

**CORRELATION OF FOUNTAS & PINNELL COMPREHENSION CLUBS TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS • KINDERGARTEN TO GRADE 5**

Kindergarten • Common Core State Standards

Comprehension Clubs • Kindergarten

<p>Reading: Literature Key Ideas and Details CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>Comprehension Clubs is a comprehensive program with six themed units of study per grade, each organized in a spiraled curriculum that includes a collection of books and teacher materials that allow for rich, in-depth, text-base conversation about reading and complex global issues, IG p. 5. Teachers choose one of the Interactive Read-Aloud books to share with the students during whole-class instructional time. Teachers can use the Suggested Stopping Points to Invite Thinking found on each Read-Aloud Teaching Card to elicit students' analysis and ask students to cite textual evidence to support understanding of the text, IG p. 15. Additionally, teachers are guided to help students read, cite textual evidence, and discuss how each Book Club book informs the reader to ensure deep comprehension of the Key Understandings of the text. Suggestions for where to draw readers' attention, how to cite textual evidence, and what to write about in the readers' notebooks are shared on each Book Club Teaching Card. Sample prompts designed to support discussion and lead students to revisit the text are also provided. See Offer Tools for Oral or Written Response, IG p. 37. Thinking Within the Text found on each Teaching Card supports students' knowledge of key ideas and details, IG p. 149. Students engage in literal, inferential, and critical thinking through the interactive read-alouds and book clubs in order to comprehend each text. Opportunities for students to ask and answer questions about the text and demonstrate understanding of a text by noting and citing textual evidence are provided for the following fictional titles:</p> <p><i>Yo! Yes?</i> <i>My Friend is Sad</i> <i>Not Norman</i> <i>Chester's Way</i> <i>Knuffle Bunny Too</i> <i>My Friends</i> <i>Lost and Found</i> <i>Margaret and Margarita/Margarita y Margaret</i> <i>Just a Little Bit</i> <i>Chicken Little</i> <i>The Three Bears</i> <i>This is the House That Jack Built</i> <i>The Little Red Hen</i> <i>The Little Red Hen (Makes a Pizza)</i> <i>The Mitten</i> <i>Goldilocks and the Three Bears</i> <i>Let's Play in the Forest</i> <i>The Three Billy Goats Gruff</i> <i>Flower Garden</i> <i>Grumpy Gird</i> <i>Ruthie and the (Not So) Teeny Tiny Lie</i> <i>Boo Hoo Bird</i> <i>Maybe a Bear Ate It</i> <i>Sometimes I'm Bombaloo</i> <i>Katie Loves the Kittens</i> <i>If You're Happy and You Know It</i></p>
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	<p><i>Lola at the Library</i> <i>My Mom is a Firefighter</i> <i>More Than One</i> <i>The Very Hungry Caterpillar</i> <i>Ten Little Fish</i> <i>Freight Train</i> <i>Alphabet Adventures</i> <i>The Deep Blue Sea</i></p>
CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.	<p>Many Comprehension Clubs titles lend themselves to age appropriate retelling of familiar classics such as: <i>The Very Hungry Caterpillar</i>, Supporting ELLs <i>Chicken Little</i> <i>The Three Bears</i> <i>Goldilocks and the Three Bears</i></p>
CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	<p>Opportunities for students to identify and discuss characters, settings and major events in a story are provided in the following: <i>Goldilocks and the Three Bears</i>: Read · Cite Textual Evidence · Discuss (character) <i>Margaret and Margarita/Margarita y Margaret</i>: Read · Cite Textual Evidence · Discuss (character) <i>The Three Billy-Goats Gruff</i>: Connect to Read-Aloud Books (character, setting) <i>Flower Garden</i>: Read · Cite Textual Evidence · Discuss (setting) <i>Lost and Found</i>: Read · Cite Textual Evidence · Discuss (character); Connect to Read Aloud Books (plot) <i>Just a Little Bit</i>: Read · Cite Textual Evidence · Discuss (characters, plot) <i>The Mitten</i>: Read · Cite Textual Evidence · Discuss (plot, character) <i>Let's Play in the Forest</i>: Read · Cite Textual Evidence · Discuss (plot); Connect to Read-Aloud Books (setting) <i>Katie Loves the Kittens</i> : Read · Cite Textual Evidence · Discuss (character, plot)</p>
<p>Craft and Structure CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.</p>	<p>The Teaching Cards contain a Vocabulary section that lists essential words and related words for discussion. When meanings of words can be discovered through context, teachers are encouraged to model and reinforce how to learn vocabulary from context clues. Where that isn't possible, student-friendly definitions are also provided in this section for the teacher's convenience. IG p. 26 For example: <i>How Are You Peeling? Foods With Moods</i>: Essential Words: bold, jealous, secure <i>Maybe a Bear Ate It</i>: Essential Words: anywhere, nowhere, stomped <i>My Friends</i>: Thinking About the Text (illustrations help explain the meaning of the words) Students are encouraged to recognize how the feeling words authors use relate to the facial expressions and body language depicted in illustrations or photographs in the "Feelings" unit , IG p. 112.</p>

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<p>CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>Both the interactive Read-Aloud books and Book Club titles are organized around a six-strand unit of study matrix that showcases texts that vary by theme, topic, and genre.</p> <p>Fantasy titles include: <i>My Friend is Sad</i> <i>Chester's Way</i> <i>My Friends</i> <i>Lost and Found</i> <i>Just a Little Bit</i> <i>Grumpy Bird</i> <i>Ruthie and the (Not So) Teeny Tiny Lie</i> <i>Boo Hoo Bird</i> <i>Maybe a Bear Ate It!</i></p> <p>Folktale titles include: <i>Chicken Little</i> <i>The Three Bears</i> <i>This is the House That Jack Built</i> <i>The Little Red Hen</i> <i>The Mitten</i> <i>Goldilocks and the Three Bears</i> <i>Let's Play in the Forest</i> <i>The Three Billy Goats Gruff</i></p> <p>Realistic Fiction titles include: <i>Yo! Yes?</i> <i>Not Norman</i> <i>Knuffle Bunny Too</i> <i>Margaret and Margarita/Margarita y Margaret</i></p> <p>Additionally, genre is discussed on the Read-Cite Textual Evidence-Discuss section on the following Teaching Cards: <i>My Friends</i> <i>Lost and Found</i></p>
<p>CCSS.ELA-Literacy.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>Each Teaching Card provides information on that particular book's author. Specific sections of some cards also discuss the author's illustrations and/or the author's story structure. For example: <i>Today Is Monday</i>: Read · Cite Textual Evidence · Discuss: Information is provided about Eric Carle (author and illustrator) and students analyze the illustrations and story structure. <i>Miss Bindergarten Gets Ready for Kindergarten</i>: Thinking Beyond the Text <i>Flower Garden</i>: Thinking About the Text</p>

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<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>The Book Club Read Aloud Teaching Cards contain a Citing Textual Evidence section that prompts students to integrate information through various graphic styles and formats. Students are encouraged to use Post-it Notes to mark pages where he or she notices something about one of the characters or certain details or illustrations. <i>My Friends: Thinking About the Text</i> <i>Margaret and Margarita/Margarita y Margaret: Read · Cite Textual Evidence · Discuss</i> (illustrations tell more about the characters) <i>The Mitten: Thinking About the Text</i> (examine illustrations to see what is happening)</p>
<p>CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Each Teaching Card contains a Connect to Read-Alouds or Connect to Book Club Books section where students are encouraged to compare and contrast certain aspects of books (such as characters) across multiple texts, IG pp. 27, 39 For example: <i>The Mitten</i> <i>Let's Play in the Forest</i> <i>Maybe a Bear Ate It!</i> <i>Katie Loves the Kittens</i> <i>Ruthie and the (Not So) Teeny Tiny Lie</i> <i>Sometimes I'm Bombaloo</i> <i>If You're Happy and You Know It</i></p>
<p>Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>The Student Book Club design of Comprehension Clubs engages students in group reading and collaborative participation in purposeful activities promoting comprehension. Comprehension Clubs. is a carefully selected library of interactive read-aloud anchor texts supported by topically relevant student book club titles which enables students to do cross-textual analysis, to read widely across topics, and to build deep and sustaining background knowledge on developmentally appropriate topics. IG p. 5 Students will be engaged by the high-quality, intriguing texts and will be able to understand the texts to deepen their knowledge. Each age-appropriate collection offers the following advantages: provides experience with a wide variety of texts within each unit of study, promotes growth toward grade-level reading proficiency, makes it easier to select books for whole-class discussion and student book clubs, lends itself to flexible grouping, provides a way to access and assess students' progress, and provides an exemplary book collection that can be expanded over time. IG p. 10 Students will benefit from experiencing a variety of texts. Each unit of study includes both literary and informational texts. Fictional text include sophisticated pictures books that provide an opportunity to expand vocabulary, interpret stories, and recognize how illustrations contribute to the understanding of the story. IG p. 11</p>
<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>Teachers choose one of the Interactive Read-Aloud books to share with the students during whole-class instructional time. Teachers can use the Suggested Stopping Points to Invite Thinking found on each Read-Aloud Teaching Card to elicit students' analysis and ask students to cite textual evidence to support understanding of the text. IG p. 15 Additionally, teachers are guided to help students read, cite textual evidence, and discuss how</p>

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	<p>each Book Club book informs the reader to ensure deep comprehension of the Key Understandings of the text. Suggestions for where to draw readers’ attention, how to cite textual evidence, and what to write about in the readers’ notebooks are shared on each Book Club Teaching Card. Sample prompts designed to support discussion and lead students to revisit the text are also provided. See Offer Tools for Oral or Written Response. IG p. 37</p> <p>Thinking Within the Text found on each Teaching Card supports students’ knowledge of key ideas and details, IG p. 149. Students engage in literal, inferential, and critical thinking through the interactive read-alouds and book clubs in order to comprehend each text. Opportunities for students to ask and answer questions about the text and demonstrate understanding of a text by noting and citing textual evidence are provided for the following informational titles:</p> <p><i>Are Trees Alive?</i> <i>The Surprise Garden</i> <i>Up, Down, and Around</i> <i>Flip, Float, Fly: Seeds on the Move</i> <i>A Dandelion’s Life</i> <i>From Seed to Dandelion</i> <i>From Bulb to Daffodil</i> <i>Wonderful Worms</i> <i>How Are You Peeling? Foods With Moods</i> <i>Feeling Thankful</i> <i>ABC of Jobs</i> <i>All About Things People Do</i> <i>Bones, Bones, Dinosaur Bones</i> <i>Road Builders</i> <i>The Wheels on the Truck!</i> <i>Kindergarten ABC</i> <i>K is for Kissing a Cool Kangaroo</i> <i>My Mom is a Firefighter</i> <i>Freight Train</i></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>Opportunities for students to determine the main idea and recount details are provided on each Teaching Card. Students analyze the text to explore the author’s purpose, facts and opinion, organization and themes to help determine the main idea /details in the Read-Aloud Teaching Cards (Suggested Stopping Points to Invite Thinking). For example:</p> <p><i>A Dandelion’s Life</i> <i>The Surprise Garden</i> <i>Are Trees Alive?</i> <i>My Mom is a Firefighter</i> <i>How Are You Peeling? Foods with Moods</i></p> <p>Students develop comprehension by recounting key details that support the main idea in each of the following Book Club Teaching Cards: <i>Road Builders</i>: Thinking About the Text (main topic) <i>From Bulb to Daffodil</i>: Read ·Cite Textual Evidence · Discuss (details)</p>

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	<p><i>From Seed to Dandelion</i>: Read · Cite Textual Evidence · Discuss (details) <i>Wonderful Worms</i>: Thinking About the Text</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>Each Teaching Card contains a Connect to Read-Alouds or Connect to Book Club Books section where students are encouraged to compare and contrast certain aspects of books across multiple texts within the unit, IG pp. 27, 39. For example: <i>ABC of Jobs</i> (compare jobs featured in different books) <i>Bones, Bones, Dinosaur Bones</i> (compare processes) <i>A Dandelion's Life</i> (compare role of pictures) <i>Flip, Float, Fly: Seeds on the Move</i> (compare details) <i>Are Trees Alive?</i> (describe animal or plant parts from different books) <i>Up, Down, and Around</i> (compare the role movement plays in different books)</p> <p>Thinking Across Texts Within a Unit of Study, IG p. 142</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 Teaching Cards contain a Vocabulary section that lists essential words and related words for discussion. When meanings of words can be discovered through context, teachers are encouraged to model and reinforce how to learn vocabulary from context clues. Where that isn't possible, student-friendly definitions are also provided in this section for the teacher's convenience. IG pp. 26, 37</p> <p>For example: <i>From Bulb to Daffodil</i>: Read · Cite Textual Evidence · Discuss (Your New Words) <i>From Seed to Dandelion</i>: Vocabulary: Essential Words (dandelion, fluff, petals, seed) <i>Wonderful Worms</i>: Read · Cite Textual Evidence · Discuss (descriptive language) <i>Feeling Thankful</i>: Suggested Stopping Points to Invite Thinking: Thinking Within the Text <i>Bones, Bones, Dinosaur Bones</i>: Supporting ELLs (using illustrations to clarify meaning of action verbs) <i>My Friends</i>: Thinking About the Text</p>
<p>CCSS.ELA-Literacy.RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p>When introducing a read-aloud, teachers hold up the book, display the cover and provide a brief synopsis of the book. When reading Book Club books, students can handle the books and examine the front and back covers, as well as the title page.</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>Each Teaching Card contains sections describing the Author's Craft and an About the Author section that the teacher shares with the students. Additionally: <i>Road Builders</i>: Thinking About the Text <i>Ten Black Dots</i>: Thinking About the Text <i>Knuffle Bunny Too</i>: Additional Resources (video clip of Mo Willems talking about how he designs his characters)</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</p>	<p>The Book Club Teaching Cards contain a Read · Cite Textual Evidence · Discuss section that often prompts students to integrate information through various graphic styles and formats. For example:</p>

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(e.g., what person, place, thing, or idea in the text an illustration depicts).	<p><i>Ten Black Dots</i> <i>Road Builders</i> The Read-Aloud Teaching Cards contain a Suggested Stopping Points to Invite Thinking section that often prompts students to examine the illustrations. For example: <i>A Dandelion's Life</i> <i>The Surprise Garden</i> <i>Flip, Float, Fly: Seeds on the Move</i> <i>Are Trees Alive?</i> <i>All About Things People Do</i> <i>How Are You Peeling? Foods with Moods</i> <i>Freight Train</i></p>
CCSS.ELA-Literacy.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	<p>Teaching Cards for the following books encourage students to identify and discuss author's reasons and choices: <i>Bones, Bones, Dinosaur Bones</i>: Suggested Stopping Points to Invite Thinking <i>Are Trees Alive?</i>: Suggested Stopping Points to Invite Thinking <i>Feeling Thankful</i>: Suggested Stopping Points to Invite Thinking <i>More Than One</i>: Analyze the Text: Author's Purpose <i>Ten Black Dots</i>: Thinking About the Text <i>The Wheels on the Truck!</i>: Read · Cite Textual Evidence · Discuss: Author's Purpose</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>Opportunities for students to identify basic similarities in and differences between two or more texts on the same topic are provided for each title. See Connect to Book Club Books on each Read-Aloud Card and see Connect to Read-Aloud Books on each Book Club Card. Teachers model comparing and contrasting topics, ideas, treatments, themes, genres, text features, and language. IG p. 27, 39</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>Comprehension Clubs is a carefully selected library of interactive read-aloud anchor texts supported by topically relevant student book club titles, enabling students to do cross-textual analysis, to read widely across topics, and to build deep and sustaining background knowledge on developmentally appropriate topics. IG p. 5</p> <p>Students will be engaged by the high-quality, intriguing texts and will be able to understand the texts to deepen their knowledge.</p> <p>Students will benefit from experiencing a variety of texts. Each unit of study includes both literary and informational texts. Developmentally appropriate informational books present complex ideas along with some technical language. These texts challenge students to acquire and discuss ideas and information and to go beyond the text to research topics of interest. IG p. 11</p>
<p>Reading: Foundational Skills Print Concepts CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the</p>	<p>Teachers model print concepts through the Read-Alouds and students can practice with the Book Club books.</p>

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organization and basic features of print.	
CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.	Teachers model print concepts through the Read-Alouds and students can practice with the Book Club books.
CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.	Teachers model print concepts through the Read-Alouds and students can practice with the Book Club books.
CCSS.ELA-Literacy.RF.K.1c Understand that words are separated by spaces in print.	Teachers model print concepts through the Read-Alouds and students can practice with the Book Club books.
CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.	<i>ABC of Jobs</i> <i>Miss Bindergarten Gets Ready for Kindergarten</i> <i>Kindergarten ABC</i> <i>Alphabet Adventure</i> <i>K is for Kissing a Cool Kangaroo</i>
Phonological Awareness CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CCSS.ELA-Literacy.RF.K.2a Recognize and produce rhyming words.	Students recognize and produce rhyming words: <i>K is for Kissing a Cool Kangaroo</i> <i>Miss Bindergarten Gets Ready for Kindergarten</i> <i>Ten Little Fish: Supporting ELLs</i> <i>Ten Black Dots</i> (audio book)
CCSS.ELA-Literacy.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	Students focus on rhyming pairs and in this context blend onsets and rimes. See for example: <i>Miss Bindergarten Gets Ready for Kindergarten</i> , Supporting All Learners <i>Kidnergarten ABC</i> , Supporting All Learners
CCSS.ELA-Literacy.RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /t/, or /x/.)	See identifying the initial letter: <i>Kindergarten ABC</i> , Supporting All Learners
CCSS.ELA-Literacy.RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<i>Direct instruction not provided.</i>
Phonics and Word Recognition CCSS.ELA-Literacy.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	<i>ABC of Jobs</i> <i>Miss Bindergarten Gets Ready for Kindergarten</i> <i>Kindergarten ABC</i> <i>Alphabet Adventure</i> <i>K is for Kissing a Cool Kangaroo</i>
CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<i>Direct instruction not provided.</i>

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CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	As students read along with the audio files of the Book Club titles, high-frequency words can be identified.
CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<i>Direct instruction not provided.</i>
<p>Fluency CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>Fluency is one of the strategic actions students use while developing comprehension. Thinking Within the Text, found on each Book Club Teaching Card, encourages students to adjust reading speed and technique according to they type of text and purpose for reading, IG p. 38</p> <p>Struggling students need help with fluency and comprehension as well as building their confidence to handle both. One of the most effective ways to help is to invite them to read along with audiobooks, such as the streaming audiobooks in Comprehension Clubs. Students learn about fluency, expression, and reading at an appropriate rate. They also learn about punctuation and how it affects their reading style and pace, which in turn can affect comprehension. With the aid of audiobooks, struggling students can read more challenging books and are able to participate in the book clubs, IG p. 63.</p> <p><i>My Friends</i>, Struggling Readers <i>Lost and Found</i>, Struggling Readers <i>Just a Little Bit</i>, Struggling Readers <i>Let’s Play in the Forest</i>, Struggling Readers <i>Goldilocks</i>, Struggling Readers <i>Deep Blue Sea</i>, Struggling Readers <i>Today is Monday</i>, Struggling Readers <i>K is for Kissing a Cool Kangaroo</i>, Struggling Readers <i>Wonderful Worms</i>, Struggling Readers <i>Sometimes I’m Bombaloo</i>, Struggling Readers</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>	Conventions of standard English grammar and usage is modeled through the audio files of the Book Club titles.
CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.	<i>Alphabet Adventure</i> : Write and Respond (make alphabet cards)
CCSS.ELA-Literacy.L.K.1b Use frequently occurring nouns and verbs.	<i>Bones, Bones, Dinosaur Bones</i> : Supporting ELLs (using illustrations to clarify meaning of action verbs) <i>Lost and Found</i> : Supporting ELLs (action verbs)
CCSS.ELA-Literacy.L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<i>Direct instruction not provided.</i>
CCSS.ELA-Literacy.L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Students are encouraged to ask questions engaging in the interactive Read Alouds. IG p. 20 In addition, students are encouraged to prepare questions about their books. IG p. 31 See also the self-assessment book club blackline masters. IG p. 45, and the encouragement to ask questions in effective text talks, IG p. 47.

