teacher Handbook, Rebus Retellings, p. 27) Students make bookmarks to represent the book they are reading and take turns sharing their bookmarks and something about the book with the class. (Teachers Handbook, Beautiful Bookmarks, p. 28) Teachers can divide the class into groups and assign parts of the story to prepare for dramatizations. Students take turns acting out the story. (Teacher Handbook, Drama at Play, p. 28)</p>
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Common Core State Standards

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<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 Phyllis C. Hunter Classroom Libraries are 100 book grade-level libraries of fiction and nonfiction titles covering a wide range of engaging topics designed to instill a love of reading and build essential literacy skills. The grade four library is structured around 20 categories comprised of titles personally selected by Phyllis C. Hunter to support the elements of a comprehensive reading program.</p> <p>Students can explain explicit meaning and draw inferences from many of the texts included in the grade four library. Students access meaning, recall information and communicate what is read. (Teacher Handbook, Comprehension, p. 6) See the following titles included in the grade four library to reinforce comprehension: <i>The Best of Times</i> <i>Do Stars Have Points?</i> <i>If You Lived 100 Years Ago</i> <i>Pedro's Journal</i> <i>Real Life Monsters</i></p> <p>Students explore detail of a text to determine theme and summarize text: Students play Toss and Tell using game board with topics such as theme, setting favorite part, most exciting party, conflict and resolution. (Teacher Handbook, Responding to a Story, p. 26)</p> <p>Students explore and describe characters, setting and events in a story: Students write comments about a story character for each quality listed, such as self-esteem, responsibility, friendship and leadership. Students share examples and details to describe a characters thoughts, words or actions. (Teacher Handbook, Character Card, p. 24)</p>
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	<p>Students recall important information about a story, including character, setting and events, to complete a pyramid that tells about a book. (Teacher Handbook, Making a Story Pyramid, p. 25)</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Teachers share strategies to help students determine the meaning of words or phrases as they are used in a text. These strategies include using context clues in sentences, rereading, using sticky notes for future dictionary searches, referring to illustrations, and identifying word parts. (Teacher Handbook, Vocabulary Activities, p. 19)</p> <p>Students explore the structural elements of poems in the following poetry titles in the grade four library: <i>Black Cat</i> <i>Harlem</i> <i>If Kids Ruled the School</i> <i>When Gorilla Goes Walking</i> <i>African Acrostics</i></p> <p>Additionally, Teachers can select different stories to share with students to help them identify different point of view of characters. Teachers choose a book for dramatizing, divide the class into groups, and assign parts of the story to prepare for dramatizations. Students might want to prepare scripts by using the story dialogue and adding some of their own. Students might include the role of the narrator to tell the non-dialogue part of the story. Groups take turns acting out the book. (Teacher Handbook, Drama at Play, p. 27)</p> <p>Students compare and contrast different points of view of the narrator or speaker in a text. For example, see the following first person titles: <i>Owl Moon</i> <i>Old Yeller</i> <i>Through My Eyes</i> <i>Amazing Magnetism</i> <i>More than Anything Else</i> <i>Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move</i> <i>Talkin' About Bessie</i> <i>The Field Day from the Black Lagoon</i> <i>Gloria's Way</i> <i>Little Sister Is Not My Name</i> <i>The Shocking Truth About Energy</i></p>
<p>Integration of Knowledge and Ideas 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. 8. (Not applicable to literature) 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the</p>	<p>Teachers can prompt students to use information gained from the illustrations and words in a text to demonstrate understanding of the story. Teachers use a variety of strategies to introduce a book, including discussion of illustrations and text. An appreciation of art and illustration enriches a child's experience with a book. Students are encouraged to flip through a book and look at the pictures to entice them to read the book. Teachers can also point out the blurb on the back cover to offer a preview of the story. (Teacher Handbook, Introducing a Book, p. 13)</p>

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<p>quest) in stories, myths, and traditional literature from different cultures.</p>	<p>Additionally, teachers can draw attention to Caldecott award winning titles and honor books as some of the most distinguished picture books. Teachers invite students to examine the illustrations. (Teacher Handbook, Awards Mean Excellence, p. 13)</p> <p>Opportunities for students to compare and contrast the treatment of similar themes, topics, and events in stories from different cultures are available. See the following folk and fairy tales in the grade four library: <i>The Adventures of Spider</i> <i>American Tall Tales</i> <i>Juan Verdades</i> <i>The King's Equal</i> <i>The Stinky Cheese Man</i></p>
<p>Range of Reading and Complexity of Text 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>The grade four library includes 20 categories of books carefully chosen to help students become successful readers. These categories help support the elements of a comprehensive reading program and meet the reading needs of all students. Included are titles that provide practice in the six major elements of a reading program (phonics, fluency, comprehension, phonemic awareness, vocabulary and motivation), as well as titles that address other needs and interests of students. (Teacher Handbook, p. 4) Teachers can guide students and teach strategies in choosing books appropriate for their reading level. (Teacher Handbook, Choosing Books, p. 15)</p> <p>Additionally, familiarity with a variety of genres broadens student’s reading experiences and increases literacy proficiency. (Teacher Handbook, Genres, p. 6) A variety of genres are included in the grade four library including, adventure, poetry, folk literature, fantasy, historical fiction, humor, informational, nonfiction, biography, and reference. Teachers introduce students to different genres and encourage them to read from each group. (Teacher Handbook, Genres, p. 16)</p>
<p>Reading: Informational Text Key Ideas and Details 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>Students refer to details and examples in a text when explaining explicit or inferential information from an informational text. Teachers can promote interest in a nonfiction book by having students complete an anticipation guide. Students respond to declarative sentences prior to reading book to help elicit thinking and activating prior knowledge. After reading book, students revisit the anticipation guide to identify misconceptions and reaffirm what they have learned. (Teacher Handbook, Anticipation Guides, p. 12) See also the following informational titles: <i>The Librarian Who Measured the Earth</i> <i>Let's Read About... Pocahontas</i> <i>Hardwood Heroes</i> <i>Wild Earth</i> <i>The Best of Times</i> <i>Do Stars Have Points?</i> <i>If You Lived 100 Years Ago</i> <i>Real Life Monsters</i> <i>Albert Einstein</i></p>

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	<p><i>Ten True Animal Rescues</i> <i>Charlie Parker Played Be Bop</i> <i>Helen Keller</i> <i>Pablo Picasso</i> <i>When Marian Sang</i> <i>Almost Gone</i> <i>The Chicago Fire</i> <i>Jacob Lawrence</i> <i>Penguins</i> <i>Talkin' About Bessie</i> <i>What Talent!</i> <i>Checking Your Grammar</i> <i>Heroes for Civil Rights</i> <i>If You Were a Penguin</i> <i>Introduction to Asia</i> <i>Planet Earth Guide: Guide to the Planet</i> <i>The Election Book</i> <i>Postcards from Pluto</i> <i>The Supreme Court</i></p> <p>Teachers can provide opportunities for students to determine the main idea of a text, identify supporting details and summarize any informational text included in the grade four library.</p> <p>Teachers can encourage students to describe ideas or concepts based on specific information in the text. See for example the following informational titles about Technology and it's impacts on students' lives: <i>Amazing Magnetism</i> <i>Did You Invent the Phone Alone, Alexander Graham Bell?</i> <i>Luis Alvarez</i> <i>The Shocking Truth About Energy</i> <i>Take a Giant Leap, Neil Armstrong!</i></p> <p>Additionally, see the following Patriotic titles that focus on civics, American history, heritage, and U.S. Presidents: <i>If You Grew Up with Abraham Lincoln</i> <i>If You Were There When They Signed the Constitution</i> <i>O, Say Can You See?</i> <i>Rosa Parks</i> <i>Through My Eyes</i></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,</p>	<p>Students determine the meaning of unknown words in an informational text. Teachers share strategies to determine a word's meaning. (Teacher Handbook, Vocabulary Activities, p. 19)</p> <p>Students explore the structure of informational texts and recall important information learned</p>

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<p>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>from an informational book. (Teacher Handbook, Reading Inquiry, p. 22)</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 elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 8. Explain how an author uses reasons and evidence to support particular points in a text. 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Images and diagrams contribute to clarity of text. See for example the following informational text included in the grade four library: <i>The Librarian Who Measured the Earth</i> <i>Let's Read About... Pocahontas</i> <i>Hardwood Heroes</i> <i>Wild Earth</i> <i>The Best of Times</i> <i>Do Stars Have Points?</i> <i>If You Lived 100 Years Ago</i> <i>Real Life Monsters</i> <i>Albert Einstein</i> <i>Ten True Animal Rescues</i> <i>Charlie Parker Played Be Bop</i> <i>Helen Keller</i> <i>Pablo Picasso</i> <i>When Marian Sang</i> <i>Almost Gone</i> <i>The Chicago Fire</i> <i>Jacob Lawrence</i> <i>Penguins</i> <i>Talkin' About Bessie</i> <i>What Talent!</i> <i>Checking Your Grammar</i> <i>Heroes for Civil Rights</i> <i>If You Were a Penguin</i> <i>Introduction to Asia</i> <i>Planet Earth Guide: Guide to the Planet</i> <i>The Election Book</i> <i>Postcards from Pluto</i> <i>The Supreme Court</i></p> <p>Students compare and contrast different text on the same topic. See for example the following text in the grade four library: <i>Penguins</i> <i>If You Were a Penguin</i></p>
<p>Range of Reading and Level of Text Complexity 10. By the end of year, read and comprehend informational texts,</p>	<p>The grade four library includes 20 categories of books carefully chosen to help students become successful readers. These categories help support the elements of a comprehensive reading</p>

