

**CORRELATION OF NELL K. DUKE PRESENTS BUZZ ABOUT IT!<sup>TM</sup>  
TO THE COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-2**

**Common Core State Standards**

**Nell K. Duke Presents Buzz About IT!<sup>TM</sup>  
Kindergarten Library**

<b>Kindergarten</b>	<b>Nell K. Duke Presents Buzz About IT!<sup>TM</sup> Kindergarten Library</b>
<p><b>Reading: Literature</b> <b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. With prompting and support, ask and answer questions about key details in a text.</li> <li>2. With prompting and support, retell familiar stories, including key details.</li> <li>3. With prompting and support, identify characters, settings, and major events in a story.</li> </ol>	<p>With prompting and support students respond to all the literature in the program, asking questions about content and details as well as verbalizing their strategies and making connections to texts. See the Think Aloud, Instructional Conversation and Experience-Text-Relationship features.</p> <p>Students are prompted to identify key details in every information text read aloud. Guiding conversation is provided teachers on every Lesson Card.</p>
<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Ask and answer questions about unknown words in a text.</li> <li>5. Recognize common types of texts (e.g., storybooks, poems).</li> <li>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> </ol>	<p>See the Vocabulary feature on every Lesson Card that identifies potentially challenging informational text words and content words.</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>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).</li> <li>8. (Not applicable to literature)</li> <li>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> </ol>	<p>Every book in the library has been professionally selected for its quality to present accurately and age-appropriately subject area content. Nell K. Duke articulates on every card her reasons for presenting the book in the library. Illustrations and photographs in every book support the text and the subject matter.</p> <p>See for example: A House is a House for Me (Illustrations complement and extend the text.)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>10. Actively engage in group reading activities with purpose and understanding.</li> </ol>	<p>Buzz About IT provides classrooms a range of informational reading content and complexity. Intended to be a read-aloud library, students experience in group reading activities both a rich array of language and content, gaining experience and exposure to a variety of literature formats. The group experiences with the texts at Kindergarten exposes students reading for purpose and for understanding.</p>
<p><b>Reading: Informational Text</b> <b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. With prompting and support, ask and answer questions about key details in a text.</li> <li>2. With prompting and support, identify the main topic and retell key details of a text.</li> <li>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ol>	<p>All literature in Buzz About IT is informational text. Instructional Conversation Lessons include questions the teacher ask and comments the teacher can make to deepen children’s understanding of the text content. Think Aloud lessons prompt students to ask and answer questions about the text. And the Experience-Text-Relationship lessons specifically engage students in focusing on the text features, illustrations, and content. Comprehension Skills are included on each lesson card.</p> <p>All About Things People Do All Kinds of Books (Instructional Conversation: Focus on the Text) Are Trees Alive? (Instructional Conversation: Focus on the Text) Autumn Leaves (Experience-Text-Relationships: Focus on the Text) Big &amp; Little (Think Aloud: Verbalize Your Thinking)</p>

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	<p>The Busy Body Book (Instructional Conversation: Question and Comment)                  Castles, Caves, and Honeycombs (Experience-Text-Relationships: Focus on the Text)                  Chickens Aren't the Only Ones (Think Aloud: Verbalize Your Thinking)                  Dinosaurs, Dinosaurs (Think Aloud: Verbalize Your Thinking)                  Guess Whose Shadow (Experience-Text-Relationships: Focus on the Text)                  Hello! Good-bye! (Instructional Conversation: Question and Comment: Summarizing)                  I Read Signs (Instructional Conversation: Question and Comment)                  Pop! A Book About Bubbles (Experience-Text-Relationship: Focus on the Text: Summarizing)                  Tomorrow's Alphabet (Instructional Conversations: Question and Comment)                  From Seed to Plant (Experience-Text-Relationship: Focus on the Text)                  Two Eyes, a Nose, and a Mouth (Instructional Conversations: Question and Comment)                  What Do You Do With a Tail Like This? (Experience-Text-Relationship: Focus on the Text)                  Who Uses This? (Think Aloud: Verbalize Your Thinking)                  Wonderful Worms (Instructional Conversations: Question and Comment)</p>
<p><b>Craft and Structure</b>                  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>See the Vocabulary feature on every Lesson Card. The Vocabulary Routine is used for one important word in each lesson. It involves saying the word, defining the word, and inviting children to offer examples that help explain the word.                  Guess Whose Shadow? (Focus on the Text: Author)                  Just Like You and Me (Focus on the Text: Illustrations)                  Two Eyes, a Nose, and a Mouth (Question and Comment: Dedication Page)                  Wonderful Worms (Question and Answer: About the Author and Artist)                  Teachers can use any of the quality books in Buzz About IT to reinforce concepts of print and print handling.</p>
<p><b>Integration of Knowledge and Ideas</b>                  7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).                  8. With prompting and support, identify the reasons an author gives to support points in a text.                  9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>See the following Lesson Cards for specific instruction addressing illustration content and relationship to the text:                  Castles, Caves, and Honeycombs: Focus on the Text: Illustrations                  Just Like You and Me: Focus on the Text: Illustrations                  Wonderful Worms: Question and Comment: About the Author and Artist: Illustrations                  See the following Lesson Cards that prompt and support discussion an authors presentation of information in the text:                  All About Things People Do )Think Aloud                  Are Trees Alive? (Instructional Conversation)                  Big &amp; Little (Think Aloud)                  Just Like You and Me (Experience-Text-Relationship)                  Pop! A Book About Bubbles (Experience-Text-Relationship: Focus on the Text)                  The Busy Body Book (Instructional Conversation; Question and Comment)                  Tomorrow's Alphabet (Instructional Conversations: Question and Comment)                  What Do You Do With a Tail Like This? (Experience-Text-Relationship: Focus on the Text)                  Who Uses This? (Think Aloud: Verbalize Your Thinking)                  Wonderful Worms (Instructional Conversations: Question and Comment)                  Each lesson card contains a "Connect to other books in this library" section which suggests other books in the collection that are connected to the original book/lesson through text features or</p>

