

CORRELATION OF SCHOLASTIC FACT ROOM TO THE COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-8

Common Core State Standards Kindergarten	Scholastic Fact Room
<p>Reading: Informational Text Key Ideas and Details CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students ask and answer questions about key details in a text. For example, the prompts include “What two things did you read about ____?”</p>
<p>CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students identify the main topic and retell key details. For example, the prompts include “What two things did you read about ____?” and “What is the main idea of this book?”</p>
<p>CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students determine the connection between pieces of information in a text. For example, the prompts include “What caused _____ to happen?”</p>
<p>Craft and Structure CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on new vocabulary in the text. For example, the prompts include “What new words did the author help you learn?” In addition, the Fact Room “Using Information Texts in Support of CCSS Overview” offers suggestions for Modeling Close Reading, including discussion of important academic or domain-specific vocabulary.</p>
<p>CCSS.ELA-Literacy.RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” suggests that teachers introduce the books by conducting book talks and offering sneak peeks. In both these activities, teachers display the front cover of the book. Teachers can also help students identify the back cover and title page of a book, as they determine appropriate.</p>
<p>CCSS.ELA-Literacy.RI.K.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>Teachers can use Fact Room titles to focus on the roles of authors and illustrators, as they determine appropriate. See examples, <i>A Tree is a Plant</i> (author Clyde Robert Bulla, illustrator Stacey Schuett) <i>The Magic School Bus Gets Recycled</i> (author Anne Capeci, illustrator Carolyn Braken)</p>
<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RI.K.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).</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on the relationship between the illustrations and the text in which they appear. For example, the prompts include “What details in the photograph help show ____?” and “What information in the picture or diagram helps to explain how ____?” The Fact Room includes both illustrated texts and texts supported by photographs. This provides opportunities for students to consider how illustrations support text differently</p>

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	<p>than photographs. See examples, <i>Up, Down, and Around</i> (illustrations) <i>Beautiful Bugs</i> (photographs)</p>
<p>CCSS.ELA-Literacy.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on the reasons given by an author to support points in the text. For example, the prompts include “How does the author show _____?”</p>
<p>CCSS.ELA-Literacy.RI.K.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>Because Fact Room provides so many informational and nonfiction texts, teachers can use Fact Room titles to compare books on a given subject or across subjects. See examples, Weather: <i>Weather Words and What They Mean, What’s the Weather?, and What’s the Weather Today?</i> Seasons: <i>The Book of Seasons/El Libro de las Estaciones, Fall Leaves Change Color, and Time to Harvest</i> Polar Animals: <i>If You Were a Penguin, Polar Animals, and Pierre the Penguin, A True Story</i></p>
<p>Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>Fact Room provides 30 copies of 2 CCSS exemplar texts for whole-class instruction. Fact Room also provides 10 copies of 10 other texts to provide a variety of experiences for small-group instruction. The Fact Room “Using Information Texts in Support of CCSS Overview” provides guidance for teachers on how to model close reading so that students will engage in group reading activities with purpose and understanding. In Grades K-1, Fact Room provides the following exemplar texts and small-group texts:</p> <p>Exemplar Texts (30 copies): <i>A Tree is a Plant, My Five Senses</i> Small Group Texts (10 copies): <i>A Tadpole Grows Up, Amazing Whales!, From Seed to Pumpkin, The Busy Body Book, What is a Pulley?, When a Storm Comes Up, Fire! Fire!, I Read Signs, The Magic School Bus Gets Recycled, and Truck</i></p>
<p>Reading: Foundational Skills Print Concepts CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of print.</p>	<p>Teachers can use selected Fact Room titles to help their students understand the organization and basic features of print, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.</p>	<p>Teachers can use selected Fact Room titles to help their students follow written words, as they determine appropriate. <i>Direct instruction is not provided</i></p>
<p>CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>Teachers can use selected Fact Room titles to help their students understand that spoken words are represented in print by specific sequences of letters, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>CCSS.ELA-Literacy.RF.K.1c Understand that words are separated by spaces in print.</p>	<p>Teachers can use selected Fact Room titles to help their students understand that words are separated by spaces in print, as they determine appropriate. <i>Direct instruction is not provided.</i></p>

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<p>CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Several Fact Room titles on the K-1 Title List are ABC books. Teachers can use these titles to help students recognize and name the upper- and lower-case letters, as they determine appropriate. See examples, <i>Animal Action ABC</i> <i>26 Letters and 99 Cents</i> <i>ABCeDarios, Mexican Folk Art ABCs in English and Spanish</i> <i>Eating the Alphabet, Fruits & Vegetables from A to Z</i> <i>Firefighters A to Z</i> <i>ABC of Jobs</i></p>
<p>CCSS.ELA-Literacy.RF.K.2a Recognize and produce rhyming words.</p>	<p>Several Fact Room titles on the K-1 Title List contain rhyming text. Teachers can use these titles to help students recognize and produce rhyming words, as they determine appropriate. See examples, <i>Ten Black Dots</i> <i>Zin! Zin! Zin! A Violin</i></p>
<p>Fluency CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>Fact Room provides many emergent reader texts with which students can practice their fluency. See examples, <i>Freight Train</i> <i>I Am Water</i> <i>Fall Leaves Change Colors</i> <i>Abraham Lincoln</i> <i>Harriet Tubman</i></p>
<p>Language Conventions of Standard English CCSS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage students to demonstrate command of the conventions of English grammar and usage through their written responses to the Fact Room titles, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>CCSS.ELA-Literacy.L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage students to demonstrate command of the conventions of English punctuation and spelling through their written responses to the Fact Room titles, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>Vocabulary Acquisition and Use CCSS.ELA-Literacy.L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	<p>The vocabulary found in informational texts helps students grow as readers and develop deeper content-area knowledge. Many of the titles on Fact Room Grades K-1 Titles List are rich in domain-specific vocabulary. See examples, <i>Tree Homes and Underground Homes (Science Vocabulary Readers series)</i> <i>Sea Turtles (Science Word Readers series)</i></p>
<p>CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>The Fact Room Grades K-1 Titles List includes titles that teachers can use with their students to focus on sorting. See examples, <i>Sorting</i></p>

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	<i>What Comes in 2s, 3s, & 4s?</i>
CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	The Fact Room Grades K-1 Titles List includes titles that teachers can use with their students to focus on antonyms. See examples, <i>Two Eyes, a Nose, and a Mouth</i> <i>Size</i> <i>Up, Down and Around</i>
CCSS.ELA-Literacy.L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	The Fact Room Grades K-1 Titles List includes titles that teachers can use with their students to focus on verbs. See examples, <i>Animal Action ABC</i> <i>Safari</i>
Writing Text Types and Purposes CCSS.ELA-Literacy.W.K.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...).	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage students to cite evidence of interesting facts and details from their reading to support their own opinions, as they determine appropriate. <i>Direct instruction is not provided.</i>
CCSS.ELA-Literacy.W.K.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.	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage students to cite evidence of interesting facts and details from their reading to support informative/explanatory texts that they compose, as they determine appropriate. <i>Direct instruction is not provided.</i>
Research to Build and Present Knowledge CCSS.ELA-Literacy.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	The Fact Room Grades K-1 Titles List includes multiple titles by several authors. Teachers can use these titles as the basis for shared research and writing projects, as they determine appropriate. See examples, <i>Giant Pandas, Weather Words and What They Mean, and Fire! Fire! by Gail Gibbons</i> <i>Bigmama's, Freight Train, Ten Black Dots, and Train by Donald Crews</i> <i>Bones, Bones, Dinosaur Bones; Building a House; and Dinosaurs, Dinosaurs by Bryon Barton</i>
Speaking & Listening Comprehension and Collaboration CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	The Fact Room includes 30 copies of two CCSS exemplar informational texts appropriate for whole-group instruction. Primary grade students will benefit from structured conversations in response to these texts. The exemplar texts on the Fact Room Grades K-1 Titles List are: <i>A Tree is a Plant</i> and <i>My Five Senses</i> In addition, Fact Room includes 10 copies of 10 texts to provide a variety of experiences for small-group instruction. Primary grade students will also benefit from structured conversations in response to these texts. The small-group texts on the Fact Room Grades K-1 Titles List are:

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	<i>A Tadpole Grows Up, Amazing Wheat, From Seed to Pumpkin, The Busy Body Book, What Is a Pulley?, When a Storm Comes Up, Fire! Fire!, I Read Signs, The Magic School Bus Gets Recycled, and Truck</i>
CCSS.ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Teachers can use conversations about Fact Room titles to reinforce classroom norms for acceptable discussion behaviors, as they determine appropriate. <i>Direct instruction is not provided.</i>
CCSS.ELA-Literacy.SL.K.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.	Many of the texts in the Fact Room may be used as read-alouds. When reading aloud informational text, teachers have the opportunity to confirm students' understanding by having students ask and answer questions about key details. The Text-Dependent Questions provided on the Fact Room "Using Information Texts in Support of CCSS Overview" can also assist in confirming students' understanding.

Common Core State Standards Grade 1

Scholastic Fact Room

Reading: Informational Text Key Ideas and Details CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.	The Fact Room "Using Information Texts in Support of CCSS Overview" provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students ask and answer questions about key details in a text. For example, the prompts include "What two things did you read about _____?"
CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.	The Fact Room "Using Information Texts in Support of CCSS Overview" provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students identify the main topic and retell key details. For example, the prompts include "What two things did you read about _____?" and "What is the main idea of this book?"
CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	The Fact Room "Using Information Texts in Support of CCSS Overview" provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students determine the connection between pieces of information in a text. For example, the prompts include "What caused _____ to happen?"
Craft and Structure CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	The Fact Room "Using Information Texts in Support of CCSS Overview" provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on new vocabulary in the text. For example, the prompts include "What new words did the author help you learn?" In addition, the Fact Room "Using Information Texts in Support of CCSS Overview" offers suggestions for Modeling Close Reading, including discussion of important academic or domain-specific vocabulary.
CCSS.ELA-Literacy.RI.1.5 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.	Authors of informational text use certain features to help make the information more accessible to the reader. The Fact Room "Using Information Texts in Support of CCSS Overview" includes a list of common features of informational text. Teachers can help students focus on the author's craft and structure by calling attention to these informational text features. In addition, the wide variety of materials in the Fact Room

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	<p>offers many opportunities for students to use various text features. See examples, <i>Amazing Wheat</i> (table of contents) <i>What Is a Pulley?</i> (table of contents, index, glossary) <i>Bears, An Usborne Beginners Book</i> (table of contents, index, glossary)</p>
<p>CCSS.ELA-Literacy.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on the relationship between the illustrations and the text in which they appear. For example, the prompts include “What details in the photograph help show ____?” and “What information in the picture or diagram helps to explain how ____?”</p> <p>The Fact Room includes both illustrated texts and texts supported by photographs. This provides opportunities for students to consider how illustrations support text differently than photographs. See examples, <i>Up, Down, and Around</i> (illustrations) <i>Beautiful Bugs</i> (photographs)</p>
<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on the relationship between the illustrations and the text in which they appear. For example, the prompts include “What details in the photograph help show ____?” and “What information in the picture or diagram helps to explain how ____?”</p> <p>The Fact Room includes both illustrated texts and texts supported by photographs. This provides opportunities for students to consider how illustrations support text differently than photographs. See examples, <i>Up, Down, and Around</i> (illustrations) <i>Beautiful Bugs</i> (photographs)</p>
<p>CCSS.ELA-Literacy.RI.1.8 Identify the reasons an author gives to support points in a text.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on the reasons given by an author to support points in the text. For example, the prompts include “How does the author show ____?”</p>
<p>CCSS.ELA-Literacy.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Because Fact Room provides so many informational and nonfiction texts, teachers can use Fact Room titles to compare books on a given subject or across subjects. See examples, <i>Weather: Weather Words and What They Mean, What’s the Weather?, and What’s the Weather Today?</i> <i>Seasons: The Book of Seasons/El Libro de las Estaciones, Fall Leaves Change Color, and Time to Harvest</i> <i>Polar Animals: If You Were a Penguin, Polar Animals, and Pierre the Penguin, A True Story</i></p>