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<p>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>program and meet the reading needs of all students. Included are titles that provide practice in the six major elements of a reading program (phonics, fluency, comprehension, phonemic awareness, vocabulary and motivation), as well as titles that address other needs and interests of students.</p> <p>Additionally, familiarity with a variety of genres broadens student’s reading experiences and increases literacy proficiency. (Teacher Handbook, Genres, p. 6) A variety of informational texts are provided in the grade four library, including such genres as nonfiction, science, social studies, biography, and reference.</p>
<p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Each K-6 library features books chosen to promote grade-level phonics and word analysis skills in decoding words. (Teacher Handbook, Phonics, p. 6) See the following titles in the grade four library: <i>C.D. Clues</i> <i>Jackson's Contraptions</i> <i>Jokes, Riddles & Poems</i> <i>Rhyming Dust Bunnies</i> <i>What Talent!</i></p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Each K-6 library features books chosen to enhance fluency. These titles are leveled appropriately to help students decode unfamiliar words and access meaning in an effective and efficient way. (Teacher Handbook, Fluency, p. 6) See the following titles included in the grade four library to promote fluency: <i>African Acrostics</i> <i>Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move</i> <i>The Field Day from the Black Lagoon</i> <i>Harlem</i> <i>When Gorilla Goes Walking</i></p> <p>Teachers can assign pairs of book buddies to work together and share ideas. Book buddies can increase fluency by reading aloud to one another. (Teacher Handbook, Book Buddies, p. 9)</p> <p>An important source of word knowledge is exposure to print and independent reading. Students investigate words they encounter as they read independently using different strategies, such as using context clues, rereading, referring to illustrations and identifying word parts. (Teacher Handbook, Teach Strategies, p. 19)</p> <p>Additionally, follow-up activities are included that promote fluency, such as acting out stories. Teachers can divide the class into groups and assign parts of the story to prepare for dramatizations. (Teacher Handbook, Drama at Play, p. 27)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English</p>	<p>Teachers can use any writing or speaking assignment as they determine to help students demonstrate a command of the conventions of standard English grammar and usage. The following activities provide opportunities for students to write and/or present information orally:</p>

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<p>grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Students recall and write factual information about a subject in a nonfiction book. (Teacher Handbook, Reading Inquiry, p. 21) Students write comments about a story character for each quality listed, such as self-esteem, responsibility, friendship and leadership. Students share examples and details to describe a characters thoughts, words or actions. (Teacher Handbook, Character Card, p. 24) Students recall and write important information from a story. (Teacher Handbook, Making a Story Pyramid, p. 25) Teachers can divide the class into groups and assign parts of the story to prepare for dramatizations. Students take turns acting out the story. (Teacher Handbook, Drama at Play, p. 27) Teachers can help students demonstrate a command of the conventions of standard English capitalization, punctuation, or spelling in any of the writing activities provided.</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>Reading a variety of texts exposes students to grammatical patterns, diverse vocabulary and conventions of print. Everyday access to print reinforces experiences with award winning, high interest, literary and nonfiction print. Exposure and familiarity with grammatical structure reinforces students’ competency and comprehension of standard and nonstandard language, aiding reading comprehension and interpretation. Students participate in formal and informal discourse in the program. Informal activities involving small groups and/or partner discussions include Responding to a Story (Teacher Handbook, p. 26) and Memorable Book Projects (Teacher Handbook, Web Pages, p. 27). Experiences that require formal English include Drama at Play (Teacher Handbook, p. 27) and Best Book Reports (Teacher Handbook, p. 28). Teachers can employ the books for specific instruction as they determine appropriate.</p>
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p>The Phyllis C. Hunter Classroom Library supports the premise that reading promotes vocabulary and that exposure to print and independent reading are important for vocabulary growth. Teachers share multiple strategies to help students build their vocabulary by investigating unknown words they encounter while reading. These strategies include using context clues in sentences, rereading, using sticky notes for future dictionary searches, referring to illustrations, and identifying word parts. (Teacher Handbook, Vocabulary Activities, p. 19) See the following titles included in the grade four library to enhance vocabulary: <i>Miss Alaineus</i> <i>There’s a Frog in My Throat!</i></p>

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<p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p><i>Election Book, The</i> <i>Postcards from Pluto</i> <i>The Supreme Court</i></p> <p>Additionally, see the following reference titles included in the grade four library: <i>Checking Your Grammar</i> <i>Heroes for Civil Rights</i> <i>If You Were a Penguin</i> <i>Introduction to Asia</i> <i>Planet Earth Guide: Guide to the Planet</i></p>
<p>Writing Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</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</p>	<p>Included in the program are reproducible pages and activities that provide readiness practice and promote student’s interest in reading and books. See the following examples that engage students in writing activities appropriate for grade 4:</p> <p>Students write sentences to complete a table showing different ways books begin. (Teacher Handbook, Great Beginnings, p. 22)</p> <p>Students make predictions and write about what they think will happen next. After reading that part of the story, students can use the new information to revise their predictions. (Teacher Handbook, Making Predictions, p. 23)</p> <p>Students write comments to describe qualities of main character in a book. (Teacher Handbook, Character Card, p. 24)</p> <p>Students make a story pyramid by recalling important information in a book, such as identifying title, setting, characters, problem, and events and then writing about the story they have read. (Teacher Handbook, Making a Story Pyramid, p. 25)</p> <p>Additionally, projects are suggested to provide readiness practice and promote student’s interest in reading and books. Students are engaged in writing activities appropriate for grade 4:</p> <p>Teachers can model writing the main events of a story on paper strips. Students can connect the strips in chronological story order to make a paper chain and the use their chains to retell the story. Teachers encourage students to decide on and write the story events themselves. (Teacher Handbook, Story Time Line, p. 27)</p>

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<p>using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p>	
<p>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>Students write a book report, including summary of plot, interesting facts or quotations, and personal opinion. Students proofread and revise report as necessary. (Teacher Handbook, Best Book Reports, p. 28)</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>Students build knowledge about a topic by recalling factual information learned from a nonfiction book. (Teacher Handbook, Reading Inquiry, p. 21)</p> <p>Students can use the following reference books as useful classroom resources to gather information to answer questions about a specific topic: <i>Checking Your Grammar</i> <i>Heroes for Civil Rights</i> <i>If You Were a Penguin</i> <i>Introduction to Asia</i> <i>Planet Earth Guide: Guide to the Planet</i></p> <p>Students draw evidence from literary text to support analysis, reflection, and research in the following activities: Students write comments to describe qualities of main character in a book. (Teacher Handbook, Character Card, p. 24) Students make a story pyramid by recalling important information in a book, such as identifying title, setting, characters, problem, and events and then writing about the story they have read. (Teacher Handbook, Making a Story Pyramid, p. 25)</p>

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	<p>Students take turns telling partners something about the book, such as theme, setting, goal of main character, resolution, and conflict. (Teacher Handbook, Responding to a Story, p. 26)</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>Students write routinely in reading journals to respond to and reflect on what they read. Three kinds of journals are suggested to help build reading-writing-thinking connections and expand comprehension: Response Journals, Partners Across Pages, and Instant Messages. (Teacher Handbook, p. 18)</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 particular points.</p>	<p>Opportunities for students to participate in collaborative conversations with peers about grade 4 topics are provided, such as the following: Students play Toss and Tell game with a partner who has read the same book. Students take turns telling the partner something about the book for each topic landed on. (Teacher Handbook, Responding to a Story, p. 26)</p>
<p>Presentation of Knowledge and Ideas 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. 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>Teachers can model book talks and encourage students to share their book recommendations. Book talks should include the title, author, a short summary and details about the characters and setting. (Teacher Handbook, Book Talks, p. 13)</p> <p>Additionally, students can respond to books through written book reports. Students write a book report, including summary of plot, interesting facts or quotations, and personal opinion. Teachers can encourage students to share these reports orally. (Teacher Handbook, Best Book Reports, p. 28) Students complete form to help get started on book report. (Teacher Handbook, Book Libs, p. 29)</p>

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<p>Reading: Literature 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 a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>The Phyllis C. Hunter Classroom Libraries are 100 book grade-level libraries of fiction and nonfiction titles covering a wide range of engaging topics designed to instill a love of reading and build essential literacy skills. The grade five library is structured around 20 categories comprised of titles personally selected by Phyllis C. Hunter to support the elements of a comprehensive reading program.</p> <p>Students can explain explicit meaning and draw inferences from many of the texts included in the grade five library. Students make and record predictions using the information given by the author and from personal knowledge. Students read story and use new information to revise predictions. (Teacher Handbook, Making Predictions, p. 23) Additionally, students access meaning, recall information and communicate what is read. (Teacher Handbook, Comprehension, p. 6) See the following titles included in the grade five library to reinforce comprehension: <i>Because of Winn-Dixie</i> <i>D is for Drinking Gourd</i> <i>I, Matthew Henson</i> <i>The Usborne Book of Secret Codes</i> <i>You Be the Detective</i></p> <p>Students explore detail of a text to determine theme and summarize text: Students write literary elements from a list, such as dialogue, character, conflict, resolution, theme, plot, setting, and title to answer each riddle about a story. (Teacher Handbook, Reviewing Literary Elements, p. 26)</p> <p>Students compare and contrast characters in a story drawing on specific details in text: Students make a list of words to describe different characters in book and find proof in text to support each personality trait listed. (Teacher Handbook, Character Portraits, p. 24) Students recall important information about a story, including character, setting, problem, events, and outcome to complete a story ladder that tells about a book. (Teacher Handbook, Story Steps, p. 25)</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>Teachers share strategies to help students determine the meaning of words or phrases as they are used in a text. These strategies include using context clues in sentences, rereading, using sticky notes for future dictionary searches, referring to illustrations, and identifying word parts. (Teacher Handbook, Vocabulary Activities, p. 18)</p> <p>Students explore the story structure through a wide variety of genres provided in the library. Students use books in the library to find examples of different kinds of beginnings, such as setting, character and action. (Teacher Handbook, Great Beginnings, p. 22)</p> <p>Additionally, Teachers can select different stories to share with students to help them identify different point of view of characters. Teachers choose a book for dramatizing, divide the class into groups, and assign parts of the story to prepare for dramatizations. Students might want to prepare scripts by using the story dialogue and adding some of their own. Students might include</p>

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	<p>the role of the narrator to tell the non-dialogue part of the story. Groups take turns acting out the book. (Teacher Handbook, Drama at Play, p. 27)</p> <p>Students compare and contrast different points of view of a narrator or speaker in a text. For example, see the following first person titles: <i>Philip Hall Likes Me. I Reckon Maybe</i> <i>Because of Winn-Dixie</i> <i>Satch & Me</i> <i>Crisis de basura en la Tierra</i> <i>Those Shoes</i> <i>I, Matthew Henson</i> <i>Trash Crisis on Earth</i> <i>March On!</i> <i>Steve Jobs and Steve Wozniak</i></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>Students can explore visual and multimedia elements in the following picture books, photo history and graphic novels: <i>Grace for President</i> <i>I, Matthew Henson</i> <i>Some Dog!</i> <i>Those Shoes</i> <i>Nacho and Lolita</i> <i>Stand Tall, Molly Lou Melon</i> <i>The Day Martin Luther King, Jr. was Shot</i> <i>Revenge of the Baby-Sat</i> <i>The Dragon Players</i></p> <p>Opportunities for students to compare and contrast the treatment of similar themes, topics, and events in stories in the same genre are available. For example, see the following folk and fairy tales in the grade five library: <i>Aesop's Fables</i> <i>Folktales from China</i> <i>Johnny Appleseed</i> <i>Stone Soup</i> <i>Turquoise Boy</i></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>The grade five library includes 20 categories of books carefully chosen to help students become successful readers. These categories help support the elements of a comprehensive reading program and meet the reading needs of all students. Included are titles that provide practice in the six major elements of a reading program (phonics, fluency, comprehension, phonemic awareness, vocabulary and motivation), as well as titles that address other needs and interests of students. (Teacher Handbook, p. 4) Teachers can guide students and teach strategies in choosing books appropriate for their reading level. (Teacher Handbook, Choosing Books, p. 15)</p>