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	<p>content. See examples: A House is a House for Me: Castles, Caves, and Honeycombs and Chickens Aren't the Only Ones Autumn Leaves: Are Trees Alive? And From Seed to Plant Who Uses This? And All About Things People Do</p>
<p><b>Range of Reading and Level of Text Complexity</b> 10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Children learn both language and content when informational texts are read aloud. Three types of lessons are highlighted on the lesson cards: Experience-Text-Relationship lessons (activate background knowledge, focus children on text meaning and connect children's background and experiences to the text) , Instructional Conversation lessons (explain an important theme or idea from the reading, encourage higher-level thinking and learning, and develop more complex language and expression), and Think Aloud lessons (articulate some of your thoughts as you read, model things good readers do when they read, and deepen understanding using graphic organizers). For example: All About Things People Do: Think Aloud (drawing inferences, background knowledge) All Kinds of Books: Instructional Conversation (drawing inferences, integrating prior knowledge, using headings, types of books, conversations) Autumn Leaves: Experience-Text-Relationships (comparing and contrasting, using headings, vocabulary) Tomorrow's Alphabet (Students stay involved through its predictable format. It also supports shared reading with clear, simple illustrations and text. Students are encouraged to think of additional examples for some or all of the letters in the "Read it Again" section of the lesson card.) Guess Whose Shadow? (invites reader interaction by encouraging readers to guess the source of shadows) What Do You Do With a Tail Like This? (This guessing book will actively engage students in the reading of the book) Who Uses This? (The question-and-answer format will engage students. The "Read it Again" section encourages students to listen to the book in a listening center and read along.</p>
<p><b>Reading: Foundational Skills</b> <b>Print Concepts</b> 1. Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>All the informational text in the library supports students developmental understanding of the basic features of print. A variety of text types expands their hands-on experience with high interest, content area text. Read aloud, students are exposed to a rich variety of formats and text features that provides experience for their success encountering increasingly complex texts. Teachers model fluency and provide instructional guidance focusing on text. See especially every Instructional Conversation Lesson Card Focus on the Text. See also: Words (Students can quickly learn to read along with this book.) Tomorrow's Alphabet (This book provides a clever twist to traditional alphabet books.) All Kinds of Books (Some students may be able to read along more and more.) Dinosaurs, Dinosaurs (uses simple, clear text)</p>
<p><b>Phonological Awareness</b> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>The emphasis on vocabulary, text and content words, engages students in applying their knowledge and awareness of phonemes, syllables, and sounds. The rich content area vocabulary exposure the literature brings to the classroom reinforces and challenges students to demonstrate</p>

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<p>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>their continually expanding comprehension of spoken words. The library provides teachers a wealth of context in which to address and emphasize phonemic awareness in the classroom. Teachers can emphasize in the context of focusing on the vocabulary and modeling fluency while reading aloud.                  See the Vocabulary Routine on every teacher card to emphasize.                  See also:                  A House is a House for Me (rhyming book) Think Aloud: Read it Again                  Castles, Caves, and Honeycombs: Writing/Composing: Rhyming Words</p>
<p><b>Phonics and Word Recognition</b>                  3. Know and apply grade-level phonics and word analysis skills in decoding words.                  Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.                  Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.                  Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).                  Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>The information text in the library contributes to a rich text environment in the classroom. Teachers can emphasize word recognition and phonics in the context of focusing on the vocabulary and modeling fluency while reading aloud.                  See the Vocabulary Routine on every teacher card to emphasize.                  See specific instruction:                  Tomorrow’s Alphabet (letter-sound correspondence)                  I Read Signs</p>
<p><b>Fluency</b>                  4. Read emergent-reader texts with purpose and understanding.</p>	<p>Fluency is modeled through this read aloud program.                  A House is a House for Me (fluency can be practiced through repeating phrases in this rhyming book)</p>
<p><b>Language Conventions of Standard English</b>                  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                  Print many upper- and lowercase letters.                  Use frequently occurring nouns and verbs.                  Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).                  Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).                  Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).                  Produce and expand complete sentences in shared language activities.                  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  Capitalize the first word in a sentence and the pronoun I.                  Recognize and name end punctuation.                  Write a letter or letters for most consonant and short-vowel sounds</p>	<p>The Instructional Conversation lesson cards include opportunities for discussions where the conventions of standard English grammar can be practiced, encouraged, and modeled. For example:                  All Kinds of Books: Instructional Conversation: discussion points are listed;                  Writing/Composing: students write a thank-you note                  Are Trees Alive?: Instructional Conversation: questions and discussion points are provided;                  students write a comparison between themselves and a tree                  The Busy Body Book: Instructional Conversation; Focus on Background Knowledge; Question and Comment, Facilitate a Conversation                  Hello! Good-bye! Instructional Conversation; Focus on Background Knowledge; Question and Comment; Facilitate a Conversation                  I Read Signs: Instructional Conversation; Focus on Background Knowledge; Question and Comment; Facilitate a Conversation                  Tomorrow’s Alphabet: Instructional Conversation; Focus on Background Knowledge; Question and Comment; Facilitate a Conversation; Writing/Composing (Add to the Book; Yesterday’s Alphabet writing idea)                  Two Eyes, a Nose, and a Mouth: Instructional Conversation; Focus on Background Knowledge Facilitate a Conversation; Writing/Composing: Same and Different Observations</p>