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	Teachers can observe students understanding and using interrogatives.
CCSS.ELA-Literacy.L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<i>Up, Down, Around</i>
CCSS.ELA-Literacy.L.K.1f Produce and expand complete sentences in shared language activities.	One opportunity for shared language activities is the facilitated student book club sessions. IG p.17 Students discuss and probe the selected book using complete sentences. Another opportunity is during the unit wrap-up when students are encouraged to discuss the overarching theme and big ideas that all nine books reflect. Suggested Stopping Points, Analyze the Text, and Connect to Book Club Books sections for the interactive read-alouds also encourage discussion where use of complete sentences can be modeled and encouraged.
CCSS.ELA-Literacy.L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	All Book Club Teaching Cards include suggestions for students to draw and write in their Reader's Notebooks. For example: <i>The Wheels on the Truck!</i> (Draw and tell about a home-building job they like. Draw and tell about a new idea they got from the discussion.) Read-Aloud Teaching Cards all include a Write and Respond section. For example: <i>All About the Things People Do</i> (Students write or dictate a caption for a picture they drew about them doing a job.)
CCSS.ELA-Literacy.L.K.2a Capitalize the first word in a sentence and the pronoun I.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.K.2b Recognize and name end punctuation.	<i>Yo! Yes?</i> <i>Alphabet Adventure</i> :Supporting ELLs (exclamation points)
CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Phonetic spelling can be used in the following: All Book Club Teaching Cards include suggestions for students to draw and write in their Reader's Notebooks. For example: <i>The Wheels on the Truck!</i> (Draw and tell about a home-building job they like. Draw and tell about a new idea they got from the discussion.) Read-Aloud Teaching Cards all include a Write and Respond section. For example: <i>All About the Things People Do</i> (Students write or dictate a caption for a picture they drew about them doing a job.)
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.	Each Teaching Card provides vocabulary words teachers can use to help students notice and understand specific vocabulary related to the text. Students will encounter Essential Words during the read-aloud, and Related Words for Discussion can be introduced to enhance conversation and understanding of the text. IG p. 26, 37

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Kindergarten • Common Core State Standards	Comprehension Clubs • Kindergarten
	<i>ABC of Jobs</i> : Supporting ELLs
CCSS.ELA-Literacy.L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Although specific instruction is not articulated, opportunities exist for teachers to address multiple meaning words. See for example: <i>Yo! Yes?</i> , Essential Vocabulary <i>Lost and Found</i> , Essential Vocabulary
CCSS.ELA-Literacy.L.K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	<i>Just a Little Bit</i> : Supporting All Learners (ELLs)
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.	<i>The Deep Blue Sea</i> : Thinking Beyond the Text (sort classroom items by color)
CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<i>Direct instruction not specified.</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.	<i>Lost and Found</i> : Supporting ELLs (action verbs)
CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<i>Knuffle Bunny Too</i> : Supporting ELLs (expressions from the book)
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...).	Each Read-Aloud Teaching Card includes a Write and Respond section which provides suggestions for student writing/dictating and drawing. For example: <i>Not Norman</i> : Write and Respond (Draw a picture of favorite scene in the story and write/dictate a sentence.)
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.	Each Read-Aloud Teaching Card includes a Write and Respond section which provides suggestions for student writing/dictating and drawing. For example: <i>A Dandelion's Life</i> : Write and Respond (Draw and label a picture of how a dandelion looks each season.)
CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Each Read-Aloud Teaching Card includes a Write and Respond section which provides suggestions for student writing/dictating and drawing. For example: <i>Knuffle Bunny Too</i> : Write and Respond (Create a story with a beginning, middle, and ending.)
Production and Distribution of Writing	<i>Direct instruction not specified.</i>

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CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
CCSS.ELA-Literacy.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<i>Direct instruction not specified.</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).	Unit or theme projects invite students to continue the conversation about books they love and want to revisit, as well as demonstrate what they have learned as the result of exploring the theme or unit of study. These include general discussion questions and options for three easy-to-implement projects. IG pp. 86-90
CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Unit or theme projects invite students to continue the conversation about books they love and want to revisit, as well as demonstrate what they have learned as the result of exploring the theme or unit of study. These include general discussion questions and options for three easy-to-implement projects. IG pp. 86-90
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.	<p>Opportunities for students to engage in a range of collaborative discussions with diverse partners are provided throughout Comprehension Clubs. Teachers help students learn to use active listening and natural turn-taking by introducing talk routines that encourage peer-to-peer talk, such as Pair Talk, Threesome Talk, and Circle Talk in Two Pairs, IG p. 25.</p> <p>In book clubs, students learn to share their deep thinking about the book. Teachers and students discuss and engage with the books on multiple levels through reflective, academic conversation about the books, IG p. 28-32.</p> <p>Students learn to talk by talking. Their talk represents their thinking. Comprehension Clubs multiplies the opportunities for students to learn from talking and benefit from the language and thinking of others, IG p. 62</p>
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 help students learn to use active listening and natural turn-taking by introducing talk routines that encourage peer-to-peer talk, such as Pair Talk, Threesome Talk, and Circle Talk in Two Pairs.
CCSS.ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges.	Students continue conversations through multiple exchanges through the discussions facilitated through the Suggested Stopping Points to Invite Thinking and Analyze the Text sections.
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.	During Read-Alouds, students are invited to participate, make comments, extend the ideas of their peers, evaluate the author's point of view, and ask and respond to questions.
CCSS.ELA-Literacy.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	During the read-aloud, teachers can pause and ask students to turn and talk with partners or share whole-group comments about the text. See Suggested Stopping Points to Invite Thinking on all Read-Aloud Cards. IG p. 20
CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things,	Students are encouraged to add detail when they back up their opinions with evidence from the

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Kindergarten • Common Core State Standards	Comprehension Clubs • Kindergarten
and events and, with prompting and support, provide additional detail.	text.
CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly	In Pair Talk, students learn to express their own ideas, share quickly, and listen carefully to each other, IG p. 25

Grade 1 • Common Core State Standards	Comprehension Clubs • Grade 1
<p>Reading: Literature Key Ideas and Details CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p>	<p>Comprehension Clubs is a comprehensive program with six themed units of study per grade, each organized in a spiraled curriculum that includes a collection of books and teacher materials that allow for rich, in-depth, text-base conversation about reading and complex global issues, IG p. 5. Teachers choose one of the Interactive Read-Aloud books to share with the students during whole-class instructional time. Teachers can use the Suggested Stopping Points to Invite Thinking found on each Read-Aloud Teaching Card to elicit students' analysis and ask students to cite textual evidence to support understanding of the text, IG p. 15.</p> <p>Additionally, teachers are guided to help students read, cite textual evidence, and discuss how each Book Club book informs the reader to ensure deep comprehension of the Key Understandings of the text. Suggestions for where to draw readers' attention, how to cite textual evidence, and what to write about in the readers' notebooks are shared on each Book Club Teaching Card. Sample prompts designed to support discussion and lead students to revisit the text are also provided. See Offer Tools for Oral or Written Response, IG p. 37.</p> <p>Thinking Within the Text found on each Teaching Card supports students' knowledge of key ideas and details, IG p. 149. Students engage in literal, inferential, and critical thinking through the interactive read-alouds and book clubs in order to comprehend each text. Opportunities for students to ask and answer questions about the text and demonstrate understanding of a text by noting and citing textual evidence are provided for the following fictional titles:</p> <p>Caps for Sale The Little Boy Who Cried Wolf The Rabbit and the Turtle The Hatseller and the Monkeys Stone Soup Anansi the Spider City Mouse-Country Mouse <i>Bat's Big Game</i> <i>Red Riding Hood</i> <i>Gregory, the Terrible Eater</i> <i>Hippo and Rabbit in Three Short Tales</i> <i>How Do Dinosaurs Get Well Soon?</i> <i>A Birthday Basket for Tia</i> <i>A Color of His Own</i> <i>What Should I Make?</i> <i>Lilly's Purple Plastic Purse</i> <i>Houndsley and Catina and the Quiet Time</i></p>

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Grade 1 • Common Core State Standards

Comprehension Clubs • Grade 1

	<p><i>I Can't Take a Bath</i> <i>Inch by Inch</i> <i>Hi! Fly Guy</i> <i>The Art Lesson</i> <i>David Gets in Trouble</i> <i>Freckleface Strawberry</i> <i>The Ugly Vegetables</i> <i>Bigmama's</i> <i>Freckleface Strawberry and the Dodgeball Bully</i> <i>David Goes to School</i> <i>Knuffle Bunny: A Cautionary Tale</i> <i>I Lost My Tooth in Africa</i> <i>Bear Snores On</i> <i>Bear's New Friend</i> <i>Julius, the Baby of the World</i> <i>Always in Trouble</i> <i>Frog and Toad Are Friends</i> <i>Bear Wants More</i> <i>Days With Frog and Toad</i> <i>The Great Gracie Chase: Stop That Dog!</i> <i>Sheila Ray, the Brave</i></p>
<p>CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>The Read Aloud cards include a Key Understandings and an Analyze the Text feature that prompts teachers to help students notice and cite textual details in the text. The Book Club cards contain a Developing Comprehension feature that encourages students to follow multiple events in a story, to track the plot and to notice and remember important key details in the story. In both lesson cards students are invited to reflect on the meaning of the text and to share details that they absorbed about the text.</p> <p>Many Comprehension Clubs titles lend themselves to age appropriate retelling of stories such as:</p> <p><i>The Rabbit and the Turtle</i> <i>The Hatseller and the Monkeys</i> <i>Anansi the Spider</i> <i>Stone Soup</i> <i>City Mouse-Country Mouse</i> <i>Bat's Big Game</i> <i>Red Riding Hood</i></p> <p>The analytical talk that book clubs make possible fosters deep, multi-faceted comprehension during which time students analyze character, plot, setting and major events in the story.</p> <p>Teaching Cards from many of the texts provide suggestions/instruction for retelling or identifying the central message/lesson. For example: <i>Let's Eat!:</i> Supporting ELLs (retelling)</p>

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Grade 1 • Common Core State Standards

Comprehension Clubs • Grade 1

	<p><i>What Aunts/Uncles Do Best</i>: Read · Cite Textual Evidence· Discuss: Author's Purpose (message) <i>Stone Soup</i>: Suggested Stopping Points to Invite Thinking (message) <i>The Rabbit and the Turtle</i>: Suggested Stopping Points to Invite Thinking (message) <i>The Hatseller and the Moneys</i>: Suggested Stopping Points to Invite Thinking (message) <i>The Little Boy Who Cried Wolf</i>: Suggested Stopping Points to Invite Thinking (message) <i>City Mouse-Country Mouse</i>: Supporting All Learners: ELLs (moral)</p>
<p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>Many opportunities for students to identify and discuss characters, settings and major events in a story are provided on the Teaching Cards. For example:</p> <p><i>Red Riding Hood</i> : Read · Cite Textual Evidence· Discuss; Connect to Read-Aloud Books (characters) <i>City Mouse-Country Mouse</i>: Read · Cite Textual Evidence· Discuss (problem/solution); Thinking Within theText <i>Anansi the Spider</i>: Read · Cite Textual Evidence· Discuss (plot, character); Thinking About the Text (setting, characters, plot) <i>Bat's Big Game</i>: Read · Cite Textual Evidence· Discuss (character, plot) <i>Hippo and Rabbit in Three Short Tales</i>: Read · Cite Textual Evidence· Discuss (characters); Thinking Within the Text (characters) <i>Lilly's Purple Plastic Purse</i>: Analyze the Text (setting) <i>I Can't Take a Bath!</i>: Read · Cite Textual Evidence· Discuss (plot) <i>Houndsley and Catina and the Quiet Time</i>: Read · Cite Textual Evidence· Discuss (character) <i>Inch by Inch</i>: Read · Cite Textual Evidence· Discuss (plot, character) <i>Freckleface Strawberry</i>: Analyze the Text (character) <i>Bigmama's</i> : Analyze the Text (setting) <i>I Lost My Tooth in Africa</i>: Read · Cite Textual Evidence· Discuss (setting) <i>Julius, the Baby of the World</i>: Analyze the Text (character) <i>Frog and Toad Are Friends</i>: Analyze the Text (characters, setting) <i>Bear's New Friend</i>: Analyze the Text (setting) <i>Bear Snores On</i>: Analyze the Text (setting)</p>
<p>Craft and Structure CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p><i>The Ugly Vegetables</i>: Analyze the Text (Sensory Language) <i>The Relatives Came</i>: Suggested Stopping Points to Invite Thinking</p>
<p>CCSS.ELA-Literacy.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>Both the interactive Read-Aloud books and Book Club titles are organized around a six-strand unit of study matrix that showcases books that tell stories and informational texts that vary by theme, topic, and genre. Each lesson card lists the Genre/Text Type and the Book Themes/Ideas. Examples of books that tell stories:</p> <p><i>The Rabbit and the Turtle</i> <i>The Hatseller and the Monkeys</i> <i>Anansi the Spider</i> <i>Stone Soup</i> <i>City Mouse-Country Mouse and Two More Tales From Aesop</i></p>

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Grade 1 • Common Core State Standards	Comprehension Clubs • Grade 1
	<p><i>Bat's Big Game</i> <i>Red Riding Hood</i></p> <p>Examples of informational texts: <i>Animal Action, ABC</i> <i>The Busy Body Book</i> <i>Healthy Me (Now I Know)</i> <i>Let's Talk Tae Kwon Do</i> (Scholastic News Nonfiction Readers: Sports)</p> <p><i>A Birthday Basket for Tia</i>: Analyze the Text (genre) <i>Always in Trouble</i>: Analyze the Text (genre) <i>Daddy Calls Me Man</i>: Analyze the Text (genre) <i>The Hatseller and the Monkeys</i>: Analyze the Text (genre)</p>
<p>CCSS.ELA-Literacy.RL.1.6 Identify who is telling the story at various points in a text.</p>	<p><i>David Gets in Trouble</i>: Supporting ELLs <i>A Chair for My Mother</i>: Read · Cite Textual Evidence· Discuss <i>Daddy Calls Me Man</i>: Suggested Stopping Points to Invite Thinking <i>I Can't Take a Bath!</i>: Read · Cite Textual Evidence· Discuss (first person point of view)</p>
<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>The Analyze the Text, Suggested Stopping Points to Invite Thinking, and Read · Cite Textual Evidence· Discuss sections of the Teaching Cards encourage students to use the illustrations and details to describe the characters, events, or setting. For example:</p> <p><i>What Aunts/Uncles Do Best</i>: Read · Cite Textual Evidence· Discuss (picture details) <i>Peter's Chair</i>: Read · Cite Textual Evidence· Discuss (character traits and plot) <i>The Rabbit and the Turtle</i>: Suggested Stopping Points to Invite Thinking <i>Daddy Calls Me Man</i>: Analyze the Text (illustrations)</p>
<p>CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Each Teaching Card contains a Connect to Read-Alouds or Connect to Book Club Books section where students are encouraged to compare and contrast certain aspects of books (such as characters) across multiple texts, IG pp. 27, 39 For example: <i>Let's Eat!</i> <i>Anansi the Spider</i> <i>Days With Frog and Toad</i></p> <p>Additionally, in some instances, Comprehension Clubs contains two or more books with the same characters. For example: <i>Bear Wants More</i> and <i>Bear Snores On</i> <i>Freckleface Strawberry</i> and <i>Freckleface Strawberry and the Dodgeball Bully</i> <i>David Gets in Trouble</i> and <i>David Goes to School</i> <i>Frog and Toad Are Friends</i> and <i>Days With Frog and Toad</i></p>
<p>Range of Reading and Level of Text Complexity</p>	<p>Comprehension Clubs is a carefully selected library of interactive read-aloud anchor texts</p>

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<p>CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>supported by topically relevant student book club titles, enabling students to do cross-textual analysis, to read widely across topics, and to build deep and sustaining background knowledge on developmentally appropriate topics. IG p. 5</p> <p>Students will be engaged by the high-quality, intriguing texts and will be able to understand the texts to deepen their knowledge. Each age-appropriate collection offers the following advantages: provides experience with a wide variety of texts within each unit of study, promotes growth toward grade-level reading proficiency, makes it easier to select books for whole-class discussion and student book clubs, lends itself to flexible grouping, provides a way to access and assess students’ progress, and provides an exemplary book collection that can be expanded over time. IG p. 10</p> <p>Students will benefit from experiencing a variety of texts. Each unit of study includes both literary and informational texts. Fictional text include sophisticated pictures books that provide an opportunity to expand vocabulary, interpret stories, and recognize how illustrations contribute to the understanding of the story. IG p. 11</p>
<p>Reading: Informational Text Key Ideas and Details CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.</p>	<p>Teachers choose one of the Interactive Read-Aloud books to share with the students during whole-class instructional time. Teachers can use the Suggested Stopping Points to Invite Thinking found on each Read-Aloud Teaching Card to elicit students' analysis and ask students to cite textual evidence to support understanding of the text, IG p. 15.</p> <p>Additionally, teachers are guided to help students read, cite textual evidence, and discuss how each Book Club book informs the reader to ensure deep comprehension of the Key Understandings of the text. Suggestions for where to draw readers’ attention, how to cite textual evidence, and what to write about in the readers’ notebooks are shared on each Book Club Teaching Card. Sample prompts designed to support discussion and lead students to revisit the text are also provided. See Offer Tools for Oral or Written Response, IG p. 37.</p> <p>Thinking Within the Text found on each Teaching Card supports students’ knowledge of key ideas and details, IG p. 149. Students engage in literal, inferential, and critical thinking through the interactive read-alouds and book clubs in order to comprehend each text. Opportunities for students to ask and answer questions about the text and demonstrate understanding of a text by noting and citing textual evidence are provided for the following informational titles:</p> <p><i>You and Me Together</i> <i>The Busy Body Book</i> <i>Growing Vegetable Soup</i> <i>Eating the Alphabet</i> <i>Healthy Me</i> <i>Let's Talk Tae Kwon Do</i></p>
<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p>	<p>Opportunities for students to determine the main topic and retell details are provided on each Teaching Card. Students analyze the text to explore the author’s purpose, facts and opinion,</p>

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	<p>organization and themes to help determine the main idea /details in the Read-Aloud Teaching Cards (Suggested Stopping Points to Invite Thinking). For example: <i>You and Me Together</i> <i>Eating the Alphabet</i> <i>The Busy Body Book</i></p> <p>Students develop comprehension by recounting key details that support the main idea in each of the following Book Club Teaching Cards: <i>Healthy Me: Developing Comprehension</i> <i>Growing Vegetable Soup: Analyze the Text</i></p>
CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>Each Teaching Card contains a Connect to Read-Alouds or Connect to Book Club Books section where students are encouraged to compare and contrast certain aspects of books across multiple texts within the unit, IG pp. 27, 39. For example: <i>The Busy Body Book: (What healthy habits are emphasized in each of the Book Club Books?)</i> <i>Let's Talk Tae Kwon Do (compare certain aspects of book with Read-Aloud books)</i></p> <p>Thinking Across Texts Within a Unit of Study, IG p. 142</p>
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.	<p>The Teaching Cards contain a Vocabulary section that lists essential words and related words for discussion. When meanings of words can be discovered through context, teachers are encouraged to model and reinforce how to learn vocabulary from context clues. Where that isn't possible, student-friendly definitions are also provided in this section for the teacher's convenience. IG pp. 26, 37</p> <p>For example: <i>Let's Talk Tae Kwon Do: Vocabulary (Essential Words, Related Words for Discussion)</i> <i>Healthy Me: Supporting All Learners (ELLs)</i></p>
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.	<p><i>Healthy Me</i> <i>Let's Talk Tae Kwon Do: Read · Cite Textual Evidence· Discuss (Text Features)</i></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><i>Let's Talk Tae Kwon Do: Thinking Within the Text</i></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>The Read-Aloud Teaching Cards contain a Suggested Stopping Points to Invite Thinking section that often prompts students to examine the illustrations. For example: <i>The Busy Body Book</i></p>
CCSS.ELA-Literacy.RI.1.8 Identify the reasons an author gives to support points in a text.	<p><i>Healthy Me: Read · Cite Textual Evidence· Discuss (Factual Information; Cause and Effect)</i></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>Opportunities for students to identify basic similarities in and differences between two or more texts on the same topic are provided for each title. See Connect to Book Club Books on each Read-Aloud Card and see Connect to Read-Aloud Books on each Book Club Card. Teachers</p>

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Grade 1 • Common Core State Standards	Comprehension Clubs • Grade 1
	model comparing and contrasting topics, ideas, treatments, themes, genres, text features, and language. IG p. 27, 39 For example <i>Eating the Alphabet</i> : Connect to Book Club Books
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.	Comprehension Clubs is a carefully selected library of interactive read-aloud anchor texts supported by topically relevant student book club titles, enabling students to do cross-textual analysis, to read widely across topics, and to build deep and sustaining background knowledge on developmentally appropriate topics. IG p. 5 Students will be engaged by the high-quality, intriguing texts and will be able to understand the texts to deepen their knowledge. Students will benefit from experiencing a variety of texts. Each unit of study includes both literary and informational texts. Developmentally appropriate informational books present complex ideas along with some technical language. These texts challenge students to acquire and discuss ideas and information and to go beyond the text to research topics of interest. IG p. 11
Reading: Foundational Skills Print Concepts CCSS.ELA-Literacy.RF.1.1 Demonstrate understanding of the organization and basic features of print.	Teachers model print concepts through the Read-Alouds and students can practice with the Book Club books.
CCSS.ELA-Literacy.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Teachers can point out the distinguishing features of a sentence through the Read-Alouds and students can practice with the Book Club books.
Phonological Awareness CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Initial sounds: <i>Eating the Alphabet</i>
CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<i>Direct instruction not specified.</i>
Phonics and Word Recognition CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Healthy Me</i> <i>Hi! Fly Guy</i>
CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.RF.1.3c Know final -e and common vowel team	<i>Direct instruction not specified.</i>

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conventions for representing long vowel sounds.	
CCSS.ELA-Literacy.RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.	<i>Direct instruction not specified.</i>
Fluency CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	Fluency is one of the strategic actions students use while developing comprehension. Thinking Within the Text, found on each Book Club Teaching Card, encourages students to adjust reading speed and technique according to the type of text and purpose for reading. IG p. 38 Struggling students need help with fluency and comprehension as well as building their confidence to handle both. One of the most effective ways to help is to invite them to read along with audiobooks, such as the streaming audiobooks in Comprehension Clubs. Students learn about fluency, expression, and reading at an appropriate rate. They also learn about punctuation and how it affects their reading style and pace, which in turn can affect comprehension. With the aid of audiobooks, struggling students can read more challenging books and are able to participate in the book clubs. IG p. 63
CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.	A wide range of text characteristics, some more challenging than others, occur within the included literacy and information texts. Sophisticated picture books provide an opportunity to expand vocabulary, interpret stories and recognize how illustrations contribute to the understanding of a story. Informational books present complex ideas along with some technical language. IG p.11
CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.	See RF.1.4 (above) For example: Goldilocks and the Three Bears: Supporting All Learners: Struggling Readers (Listen to the audiobook, paying attention to how certain words are stressed and how the bears' voices show alarm.)
CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Although not specifically addressed, teachers can encourage students to use this strategy when reading Book Club books, as determined appropriate.
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.	Conventions of standard English grammar and usage is modeled through the audio files of the Book Club titles.
CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive	Although specific instruction is not articulated, opportunities exist for teachers to address