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	<p>Additionally, familiarity with a variety of genres broadens student’s reading experiences and increases literacy proficiency. (Teacher Handbook, Genres, p. 6) A variety of genres are included in the grade five library including, adventure, poetry, folk literature, fantasy, historical fiction, humor, informational, nonfiction, biography, and reference. Teachers introduce students to different genres and encourage them to read from each group. (Teacher Handbook, Genres, p. 16)</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>Students refer to details and examples in a text when explaining explicit or inferential information from an informational text. Teachers can promote interest in a nonfiction book by having students complete an anticipation guide. Students respond to declarative sentences prior to reading book to help elicit thinking and activating prior knowledge. After reading book, students revisit the anticipation guide to identify misconceptions and reaffirm what they have learned. (Teacher Handbook, Anticipation Guides, p. 12) See also the following informational titles: <i>The Great Fire</i> <i>The Rescuers</i> <i>Game Day</i> <i>Diego</i> <i>Championship Teams</i> <i>NBA Fun Facts and Trivia</i> <i>D is for Drinking Gourd</i> <i>I, Matthew Henson</i> <i>The Usborne Book of Secret Codes</i> <i>You Be the Detective</i> <i>You Wouldn't Want to Sail on the Titanic!</i> <i>Manfish</i> <i>March On!</i> <i>Edward Hopper</i> <i>Faith Ringgold</i> <i>Ludwig van Beethoven</i> <i>Roy Lichtenstein</i> <i>Standing Tall</i> <i>Achoo!</i> <i>The Day Martin Luther King, Jr. was Shot</i> <i>If You Lived When There Was Slavery in America</i> <i>Valley Forge</i> <i>The Wright Brothers at Kitty Hawk</i> <i>Fabulous Facts About the 50 States</i> <i>Mount Rushmore</i> <i>The Pledge of Allegiance</i> <i>Richard M. Nixon</i> <i>Brain Power</i> <i>Math Potatoes</i> <i>On the Scale, a Weighty Tale</i></p>

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	<p><i>The Book of Black Heroes from A to Z</i> <i>Leonardo da Vinci</i> <i>Mr. President</i> <i>Scholastic Dictionary of Spelling</i> <i>Scholastic Pocket Dictionary</i> <i>Amazing Inventions</i> <i>Henry Ford</i> <i>Incredible Inventions</i> <i>Sea Clocks</i> <i>Steve Jobs and Steve Wozniak</i> <i>Castle</i> <i>Dr. Medieval</i> <i>Harsh or Heroic?</i> <i>Around the World in a Hundred Years</i> <i>Everything Dog</i> <i>How Strong Is It?</i> <i>John, Paul, George & Ben</i> <i>Mummies, Tombs, and Treasure</i></p> <p>Teachers can provide opportunities for students to determine the main idea of a text, identify supporting details and summarize any informational text included in the grade five library.</p> <p>Teachers can encourage students to describe ideas or concepts based on specific information in the text. See for example the following informational titles about Technology and it’s impacts on students’ lives: <i>Amazing Inventions</i> <i>Henry Ford</i> <i>Incredible Inventions</i> <i>Sea Clocks</i> <i>Steve Jobs and Steve Wozniak</i></p> <p>Additionally, see the following Patriotic titles that focus on civics, American history, heritage, and U.S. Presidents: <i>Fabulous Facts About the 50 States</i> <i>Grace for President</i> <i>Mount Rushmore</i> <i>The Pledge of Allegiance</i> <i>Richard M. Nixon</i></p>
<p>Craft and Structure 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,</p>	<p>Students determine the meaning of unknown words in an informational text. Teachers share strategies to determine a word’s meaning. (Teacher Handbook, Vocabulary Activities, p. 18) Further exploration of unknown words in a text is available as students complete a word cube with word definition, association, analysis, application and history. (Teacher Handbook, A Word from All Angles, p. 19)</p>

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<p>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 compare and contrast the structure of informational texts and analyze multiple accounts of the same event or topic in the following Text Study titles:</p> <p><i>The Dragon Players</i> <i>Knights of the Kitchen Table</i> <i>Castle</i> <i>Dr. Medieval</i> <i>Harsh or Heroic?</i></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>Students draw on information from text to locate answers to questions and solve problems. See for following reference and question/answer text for example:</p> <p><i>Book of Black Heroes from A to Z, The</i> <i>Leonardo da Vinci</i> <i>Mr. President</i> <i>Scholastic Dictionary of Spelling</i> <i>Scholastic Pocket Dictionary</i> <i>Fabulous Facts About the 50 States</i> <i>You Be the Detective</i> <i>NBA Fun Facts and Trivia</i> <i>The Usborne Book of Secret Codes</i> <i>Everything Dog</i> <i>Math Potatoes</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>The grade five library includes 20 categories of books carefully chosen to help students become successful readers. These categories help support the elements of a comprehensive reading program and meet the reading needs of all students. Included are titles that provide practice in the six major elements of a reading program (phonics, fluency, comprehension, phonemic awareness, vocabulary and motivation), as well as titles that address other needs and interests of students.</p> <p>Additionally, familiarity with a variety of genres broadens student’s reading experiences and increases literacy proficiency. (Teacher Handbook, Genres, p. 6) A variety of informational texts are provided in the grade five library, including such genres as nonfiction, science, social studies, biography, and reference.</p>
<p>Reading: Foundational Skills</p> <p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Each K-6 library features books chosen to promote grade-level phonics and word analysis skills in decoding words. (Teacher Handbook, Phonics, p. 6) See the following titles in the grade five library:</p> <p><i>Some Dog!</i> <i>Stand Tall, Molly Lou Melon</i> <i>Brain Power</i> <i>Math Potatoes</i> <i>On the Scale, a Weighty Tale</i></p>

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<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Each K-6 library features books chosen to enhance fluency. These titles are leveled appropriately to help students decode unfamiliar words and access meaning in an effective and efficient way. (Teacher Handbook, Fluency, p. 6) See the following titles included in the grade five library to promote fluency: <i>American Poetry</i> <i>Dear Mr. Henshaw</i> <i>The Escape of Oney Judge</i> <i>Nothing Ever Happens on 90th Street</i> <i>You Wouldn't Want to Sail on the Titanic!</i></p> <p>Teachers can pair off students as “reading associates” to work together and share ideas. Reading associates can increase fluency by reading aloud to one another. (Teacher Handbook, Book Buddies, p. 9)</p> <p>An important source of word knowledge is exposure to print and independent reading. Students investigate words they encounter as they read independently using different strategies, such as using context clues, rereading, referring to illustrations and identifying word parts. (Teacher Handbook, Teach Strategies, p. 18)</p> <p>Additionally, follow-up activities are included that promote fluency, such as acting out stories. Teachers can divide the class into groups and assign parts of the story to prepare for dramatizations. (Teacher Handbook, Drama at Play, p. 27)</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.</p>	<p>Teachers can use any writing or speaking assignment as they determine to help students demonstrate a command of the conventions of standard English grammar and usage. The following activities provide opportunities for students to write and/or present information orally: Students recall and write factual information about a subject in a nonfiction book. (Teacher Handbook, Reading Inquiry, p. 21) Students write a list of words to describe a character in a book then write supporting evidence found in text. (Teacher Handbook, Character Portraits, p. 24) Students recall and write important information, such as title, characters, setting, problem, event, and outcome from a story. (Teacher Handbook, Story Steps, p. 25) Teachers can divide the class into groups and assign parts of the story to prepare for dramatizations. Students take turns acting out the story. (Teacher Handbook, Drama at Play, p. 27)</p> <p>Teachers can help students demonstrate a command of the conventions of standard English capitalization, punctuation, or spelling in any of the writing activities provided.</p>

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<p>Spell grade-appropriate words correctly, consulting references as needed.</p>	
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>Reading a variety of texts exposes students to grammatical patterns, diverse vocabulary and conventions of print. Everyday access to print reinforces experiences with award winning, high interest, literary and nonfiction print. Exposure and familiarity with grammatical structure reinforces students’ competency and comprehension of standard and nonstandard language, aiding reading comprehension and interpretation. Teachers can employ the books for specific instruction as they determine appropriate.</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>The Phyllis C. Hunter Classroom Library supports the premise that reading promotes vocabulary and that exposure to print and independent reading are important for vocabulary growth. Teachers share multiple strategies to help students build their vocabulary by investigating unknown words they encounter while reading. These strategies include using context clues in sentences, rereading, using sticky notes for future dictionary searches, referring to illustrations, and identifying word parts. (Teacher Handbook, Vocabulary Activities, p. 18) See the following titles included in the grade five library to enhance vocabulary: <i>Around the World in a Hundred Years</i> <i>Everything Dog</i> <i>How Strong Is It?</i> <i>John, Paul, George & Ben</i> <i>Mummies, Tombs, and Treasure</i></p> <p>Students chose a word from book to study from all angles, including definition, association, analysis, application, and history. (Teacher Handbook, A Word from All Angles, p. 19)</p> <p>Additionally, see the following reference titles included in the grade five library: <i>The Book of Black Heroes from A to Z</i> <i>Leonardo da Vinci</i> <i>Mr. President</i> <i>Scholastic Dictionary of Spelling</i> <i>Scholastic Pocket Dictionary</i></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.,</p>	<p>Included in the program are reproducible pages and activities that provide readiness practice and promote student’s interest in reading and books. See the following examples that engage students in writing activities appropriate for grade 5: Students write sentences to complete a table showing different ways books begin. (Teacher Handbook, Great Beginnings, p. 22) Students make predictions and write about what they think will happen next. After reading that part of the story, students can use the new information to revise their predictions. (Teacher Handbook, Making Predictions, p. 23) Students write to describe characters in a book. (Teacher Handbook, Character Portraits, p. 24) Students complete a story ladder by recalling and writing important information from a book,</p>