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<p>(phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>What Do You Do With a Tail Like This? : Experience-Text-Relationship: Focus on Background Knowledge; Writing/Composing: Sentence Frames Who Uses This? Think Aloud: Verbalize Your Thinking; Writing/Composing: Conduct and Interview Wonderful Worms: Instructional Conversation: Focus on Background Knowledge: Worm Study, Picture Walk; Question and Comment; Facilitate a Conversation; Writing/Composing: Puppet Show Words: Think Aloud: Focus on Background Knowledge, Verbalize Your Thinking; Writing/Composing: Add to the Book</p>
<p><b>Vocabulary Acquisition and Use</b> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Each Lesson Card includes vocabulary building activities. These activities include using or creating a book glossary, using context clues to help ascertain the meaning of unknown words, and relating words to each other through techniques such as semantic word mapping. For example: Chickens Aren't the Only Ones: Vocabulary: Learn About Animal Groups (making hierarchical map to be filled in while reading); Use a Graphic Organizer</p> <p>Each Lesson Card also includes the Vocabulary Routine. The Vocabulary Routine is used for one important word in each lesson. It involves saying the word, defining the word and inviting children to offer examples that help explain the word. For example: Are Trees Alive? : Focus on the Text: Vocabulary Routine (discusses the difference in a king's crown and the top of someone's head or the top of something like a tree.)</p> <p>Additionally, each Lesson Card highlights two types of vocabulary words. Content words relate to key aspects of the topic. Carefully selected words about the texts themselves are also included. For example: All About Things People Do (Informational Text Words include heading, index and table of contents. Content Vocabulary words include career-related words such as assembly line, goods, research, and services.)</p>
<p><b>Writing</b> <b>Text Types and Purposes</b> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>Every Lesson Card includes two or three writing or composing activities that build children's content and/or literacy knowledge and skill. These writing activities involve children in writing/composing for real audiences and purposes. Children make information posters, brochures and books. Many of these activities are designed to help children generate informational text language. See examples: Who Uses This? : Writing/Composing: Conduct an Interview (writing questions); Tools of the Trade Questions (writing/illustrating a class book); Tool Book (make a mini book of tools of the trade) Two Eyes, a Nose, and a Mouth: Writing Composing: Same and Different Observations (class book); "Special" Posters (children copy and complete sentences about themselves, then illustrate them to make posters); Class Book (Students fill in sentence frames to make pages for a class book) From Seed to Plant: Writing/Composing: Seed Lists (create a class illustrated list of how seeds</p>

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	travel); Labeled Diagrams (observe an opened lima bean and illustrate/label the parts of a seed)
<p><b>Production and Distribution of Writing</b>                  4. (Begins in grade 3)                  5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.                  6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	Teachers support student writing projects and can provide computers or other technology as available to publish their writing products.
<p><b>Research to Build and Present Knowledge</b>                  7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).                  8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                  9. (Begins in grade 4)</p>	Students produce research and writing projects: What Do You Do With a Tail Like This? : Writing/Composing: Research an Animal The Popcorn Book: Writing/Composing: Popcorn Poster; Popcorn Then and Now; Popcorn Process Pop! A Book about Bubbles: Writing/Composing: Share Information; Science Report; Bubble Festival Let’s Find Out About Ice Cream: Writing/Composing: Information Book; Ice Cream Factory Flow Chart I Read Signs; Writing/Composing: Sign Survey
<p><b>Range of Writing</b>                  10. (Begins in grade 3)</p>	
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b>                  1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.                  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>	Each Lesson Card suggests multiple opportunities for engaging students in conversation. Specific suggestions for supporting English-language learners are provided, as well. Some suggestions help build children’s background knowledge related to the text through sharing past experiences children may have had, first hand explorations teachers provide or both. Question and Comment sections and Facilitate a Conversation sections can be found on Instructional Conversation Lesson Cards. These sections include suggestions teacher can use to deepen children’s understanding through conversation. See examples: Tomorrow’s Alphabet: Facilitate a Conversation (Discussion points are included to use in a conversation about change) Let’s Find Out About Ice Cream: Focus on Background Knowledge: Role Play (working in an ice cream factory) I Read Signs: Focus on Background Knowledge: What is Inside the Bag; Question and Comment (Several questions to go along with specific pages in the book are provided); facilitate a Conversation (Questions to facilitate a conversation about signs giving information are included) Who Uses This? : Writing/Composing: Conduct an Interview (Students interview adults about their career or hobbies and the tools used and then share what they learned with the class.)
<p><b>Presentation of Knowledge and Ideas</b>                  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	Each Lesson Card provides numerous suggestions for engaging students in writing/drawing and descriptive conversations. For example: Big & Little: Focus on Background Knowledge: Same and Different (Students pick two different

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<p>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>pictures of dogs and discuss how the animals are alike and different including descriptive words to describe size, color, etc.) Castles, Caves, and Honeycombs: Vocabulary: Teach About Habitats (Students select which adjective makes sense in each blank in teacher written sentences about the book.) From Seed to Plant: Writing/Composing: Labeled Diagrams The Popcorn Book: Writing/Composing: Popcorn Process (Students add drawings to go with the words “first”, “next”, and “last” to explain the steps of the popcorn process. Verbalize Your Thinking sections are on each Think Aloud Lesson Card. Through these statements, teachers model how to express ideas, thoughts and feelings clearly.</p>
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**Grade 1**