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nouns.	common, proper, and possessive nouns. <i>Lilly's Purple Plastic Purse</i> : possessive nouns <i>Bear's New Friend</i> : possessive nouns <i>Gregory, the Terrible Eater</i> : proper nouns <i>Houndsley and Catina and the Quiet Time</i> : proper nouns <i>David Gets in Trouble</i> : proper nouns <i>David Goes to School</i> : proper nouns
CCSS.ELA-Literacy.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.1.1f Use frequently occurring adjectives.	Although specific instruction is not articulated, opportunities exist for teachers to address adjectives through expanding activities such as: <i>Growing Vegetable Soup</i> : Supporting ELLs
CCSS.ELA-Literacy.L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.1.1h Use determiners (e.g., articles, demonstratives).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<i>Eating the Alphabet</i> : Supporting ELLs
CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Although not specifically addressed, teachers can extend the writing lessons to include capitalization, punctuation, and spelling instruction.
CCSS.ELA-Literacy.L.1.2a Capitalize dates and names of people.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.1.2b Use end punctuation for sentences.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.1.2c Use commas in dates and to separate single words in a series.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<i>Direct instruction not specified.</i>
Vocabulary Acquisition and Use	<i>You and Me Together</i> : Supporting ELLs

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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.	<i>Bear Wants More</i> : Supporting ELLs <i>The Three Billy-Goats Gruff</i> : Supporting ELLs
CCSS.ELA-Literacy.L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.	<i>Stone Soup</i> : Supporting ELLs
CCSS.ELA-Literacy.L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.	Each Teaching Card contains a Vocabulary section containing Essential Words and Words for Discussion. Many of these words contain affixes and can lead to discussions of how that is a clue to the meaning of the word. For example: <i>City Mouse-Country Mouse</i> : Vocabulary (discontented, impractical underestimate) <i>The Relatives Came</i> : Vocabulary (anticipate, reunion)
CCSS.ELA-Literacy.L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	<i>The Three Billy-Goats Gruff</i> : Supporting ELLs
CCSS.ELA-Literacy.L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	<i>Bear Wants More</i> : Supporting ELLs
CCSS.ELA-Literacy.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).	<i>Direct instruction not specified.</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.	Each Read-Aloud Teaching Card includes a Write and Respond section which provides suggestions for student writing/dictating and drawing. For example: <i>Gregory, the Terrible Eater</i> : Write and Respond
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.	Each Read-Aloud Teaching Card includes a Write and Respond section which provides suggestions for student writing/dictating and drawing. For example: <i>The Hatseller and the Monkeys</i> : Write and Respond (expository)

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CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Each Read-Aloud Teaching Card includes a Write and Respond section which provides suggestions for student writing/dictating and drawing. For example: <i>What Should I Make?: Write and Respond</i>
Production and Distribution of Writing CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<i>Direct instruction not specified.</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).	Unit or theme projects invite students to continue the conversation about books they love and want to revisit, as well as demonstrate what they have learned as the result of exploring the theme or unit of study. These include general discussion questions and options for three easy-to-implement projects. IG pp. 86-87,91-93
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.	Unit or theme projects invite students to continue the conversation about books they love and want to revisit, as well as demonstrate what they have learned as the result of exploring the theme or unit of study. These include general discussion questions and options for three easy-to-implement projects. IG pp. 86-87,91-93
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.	Opportunities for students to engage in a range of collaborative discussions with diverse partners are provided throughout Comprehension Clubs. Teachers help students learn to use active listening and natural turn-taking by introducing talk routines that encourage peer-to-peer talk, such as Pair Talk, Threesome Talk, and Circle Talk in Two Pairs, IG p. 25. In book clubs, students learn to share their deep thinking about the book. Teachers and students discuss and engage with the books on multiple levels through reflective, academic conversation about the books, IG p. 28-32. Students learn to talk by talking. Their talk represents their thinking. Comprehension Clubs multiplies the opportunities for students to learn from talking and benefit from the language and thinking of others, IG p. 62
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).	Teachers help students learn to use active listening and natural turn-taking by introducing talk routines that encourage peer-to-peer talk, such as Pair Talk, Threesome Talk, and Circle Talk in Two Pairs.
CCSS.ELA-Literacy.SL.1.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	Students continue conversations through multiple exchanges through the discussions facilitated through the Suggested Stopping Points to Invite Thinking and Analyze the Text sections.
CCSS.ELA-Literacy.SL.1.1c Ask questions to clear up any confusion	During Read-Alouds, students are invited to participate, make comments, extend the ideas of

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about the topics and texts under discussion.	their peers, evaluate the author's point of view, and ask and respond to questions.
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.	During the read-aloud, teachers can pause and ask students to turn and talk with partners or share whole-group comments about the text. See Suggested Stopping Points to Invite Thinking on all Read-Aloud Cards. IG p. 20
CCSS.ELA-Literacy.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	During Read-Alouds, students are invited to participate, make comments, extend the ideas of their peers, evaluate the author's point of view, and ask and respond to questions.
Presentation of Knowledge and Ideas CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Unit or theme projects invite students to continue the conversation about books they love and want to revisit, as well as demonstrate what they have learned as the result of exploring the theme or unit of study. These include general discussion questions and options for three easy-to-implement projects. IG pp. 86-87,91-93
CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Unit or theme projects invite students to continue the conversation about books they love and want to revisit, as well as demonstrate what they have learned as the result of exploring the theme or unit of study. These include general discussion questions and options for three easy-to-implement projects. IG pp. 86-87,91-93
CCSS.ELA-Literacy.SL.1.6 Produce complete sentences when appropriate to task and situation.	Unit or theme projects invite students to continue the conversation about books they love and want to revisit, as well as demonstrate what they have learned as the result of exploring the theme or unit of study. These include general discussion questions and options for three easy-to-implement projects. IG pp. 86-87,91-93

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<p>Reading: Literature Key Ideas and Details CCSS.ELA-Literacy.RL.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>Comprehension Clubs is a comprehensive program with six themed units of study per grade, each organized in a spiraled curriculum that includes a collection of books and teacher materials that allow for rich, in-depth, text-base conversation about reading and complex global issues, IG p. 5. Teachers choose one of the Interactive Read-Aloud books to share with the students during whole-class instructional time. Teachers can use the Suggested Stopping Points to Invite Thinking found on each Read-Aloud Teaching Card to elicit students' analysis and ask students to cite textual evidence to support understanding of the text, IG p. 15.</p> <p>Additionally, teachers are guided to help students read, cite textual evidence, and discuss how each Book Club book informs the reader to ensure deep comprehension of the Key Understandings of the text. Suggestions for where to draw readers' attention, how to cite textual evidence, and what to write about in the readers' notebooks are shared on each Book Club Teaching Card. Sample prompts designed to support discussion and lead students to revisit the text are also provided. See Offer Tools for Oral or Written Response, IG p. 37.</p> <p>Thinking Within the Text found on each Teaching Card supports students' knowledge of key ideas and details, IG p. 149. Students engage in literal, inferential, and critical thinking through the interactive read-alouds and book clubs in order to comprehend each text. Opportunities for students to ask and answer questions about the text and demonstrate understanding of a text by</p>

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	<p>noting and citing textual evidence are provided for the following fictional titles:</p> <p><i>Louder, Lili!</i> <i>The Secret Shortcut</i> <i>Those Shoes</i> <i>Crazy Hair Day</i> <i>The Class From the Black Lagoon</i> <i>Ruby the Copycat</i> <i>The Best Seat in Second Grade</i> <i>Make Way for Dyanonde Daniel</i> <i>The Gym Teacher From the Black Lagoon</i> <i>Mouse & Lion</i> <i>The Talking Eggs</i> <i>Two of Everything</i> <i>The Twelve Dancing Princesses</i> <i>The Mud Pony</i> <i>The Magic Fish</i> <i>Strega Nona</i> <i>The Runaway Wok</i> <i>The Frog Prince</i> <i>Alexander and the Wind-Up Mouse</i> <i>Stand Tall, Molly Lou Melon</i> <i>Looking Like Me (poetry)</i> <i>Stink: The Incredible Shrinking Kid</i> <i>Marty McGuire</i> <i>Goldie</i> <i>City Green</i> <i>If the Shoe Fits</i> <i>Meet Danitra Brown</i> <i>Runaway Mittens</i> <i>When Gorilla Goes Walking</i> <i>Stink and the Great Guinea Pig Express</i> <i>Rich</i> <i>Homework Hassles</i> <i>Too Many Tamales</i></p>
<p>CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>Folklore and Literary Traditions is one of the Overarching Units spiraled throughout the curriculum and revisited in each grade. It focuses on classics from a variety of cultural traditions, and key elements in folklore. Students gain familiarity with stories that teach lessons, magic wishes and promises, tricksters, the significance of warnings, and how folklore provides a foundation for contemporary fantasy. IG p.13 See the following Grade 2 Teaching Cards: <i>Mouse & Lion</i>: Supporting ELLs; Suggested Stopping Points to Invite Thinking; Write and Respond <i>The Talking Eggs</i>: Supporting ELLs; Suggested Stopping Points to Invite Thinking</p>

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	<p><i>Two of Everything</i> (Chinese Folktale): Suggested Stopping Points to Invite Thinking; Analyze the Text; Connect to Book Club Books</p> <p><i>The Twelve Dancing Princesses</i>: Supporting ELLs; Suggested Stopping Points to Invite Thinking</p> <p><i>The Mud Pony</i>: Supporting ELLs; Suggested Stopping Points to Invite Thinking; Analyze the Text; Connect to Book Club Books</p> <p><i>The Magic Fish</i>: Read · Cite Textual Evidence · Discuss; Additional Resources</p> <p><i>Strega Nona</i> : Supporting All Learners (ELLs); Developing Comprehension</p> <p><i>The Runaway Wok</i>: Supporting All Learners (ELLs); Developing Comprehension</p> <p><i>The Frog Prince</i>: Developing Comprehension</p>
CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.	<p>Opportunities for students to read about, cite textual evidence, and discuss character’s traits are provided in numerous Teaching Cards. For example:</p> <p><i>Meet Danitra Brown</i>: Suggested Stopping Points to Invite Thinking; Connect to Book Club Books</p> <p><i>If the Shoe Fits</i>: Analyze the Text</p> <p><i>City Green</i>: Suggested Stopping Points to Invite Thinking; Connect to Book Club Books</p> <p><i>Rich</i>: Read · Cite Textual Evidence · Discuss</p> <p><i>Stand Tall, Molly Lou Melon</i>: Suggested Stopping Points to Invite Thinking</p> <p><i>Stink</i>: Read · Cite Textual Evidence · Discuss</p> <p><i>Marty McGuire</i>: Read · Cite Textual Evidence · Discuss; Thinking Beyond the Text</p> <p><i>Crazy Hair Day</i>: Analyze the Text</p>
<p>Craft and Structure</p> <p>CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Students are encouraged to describe how words and phrases supply rhythm and meaning in the following texts/Teaching Cards:</p> <p><i>The Magic Fish</i> (refrain)</p> <p><i>When Gorilla Goes Walking</i> (use of rhythm and rhyme): Analyze the Text</p> <p><i>Looking Like Me</i> (rhythm and rhyme of poetry)</p> <p><i>Giraffes Can't Dance</i>: Supporting All Learners (Struggling Readers)</p>
CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<p>Students discuss the organization of the book (beginning/ end or problem/solution) in the following Texts / Teaching Cards:</p> <p><i>Giraffes Can't Dance</i>: Read · Cite Textual Evidence · Discuss</p> <p><i>Too Many Tamales</i>: Read · Cite Textual Evidence · Discuss</p> <p><i>Rich</i>: Read · Cite Textual Evidence · Discuss</p> <p><i>Louder, Lili!</i>: Analyze the Text</p> <p><i>Crazy Hair Day</i>: Analyze the Text</p> <p><i>The Emperor's Egg</i>: Read · Cite Textual Evidence · Discuss</p>
CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<p><i>Marty McGuire</i> (dialogue): Read · Cite Textual Evidence · Discuss</p> <p><i>Goldie</i> (dialogue): Read · Cite Textual Evidence · Discuss; Supporting All Learners (ELLs)</p> <p><i>City Green</i> (dialogue)</p> <p><i>Homework Hassles</i> (dialogue)</p>

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	<p><i>Runaway Mittens</i> (dialogue) <i>The Magic Fish</i> (dialogue)</p>
<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p><i>The Runaway Wok</i>: Read · Cite Textual Evidence · Discuss <i>Strega Nona</i>: Read · Cite Textual Evidence · Discuss <i>The Twelve Dancing Princesses</i>: Suggested Stopping Points to Invite Thinking <i>Two of Everything</i>: Suggested Stopping Points to Invite Thinking <i>Ruby the Copycat</i>: Read · Cite Textual Evidence · Discuss <i>Make Way for Dyamonde Daniel</i>: Thinking About the Text <i>The Secret Shortcut</i>: Supporting ELLs <i>Louder, Lili!</i>: Analyze the Text</p>
<p>CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p><i>The Magic Fish</i>: Additional Resources (link to a version of this tale from Hawaii) Students compare and contrast the two versions.</p>
<p>Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Comprehension Clubs is a carefully selected library of interactive read-aloud anchor texts supported by topically relevant student book club titles, enabling students to do deep cross-textual analysis, to read widely across topics, and to build deep and sustaining background knowledge on developmentally appropriate topics. IG p. 5</p> <p>Students will be engaged by the high-quality, intriguing texts and will be able to understand the texts to deepen their knowledge. Each age-appropriate collection offers the following advantages: provides experience with a wide variety of texts within each unit of study, promotes growth toward grade-level reading proficiency, makes it easier to select books for whole-class discussion and student book clubs, lends itself to flexible grouping, provides a way to access and assess students’ progress, and provides an exemplary book collection that can be expanded over time. IG p. 10</p> <p>Students will benefit from experiencing a variety of texts. Each unit of study includes both literary and informational texts. Fictional text include sophisticated pictures books that provide an opportunity to expand vocabulary, interpret stories, and recognize how illustrations contribute to the understanding of the story. Longer stories, chapter books, and novels are also included as developmentally appropriate. IG p. 11</p>
<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>Teachers choose one of the Interactive Read-Aloud books to share with the students during whole-class instructional time. Teachers can use the Suggested Stopping Points to Invite Thinking found on each Read-Aloud Teaching Card to elicit students’ analysis and ask students to cite textual evidence to support understanding of the text, IG p. 15.</p> <p>Additionally, teachers are guided to help students read, cite textual evidence, and discuss how each Book Club book informs the reader to ensure deep comprehension of the Key Understandings of the text. Suggestions for where to draw readers’ attention, how to cite textual evidence, and what to write about in the readers’ notebooks are shared on each Book Club</p>

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	<p>Teaching Card. Sample prompts designed to support discussion and lead students to revisit the text are also provided. See Offer Tools for Oral or Written Response, IG p. 37.</p> <p>Thinking Within the Text found on each Teaching Card supports students’ knowledge of key ideas and details, IG p. 149. Students engage in literal, inferential, and critical thinking through the interactive read-alouds and book clubs in order to comprehend each text. Opportunities for students to ask and answer questions about the text and demonstrate understanding of a text by noting and citing textual evidence are provided for the following informational titles:</p> <p><i>Chameleon!</i> <i>Animal Snackers</i> <i>A House Spider's Lie</i> <i>Bugs for Lunch</i> <i>Who Eats What?</i> <i>Plants That Eat Animals</i> <i>A Salamander's Life</i> <i>The Emperor's Egg</i> <i>Dangerous Animals</i> <i>Two Eyes, a Nose, and a Mouth</i> <i>Diego</i> <i>My Baby Blue Jays</i> <i>Little Pink Pup</i> <i>The Buzz on Bees</i> <i>Two Bobbies</i> <i>Boy, Were We Wrong About Dinosaurs!</i> <i>Pierre the Penguin: A True Story</i> <i>Buddy: The First Seeing Eye Dog</i> <i>Panda Kindergarten</i> <i>Ibis: A True Whale Story</i></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><i>Little Pink Pup</i>: Analyze the Text (Author's Purpose/Theme) <i>Two Bobbies</i>: Analyze the Text (Author's Purpose); Connect to Book Club Books <i>Plants That Eat Animals</i>: Key Understandings <i>The Buzz on Bees</i>: Analyze the Text (Author's Purpose) <i>Who Eats What?:</i> Analyze the Text (Themes/ Ideas)</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><i>Who Eats What?</i> (food chains/ food webs) <i>A House Spider's Life</i> (stages of development) <i>A Salamander's Life</i> (seasons of a salamander's life)</p>
<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><i>Bugs for Lunch</i>: Supporting ELLs <i>Chameleon</i>: Supporting ELLs <i>Little Pink Pup</i>: Supporting ELLs <i>Dangerous Animals</i>: Supporting All Learners (ELLs)</p>

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	<p><i>The Emperor's Egg</i>: Supporting All Learners (ELLs) <i>Boy, Were We Wrong About Dinosaurs!:</i> Supporting ELLs <i>Pierre the Penguin: A True Story</i>: Supporting All Learners (ELLs) <i>Panda Kindergarten</i>: Supporting All Learners (ELLs) <i>Who Eats What?:</i> Supporting ELLs</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><i>Plants That Eat Animals</i> <i>Who Eats What?</i> <i>A House Spider's Life</i></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><i>Little Pink Pup</i>: Analyze the Text (Author's Purpose/ Theme) <i>Two Bobbies</i>: Analyze the Text (Author's Purpose) <i>Diego</i>: Suggested Stopping Points to Invite Thinking; Analyze the Text (Author's Purpose) <i>Plants That Eat Animals</i>: Developing Comprehension <i>The Buzz on Bees</i>: Analyze the Text (Author's Purpose) <i>Panda Kindergarten</i>: Read · Cite Textual Evidence · Discuss <i>Who Eats What?</i> : Suggested Stopping Points to Invite Thinking <i>A House Spider's Life</i>: Analyze the Text (Author's Purpose)</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><i>A House Spider's Life</i>: Analyze the Text (Illustrations) <i>Who Eats What?:</i> Connect to Book Club Books <i>The Buzz on Bees</i>: Suggested Stopping Points to Invite Thinking</p>
CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text.	<p><i>Plants That Eat Animals</i>: Author's Craft; Read · Cite Textual Evidence · Discuss <i>Boy, Were We Wrong About Dinosaurs!:</i> Analyze the Text (Genre) <i>Dangerous Animals</i>: Thinking Within the Text</p>
CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	<p>Opportunities for students to identify basic similarities in and differences between two or more texts on the same topic are provided for each title. See Connect to Book Club Books on each Read-Aloud Card and see Connect to Read-Aloud Books on each Book Club Card. Teachers model comparing and contrasting topics, ideas, treatments, themes, genres, text features, and language. IG p. 27, 39 For example:</p> <p><i>A House Spider's Life</i>: Connect to Book Club Books <i>Dangerous Animals</i>: Connect to Read-Aloud Books</p>
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.	<p>Comprehension Clubs is a carefully selected library of interactive read-aloud anchor texts supported by topically relevant student book club titles, enabling students to do cross-textual analysis, to read widely across topics, and to build deep and sustaining background knowledge on developmentally appropriate topics. IG p. 5</p> <p>Students will be engaged by the high-quality, intriguing texts and will be able to understand the texts to deepen their knowledge.</p>

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	Students will benefit from experiencing a variety of texts. Each unit of study includes both literary and informational texts. Developmentally appropriate informational books present complex ideas along with some technical language. These texts challenge students to acquire and discuss ideas and information and to go beyond the text to research topics of interest. IG p. 11
Reading: Foundational Skills Phonics and Word Recognition CCSS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.RF.2.3c Decode regularly spelled two-syllable words with long vowels.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.RF.2.3d Decode words with common prefixes and suffixes.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	<i>Direct instruction not specified.</i>
Fluency CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	Fluency is one of the strategic actions students use while developing comprehension. Thinking Within the Text, found on each Book Club Teaching Card, encourages students to adjust reading speed and technique according to the type of text and purpose for reading. IG p. 38 Struggling students need help with fluency and comprehension as well as building their confidence to handle both. One of the most effective ways to help is to invite them to read along with audiobooks, such as the streaming audiobooks in Comprehension Clubs. Students learn about fluency, expression, and reading at an appropriate rate. They also learn about punctuation and how it affects their reading style and pace, which in turn can affect comprehension. With the aid of audiobooks, struggling students can read more challenging books and are able to participate in the book clubs. IG p. 63
CCSS.ELA-Literacy.RF.2.4a Read grade-level text with purpose and understanding.	A wide range of text characteristics, some more challenging than others, occur within the included literacy and information texts. Sophisticated picture books provide an opportunity to expand vocabulary, interpret stories and recognize how illustrations contribute to the understanding of a story. Informational books present complex ideas along with some technical language. IG p.11
CCSS.ELA-Literacy.RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression.	See RF.2.4 (above) For example: <i>Giraffes Can't Dance</i> : Supporting All Learners: Struggling Readers (Listen to the audiobook to