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<p>Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Fact Room provides 30 copies of 2 CCSS exemplar texts for whole-class instruction. Fact Room also provides 10 copies of 10 other texts to provide a variety of experiences for small-group instruction. The “Using Information Texts in Support of CCSS Overview” provides guidance for teachers on how to model close reading so that students will engage in group reading activities with purpose and understanding. In Grades K-1, Fact Room provides the following exemplar texts and small-group texts:</p> <p>Exemplar Texts (30 copies): <i>A Tree is a Plant, My Five Senses</i> Small Group Texts (10 copies): <i>A Tadpole Grows Up, Amazing Whales!, From Seed to Pumpkin, The Busy Body Book, What is a Pulley?, When a Storm Comes Up, Fire! Fire!, I Read Signs, The Magic School Bus Gets Recycled, and Truck</i></p>
<p>Reading: Foundational Skills Print Concepts CCSS.ELA-Literacy.RF.1.1 Demonstrate understanding of the organization and basic features of print.</p>	<p>Teachers can use selected Fact Room titles to help their students understand the organization and basic features of print, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>CCSS.ELA-Literacy.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>Teachers can use selected Fact Room titles to help their students recognize the distinguishing features of a sentence, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>Fluency CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Fact Room provides students with a wide variety of titles with which students can practice their fluency, ranging from emergent readers to more complex texts. In addition, the Modeling Close Reading instruction detailed on the Fact Room “Using Information Texts in Support of CCSS Overview” provides a model for guiding students to deeper comprehension of informational texts.</p>
<p>CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.</p>	<p>Fact Room texts are leveled (Lexile, GR Level and DRA Level) so that teachers can help students select texts at an appropriate reading level.</p>
<p>CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.</p>	<p>Fact Room provides two copies of 238 different titles so that students can be paired for partner reading. <i>Direct instruction is not provided.</i></p>
<p>CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The Modeling Close Reading instruction detailed on the Fact Room “Using Information Texts in Support of CCSS Overview” provides a model for guiding students to deeper comprehension of informational texts. This procedure includes a first read where students identify words or sentences that are difficult or confusing; a second, close read for clarification; discussion; and a final read.</p>
<p>Language Conventions of Standard English CCSS.ELA-Literacy.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to demonstrate command of the conventions of English grammar and usage through their written responses to the Fact Room titles, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their</p>

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spelling when writing.	reading. Teachers can encourage their students to demonstrate command of the conventions of English capitalization, punctuation and spelling through their written responses to the Fact Room titles, as they determine appropriate. <i>Direct instruction is not provided.</i>
Vocabulary Acquisition and Use CCSS.ELA-Literacy.L.1.4 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.	The vocabulary found in informational texts helps students grow as readers and develop deeper content-area knowledge. Many of the titles on Fact Room Grades K-1 Title List are rich in domain-specific vocabulary. See examples, <i>Tree Homes</i> and <i>Underground Homes (Science Vocabulary Readers series)</i> <i>Sea Turtles (Science Word Readers series)</i>
CCSS.ELA-Literacy.L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.	The Fact Room “Using Information Texts in Support of CCSS Overview” suggests that teachers can use the Modeling Close Reading instruction to help their students focus on sentence-level context as a clue to the meaning of unfamiliar or confusing words or phrases.
CCSS.ELA-Literacy.L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	The Fact Room Grades K-1 Titles List includes titles that teachers can use with their students to focus on sorting. See examples, <i>Sorting</i> <i>What Comes in 2s, 3s, & 4s?</i>
Writing Text Types and Purposes CCSS.ELA-Literacy.W.1.1 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.	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to cite evidence of interesting facts and details from their reading to support their own opinions, as they determine appropriate. <i>Direct instruction is not provided.</i>
CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to cite evidence of interesting facts and details from their reading to support informative/explanatory texts that they have written, as they determine appropriate. <i>Direct instruction is not provided.</i>
Research to Build and Present Knowledge CCSS.ELA-Literacy.W.1.7 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).	The Fact Room Grades K-1 Titles List includes several “how-to” books. Teachers can use these titles, as they determine appropriate, as the basis for shared research and writing projects. See examples, <i>You Can Use a Balance</i> <i>You Can Use a Magnifying Glass</i>
CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	The Fact Room will be a valuable resource for students to use for researching specific topics. With so many titles, this collection is an asset to any resource room or library. See examples, Plants: <i>From Seed to Pumpkin, From Seed to Sunflower, Seeds! Seeds! Seeds!</i> Economics: <i>The Penny Pot, Spending and Saving, Quarters</i> Weather: <i>When a Storm Comes Up, What’s the Weather?, The Magic School Bus</i>

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	<p><i>Weathers the Storm</i> Symbols of the United States: <i>The Pledge of Allegiance, What is the Story of Our Flag, The Statue of Liberty, The Bald Eagle</i></p>
<p>Speaking & Listening Comprehension and Collaboration CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<p>The Fact Room includes 30 copies of two CCSS exemplar informational texts appropriate for whole-group instruction. Primary grade students will benefit from structured conversations in response to these texts. The exemplar texts on the Fact Room Grades K-1 Titles List are: <i>A Tree is a Plant and My Five Senses</i> In addition, Fact Room includes 10 copies of 10 texts to provide a variety of experiences for small-group instruction. Primary grade students will also benefit from structured conversations in response to these texts. The small-group texts on the Fact Room Grades K-1 Titles List are: <i>A Tadpole Grows Up, Amazing Wheat, From Seed to Pumpkin, The Busy Body Book, What Is a Pulley?, When a Storm Comes Up, Fire! Fire!, I Read Signs, The Magic School Bus Gets Recycled, and Truck</i></p>
<p>CCSS.ELA-Literacy.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Teachers can use conversations about Fact Room titles to reinforce classroom norms for acceptable discussion behaviors, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Many of the texts in the Fact Room may be used as read-alouds. When reading aloud informational text, teachers have the opportunity to confirm students' understanding by having students ask and answer questions about key details. The Text-Dependent Questions provided on the Fact Room "Using Information Texts in Support of CCSS Overview" can also assist in confirming students' understanding.</p>

**Common Core State Standards
Grade 2**

Scholastic Fact Room

<p>Reading: Informational Text Key Ideas and Details CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>The Fact Room "Using Information Texts in Support of CCSS Overview" provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students ask and answer questions about key details in a text. For example, the prompts include "What three things did you read about ____?"</p>
<p>CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>The Fact Room "Using Information Texts in Support of CCSS Overview" provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students identify the main topic. For example, the prompts include "What is the main idea of this book, chapter, or passage?"</p>
<p>CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>The Fact Room "Using Information Texts in Support of CCSS Overview" provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students determine the connection between events, ideas or concepts in a text. For example, the prompts include "What connection did the author make between the first and final events?" and "What connection does the author make</p>

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	between _____ and _____?”
<p>Craft and Structure CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on new vocabulary in the text. For example, the prompts include “What words did the author use to describe _____?” and “Which term did the author define for you?” In addition, the Fact Room “Using Information Texts in Support of CCSS Overview” offers suggestions for Modeling Close Reading, including discussion of important academic or domain-specific vocabulary.</p>
<p>CCSS.ELA-Literacy.RI.2.5 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>Authors of informational text use certain features to help make the information more accessible to the reader. The Fact Room “Using Information Texts in Support of CCSS Overview” includes a list of common features of informational text. Teachers can help students focus on the author’s craft and structure by calling attention to these informational text features, as they determine appropriate. In addition, the wide variety of materials in the Fact Room offers many opportunities for students to use various text features. See examples, <i>Throw Your Tooth on the Roof</i> (glossary, diagrams, maps) <i>Tsunamis and Other Natural Disasters, A Nonfiction Companion to High Tide in Hawaii</i> (table of contents, index, diagrams) <i>Do Stars Have Points?</i> (index, graphs/charts) <i>Geology: The Study of Rocks</i> (table of contents, timeline, index, glossary)</p>
<p>CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on the main purpose of a text, including what the author wants to answer, explain, or describe. For examples, the prompts include “What is the main idea of this book, chapter, or passage?”</p>
<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on the relationship between the illustrations and the text in which they appear. For example, the prompts include “What details in the photograph help show _____?” and “What information in the diagram helps to explain how _____?” The Fact Room includes both illustrated texts and texts supported by photographs. This provides opportunities for students to consider how illustrations support text differently than photographs. See examples, <i>Throw Your Tooth on the Roof</i> (illustrations) <i>Boy, Were We Wrong About Dinosaurs</i> (illustrations) <i>The Inuit</i> (photographs) <i>The Sense of Hearing</i> (photographs)</p>
<p>CCSS.ELA-Literacy.RI.2.8 Describe how reasons support</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides</p>

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specific points the author makes in a text.	prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus how an author uses reasons to support specific points in the text. For examples, the prompts include “How does the author support the idea that _____?”
CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	Because Fact Room provides so many informational and nonfiction texts, teachers can use Fact Room titles to compare books on a given subject or across subjects. See examples, Martin Luther King, Jr.: <i>Martin’s Big Words, The Life of Dr. Martin Luther King, Jr.; Martin Luther King Jr. and the March on Washington; Let’s Dream, Martin Luther King Jr.!</i> ; <i>Martin Luther King, Jr., A Man of Peace</i> Volcanoes: <i>Voyage to the Volcano; Volcano; Why Do Volcanoes Blow Their Tops?</i> Sharks: <i>Ocean Life; Sharks; Surprising Sharks, Killer Whale vs. Great White Shark</i>
Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RI.2.10 By the end of the 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.	Fact Room provides 30 copies of 2 CCSS exemplar texts for whole-class instruction. Fact Room also provides 10 copies of 10 other texts to provide a variety of experiences for small-group instruction. The Fact Room “Using Information Texts in Support of CCSS Overview” provides guidance for teachers on how to model close reading so that students will engage in group reading activities with purpose and understanding. In Grades 2-3, Fact Room provides the following exemplar texts and small-group texts: Exemplar Texts (30 copies): <i>Boy, Were We Wrong About Dinosaurs!, Throw Your Tooth on the Roof</i> Small Group Texts (10 copies): <i>A Drop of Water, Butterflies, Moonshot, The Magic School Bus Inside the Human Body, The Respiratory System, A Medieval Feast, Martin Luther King Jr. and the March on Washington, Pele, King of Soccer, So You Want to Be President?, Vote!</i>
Fluency CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	Fact Room provides students with a wide variety of titles, ranging from picture books to emergent readers to chapter books. In addition, the Modeling Close Reading instruction detailed on the Fact Room “Using Information Texts in Support of CCSS Overview” provides a model for guiding students to deeper comprehension of informational texts.
CCSS.ELA-Literacy.RF.2.4a Read grade-level text with purpose and understanding.	Fact Room texts are leveled (Lexile, GR Level and DRA Level) so that teachers can help students select texts at an appropriate reading level.
CCSS.ELA-Literacy.RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression.	Fact Room provides two copies of 238 different titles so that students can be paired for partner reading. <i>Direct instruction is not provided.</i>
CCSS.ELA-Literacy.RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	The Modeling Close Reading instruction detailed on the Fact Room “Using Information Texts in Support of CCSS Overview” provides a model for guiding students to deeper comprehension of informational texts. This procedure includes a first read where students identify words or sentences that are difficult or confusing; a second, close read for clarification; discussion; and a final read.
Language	Writing and responding to informational texts offer opportunities for students to use

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<p>Conventions of Standard English CCSS.ELA-Literacy.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to demonstrate command of the conventions of English grammar and usage through their written responses to the Fact Room titles, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to demonstrate command of the conventions of English capitalization, punctuation and spelling through their written responses to the Fact Room titles, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>Vocabulary Acquisition and Use CCSS.ELA-Literacy.L.2.4 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.</p>	<p>The vocabulary found in informational texts helps students grow as readers and develop deeper content-area knowledge. Many of the titles on the Fact Room Grades 2-3 Titles List are rich in domain-specific vocabulary. See examples, <i>A Drop of Water: A Book of Science and Wonder</i> <i>The Magic School Bus Inside the Human Body</i> <i>What Does the President Do?</i></p>
<p>CCSS.ELA-Literacy.L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Many of the titles on the Fact Room Grades 2-3 Titles List include glossaries. Students can use these glossaries to determine or clarify the meaning of words and phrases. See examples, <i>Throw Your Tooth on the Roof</i> <i>Geology: The Study of Rocks</i> <i>First American Colonies</i> <i>American Indian Foods</i> <i>South Pole Penguins</i></p>
<p>Writing Text Types and Purposes CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to cite evidence from their reading, use linking words, and provide conclusions to support their own opinions, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to cite evidence from their reading to support informative/explanatory texts that they have written, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>Research to Build and Present Knowledge CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to</p>	<p>The Fact Room Grades 2-3 Titles List includes multiple books on particular topics. Teacher can use these titles as the basis for shared research and writing projects, as they determine appropriate. See examples,</p>