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<p>consequently, specifically). Provide a concluding statement or section related to the opinion presented. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>such as title, setting, characters, problem, and events and then writing about the story. (Teacher Handbook, Story Steps, p. 25)</p>
<p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Memorable Book Projects (Teacher Handbook, p. 27) suggest activities to provide readiness practice and promote student’s interest in reading and books. Students produce and publish writing appropriate for grade 5: Students make “parchment paper” and use it to write a response to one of the books in the Medieval Ages Text Study. (Teacher Handbook, Medieval Pages). Students create web pages for a book in the library, including such information as story summary, author biography, character descriptions, setting and review. (Teacher Handbook, Web Pages) Students prepare a dramatization by writing some of their own dialogue, including the role of the narrator. (Teacher Handbook, Drama at Play)</p>

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<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>Students build knowledge about a topic by recalling factual information learned from a nonfiction book. (Teacher Handbook, Reading Inquiry, p. 21)</p> <p>Students can use the following reference books as useful classroom resources to gather information to answer questions about a specific topic: <i>The Book of Black Heroes from A to Z</i> <i>Leonardo da Vinci</i> <i>Mr. President</i> <i>Scholastic Dictionary of Spelling</i> <i>Scholastic Pocket Dictionary</i></p> <p>Students draw evidence from literary text to support analysis, reflection, and research in the following activities: Students compare and contrast two characters in a book and provide supporting details from text. (Teacher Handbook, Character Portraits, p. 24) Students complete a story ladder by recalling important information in a book, such as identifying title, setting, characters, problem, and events and then writing about the story. (Teacher Handbook, Story Steps, p. 25)</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>Students write routinely in reading journals to respond to and reflect on what they read. Three kinds of journals are suggested to help build reading-writing-thinking connections and expand comprehension: Response Journals, Partners Across Pages, and Instant Messages. (Teacher Handbook, p. 17)</p>
<p>Speaking and Listening Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Summarize the points a speaker makes and explain how each claim</p>	<p>Opportunities for students to engage in a range of collaborative discussion with diverse partners on grade 5 topics and texts are provided throughout the program, such as the following: Teachers can pair students as “reading associates” for one-on-one discussions about a book. (Teacher Handbook, p. 9). Each library contains five copies of a particular title to be used as a Small Group Reading Set. (Teacher Handbook, p. 7) Teachers can lead discussions as they deem appropriate based on any of the books or activities provided in the program.</p>

Common Core State Standards

THE PHYLLIS C. HUNTER CLASSROOM LIBRARY GRADE 5

Grade 5

<p>is supported by reasons and evidence.</p>	
<p>Presentation of Knowledge and Ideas 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>Teachers can model book talks and encourage students to share their book recommendations. Book talks should include the title, author, a short summary and details about the characters and setting. (Teacher Handbook, Book Talks, p. 13)</p> <p>Additionally, students can respond to books through written book reports. Students write a book report, including summary of plot, interesting facts or quotations, and personal opinion. Teachers can encourage students to share these reports orally. (Teacher Handbook, Best Book Reports, p. 28) Students make an outline to plan a book report. (Teacher Handbook, Making an Outline, p. 29)</p>

Common Core State Standards

THE PHYLLIS C. HUNTER CLASSROOM LIBRARY GRADE 6

Grade 6

<p>Reading: Literature 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 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. 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 Phyllis C. Hunter Classroom Libraries are 100 book grade-level libraries of fiction and nonfiction titles covering a wide range of engaging topics designed to instill a love of reading and build essential literacy skills. The grade six library is structured around 20 categories comprised of titles personally selected by Phyllis C. Hunter to support the elements of a comprehensive reading program.</p> <p>Students can explain explicit meaning and draw inferences from many of the texts included in the grade six library. Students make and record predictions using the information given by the author and from personal knowledge. Students read story and use new information to revise predictions. (Teacher Handbook, Making Predictions, p. 23)</p> <p>Additionally, students access meaning, recall information and communicate what is read. (Teacher Handbook, Comprehension, p. 6) See the following titles included in the grade six library to reinforce comprehension: <i>Energy, Forces & Motion</i> <i>George Washington Carver</i> <i>Liliuokalani, the Last Queen of Hawaii</i> <i>Mysteries & Marvels of Plant Life</i> <i>When Is a Planet Not a Planet?</i></p> <p>Students explore detail of a text to determine theme and summarize text: Students write literary elements from a list, such as dialogue, character, conflict, resolution, theme, plot, setting, and title to answer each riddle about a story. (Teacher Handbook, Reviewing Literary Elements, p. 26)</p> <p>Students describe a story’s plot and how the characters respond: Students recall important information about a story, including character, setting, conflict, events, resolution, and how main characters changed. (Teacher Handbook, Path of a Story, p. 25)</p>
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<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 a specific word choice on meaning and tone.</p> <p>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.</p> <p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Teachers share strategies to help students determine the meaning of words or phrases as they are used in a text. These strategies include using context clues in sentences, rereading, using sticky notes for future dictionary searches, referring to illustrations, and identifying word parts. (Teacher Handbook, Vocabulary Activities, p. 18)</p> <p>Students explore the story structure through a wide variety of genres provided in the library. Students use books in the library to find examples of different kinds of beginnings, such as setting, character and action. (Teacher Handbook, Great Beginnings, p. 22)</p> <p>Additionally, Teachers can select different stories to share with students to help them identify different point of view of characters. Teachers choose a book for dramatizing, divide the class into groups, and assign parts of the story to prepare for dramatizations. Students might want to prepare scripts by using the story dialogue and adding some of their own. Students might include the role of the narrator to tell the non-dialogue part of the story. Groups take turns acting out the book. (Teacher Handbook, Drama at Play, p. 27)</p> <p>Students compare and contrast different points of view of the narrator or speaker in a text. For example, see the following first person titles: <i>Bud, Not Buddy</i> <i>Heaven</i> <i>The Jacket</i> <i>Absolutely Normal Chaos</i> <i>The Liberation of Gabriel King</i> <i>The Sloppy Copy Slipup</i> <i>The Homework Machine</i></p>
<p>Integration of Knowledge and Ideas</p> <p>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.</p> <p>8. (Not applicable to literature)</p> <p>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>Opportunities for students to compare and contrast texts in different forms or genres in their approach to similar themes and topics are provided in the Text Study. See the following titles on Mythology: Favorite Greek Myths The Golden Fleece The Greek Gods Greek Myths and Legends Heroes and Monsters of Greek Myth</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend literature, including stories, 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>The grade six library includes 20 categories of books carefully chosen to help students become successful readers. These categories help support the elements of a comprehensive reading program and meet the reading needs of all students. Included are titles that provide practice in the six major elements of a reading program (phonics, fluency, comprehension, phonemic awareness, vocabulary and motivation), as well as titles that address other needs and interests of students. (Teacher Handbook, p. 4) Teachers can guide students and teach strategies in choosing books appropriate for their reading level. (Teacher Handbook, Choosing Books, p. 15)</p>

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	<p>Additionally, familiarity with a variety of genres broadens student’s reading experiences and increases literacy proficiency. (Teacher Handbook, Genres, p. 6) A variety of genres are included in the grade six library including, adventure, poetry, folk literature, fantasy, historical fiction, humor, informational, nonfiction, biography, and reference. Teachers introduce students to different genres and encourage them to read from each group. (Teacher Handbook, Genres, p. 16)</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>Students cite textual evidence to support explicit or inferential meaning from an informational text. Teachers can promote interest in a nonfiction book by having students complete an anticipation guide. Students respond to declarative sentences prior to reading book to help elicit thinking and activating prior knowledge. After reading book, students revisit the anticipation guide to identify misconceptions and reaffirm what they have learned. (Teacher Handbook, Anticipation Guides, p. 12) See also the following informational titles: <i>Heroes and Monsters of Greek Myth</i> <i>Red Scarf Girl</i> <i>Andy Warhol</i> <i>Diego</i> <i>Book of Ultimate Records</i> <i>Cutting Edge</i> <i>Daniel Alexander Payne</i> <i>Surviving Sharks</i> <i>Energy, Forces & Motion</i> <i>George Washington Carver</i> <i>Liliuokalani, the Last Queen of Hawaii</i> <i>Mysteries & Marvels of Plant Life</i> <i>When Is a Planet Not a Planet?</i> <i>Backstage at a Movie Set</i> <i>The Beatles</i> <i>Frida Kahlo</i> <i>Jacob Lawrence</i> <i>At Ellis Island</i> <i>Black Diamond</i> <i>Nelson Mandela</i> <i>Orphan Train Rider</i> <i>Why Is Snot Green?</i> <i>How Unusual</i> <i>First Encyclopedia of Science</i> <i>Scholastic Dictionary of Synonyms, Antonyms, and Homonyms</i> <i>Scholastic Ultimate Guide to Football</i> <i>She’s All That!</i> <i>The Usborne Book of Scientists from Archimedes to Einstein</i> <i>Favorite Greek Myths</i> <i>The Greek Gods</i> <i>Greek Myths and Legends</i></p>

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	<p><i>Ancient China</i> <i>Burp!</i> <i>Carbon</i> <i>Heroes of the Environment</i> <i>Skulls and Skeletons</i></p> <p>Teachers can provide opportunities for students to determine the main idea of a text, identify supporting details and summarize any informational text included in the grade six library.</p> <p>Teachers can encourage students to describe ideas or concepts based on specific information in the text. See for example the following informational titles about Technology and it’s impacts on students’ lives: <i>The Airplane</i> <i>Flight and Fancy</i> <i>Hot Jobs In Video Games</i> <i>Motion Pictures</i> <i>Skiing in the Desert</i></p> <p>Additionally, see the following Patriotic titles that focus on civics, American history, heritage, and U.S. Presidents: <i>Arlington National Cemetery</i> <i>Michelle Obama</i> <i>The United States of America</i> <i>Washington at Valley Forge</i> <i>The Washington Monument</i></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 unknown words in an informational text. Teachers share strategies to determine a word’s meaning. (Teacher Handbook, Vocabulary Activities, p. 18) Further analysis of unknown words in a text is available as students complete a word web. (Teacher Handbook, A Word from All Angles, p. 19)</p> <p>Teachers can guide students to analyze the overall structure of any informational text in the library and observe how it contributes to the development of ideas.</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</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. See the following inspirational and informational titles: <i>Michelle Obama</i> <i>Jacob Lawrence</i> <i>At Ellis Island</i> <i>Black Diamond</i> <i>Nelson Mandela</i> <i>Beatles, The</i></p>