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	help students with the rhythm of the poetic language in order to promote fluency.) <i>Stink: The Incredible Shrinking Kid: Supporting All Learners: Struggling Learners</i> (Listen to the audiobook to hear how the dialogue is read and to help students read expressively.)
CCSS.ELA-Literacy.RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Direct instruction not specified.</i>
Language 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.	Conventions of standard English grammar and usage is modeled through the audio files of the Book Club titles.
CCSS.ELA-Literacy.L.2.1a Use collective nouns (e.g., group).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.2.1c Use reflexive pronouns (e.g., myself, ourselves).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Although not specifically addressed, teachers can extend the writing lessons to include capitalization, punctuation, and spelling instruction.
CCSS.ELA-Literacy.L.2.2a Capitalize holidays, product names, and geographic names.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.2.2b Use commas in greetings and closings of letters.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<i>Direct instruction not specified.</i>
Knowledge of Language CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Conventions of standard English grammar and usage is modeled through the audio files of the Book Club titles.
CCSS.ELA-Literacy.L.2.3a Compare formal and informal uses of English.	<i>Direct instruction not specified.</i>
Vocabulary Acquisition and Use	<i>Louder, Lili: Supporting ELLs</i>

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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.	<i>Crazy Hair Day</i> : Supporting ELLs <i>Little Pink Pup</i> : Supporting ELLs <i>Pierre the Penguin: A True Story</i> : Supporting All Learners (ELLs)
CCSS.ELA-Literacy.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	Homework Hassles: Supporting All Learners (ELLs)
CCSS.ELA-Literacy.L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	Each Teaching Card contains a Vocabulary section containing Essential Words and Words for Discussion. Many of these words contain prefixes and can lead to discussions of how that is a clue to the meaning of the word. For example: <i>Ruby the Copycat</i> : Vocabulary (insecure) <i>The Gym Teacher From the Black Lagoon</i> : Vocabulary (misunderstood) <i>Strega Nona</i> : Vocabulary (irresponsible) <i>The Runaway Wok</i> : Vocabulary (misfortune)
CCSS.ELA-Literacy.L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	<i>The Gym Teacher From the Black Lagoon</i> : Supporting All Learners (ELLs) <i>The Secret Shortcut</i> : Vocabulary (shortcut) <i>The Talking Eggs</i> : Vocabulary (trustworthy) <i>Strega Nona</i> : Vocabulary (overflow) <i>Diego</i> : Vocabulary (daydreamed)
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.	<i>A House Spider's Life</i> (glossary)
CCSS.ELA-Literacy.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	<i>Make Way for Dyamonde Daniel</i> : Supporting All Learners (ELLs) <i>The Best Seat in Second Grade</i> : Supporting All Learners (ELLs) <i>When Gorilla Goes Walking</i> : Supporting ELLs
CCSS.ELA-Literacy.L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Teachers should encourage students to use words and phrases acquired through the many read-alouds and discussions. These words will include descriptive adjectives and adverbs. For example, descriptive language can be found in the following read-alouds: <i>The Secret Shortcut</i> <i>When Gorilla Goes Walking</i> <i>Giraffes Can't Dance</i> <i>Dangerous Animals</i>

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<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 about text provides students with an effective and precise way to construct meaning and knowledge about the text. Inviting students to write about a text enhances their reading comprehension because it provides greater opportunities to think about a text, and organize and integrate their ideas. Each Teaching Card provides writing opportunities for students.</p> <p>Book Club Teaching Cards invite teachers to encourage students to use their Reader’s Notebooks. Suggestions for using a Reader’s Notebook are provided, IG p. 40-42. During facilitated book clubs, writing in a reader’s notebook serves two broad purposes: one informal and personal; the other, more formal and public. Guidance for using the Reader’s Notebook are shared on Each Book Club Teaching Card. Students are reminded, as the read, to write in their notebooks what they want to talk about with their group, including any questions they have. Students participate both informal and formal writing. Students use informal writing to capture and guide their own thinking about a book or to prepare for upcoming book discussions. Examples of informal writing include: quick notes, lists, sketches, predictions, confirmations, questions, favorite language, and diagrams. Writing that is more formal can serve as an assessment tool demonstrating what students have learned or thought as they read. This writing is meant to be shared in a more public way, for example, detailed book notes and quotes that lead to a book review, or a list of essential questions and the answers obtained through a collaborative inquiry project. Other more formal writings may include author or illustrator studies, literary essays, genre studies, biographical sketches, and news articles, IG p. 36.</p> <p>Read-Aloud Teaching Cards provide Write and Respond Activities for students. Encouraging students to write about text provides them with opportunities to absorb content more deeply. It also provides the teacher with the opportunity to evaluate student comprehension and key understanding, IG p. 27.</p> <p>For example: <i>Meet Danitra Brown</i>: Write and Respond <i>Two Eyes, a Nose, and a Mouth</i>: Write and Respond</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>See the following Teaching Cards: <i>A House Spider’s Life</i>: Write and Respond (outline) <i>My Baby Blue Jays</i>: Write and Respond (fact book)</p>
<p>CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>See the following Teaching Cards: <i>The Twelve Dancing Princesses</i>: Write and Respond <i>Stand Tall, Molly Lou Melon</i>: Write and Respond <i>If the Shoe Fits</i>: Write and Respond</p>
<p>Production and Distribution of Writing CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in</p>	<p><i>Direct instruction not specified.</i></p>

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collaboration with peers.	
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 produce a report; record science observations).	Unit or theme projects invite students to continue the conversation about books they love and want to revisit, as well as demonstrate what they have learned as the result of exploring the theme or unit of study. These include general discussion questions and options for three easy-to-implement projects. IG pp. 86-87, 94-96
CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	Unit or theme projects invite students to continue the conversation about books they love and want to revisit, as well as demonstrate what they have learned as the result of exploring the theme or unit of study. These include general discussion questions and options for three easy-to-implement projects. IG pp. 86-87, 94-96
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.	<p>Opportunities for students to engage in a range of collaborative discussions with diverse partners are provided throughout Comprehension Clubs. Teachers help students learn to use active listening and natural turn-taking by introducing talk routines that encourage peer-to-peer talk, such as Pair Talk, Threesome Talk, and Circle Talk in Two Pairs, IG p. 25.</p> <p>In book clubs, students learn to share their deep thinking about the book. Teachers and students discuss and engage with the books on multiple levels through reflective, academic conversation about the books, IG p. 28-32.</p> <p>Students learn to talk by talking. Their talk represents their thinking. Comprehension Clubs multiplies the opportunities for students to learn from talking and benefit from the language and thinking of others, IG p. 62</p>
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 help students learn to use active listening and natural turn-taking by introducing talk routines that encourage peer-to-peer talk, such as Pair Talk, Threesome Talk, and Circle Talk in Two Pairs.
CCSS.ELA-Literacy.SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.	Students build on others' talk through the discussions facilitated through the Suggested Stopping Points to Invite Thinking and Analyze the Text sections.
CCSS.ELA-Literacy.SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	During Read-Alouds, students are invited to participate, make comments, extend the ideas of their peers, evaluate the author's point of view, and ask and respond to questions.
CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	During the read-aloud, teachers can pause and ask students to turn and talk with partners or share whole-group comments about the text. See Suggested Stopping Points to Invite Thinking on all Read-Aloud Cards. IG p. 20
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.	During Read-Alouds, students are invited to participate, make comments, extend the ideas of their peers, evaluate the author's point of view, and ask and respond to questions.
Presentation of Knowledge and Ideas CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with	Unit or theme projects invite students to continue the conversation about books they love and want to revisit, as well as demonstrate what they have learned as the result of exploring the

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appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	theme or unit of study. These include general discussion questions and options for three easy-to-implement projects. IG pp. 86-87,91-93
CCSS.ELA-Literacy.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Although the Unit Projects aren't necessarily recorded, the Rubric for Assessing Student Progress on Unit Projects (IG p.87) includes, "Uses drawing, writing, or other creative activity to reflect and extend the meaning of the texts."
CCSS.ELA-Literacy.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Unit or theme projects invite students to continue the conversation about books they love and want to revisit, as well as demonstrate what they have learned as the result of exploring the theme or unit of study. These include general discussion questions and options for three easy-to-implement projects. IG pp. 86-87,91-93

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<p>Reading: Literature Key Ideas and Details CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Comprehension Clubs is a comprehensive program with six themed units of study per grade, each organized in a spiraled curriculum that includes a collection of books and teacher materials that allow for rich, in-depth, text-base conversation about reading and complex global issues, IG p. 5.</p> <p>Teachers choose one of the Interactive Read-Aloud books to share with the students during whole-class instructional time. Teachers can use the Suggested Stopping Points to Invite Thinking found on each Read-Aloud Teaching Card to elicit students' analysis and ask students to cite textual evidence to support understanding of the text, IG p. 15.</p> <p>Additionally, teachers are guided to help students read, cite textual evidence, and discuss how each Book Club book informs the reader to ensure deep comprehension of the Key Understandings of the text. Suggestions for where to draw readers' attention, how to cite textual evidence, and what to write about in the readers' notebooks are shared on each Book Club Teaching Card. Sample prompts designed to support discussion and lead students to revisit the text are also provided. See Offer Tools for Oral or Written Response, IG p. 37.</p> <p>Thinking Within the Text found on each Teaching Card supports students' knowledge of key ideas and details, IG p. 149. Students engage in literal, inferential, and critical thinking through the interactive read-alouds and book clubs in order to comprehend each text. Opportunities for students to ask and answer questions about the text and demonstrate understanding of a text by noting and citing textual evidence are provided for the following fictional titles:</p> <p><i>I Will Never NOT EVER Eat a Tomato</i> <i>My Rotten Redheaded Older Brother</i> <i>Oh, Brother!</i> <i>My Brother Charlie</i> <i>Big Red Lollipop</i> <i>Rotten Richie and the Ultimate Dare</i> <i>Cockroach Cooties</i></p>

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	<p><i>Tales of a Fourth Grade Nothing</i> <i>Trivia Queen, 3rd Grade Supreme</i> <i>Pretty Salma</i> <i>The Hunterman and the Crocodile</i> <i>The Gingerbread Girl</i> <i>The Tale of Tricky Fox</i> <i>Borreguita and the Coyote</i> <i>The Seven Chines Brothers</i> <i>The Gingerbread Cowboy</i> <i>Zomo the Rabbit</i> <i>The Adventure of Spider</i> <i>Dolphins on the Sand (Informational Fiction)</i> <i>Water Hole Waiting (Informational Fiction)</i> <i>Owl Moon</i> <i>Thunder Cake</i> <i>The Princess Knight</i> <i>Brave as a Mountain Lion</i> <i>The Dot</i> <i>Keep the Lights Burning, Abbie</i> <i>Bobby the Brave (Sometimes)</i> <i>Sophie the Hero</i> <i>Third Grade Angels</i> <i>Long Shot</i> <i>Clementine!</i> <i>Girl Wonder</i> <i>Family Huddle</i> <i>Play Ball!</i> <i>Detective LaRue</i> <i>The Web Files</i> <i>What Really Happened the Humpty Dumpty?</i> <i>Miss Nelson is Missing!</i> <i>Ace Lacewing: Bug Detective</i> <i>The Deadly Dungeon (A to Z Mysteries)</i> <i>The Mona Mouse Code</i> <i>The Talking T. Rex</i> <i>The Case of the Runaway Dog</i></p>
<p>CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>Folklore and Literary Traditions is one of the Overarching Units spiraled throughout the curriculum and revisited in each grade. It focuses on classics from a variety of cultural traditions, and key elements in folklore. Students gain familiarity with stories that teach lessons, magic wishes and promises, tricksters, the significance of warnings, and how folklore provides a foundation for contemporary fantasy, IG p. 13. See the following Grade 3 Teaching Cards that focus on Trickster Tales: <i>The Tale of Tricky Fox</i></p>

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	<p><i>The Hunterman and the Crocodile</i> <i>The Gingerbread Girl</i> <i>Borreguita and the Coyote</i> <i>Card Pretty Salma</i> <i>Zomo the Rabbit</i> <i>The Seven Chinese Brothers</i> <i>The Adventures of Spider</i> <i>The Gingerbread Cowboy</i></p>
<p>CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>Opportunities for students to read about, cite textual evidence, and discuss specific details in a text to describe a character, story setting, or events in a story are provided in the following Book Club Teaching Cards:</p> <p><i>Tales of a Fourth Grade Nothing</i>, explore character’s point of view <i>Cockroach Cooties</i>, explore character development <i>Trivia Queen, 3rd Grade Supreme</i>, explore characters’ traits <i>The Seven Chines Brothers</i>, explore how author reveals character <i>The Gingerbread Cowboy</i>, explore use of rhyme and repetition to reveal character <i>The Adventure of Spider</i>, explore character’s trickster traits <i>Keep the Lights Burning, Abbie</i>, explore character’s personal qualities using dialogue <i>Bobby the Brave (Sometimes)</i>, explore characters’ traits <i>Sophie the Hero</i>, explore use of humor and dialogue to reveal character traits <i>Third Grade Angels</i>, explore narration and dialogue to reveal character traits <i>Play Ball!</i>, explore character’s thoughts and feelings <i>The Mona Mouse Code</i>, explore how character is revealed <i>The Talking T. Rex</i>, explore dialogue that reveals character <i>The Case of the Runaway Dog</i>, explore narration that reveals character</p> <p>Suggested Teaching Points encouraging students to think about analyze the text, specifically describing character, setting, or event in a story are provided in the following Read-Aloud Teaching Cards:</p> <p><i>I Will Never NOT EVER Eat a Tomato</i>, describe character <i>My Rotten Redheaded Older Brother</i>, use dialogue to help describe characters <i>Oh, Brother!</i>, note character’s point of view <i>My Brother Charlie</i>, compare character traits <i>Big Red Lollipop</i>, explore character feelings <i>The Hunterman and the Crocodile</i>, explore character through dialogue <i>The Gingerbread Girl</i>, explore character through dialogue <i>The Tale of Tricky Fox</i>, explain character <i>Borreguita and the Coyote</i>, discuss author’s choice of characters <i>Brave as a Mountain Lion</i>, explore character traits <i>The Dot</i>, explore character through dialogue and illustrations</p>
<p>Craft and Structure</p>	<p>Thinking About the Text on the Teaching Cards provides opportunities to interpret words and</p>

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<p>CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>	<p>phrases as they are used in a text, IG p. 150. Students determine the meaning of words as they are used in a text in the following Teaching Cards: <i>The Web Files</i>, author uses wordplay such as tongue twisters and alliteration to add entertainment and humor to the story. <i>Ace Lacewing</i>, details in the text use bug species and other related words in wordplay. <i>The Mona Mousa Code</i>, author uses puns and wordplay to give the setting distinction and provide humor. <i>What Really Happened to Humpty?</i>, Notable Text Features, students explore puns.</p>
<p>CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>Thinking About the Text on the Teaching Cards provides opportunities to analyze the structure of a text, IG p. 150. Students discuss the organization of the book and refer to the chapter titles to help predict events and reveal character traits and themes in the following Book Club Teaching Cards: <i>Tales of a Fourth Grade Nothing</i> <i>Trivia Queen, 3rd Grade Supreme</i> <i>Bobby the Brave (Sometimes)</i> <i>Sophie the Hero</i></p>
<p>CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Thinking About the Text on the Teaching Cards provides opportunities to assess how point of view or purpose shapes the content and style of a text, IG p. 150. Through exploration of the author’s craft, students can explore and distinguish different points of view. See the following Teaching Cards: <i>Oh Brother!</i>, author uses first-person point of view to show feeling of character. <i>My Rotten Redheaded Older Brother</i>, students explore description of events from author’s point of view. <i>Rotten Richie and the Ultimate Dare</i>, author tells story from her childhood point of view. <i>Big Red Lollipop</i>, story told in first-person narration. <i>Owl Moon</i>, author writes in first-person narration. <i>Thunder Cake</i>, author uses first-person narration from her viewpoint as a young girl. <i>Third Grade Angels</i>, first-person narration reveals thoughts and feelings of character. <i>Long Shot</i>, author creates exciting action and realistic scenes in first-person narration. <i>Girl Wonder</i>, author tells story from character’s first-person point of view. <i>Ace Lacewing</i>, first-person narration and dialogue used as classic detective story. <i>The Mona Mousa</i>, character’s first-person narration and dialogue reveal personality. <i>The Case of the Runaway Dog</i>, first-person narration reveals characters thoughts and feelings.</p>
<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>Thinking Beyond the Text on the Teaching Cards provides opportunities for students to integrate and evaluate content presented in diverse media and formats, such as illustrations, IG p. 149. Students explore illustrations and how they support text in the following Teaching Cards: <i>I Will Never NOT EVER Eat a Tomato</i>, students explore Imaginative illustrations that further the story's humor and support story. <i>My Rotten Redheaded Older Brother</i>, teachers prompt students to explore vivid illustrations and what they reveal about the characters.</p>

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	<p><i>Pretty Salma</i>, students discuss how illustrations help reader to better understand the plot of the story.</p> <p><i>The Hunterman and the Crocodile</i>, author uses illustrations to show characters’ expressions and actions.</p> <p><i>Brave as a Mountain Lion</i>, watercolor illustrations accurately and expressively depict the setting and the characters’ feelings.</p> <p><i>The Dot</i>, students explore use of simple illustrations to convey meaning.</p> <p><i>Thunder Cake</i>, students note how illustrations complement and bring to life the descriptions in the text.</p> <p><i>Detective LaRue</i>, author uses two styles of illustrations to add humor.</p> <p><i>Miss Nelson Is Missing</i>, students explore text and illustrations to understand story.</p> <p><i>Ace Lacewing: Bug Detective</i>, students explore humor provided by illustrations.</p>
<p>CCSS.ELA-Literacy.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>Although specific instruction is not provided on the Teaching Cards, teachers can extend the lesson to include comparing and contrasting themes, settings, and plots of stories about the same or similar characters in a series. See the following series books included in the Grade 3:</p> <p><i>The Deadly Dungeon (A to Z Mysteries)</i></p> <p><i>The Mona Mouse Code</i></p> <p><i>The Talking T. Rex</i></p> <p><i>The Case of the Runaway Dog</i></p> <p><i>Bobby the Brave (Sometimes)</i></p> <p><i>Sophie the Hero</i></p> <p><i>Third Grade Angels</i></p>
<p>Range of Reading and Complexity of Text CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Comprehension Clubs is a carefully selected library of interactive read-aloud anchor texts supported by topically relevant student book club titles, enabling students to do deep cross-textual analysis, to read widely across topics, and to build deep and sustaining background knowledge on developmentally appropriate topics. IG p. 5</p> <p>Students will be engaged by the high-quality, intriguing texts and will be able to understand the texts to deepen their knowledge. Each age-appropriate collection offers the following advantages: provides experience with a wide variety of texts within each unit of study, promotes growth toward grade-level reading proficiency, makes it easier to select books for whole-class discussion and student book clubs, lends itself to flexible grouping, provides a way to access and assess students’ progress, and provides an exemplary book collection that can be expanded over time. IG p. 10</p> <p>Students will benefit from experiencing a variety of texts. Each unit of study includes both literary and informational texts. Fictional text include sophisticated pictures books that provide an opportunity to expand vocabulary, interpret stories, and recognize how illustrations contribute to the understanding of the story. Longer stories, chapter books, and novels are also included as developmentally appropriate. IG p. 11</p>

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<p>Reading: Informational Text Key Ideas and Details CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Teachers choose one of the Interactive Read-Aloud books to share with the students during whole-class instructional time. Teachers can use the Suggested Stopping Points to Invite Thinking found on each Read-Aloud Teaching Card to elicit students' analysis and ask students to cite textual evidence to support understanding of the text, IG p. 15.</p> <p>Additionally, teachers are guided to help students read, cite textual evidence, and discuss how each Book Club book informs the reader to ensure deep comprehension of the Key Understandings of the text. Suggestions for where to draw readers' attention, how to cite textual evidence, and what to write about in the readers' notebooks are shared on each Book Club Teaching Card. Sample prompts designed to support discussion and lead students to revisit the text are also provided. See Offer Tools for Oral or Written Response, IG p. 37.</p> <p>Thinking Within the Text found on each Teaching Card supports students' knowledge of key ideas and details, IG p. 149. Students engage in literal, inferential, and critical thinking through the interactive read-alouds and book clubs in order to comprehend each text. Opportunities for students to ask and answer questions about the text and demonstrate understanding of a text by noting and citing textual evidence are provided for the following informational titles:</p> <p><i>Common Ground</i> <i>Life in a Coral Reef</i> <i>Manfish: A Story of Jacques Cousteau</i> <i>Dolphins on the Sand</i> <i>Water Hole Waiting</i> <i>Into the A, B, Sea</i> <i>Winter's Tail</i> <i>Ocean Sunlight</i> <i>The Magic School Bus On the Ocean Floor</i> <i>Pele, King of Soccer</i> <i>Playing to Win</i> <i>Wilma Unlimited</i> <i>Mermaid Queen</i></p> <p>See the following Teaching Cards for example: <i>Dolphins on the Sand</i>, Analyze the Text, students discuss and summarize the chain of events in the story. <i>Life in a Coral Reef</i>, Notable Text Features, teachers invite students to ask questions about what they don't understand and discuss as a group. <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i>, Developing Comprehension, students identify facts learned from text and summarize what book is about.</p>
<p>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.</p>	<p>Opportunities for students to determine the main idea and recount details are provided on each Teaching Card. Students analyze the text to explore the author's purpose, facts and opinion, problems and solutions and themes to help determine the main idea in the following Read-Aloud Teaching Cards:</p> <p><i>Common Ground</i></p>