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produce a report; record science observations).	Martin Luther King, Jr.: <i>Martin’s Big Words, The Life of Dr. Martin Luther King, Jr.; Martin Luther King Jr. and the March on Washington; Let’s Dream, Martin Luther King Jr.!</i> ; <i>Martin Luther King, Jr., A Man of Peace</i> Volcanoes: <i>Voyage to the Volcano; Volcano; Why Do Volcanoes Blow Their Tops?</i> Sharks: <i>Ocean Life; Sharks; Surprising Sharks, Killer Whale vs. Great White Shark</i>
CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	The Fact Room will be a valuable resource for students to use for researching specific topics. With so many titles, this collection is an asset to any resource room or library. See examples, Martin Luther King, Jr.: <i>Martin’s Big Words, The Life of Dr. Martin Luther King, Jr.; Martin Luther King Jr. and the March on Washington; Let’s Dream, Martin Luther King Jr.!</i> ; <i>Martin Luther King, Jr., A Man of Peace</i> Volcanoes: <i>Voyage to the Volcano; Volcano; Why Do Volcanoes Blow Their Tops?</i> Sharks: <i>Ocean Life; Sharks; Surprising Sharks, Killer Whale vs. Great White Shark</i>
Speaking & Listening CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	The Fact Room includes 30 copies of two CCSS exemplar informational texts appropriate for whole-group instruction. Primary grade students will benefit from structured conversations in response to these texts. The exemplar texts on the Fact Room Grades 2-3 Titles List are: <i>Boy, Were We Wrong About Dinosaurs! and Throw Your Tooth on the Roof</i> In addition, Fact Room includes 10 copies of 10 texts to provide a variety of experiences for small-group instruction. Primary grade students will also benefit from structured conversations in response to these texts. The small-group texts on the Fact Room Grades 2-3 Titles List are: <i>A Drop of Water, Butterflies, Moonshot, The Magic School Bus Inside the Human Body, The Respiratory System, A Medieval Feast, Martin Luther King Jr. and the March on Washington, Pele, King of Soccer, So You Want to Be President?, Vote!</i>
CCSS.ELA-Literacy.SL.2.1a 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).	Teachers can use conversations about Fact Room titles to reinforce classroom norms for acceptable discussion behaviors, as they determine appropriate. <i>Direct instruction is not provided.</i>
CCSS.ELA-Literacy.SL.2.3 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.	Many of the texts in the Fact Room may be used as read-alouds. When reading aloud informational text, teachers have the opportunity to confirm students’ understanding by having students ask and answer questions about key details. The Text-Dependent Questions provided on the Fact Room “Using Information Texts in Support of CCSS Overview” can also assist in confirming students’ understanding.

**Common Core State Standards
Grade 3**

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Reading: Informational Text Key Ideas and Details CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to	The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students demonstrate understanding of the text by referring explicitly
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demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	to the text for their answers. For example, the prompts include “What three things did you read about ____?” and “What connection does the author make between ____ and ____?”
CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students identify the main topic and key details. For example, the prompts include “What is the main idea of this book, chapter, or passage?” and “What three things did you read about ____?”
CCSS.ELA-Literacy.RI.3.3 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.	The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students determine the connection between events, ideas or concepts in a text. For example, the prompts include “What connection did the author make between the first and final events?” and “What connection does the author make between ____ and ____?”
Craft and Structure CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on new vocabulary in the text. For example, the prompts include “What words did the author use to describe ____?” and “Which term did the author define for you?” In addition, the Fact Room “Using Information Texts in Support of CCSS Overview” offers suggestions for Modeling Close Reading, including discussion of important academic or domain-specific vocabulary.
CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Authors of informational text use certain features to help make the information more accessible to the reader. The Fact Room “Using Information Texts in Support of CCSS Overview” includes a list of common features of informational text. Teachers can help students focus on the author’s craft and structure by calling attention to these informational text features, as they determine appropriate. In addition, the wide variety of materials in the Fact Room offers many opportunities for students to use various text features. See examples, <i>Throw Your Tooth on the Roof</i> (glossary, diagrams, maps) <i>Tsunamis and Other Natural Disasters, A Nonfiction Companion to High Tide in Hawaii</i> (table of contents, index, diagrams) <i>Do Stars Have Points?</i> (index, graphs/charts) <i>Geology: The Study of Rocks</i> (table of contents, timeline, index, glossary)
CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text.	Teachers can use the Fact Room titles to assist students in distinguishing their points of view from those of the authors, as they determine appropriate. <i>Direct instruction is not provided.</i>
Integration of Knowledge and Ideas CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to	The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on the relationship between the illustrations and the

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<p>demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>text in which they appear. For example, the prompts include “What details in the photograph help show ____?” and “What information in the diagram helps to explain how ____?”</p> <p>The Fact Room includes both illustrated texts and texts supported by photographs. This provides opportunities for students to consider how illustrations support text differently than photographs. See examples, <i>Throw Your Tooth on the Roof</i> (illustrations, maps) <i>Boy, Were We Wrong About Dinosaurs</i> (illustrations) <i>The Inuit</i> (photographs, maps) <i>The Sense of Hearing</i> (photographs)</p>
<p>CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on logical connections between different sections of the text. For examples, the prompts include “What caused ____ to happen?” and “What connection did the author make between the first and the final events?”</p>
<p>CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Because Fact Room provides so many informational and nonfiction texts, teachers can use Fact Room titles to compare books on a given subject or across subjects. See examples, <i>Martin Luther King, Jr.: Martin’s Big Words, The Life of Dr. Martin Luther King, Jr.; Martin Luther King Jr. and the March on Washington; Let’s Dream, Martin Luther King Jr.!</i>; <i>Martin Luther King, Jr., A Man of Peace</i> <i>Volcanoes: Voyage to the Volcano; Volcano; Why Do Volcanoes Blow Their Tops?</i> <i>Sharks: Ocean Life; Sharks; Surprising Sharks, Killer Whale vs. Great White Shark</i></p>
<p>Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RI.3.10 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>Fact Room provides 30 copies of 2 CCSS exemplar texts for whole-class instruction. Fact Room also provides 10 copies of 10 other texts to provide a variety of experiences for small-group instruction. The Fact Room “Using Information Texts in Support of CCSS Overview” provides guidance for teachers on how to model close reading so that students will engage in group reading activities with purpose and understanding. In Grades 2-3, Fact Room provides the following exemplar texts and small-group texts:</p> <p>Exemplar Texts (30 copies): <i>Boy, Were We Wrong About Dinosaurs!</i>, <i>Throw Your Tooth on the Roof</i> Small Group Texts (10 copies): <i>A Drop of Water, Butterflies, Moonshot, The Magic School Bus Inside the Human Body, The Respiratory System, A Medieval Feast, Martin Luther King Jr. and the March on Washington, Pele, King of Soccer, So You Want to Be President?, Vote!</i></p>
<p>Fluency CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Fact Room provides students with a wide variety of titles with which to practice their fluency, ranging from picture books to emergent readers to chapter books. In addition, the Modeling Close Reading instruction detailed on the Fact Room “Using Information Texts in Support of CCSS Overview” provides a model for guiding students to deeper</p>

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	comprehension of informational texts.
CCSS.ELA-Literacy.RF.3.4a Read grade-level text with purpose and understanding.	Fact Room texts are leveled (Lexile, GR Level and DRA Level) so that teachers can help students select texts at an appropriate reading level.
CCSS.ELA-Literacy.RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	Fact Room is an Informational Text and Nonfiction Bookroom. Prose and poetry are not included in the Fact Room.
CCSS.ELA-Literacy.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	The Modeling Close Reading instruction detailed on the Fact Room “Using Information Texts in Support of CCSS Overview” provides a model for guiding students to deeper comprehension of informational texts. This procedure includes a first read where students identify words or sentences that are difficult or confusing; a second, close read for clarification; discussion; and a final read.
Language Conventions of Standard English CCSS.ELA-Literacy.L.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to demonstrate command of the conventions of English grammar and usage through their written responses to the Fact Room titles, as they determine appropriate.
CCSS.ELA-Literacy.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to demonstrate command of the conventions of English capitalization, punctuation and spelling through their written responses to the Fact Room titles, as they determine appropriate. <i>Direct instruction is not provided.</i>
Vocabulary Acquisition and Use CCSS.ELA-Literacy.L.3.4 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.	The vocabulary found in informational texts helps students grow as readers and develop deeper content-area knowledge. Many of the titles on Fact Room Grades 2-3 Titles List are rich in domain-specific vocabulary. See examples, <i>A Drop of Water: A Book of Science and Wonder</i> <i>The Magic School Bus Inside the Human Body</i> <i>What Does the President Do?</i>
CCSS.ELA-Literacy.L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Many of the titles on the Fact Room Grades 2-3 Titles List include glossaries. Students can use these glossaries to determine or clarify the meaning of words and phrases. See examples, <i>Throw Your Tooth on the Roof</i> <i>Geology: The Study of Rocks</i> <i>First American Colonies</i> <i>American Indian Foods</i> <i>South Pole Penguins</i>
CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went	The Fact Room “Using Information Texts in Support of CCSS Overview” divides vocabulary into three tiers. Tier 1 words are everyday basic words students use when speaking and writing. Tier 2 words are more sophisticated words that students come upon when they read across a variety of academic subject areas. Tier 3 words are

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<p>looking for them).</p>	<p>content specific words. The wide variety of titles provided with the Fact Room Grades 2-3 Titles list helps students develop their Tier 2 and Tier 3 vocabularies. <i>Direct instruction is not provided.</i></p>
<p>Writing Text Types and Purposes CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to cite evidence from their reading, use linking words, and provide conclusions to support their own opinions, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>CCSS.ELA-Literacy.W.3.2 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.</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to cite evidence from their reading to support informative/explanatory texts that they have written, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>Research to Build and Present Knowledge CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.</p>	<p>The Fact Room Grades 2-3 Titles List includes multiple books on particular topics. Teacher can use these titles as the basis for short research projects, as they determine appropriate. See examples, Martin Luther King, Jr.: <i>Martin’s Big Words, The Life of Dr. Martin Luther King, Jr.; Martin Luther King Jr. and the March on Washington; Let’s Dream, Martin Luther King Jr.!</i>; <i>Martin Luther King, Jr., A Man of Peace</i> Volcanoes: <i>Voyage to the Volcano; Volcano; Why Do Volcanoes Blow Their Tops?</i> Sharks: <i>Ocean Life; Sharks; Surprising Sharks, Killer Whale vs. Great White Shark</i></p>
<p>CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>Fact Room will be a valuable resource for students to use for researching specific topics. With so many titles, this collection is an asset to any resource room or library. See examples, Martin Luther King, Jr.: <i>Martin’s Big Words, The Life of Dr. Martin Luther King, Jr.; Martin Luther King Jr. and the March on Washington; Let’s Dream, Martin Luther King Jr.!</i>; <i>Martin Luther King, Jr., A Man of Peace</i> Volcanoes: <i>Voyage to the Volcano; Volcano; Why Do Volcanoes Blow Their Tops?</i> Sharks: <i>Ocean Life; Sharks; Surprising Sharks, Killer Whale vs. Great White Shark</i></p>
<p>Range of Writing CCSS.ELA-Literacy.W.3.10 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>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can use writing prompts based on Fact Room titles to encourage students to undertake both short-term and longer-term writing assignments, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>Speaking & Listening Comprehension and Collaboration CCSS.ELA-Literacy.SL.3.1 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</p>	<p>The Fact Room includes 30 copies of two CCSS exemplar informational texts appropriate for whole-group instruction. Primary grade students will benefit from structured conversations in response to these texts. The exemplar texts on the Fact Room Grades 2-3 Titles List are: <i>Boy, Were We Wrong About Dinosaurs! and Throw Your Tooth on the Roof</i></p>