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<p>person).</p>	<p><i>Frida Kahlo</i> <i>George Washington Carver</i> <i>Liliuokalani, the Last Queen of Hawaii</i> <i>Red Scarf Girl</i> <i>Andy Warhol</i> <i>Diego</i></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>The grade six library includes 20 categories of books carefully chosen to help students become successful readers. These categories help support the elements of a comprehensive reading program and meet the reading needs of all students. Included are titles that provide practice in the six major elements of a reading program (phonics, fluency, comprehension, phonemic awareness, vocabulary and motivation), as well as titles that address other needs and interests of students.</p> <p>Additionally, familiarity with a variety of genres broadens student’s reading experiences and increases literacy proficiency. (Teacher Handbook, Genres, p. 6) A variety of informational texts are provided in the grade six library, including such genres as nonfiction, science, social studies, biography, and reference.</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>Teachers can use any writing or speaking assignment as they determine to help students demonstrate a command of the conventions of standard English grammar and usage. The following activities provide opportunities for students to write and/or present information orally: Students recall and write factual information about a subject in a nonfiction book. (Teacher Handbook, Reading Inquiry, p. 21) Students write about character similarities and differences.(Teacher Handbook, Comparing Character, p. 24) Students recall and write important information, such as title, characters, setting, conflict, events, and resolution from a story. (Teacher Handbook, Path of a Story, p. 25) Teachers can divide the class into groups and assign parts of the story to prepare for dramatizations. Students take turns acting out the story. (Teacher Handbook, Drama at Play, p. 27)</p> <p>Teachers can help students demonstrate a command of the conventions of standard English capitalization, punctuation, or spelling in any of the writing activities provided.</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.*</p>	<p>Reading a variety of texts exposes students to grammatical patterns, diverse vocabulary and conventions of print. Everyday access to print reinforces experiences with award winning, high interest, literary and nonfiction print. Exposure and familiarity with grammatical structure reinforces students’ competency and comprehension of standard and nonstandard language, aiding reading comprehension and interpretation. Teachers can employ the books for specific</p>

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<p>Maintain consistency in style and tone.*</p>	<p>instruction as they determine appropriate.</p>
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., personification) in context.</p> <p>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>The Phyllis C. Hunter Classroom Library supports the premise that reading promotes vocabulary and that exposure to print and independent reading are important for vocabulary growth. Teachers share multiple strategies to help students build their vocabulary by investigating unknown words they encounter while reading. These strategies include using context clues in sentences, rereading, using sticky notes for future dictionary searches, referring to illustrations, and identifying word parts. (Teacher Handbook, Vocabulary Activities, p. 18) See the following titles included in the grade six library to enhance vocabulary:</p> <p><i>Ancient China</i> <i>Burp!</i> <i>Carbon</i> <i>Heroes of the Environment</i> <i>Skulls and Skeletons</i></p> <p>Students chose a word from book and complete the web to help analyze the word. (Teacher Handbook, Vocab Lab, p. 19)</p> <p>Additionally, see the following reference titles included in the grade five library:</p> <p><i>First Encyclopedia of Science</i> <i>Scholastic Dictionary of Synonyms, Antonyms, and Homonyms</i> <i>Scholastic Ultimate Guide to Football</i> <i>She’s All That!</i> <i>The Usborne Book of Scientists from Archimedes to Einstein</i></p>
<p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from the argument presented.</p>	<p>Included in the program are reproducible pages and activities that provide readiness practice and promote student’s interest in reading and books. See the following examples that engage students in writing activities appropriate for grade 6:</p> <p>Students write sentences to complete a table showing different ways books begin. (Teacher Handbook, Great Beginnings, p. 22)</p> <p>Students make predictions and write about what they think will happen next. After reading that part of the story, students can use the new information to revise their predictions. (Teacher Handbook, Making Predictions, p. 23)</p> <p>Students write to describe and compare characters in a book. (Teacher Handbook, Comparing Character, p. 24)</p> <p>Students complete a story path by recalling and writing important information from a book, such as title, setting, characters, conflict, events, and resolution, and then writing about the story. (Teacher Handbook, Path of a Story, p. 25)</p>

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<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. 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.</p> <p>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>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>Memorable Book Projects (Teacher Handbook, p. 27) suggest activities to provide readiness practice and promote student’s interest in reading and books. Students produce and publish writing appropriate for grade 6: Students write a poem called a diamante about a character in a book they have read. (Teacher Handbook, Character Diamante). Students create web pages for a book in the library, including such information as story summary, author biography, character descriptions, setting and review. (Teacher Handbook, Web Pages) Students prepare a dramatization by writing some of their own dialogue, including the role of the narrator. (Teacher Handbook, Drama at Play)</p>
<p>Research to Build and Present Knowledge</p>	<p>Students build knowledge about a topic by recalling factual information learned from a</p>

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<p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>nonfiction book. (Teacher Handbook, Reading Inquiry, p. 21)</p> <p>Students can use the following reference books as useful classroom resources to gather information to answer questions about a specific topic:</p> <p><i>First Encyclopedia of Science</i> <i>Scholastic Dictionary of Synonyms, Antonyms, and Homonyms</i> <i>Scholastic Ultimate Guide to Football</i> <i>She’s All That!</i> <i>The Usborne Book of Scientists from Archimedes to Einstein</i></p> <p>Students are introduced to a variety of genres in the library and can pair these titles with other titles of similar theme or topic to compare and contrast different approaches. (Teacher Handbook, Genres, p. 16)</p>
<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and</p>	<p>Students write routinely in reading journals to respond to and reflect on what they read. Three kinds of journals are suggested to help build reading-writing-thinking connections and expand comprehension: Response Journals, Partners Across Pages, and Instant Messages. (Teacher Handbook, p. 17)</p>
<p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that</p>	<p>Opportunities for students to engage in a range of collaborative discussion with diverse partners on grade 6 topics and texts are provided throughout the program, such as the following: Teachers can pair students as “reading associates” for one-on-one discussions about a book. (Teacher Handbook, p. 9). Each library contains five copies of a particular title to be used as a Small Group Reading Set. (Teacher Handbook, p. 7) Teachers can lead discussions as they deem appropriate based on any of the books or activities provided in the program.</p>

Common Core State Standards

THE PHYLLIS C. HUNTER CLASSROOM LIBRARY GRADE 6

Grade 6

<p>are not.</p>	
<p>Presentation of Knowledge and Ideas 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. 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Teachers can model book talks and encourage students to share their book recommendations. Book talks should include the title, author, a short summary and details about the characters and setting. (Teacher Handbook, Book Talks, p. 13)</p> <p>Additionally, students can respond to books through written book reports. Students write a book report, including summary of plot, interesting facts or quotations, and personal opinion. Teachers can encourage students to share these reports orally. (Teacher Handbook, Best Book Reports, p. 28). Students make an outline to plan a book report. (Teacher Handbook, Making an Outline, p. 29)</p>

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Grade 7

<p>Reading: Literature 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 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. 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>The Phyllis C. Hunter Classroom Libraries are 100 book grade-level libraries of fiction and nonfiction titles covering a wide range of engaging topics designed to instill a love of reading and build essential literacy skills. The grade seven library is structured around 10 categories comprised of titles personally selected by Phyllis C. Hunter to support reading proficiency.</p> <p>Students cite textual evidence to support analysis of explicit meaning as well as inferences drawn from the texts. Students use different strategies, including predicting, confirming, and inferring to make sense out of text. Teachers help students learn these strategies by modeling how to use think-alouds to make these processes visible and concrete. (Teacher Handbook, Comprehension Strategies, pp. 12-13)</p> <p>Students sharpen their skills as a reader of fiction by thinking about the story before, during, and after reading. Students focus on such things as making connections, identifying setting, character, and theme of text, and summarizing the story. (Teacher Handbook, Reading Fiction, p. 16)</p> <p>Students analyze how particular elements of a story interact in the following activities: Students explore literary elements in a book, such as character, plot, setting and point of view. (Teacher Handbook, Literary Elements, p. 18) Students explore different types of beginnings used to pull readers into the story. (Teacher Handbook, Beginnings That Beckon, p. 19) Students explore different types of endings. (Teacher Handbook, Excellent Endings, p. 20) Students explore different methods authors use to inform readers about their characters. (Teacher Handbook, Character Development, p. 21) Students use a graphic organizer to help trace the plot of a book. (Teacher Handbook, Plot Development, p. 22)</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a</p>	<p>Teachers share strategies to help students determine the meaning of words or phrases as they are used in a text. These strategies include using context clues in sentences, rereading, using sticky</p>

Grade 7

<p>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.</p> <p>5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>notes for future dictionary searches, referring to illustrations, and identifying word parts. (Teacher Handbook, Vocabulary Is Vital, p. 14)</p> <p>Students explore the story structure through a wide variety of genres provided in the library. Students use books in the library to find examples of different kinds of beginnings and endings, methods of character development and plot development. (Teacher Handbook, pp. 19-22) Additionally, see the following poetry titles: <i>The Dream Keeper</i> <i>I'm Nobody! Who Are You?</i> <i>How to Write Haiku</i> <i>Pemba's Song</i></p> <p>Students compare and contrast different points of view of different characters or narrators in text. For example, see the following first person titles: <i>Toning the Sweep</i> <i>The Circuit</i> <i>The Shakespeare Stealer</i> <i>A Year Down Yonder</i> <i>Bluish</i> <i>Skeleton Man</i> <i>Flipped</i> <i>Money Hungry</i> <i>Ask Me No Questions</i> <i>Pemba's Song</i> <i>Home of the Brave</i> <i>Miss Spitfire</i></p>
<p>Integration of Knowledge and Ideas</p> <p>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).</p> <p>8. (Not applicable to literature)</p> <p>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 understanding how authors of fiction use or alter history.</p>	<p>Students can compare and contrast different stories with the multimedia version of the same story and analyze the effects of techniques unique to each medium. See the following Hit Movies and Sensations Stories in the grade seven library: <i>The Dark Is Rising</i> <i>Eagle Strike</i> <i>Flipped</i> <i>Holes</i> <i>Inkheart</i> <i>The Lion, the Witch and the Wardrobe</i></p> <p>Students can pair the following historical fictions and nonfiction titles with other classroom texts to compare and contrast fictional portrayal and a historical account of the same time place or character: <i>Freedom Train</i> <i>The Golden Goblet</i> <i>Indian Chiefs</i> <i>Island of the Blue Dolphins</i></p>