**Grade 1 Library**

<p><b>Key Ideas and Details</b> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.</p>	<p>With prompting and support students respond to all the literature in the program, asking questions about content and details as well as verbalizing their strategies and making connections to texts. See the Think Aloud, Instructional Conversation and Experience-Text-Relationship features. Students are prompted to identify key details in every information text read aloud. Guiding conversation is provided teachers on every Lesson Card.</p>
<p><b>Craft and Structure</b> 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text.</p>	<p>Buzz About IT is a read aloud literature based program featuring outstanding informational trade books. Teachers can use the titles to compare and contrast the differences between genres within the library and with other fiction, nonfiction and informational text books in their classroom library.</p>
<p><b>Integration of Knowledge and Ideas</b> 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Every book in the library has been professionally selected for its quality to present accurately and age-appropriately subject area content.. Illustrations and photographs in every book support the text and the subject matter and teachers can model and reinforce using illustrations and details for information while reading aloud.</p>
<p><b>Range of Reading and Level of Text Complexity</b> 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>The library consists of a rich range of texts, formats, language and content including narrative nonfiction and titles of challenging text complexity. Plants That Never Bloom You Can’t Taste a Pickle with Your Ear, A Book About Your 5 Senses</p>
<p><b>Reading: Informational Text</b> <b>Key Ideas and Details</b> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text.</p>	<p>Students are engaged with every text in the program focusing on the topic, main idea and supporting details. Instructional Conversation Lessons include questions the teacher asks and comments the teacher can make to deepen children’s understanding of the text content. Students identify details in the text in discussion and response activities, and teaching cards provide</p>

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<p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>specific instruction on generating questions. See examples:                  Babies: All You Need to Know: Question and Comment: Summarize                  Earthworms: Verbalize Your Thinking: Generating Questions                  Giant Pandas: Verbalize Your Thinking: Generating Questions                  How Things Work: Verbalize Your Thinking: Generating Questions                  The Post Office Book: Focus on the Text: Summarizing</p>
<p><b>Craft and Structure</b>                  4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.                  5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.                  6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>The Cloud Book: Focus on the Text: Index                  Earthworms: Verbalize Your Thinking: Headings                  Giant Pandas: Verbalize Your Thinking: Headings, Diagrams                  How Things Work: Verbalize Your Thinking: Table of Contents, Index, Diagrams; Vocabulary: Model Using a Glossary                  Plants and Flowers: Verbalize Your Thinking: Table of Contents, Glossary, Index, Heading                  Tell Me, Tree: Question and Comment: Heading, Diagrams                  Throw Your Tooth on the Roof: Focus on the Text: Headings                  The United States of America: A State-by-State Guide: Verbalize Your Thinking: Index                  Dig a Tunnel: Question and Comment: Cross-Section Diagrams                  Germs Make Me Sick: Question and Comment: Diagram                  Good Enough to Eat: Question and Comment: Diagram                  Let’s Go Rock Collecting: Focus on the Text: Diagram                  The Spice Alphabet Book: Verbalize Your Thinking: Illustrations                  Surprising Sharks: Question and Comment: Diagrams                  Why is Soap So Slippery? And other bathtime questions: Question and Comment: Diagram                  You Can’t Taste a Pickle With Your Ear: Question and Comment: Vocabulary Routine</p>
<p><b>Integration of Knowledge and Ideas</b>                  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>Teachers build background knowledge prior to reading aloud every book. The illustration or photographs in every book support the text and provide pertinent detail to the content. The professionally selected titles that comprise the library are rich in content, vocabulary, illustration or photographs and are age appropriate, challenging texts. Each lesson card contains a “Connect to other books in this library” section which suggests other books in the collection that are connected to the original book/lesson through text features or content. For example:                  Plants and Flowers and Plants That Never Bloom                  The Post Office Book and What Do Authors Do?                  Why is Soap So Slippery and How Things Work                  Chameleons Are Cool: Question and Comment: Author’s Point of View                  The Cloud Book: Focus on the Text: Author/Illustrator Style                  The Spice Alphabet Book: Illustrations, Style of the Illustrator, Author’s Style                  Surprising Sharks: Author’s Point of View</p> <p>The books in the library can be paired with books on similar topics for more in-depth comparisons and research. Teachers engage students in identifying reasons an author gives to support a text. See for example:                  You Can’t Taste a Pickle With Your Ear                  Giant Pandas</p>

	<p>Germes Make Me Sick                  Why is Soap So Slippery and How Things Work                  Chameleon's Are Cool</p>
<p><b>Range of Reading and Level of Text Complexity</b>                  10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Buzz About IT is a read aloud program featuring outstanding informational trade books chosen for their rich graphics, text features, varied social studies, language arts, and science content and their appeal to young students. Children learn both language and content when informational texts are read aloud. Every teaching card provides includes a Read It Again feature and advise on positioning the books in the classroom for student access and availability. Students are encouraged to use the books for independent reading.</p>
<p><b>Reading: Foundational Skills</b>  <b>Print Concepts</b>                  1. Demonstrate understanding of the organization and basic features of print.                  Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>The rich variety of texts in the program exposes students to a range of print features including features that make navigation of texts clear and easy. As read aloud texts, teachers can focus on distinguishing features of sentences, text layout, predictable formats, and basic features of print. Professional notes from Nell K Duke on each teaching card highlight some of the text and print features that make the book uniquely appropriate for the age and for the topic.</p>
<p><b>Phonological Awareness</b>                  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                  Distinguish long from short vowel sounds in spoken single-syllable words.                  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>Specific instruction on phonological awareness is not included in Buzz About IT read aloud program. However the emphasis on vocabulary, text and content words, engages students in applying their knowledge and awareness of phonemes, syllables, and sounds. The rich content area vocabulary exposure the literature brings to the classroom reinforces and challenges students to demonstrate their understanding of spoken words. The library provides teachers a wealth of context in which to address and emphasize phonemic awareness in the classroom.</p>
<p><b>Phonics and Word Recognition</b>                  3. Know and apply grade-level phonics and word analysis skills in decoding words.                  Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).                  Decode regularly spelled one-syllable words.                  Know final -e and common vowel team conventions for representing long vowel sounds.                  Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.                  Decode two-syllable words following basic patterns by breaking the words into syllables.                  Read words with inflectional endings.                  Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Phonics and word recognition are not specifically addressed in Buzz About IT read aloud program. However the emphasis on vocabulary, text and content words, engages students in applying their knowledge and awareness of decoding and phonics. The content area vocabulary in the literature provides teachers a wealth of practical and applicable words to apply, model and reinforce grade-level word analysis and decoding skills. See the Vocabulary feature on every Lesson Card.</p>