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<p>others' ideas and expressing their own clearly.</p>	<p>In addition, Fact Room includes 10 copies of 10 texts to provide a variety of experiences for small-group instruction. Primary grade students will also benefit from structured conversations in response to these texts. The small-group texts on the Fact Room Grades 2-3 Titles List are: <i>A Drop of Water, Butterflies, Moonshot, The Magic School Bus Inside the Human Body, The Respiratory System, A Medieval Feast, Martin Luther King Jr. and the March on Washington, Pele, King of Soccer, So You Want to Be President?, Vote!</i></p>
<p>CCSS.ELA-Literacy.SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Teachers can use conversations about Fact Room titles to reinforce classroom norms for acceptable discussion behaviors, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>CCSS.ELA-Literacy.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Many of the texts in the Fact Room may be used as read-alouds. When reading aloud informational text, teachers have the opportunity to confirm students' understanding by having students ask and answer questions about key details. The Text-Dependent Questions provided on the Fact Room "Using Information Texts in Support of CCSS Overview" can also assist in confirming students' understanding.</p>
<p>CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Many of the texts in the Fact Room may be used as read-alouds. When reading aloud informational text, teachers have the opportunity to confirm students' understanding by having students ask and answer questions about key details. The Text-Dependent Questions provided on the Fact Room "Using Information Texts in Support of CCSS Overview" can also assist in confirming students' understanding.</p>

**Common Core State Standards
Grade 4**

Scholastic Fact Room

<p>Reading: Informational Text Key Ideas and Details CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>The Fact Room "Using Information Texts in Support of CCSS Overview" provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students demonstrate understanding of the text by referring explicitly to the text for their answers. For example, the prompts include "What three things did you read about ____?" and "What connection does the author make between ____ and ____?"</p>
<p>CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>The Fact Room "Using Information Texts in Support of CCSS Overview" provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students identify the main topic and key details. For example, the prompts include "What is the main idea of this book, chapter, or passage?" and "What three things did you read about ____?"</p>
<p>CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>The Fact Room "Using Information Texts in Support of CCSS Overview" provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students determine the connection between events, procedures, ideas or concepts in a text. For example, the prompts include "What connection did the</p>

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	author make between the first and final events?” and “What connection does the author make between _____ and _____?”
<p>Craft and Structure CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on new vocabulary in the text. For example, the prompts include “What words did the author use to describe _____?” and “Which term did the author define for you?” In addition, the Fact Room “Using Information Texts in Support of CCSS Overview” offers suggestions for Modeling Close Reading, including discussion of important academic or domain-specific vocabulary.
CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	The Fact Room Grades 4-5 Titles List contains books with a variety of structures. Teachers can use selected Fact Room titles to help their students focus on different types of text structures, as they determine appropriate. See examples. <i>The Kid’s Guide to Money, Earning It, Saving It, Spending It, Growing It, Sharing It</i> (problem/solution) <i>Shh! We’re Writing the Constitution</i> (chronology) <i>Do Penguins Get Frostbite? Questions and Answers About Polar Animals</i> (question & answer)
CCSS.ELA-Literacy.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	The Fact Room Grades 4-5 Titles Lists contains both firsthand and secondhand accounts. Teachers can use selected Fact Room titles to help their students compare the differences in focus and types of information provided, as they determine appropriate. See examples, <i>March On! The Day My Brother Martin Changed the World</i> and <i>Tales of Famous Americans</i>
<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on the relationship between the information presented visually or quantitatively and the text in which it appears. For example, the prompts include “What details in the photograph help show _____?” and “What information in the diagram helps to explain how _____?”
CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students explore how an author uses reasons and evidence to support particular points in a text. For examples, the prompts include “How does the author support the idea that _____?”
CCSS.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Because Fact Room provides so many informational and nonfiction texts, teachers can use Fact Room titles to compare books on a given subject or across subjects. See examples, <i>Inventors & Inventions: High Tech Inventions; Alexander Graham Bell, Setting the Tone for Communication; Amazing Inventions; Marie Curie, Scientist Who Made</i>

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	<p><i>Glowing Discoveries; Albert Einstein, Universal Genius</i> <i>Hurricanes: Hurricanes, Earth’s Mightiest Storms; Hurricanes Have Eyes But Can’t See; Hurricane Katrina, All New, All True</i> <i>Economics: Making Money for Kids, Simple Tips for Making and Saving Money; The Kid’s Guide to Money, Earning It, Saving It, Spending It, Growing It, Sharing It</i></p>
<p>Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Fact Room provides 30 copies of 2 CCSS exemplar texts for whole-class instruction. Fact Room also provides 10 copies of 10 other texts to provide a variety of experiences for small-group instruction. The Fact Room “Using Information Texts in Support of CCSS Overview” provides guidance for teachers on how to model close reading so that students will engage in group reading activities with purpose and understanding. In Grades 4-5, Fact Room provides the following exemplar texts and small-group texts:</p> <p>Exemplar Texts (30 copies): <i>Hurricanes, Earth’s Mightiest Storms; The Kid’s Guide to Money, Earning It, Saving It, Spending It, Growing It, Sharing It</i> Small Group Texts (10 copies): <i>Patience Wright, American Sculptor and Revolutionary Spy; Shh! We’re Writing the Constitution; Side by Side/Lado a lado, The Story of Huerta and Chavez; You Wouldn’t Want to Explore with Sir Francis Drake!; Charles Drew, Doctor Who Got the World Pumped Up to Donate Blood; Owen & Mzee, The True Story of a Remarkable Friendship; Planets, An Incredible Journey Through Our Solar System; Polar Bear Math, Learning about Fractions from Klondike and Snow; Spiders; Wetlands, All New, All True</i></p>
<p>Fluency CCSS.ELA-Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Fact Room provides students with a wide variety of titles with which to practice their fluency, including upper elementary picture books, chapter books, and reference books. In addition, the Modeling Close Reading instruction detailed on the Fact Room “Using Information Texts in Support of CCSS Overview” provides a model for guiding students to deeper comprehension of informational texts.</p>
<p>CCSS.ELA-Literacy.RF.4.4a Read grade-level text with purpose and understanding.</p>	<p>Fact Room texts are leveled (Lexile, GR Level and DRA Level) so that teachers can help students select texts at an appropriate reading level.</p>
<p>CCSS.ELA-Literacy.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>	<p>Fact Room is an Informational Text and Nonfiction Bookroom. Prose and poetry are not included in Fact Room.</p>
<p>CCSS.ELA-Literacy.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The Modeling Close Reading instruction detailed on the Fact Room “Using Information Texts in Support of CCSS Overview” provides a model for guiding students to deeper comprehension of informational texts. This procedure includes a first read where students identify words or sentences that are difficult or confusing; a second, close read for clarification; discussion; and a final read.</p>
<p>Language Conventions of Standard English CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to demonstrate command of the conventions of English grammar and usage through their written responses to Fact</p>

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writing or speaking.	Room titles, as they determine appropriate. <i>Direct instruction is not provided.</i>
CCSS.ELA-Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to demonstrate command of the conventions of English capitalization, punctuation and spelling through their written responses to the Fact Room titles, as they determine appropriate. <i>Direct instruction is not provided.</i>
Vocabulary Acquisition and Use CCSS.ELA-Literacy.L.4.4 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.	The vocabulary found in informational texts helps students grow as readers and develop deeper content-area knowledge. Many of the titles on the Fact Room Grades 4-5 Titles List are rich in domain-specific vocabulary. See examples, <i>Meteorology, The Study of Weather World of Plants You Can Save the Planet, 50 Ways You Can Make a Difference The Bill of Rights, All New, All True</i>
CCSS.ELA-Literacy.L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Many of the titles on the Fact Room Grades 4-5 Titles List provide rich context for students to practice determining the meaning of words or phrases. See examples, <i>You Wouldn't Want to Explore with Sir Francis Drake! A Pirate You'd Rather Not Know The Kid's Guide to Money, Earning It, Saving It, Spending It, Growing It, Sharing It Wetlands, All New, All True Getting Physical, The Science of Sports Hurricanes Have Eyes But Can't See, And Other Amazing Facts About Wild Weather</i>
CCSS.ELA-Literacy.L.4.4c 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.	Many of the titles on the Fact Room Grades 4-5 Titles List include glossaries. Students can use these glossaries to determine or clarify the meaning of words and phrases. See examples, <i>Alexander Graham Bell, Setting the Tone for Communication Spanish Missions, All New, All True You Can Save the Planet, 50 Ways You Can Make a Difference Getting Physical, The Science of Sports</i>
CCSS.ELA-Literacy.L.4.6 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).	The Fact Room "Using Information Texts in Support of CCSS Overview" divides vocabulary into three tiers. Tier 1 words are everyday basic words students use when speaking and writing. Tier 2 words are more sophisticated words that students come upon when they read across a variety of academic subject areas. Tier 3 words are content specific words. The wide variety of titles provided with the Fact Room Grades 4-5 Titles list helps students develop their Tier 2 and Tier 3 vocabularies. <i>Direct instruction is not provided.</i>
Writing Text Types and Purposes CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to cite evidence from their reading, use

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<p>texts, supporting a point of view with reasons and information.</p>	<p>linking words, and provide conclusions to support their own opinions, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to cite evidence from their reading to support informative/explanatory texts that they have written, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>Research to Build and Present Knowledge CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>The Fact Room Grades 4-5 Titles List includes multiple books on particular topics. Teacher can use these titles as the basis for short research projects, as they determine appropriate. See examples, Exploration: <i>You Wouldn't Want to Explore with Sir Francis Drake! A Pirate You'd Rather Not Know; Who Was Marco Polo?; I, Matthew Henson, Polar Explorer; Explorers of North America, All New, All True</i> Geology: <i>Gemstones; Rocks and Minerals; Rock; Experiments with Rocks and Minerals; Rocks, All New, All True</i> Westward Expansion: <i>If You Traveled West in a Covered Wagon; Life in the West, All New, All True; The Buffalo are Back; The Trail of Tears</i></p>
<p>CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>Fact Room will be a valuable resource for students to use for researching specific topics. With so many titles, this collection is an asset to any resource room or library. Teachers can use selected Fact Room titles to help their students focus on the need for careful note taking, categorization of information, and listing of sources. See examples Economics: <i>The Kid's Guide to Money, Earning It, Saving It, Spending It, Growing It, Sharing it; Making Money for Kids, Simple Tips for Making Money and Saving Money</i> Native Americans: <i>The Ute, All New, All True; The Navajo, All New, All True; The Wampanoag, All New, All True; Totem Pole; The Sioux, All New, All True</i> Solar System: <i>Planets, An Incredible Journey Through Our Solar System; Beyond Pluto, All New, All True; Galaxies, Galaxies!</i></p>
<p>CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Fact Room will be a valuable resource for students to use for researching specific topics. With so many titles, this collection is an asset to any resource room or library. Teachers can use selected Fact Room titles to help students draw evidence from informational text to support analysis, reflection, and research. See examples Economics: <i>The Kid's Guide to Money, Earning It, Saving It, Spending It, Growing It, Sharing it; Making Money for Kids, Simple Tips for Making Money and Saving Money</i> Native Americans: <i>The Ute, All New, All True; The Navajo, All New, All True; The Wampanoag, All New, All True; Totem Pole; The Sioux, All New, All True</i> Solar System: <i>Planets, An Incredible Journey Through Our Solar System; Beyond Pluto, All New, All True; Galaxies, Galaxies!</i></p>
<p>CCSS.ELA-Literacy.W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons</p>	<p>The Fact Room "Using Information Texts in Support of CCSS Overview" provides prompts teachers can use to pose text-dependent questions to their students. These</p>

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and evidence to support particular points in a text”).	prompts can guide students in applying Grade 4 reading standards to informational text. <i>Direct instruction is not provided.</i>
Range of Writing CCSS.ELA-Literacy.W.4.10 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.	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can use writing prompts based on Fact Room titles to encourage students to undertake both short-term and longer-term writing assignments, as they determine appropriate. <i>Direct instruction is not provided.</i>
Speaking & Listening Comprehension and Collaboration CCSS.ELA-Literacy.SL.4.1 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.	The Fact Room includes 30 copies of two CCSS exemplar informational texts appropriate for whole-group instruction. Primary grade students will benefit from structured conversations in response to these texts. The exemplar texts on the Fact Room Grades 4-5 Titles List are: <i>Hurricanes, Earth’s Mightiest Storm</i> <i>The Kid’s Guide to Money, Earning It, Saving It, Spending It, Growing It, Sharing It</i> The small-group texts on the Fact Room Grades 4-5 Titles List are: <i>Patience Wright, American Sculptor and Revolutionary Spy; Shh! We’re Writing the Constitution; Side by Side/Lado a lado, The Story of Huerta and Chavez; You Wouldn’t Want to Explore with Sir Francis Drake!; Charles Drew, Doctor Who Got the World Pumped Up to Donate Blood; Owen & Mzee, The True Story of a Remarkable Friendship; Planets, An Incredible Journey Through Our Solar System; Polar Bear Math, Learning about Fractions from Klondike and Snow; Spiders; Wetlands, All New, All True</i>
CCSS.ELA-Literacy.SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.	Teachers can use conversations about Fact Room titles to reinforce classroom norms for acceptable discussion behaviors, as they determine appropriate. <i>Direct instruction is not provided</i>
CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Many of the texts in the Fact Room may be used as read-alouds, When reading aloud informational text, teachers have the opportunity to confirm students’ understanding by having students ask and answer questions about key details. The Text-Dependent Questions provided on the Fact Room “Using Information Texts in Support of CCSS Overview” can also assist in confirming students’ understanding.
CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	Many of the texts in the Fact Room may be used as read-alouds, When reading aloud informational text, teachers have the opportunity to confirm students’ understanding by having students ask and answer questions about key details. The Text-Dependent Questions provided on the Fact Room “Using Information Texts in Support of CCSS Overview” can also assist in confirming students’ understanding.