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	<p><i>Manfish: A Story of Jacques Cousteau</i> <i>Water Hole Waiting</i> <i>Life in a Coral Reef</i> <i>Dolphins on the Sand</i> <i>Pele, King of Soccer</i> <i>Playing to Win</i></p> <p>Students develop comprehension by recounting key details that support the main idea in each of the following Book Club Teaching Card:</p> <p><i>Into the A, B, Sea</i> <i>Winter's Tail</i> <i>Ocean Sunlight</i> <i>The Magic School Bus On the Ocean Floor</i> <i>Wilma Unlimited</i> <i>Mermaid Queen</i></p>
<p>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.</p>	<p>After the sharing the read-aloud, teachers can revisit the book to help students notice and cite textual evidence that describes a relationship between a series of events. See the following Teaching Cards:</p> <p><i>Common Ground</i>, Organization, the author make use of both cause and effect and compare and contrast structures in the text.</p> <p><i>Playing to Win</i>, Genre, the book presents details in chronological order, including key facts and date.</p> <p><i>Life in a Coral Reef</i>, Organization, author uses a day-in-the-life format to tell about life along the coral reef.</p> <p><i>Dolphins on the Sand</i>, the author shows a chain of events as he tells the story.</p> <p><i>Wilma Unlimited</i>, the biography presents key events in chronological order.</p>
<p>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.</p>	<p>Each Teaching Card provides vocabulary words teachers can use to help students notice and understand specific vocabulary related to the text. Students will encounter Essential Words during the read-aloud, and Related Words for Discussion can be introduced to enhance conversation and understanding of the text. Teachers can model and reinforce how to learn vocabulary from context clues. Where that isn't possible, teachers can define the words aloud for students, in student-friendly language. Definitions are provided for teacher convenience, IG p. 26.</p> <p>Some text may contain challenging scientific terms or domain-specific vocabulary. Teachers should encourage students to use details in illustrations to help with meaning and to monitor their own understanding of the terms. Teachers should provide help in clarifying meanings as necessary. See the following Teaching Cards that note challenging vocabulary:</p> <p><i>Ocean Sunlight</i> <i>Into the A, B, Sea</i> <i>Mermaid Queen</i></p>

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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.	Students explore text features used to inform and support text in the following Book Club Teaching Cards: <i>The Magic School Bus On the Ocean Floor</i> , students explore and cite textual evidence of how the book uses text features, such as labels, captions, and informational student reports to support the text. <i>Mermaid Queen</i> , students explore and cite textual evidence of different typefaces used to enhance the text and highlight important events, ideas, and actions. <i>Winter's Tail</i> , students view engaging photographs and captions that support the text.
CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text.	<i>Direct instruction not specified.</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 demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Students explore and discuss illustrations and words in a text to demonstrate understanding of the text in the following Teaching Cards: <i>Dolphins on the Sand</i> , Suggest Stopping Points to Invite Thinking, illustrations help to understand the chain of events in the story. <i>Life in a Coral Reef</i> , Key Understandings and Suggested Stopping Points to Invite Thinking, clearly written text and intriguing, supporting illustrations are used to present facts and opinions to help understand the text. <i>Manfish: A Story of Jacques Cousteau</i> , Key Understandings, effective illustrations and poetic language portray the awesome world of sea life. <i>Water Hole Waiting</i> , Key Understandings and Suggested Stopping Points to Invite Thinking, author uses poetic language and patterned text. <i>The Magic School Bus On the Ocean Floor</i> , Key Understandings and Read/Cite/Discuss, colorful illustrations and text features offer visual support for the text while giving additional facts about the topic. <i>Winter's Tail</i> , Read/Cite/Discuss, text and photos provide authenticity and document the sequence of events. <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> , Key Understandings, vibrant art supports the text and engages the readers. <i>Into the A, B, Sea</i> , Key Understandings, full-page illustrations show the animals in action as the text describes.
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).	Students describe the logical connections in a text in the following Teaching Cards: <i>Common Ground</i> , Analyze Text and Organization, teachers revisit the book to help students notice and cite textual evidence of the author's organization using structures that show cause and effect and compare and contrast. <i>Wilma Unlimited</i> , Developing Comprehension, teachers encourage students to note and discuss how and why the last page of the book connects back to the first page.
CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Opportunities for students to compare and contrast information presented in two or more texts on the same topic are provided for each title. See Connect to Book Club Books on each Read-Aloud Card and see Connect to Read-Aloud Books on each Book Club Card. Teachers model comparing and contrasting topics, ideas, treatments, themes, genres, text features, language and

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	literary features, and vocabulary, IG p. 27, 39.
<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>Comprehension Clubs is a carefully selected library of interactive read-aloud anchor texts supported by topically relevant student book club titles, enabling students to do deep cross-textual analysis, to read widely across topics, and to build deep and sustaining background knowledge on developmentally appropriate topics. IG p. 5</p> <p>Students will be engaged by the high-quality, intriguing texts and will be able to understand the texts to deepen their knowledge. Each age-appropriate collection offers the following advantages: provides experience with a wide variety of texts within each unit of study, promotes growth toward grade-level reading proficiency, makes it easier to select books for whole-class discussion and student book clubs, lends itself to flexible grouping, provides a way to access and assess students’ progress, and provides an exemplary book collection that can be expanded over time. IG p. 10</p> <p>Students will benefit from experiencing a variety of texts. Each unit of study includes both literary and informational texts. Developmentally appropriate informational books present complex ideas along with some technical language. These texts challenge students to acquire and discuss ideas and information and to go beyond the text to research topics of interest. IG p. 11</p>
<p>Reading: Foundational Skills Phonics and Word Recognition CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Readers access a wide range of information when they read. Thinking Within the Text, found on each Book Club Teaching Card, includes strategic actions readers use to process the text and gain meaning. Decoding words and using word meaning and what readers know about language is one of the ways readers process text, IG p. 38.</p>
<p>CCSS.ELA-Literacy.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p><i>ManfishL A Story of Jacques Cousteau</i>, Supporting ELLs, students use knowledge of base words to understand the meaning of words with suffixes.</p>
<p>CCSS.ELA-Literacy.RF.3.3b Decode words with common Latin suffixes.</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.RF.3.3c Decode multisyllable words. Read grade-appropriate irregularly spelled words.</p>	<p><i>Direct instruction not specified.</i></p>
<p>Fluency CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Fluency is one of the strategic actions students use while developing comprehension. Thinking Within the Text, found on each Book Club Teaching Card, encourages students to adjust reading speed and technique according to they type of text and purpose for reading, IG p. 38</p> <p>Struggling students need help with fluency and comprehension as well as building their confidence to handle both. One of the most effective ways to help is to invite them to read along with audiobooks, such as the streaming audiobooks in Comprehension Clubs. Students learn about fluency, expression, and reading at an appropriate rate. They also learn about punctuation and how it affects their reading style and pace, which in turn can affect comprehension. With the aid of audiobooks, struggling students can read more challenging books and are able to participate in the book clubs, IG p. 63.</p>

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CCSS.ELA-Literacy.RF.3.4a Read grade-level text with purpose and understanding.	Comprehension Clubs is a carefully selected library of interactive read-aloud anchor texts supported by topically relevant student book club titles, enabling students to read widely across topics and build background knowledge on developmentally appropriate topics, IG p. 5. Across the year and across the grades, Comprehension Clubs provides a wide variety of texts within each unit of study promoting growth toward grade-level reading proficiency, IG p. 10.
CCSS.ELA-Literacy.RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	When meanings of words can be discovered through context, teachers can model and reinforce how to learn vocabulary from contextual clues and encourage students to guess meaning of words from context clues, IG p. 26, 37.
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.	<i>Although not specifically addressed, teachers can extend the writing lessons to include grammar and usage.</i>
CCSS.ELA-Literacy.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Students explore the function and use of nouns and verbs in the following Teaching Cards: <i>Into the A, B, Sea</i> , Read/Cite/Discuss, students explore noun/action verb pattern used throughout text. <i>Thunder Cake</i> , Analyze the Text, students explore author’s word choice using vivid and specific verbs to help readers hear exactly how the characters speak and visualize the action using their senses. <i>Tales of a Fourth Grade Nothing</i> , Supporting All Learners, students explore verb usage and practice acting out verbs found in text that describe some of character’s behavior. <i>Water Hole Waiting</i> , Supporting ELLs, students explore action verbs used in text and pantomime the meanings. <i>Family Huddle</i> , Supporting All Learners, students practice acting out verbs used in the text. <i>Play Ball!</i> , Supporting ELLs, students practice acting out verbs that describe characters’ movements.
CCSS.ELA-Literacy.L.3.1b Form and use regular and irregular plural nouns.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.3.1c Use abstract nouns (e.g., childhood).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.3.1d Form and use regular and irregular verbs.	Students explore and use verbs in the following Teaching Cards: <i>Into the A, B, Sea</i> , Supporting All Learners, students find action verbs used in the text and use each in a sentence. <i>Water Hole Waiting</i> , Supporting ELLs, students explore action verbs used in text and pantomime the meanings. <i>Tales of a Fourth Grade Nothing</i> , Supporting All Learners, students practice acting out verbs found in text and then use the words in sentences. <i>Family Huddle</i> , Supporting All Learners, students practice acting out verbs found in text and

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	<p>then use the words in sentences.</p> <p><i>Play Ball!</i>, Supporting ELLs, students practice acting out verbs found in the text and use the words in sentences.</p> <p><i>Borreguita and the Coyote</i>, Supporting ELLs, students focus on vivid verbs and discuss their meaning in the context of sentences.</p> <p><i>Pretty Salma</i>, Supporting ELLs, students use verbs from books to guide their actions in acting out characters.</p> <p><i>Thunder Cake</i>, Supporting ELLs, students act out action verbs from story then use them in sentences.</p>
CCSS.ELA-Literacy.L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.*	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.3.1h Use coordinating and subordinating conjunctions.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.3.1i Produce simple, compound, and complex sentences.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Although not specifically addressed, teachers can extend the writing lessons to include capitalization, punctuation, and spelling.
CCSS.ELA-Literacy.L.3.2a Capitalize appropriate words in titles.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.3.2b Use commas in addresses.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.3.2c Use commas and quotation marks in dialogue.	<p>Students explore punctuation used in dialogue:</p> <p><i>Zomo the Rabbit</i>, Supporting ELLs, students explain the differences between and purposes of punctuation used in dialogue.</p> <p><i>Third Grade Angels</i>, Supporting All Learners, students demonstrate their understanding of punctuation used in dialogue.</p>
CCSS.ELA-Literacy.L.3.2d Form and use possessives.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<i>Direct instruction not specified.</i>

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<p>Knowledge of Language CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	Although not specifically addressed, opportunities for students to use their knowledge of language and its conventions are provided throughout Comprehension Clubs in all writing, speaking, reading, and listening activities.
CCSS.ELA-Literacy.L.3.3a Choose words and phrases for effect.*	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.	<i>Direct instruction not specified.</i>
<p>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.</p>	Each Teaching Card provides vocabulary words teachers can use to help students notice and understand specific vocabulary related to the text. Students will encounter Essential Words during the read-aloud, and Related Words for Discussion can be introduced to enhance conversation and understanding of the text, IG p. 26, 37.
CCSS.ELA-Literacy.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.	When meanings of words can be discovered through context, teachers can model and reinforce how to learn vocabulary from contextual clues and encourage students to guess meaning of words from context clues, IG p. 37. See the following Book Club Teaching Cards: <i>Ocean Sunlight</i> <i>Into the A, B, Sea</i> <i>Mermaid Queen</i>
CCSS.ELA-Literacy.L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	<i>Direct instruction not specified.</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.	Students use glossaries and other reference sources to determine meaning of words and phrases in the following Teaching Cards: <i>Into the A, B, Sea</i> , refers student to use the end notes of the text, where several pronunciations are provided, and additional information about text can be found.
CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	
CCSS.ELA-Literacy.L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Thinking About the Text on the Teaching Cards provides opportunities to interpret words and phrases as they are used in a text, IG p. 150. Students determine the meaning of words as they are used in a text in the following Teaching Cards: <i>The Web Files</i> , author uses wordplay such as tongue twisters and alliteration to add entertainment and humor to the story. <i>Ace Lacewing</i> , details in the text use bug species and other related words in wordplay. <i>The Mona Mousa Code</i> , author uses puns and wordplay to give the setting distinction and provide humor. <i>Owl Moon, Analyze Text</i> , students explore the poetic quality of the story through the use of figurative language, including imagery, similes, and metaphor. <i>Oh Brother!</i> , Challenging Text Features, teachers help students with some of the figurative

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	<p>language used in the text. <i>Playing to Win</i>, Supporting ELLs, discuss the meaning of idioms used in the story.</p>
CCSS.ELA-Literacy.L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	<i>Zomo the Rabbit</i> , Notable Text Features, students explore shades of meaning among related words.
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 looking for them).	<p>Teachers should encourage students to use details in illustrations and context clues to help with meaning and to monitor their own understanding of challenging, domain-specific words. Teachers should provide help in clarifying meanings as necessary. See specifically the following Teaching Cards: <i>Ocean Sunlight</i> <i>Into the A, B, Sea</i> <i>Mermaid Queen</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 about text provides students with an effective and precise way to construct meaning and knowledge about the text. Inviting students to write about a text enhances their reading comprehension because it provides greater opportunities to think about a text, and organize and integrate their ideas. Each Teaching Card provides writing opportunities for students.</p> <p>Book Club Teaching Cards invite teachers to encourage students to use their Reader’s Notebooks. Suggestions for using a Reader’s Notebook are provided, IG p. 40-42. During facilitated book clubs, writing in a reader’s notebook serves two broad purposes: one informal and personal; the other, more formal and public. Guidance for using the Reader’s Notebook are shared on Each Book Club Teaching Card. Students are reminded, as the read, to write in their notebooks what they want to talk about with their group, including any questions they have. Students participate both informal and formal writing. Students use informal writing to capture and guide their own thinking about a book or to prepare for upcoming book discussions. Examples of informal writing include: quick notes, lists, sketches, predictions, confirmations, questions, favorite language, and diagrams. Writing that is more formal can serve as an assessment tool demonstrating what students have learned or thought as they read. This writing is meant to be shared in a more public way, for example, detailed book notes and quotes that lead to a book review, or a list of essential questions and the answers obtained through a collaborative inquiry project. Other more formal writings may include author or illustrator studies, literary essays, genre studies, biographical sketches, and news articles, IG p. 36.</p> <p>Read-Aloud Teaching Cards provide Write and Respond Activities for students. Encouraging students to write about text provides them with opportunities to absorb content more deeply. It also provides the teacher with the opportunity to evaluate student comprehension and key understanding, IG p. 27.</p> <p>See persuasive writing activities on the following Teaching Cards: <i>Life in a Coral Reef</i>, write a paragraph including factual information to support opinion.</p>

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	<p><i>Big Red Lollipop</i>, write to extend the story by predicting using character dialogue. <i>The Hunterman and the Crocodile</i>, make a poster with explanation connecting story. <i>The Gingerbread Girl</i>, write an opinion piece. <i>Common Ground</i>, make a poster and write facts to persuade reader. <i>Owl Moon</i>, write description to compare and contrast. <i>Pele, King of Soccer</i>, write opinion piece <i>Detective LaRue</i>, write a persuasive letter.</p>
CCSS.ELA-Literacy.W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.W.3.1b Provide reasons that support the opinion.	See the following Write and Respond activities: <i>Life in a Coral Reef</i> <i>Pele, King of Soccer</i> <i>Big Red Lollipop</i> <i>The Gingerbread Girl</i> <i>Common Ground</i>
CCSS.ELA-Literacy.W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	See the following Write and Respond activities: <i>The Hunterman and the Crocodile</i>
CCSS.ELA-Literacy.W.3.1d Provide a concluding statement or section.	<i>Direct instruction not specified.</i>
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.	See informative/expository writing activities on the following Teaching Cards: <i>Pretty Salma</i> , use comparison chart to write a book review. <i>Borreguita and the Coyote</i> , write a summary of the story explaining author's message. <i>Thunder Cake</i> , write advice column using information from text to support. <i>Brave as a Mountain Lion</i> , write similes that describe other story characters. <i>The Dot</i> , a descriptive paragraph using first person. <i>Clementine!</i> , students write a descriptive poem including specific achievements. <i>Girl Wonder</i> , write a newspaper article using details from book. <i>Playing to Win</i> , write a summary of important events. <i>The Web Files</i> , write a paragraph describing beginning of an investigation. <i>What Really Happened the Humpty?</i> , write different possible solution to mystery. <i>Miss Nelson is Missing!</i> , make an expository poster using details from text. <i>Ace Lacewing: Bug Detective</i> , write a newspaper article including quotes.
CCSS.ELA-Literacy.W.3.2a Develop the topic with facts, definitions, and details.	See the following Write and Respond activities: <i>What Really Happened the Humpty?</i> <i>Ace Lacewing: Bug Detective</i>
CCSS.ELA-Literacy.W.3.2b Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<i>Direct instruction not specified.</i>

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CCSS.ELA-Literacy.W.3.2c Provide a concluding statement or section.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	See narrative writing activities on the following Teaching Cards: <i>I Will Never NOT EVER Eat a Tomato</i> , extend story using descriptive language. <i>My Rotten Redheaded Older Brother</i> , write a skit using dialogue and description. <i>Oh Brother</i> , write and illustrate a poem using figurative language. <i>My Brother Charlie</i> , write a mini lesson about overcoming problems. <i>The Tale of Tricky Fox</i> , write a story map and summarize events. <i>Dolphins on the Sand</i> , write a journal entry about an experience. <i>Water Hole Waiting</i> , write a descriptive narrative. <i>The Princess Knight</i> , write a skit using dialogue. <i>Long Shot</i> , write a scene using dialogue.
CCSS.ELA-Literacy.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	See the following Write and Respond activities: <i>Water Hole Waiting</i> <i>Dolphins on the Sand</i> <i>Long Shot</i>
CCSS.ELA-Literacy.W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	See the following Write and Respond activities: <i>The Princess Knight</i> <i>Long Shot</i>
CCSS.ELA-Literacy.W.3.3c Use temporal words and phrases to signal event order.	See the following Write and Respond activities: <i>The Tale of Tricky Fox</i>
CCSS.ELA-Literacy.W.3.3d Provide a sense of closure.	<i>Direct instruction not specified.</i>
Production and Distribution of Writing CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Each Read-Aloud Teaching Card provides a Write and Respond activity in which students produce specific writing pieces Students can share their writing with the class. Additionally, teachers can choose to end the round of books clubs with a unit theme project. These projects invite the students to continue the conversation about the books, as well as demonstrate what they have learned from exploring the theme or unit of study. Collaborative projects provide an additional layer of meaning and support, IG p. 86. Teachers can offer students a choice of projects to work on in pairs, groups, or individually. Students create a rough draft and then a final copy before sharing with the class. See unit project suggestions and project rubrics for Grade 3, IG p. 97-99.
CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as	<i>Direct instruction not specified.</i>

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well as to interact and collaborate with others.	
Research to Build and Present Knowledge CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.	<i>Although not specifically addressed, teachers can extend the lesson as determined appropriate.</i>
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.	<i>Direct instruction not specified.</i>
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.	Every Teaching Card in Comprehension Clubs provides writing opportunities. Students use their Reader’s Notebook for both formal and informal writing. Additionally, students participate in Write and Respond activities about the texts.
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 others’ ideas and expressing their own clearly.	<p>Opportunities for students to engage in a range of collaborative discussions with diverse partners are provided throughout Comprehension Clubs. Teachers help students learn to use active listening and natural turn-taking by introducing talk routines that encourage peer-to-peer talk, such as Pair Talk, Threesome Talk, and Circle Talk in Two Pairs, IG p. 25.</p> <p>In book clubs, students learn to share their deep thinking about the book. Teachers and students discuss and engage with the books on multiple levels through reflective, academic conversation about the books, IG p. 28-32.</p> <p>Students learn to talk by talking. Their talk represents their thinking. Comprehension Clubs multiplies the opportunities for students to learn from talking and benefit from the language and thinking of others, IG p. 62</p>
CCSS.ELA-Literacy.SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Teachers use the Stopping Points and Prompts to ask questions about the Read-Aloud and invite students to share their thinking. Students are encouraged to cite textual evidence to support each observation and opinion. IG p. 24
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).	After the Read-Aloud, teachers can invite students to use Routines to Encourage Peer Talk. Students can think about the book together and may want to talk with partners or share whole-group comments. Teacher help students learn routines, which include listening intently to what is being said, waiting for an opening in the conversation, providing his/her response, IG p. 25
CCSS.ELA-Literacy.SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.SL.3.1d Explain their own ideas and understanding in light of the discussion.	In Pair Talk, students learn to express their own ideas, share quickly, and listen carefully to each other, IG p. 25
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.	During the read-aloud, teachers can pause and ask students to turn and talk with partners or share whole-group comments about the text. See Suggested Stopping Points to Invite Thinking on all Read-Aloud Cards.

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CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<i>Direct instruction not specified.</i>
Presentation of Knowledge and Ideas CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Teachers can choose to end the round of books clubs with a unit theme project. These projects invite the students to continue the conversation about the books, as well as demonstrate what they have learned from exploring the theme or unit of study. Collaborative projects provide an additional layer of meaning and support, IG p. 86. Teachers can offer students a choice of projects to work on in pairs, groups, or individually. Students create a rough draft and then a final copy before sharing with the class. See unit project suggestions and project rubrics for Grade 3, IG p. 97-99.
CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	See the following: <i>Dolphins on the Sand</i> , Supporting ELLs, students are reminded to use complete sentences when answering questions about the book’s illustrations.