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	<p><i>Hiroshima</i> <i>Black Eagles</i> <i>The Watsons Go to Birmingham—1963</i> <i>I Am an American</i> <i>Mr. President</i> <i>Sacajawea</i> <i>Heroes Don't Run</i> <i>The Shakespeare Stealer</i> <i>The Teacher's Funeral</i> <i>Vlad the Impaler</i> <i>Hannibal</i> <i>Miss Spitfire</i> <i>Barack Obama</i> <i>Henry VIII and His Chopping Block</i> <i>Woodsong</i> <i>Terra Cotta Soldiers</i> <i>What a Great Idea!</i> <i>When Marian Sang</i> <i>Anne Frank: Diary of a Young Girl</i> <i>Four Perfect Pebbles</i> <i>The Dreamer</i></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>The grade seven library includes 10 categories of books carefully chosen to help students increase their reading proficiency. These categories include stories and poetry that promote reading with a high level of accuracy and understanding and focus on the task of comprehension. Additionally, familiarity with a variety of genres broadens student’s reading experiences and increases literacy proficiency. A variety of genres are included in the grade seven library including, mystery, poetry, folk tales, novels, fantasy, biography, humor, graphic novels, short stories, historical fiction, adventure and sports. Teachers introduce students to different genres and encourage them to read from each group. (Teacher Handbook, Genres, pp. 10-11)</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>Students cite textual evidence to support explicit or inferential meaning from an informational text. Teachers can promote interest in a nonfiction book by having students complete an anticipation guide. Students respond to declarative sentences prior to reading book to help elicit thinking and activating prior knowledge. After reading book, students revisit the anticipation guide to identify misconceptions and reaffirm what they have learned. (Teacher Handbook, Anticipation Guides, p. 9) See also the following informational titles: <i>Chicken Soup for the Preteen Soul</i> <i>Chicken Soup for the Teenage Soul: The Real Deal: School</i> <i>Extraordinary Short Story Writing</i> <i>How To Be a Genius</i> <i>How to Write Haiku</i> <i>The Kid's Guide to Money</i> <i>Kids Write Right</i></p>

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	<p><i>Test Your Smarts! Science</i> <i>Woe is I, Jr.</i> <i>Barack Obama</i> <i>Black Eagles</i> <i>Freedom Train</i> <i>Hannibal</i> <i>Henry VIII and His Chopping Block</i> <i>I Am an American</i> <i>Indian Chiefs</i> <i>Mr. President</i> <i>Woodsong</i> <i>Amazing But True Sports Stories</i> <i>Mummies, Bones, & Body Parts</i> <i>Terra Cotta Soldiers</i> <i>What a Great Idea!</i> <i>Girls Who Rocked the World</i> <i>Knots in My Yo-Yo String</i> <i>When Marian Sang</i> <i>G is for Googol</i> <i>Is It Hot Enough For You?</i> <i>What If We Run Out of Fossil Fuels?</i> <i>Anne Frank: Diary of a Young Girl</i> <i>Four Perfect Pebbles</i> <i>Vlad the Impaler</i></p> <p>Teachers can provide opportunities for students to determine the main idea of a text, identify supporting details and summarize any informational text included in the grade seven library.</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; analyze the impact of a specific word choice on meaning and tone. 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. 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>Teachers share strategies to help students determine the meaning of words or phrases as they are used in a text. These strategies include using context clues in sentences, rereading, using sticky notes for future dictionary searches, referring to illustrations, and identifying word parts. (Teacher Handbook, Vocabulary Is Vital, p. 14)</p> <p>Teachers can guide students to analyze the overall structure of any informational text in the grade seven library and observe how it contributes to the development of ideas.</p>
<p>Integration of Knowledge and Ideas 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). 8. Trace and evaluate the argument and specific claims in a text,</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. See the following inspirational and informational titles: <i>I Am an American</i> <i>Black Eagles</i></p>

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<p>assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 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><i>Indian Chiefs</i> <i>Freedom Train</i> <i>Girls Who Rocked the World</i> <i>Knots in My Yo-Yo String</i> <i>Mr. President</i> <i>Sacajawea</i> <i>Four Perfect Pebbles</i> <i>When Marian Sang</i> <i>Vlad the Impaler</i> <i>Hannibal</i> <i>Barack Obama</i></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>The grade seven library includes 10 categories of books carefully chosen to help students increase their reading proficiency. These categories promote reading, especially fluency, allowing students to read with a high level of accuracy and understanding and focus on the task of comprehension. Additionally, familiarity with a variety of genres broadens student’s reading experiences and increases literacy proficiency. A variety of informational texts are provided in the grade seven library, including such genres as nonfiction, science, social studies, biography, and reference. Teachers introduce students to different genres and encourage them to read from each group. (Teacher Handbook, Genres, pp. 10-11)</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>Teachers can use any writing or speaking assignment as they determine to help students demonstrate a command of the conventions of standard English grammar and usage. See the activities provided in Teacher Handbook, pp. 19-22.</p> <p>Teachers can help students demonstrate a command of the conventions of standard English capitalization, punctuation, or spelling in any of the writing activities provided.</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>Reading a variety of texts exposes students to grammatical patterns, diverse vocabulary and conventions of print. Everyday access to print reinforces experiences with award winning, high interest, literary and nonfiction print. Exposure and familiarity with grammatical structure reinforces students’ competency and comprehension of standard and nonstandard language, aiding reading comprehension and interpretation. Teachers can employ the books for specific instruction as they determine appropriate.</p>

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<p>Vocabulary Acquisition and Use</p> <p>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.</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., belligerent, bellicose, rebel).</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., 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 Phyllis C. Hunter Classroom Library supports the premise that reading builds vocabulary. Teachers share multiple strategies to help students strengthen their vocabulary by investigating unknown words they encounter while reading. These strategies include using context clues in sentences, rereading, identifying part of speech, referring to illustrations, looking for word parts, making sense and using sticky notes for future dictionary searches. (Teacher Handbook, Vocabulary Is Vital, p. 14) Additionally, students chose a word from book and complete the web to help analyze the word. (Teacher Handbook, Vocab Lab, p. 15)</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 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</p>	<p>Included in the program are reproducible pages and activities that provide readiness practice and promote student’s interest in reading and books. See the following examples that engage students in writing activities appropriate for grade 7:</p> <p>Students write sentences to complete a table showing different ways books begin. (Teacher Handbook, Beginnings That Beckon, p. 19)</p> <p>Students explore book ending and write examples of different kinds of endings. (Teacher Handbook, Excellent Endings, p. 20)</p> <p>Students write to describe characters in a book. (Teacher Handbook, Character Development, p. 21)</p> <p>Students trace the plot of a book by recalling and writing about important information from a book, such as characters, setting, conflict, events, and resolution. (Teacher Handbook, Plot Development, p. 22)</p>

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<p>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, quotations, or other information and examples.</p> <p>Use appropriate 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, and description, to develop experiences, events, and/or characters.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to 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>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</p>	<p>Students produce clear and coherent writing appropriate for grade 7. Students explore power notes as way to sort and organize information to prepare for reports. (Teacher Handbook, Taking Notes, p. 25) Students participate in a variety of writing activities to help summarize and review books, including translating books into graphic novels, planning Web pages, developing scripts for radio drama, and writing book reports. (Teacher Handbook, Book Project, pp. 31-32)</p>

Grade 7

<p>writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</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. 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>Students conduct short research project drawing evidence from literary or informational text. (Teacher Handbook, Preparing a Presentation, p. 27)</p> <p>Students prepare formal book reports using outline format to organize information. (Teacher Handbook, Book Reports, p. 32)</p> <p>Students are introduced to a variety of genres in the library and can pair these titles with other titles of similar theme or topic to compare and contrast different approaches. (Teacher Handbook, Genres, p. 10)</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>Students write routinely in reading journals to respond to and reflect on what they read. Four types of journals are suggested to help students interact on a personal level with books and authors and expand comprehension: Response Journals, Double Entry Journal, Instant Messages, and Partners Across Pages. (Teacher Handbook, p. 17)</p> <p>Additionally, Teachers instruct students on taking power notes on their reading and students practice taking power notes from a nonfiction book in library. (Teacher Handbook, Taking Notes, p. 25)</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 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.</p>	<p>Opportunities for students to engage in a range of collaborative discussion with diverse partners on grade 7 topics and texts are provided throughout the program, such as the following: Teachers can pair students as “reading associates” for one-on-one discussions about a book. (Teacher Handbook, p. 8). Teachers promote group discussions through “seed” discussions. Teachers model appropriate discussion responses and behavior and conduct practice sessions so students can understand how a these group discussions work and what is expected of them as a group member. (Teacher Handbook, Book Discussion Guidelines, p. 30)</p>

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Grade 7

<p>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>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 present an effective oral report on a subject they have researched. (Teacher Handbook, Preparing a Presentation and Guidelines for Book Presentations, pp. 26-7)</p>

Common Core State Standards

THE PHYLLIS C. HUNTER CLASSROOM LIBRARY GRADE 8

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 Phyllis C. Hunter Classroom Libraries are 100 book grade-level libraries of fiction and nonfiction titles covering a wide range of engaging topics designed to instill a love of reading and build essential literacy skills. The grade eight library is structured around 10 categories comprised of titles personally selected by Phyllis C. Hunter to support reading proficiency.</p> <p>Students cite textual evidence to support analysis of explicit meaning as well as inferences drawn from the texts. Students use different strategies, including predicting, confirming, and inferring to make sense out of text. Teachers help students learn these strategies by modeling how to use think-alouds to make these processes visible and concrete. (Teacher Handbook, Comprehension Strategies, pp. 12-13)</p> <p>Students sharpen their skills as a reader of fiction by thinking about the story before, during, and after reading. Students focus on such things as making connections, identifying setting, character, and theme of text, and summarizing the story. (Teacher Handbook, Reading Fiction, p. 16)</p> <p>Students analyze how particular elements of a story interact in the following activities: Students explore literary elements in a book, such as character, plot, setting and point of view.</p>
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Grade 8