<p><b>Fluency</b>                  4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Fluency is modeled throughout this read aloud program.                  Dig a Tunnel: Read it Again (Make a recording so children can follow along as the listen in the listening center as fluency is being modeled.)                  What Do Authors Do? : Read it Again (Make a recording for the listening center, which could model fluency.)</p>
<p><b>Language</b>  <b>Conventions of Standard English</b>                  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                  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>The Instructional Conversation lesson cards include opportunities for discussions where the conventions of standard English grammar can be practiced, encouraged, and modeled. For example:                  Babies: All You Need to Know: Focus on Background Knowledge; Question and Comment; Facilitate a Conversation; Writing/Composing: Interview                  Chameleons Are Cool: Focus on Background Knowledge; Question and Comment; Facilitate a Conversation                  Cross a Bridge: Focus on Background Knowledge; Question and Comment; Facilitate a Conversation (Discuss why bridges are important to transportation.)                  Dig a Tunnel: Focus on Background Knowledge (discuss how tunnels help); Question and Comment (comparing and contrasting); Facilitate a Conversation (Discuss the usefulness of tunnels using the discussion points suggested.)                  Germs Make Me Sick: Focus on Background Knowledge (Discuss prevention and/or being sick.); Question and Comment (Integrate Prior Knowledge); Facilitate a Conversation (Use discussion points to talk with students about ways to decrease the chances of being sick.)                  Good Enough to Eat: Focus on Background Knowledge (Discuss sorting food into groups.); Question and Comment (Integrating Prior Knowledge); Facilitate a Conversation (Talk with students about food as fuel for our body, using suggested discussion points.)</p> <p>The conventions of standard English grammar can be encouraged and corrected through many of the suggested writing activities. For example:                  How Things Work: Writing/Composing (Each student writes a page for a class book about a machine that they use and appreciate.)                  More Than One: Writing/Composing (Students pose a question about numbers in the style of those modeled in the book and write a response.)                  Night-time Animals: Writing/Composing: Animal Investigation Class Book                  Plants and Flowers: Writing/Composing: (writing mini books)</p>
<p><b>Knowledge of Language</b>                  3. (Begins in grade 2)</p>	
<p><b>Vocabulary Acquisition and Use</b>                  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>	<p>Each Lesson Card includes vocabulary building activities (using or creating a book glossary, using context clues to help ascertain the meaning of unknown words, or relating words to each other through techniques such as semantic word mapping), a Vocabulary Routine section (focus on one important word in each lesson), and two types of vocabulary words</p>

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<p>Use sentence-level context as a clue to the meaning of a word or phrase.          Use frequently occurring affixes as a clue to the meaning of a word.          Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).          5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.          Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.          Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).          Identify real-life connections between words and their use (e.g., note places at home that are cozy).          Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.          6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).</p>	<p>(content and informational text words). For example:           Babies: All You Need to Know: Vocabulary: Create Headings (Support vocabulary development by making headings to identify page topics.)          Why is Soap So Slippery? And other bathtime questions: Vocabulary: Using Context Clues          Let’s Go Rock Collecting: Writing/Composing: Classification Puzzle Book, Rock Exhibit          More Than One: Vocabulary: Content Words, Informational Text Words          Night-time Animals: Vocabulary Routine          The Spice Alphabet Book: Use a Graphic Organizer: Concept of Definition Organizer          Surprising Sharks: Question and Comment: Vocabulary Routine          They Call Me Woolly: Vocabulary: Categories of names</p>
<p><b>Writing</b>  <b>Text Types and Purposes</b>          1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.          2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.          3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Every Lesson Card includes two or three writing or composing activities that build children’s content and/or literacy knowledge and skill. These writing activities involve children in writing/composing for real audiences and purposes. Children make informative posters, brochures, and books. Many of these activities are designed to help children generate informational text language. See examples:          How Things Work: Writing/Composing: Book Page (Students write a page for a class book on machines they use.)          Night-time Animals: Writing/Composing: Animal Comparisons          What Do Authors Do? :Writing/Composing: Author Letter          Tell Me, Tree: Writing/Composing: Information Book (writing an information book)</p>
<p><b>Production and Distribution of Writing</b>          4. (Begins in grade 3)          5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.          6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>A writing/composing feature is provided on every Lesson Card. With guidance and support students compose a variety of written products and teachers can take these through to the publishing stage as they determine appropriate. Students can use available electronic or digital tools as they are available to them in the classroom or school See for example:          Tell Me, Tree: Writing/Composing: Information Book (Students write information books for their families including diagrams. It is suggested that this activity may be integrated with technology such as word-processing or presentation software, if available)</p>
<p><b>Research to Build and Present Knowledge</b>          7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a</p>	<p>You Can’t Taste a Pickle With Your Ear: Writing/Composing: Informational Pamphlet          They Call Me Woolly: Writing/Composing: Research Report          Surprising Sharks: Writing/Composing: Shark Book</p>