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Reading: Literature Key Ideas and Details CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Comprehension Clubs is a comprehensive program with six themed units of study per grade, each organized in a spiraled curriculum that includes a collection of books and teacher materials that allow for rich, in-depth, text-base conversation about reading and complex global issues, IG p. 5. Teachers choose one of the Interactive Read-Aloud books to share with the students during whole-class instructional time. Teachers can use the Suggested Stopping Points to Invite Thinking found on each Read-Aloud Teaching Card to elicit students' analysis and ask students to cite textual evidence to support understanding of the text, IG p. 15. Additionally, teachers are guided to help students read, cite textual evidence, and discuss how each Book Club book informs the reader to ensure deep comprehension of the Key Understandings of the text. Suggestions for where to draw readers’ attention, how to cite textual evidence, and what to write about in the readers’ notebooks are shared on each Book Club Teaching Card. Sample prompts designed to support discussion and lead students to revisit the text are also provided. See Offer Tools for Oral or Written Response, IG p. 37. Thinking Within the Text found on each Teaching Card supports students’ knowledge of key ideas and details, IG p. 149. Students engage in literal, inferential, and critical thinking through the interactive read-alouds and book clubs in order to comprehend each text. Opportunities for students to ask and answer questions about the text and demonstrate understanding of a text by noting and citing textual evidence are provided for the following fictional titles: <i>Don't Call Me Pruneface!</i>

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	<p><i>Angel Child, Dragon Child</i> <i>Grace for President</i> <i>Picnic at Mudsock Meadow</i> <i>Once Upon a Cool Motorcycle Dude</i> <i>Oggie Cooder</i> <i>Broken Bike Boy and the Queen of 33rd Street</i> <i>Off and Running</i> <i>Fudge-a-mania</i> <i>Cinderella</i> <i>The Rough-Face Girl</i> <i>The Irish Cinderlad</i> <i>Mufaro's Beautiful Daughters</i> <i>Bigfoot Cinderrrrrella</i> <i>James Marshall's Cinderella</i> <i>Bubba the Cowboy Prince</i> <i>Cinderella Penguin</i> <i>Cinderellis and the Glass Hill</i> <i>The Three Questions</i> <i>The Secret Olivia Told Me</i> <i>Alexander, Who Used to be Rich Last Sunday</i> <i>The Great Kapok Tree</i> <i>Salsa Stories</i> <i>The Real Slam Dunk</i> <i>Dexter the Tough</i> <i>Drita, My Home Girl</i> <i>The Night I Followed the Dog</i> <i>Porkenstein</i> <i>Raising Dragons</i> <i>LaRue Across America</i> <i>Diary of a Spider</i> <i>The Knights of the Kitchen Table</i> <i>Felix Takes the Stage</i> <i>The Capture</i> <i>Hewitt Anderson's Great Big Life</i> <i>The Eyes of Gray Wolf</i> <i>Tar Beach</i> <i>Ish</i></p>
<p>CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>Each Teaching Card in Comprehension Clubs shares a summary of the story and states the book themes. These tie directly to the Unit Focus, to the Key Understandings and expected learning outcomes of the particular titles, and to additional titles in the unit, IG p. 23. Opportunities for students to analyze the text, determine the theme of the story, and cite supporting textual evidence are available in the following Teaching Cards: <i>Don't Call Me Pruneface</i>, <i>Analyze Text</i>, use of idioms to introduce humor and emphasize theme.</p>

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	<p><i>Angel Child, Dragon Child</i>, Analyze Text, explore theme and cite textual evidence to support.</p> <p><i>Grace for President</i>, Author’s Craft and Suggested Stopping Points, plot twists highlight the theme.</p> <p><i>Picnic at Mudsock Meadow</i>, Analyze, Text, theme revealed through a series of events.</p> <p><i>Once Upon a Cool Motorcycle Dude</i>, Author’s Craft, theme revealed through the use of different points of view.</p> <p><i>The Rough-Face Girl</i>, Analyze Text, explore theme and cite textual evidence to support.</p> <p><i>Bigfoot Cinderrrrrella</i>, Analyze Text, explore theme and cite textual evidence to support.</p> <p><i>Alexander, Who Used to be Rich Last Sunday</i>, Author’s Craft, use of first-person narration to reveal themes and repetition to organize story events and reinforce themes.</p> <p><i>Porkenstein</i>, Analyze Text, explore theme and cite textual evidence to support.</p> <p><i>Broken Bike Boy and the Queen of 33rd</i>, Author’s Craft, theme developed through dialogue.</p> <p><i>Off and Running</i>, Author’s Craft, series of realistic events, humor, and mystery used to develop plot and theme.</p> <p><i>Dexter the Tough</i>, Author’s Craft, explore themes of inner-conflict and self-awareness.</p> <p><i>The Capture</i>, Author’s Craft, theme revealed through plot and characters.</p>
<p>CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>Opportunities for students to read about, cite textual evidence, and discuss specific details in a text to describe a character, story setting, or events in a story are provided in the following Book Club Teaching Cards:</p> <p><i>Oggie Cooder</i>, plot, character</p> <p><i>Broken Bike Boy and the Queen of 33rd Street</i>, character, dialogue</p> <p><i>Off and Running</i>, character, plot</p> <p><i>Fudge-a-mania</i>, character development, dialogue</p> <p><i>James Marshall’s Cinderella</i>, story elements, character traits</p> <p><i>Bubba the Cowboy Prince</i>, story element, setting</p> <p><i>Cinderella Penguin</i>, story elements, character traits</p> <p><i>Cinderellis and the Glass Hill</i>, story elements</p> <p><i>The Real Slam Dunk</i>, character’s point of view</p> <p><i>Dexter the Tough</i>, character development</p> <p><i>Drita, My Home Girl</i>, character development</p> <p><i>The Knights of the Kitchen Table</i>, setting, character traits</p> <p><i>Felix Takes the Stage</i>, character development</p> <p><i>Hewitt Anderson’s Great Big Life</i>, story structure</p> <p><i>Tar Beach</i>, character point of view</p> <p><i>Ish</i>, character point of view</p> <p>Suggested Teaching Points encouraging students to think about analyze the text, specifically describing character, setting, or event in a story are provided in the following Read-Aloud Teaching Cards:</p> <p><i>Don’t Call Me Pruneface!</i>, explore use of idioms to understand each characters actions.</p> <p><i>Angel Child, Dragon Child</i>, explore sensory details to describe character’s experiences.</p> <p><i>Grace for President</i>, compare and contrast character’s actions in story.</p> <p><i>The Rough-Face Girl</i>, explore author uses dialogue and plot to reveal differences in characters.</p>

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	<p><i>The Irish Cinderlad</i>, explain how dialogue reveals characters’ traits. <i>Mufaro's Beautiful Daughters</i>, describe what the dialogue reveals about the sisters’ character traits. <i>Bigfoot Cinderrrrrella</i>, describe how the setting and characters in the tale are unique. <i>The Secret Olivia Told Me</i>, explore what the girl’s words reveal about her character. <i>Porkenstein</i>, explore the dialogue and description that develop the characters. <i>Raising Dragons</i>, compare and contrast characters. <i>The Eyes of Gray Wolf</i>, describe the setting the author creates.</p>
<p>Craft and Structure CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>Students explore the meaning of specific words and phrases used in a text in the following Teaching Cards: <i>Don't Call Me Pruneface!</i>, Theme, explore author’s use of idioms. <i>Angel Child, Dragon Child</i>, Figurative Language, identify and define examples of metaphors, personification and similes found in text. <i>Picnic at Mudsock Meadow</i>, Suggested Stopping Points, explore author’s meaning when character “changed her tune” at the end of the story. <i>Bigfoot Cinderrrrrella</i>, Figurative Language, explore and define domain-specific vocabulary and figurative language used in the text. <i>The Secret Olivia Told Me</i>, Challenging Text Features, explore and analyze author’s choice of words as used in the text. <i>Alexander, Who Used to be Rich Last Sunday</i>, Challenging Text Features, explore items of the time period. <i>The Night I Followed the Dog</i>, explore double meaning and humor of idiom at end of story. <i>Raising Dragons</i>, Style/Language, explore colloquial language found in text. <i>The Eyes of Gray Wolf</i>, Figurative Language, explore meaning as used in text. <i>Salsa Stories</i>, Notable Text Features, explore Spanish words and phrases are defined in context and appear in glossary at book’s end. <i>Felix Takes the Stage</i>, Notable Text Features, use context clues for difficult vocabulary, such as scientific words related to spiders. <i>The Irish Cinderlad</i>, Challenging Text Features, use context clues to figure out meaning of vocabulary that reflects Irish origin.</p>
<p>CCSS.ELA-Literacy.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>Students analyze the organizational structure of a text in the following Teaching Cards: <i>Picnic at Mudsock Meadow</i>, Theme, plot structure presents series of events used to reveal theme. <i>The Secret Olivia Told Me</i>, Organization, problem/solution structure and rhyming, first person narration of story. <i>Alexander, Who Used to be Rich Last Sunday</i>, Organization, use of first-person narration and repetition to organize story events and reinforce themes. <i>Oggie Cooder</i>, Notable Text Features, use of chapters to organize plot. <i>Salsa Stories</i>, chapter titles identify person telling each story. <i>Dexter the Tough</i>, Challenging Text Features, note chapter format. <i>Drita, My Home Girl</i>, chapter alternate between two main characters.</p>

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<p>CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Students analyze the text and explore different points of view in the following Teaching Cards: <i>Once Upon a Cool Motorcycle Dude</i>, Point of View, changing narrative voices challenge readers to think about the characters <i>LaRue Across America</i>, Point of View, contrasting points of view. <i>Oggie Cooder</i>, suspense created through use of third-person narrator; changing perspective to reveal character and move plot. <i>Broken Bike Boy and the Queen of 33rd</i>, character revealed through first-person narration. <i>Off and Running</i>, point of view established to develop main character. <i>Fudge-a-mania</i>, character established and developed through first-person narration. <i>Salsa Stories</i>, use of first-person narration. <i>The Real Slam Dunk</i>, character’s point of view used to convey message. <i>Dexter the Tough</i>, first-person voice used to explore themes; third-person narration used to develop character. <i>Drita, My Home Girl</i>, two characters tell story in alternating first-person chapters. <i>Tar Beach</i>, story told in first-person point of view.</p>
<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>Folklore and Literary Traditions is one of the Overarching Units spiraled throughout the curriculum and revisited in each grade. It focuses on classics from a variety of cultural traditions, and key elements in folklore. Students gain familiarity with stories that teach lessons, magic wishes and promises, tricksters, the significance of warnings, and how folklore provides a foundation for contemporary fantasy, IG p. 13. Students compare and contrast Cinderella Tales in the following Grade 4 Teaching Cards: <i>Cinderella</i>, compare and contrast this story with book club readings. <i>The Rough-Face Girl</i>, connect the topic of magic to book club reading. <i>The Irish Cinderlad</i>, compare and contrast main characters of stories. <i>Mufaro's Beautiful Daughters</i>, focus on uniqueness of characters in each story. <i>Bigfoot Cinderrrrrella</i>, identify examples of humor in each story. <i>James Marshall's Cinderella</i>, discuss how characters, plot, and symbols are similar in each story. <i>Bubba the Cowboy Prince</i>, compare traditional and nontraditional tales. <i>Cinderella Penguin</i>, discuss how characters, plot, and symbols are similar in each story. <i>Cinderellis and the Glass Hill</i>, explore traditional story elements.</p>
<p>Range of Reading and Complexity of Text CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Comprehension Clubs is a carefully selected library of interactive read-aloud anchor texts supported by topically relevant student book club titles, enabling students to do deep cross-textual analysis, to read widely across topics, and to build deep and sustaining background knowledge on developmentally appropriate topics. IG p. 5</p>

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	<p>Students will be engaged by the high-quality, intriguing texts and will be able to understand the texts to deepen their knowledge. Each age-appropriate collection offers the following advantages: provides experience with a wide variety of texts within each unit of study, promotes growth toward grade-level reading proficiency, makes it easier to select books for whole-class discussion and student book clubs, lends itself to flexible grouping, provides a way to access and assess students' progress, and provides an exemplary book collection that can be expanded over time. IG p. 10</p> <p>Students will benefit from experiencing a variety of texts. Each unit of study includes both literary and informational texts. Fictional text include sophisticated pictures books that provide an opportunity to expand vocabulary, interpret stories, and recognize how illustrations contribute to the understanding of the story. Longer stories, chapter books, and novels are also included as developmentally appropriate. IG p. 11</p>
<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>Teachers choose one of the Interactive Read-Aloud books to share with the students during whole-class instructional time. Teachers can use the Suggested Stopping Points to Invite Thinking found on each Read-Aloud Teaching Card to elicit students' analysis and ask students to cite textual evidence to support understanding of the text, IG p. 15.</p> <p>Additionally, teachers are guided to help students read, cite textual evidence, and discuss how each Book Club book informs the reader to ensure deep comprehension of the Key Understandings of the text. Suggestions for where to draw readers' attention, how to cite textual evidence, and what to write about in the readers' notebooks are shared on each Book Club Teaching Card. Sample prompts designed to support discussion and lead students to revisit the text are also provided. See Offer Tools for Oral or Written Response, IG p. 37.</p> <p>Thinking Within the Text found on each Teaching Card supports students' knowledge of key ideas and details, IG p. 149. Students engage in literal, inferential, and critical thinking through the interactive read-alouds and book clubs in order to comprehend each text. Opportunities for students to ask and answer questions about the text and demonstrate understanding of a text by noting and citing textual evidence are provided for the following informational titles:</p> <p><i>The Journey: Stories of Migration</i> <i>Looking for Miza</i> <i>Face to Face with the Sharks</i> <i>Almost Gone</i> <i>Frogs</i> <i>Koko's Kitten</i> <i>Crocodile Safari</i> <i>Owen and Mzee</i> <i>An Eye for Color</i> <i>Duke Ellington</i> <i>Frida</i> <i>Faith Ringgold</i> <i>Spiders</i></p>

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	<p><i>Frida</i> <i>Wolfgang Amadeus Mozart</i> <i>Wangari's Trees of Peace</i> <i>The Great Kapok Tree</i></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>After sharing the Read-Aloud text, teachers summarize the text and invite students to share their thinking about the text. Teachers should inspire students to engage in academic conversation about the book, including the main idea and key details, IG p. 26.</p> <p>Developing Comprehension found on each Book Club Teaching Card guides students to gather basic information from the text to determine its meaning. Thinking Within the Text includes strategic actions readers use to process the text and gain satisfactory literal meaning of the text. Readers need to understand and account for the facts in an informational text, IG p. 38 For example:</p> <p><i>Frogs</i>, discuss what was learned about various types of feet found on different frogs. <i>Crocodile Safari</i>, discuss information gained about crocodiles. <i>Owen and Mzee</i>, summarize, using details from the book, how Owen was rescued. <i>Frida Kahlo</i>, discuss key events of Frida's life. <i>Wolfgang Amadeus Mozart</i>, summarize events in Mozart's life.</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>Opportunities for students to explore events, procedures and concepts in a historical or scientific text are provided in the following Teaching Cards:</p> <p><i>The Journey: Stories of Migration</i>, Key Understandings, author uses sequential narration to explain the steps of each migration cycle. <i>Almost Gone</i>, Key Understandings, introduction explains the connection between living things. <i>Koko's Kitten</i>, Key Understandings, photographs capture the story as it evolves over time. <i>Crocodile Safari</i>, Supportive Text Features, labels indicate time of day, weather, and tide giving reader a sense that the text is a series of journal entries. <i>Any Eye for Color</i>, Key Understandings, author connects how key events in Albers's life affected his artistic interpretations. <i>Duke Ellington</i>, Key Understandings, author tells the events of Ellington's life in sequence.</p>
<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>	<p>Students determine the meaning of specific words and phrases used in a text in the following Teaching Cards:</p> <p><i>The Journey: Stories of Migration</i>, Supporting ELLs, students work in pairs using context to determine meaning of specific terms in text. <i>Spiders</i>, Supporting ELLs, teachers help students use different techniques to determine meaning of unfamiliar words, such as glossary of specialized vocabulary and using context clues. <i>Wolfgang Amadeus Mozart</i>, Challenging Text Features, students may need assistance understanding the many musical terms that appear throughout the biography using context clues or resource materials. <i>Face to Face with the Sharks</i>, Supportive Text Features, unfamiliar terms are defined with the text; glossary and additional resources are provided at the end. <i>Duke Ellington</i>, Analyze Text, musical terms are included to add authenticity to biography; Challenging Text Features, teachers may need to clarify slang phrases of the era that are used.</p>

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	<i>Frogs</i> , Supporting ELLs, students discuss unfamiliar words, using glossary or dictionary if necessary.
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.	Students explore structure and organization of a text in the following Teaching Cards: <i>The Journey: Stories of Migration, Organization</i> , author uses sequential narration to describe cycles of migration. <i>Almost Gone</i> , Supportive Text Features, similar information given about each species, but author avoids repetition by varying sentence structure. <i>Duke Ellington</i> , Key Understandings, author tells events in sequence. <i>Faith Ringgold</i> , Analyze Text, author tells main events in Ringgold’s life in sequence. <i>Spiders</i> , Analyze Text, author focuses on certain aspects of spiders on each spread. <i>Crocodile Safari</i> , Key Understandings, author organizes text under descriptive, attention-getting headings. <i>Owen and Mzee</i> , Key Understandings, author uses appealing and informative organization, introducing animals and then providing background information. <i>Frida Kahlo</i> , Key Understandings, author gives a chronological account of events in Kahlo’s life. <i>Wolfgang Amadeus Mozart</i> , Key Understandings, author presents main events in Mozart’s life sequentially giving the reader a sense of time and place.
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.	Students compare and contrast differences provided in firsthand and secondhand account of the same topic in the following Teaching Cards: <i>Crocodile Safari</i> , Challenging Text Features, author shifts back and forth between report of what he witnessed and facts about crocodiles.
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.	Students explore and interpret visual information in text and determine how the information provides meaning to the text in the following Teaching Cards: <i>Grace for President</i> , detailed illustrations subtly incorporate maps, labels, charts, and diagrams to teach students about elections and the electoral college. <i>The Journey: Stories of Migration</i> , Illustrations, realistic illustrations help readers understand information presented in text. <i>Looking for Miza</i> , Photographs, photographs reinforce important concepts of text. <i>Face to Face with the Sharks</i> , Suggested Stopping Points, photographs and captions expand reader’s understanding of topic; side features provide additional information about main focus of text. <i>Almost Gone</i> , Suggested Stopping Points, text and illustrations are used to show uniqueness of animals; map included as visual summary of locations of species in book. <i>An Eye for Color</i> , Supportive Text Features, illustrations explore and support art concepts presented in book. <i>Frida</i> , Suggested Stopping Points, discuss how illustrations support text. <i>Spiders</i> , Suggested Stopping Points, explore details in photographs that support text. <i>Frogs</i> , Supportive Text Features, stunning photographs and brief paragraphs with key fact highlighted hold readers’ attention.