**Common Core State Standards
Grade 5**

Scholastic Fact Room

Reading: Informational Text Key Ideas and Details CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when	The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students demonstrate understanding of the text by quoting accurately
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<p>explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>from the text. For example, the prompts include “What words did the author use to describe _____?”</p>
<p>CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students identify the main topic and key details. For example, the prompts include “What is the main idea of this book, chapter, or passage?” and “What three things did you read about _____?”</p>
<p>CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students determine the relationship between events, ideas or concepts in a text. For example, the prompts include “What connection did the author make between the first and final events?” and “What connection does the author make between _____ and _____?”</p>
<p>Craft and Structure CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on new vocabulary in the text. For example, the prompts include “What words did the author use to describe _____?” and “Which term did the author define for you?” In addition, the Fact Room “Using Information Texts in Support of CCSS Overview” offers suggestions for Modeling Close Reading, including discussion of important academic or domain-specific vocabulary.</p>
<p>CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>The Fact Room Grades 4-5 Titles List contains books with a variety of structures. Teachers can use selected Fact Room titles to help their students focus on different types of text structures, as they determine appropriate. See examples. <i>The Kid’s Guide to Money, Earning It, Saving It, Spending It, Growing It, Sharing It</i> (problem/solution) <i>Shh! We’re Writing the Constitution</i> (chronology) <i>Do Penguins Get Frostbite? Questions and Answers About Polar Animals</i> (question & answer)</p>
<p>CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>Because Fact Room provides so many informational and nonfiction texts, teachers can use selected Fact Room titles to help students analyze multiple accounts of the same event or topic. See examples, Hurricanes: <i>Hurricanes, Earth’s Mightiest Storms; Hurricanes Have Eyes But Can’t See; Hurricane Katrina, All New, All True</i> Economics: <i>Making Money for Kids, Simple Tips for Making and Saving Money; The Kid’s Guide to Money, Earning It, Saving It, Spending It, Growing It, Sharing It</i> Geology: <i>Gemstones; Rocks and Minerals; Rock; Experiments with Rocks and Minerals; Rocks, All New, All True</i> Westward Expansion: <i>If You Traveled West in a Covered Wagon; Life in the West, All New, All True; The Buffalo are Back; The Trail of Tears</i></p>

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<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RI.5.7 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>Because Fact Room provides so many informational and nonfiction texts, teachers can use selected Fact Room titles to help students draw on information from multiple print sources and demonstrate the ability to location information quickly. See examples, <i>Geology: Gemstones; Rocks and Minerals; Rock; Experiments with Rocks and Minerals; Rocks, All New, All True</i> <i>Westward Expansion: If You Traveled West in a Covered Wagon; Life in the West, All New, All True; The Buffalo are Back; The Trail of Tears</i></p>
<p>CCSS.ELA-Literacy.RI.5.8 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>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students explore how an author uses reasons and evidence to support particular points in a text. For examples, the prompts include “How does the author support the idea that _____?”</p>
<p>CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Because Fact Room provides so many informational and nonfiction texts, teachers can use Fact Room titles to compare books on a given subject or across subjects. See examples, <i>Inventors & Inventions: High Tech Inventions; Alexander Graham Bell, Setting the Tone for Communication; Amazing Inventions; Marie Curie, Scientist Who Made Glowing Discoveries; Albert Einstein, Universal Genius</i> <i>Hurricanes: Hurricanes, Earth’s Mightiest Storms; Hurricanes Have Eyes But Can’t See; Hurricane Katrina, All New, All True</i> <i>Economics: Making Money for Kids, Simple Tips for Making and Saving Money; The Kid’s Guide to Money, Earning It, Saving It, Spending It, Growing It, Sharing It</i> <i>Skeletons: Bones, Our Skeletal System; Bones, Skeletons & How They Work</i></p>
<p>Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RI.5.10 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>Fact Room provides 30 copies of 2 CCSS exemplar texts for whole-class instruction. Fact Room also provides 10 copies of 10 other texts to provide a variety of experiences for small-group instruction. The Fact Room “Using Information Texts in Support of CCSS Overview” provides guidance for teachers on how to model close reading so that students will engage in group reading activities with purpose and understanding. In Grades 4-5, Fact Room provides the following exemplar texts and small-group texts:</p> <p>Exemplar Texts (30 copies): <i>Hurricanes, Earth’s Mightiest Storms; The Kid’s Guide to Money, Earning It, Saving It, Spending It, Growing It, Sharing It</i> Small Group Texts (10 copies): <i>Patience Wright, American Sculptor and Revolutionary Spy; Shh! We’re Writing the Constitution; Side by Side/Lado a lado, The Story of Huerta and Chavez; You Wouldn’t Want to Explore with Sir Francis Drake!; Charles Drew, Doctor Who Got the World Pumped Up to Donate Blood; Owen & Mzee, The True Story of a Remarkable Friendship; Planets, An Incredible Journey Through Our Solar System; Polar Bear Math, Learning about Fractions from Klondike and Snow; Spiders; Wetlands, All New, All True</i></p>
<p>Fluency</p>	<p>Fact Room provides students with a wide variety of titles with which to practice their</p>

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CCSS.ELA-Literacy.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	fluency, including upper elementary picture books, chapter books, and reference books. In addition, the Modeling Close Reading instruction detailed on the Fact Room “Using Information Texts in Support of CCSS Overview” provides a model for guiding students to deeper comprehension of informational texts.
CCSS.ELA-Literacy.RF.5.4a Read grade-level text with purpose and understanding.	Fact Room texts are leveled (Lexile, GR Level and DRA Level) so that teachers can help students select texts at an appropriate reading level.
CCSS.ELA-Literacy.RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	Fact Room is an Informational Text and Nonfiction Bookroom. Prose and poetry are not included in the Fact Room.
CCSS.ELA-Literacy.RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	The Modeling Close Reading instruction detailed on the Fact Room “Using Information Texts in Support of CCSS Overview” provides a model for guiding students to deeper comprehension of informational texts. This procedure includes a first read where students identify words or sentences that are difficult or confusing; a second, close read for clarification; discussion; and a final read.
Language Conventions of Standard English CCSS.ELA-Literacy.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to demonstrate command of the conventions of English grammar and usage through their written responses to Fact Room titles, as they determine appropriate.
CCSS.ELA-Literacy.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to demonstrate command of the conventions of English capitalization, punctuation and spelling through their written responses to the Fact Room titles, as they determine appropriate. <i>Direct instruction is not provided.</i>
Knowledge of Language CCSS.ELA-Literacy.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to demonstrate knowledge of language conventions through written responses to Fact Room titles and through class discussion, as they determine appropriate. <i>Direct instruction is not provided.</i>
Vocabulary Acquisition and Use CCSS.ELA-Literacy.L.5.4 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.	The vocabulary found in informational texts helps students grow as readers and develop deeper content-area knowledge. Many of the titles on Fact Room Grades 4-5 Titles List are rich in domain-specific vocabulary. See examples, <i>Meteorology, The Study of Weather</i> <i>World of Plants</i> <i>You Can Save the Planet, 50 Ways You Can Make a Difference</i> <i>The Bill of Rights, All New, All True</i>
CCSS.ELA-Literacy.L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Many of the titles on the Fact Room Grades 4-5 Titles List provide rich context for students to practice determining the meaning of words or phrases. See examples, <i>You Wouldn't Want to Explore with Sir Francis Drake! A Pirate You'd Rather Not</i>

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	<p><i>Know</i> <i>The Kid’s Guide to Money, Earning It, Saving It, Spending It, Growing It, Sharing It</i> <i>Wetlands, All New, All True</i> <i>Getting Physical, The Science of Sports</i> <i>Hurricanes Have Eyes But Can’t See, And Other Amazing Facts About Wild Weather</i></p>
<p>CCSS.ELA-Literacy.L.5.4c 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>Many of the titles on the Fact Room Grades 4-5 Titles List include glossaries. Students can use these glossaries to determine or clarify the meaning of words and phrases. See examples, <i>Alexander Graham Bell, Setting the Tone for Communication</i> <i>Spanish Missions, All New, All True</i> <i>You Can Save the Planet, 50 Ways You Can Make a Difference</i> <i>Getting Physical, The Science of Sports</i></p>
<p>CCSS.ELA-Literacy.L.5.6 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 Fact Room “Using Information Texts in Support of CCSS Overview” divides vocabulary into three tiers. Tier 1 words are everyday basic words students use when speaking and writing. Tier 2 words are more sophisticated words that students come upon when they read across a variety of academic subject areas. Tier 3 words are content specific words. The wide variety of titles provided with the Fact Room Grades 4-5 Titles list helps students develop their Tier 2 and Tier 3 vocabularies. <i>Direct instruction is not provided.</i></p>
<p>Writing Text Types and Purposes CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to cite evidence from their reading, use linking words, and provide conclusions to support their own opinions, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to cite evidence from their reading to support informative/explanatory texts that they have written, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>Research to Build and Present Knowledge CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>The Fact Room Grades 4-5 Titles List includes multiple books on particular topics. Teacher can use these titles as the basis for short research projects, as they determine appropriate. See examples, <i>Exploration: You Wouldn’t Want to Explore with Sir Francis Drake! A Pirate You’d Rather Not Know; Who Was Marco Polo?; I, Matthew Henson, Polar Explorer; Explorers of North America, All New, All True</i> <i>Geology: Gemstones; Rocks and Minerals; Rock; Experiments with Rocks and Minerals; Rocks, All New, All True</i></p>