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<p>sequence of instructions). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Plants That Never Bloom: Writing/Composing: Plant Research Night-time Animals: Writing/Composing: Animal Investigation Book Chameleons Are Cool: Writing/Composing: Chameleon Reference Cards How Things Work: Use a Graphic Organizer: Flow Chart</p>
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b> 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Each Lesson Card suggests multiple opportunities for engaging students in conversation. Specific suggestions for supporting English-language learners are provided, as well. Some suggestions help build children's background knowledge related to the text through sharing past experiences children may have had, first hand explorations teachers provide or both. Question and Comment sections and Facilitate a Conversation sections can be found on Instructional Conversation Lesson Cards. These sections include suggestions teacher can use to deepen children's understanding through conversation. For example: Babies: All You Need to Know: Writing/Composing: Interview Chameleons Are Cool: Focus on Background Knowledge: Reptile Discussion The Cloud Book: Focus on Background Knowledge: Cloud Walk Cross a Bridge: Focus on Background Knowledge: Bridge Brainstorms Dig a Tunnel: Focus on Background Knowledge: Discuss How Tunnels Help; Question and Comment; Facilitate a Conversation Germs Make Me Sick!: Focus on Background Knowledge: Being Sick Discussion; Question and Comment; Facilitate a Conversation Good Enough to Eat: Question and Comment; Facilitate a Conversation</p>
<p><b>Presentation of Knowledge and Ideas</b> 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation.</p>	<p>Each Lesson Card provides suggestions for engaging students in writing/drawing activities. For example: More Than One: Writing/Composing: Number Questions Plants and Flowers: Writing/Composing: Lab Report Plants That Never Bloom: Writing/Composing: Field Trip Drawings Tell Me, Tree: Writing/Composing: Tree Diagram, Group Booklets, Information Book</p> <p>Verbalize Your Thinking sections are on each Think Aloud Lesson Card. Through these statements, teachers model how to express ideas, thoughts and feelings clearly.</p>

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<p><b>Reading: Literature Key Ideas and Details</b> 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. 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>Buzz About IT provides classrooms a range of informational reading content. Students are engaged, with prompting and support, in responding to all the literature in the program, asking questions about content and details as well as verbalizing their strategies and making connections to texts. See the Think Aloud, Instructional Conversation and Experience-Text-Relationship features. Students are prompted to identify key details in every information text read aloud. Guiding conversation is provided teachers on every Lesson Card.</p>
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<p><b>Craft and Structure</b>                  4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.                  5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.                  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>Buzz About IT provides classrooms a range of informational reading content. See especially the following title:                  Least Things: Poems About Small Natures</p>
<p><b>Integration of Knowledge and Ideas</b>                  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>Buzz About IT is a classroom library of nonfiction and informational texts.</p>
<p><b>Range of Reading and Level of Text Complexity</b>                  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>Buzz About IT is a read aloud program featuring outstanding informational trade books chosen for their rich graphics, text features, varied social studies, language arts, and science content and their appeal to young students. Children learn both language and content when informational texts are read aloud.</p>
<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>                  1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.                  2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.                  3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Students are engaged with all the literature in the Buzz About IT! library. The Instructional Conversation Lessons include questions the teacher can ask and comments the teacher can make to deepen children’s understanding of the text content. Comprehension Skills are included on each lesson card. Many of the books can be paired with other texts on the same subject to compare and contrast events, ideas and concepts. Students discuss main ideas, content, subject details and demonstrate their understanding of the texts through conversation and response activities. See examples:                  Bridges Are to Cross: Question and Comment; Facilitate a Conversation                  Chickens May Not Cross the Road and Other Crazy (But True) Laws: Question and Comment; Facilitate a Conversation                  Ice Cream: Question and Comment; Facilitate a Conversation                  ...If You Lived 100 Years Ago: Question and Comment; Facilitate a Conversation; Question and Comment: Time Line                  Machines We Use: Focus on Background Knowledge; Facilitate a Conversation</p>
<p><b>Craft and Structure</b>                  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.</p>	<p>All the books in the grade 2 library are professionally selected by Nell K. Duke for grade level appropriate topic and content. Every book presents unique text features that teachers can emphasize in reading aloud. Every Lesson Card presents unique vocabulary found in the text and suggestions for discussion. Students participate in identifying main ideas and the author’s purpose of a text, as well as communicating details gleaned from texts. See examples:                  Ah, Music! : Focus on the Text: Table of Contents, Headings, Subheads</p>