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	<p><i>Frida Kahlo</i>, Key Understandings, author includes cartoons to help readers connect to ideas in text; many illustrations throughout help reader comprehend story.</p> <p><i>Wolfgang Amadeus Mozart</i>, Supportive Text Features, students discuss how cartoons support the text.</p> <p><i>The Great Kapok Tree</i>, Suggested Stopping Points, students explore map and diagram to show location of rain forests and animals.</p>
CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	<p>Students explore reasons and evidence used by author to support particular points in the following Teaching Cards:</p> <p><i>The Journey: Stories of Migration</i>, Suggested Stopping Points, students discuss what evidence author gives to support points.</p> <p><i>Looking for Miza</i>, Suggested Stopping Points, students discuss how photographs in text give support to information presented; Author’s Purpose, author wants to persuade readers to help find solution to problems mentioned in text.</p> <p><i>Face to Face with the Sharks</i>, Suggested Stopping Points, author includes map to show habitats of all sharks and illustrate their diversity.</p> <p><i>An Eye for Color</i>, Suggested Stopping Points, students discuss what experiences influenced Josef Alber’s art.</p> <p><i>Faith Ringgold</i>, Author’s Purpose, students explore why author tells about other famous artists that influence Ringgold.</p> <p><i>Spiders</i>, Author’s Purpose, students explore are of close-up photography to show unique structures and behaviors of spiders.</p>
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.	<p>Opportunities for students to compare and contrast information presented in two or more texts on the same topic are provided for each title. See Connect to Book Club Books on each Read-Aloud Card and see Connect to Read-Aloud Books on each Book Club Card. Teachers model comparing and contrasting topics, ideas, treatments, themes, genres, text features, language and literary features, and vocabulary, IG p. 27, 39. See for example:</p> <p><i>The Journey: Stories of Migration</i>, explore instincts of animals in book club readings.</p> <p><i>Looking for Miza</i>, explore how animal families play a role in their survival in the book club readings.</p> <p><i>Face to Face with the Sharks</i>, explore how the authors of the readings have found their subjects fascinating.</p> <p><i>Almost Gone</i>, explore connections between living things that help them survive.</p> <p><i>An Eye for Color</i>, connect their readings to topic of communicating through art.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>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>Comprehension Clubs is a carefully selected library of interactive read-aloud anchor texts supported by topically relevant student book club titles, enabling students to do deep cross-textual analysis, to read widely across topics, and to build deep and sustaining background knowledge on developmentally appropriate topics. IG p. 5</p> <p>Students will be engaged by the high-quality, intriguing texts and will be able to understand the texts to deepen their knowledge. Each age-appropriate collection offers the following</p>

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	<p>advantages: provides experience with a wide variety of texts within each unit of study, promotes growth toward grade-level reading proficiency, makes it easier to select books for whole-class discussion and student book clubs, lends itself to flexible grouping, provides a way to access and assess students' progress, and provides an exemplary book collection that can be expanded over time. IG p. 10</p> <p>Students will benefit from experiencing a variety of texts. Each unit of study includes both literary and informational texts. Developmentally appropriate informational books present complex ideas along with some technical language. These texts challenge students to acquire and discuss ideas and information and to go beyond the text to research topics of interest. IG p. 11</p>
<p>Reading: Foundational Skills Phonics and Word Recognition CCSS.ELA-Literacy.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<i>Direct instruction not specified.</i>
<p>CCSS.ELA-Literacy.RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<i>Direct instruction not specified.</i>
<p>Fluency CCSS.ELA-Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Fluency is one of the strategic actions students use while developing comprehension. Thinking Within the Text, found on each Book Club Teaching Card, encourages students to adjust reading speed and technique according to they type of text and purpose for reading, IG p. 38</p> <p>Struggling students need help with fluency and comprehension as well as building their confidence to handle both. One of the most effective ways to help is to invite them to read along with audiobooks, such as the streaming audiobooks in Comprehension Clubs. Students learn about fluency, expression, and reading at an appropriate rate. They also learn about punctuation and how it affects their reading style and pace, which in turn can affect comprehension. With the aid of audiobooks, struggling students can read more challenging books and are able to participate in the book clubs, IG p. 63.</p>
<p>CCSS.ELA-Literacy.RF.4.4a Read grade-level text with purpose and understanding.</p>	<p>Comprehension Clubs is a carefully selected library of interactive read-aloud anchor texts supported by topically relevant student book club titles, enabling students to read widely across topics and build background knowledge on developmentally appropriate topics, IG p. 5. Across the year and across the grades, Comprehension Clubs provides a wide variety of texts within each unit of study promoting growth toward grade-level reading proficiency, IG p. 10.</p>
<p>CCSS.ELA-Literacy.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>	<p>Students read grade-level text with fluency. See specifically: <i>Once Upon a Cool Motorcycle Dude</i>, Supporting ELLs, students take on different roles and read sections of the book using proper expression, tone, and phrasing.</p>
<p>CCSS.ELA-Literacy.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>When meanings of words can be discovered through context, teachers can model and reinforce how to learn vocabulary from contextual clues and encourage students to guess meaning of</p>

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	<p>words from context clues, IG p. 26, 37. Students use context clue to determine word meaning in the following Teaching Cards:</p> <p><i>Salsa Stories</i>, Notable Text Features, explore Spanish words and phrases are defined in context and appear in glossary at book’s end.</p> <p><i>Felix Takes the Stage</i>, Notable Text Features, use context clues for difficult vocabulary, such as scientific words related to spiders.</p> <p><i>The Irish Cinderlad</i>, Challenging Text Features, use context clues to figure out meaning of vocabulary that reflects Irish origin.</p> <p><i>The Journey: Stories of Migration</i>, Supporting ELLs, students work in pairs using context to determine meaning of specific terms in text.</p> <p><i>Spiders</i>, Supporting ELLs, teachers help students use different techniques to determine meaning of unfamiliar words, such as glossary of specialized vocabulary and using context clues.</p> <p><i>Wolfgang Amadeus Mozart</i>, Challenging Text Features, students may need assistance understanding the many musical terms that appear throughout the biography using context clues or resource materials.</p> <p><i>Bubba, the Cowboy Prince</i>, Challenging Text Features, use context clues to determine meaning of unfamiliar words and expressions.</p> <p><i>Cinderella Penguin</i>, Challenging Text Features, use context clues to determine meaning of unfamiliar words and expressions.</p> <p><i>Cinderella</i>, Challenging Text Features, use context clues to determine meaning of unfamiliar words and expressions.</p> <p><i>Off and Running</i>, Supporting All Learners, use context clues to figure out meaning of Spanish words used in the text.</p> <p><i>Grace for President</i>, Supporting ELLs, use text and illustrations to define meaning of content vocabulary.</p> <p><i>Oggie Cooder</i>, Supporting All Learners, determine sentence meaning from context.</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 writing or speaking.</p>	<p><i>Although not specifically addressed, teachers can extend the writing lessons to include grammar and usage.</i></p>
<p>CCSS.ELA-Literacy.L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.L.4.1e Form and use prepositional phrases.</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.L.4.1f Produce complete sentences, recognizing</p>	<p><i>Direct instruction not specified.</i></p>

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and correcting inappropriate fragments and run-ons.*	
CCSS.ELA-Literacy.L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their).*	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>Although not specifically addressed, teachers can extend the writing lessons to include capitalization, punctuation, and spelling.</i>
CCSS.ELA-Literacy.L.4.2a Use correct capitalization.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.4.2c Use a comma before a coordinating conjunction in a compound sentence.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.	<i>Direct instruction not specified.</i>
Knowledge of Language CCSS.ELA-Literacy.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Although not specifically addressed, opportunities for students to use their knowledge of language and its conventions are provided throughout Comprehension Clubs in all writing, speaking, reading, and listening activities.
CCSS.ELA-Literacy.L.4.3a Choose words and phrases to convey ideas precisely.*	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.4.3b Choose punctuation for effect.*	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	During facilitated book clubs students are encouraged to write in a reader’s notebook, serving two broad purposes: one informal and personal; the other, more formal and public. Students participate in both informal and formal writing. Students use informal writing to capture and guide their own thinking about a book or to prepare for upcoming small-group discussions. Writing that is more formal can serve as an assessment tool demonstrating what students have learned or thought as they read. This type of writing is to be shared in a more public way, IG p. 36. See also: <i>Raising Dragons</i> , Supporting ELLs, teachers help students understand the informal, colloquial language used by characters. <i>Duke Ellington</i> , Analyze Text, explore colloquial language used to expose readers to the 1920s jazz scene.
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.	Each Teaching Card provides vocabulary words teachers can use to help students notice and understand specific vocabulary related to the text. Students will encounter Essential Words during the read-aloud, and Related Words for Discussion can be introduced to enhance conversation and understanding of the text, IG p. 26, 37.
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.	When meanings of words can be discovered through context, teachers can model and reinforce how to learn vocabulary from contextual clues and encourage students to guess meaning of words from context clues, IG p. 26, 37. Students use context clue to determine word meaning in the following Teaching Cards: <i>Salsa Stories</i> , Notable Text Features, explore Spanish words and phrases are defined in context and appear in glossary at book’s end.

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	<p><i>Felix Takes the Stage</i>, Notable Text Features, use context clues for difficult vocabulary, such as scientific words related to spiders.</p> <p><i>The Irish Cinderlad</i>, Challenging Text Features, use context clues to figure out meaning of vocabulary that reflects Irish origin.</p> <p><i>The Journey: Stories of Migration</i>, Supporting ELLs, students work in pairs using context to determine meaning of specific terms in text.</p> <p><i>Spiders</i>, Supporting ELLs, teachers help students use different techniques to determine meaning of unfamiliar words, such as glossary of specialized vocabulary and using context clues.</p> <p><i>Wolfgang Amadeus Mozart</i>, Challenging Text Features, students may need assistance understanding the many musical terms that appear throughout the biography using context clues or resource materials.</p> <p><i>Cinderella Penguin</i>, Notable Text Features, use context clues to determine meaning of unfamiliar words.</p> <p><i>Bubba, the Cowboy Prince</i>, Notable Text Features, use context clues to determine meaning of unfamiliar words.</p> <p><i>Cinderella</i>, Notable Text Features, use context clues and details in pictures to determine meaning of unfamiliar words.</p>
<p>CCSS.ELA-Literacy.L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p><i>Direct instruction not specified.</i></p>
<p>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.</p>	<p>Students consult reference materials as necessary to determine meaning of key words and phrases. See the following Teaching Cards:</p> <p><i>Frogs</i>, Supporting ELLs, students discuss unfamiliar words, using the glossary or dictionary if necessary.</p> <p><i>Wolfgang Amadeus Mozart</i>, Challenging Text Features, students can use context or resource materials to understanding the musical terms used in the text.</p> <p><i>Owen and Mzee</i>, Challenging Text Features, students use pronunciation guide in text.</p>
<p>CCSS.ELA-Literacy.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Students explore and analyze the use of figurative language and word relationships in the following Teaching Cards:</p> <p><i>Don't Call Me Pruneface!</i>, Theme, explore author's use of idioms.</p> <p><i>Angel Child, Dragon Child</i>, Figurative Language, identify and define examples of metaphors, personification and similes found in text.</p> <p><i>Picnic at Mudsock Meadow</i>, Suggested Stopping Points, explore author's meaning when character "changed her tune" at the end of the story; see also Supporting ELLs.</p> <p><i>The Irish Cinderlad</i>, Challenging Text Features, use context clues to figure out meaning of vocabulary that reflects Irish origin.</p> <p><i>Bigfoot Cinderrrrrella</i>, Figurative Language, explore and define domain-specific vocabulary and figurative language used in the text.</p> <p><i>The Secret Olivia Told Me</i>, Challenging Text Features, explore and analyze author's choice of words as used in the text; see also Supporting ELLs.</p> <p><i>Alexander, Who Used to be Rich Last Sunday</i>, Challenging Text Features, explore items of the</p>

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	<p>time period.</p> <p><i>The Night I Followed the Dog</i>, explore double meaning and humor of idiom at end of story.</p> <p><i>Raising Dragons, Style/Language</i>, explore colloquial language found in text.</p> <p><i>The Eyes of Gray Wolf</i>, Figurative Language, explore meaning as used in text.</p> <p><i>Duke Ellington</i>, Analyze Text, explore colloquial language used to expose readers to the 1920s jazz scene.</p> <p><i>Wangari's Trees of Peace</i>, Analyze Text, explore use of poetic language to evoke images that connect to book's themes.</p> <p><i>The Great Kapok Tree</i>, Analyze Text, author presents facts and uses poetic voice to give her opinions.</p> <p><i>The Eyes of Gray Wolf</i>, Supporting ELLs, teachers help students interpret some of the figurative language used in the text.</p> <p><i>The Broken Bike Boy and the Queen of 33rd Street</i>, Supporting All Learners, teachers make sure students understand the idioms and slang used in the story.</p> <p><i>Cinderella</i>, Supporting ELLs, discuss the meaning of idioms used in story.</p>
<p>CCSS.ELA-Literacy.L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>	<p>Students explore the author's use of similes and metaphors in the following Teaching Cards:</p> <p><i>The Irish Cinderlad</i></p> <p><i>Bigfoot Cinderrrrrella</i></p> <p><i>Angel Child, Dragon Child</i></p>
<p>CCSS.ELA-Literacy.L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>Students recognize and explore the meaning of idioms, adages, and proverbs used in text in the following Teaching Cards:</p> <p><i>Don't Call Me Pruneface!</i>, Supporting ELLs, explore and discuss examples of idioms used in the text.</p> <p><i>The Night I Followed the Dog</i>, Analyze Text, explore use of idiom at end of story.</p> <p><i>The Broken Bike Boy and the Queen of 33rd Street</i>, Supporting All Learners, teachers make sure students understand the idioms and slang used in the story.</p> <p><i>Picnic at Mudsock Meadow</i>, Supporting ELLs, teachers help students understand idiomatic language used in story.</p> <p><i>Cinderella</i>, Supporting ELLs, discuss the meaning of idioms used in story.</p> <p><i>The Irish Cinderlad</i>, Supporting ELLs, discuss the meaning of idioms used in story.</p> <p><i>The Secret Olivia Told Me</i>, Supporting ELLs, teachers explain meaning of idioms used and give examples of other situations when expression could be used.</p>
<p>CCSS.ELA-Literacy.L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Students demonstrate understanding of words. See specifically:</p> <p><i>Hewitt Anderson's Great Big Life</i>, Supporting All Learners, students identify words in the story that have similar meanings.</p>
<p>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</p>	<p>Students explore and understand grade-appropriate and domain-specific words used in the text. See the following Teaching Cards:</p> <p><i>The Great Kapok Tree</i>, Supporting ELLs, teachers invite students to find words in the text that sound like the noises animals make (hissed, chattered, squawked).</p>

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<p>topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p><i>Ish</i>, Supporting All Learners, students understand the actions and emotions conveyed by dialogue tags (snapped, sneered, exclaimed). <i>Bigfoot Cinderrrrrella</i>, Figurative Language, explore and define domain-specific vocabulary and figurative language used in the text. <i>Felix Takes the Stage</i>, Challenging Text Features, use context clues for difficult vocabulary, such as scientific words related to spiders. <i>Alexander, Who Used to be Rich Last Sunday</i>, Challenging Text Features, explore words that describe items of the time period. <i>Salsa Stories</i>, Challenging Text Features, students explore unfamiliar religious festival terms.</p>
<p>Writing Text Types and Purposes CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>Writing about text provides students with an effective and precise way to construct meaning and knowledge about the text. Inviting students to write about a text enhances their reading comprehension because it provides greater opportunities to think about a text, and organize and integrate their ideas. Each Teaching Card provides writing opportunities for students.</p> <p>Book Club Teaching Cards invite teachers to encourage students to use their Reader’s Notebooks. Suggestions for using a Reader’s Notebook are provided, IG p. 40-42. During facilitated book clubs, writing in a reader’s notebook serves two broad purposes: one informal and personal; the other, more formal and public. Guidance for using the Reader’s Notebook are shared on Each Book Club Teaching Card. Students are reminded, as the read, to write in their notebooks what they want to talk about with their group, including any questions they have. Students participate both informal and formal writing. Students use informal writing to capture and guide their own thinking about a book or to prepare for upcoming book discussions. Examples of informal writing include: quick notes, lists, sketches, predictions, confirmations, questions, favorite language, and diagrams. Writing that is more formal can serve as an assessment tool demonstrating what students have learned or thought as they read. This writing is meant to be shared in a more public way, for example, detailed book notes and quotes that lead to a book review, or a list of essential questions and the answers obtained through a collaborative inquiry project. Other more formal writings may include author or illustrator studies, literary essays, genre studies, biographical sketches, and news articles, IG p. 36.</p> <p>Read-Aloud Teaching Cards provide Write and Respond Activities for students. Encouraging students to write about text provides them with opportunities to absorb content more deeply. It also provides the teacher with the opportunity to evaluate student comprehension and key understanding, IG p. 27.</p> <p>See persuasive writing activities on the following Teaching Cards: <i>Grace for President</i>, response <i>The Journey: Stories of Migration</i>, movie pitch <i>Looking for Miza</i>, descriptive <i>Face to Face with the Sharks</i>, list and response <i>Alexander, Who Used to be Rich Last</i>, advice <i>The Great Kapok Tree</i>, opinion <i>Duke Ellington</i>, advertisement</p>

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	<p><i>Spiders</i>, persuasive paragraph <i>The Night I Followed the Dog</i>, advertisement <i>Diary of a Spider</i>, book review</p>
CCSS.ELA-Literacy.W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	See Write and Respond: <i>Spiders</i> , students explain and support their position using facts learned in the book.
CCSS.ELA-Literacy.W.4.1b Provide reasons that are supported by facts and details.	See Write and Respond: <i>Face to Face With Sharks</i> , revisit the book and list reasons the authors give for why people should help sharks survive. <i>Grace for President</i> , include examples from the story to support reasons. <i>The Great Kapok Tree</i> , include factual information to support opinion.
CCSS.ELA-Literacy.W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.W.4.1d Provide a concluding statement or section related to the opinion presented.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	See informative/expository writing activities on the following Teaching Cards: <i>Angel Child, Dragon Child</i> , character letter <i>Picnic at Mudsock Meadow</i> , newspaper article <i>Cinderella</i> , reader’s response <i>The Rough-Face Girl</i> , compare and contrast <i>The Irish Cinderlad</i> , description <i>Mufaro’s Beautiful Daughters</i> , alternate ending <i>Almost Gone</i> , animal collage <i>The Eyes of Gray Wolf</i> , alternate endings <i>The Three Questions</i> , book review <i>Wangari’s Trees of Peace</i> , summary <i>An Eye for Color</i> , write about an outcome <i>Frida</i> , explanation <i>Faith Ringgold</i> , descriptive time line/story quilt <i>Porkenstein</i> , news story <i>LaRue Across America</i> , postcard
CCSS.ELA-Literacy.W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	<i>Direct instruction not specified.</i>

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CCSS.ELA-Literacy.W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.W.4.2e Provide a concluding statement or section related to the information or explanation presented.	See Write and Respond: <i>The Eyes of Gray Wolf</i> , describe a new ending for the story.
CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	See narrative writing activities on the following Teaching Cards: <i>Don't Call Me Pruneface!</i> , alternate scene <i>Once Upon a Cool Motorcycle Dude</i> , alternate endings <i>Bigfoot Cinderrrrrella</i> , story extension <i>The Secret Olivia Told Me</i> , character's response <i>Raising Dragons</i> , sequel
CCSS.ELA-Literacy.W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	See Write and Respond: <i>Don't Call Me Pruneface!</i> , rewrite a scene from the story.
CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	See Write and Respond: <i>Once Upon a Cool Motorcycle Dude</i> , write a different ending for the fairy tale including illustrations and speech bubbles.
CCSS.ELA-Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.W.4.3e Provide a conclusion that follows from the narrated experiences or events.	See Write and Respond: <i>Once Upon a Cool Motorcycle Dude</i> , write a different ending for the fairy tale.
Production and Distribution of Writing CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Each Read-Aloud Teaching Card provides a Write and Respond activity in which students produce specific writing pieces Students can share their writing with the class. Additionally, teachers can choose to end the round of books clubs with a unit theme project. These projects invite the students to continue the conversation about the books, as well as demonstrate what they have learned from exploring the theme or unit of study. Collaborative projects provide an additional layer of meaning and support, IG p. 86. Teachers can offer students a choice of projects to work on in pairs, groups, or individually. Students create a rough draft and then a final copy before sharing with the class. See unit project suggestions and project rubrics for Grade 3, IG p. 97-99.
CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate	<i>Direct instruction not specified.</i>

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sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
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.	<i>Although not specifically addressed, teachers can extend the lesson as determined appropriate.</i>
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.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.W.4.9a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.W.4.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	<i>Direct instruction not specified.</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.	Every Teaching Card in Comprehension Clubs provides writing opportunities. Students use their Reader’s Notebook for both formal and informal writing. Additionally, students participate in Write and Respond activities about the texts.
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.	<p>Opportunities for students to engage in a range of collaborative discussions with diverse partners are provided throughout Comprehension Clubs. Teachers help students learn to use active listening and natural turn-taking by introducing talk routines that encourage peer-to-peer talk, such as Pair Talk, Threesome Talk, and Circle Talk in Two Pairs, IG p. 25.</p> <p>In book clubs, students learn to share their deep thinking about the book. Teachers and students discuss and engage with the books on multiple levels through reflective, academic conversation about the books, IG p. 28-32.</p> <p>Students learn to talk by talking. Their talk represents their thinking. Comprehension Clubs multiplies the opportunities for students to learn from talking and benefit from the language and thinking of others, IG p. 62</p>
CCSS.ELA-Literacy.SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Teachers use the Stopping Points and Prompts to ask questions about the Read-Aloud and invite students to share their thinking. Students are encouraged to cite textual evidence to support each observation and opinion. IG p. 24
CCSS.ELA-Literacy.SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.	After the Read-Aloud, teachers can invite students to use Routines to Encourage Peer Talk. Students can think about the book together and may want to talk with partners or share whole-group comments. Teacher help students learn routines, which include listening intently to what is

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	being said, waiting for an opening in the conversation, providing his/her response, IG p. 25
CCSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Teachers use the Stopping Points (specifically Thinking Within and About the Text) and Prompts to ask questions about the Read-Aloud and invite students to share their thinking. Students are encouraged to cite textual evidence to support each observation and opinion. IG p. 24
CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Teachers use the Stopping Points (specifically Thinking Beyond the Text) and Prompts to ask questions about the Read-Aloud and invite students to share their thinking. Students are encouraged to cite textual evidence to support each observation and opinion. IG p. 24
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.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	See the following Prompt: <i>Looking for Miza</i> , Thinking Within the Text, How does the background information help you understand the dangerous situation?
Presentation of Knowledge and Ideas CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Teachers can choose to end the round of books clubs with a unit theme project. These projects invite the students to continue the conversation about the books, as well as demonstrate what they have learned from exploring the theme or unit of study. Collaborative projects provide an additional layer of meaning and support, IG p. 86. Teachers can offer students a choice of projects to work on in pairs, groups, or individually. Students create a rough draft and then a final copy before sharing with the class. See unit project suggestions and project rubrics for Grade 3, IG p. 97-99.
CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	<i>Direct instruction not specified.</i>

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Reading: Literature Key Ideas and Details CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Comprehension Clubs is a comprehensive program with six themed units of study per grade, each organized in a spiraled curriculum that includes a collection of books and teacher materials that allow for rich, in-depth, text-base conversation about reading and complex global issues, IG p. 5. Teachers choose one of the Interactive Read-Aloud books to share with the students during

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whole-class instructional time. Teachers can use the Suggested Stopping Points to Invite Thinking found on each Read-Aloud Teaching Card to elicit students' analysis and ask students to cite textual evidence to support understanding of the text, IG p. 15.