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	Westward Expansion: <i>If You Traveled West in a Covered Wagon; Life in the West, All New, All True; The Buffalo are Back; The Trail of Tears</i>
CCSS.ELA-Literacy.W.5.8 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.	Fact Room will be a valuable resource for students to use for researching specific topics. With so many titles, this collection is an asset to any resource room or library. Teachers can use selected Fact Room titles to help their students focus on the need for careful note taking, categorization of information, and listing of sources. See examples Economics: <i>The Kid’s Guide to Money, Earning It, Saving It, Spending It, Growing It, Sharing it; Making Money for Kids, Simple Tips for Making Money and Saving Money</i> Native Americans: <i>The Ute, All New, All True; The Navajo, All New, All True; The Wampanoag, All New, All True; Totem Pole; The Sioux, All New, All True</i> Solar System: <i>Planets, An Incredible Journey Through Our Solar System; Beyond Pluto, All New, All True; Galaxies, Galaxies!</i>
CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Fact Room will be a valuable resource for students to use for researching specific topics. With so many titles, this collection is an asset to any resource room or library. Teachers can use selected Fact Room titles to help students draw evidence from informational text to support analysis, reflection, and research. See examples Economics: <i>The Kid’s Guide to Money, Earning It, Saving It, Spending It, Growing It, Sharing it; Making Money for Kids, Simple Tips for Making Money and Saving Money</i> Native Americans: <i>The Ute, All New, All True; The Navajo, All New, All True; The Wampanoag, All New, All True; Totem Pole; The Sioux, All New, All True</i> Solar System: <i>Planets, An Incredible Journey Through Our Solar System; Beyond Pluto, All New, All True; Galaxies, Galaxies!</i>
CCSS.ELA-Literacy.W.5.9b 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]”).	The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts can guide students in applying Grade 5 reading standards to informational text. <i>Direct instruction is not provided.</i>
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.	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can use writing prompts based on Fact Room titles to encourage students to undertake both short-term and longer-term writing assignments, as they determine appropriate. <i>Direct instruction is not provided.</i>
Speaking and Listening Comprehension and Collaboration CCSS.ELA-Literacy.SL.5.1 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.	The Fact Room includes 30 copies of two CCSS exemplar informational texts appropriate for whole-group instruction. Primary grade students will benefit from structured conversations in response to these texts. The exemplar texts on the Fact Room Grades 4-5 Titles List are: <i>Hurricanes, Earth’s Mightiest Storm; The Kid’s Guide to Money, Earning It, Saving It, Spending It, Growing It, Sharing It</i> The small-group texts on the Fact Room Grades 4-5 Titles List are: <i>Patience Wright, American Sculptor and Revolutionary Spy; Shh! We’re Writing the</i>

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	<i>Constitution; Side by Side/Lado a lado, The Story of Huerta and Chavez; You Wouldn't Want to Explore with Sir Francis Drake!; Charles Drew, Doctor Who Got the World Pumped Up to Donate Blood; Owen & Mzee, The True Story of a Remarkable Friendship; Planets, An Incredible Journey Through Our Solar System; Polar Bear Math, Learning about Fractions from Klondike and Snow; Spiders; Wetlands, All New, All True</i>
CCSS.ELA-Literacy.SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.	Teachers can use conversations about Fact Room titles to reinforce classroom norms for acceptable discussion behaviors, as they determine appropriate. <i>Direct instruction is not provided.</i>
CCSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Many of the texts in the Fact Room may be used as read-alouds, When reading aloud informational text, teachers have the opportunity to confirm students' understanding by having students ask and answer questions about key details. The Text-Dependent Questions provided on the Fact Room "Using Information Texts in Support of CCSS Overview" can also assist in confirming students' understanding.
CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Many of the texts in the Fact Room may be used as read-alouds, When reading aloud informational text, teachers have the opportunity to confirm students' understanding by having students ask and answer questions about key details. The Text-Dependent Questions provided on the Fact Room "Using Information Texts in Support of CCSS Overview" can also assist in confirming students' understanding.

**Common Core State Standards
Grade 6**

Scholastic Fact Room

Reading: Informational Text Key Ideas and Details CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	The Fact Room "Using Information Texts in Support of CCSS Overview" provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students demonstrate understanding of the text by referring explicitly to the text for their answers. For example, the prompts include "What three things did you read about ____?" and "What connection does the author make between ____ and ____?"
CCSS.ELA-Literacy.RI.6.2 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.	The Fact Room "Using Information Texts in Support of CCSS Overview" provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students identify the central idea and key details. For example, the prompts include "What is the main idea of this book, chapter, or passage?" and "How does the author support the idea that ____?"
CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	The Fact Room "Using Information Texts in Support of CCSS Overview" provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students determine how key individuals, events or ideas are introduced, illustrated and elaborate. For example, the prompts include "What connection did the author make between the first and final events?" and "What connection does the author make between ____ and ____?"

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COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-8**

<p>Craft and Structure CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on new vocabulary in the text. For example, the prompts include “What words did the author use to describe ____?” and “Which term did the author define for you?” In addition, the Fact Room “Using Information Texts in Support of CCSS Overview” offers suggestions for Modeling Close Reading, including discussion of important academic or domain-specific vocabulary.</p>
<p>CCSS.ELA-Literacy.RI.6.5 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.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students analyze how particular passages fit into the overall structure of a text. For example, the prompts include “How does the author support the idea that ____?”</p>
<p>CCSS.ELA-Literacy.RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>The Fact Room Grades 6-8 Titles List contains books written for a variety of purposes. Teachers can use selected Fact Room titles to help their students focus on author’s point of view or purpose, as they determine appropriate. See examples. <i>Stay Strong, Simple Life Lessons for Teens</i> (self-help) <i>What If the Polar Ice Caps Melted?</i> (explanatory) <i>The Girl Who Survived, A True Story of the Holocaust</i> (memoir) <i>Two Miserable Presidents, Everything Your Schoolbooks Didn’t Tell You About the Civil War</i> (comparison)</p>
<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RI.6.7 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.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on the relationship between the information presented visually or quantitatively and the text in which it appears. For example, the prompts include “What details in the photograph help show ____?” and “What information in the diagram helps to explain how ____?”</p>
<p>CCSS.ELA-Literacy.RI.6.8 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.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students explore how an author uses reasons and evidence to support particular points in a text. For examples, the prompts include “How does the author support the idea that ____?”</p>
<p>CCSS.ELA-Literacy.RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>The Fact Room Grades 6-8 Titles Lists contains both firsthand and secondhand accounts. Teachers can use these Fact Room titles to help students compare and contrast different author’s presentations of events. See examples, <i>Jackie’s Nine</i> and <i>Jackie Robinson Breaks the Color Line</i> <i>I am a Star, Child of the Holocaust; The Girl Who Survived, A True Story of the Holocaust; Darkness Over Denmark, The Danish Resistance and the Rescue of the Jews; Anne Frank; Diary of a Young Girl; and A Place to Hide, True Stories of Holocaust Rescues</i></p>

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<p>Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RI.6.10 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>Fact Room provides 30 copies of 2 CCSS exemplar texts for whole-class instruction. Fact Room also provides 10 copies of 10 other texts to provide a variety of experiences for small-group instruction. The Fact Room “Using Information Texts in Support of CCSS Overview” provides guidance for teachers on how to model close reading so that students will engage in group reading activities with purpose and understanding. In Grades 6-8, Fact Room provides the following exemplar texts and small-group texts:</p> <p>Exemplar Texts (30 copies): <i>Freedom Walkers, The Story of the Montgomery Bus Boycott; The Great Fire</i> Small Group Texts (10 copies): <i>Baby Mammoth Frozen in Time! A Prehistoric Animal’s Journey into the 21st Century; Guilty by a Hair!; How Strong Is It? A Mighty Book All About Strength; Muscles, Our Muscular System; Physics, Why Matter Matters!; Shipwreck at the Bottom of the World, The Extraordinary True Story of Shackleton and the Endurance; Alexander the Great; Anne Frank; Chasing Lincoln’s Killer; Students on Strike</i></p>
<p>Language Conventions of Standard English CCSS.ELA-Literacy.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to demonstrate command of the conventions of English grammar and usage through their written responses to Fact Room titles, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>CCSS.ELA-Literacy.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to demonstrate command of the conventions of English capitalization, punctuation and spelling through their written responses to the Fact Room titles, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>Vocabulary Acquisition and Use CCSS.ELA-Literacy.L.6.4 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>The vocabulary found in informational texts helps students grow as readers and develop deeper content-area knowledge. Many of the titles on the Fact Room Grades 6-8 Titles List are rich in domain-specific vocabulary. See examples, <i>Face to Face with Sharks</i> <i>America’s Struggle with Terrorism</i> <i>Not Your Parent’s Money Book, Making Saving and Spending Your Own Money</i> <i>The Bill of Rights</i></p>
<p>CCSS.ELA-Literacy.L.6.4a 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>Many of the titles on the Fact Room Grades 6-8 Titles List provide rich context for students to practice determining the meaning of words of phrases. See examples, <i>Everything Ancient Egypt</i> <i>American’s Struggle with Terrorism</i> <i>Not Your Parent’s Money Book, Making Saving and Spending Your Own Money</i> <i>Food for Thought</i></p>

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<p>CCSS.ELA-Literacy.L.6.4c 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>Many of the titles on the Fact Room Grades 6-8 Titles List include glossaries. Students can use these glossaries to determine or clarify the meaning of words and phrases. See examples, <i>Physics, Why Matter Matters!</i> <i>Incredible Insects</i> <i>Romans, Internet Linked</i> <i>The Industrial Revolution</i></p>
<p>CCSS.ELA-Literacy.L.6.6 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 Fact Room “Using Information Texts in Support of CCSS Overview” divides vocabulary into three tiers. Tier 1 words are everyday basic words students use when speaking and writing. Tier 2 words are more sophisticated words that students come upon when they read across a variety of academic subject areas. Tier 3 words are content specific words. The wide variety of titles provided with the Fact Room Grades 6-8 Titles list helps students develop their Tier 2 and Tier 3 vocabularies. <i>Direct instruction is not provided.</i></p>
<p>Writing Text Types and Purposes CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to cite evidence from their reading, use linking words, and provide conclusions to support their arguments, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>CCSS.ELA-Literacy.W.6.2 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>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to cite evidence from their reading to support informative/explanatory texts that they have written, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>Research to Build and Present Knowledge CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>The Fact Room Grades 6-8 Titles List includes multiple books on particular topics. Teacher can use these titles as the basis for short research projects, as they determine appropriate. See examples, Civil Rights Movement: <i>Freedom Walkers, The Story of the Montgomery Bus Boycott; Students on Strike; Thurgood Marshall and the Supreme Court; Heroes for Civil Rights; Jackie Robinson Breaks the Color Line; Marching for Freedom, Walk Together Children and Don’t You Grow Weary</i> Climate Change: <i>Forecast Earth, The Story of Climate Scientist Inez Fung; What If the Polar Ice Caps Melted?; The Down-to-Earth Guide to Global Warming</i> Holocaust: <i>I am a Star, Child of the Holocaust; The Girl Who Survived, A True Story of the Holocaust; Darkness Over Denmark, The Danish Resistance and the Rescue of the Jews; and A Place to Hide, True Stories of Holocaust Rescues; Anne Frank; Diary of a Young Girl</i></p>
<p>CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each</p>	<p>Fact Room will be a valuable resource for students to use for researching specific topics. With so many titles, this collection is an asset to any resource room or library.</p>

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<p>source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>Teachers can use selected Fact Room titles to help their students focus on the need for careful note taking, categorization of information, and listing of sources. See examples <i>Civil Rights Movement: Freedom Walkers, The Story of the Montgomery Bus Boycott; Students on Strike; Thurgood Marshall and the Supreme Court; Heroes for Civil Rights; Jackie Robinson Breaks the Color Line; Marching for Freedom, Walk Together Children and Don't You Grow Weary</i> <i>Climate Change: Forecast Earth, The Story of Climate Scientist Inez Fung; What If the Polar Ice Caps Melted?; The Down-to-Earth Guide to Global Warming</i> <i>Holocaust: I am a Star, Child of the Holocaust; The Girl Who Survived, A True Story of the Holocaust; Darkness Over Denmark, The Danish Resistance and the Rescue of the Jews; and A Place to Hide, True Stories of Holocaust Rescues; Anne Frank; Diary of a Young Girl</i></p>
<p>CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Fact Room will be a valuable resource for students to use for researching specific topics. With so many titles, this collection is an asset to any resource room or library. Teachers can use selected Fact Room titles to help students draw evidence from informational text to support analysis, reflection, and research. See examples <i>Civil Rights Movement: Freedom Walkers, The Story of the Montgomery Bus Boycott; Students on Strike; Thurgood Marshall and the Supreme Court; Heroes for Civil Rights; Jackie Robinson Breaks the Color Line; Marching for Freedom, Walk Together Children and Don't You Grow Weary</i> <i>Climate Change: Forecast Earth, The Story of Climate Scientist Inez Fung; What If the Polar Ice Caps Melted?; The Down-to-Earth Guide to Global Warming</i> <i>Holocaust: I am a Star, Child of the Holocaust; The Girl Who Survived, A True Story of the Holocaust; Darkness Over Denmark, The Danish Resistance and the Rescue of the Jews; and A Place to Hide, True Stories of Holocaust Rescues; Anne Frank; Diary of a Young Girl</i></p>
<p>Range of Writing CCSS.ELA-Literacy.W.6.10 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>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can use writing prompts based on Fact Room titles to encourage students to undertake both short-term and longer-term writing assignments, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>Speaking & Listening Comprehension and Collaboration CCSS.ELA-Literacy.SL.6.1 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>The Fact Room includes 30 copies of two CCSS exemplar informational texts appropriate for whole-group instruction. Middle school students will benefit from structured conversations in response to these texts. The exemplar texts on the Fact Room Grades 6-8 Titles List are: <i>Freedom Walkers, The Story of the Montgomery Bus Boycott; The Great Fire</i> The small-group texts on the Fact Room Grades 6-8 Titles List are: <i>Baby Mammoth Frozen in Time! A Prehistoric Animal's Journey into the 21st Century; Guilty by a Hair!; How Strong Is It? A Mighty Book All About Strength; Muscles, Our Muscular System; Physics, Why Matter Matters!; Shipwreck at the Bottom of the World, The</i></p>

CORRELATION OF SCHOLASTIC FACT ROOM TO THE COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-8

	<i>Extraordinary True Story of Shackleton and the Endurance; Alexander the Great; Anne Frank; Chasing Lincoln's Killer; Students on Strike</i>
CCSS.ELA-Literacy.SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Teachers can use conversations about Fact Room titles to reinforce classroom norms for acceptable discussion behaviors, as they determine appropriate. <i>Direct instruction is not provided.</i>
CCSS.ELA-Literacy.SL.6.2 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.	The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on the relationship between the information presented visually or quantitatively and the text in which it appears. For example, the prompts include “What details in the photograph help show ____?” and “What information in the diagram helps to explain how ____?”