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<p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>All About Turtles: Vocabulary: Glossary of Turtle Terms  Animals Nobody Loves: Verbalize Your Thinking: Author’s Point of View, Table of Contents  A Cache of Jewels: Verbalize Your Thinking: Author’s Style  Chickens May Not Cross the Road and Other Crazy (But True) Laws: Question and Comment: Author’s Note  Desert Giant: Verbalize Your Thinking: Captions  A Drop of Water: Vocabulary: Glossary of Water-Related Terms  Everyday Mysteries: Vocabulary: Picture Glossary of Words  Hottest Coldest Highest Deepest: Vocabulary: Picture Glossary of Geography Terms; Verbalize Your Thinking: Text Type Size  Least Things: Poems About Small Natures: Focus on the Text: Author’s Note  The Life and Times of the Peanut: Question and Comment; Headings, Time Line  Machines We Use: Vocabulary: Use Glossary; Question and Comment: Boldface Print, Glossary  Underwater Counting: Even Numbers: Focus on the Text: Author’s Style  Vote! Vocabulary: Use the Glossary  You’re Tall in the Morning But Shorter at Night: Vocabulary: Glossary; Verbalize Your Thinking: Table of Contents, Subheadings</p>
<p><b>Integration of Knowledge and Ideas</b>  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>All About Turtles: Verbalize Your Thinking: Reading Illustrations, Captions  The Bicycle Book: Vocabulary: Vocabulary in Diagrams; Verbalize Your Thinking: Diagrams  Bridges are to Cross: Question and Comment: Reading Illustrations  Chickens May Not Cross the Road and Other Crazy (But True) Laws: Vocabulary: Government Diagram  Everyday Mysteries: Verbalize Your Thinking: Photographs  Hottest Coldest Highest Deepest: Verbalize Your Thinking: Diagrams, Scale  How Do You Know What Time It Is?: Focus on the Text: Diagram  How Is a Crayon Made? : Focus on the Text: Photographs  Underwater Counting: Even Numbers: Focus on the Text: Illustrations  Why I Sneeze, Shiver, Hiccup, and Yawn: Vocabulary: Diagram of the Nervous System; Focus on the Text: Diagram</p>
<p><b>Range of Reading and Level of Text Complexity</b>  10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Buzz About IT presents professionally selected, outstanding nonfiction and informational trade books. The books were selected for their rich content, age-appropriateness, graphics, text features, varied social studies, language arts, and science content and their appeal to young students. Children learn both language and content when informational texts are read aloud. The books are made available throughout the classroom for students to reread and read independently, providing a rich range of reading and text complexity.</p>
<p><b>Reading: Foundational Skills</b>  <b>Phonics and Word Recognition</b>  3. Know and apply grade-level phonics and word analysis skills in decoding words.  Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>Specific instruction on phonics and word recognition is not articulated on the Lesson Cards. The vocabulary feature on every card provides opportunity for teachers to use rich content area vocabulary to reinforce phonics, decoding and word recognition skills. Focusing on text vocabulary provides an immediate practical and applicable resource for applying grade-level phonics skills.</p>

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<p>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><b>Fluency</b>          4. Read with sufficient accuracy and fluency to support comprehension.          Read grade-level text with purpose and understanding.          Read grade-level text orally with accuracy, appropriate rate, and expression.          Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Fluency is modeled in this read aloud program. Students are exposed to teachers reading informational and nonfiction text aloud modeling accuracy, pace, expression, rate and volume. See especially the following texts that specifically address using context clues.          Least Things: Poems About Small Natures: Vocabulary: Use Context Clues          The Life and Times of the Peanut: Vocabulary: Use Context Clues</p>
<p><b>Language</b>  <b>Conventions of Standard English</b>          1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.          Use collective nouns (e.g., group).          Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).          Use reflexive pronouns (e.g., myself, ourselves).          Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).          Use adjectives and adverbs, and choose between them depending on what is to be modified.          Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).          2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.          Capitalize holidays, product names, and geographic names.          Use commas in greetings and closings of letters.          Use an apostrophe to form contractions and frequently occurring possessives.          Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).          Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>The Instructional Conversation lesson cards include opportunities for discussions where the conventions of standard English grammar can be practiced, encouraged, and modeled. Conventions of standard English grammar can also be monitored through the Writing/Composing activities suggested on each Lesson Card. In addition, the following lessons provide practice with adjectives, nouns, and punctuation:          Many Luscious Lollipops: Vocabulary: Adjective Chart; Focus on Background Knowledge: make Up for Missing Adjectives; Facilitate a Conversation; Writing/Composing: Adjectives from Two Perspectives, Informational Pamphlets          A Mink, a Fink, a Skating Rink: Vocabulary: Noun Chart; Focus on Background Knowledge: List for Nouns, Noun Search; Facilitate a Conversation; Writing/Composing: Fill-in Paragraphs, Noun Posters, Noun Alphabet Book          Chickens May Not Cross the Road and Other Crazy (But True) Laws: Focus on Background Knowledge: Meaningful Punctuation</p>
<p><b>Knowledge of Language</b>          3. Use knowledge of language and its conventions when writing,</p>	<p>The Instructional Conversation lesson cards include opportunities for discussions where language and its conventions can be practiced, encouraged, and modeled. Conventions of</p>