	<p>(Teacher Handbook, Literary Elements, p. 18) Students explore different types of beginnings used to pull readers into the story. (Teacher Handbook, Beginnings That Beckon, p. 19) Students explore different types of endings. (Teacher Handbook, Excellent Endings, p. 20) Students explore different methods authors use to inform readers about their characters. (Teacher Handbook, Character Development, p. 21) Students use a graphic organizer to help trace the plot of a book. (Teacher Handbook, Plot Pyramid, p. 22)</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 specific word choices on meaning and tone, including analogies or allusions to other texts. 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. 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>Teachers share strategies to help students determine the meaning of words or phrases as they are used in a text. These strategies include using context clues in sentences, rereading, using sticky notes for future dictionary searches, referring to illustrations, and identifying word parts. (Teacher Handbook, Vocabulary Is Vital, p. 14)</p> <p>Students explore the story structure through a wide variety of genres provided in the library. Students use books in the library to find examples of different kinds of beginnings and endings, methods of character development and plot development. (Teacher Handbook, pp. 19-22)</p> <p>Students compare and contrast different points of view of different characters or narrators in text in the following mystery titles: <i>The Thief Lord</i> <i>Crispin</i> <i>Skeleton Key</i> <i>Scorpia</i> <i>The Wright 3</i></p>
<p>Integration of Knowledge and Ideas 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. 8. (Not applicable to literature) 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>Students can compare and contrast different stories with the multimedia version of the same story and analyze the effects of techniques unique to each medium. See the following Hit Movies and Sensations Stories in the grade eight library: <i>The City of Ember</i> <i>Reckoning</i> <i>Romeo and Juliet</i> <i>Separate But Not Equal</i> <i>Treasure Island</i> <i>Where the Red Fern Grows</i> Students analyze and identify literary elements, such as theme, events and characters in modern works of fiction. (Teacher Handbook, Literary Elements, p. 18)</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>The grade eight library includes 10 categories of books carefully chosen to help students increase their reading proficiency. These categories include stories and poetry that promote reading with a high level of accuracy and understanding and focus on the task of comprehension. Additionally, familiarity with a variety of genres broadens student’s reading experiences and increases literacy proficiency. A variety of genres are included in the grade eight library including, mystery, poetry, folk tales, novels, fantasy, biography, humor, graphic novels, short</p>

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	stories, historical fiction, adventure and sports. Teachers introduce students to different genres and encourage them to read from each group. (Teacher Handbook, Genres, pp. 10-11)
<p>Reading: Informational Text 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 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.</p> <p>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>Students cite textual evidence to support explicit or inferential meaning from an informational text. Teachers can promote interest in a nonfiction book by having students complete an anticipation guide. Students respond to declarative sentences prior to reading book to help elicit thinking and activating prior knowledge. After reading book, students revisit the anticipation guide to identify misconceptions and reaffirm what they have learned. (Teacher Handbook, Anticipation Guides, p. 9) See also the following informational titles:</p> <p><i>Chicken Soup for the Teenage Soul III</i> <i>Extraordinary Research Projects</i> <i>From Rags to Riches</i> <i>Jackie's Nine</i> <i>The Kids' Invention Book</i> <i>My Thirteenth Winter</i> <i>Scholastic Dictionary of Synonyms, Antonyms, and Homonyms</i> <i>Scholastic Pocket Thesaurus</i> <i>Smart Money</i> <i>Adolf Hitler</i> <i>And Not Afraid to Dare</i> <i>Going Solo</i> <i>Pocahontas</i> <i>Racing through History</i> <i>Sojourner Truth</i> <i>Aaron Copland</i> <i>Childtimes</i> <i>Frida Kahlo</i> <i>How I Came to Be a Writer</i> <i>Separate But Not Equal</i> <i>At Her Majesty's Request</i> <i>Malcolm X</i> <i>Backstage at a Newscast</i> <i>Crime Scene Investigators</i> <i>Guts</i> <i>Is It Hot Enough For You?</i> <i>Within Reach: My Everest Story</i> <i>World's Dumbest Crooks</i> <i>Genghis Khan</i> <i>Memories of Anne Frank</i> <i>Survivors</i> <i>Walt Whitman</i></p> <p>Teachers can provide opportunities for students to determine the main idea of a text, identify supporting details and summarize any informational text included in the grade eight library.</p>

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<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; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 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. 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>Teachers share strategies to help students determine the meaning of words or phrases as they are used in a text. These strategies include using context clues in sentences, rereading, using sticky notes for future dictionary searches, referring to illustrations, and identifying word parts. (Teacher Handbook, Vocabulary Is Vital, p. 14)</p> <p>Teachers can guide students to analyze the overall structure of any informational text in the grade eight library and observe how it contributes to the development of ideas.</p>
<p>Integration of Knowledge and Ideas 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. 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. 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. See the following inspirational and informational titles:</p> <p><i>Adolf Hitler</i> <i>And Not Afraid to Dare</i> <i>Going Solo</i> <i>Pocahontas</i> <i>Racing through History</i> <i>Sojourner Truth</i> <i>Aaron Copland</i> <i>Frida Kahlo</i> <i>Separate But Not Equal</i> <i>At Her Majesty's Request</i> <i>Malcolm X</i> <i>Genghis Khan</i> <i>Memories of Anne Frank</i> <i>Survivors</i></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>The grade eight library includes 10 categories of books carefully chosen to help students increase their reading proficiency. These categories promote reading, especially fluency, allowing students to read with a high level of accuracy and understanding and focus on the task of comprehension. Additionally, familiarity with a variety of genres broadens student’s reading experiences and increases literacy proficiency. A variety of informational texts are provided in the grade eight library, including such genres as nonfiction, science, social studies, biography, and reference. Teachers introduce students to different genres and encourage them to read from each group. (Teacher Handbook, Genres, pp. 10-11)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Teachers can use any writing or speaking assignment as they determine to help students demonstrate a command of the conventions of standard English grammar and usage. See the activities provided in Teacher Handbook, pp. 19-22.</p>

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<p>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>Teachers can help students demonstrate a command of the conventions of standard English capitalization, punctuation, or spelling in any of the writing activities provided.</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>Reading a variety of texts exposes students to grammatical patterns, diverse vocabulary and conventions of print. Everyday access to print reinforces experiences with award winning, high interest, literary and nonfiction print. Exposure and familiarity with grammatical structure reinforces students’ competency and comprehension of standard and nonstandard language, aiding reading comprehension and interpretation. Teachers can employ the books for specific instruction as they determine appropriate.</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm,</p>	<p>The Phyllis C. Hunter Classroom Library supports the premise that reading builds vocabulary. Teachers share multiple strategies to help students strengthen their vocabulary by investigating unknown words they encounter while reading. These strategies include using context clues in sentences, rereading, identifying part of speech, referring to illustrations, looking for word parts, making sense and using sticky notes for future dictionary searches. (Teacher Handbook, Vocabulary Is Vital, p. 14) Additionally, students chose a word from book and complete the web to help analyze the word. (Teacher Handbook, Vocab Lab, p. 15)</p>

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<p>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>Writing Text Types and Purposes</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. 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. 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. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied 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.</p> <p>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, description, and</p>	<p>Included in the program are reproducible pages and activities that provide readiness practice and promote student’s interest in reading and books. See the following examples that engage students in writing activities appropriate for grade 8: Students write sentences to complete a table showing different ways books begin. (Teacher Handbook, Beginnings That Beckon, p. 19) Students explore book ending and write examples of different kinds of endings. (Teacher Handbook, Excellent Endings, p. 20) Students write to describe characters in a book. (Teacher Handbook, Character Development, p. 21) Students trace the plot of a book by recalling and writing about important information from a book, such as characters, setting, conflict, events, and resolution. (Teacher Handbook, Plot Pyramid, p. 22)</p>

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<p>reflection, to develop experiences, events, and/or characters. 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. 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>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 present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>Students produce clear and coherent writing appropriate for grade 8. Students explore power notes as way to sort and organize information to prepare for reports. (Teacher Handbook, Taking Notes, p. 25) Students participate in a variety of writing activities to help summarize and review books, including translating books into graphic novels, planning Web pages, creating political cartoons, and writing book reports. (Teacher Handbook, Book Projects, pp. 31-32)</p>
<p>Research to Build and Present Knowledge 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. 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. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”). 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</p>	<p>Students conduct short research project drawing evidence from literary or informational text. (Teacher Handbook, Preparing a Presentation, p. 27)</p> <p>Students prepare formal book reports using outline format to organize information. (Teacher Handbook, Book Reports, p. 32)</p> <p>Students draw of evidence from literary and informational texts to support analysis, reflection, and research of modern works. Students analyze and identify literary elements, such as theme, events and characters in modern works of fiction. (Teacher Handbook, Literary Elements, p. 18)</p>

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<p>and sufficient; recognize when irrelevant evidence is introduced”).</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>Students write routinely in reading journals to respond to and reflect on what they read. Four types of journals are suggested to help students interact on a personal level with books and authors and expand comprehension: Response Journals, Double Entry Journal, Instant Messages, and Partners Across Pages. (Teacher Handbook, p. 17)</p> <p>Additionally, Teachers instruct students on taking power notes on their reading and students practice taking power notes from a nonfiction book in library. (Teacher Handbook, Taking Notes, p. 25)</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 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. 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. 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>Opportunities for students to engage in a range of collaborative discussion with diverse partners on grade 8 topics and texts are provided throughout the program, such as the following: Teachers promote group discussions through “seed” discussions. Teachers model appropriate discussion responses and behavior and conduct practice sessions so students can understand how a these group discussions work and what is expected of them as a group member. (Teacher Handbook, Book Discussion Guidelines, p. 30)</p>
<p>Presentation of Knowledge and Ideas 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. 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>Students present an effective oral report on a subject they have researched. (Teacher Handbook, Preparing a Presentation and Guidelines for Book Presentations, pp. 26-7)</p>

Common Core State Standards

THE PHYLLIS C. HUNTER CLASSROOM LIBRARY GRADE 8

Grade 8

<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
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Common Core State Standards