Common Core State Standards Grade 7

Scholastic Fact Room

Reading: Informational Text Key Ideas and Details CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students demonstrate understanding of the text by referring explicitly to the text for their answers. For example, the prompts include “What three things did you read about ____?” and “What connection does the author make between ____ and ____?”
CCSS.ELA-Literacy.RI.7.2 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.	The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students identify the central idea and key details. For example, the prompts include “What is the main idea of this book, chapter, or passage?” and “How does the author support the idea that ____?”
CCSS.ELA-Literacy.RI.7.3 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).	The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students determine the connection between individuals, events, and ideas in a text. For example, the prompts include “What connection did the author make between the first and final events?” and “What connection does the author make between ____ and ____?”
Craft and Structure CCSS.ELA-Literacy.RI.7.4 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.	The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on new vocabulary in the text. For example, the prompts include “What words did the author use to describe ____?” and “Which term did the author define for you?” In addition, the Fact Room “Using Information Texts in Support of CCSS Overview” offers suggestions for Modeling Close Reading, including discussion of important academic or domain-specific vocabulary.
CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses	The Fact Room “Using Information Texts in Support of CCSS Overview” provides

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<p>to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>prompts teachers can use to pose text-dependent questions to their students. These prompts will help students analyze how particular passages fit into the overall structure of a text. For example, the prompts include “How does the author support the idea that _____?”</p>
<p>CCSS.ELA-Literacy.RI.7.6 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>The Fact Room Grades 6-8 Titles List contains books written for a variety of purposes. Teachers can use selected Fact Room titles to help their students focus on author’s point of view or purpose. See examples. <i>Stay Strong, Simple Life Lessons for Teens</i> (self-help) <i>What If the Polar Ice Caps Melted?</i> (explanatory) <i>The Girl Who Survived, A True Story of the Holocaust</i> (memoir) <i>Two Miserable Presidents, Everything Your Schoolbooks Didn’t Tell You About the Civil War</i> (comparison)</p>
<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students explore how an author uses reasons and evidence to support particular points in a text. For examples, the prompts include “How does the author support the idea that _____?”</p>
<p>CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>The Fact Room Grades 6-8 Titles List includes multiple books on particular topics. Teachers can use these titles to help students analyze how two or more authors writing about the same topic emphasize different evidence or advance different interpretations of facts. See examples, Civil Rights Movement: <i>Freedom Walkers, The Story of the Montgomery Bus Boycott; Students on Strike; Thurgood Marshall and the Supreme Court; Heroes for Civil Rights; Jackie Robinson Breaks the Color Line; Marching for Freedom, Walk Together Children and Don’t You Grow Weary</i> Climate Change: <i>Forecast Earth, The Story of Climate Scientist Inez Fung; What If the Polar Ice Caps Melted?; The Down-to-Earth Guide to Global Warming</i> Holocaust: <i>I am a Star, Child of the Holocaust; The Girl Who Survived, A True Story of the Holocaust; Darkness Over Denmark, The Danish Resistance and the Rescue of the Jews; and A Place to Hide, True Stories of Holocaust Rescues; Anne Frank; Diary of a Young Girl</i></p>
<p>Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RI.7.10 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>Fact Room provides 30 copies of 2 CCSS exemplar texts for whole-class instruction. Fact Room also provides 10 copies of 10 other texts to provide a variety of experiences for small-group instruction. The Fact Room “Using Information Texts in Support of CCSS Overview” provides guidance for teachers on how to model close reading so that students will engage in group reading activities with purpose and understanding. In Grades 6-8, Fact Room provides the following exemplar texts and small-group texts:</p> <p>Exemplar Texts (30 copies): <i>Freedom Walkers, The Story of the Montgomery Bus Boycott; The Great Fire</i></p>

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	Small Group Texts (10 copies): <i>Baby Mammoth Frozen in Time! A Prehistoric Animal's Journey into the 21st Century</i> ; <i>Guilty by a Hair!</i> ; <i>How Strong Is It? A Mighty Book All About Strength</i> ; <i>Muscles, Our Muscular System</i> ; <i>Physics, Why Matter Matters!</i> ; <i>Shipwreck at the Bottom of the World, The Extraordinary True Story of Shackleton and the Endurance</i> ; <i>Alexander the Great</i> ; <i>Anne Frank</i> ; <i>Chasing Lincoln's Killer</i> ; <i>Students on Strike</i>
Language Conventions of Standard English CCSS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to demonstrate command of the conventions of English grammar and usage through their written responses to Fact Room titles, as they determine appropriate. <i>Direct instruction is not provided.</i>
CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to demonstrate command of the conventions of English capitalization, punctuation and spelling through their written responses to the Fact Room titles, as they determine appropriate. <i>Direct instruction is not provided.</i>
Vocabulary Acquisition and Use CCSS.ELA-Literacy.L.7.4 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.	The vocabulary found in informational texts helps students grow as readers and develop deeper content-area knowledge. Many of the titles on the Fact Room Grades 6-8 Titles List are rich in domain-specific vocabulary. See examples, <i>Face to Face with Sharks</i> <i>America's Struggle with Terrorism</i> <i>Not Your Parent's Money Book, Making Saving and Spending Your Own Money</i> <i>The Bill of Rights</i>
CCSS.ELA-Literacy.L.7.4a 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.	Many of the titles on the Fact Room Grades 6-8 Titles List provide rich context for students to practice determining the meaning of words or phrases. See examples, <i>Everything Ancient Egypt</i> <i>American's Struggle with Terrorism</i> <i>Not Your Parent's Money Book, Making Saving and Spending Your Own Money</i> <i>Food for Thought</i>
CCSS.ELA-Literacy.L.7.4c 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.	Many of the titles on the Fact Room Grades 6-8 Titles List include glossaries. Students can use these glossaries to determine or clarify the meaning of words and phrases. See examples, <i>Physics, Why Matter Matters!</i> <i>Incredible Insects</i> <i>Romans, Internet Linked</i> <i>The Industrial Revolution</i>
CCSS.ELA-Literacy.L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and	The Fact Room "Using Information Texts in Support of CCSS Overview" divides vocabulary into three tiers. Tier 1 words are everyday basic words students use when

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<p>phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>speaking and writing. Tier 2 words are more sophisticated words that students come upon when they read across a variety of academic subject areas. Tier 3 words are content specific words. The wide variety of titles provided with the Fact Room Grades 6-8 Titles list helps students develop their Tier 2 and Tier 3 vocabularies. <i>Direct instruction is not provided.</i></p>
<p>Writing Text Types and Purposes CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to cite evidence from their reading, use linking words, and provide conclusions to support their own opinions, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>CCSS.ELA-Literacy.W.7.2 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>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to cite evidence from their reading to support informative/explanatory texts that they have written, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>Research to Build and Present Knowledge CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>The Fact Room Grades 6-8 Titles List includes multiple books on particular topics. Teacher can use these titles as the basis for short research projects, as they determine appropriate. See examples, Civil Rights Movement: <i>Freedom Walkers, The Story of the Montgomery Bus Boycott; Students on Strike; Thurgood Marshall and the Supreme Court; Heroes for Civil Rights; Jackie Robinson Breaks the Color Line; Marching for Freedom, Walk Together Children and Don't You Grow Weary</i> Climate Change: <i>Forecast Earth, The Story of Climate Scientist Inez Fung; What If the Polar Ice Caps Melted?; The Down-to-Earth Guide to Global Warming</i> Holocaust: <i>I am a Star, Child of the Holocaust; The Girl Who Survived, A True Story of the Holocaust; Darkness Over Denmark, The Danish Resistance and the Rescue of the Jews; and A Place to Hide, True Stories of Holocaust Rescues; Anne Frank; Diary of a Young Girl</i></p>
<p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Fact Room will be a valuable resource for students to use for researching specific topics. With so many titles, this collection is an asset to any resource room or library. Teachers can use selected Fact Room titles to help their students focus on the need for careful note taking, categorization of information, and listing of sources. See examples Civil Rights Movement: <i>Freedom Walkers, The Story of the Montgomery Bus Boycott; Students on Strike; Thurgood Marshall and the Supreme Court; Heroes for Civil Rights; Jackie Robinson Breaks the Color Line; Marching for Freedom, Walk Together Children and Don't You Grow Weary</i> Climate Change: <i>Forecast Earth, The Story of Climate Scientist Inez Fung; What If the Polar Ice Caps Melted?; The Down-to-Earth Guide to Global Warming</i> Holocaust: <i>I am a Star, Child of the Holocaust; The Girl Who Survived, A True Story of the Holocaust; Darkness Over Denmark, The Danish Resistance and the Rescue of the</i></p>

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	<i>Jews; and A Place to Hide, True Stories of Holocaust Rescues; Anne Frank; Diary of a Young Girl</i>
CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Fact Room will be a valuable resource for students to use for researching specific topics. With so many titles, this collection is an asset to any resource room or library. Teachers can use selected Fact Room titles to help students draw evidence from informational text to support analysis, reflection, and research. See examples <i>Civil Rights Movement: Freedom Walkers, The Story of the Montgomery Bus Boycott; Students on Strike; Thurgood Marshall and the Supreme Court; Heroes for Civil Rights; Jackie Robinson Breaks the Color Line; Marching for Freedom, Walk Together Children and Don't You Grow Weary</i> <i>Climate Change: Forecast Earth, The Story of Climate Scientist Inez Fung; What If the Polar Ice Caps Melted?; The Down-to-Earth Guide to Global Warming</i> <i>Holocaust: I am a Star, Child of the Holocaust; The Girl Who Survived, A True Story of the Holocaust; Darkness Over Denmark, The Danish Resistance and the Rescue of the Jews; and A Place to Hide, True Stories of Holocaust Rescues; Anne Frank; Diary of a Young Girl</i>
Range of Writing CCSS.ELA-Literacy.W.7.10 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.	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can use writing prompts based on Fact Room titles to encourage students to undertake both short-term and longer-term writing assignments, as they determine appropriate. <i>Direct instruction is not provided.</i>
Speaking and Listening Comprehension and Collaboration CCSS.ELA-Literacy.SL.7.1 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.	The Fact Room includes 30 copies of two CCSS exemplar informational texts appropriate for whole-group instruction. Middle school students will benefit from structured conversations in response to these texts. The exemplar texts on the Fact Room Grades 6-8 Titles List are: <i>Freedom Walkers, The Story of the Montgomery Bus Boycott; The Great Fire</i> The small-group texts on the Fact Room Grades 6-8 Titles List are: <i>Baby Mammoth Frozen in Time! A Prehistoric Animal's Journey into the 21st Century; Guilty by a Hair!; How Strong Is It? A Mighty Book All About Strength; Muscles, Our Muscular System; Physics, Why Matter Matters!; Shipwreck at the Bottom of the World, The Extraordinary True Story of Shackleton and the Endurance; Alexander the Great; Anne Frank; Chasing Lincoln's Killer; Students on Strike</i>
CCSS.ELA-Literacy.SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Teachers can use conversations about Fact Room titles to reinforce classroom norms for acceptable discussion behaviors, as they determine appropriate. <i>Direct instruction is not provided.</i>
CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify	The Fact Room "Using Information Texts in Support of CCSS Overview" provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on the relationship between the information presented