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<p>speaking, reading, or listening. Compare formal and informal uses of English.</p>	<p>standard English grammar can be monitored through the Writing/Composing activities suggested on each Lesson Card, as well.</p>
<p><b>Vocabulary Acquisition and Use</b> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>Each Lesson Card includes vocabulary building activities (using or creating a book glossary, using context clues to help ascertain the meaning of unknown words, or relating words to each other through techniques such as semantic word mapping), a Vocabulary Routine section (focus on one important word in each lesson), and two types of vocabulary words (content and informational text words). For example: Ah, Music! : Vocabulary: Music Concept Wheels; Focus on the Text: Vocabulary Routine Many Luscious Lollipops: Vocabulary: Adjective Chart; Focus on Background Knowledge: make Up for Missing Adjectives; Facilitate a Conversation; Writing/Composing: Adjectives from Two Perspectives, Informational Pamphlets A Mink, a Fink, a Skating Rink: Vocabulary: Noun Chart; Focus on Background Knowledge: List for Nouns, Noun Search; Facilitate a Conversation; Writing/Composing: Fill-in Paragraphs, Noun Posters, Noun Alphabet Book Least Things: Poems About Small Natures: Vocabulary: Use Context Clues The Life and Times of the Peanut: Vocabulary: Use Context Clues Bicycle Book: Vocabulary: Vocabulary in Diagrams; Use a Graphic Organizer: Semantic Word Map Bridges Are to Cross: Vocabulary: Study Words by Category A Drop of Water: Vocabulary: Glossary of Water-Related Terms Everyday Mysteries: Vocabulary: Picture Glossary of Words Hottest Coldest Highest Deepest: Vocabulary: Picture Glossary of Geography Terms; Verbalize Your Thinking: Vocabulary Routine</p>
<p><b>Writing</b> <b>Text Types and Purposes</b> 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>Each Lesson Card includes two or three writing or composing activities that build children’s content and/or literacy knowledge and skill. These writing activities involve children in writing/composing for real audiences and purposes. Children make information posters brochures, books, and much more. Many of these activities are designed to help children generate informational text language. For example: You’re Taller in the Morning But Shorter at Night: Writing/Composing: Class Book (a class book of organ systems in action) Underwater Counting: Writing/Composing: Informational Pamphlet Least Things: Writing/Composing: Author’s Note ...If You Lived 100 Years Ago: Writing/Composing: Informational Letter, Then and Now Mini-Books How Is a Crayon Made? : Writing/Composing: Steps in a Process How Do You Know What Time it Is? :Writing/Composing: Opinion Paper, Book Review Desert Giant: Writing/Composing: Class Book</p>

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Grade 2 Library

<p><b>Production and Distribution of Writing</b>                  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>Every Lesson Card includes a writing/composing feature. Students write across genres composing products in response to the literature. Teachers can encourage students to use the writing process and edit and revise their compositions independently or with peers. Students can take their writing products through to the publishing step of the writing process as teachers determine appropriate. Computers or other technology available to the student can be used to publish their writing as teachers determine appropriate.</p>
<p><b>Research to Build and Present Knowledge</b>                  7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).                  8. Recall information from experiences or gather information from provided sources to answer a question.                  9. (Begins in grade 4)</p>	<p>See specific suggestions:                  Why I Sneeze, Shiver, Hiccup, and Yawn: Writing/Composing: Research                  Underwater Counting: Writing/Composing: Ocean Animal Report                  How Is a Crayon Made? : Writing/Composing: Book</p>
<p><b>Range of Writing</b>                  10. (Begins in grade 3)</p>	
<p><b>Speaking &amp; Listening</b>                  1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.                  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                  Build on others’ talk in conversations by linking their comments to the remarks of others.                  Ask for clarification and further explanation as needed about the topics and texts under discussion.                  2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.                  3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>Each Lesson Card suggests multiple opportunities for engaging students in conversation. Specific suggestions for supporting English-language learners are provided, as well. Some suggestions help build children’s background knowledge related to the text through sharing past experiences children may have had, first hand explorations teachers provide or both. Question and Comment sections and Facilitate a Conversation sections can be found on Instructional Conversation Lesson Cards. These sections include suggestions teacher can use to deepen children’s understanding through conversation. For example:                  Vote! :Writing/Composing: Interview; Focus on Background Knowledge; Facilitate a Conversation                  Oh Baby! : Writing/Composing: Interview                  A Mink, a Fink, a Skating Rink: Facilitate a Conversation; Question and Comment                  Many Luscious Lollipops: Facilitate a Conversation; Question and Comment; Focus on Background Knowledge                  Machines We Use: Facilitate a Conversation; Question and Comment; Focus on Background Knowledge                  ...If You Lived 100 Years Ago: Facilitate a Conversation; Question and Comment; Focus on Background Knowledge                  Ice Cream: Facilitate a Conversation                  Chickens May Not Cross the Road and Other Crazy (But True) Laws: Focus on Background Knowledge; Writing/Composing: Role Play                  Bridges Are to Cross: Question and Comment; Focus on Background Knowledge                  Bicycle Book: Focus on Background Knowledge                  Animals Nobody Loves: Writing/Composing: Survey; Focus on Background Knowledge                  The Life and Times of the Peanut: Focus on Background Knowledge; Question and Comment; Facilitate a Conversation                  All About Turtles: Focus on Background Knowledge: Class Discussion                  A Drop of Water: Focus n Background Knowledge: Discuss Observations</p>

<p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Each Lesson Card provides suggestions for engaging students in speaking/writing/drawing activities. For example:</p> <p>Ah, Music: Writing/Composing: Music in Our Lives, Music Newsletter, Describe an Instrument</p> <p>Animals Nobody Loves: Writing/Composing: Animal Brochure</p> <p>Bridges Are to Cross: Focus on Background Knowledge: Share Bridge Knowledge; Writing/Composing: Class Book</p> <p>Desert Giant: Writing/Composing: Class Book</p> <p>Hottest Coldest Highest Deepest: Writing/Composing: Records Poster</p> <p>...If You Lived 100 Years Ago: Writing/Composing: Then and Now Poster</p> <p>The Life and Times of the Peanut: Writing/Composing: Peanut Time Line</p> <p>Many Luscious Lollipops: Writing/Composing: Informational Pamphlets</p> <p>A Mink, a Fink, a Skating Rink: Writing/Composing: Noun Posters, Noun Alphabet Book</p> <p>Underwater Counting: Writing/Composing: Counting Book, Informational Pamphlet</p> <p>Verbalize Your Thinking sections are on each Think Aloud Lesson Card. Through these statements, teachers model how to express ideas, thoughts and feelings clearly.</p>
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