THE PHYLLIS C. HUNTER CLASSROOM LIBRARY GRADE 9

Grades 9–10

<p>Reading: Literature 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 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. 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>The Phyllis C. Hunter Classroom Libraries are 100 book grade-level libraries of fiction and nonfiction titles covering a wide range of engaging topics designed to instill a love of reading and build essential literacy skills. The grade nine library is structured around 10 categories comprised of titles personally selected by Phyllis C. Hunter to support reading proficiency.</p> <p>Students cite textual evidence to support analysis of explicit meaning as well as inferences drawn from the texts. Students use different strategies, including predicting, confirming, and inferring to make sense out of text. Teachers help students learn these strategies by modeling how to use think-alouds to make these processes visible and concrete. (Teacher Handbook, Comprehension Strategies, pp. 12-13)</p> <p>Students sharpen their skills as a reader of fiction by thinking about the story before, during, and after reading. Students focus on such things as making connections, identifying setting, character, and theme of text, and summarizing the story. (Teacher Handbook, Reading Fiction, p. 16)</p> <p>Students analyze how particular elements of a story interact in the following activities: Students explore literary elements in a book, such as character, plot, setting and point of view. (Teacher Handbook, Literary Elements, p. 18) Students explore different types of beginnings used to pull readers into the story. (Teacher Handbook, Beginnings That Beckon, p. 19) Students explore different types of endings. (Teacher Handbook, Excellent Endings, p. 20) Students explore different methods authors use to inform readers about their characters. (Teacher Handbook, Character Development, p. 21) Students use a graphic organizer to help trace the plot of a book. (Teacher Handbook, Plot Lines, p. 22)</p>
<p>Craft and Structure 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). 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>Teachers share strategies to help students determine the meaning of words or phrases as they are used in a text. These strategies include using context clues in sentences, rereading, using sticky notes for future dictionary searches, referring to illustrations, and identifying word parts. (Teacher Handbook, Vocabulary Is Vital and Clues in Context, pp. 14-15)</p> <p>Students explore the story structure through a wide variety of genres provided in the library. Students use books in the library to explore structure of text, order of events, and manipulation of time. (Teacher Handbook, Literary Elements, p. 18) Students outline the plot of a book, noting such elements as beginning, events that build action, climax and resolution. (Teacher Handbook, Plot Lines, p. 22)</p>

Grades 9–10

<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>Integration of Knowledge and Ideas 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). 8. (Not applicable to literature) 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>Students can compare and contrast different stories with the multimedia version of the same story and analyze the effects of techniques unique to each medium. See the following Hit Movies and Sensations Stories in the grade nine library: <i>20,000 Leagues Under the Sea</i> <i>Freaky Friday</i> <i>Kidnapped</i> <i>Life as We Knew It</i> <i>The Outsiders</i> <i>Souder</i> <i>Summer of My German Soldier</i> <i>The Time Machine</i> <i>The War of the World</i></p> <p>Students analyze and identify literary elements, such as theme, events and characters in modern works of fiction. (Teacher Handbook, Literary Elements, p. 18)</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>The grade nine library includes 10 categories of books carefully chosen to help students increase their reading proficiency. These categories include stories and poetry that promote reading with a high level of accuracy and understanding and focus on the task of comprehension. Additionally, familiarity with a variety of genres broadens student’s reading experiences and increases literacy proficiency. A variety of genres are included in the grade nine library including, mystery, poetry, folk tales, novels, fantasy, biography, humor, graphic novels, short stories, historical fiction, adventure and sports. Teachers introduce students to different genres and encourage them to read from each group. (Teacher Handbook, Genres, pp. 10-11)</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>Students cite textual evidence to support explicit or inferential meaning from an informational text. Teachers can promote interest in a nonfiction book by having students complete an anticipation guide. Students respond to declarative sentences prior to reading book to help elicit thinking and activating prior knowledge. After reading book, students revisit the anticipation guide to identify misconceptions and reaffirm what they have learned. (Teacher Handbook, Anticipation Guides, p. 9) See also the following informational titles: <i>Chicken Soup for the Girl's Soul</i> <i>Extraordinary Blogs and Ezines</i> <i>Extraordinary E-mails, Letters, and Resumes</i> <i>Facing Competition</i> <i>See You Later, Procrastinator! (Get It Done)</i> <i>Stay Strong</i> <i>Teen Business Blasts Off!</i> <i>All Shook Up</i> <i>Bad Boy</i></p>

Grades 9–10

	<p><i>The First Woman Doctor</i> <i>Harriet Tubman: Secret Agent</i> <i>Leopold II</i> <i>One More River to Cross</i> <i>To Be a Slave</i> <i>The 10 Most Influential Hip Hop Artists</i> <i>The 10 Most Provocative 20th Century Artworks</i> <i>Dale Earnhardt, Jr.</i> <i>The History of Science Fiction</i> <i>Population 1.3 Billion</i> <i>What a Beast!</i> <i>Wolfgang Amadeus Mozart</i> <i>Chicken Soup for the African American Soul</i> <i>Chicken Soup for the Teenage Soul on Tough Stuff</i> <i>Forecast Earth</i> <i>Game Breakers</i> <i>I Did It Without Thinking</i> <i>Out of Control</i> <i>Students on Strike</i> <i>Taste Berries for Teens</i> <i>Want Fries with That?)</i> <i>We Shall Not Be Moved</i> <i>The World's Dumbest Criminals: Jr. Edition</i> <i>The Encyclopedia of the Winter Olympics</i> <i>Revenge of the Whale</i> <i>Tales Mummies Tell</i></p> <p>Teachers can provide opportunities for students to determine the main idea of a text, identify supporting details and summarize any informational text included in the grade nine library.</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; 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). 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). 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>Teachers share strategies to help students determine the meaning of words or phrases as they are used in a text. These strategies include using context clues in sentences, rereading, using sticky notes for future dictionary searches, referring to illustrations, and identifying word parts. (Teacher Handbook, Vocabulary Is Vital, p. 14)</p> <p>Teachers can guide students to analyze the overall structure of any informational text in the grade nine library and observe how it contributes to the development of ideas.</p>
<p>Integration of Knowledge and Ideas</p>	<p>The program contributes superb literature to the classroom library that teachers can pair with</p>

Grades 9–10

<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>other classroom and library books to compare and contrast key points and details in texts that are related in topic or subject matter. See the following inspirational and informational titles:</p> <p><i>All Shook Up</i> <i>Bad Boy</i> <i>First Woman Doctor, The</i> <i>Harriet Tubman: Secret Agent</i> <i>Leopold II</i> <i>One More River to Cross</i> <i>The 10 Most Influential Hip Hop Artists</i> <i>The 10 Most Provocative 20th Century Artworks</i> <i>Dale Earnhardt, Jr.</i> <i>Wolfgang Amadeus Mozart</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>The grade nine library includes 10 categories of books carefully chosen to help students increase their reading proficiency. These categories promote reading, especially fluency, allowing students to read with a high level of accuracy and understanding and focus on the task of comprehension. Additionally, familiarity with a variety of genres broadens student’s reading experiences and increases literacy proficiency. A variety of informational texts are provided in the grade eight library, including such genres as nonfiction, science, social studies, biography, and reference. Teachers introduce students to different genres and encourage them to read from each group. (Teacher Handbook, Genres, pp. 10-11)</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.</p> <p>Use parallel structure.*</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, 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>Teachers can use any writing or speaking assignment as they determine to help students demonstrate a command of the conventions of standard English grammar and usage. See the activities provided in Teacher Handbook, pp. 19-22.</p> <p>Teachers can help students demonstrate a command of the conventions of standard English capitalization, punctuation, or spelling in any of the writing activities provided.</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)</p>	<p>Reading a variety of texts exposes students to grammatical patterns, diverse vocabulary and conventions of print. Everyday access to print reinforces experiences with award winning, high interest, literary and nonfiction print. Exposure and familiarity with grammatical structure reinforces students’ competency and comprehension of standard and nonstandard language, aiding reading comprehension and interpretation. Teachers can employ the books for specific instruction as they determine appropriate.</p>

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<p>appropriate for the discipline and writing type.</p>	
<p>Vocabulary Acquisition and Use 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. 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. 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>Teachers share multiple strategies to help students strengthen their vocabulary by investigating unknown words they encounter while reading. These strategies include using context clues in sentences, rereading, identifying part of speech, referring to illustrations, looking for word parts, making sense and using sticky notes for future dictionary searches. (Teacher Handbook, Vocabulary Is Vital, p. 14) Additionally, students study several kinds of context clues and find examples of each in reading. (Teacher Handbook, Clues in Context, p. 15)</p>
<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. Text Types and Purposes 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</p>	<p>Included in the program are reproducible pages and activities that provide readiness practice and promote student’s interest in reading and books. See the following examples that engage students in writing activities appropriate for grade 9: Students write sentences to complete a table showing different ways books begin. (Teacher Handbook, Beginnings That Beckon, p. 19) Students explore book ending and write examples of different kinds of endings. (Teacher Handbook, Excellent Endings, p. 20) Students write to describe characters in a book. (Teacher Handbook, Character Development, p. 21) Students trace the plot of a book by recalling and writing about important information from a book, such as characters, setting, conflict, events, and resolution. (Teacher Handbook, Plot Lines, p. 22)</p>

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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.

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).

Text Types and Purposes (continued)

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

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<p>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>Students produce clear and coherent writing appropriate for grade 9. Students explore power notes as way to sort and organize information to prepare for reports. (Teacher Handbook, Taking Notes, p. 25) Students participate in a variety of writing activities to help summarize and review books, including translating books into graphic novels, planning Web pages, creating political cartoons, and writing book reports. (Teacher Handbook, Book Projects, pp. 31-32)</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. 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]”). 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>Students conduct short research project drawing evidence from literary or informational text. (Teacher Handbook, Preparing a Presentation, p. 27)</p> <p>Students prepare formal book reports using outline format to organize information. (Teacher Handbook, Book Reports, p. 32)</p> <p>Students draw of evidence from literary and informational texts to support analysis, reflection, and research of modern works. Students analyze and identify literary elements, such as theme, events and characters in modern works of fiction. (Teacher Handbook, Literary Elements, p. 18)</p>
<p>Range of Writing</p>	<p>Students write routinely in reading journals to respond to and reflect on what they read. Four</p>

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<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. 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>types of journals are suggested to help students interact on a personal level with books and authors and expand comprehension: Response Journals, Double Entry Journal, Instant Messages, and Partners Across Pages. (Teacher Handbook, p. 17)</p> <p>Additionally, Teachers instruct students on taking power notes on their reading and students practice taking power notes from a nonfiction book in library. (Teacher Handbook, Taking Notes, p. 25)</p>
<p>Speaking and Listening 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. 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. 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. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively 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>Opportunities for students to engage in a range of collaborative discussion with diverse partners on grade 9 topics and texts are provided throughout the program, such as the following: Teachers promote group discussions through “seed” discussions. Teachers model appropriate discussion responses and behavior and conduct practice sessions so students can understand how a these group discussions work and what is expected of them as a group member. (Teacher Handbook, Book Discussion Guidelines, p. 30)</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</p>	<p>Students present an effective oral report on a subject they have researched. (Teacher Handbook, Preparing a Presentation and Guidelines for Book Presentations, pp. 26-7)</p>

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understanding of findings, reasoning, and evidence and to add interest. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
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