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a topic, text, or issue under study.	visually or quantitatively and the text in which it appears. For example, the prompts include “What details in the photograph help show ____?” and “What information in the diagram helps to explain how _____?”
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Common Core State Standards Grade 8

Scholastic Fact Room

<p>Reading: Informational Text Key Ideas and Details CCSS.ELA-Literacy.RI.8.1 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>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students demonstrate understanding of the text by referring explicitly to the text for their answers. For example, the prompts include “What three things did you read about ____?” and “What connection does the author make between ____ and _____?”</p>
<p>CCSS.ELA-Literacy.RI.8.2 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>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students identify the central idea and supporting ideas. For example, the prompts include “What is the main idea of this book, chapter, or passage?” and “How does the author support the idea that _____?”</p>
<p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students determine the connection between events, ideas or concepts in a text. For example, the prompts include “What connection did the author make between the first and final events?” and “What connection does the author make between _____ and _____?”</p>
<p>Craft and Structure CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on new vocabulary in the text. For example, the prompts include “What words did the author use to describe _____?” and “Which term did the author define for you?” In addition, the Fact Room “Using Information Texts in Support of CCSS Overview” offers suggestions for Modeling Close Reading, including discussion of important academic or domain-specific vocabulary.</p>
<p>CCSS.ELA-Literacy.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students analyze how particular passages fit into the overall structure of a text. For example, the prompts include “How does the author support the idea that _____?”</p>
<p>CCSS.ELA-Literacy.RI.8.6 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>The Fact Room Grades 6-8 Titles List contains books written for a variety of purposes. Teachers can use selected Fact Room titles to help their students focus on author’s point of view or purpose. See examples. <i>Stay Strong, Simple Life Lessons for Teens</i> (self-help) <i>What If the Polar Ice Caps Melted?</i> (explanatory)</p>

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	<p><i>The Girl Who Survived, A True Story of the Holocaust</i> (memoir) <i>Two Miserable Presidents, Everything Your Schoolbooks Didn't Tell You About the Civil War</i> (comparison)</p>
<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>The Fact Room “Using Information Texts in Support of CCSS Overview” provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students explore how an author uses reasons and evidence to support particular points in a text. For examples, the prompts include “How does the author support the idea that _____?”</p>
<p>CCSS.ELA-Literacy.RI.8.9 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 Fact Room Grades 6-8 Titles List includes multiple books on particular topics. Teachers can use selected titles to help students analyze how two or more authors writing about the same topic provide conflicting information, as they determine appropriate. See examples, Civil Rights Movement: <i>Freedom Walkers, The Story of the Montgomery Bus Boycott; Students on Strike; Thurgood Marshall and the Supreme Court; Heroes for Civil Rights; Jackie Robinson Breaks the Color Line; Marching for Freedom, Walk Together Children and Don't You Grow Weary</i> Climate Change: <i>Forecast Earth, The Story of Climate Scientist Inez Fung; What If the Polar Ice Caps Melted?; The Down-to-Earth Guide to Global Warming</i> Holocaust: <i>I am a Star, Child of the Holocaust; The Girl Who Survived, A True Story of the Holocaust; Darkness Over Denmark, The Danish Resistance and the Rescue of the Jews; and A Place to Hide, True Stories of Holocaust Rescues; Anne Frank; Diary of a Young Girl</i></p>
<p>Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RI.8.10 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>Fact Room provides 30 copies of 2 CCSS exemplar texts for whole-class instruction. Fact Room also provides 10 copies of 10 other texts to provide a variety of experiences for small-group instruction. The Fact Room “Using Information Texts in Support of CCSS Overview” provides guidance for teachers on how to model close reading so that students will engage in group reading activities with purpose and understanding. In Grades 6-8, Fact Room provides the following exemplar texts and small-group texts:</p> <p>Exemplar Texts (30 copies): <i>Freedom Walkers, The Story of the Montgomery Bus Boycott; The Great Fire</i> Small Group Texts (10 copies): <i>Baby Mammoth Frozen in Time! A Prehistoric Animal's Journey into the 21st Century; Guilty by a Hair!; How Strong Is It? A Mighty Book All About Strength; Muscles, Our Muscular System; Physics, Why Matter Matters!; Shipwreck at the Bottom of the World, The Extraordinary True Story of Shackleton and the Endurance; Alexander the Great; Anne Frank; Chasing Lincoln's Killer; Students on Strike</i></p>
<p>Language Conventions of Standard English CCSS.ELA-Literacy.L.8.1 Demonstrate command of the</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to demonstrate command of the</p>

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conventions of standard English grammar and usage when writing or speaking.	conventions of English grammar and usage through their written responses to Fact Room titles, as they determine appropriate.
CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to demonstrate command of the conventions of English capitalization, punctuation and spelling through their written responses to the Fact Room titles, as they determine appropriate. <i>Direct instruction is not provided.</i>
Vocabulary Acquisition and Use CCSS.ELA-Literacy.L.8.4 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.	The vocabulary found in informational texts helps students grow as readers and develop deeper content-area knowledge. Many of the titles on the Fact Room Grades 6-8 Titles List are rich in domain-specific vocabulary. See examples, <i>Face to Face with Sharks</i> <i>America's Struggle with Terrorism</i> <i>Not Your Parent's Money Book, Making Saving and Spending Your Own Money</i> <i>The Bill of Rights</i>
CCSS.ELA-Literacy.L.8.4a 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.	Many of the titles on the Fact Room Grades 6-8 Titles List provide rich context for students to practice determining the meaning of words or phrases. See examples, <i>Everything Ancient Egypt</i> <i>American's Struggle with Terrorism</i> <i>Not Your Parent's Money Book, Making Saving and Spending Your Own Money</i> <i>Food for Thought</i>
CCSS.ELA-Literacy.L.8.4c 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.	Many of the titles on the Fact Room Grades 6-8 Titles List include glossaries. Students can use these glossaries to determine or clarify the meaning of words and phrases. See examples, <i>Physics, Why Matter Matters!</i> <i>Incredible Insects</i> <i>Romans, Internet Linked</i> <i>The Industrial Revolution</i>
CCSS.ELA-Literacy.L.8.6 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.	The Fact Room "Using Information Texts in Support of CCSS Overview" divides vocabulary into three tiers. Tier 1 words are everyday basic words students use when speaking and writing. Tier 2 words are more sophisticated words that students come upon when they read across a variety of academic subject areas. Tier 3 words are content specific words. The wide variety of titles provided with the Fact Room Grades 6-8 Titles list helps students develop their Tier 2 and Tier 3 vocabularies. <i>Direct instruction is not provided.</i>
Writing Text Types and Purposes CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to cite evidence from their reading, use linking words, and provide conclusions to support their own arguments, as they

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	determine appropriate. <i>Direct instruction is not provided.</i>
CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can encourage their students to cite evidence from their reading to support informative/explanatory texts that they have written, as they determine appropriate. <i>Direct instruction is not provided.</i>
Research to Build and Present Knowledge CCSS.ELA-Literacy.W.8.7 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.	The Fact Room Grades 6-8 Titles List includes multiple books on particular topics. Teacher can use these titles as the basis for short research projects, as they determine appropriate. See examples, Civil Rights Movement: <i>Freedom Walkers, The Story of the Montgomery Bus Boycott; Students on Strike; Thurgood Marshall and the Supreme Court; Heroes for Civil Rights; Jackie Robinson Breaks the Color Line; Marching for Freedom, Walk Together Children and Don't You Grow Weary</i> Climate Change: <i>Forecast Earth, The Story of Climate Scientist Inez Fung; What If the Polar Ice Caps Melted?; The Down-to-Earth Guide to Global Warming</i> Holocaust: <i>I am a Star, Child of the Holocaust; The Girl Who Survived, A True Story of the Holocaust; Darkness Over Denmark, The Danish Resistance and the Rescue of the Jews; A Place to Hide, True Stories of Holocaust Rescues; Anne Frank; Diary of a Young Girl</i>
CCSS.ELA-Literacy.W.8.8 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.	Fact Room will be a valuable resource for students to use for researching specific topics. With so many titles, this collection is an asset to any resource room or library. Teachers can use selected Fact Room titles to help their students focus on the need for careful note taking, categorization of information, and listing of sources. See examples Civil Rights Movement: <i>Freedom Walkers, The Story of the Montgomery Bus Boycott; Students on Strike; Thurgood Marshall and the Supreme Court; Heroes for Civil Rights; Jackie Robinson Breaks the Color Line; Marching for Freedom, Walk Together Children and Don't You Grow Weary</i> Climate Change: <i>Forecast Earth, The Story of Climate Scientist Inez Fung; What If the Polar Ice Caps Melted?; The Down-to-Earth Guide to Global Warming</i> Holocaust: <i>I am a Star, Child of the Holocaust; The Girl Who Survived, A True Story of the Holocaust; Darkness Over Denmark, The Danish Resistance and the Rescue of the Jews; A Place to Hide, True Stories of Holocaust Rescues; Anne Frank; Diary of a Young Girl</i>
CCSS.ELA-Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Fact Room will be a valuable resource for students to use for researching specific topics. With so many titles, this collection is an asset to any resource room or library. Teachers can use selected Fact Room titles to help students draw evidence from informational text to support analysis, reflection, and research. See examples Civil Rights Movement: <i>Freedom Walkers, The Story of the Montgomery Bus Boycott; Students on Strike; Thurgood Marshall and the Supreme Court; Heroes for Civil Rights; Jackie Robinson Breaks the Color Line; Marching for Freedom, Walk Together</i>

**CORRELATION OF SCHOLASTIC FACT ROOM TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-8**

	<p><i>Children and Don't You Grow Weary</i> <i>Climate Change: Forecast Earth, The Story of Climate Scientist Inez Fung; What If the Polar Ice Caps Melted?; The Down-to-Earth Guide to Global Warming</i> <i>Holocaust: I am a Star, Child of the Holocaust; The Girl Who Survived, A True Story of the Holocaust; Darkness Over Denmark, The Danish Resistance and the Rescue of the Jews; A Place to Hide, True Stories of Holocaust Rescues; Anne Frank; Diary of a Young Girl</i></p>
<p>Range of Writing CCSS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p>	<p>Writing and responding to informational texts offer opportunities for students to use books for authentic research and to write about what they have discovered through their reading. Teachers can use writing prompts based on Fact Room titles to encourage students to undertake both short-term and longer-term writing assignments, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>Speaking and Listening Comprehension and Collaboration CCSS.ELA-Literacy.SL.8.1 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.</p>	<p>The Fact Room includes 30 copies of two CCSS exemplar informational texts appropriate for whole-group instruction. Middle school students will benefit from structured conversations in response to these texts. The exemplar texts on the Fact Room Grades 6-8 Titles List are: <i>Freedom Walkers, The Story of the Montgomery Bus Boycott; The Great Fire</i> The small-group texts on the Fact Room Grades 6-8 Titles List are: <i>Baby Mammoth Frozen in Time! A Prehistoric Animal's Journey into the 21st Century; Guilty by a Hair!; How Strong Is It? A Mighty Book All About Strength; Muscles, Our Muscular System; Physics, Why Matter Matters!; Shipwreck at the Bottom of the World, The Extraordinary True Story of Shackleton and the Endurance; Alexander the Great; Anne Frank; Chasing Lincoln's Killer; Students on Strike</i></p>
<p>CCSS.ELA-Literacy.SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>Teachers can use conversations about Fact Room titles to reinforce classroom norms for acceptable discussion behaviors, as they determine appropriate. <i>Direct instruction is not provided.</i></p>
<p>CCSS.ELA-Literacy.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>The Fact Room "Using Information Texts in Support of CCSS Overview" provides prompts teachers can use to pose text-dependent questions to their students. These prompts will help students focus on the relationship between the information presented visually or quantitatively and the text in which it appears. For example, the prompts include "What details in the photograph help show ____?" and "What information in the diagram helps to explain how ____?"</p>