Additionally, teachers are guided to help students read, cite textual evidence, and discuss how each Book Club book informs the reader to ensure deep comprehension of the Key Understandings of the text. Suggestions for where to draw readers' attention, how to cite textual evidence, and what to write about in the readers' notebooks are shared on each Book Club Teaching Card. Sample prompts designed to support discussion and lead students to revisit the text are also provided. See Offer Tools for Oral or Written Response, IG p. 37.

Thinking Within the Text found on each Teaching Card supports students' knowledge of key ideas and details, IG p. 149. Students engage in literal, inferential, and critical thinking through the interactive read-alouds and book clubs in order to comprehend each text. Opportunities for students to explain their understanding of a text by citing textual evidence and quoting accurately from the text are provided for the following fictional titles:

The Yellow Star

Freedom on the Menu

Tiger Rising

Twenty and Ten

Because of Winn Dixie

One Hen

Tsunami!

Chicken Big

Lon Po Po

Rumpelstiltskin

The Odious Ogre

The Rumpelstiltskin Problem

Skeleton Man

The Monster's Ring

Werewolf versus Dragons

Scaredy Squirrel

Crow Call

Dreaming of America: An Ellis Island Story

Zen Shorts

Grandma's Records

Music of the Dolphins

In the Year of the Boar and Jackie Robinson

The Danger Box

Anything But Typical

The Hatmaker's Sign

The Memory Coat

Pink and Say

Just Like Josh Gibson

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	<p><i>Ride Like the Wind</i> <i>Esperanza Rising</i> <i>Riding Freedom</i> <i>The Watsons Go to Birmingham</i> <i>Elijah of Buxton</i></p>
<p>CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>Each Teaching Card in Comprehension Clubs shares a summary of the story and states the book themes. These tie directly to the Unit Focus, to the Key Understandings and expected learning outcomes of the particular titles, and to additional titles in the unit, IG p. 23. Opportunities for students to analyze the text, determine the theme of the story, and cite supporting textual evidence are available in the following Teaching Cards for example:</p> <p><i>The Yellow Star</i>, Analyze Text, author conveys the theme that quick thinking and working together can solve difficult problems.</p> <p><i>Tsunami!</i>, Key Understandings, heroic actions of main character deliver an important theme about sacrifice.</p> <p><i>The Odious Ogre</i>, Key Understandings, author uses humor and an unlikely outcome to emphasize the theme.</p> <p><i>Scaredy Squirrel</i>, Key Understandings, author uses several techniques, including an introductory warning reflecting one of the book’s themes.</p> <p><i>Zen Shorts</i>, Analyze Text, students explore themes.</p> <p><i>One Hen</i>, students read, cite textual evidence and discuss themes of small actions that lead to big results and working together to achieve goals.</p> <p><i>The Monster’s Ring</i>, Challenging Text Features, students discuss central theme of bullying.</p>
<p>CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>Students compare and contrast characters, setting, or events in a story citing specific details in the text in the following Teaching Cards:</p> <p><i>Lon Po Po</i>, Key Understandings, dialogue between the children and the wolf moves the plot along and helps readers see the parallels between this book and the familiar fairy tale.</p> <p><i>Dreaming of America: An Ellis Island Story</i>, Key Understandings, dialogue reveals relationships between characters.</p> <p><i>Zen Shorts</i>, Supporting ELLs, students organize details of each child’s visit into columns to compare and contrast.</p> <p><i>Grandma’s Records</i>, Key Understandings, first-person narration shows author’s close relationship with his grandmother.</p> <p><i>Crow Call</i>, Key Understandings, dialogue reveals characters emotions about war and separation before they come to an unspoken understanding.</p> <p><i>Pink and Say</i>, Analyze the Text, students compare and contrast characters differing views of the war.</p> <p><i>Tiger Rising</i>, Key Understandings, realistic dialogue creates believable and vulnerable characters that work together to help each other.</p> <p><i>Because of Winn Dixie</i>, students notice, cite, and discuss narrator’s personification of the dog in the story.</p> <p><i>Music of the Dolphins</i>, Developing Comprehension, students contract characters’ childhoods.</p>

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	<p><i>Riding Freedom</i>, Supportive Text Features, students follow the straightforward plot and interactions between Charlotte and her friends.</p> <p><i>The Watsons Go to Birmingham</i>, Supportive Text Features, humorous situations and clear descriptions of pranks between siblings will capture reader’s attention throughout the book.</p> <p><i>Elijah of Buxton</i>, Supportive Text Features, readers relate to a variety of characters and how they interact with each other.</p>
<p>Craft and Structure CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>Students explore figurative language used in a text in the following Teaching Cards:</p> <p><i>The Yellow Star</i>, Key Understandings, author uses poetic language and imagery to entertain readers and convey theme.</p> <p><i>Crow Call</i>, Key Understandings, author uses descriptive, poetic language to set the scene and create mood.</p> <p><i>Just Like Josh Gibson</i>, Analyze Text, students explore author’s use of hyperbole to show reader how talented the characters were.</p> <p><i>Tiger Rising</i>, students read, cite, and discuss textual evidence of the symbols and metaphors used throughout the story.</p> <p><i>The Monster’s Ring</i>, students read, cite, and discuss textual evidence of similes.</p> <p><i>Werewolf versus Dragons</i>, Key Understandings, use of descriptive language helps readers visualize the creatures, human characters, and setting.</p> <p><i>The Danger Box</i>, Key Understandings, author includes many similes to describe characters and ideas; students read, cite, and discuss textual evidence of the similes used in the story that provide vivid details about the characters.</p> <p><i>Anything But Typical</i>, Key Understandings, figurative language and imagery show character’s mastery of words and provide additional information about the character’s thinking.</p> <p><i>The Watsons Go to Birmingham</i>, Supporting All Learners, students explore idioms and figurative language used in text.</p>
<p>CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Students explore overall structure of a text in the following Teaching Cards:</p> <p><i>Rumpelstiltskin</i>, Key Understandings, author includes plot events that repeat three times, a device commonly used in traditional fairy tales.</p> <p><i>The Hatmaker’s Sign</i>, Key Understandings, author uses cumulative story pattern to help reader follow events.</p> <p><i>Tiger Rising</i>, Supporting All Learners, after reading each chapter, students summarize the plot by identifying how character’s actions lead to reactions from others.</p> <p><i>Twenty and Ten</i>, students read, cite, and discuss how the make-believe play in Chapter 1 foreshadows its significance in Chapter 5; Supporting All Learners, students use chapter titles to help recall story events.</p> <p><i>Because of Winn Dixie</i>, after each chapter, students summarize what they learned about the characters.</p> <p><i>One Hen</i>, Key Understandings, story is told in chronological order in a chain of causes and effects.</p> <p><i>Skeleton Man</i>, Supportive Text Features, book is divided into short chapters, each named with descriptive title to help students predict plot events; Key Understandings, cliff-hanger plot</p>

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	<p>events at the end of each chapter build suspense throughout book.</p> <p><i>The Monster's Ring</i>, Supportive Text Features, chapter titles summarize the action in progress.</p> <p><i>Werewolf versus Dragons</i>, Supportive Text Features, chapters contain detailed pen-and-ink illustrations that support the gothic mood.</p> <p><i>In the Year of the Boar and Jackie Robinson</i>, Key Understandings, story organized into a chapter for each month, providing structure for the events.</p>
<p>CCSS.ELA-Literacy.RL.5.6 Describe how a narrator or speaker's point of view influences how events are <i>described</i>.</p>	<p>Students examine how different points of view influence the story in the following Teaching Cards:</p> <p><i>Freedom on the Menu</i>, Key Understandings, author uses first-person narration to help the reader identify with historic events.</p> <p><i>The Odious Ogre</i>, Suggested Stopping Points, analyze the narrator's humorous and often sarcastic tone and attitude.</p> <p><i>Crow Call</i>, Key Understandings, first-person narration reflects that this is a story about the author's life and helps relay the theme.</p> <p><i>Grandma's Records</i>, Key Understandings, first-person narration shows author's close relationship with his grandmother.</p> <p><i>Ride Like the Wind</i>, Analyze Text, story told using third-person narration giving readers a sense of the dangers a rider faced.</p> <p><i>Twenty and Ten</i>, first-person narration helps reader narrator's traits, and those of other characters in the story.</p> <p><i>Skeleton Man</i>, Key Understandings, author uses first-person point of view to tell the story and help readers experience the imagination and fears of the main character.</p> <p><i>Music of the Dolphins</i>, Key Understandings, first-person narration reveals a complex plot.</p> <p><i>The Danger Box</i>, Key Understandings, story narrator is legally blind, providing a unique perspective.</p> <p><i>Anything But Typical</i>, students read, cite textual evidence, and discuss character's perspective revealed through first-person narration.</p> <p><i>The Watsons Go to Birmingham</i>, students read, cite textual evidence and discuss of how author develops characters point of view.</p>
<p>Integration of Knowledge and Ideas</p> <p>CCSS.ELA-Literacy.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>Students explore and analyze how visual information contributes to the meaning to the text in the following Teaching Cards:</p> <p><i>Chicken Big</i>, Key Understandings, author uses a graphic novel format by combining various font styles, speech bubbles, illustrations, and text to add humor to the plot of the story.</p> <p><i>Rumpelstiltskin</i>, Analyze Text, explore illustrations that show details about characters and setting and help reader visualize the plot and establish mood.</p> <p><i>Scaredy Squirrel</i>, Notable Supportive Text Features, grids with illustrations and captions provide considerable support for the plot.</p> <p><i>Dreaming of America: An Ellis Island Story</i>, Key Understandings, caption photographs confirm the accuracy of the story and provide additional details about the immigrant experience; realistic illustrations support the text.</p> <p><i>The Memory Coat</i>, Supportive Text Features, beautifully rendered illustrations give the reader a</p>

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	<p>sense of time and place supporting the context of the story. <i>One Hen</i>, Supportive Text Features, illustrations support story content.</p>
<p>CCSS.ELA-Literacy.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>Genre Study is one of the Overarching Units spiraled throughout the curriculum and revisited in each grade. It focuses on analyzing and comparing how authors approach a genre. Students will think deeply about the decisions an author makes and consider how this decision-making process may help them craft their own writing. See the following Historical Fiction Teaching Cards in Grade 5:</p> <p><i>The Hatmaker’s Sign</i> <i>The Memory Coat</i> <i>Pink and Say</i> <i>Just Like Josh Gibson</i> <i>Ride Like the Wind</i> <i>Esperanza Rising</i> <i>Riding Freedom</i> <i>The Watsons Go to Birmingham</i> <i>Elijah of Buxton</i></p> <p>Additionally, after reading the Read-Aloud text, teachers can help students connect the book to other read-alouds or book club titles, noting similarities and differences, as well as recurring themes, big ideas, genres, language and text features, and vocabulary reflected across the text set, IG p. 24.</p>
<p>Range of Reading and Complexity of Text CCSS.ELA-Literacy.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Comprehension Clubs is a carefully selected library of interactive read-aloud anchor texts supported by topically relevant student book club titles, enabling students to do deep cross-textual analysis, to read widely across topics, and to build deep and sustaining background knowledge on developmentally appropriate topics. IG p. 5</p> <p>Students will be engaged by the high-quality, intriguing texts and will be able to understand the texts to deepen their knowledge. Each age-appropriate collection offers the following advantages: provides experience with a wide variety of texts within each unit of study, promotes growth toward grade-level reading proficiency, makes it easier to select books for whole-class discussion and student book clubs, lends itself to flexible grouping, provides a way to access and assess students’ progress, and provides an exemplary book collection that can be expanded over time. IG p. 10</p> <p>Students will benefit from experiencing a variety of texts. Each unit of study includes both literary and informational texts. Developmentally appropriate informational books present complex ideas along with some technical language. These texts challenge students to acquire and discuss ideas and information and to go beyond the text to research topics of interest. IG p. 11</p>
<p>Reading: Informational Text Key Ideas and Details</p>	<p>Teachers choose one of the Interactive Read-Aloud books to share with the students during whole-class instructional time. Teachers can use the Suggested Stopping Points to Invite</p>

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<p>CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Thinking found on each Read-Aloud Teaching Card to elicit students' analysis and ask students to cite textual evidence to support understanding of the text, IG p. 15.</p> <p>Additionally, teachers are guided to help students read, cite textual evidence, and discuss how each Book Club book informs the reader to ensure deep comprehension of the Key Understandings of the text. Suggestions for where to draw readers' attention, how to cite textual evidence, and what to write about in the readers' notebooks are shared on each Book Club Teaching Card. Sample prompts designed to support discussion and lead students to revisit the text are also provided. See Offer Tools for Oral or Written Response, IG p. 37.</p> <p>Thinking Within the Text found on each Teaching Card supports students' knowledge of key ideas and details, IG p. 149. Students engage in literal, inferential, and critical thinking through the interactive read-alouds and book clubs in order to comprehend each text. Opportunities for students to ask and answer questions about the text and demonstrate understanding of a text by noting and citing textual evidence are provided for the following informational titles:</p> <p><i>Leo the Snow Leopard</i> <i>March On! The Day My Brother Martin Changed the World</i> <i>Harvesting Hope: The Story of Cesar Chavez</i> <i>The Brain: Our Nervous System</i> <i>You Wouldn't Want to be an Egyptian Mummy!</i> <i>X-Treme X-Ray</i> <i>Bones: Our Skeletal System</i> <i>Charles Drew</i> <i>Burp!</i> <i>Skulls and Skeletons</i> <i>Achoo!</i> <i>Mummies Unwrapped!</i> <i>Kubla Khan: The Emperor of Everything</i> <i>Now & Ben</i> <i>Planting the Tree of Kenya</i> <i>John, Paul, George and Ben</i> <i>So You Want to be President?</i> <i>Rosa</i> <i>Can't You Make them Behave, King George?</i> <i>Testing the Ice</i> <i>Rebel in a Dress: Adventurers</i></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>Students explore main ideas and key details in text. See the following Teaching Cards:</p> <p><i>Leo the Snow Leopard</i>, Notable Text Features, photos and captions reflect the main ideas of the book</p> <p><i>Achoo!</i>, Supporting All Learners, students read each page and identify its main ideas.</p> <p><i>Harvesting Hope: The Story of Cesar Chavez</i>, Suggested Stopping Points, students discuss details in illustrations that support theme of collaboration.</p> <p><i>You Wouldn't Want to be an Egyptian Mummy!</i>, Suggested Stopping Points, students cite and</p>

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	<p>discuss details revealed in text about life in ancient Egypt. <i>Bones: Our Skeletal System</i>, Suggested Stopping Points, students summarize most interesting things learned about bones.</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>Students explore interactions between individuals, events, or ideas based on specific information in the text in the following Teaching Cards: <i>The Brain: Our Nervous System</i>, Key Understandings, predictable structures in text helps to clarify complex content and allows readers to compare and contrast different parts of the nervous system. <i>You Wouldn't Want to be an Egyptian Mummy!</i>, Analyze Text, sequential organization is used and author provides a series of steps in the process and provides how-to details about a more elaborate process. <i>Charles Drew</i>, Suggest Stopping Points, explore how events of text are connected. <i>Leo the Snow Leopard</i>, Supporting ELLs, visual support of photos helps students understand the sequence of events and chronology. <i>March On! The Day My Brother Martin Changed the World</i>, Notable Text Features, students can use time line at back of book to learn additional facts. <i>Kubla Khan: The Emperor of Everything</i>, Analyze Text, author traces Kubla Khan's life in chronological order. <i>Now & Ben</i>, Analyze Text, author organizes book in now-and-then format. <i>Harvesting Hope: The Story of Cesar Chavez</i>, Key Understandings, events of Chavez's life are described in chronological order. <i>Skulls and Skeletons</i>, Key Understandings, author describes a three-step investigative process and highlights the actions corresponding to each step.</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>Students explore the meaning of domain-specific words as they are used in a text in the following Teaching Cards: <i>Freedom on the Menu</i>, Challenging Text Features, teachers may need to help students with terms in the story that are not widely used today. <i>One Hen</i>, Challenging Text Features, students explore several unfamiliar terms relate to life in an African village. <i>You Wouldn't Want to be an Egyptian Mummy!</i>, Challenging Text Features, students explore specialized vocabulary of ancient Egyptian burial practices.</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>Connect to Book Club Books found on all Read-Aloud Teaching encourage teachers to model comparing and contrasting topics, ideas, treatments, themes, genres, text features, language, literary features, and vocabulary across multiple texts. See the following for example: <i>Leo the Snow Leopard</i>, teachers encourage students to connect readings to the topic of loss and survival. <i>March On! The Day My Brother Martin Changed the World</i>, teachers encourage students to identify examples of persistence in their readings. <i>Harvesting Hope: The Story of Cesar Chavez</i>, teachers encourage students to look for connections to sharing food in their readings.</p>

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	<p><i>The Brain: Our Nervous System</i>, Connect to Book Club Books, teachers encourage students to connect readings to the genre characteristics of captioned or labeled images.</p> <p><i>You Wouldn't Want to be an Egyptian Mummy!</i>, teachers encourage students to connect readings to a series of steps in a process.</p> <p>In Connect to Read-Aloud Books found on each Book Club Teaching Card, topics are suggested for comparing and contrasting the book club book with each of the read-aloud books in the same unit.</p> <p><i>Rebel in a Dress: Adventurers</i>, Key Understandings, book is divided into chapters, each which highlights a different woman adventurer.</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>See the following:</p> <p><i>The Rumpelstiltskin Problem</i>, Developing Comprehension, students compare and contrast the different stories; Supportive Text Features, students explore the alternative versions of the tale and appreciate the cleverness of the variants.</p> <p><i>March On! The Day My Brother Martin Changed the World</i>, Point of View, author provides first-person point of view presenting historical facts.</p> <p><i>The Brain: Our Nervous System</i>, Suggested Stopping Points, explore repeated organizational structure used to help readers locate information and look for similarities and differences.</p> <p><i>Testing the Ice</i>, Key Understandings, author describes story in first-person narration.</p>
<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>See the following:</p> <p><i>The Brain: Our Nervous System</i>, Key Understandings, high-tech images, diagrams, and labels are used to teach and engage readers.</p> <p><i>You Wouldn't Want to be an Egyptian Mummy!</i>, Key Understanding, typical features of informational text, such as heading, subheadings, labeled illustrations, captions, and glossary help organize the text making it easy to locate information.</p> <p><i>X-Treme X-Ray</i>, Supportive Text Features, text on most pages is easy to follow and side bars and text boxes highlight the photography.</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>Students explore and identify reasons and evidence to support points in a text in the following Teaching Cards:</p> <p><i>X-Treme X-Ray</i>, Suggested Stopping Points, students discuss what how author reminds readers to highlight the beauty of the x-ray.</p> <p><i>You Wouldn't Want to be an Egyptian Mummy!</i>, Suggested Stopping Points, discuss how certain pages reveal details about the life in ancient Egypt.</p> <p><i>The Brain: Our Nervous System</i>, Analyze Text, explore author's use of actual images on the brain and nerves as evidence of book's accuracy of details.</p> <p><i>Leo the Snow Leopard</i>, Analyze Text, the author's share this story to highlight the international collaboration that occurred to persuade readers to care about endangered species.</p> <p><i>Bones: Our Skeletal System</i>, Suggest Stopping Points, students describe how author teaches them about tendons, ligaments, and cartilage in an understandable way.</p>

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<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>Opportunities for students to integrate information from several texts on the same topic are provided throughout. Comprehension Clubs is an engaging, age-appropriate collection of books grouped into units of study with teaching support. There are six themed units of study per grade, each organized in a spiraled curriculum that includes a collection of books and teaching materials that allow for rich, in-depth, text-based conversation about reading and complex, global ideas, IG p. 5. Each theme-based unit of study is framed around a unifying topic, theme, or genre, IG p. 8-10. There are two units that focus on informational text: Living Things and Inspired by True Stories.</p> <p>Living Things unit focuses on how authors of informational texts present facts and persuade readers to share their opinions. See the following: <i>The Brain</i> <i>You Wouldn't Want to be an Egyptian Mummy!</i> <i>X-Treme X-Ray</i> <i>Bones</i> <i>Charles Drew</i> <i>Burp!</i> <i>Skulls and Skeletons</i> <i>Achoo!</i> <i>Mummies Unwrapped</i></p> <p>Inspired by True Stories unit focuses on biographies and real-world situations. See the following: <i>Kubla Khan: The Emperor of Everything</i> <i>Now & Ben</i> <i>Planting the Tree of Kenya</i> <i>John, Paul, George and Ben</i> <i>So You Want to be President?</i> <i>Rosa</i> <i>Can't You Make them Behave, King George?</i> <i>Testing the Ice</i> <i>Rebel in a Dress: Adventurers</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>Comprehension Clubs is a carefully selected library of interactive read-aloud anchor texts supported by topically relevant student book club titles, enabling students to do deep cross-textual analysis, to read widely across topics, and to build deep and sustaining background knowledge on developmentally appropriate topics. IG p. 5</p> <p>Students will be engaged by the high-quality, intriguing texts and will be able to understand the texts to deepen their knowledge. Each age-appropriate collection offers the following advantages: provides experience with a wide variety of texts within each unit of study, promotes growth toward grade-level reading proficiency, makes it easier to select books for whole-class discussion and student book clubs, lends itself to flexible grouping, provides a way to access and assess students' progress, and provides an exemplary book collection that can be expanded over time. IG p. 10</p>

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	<p>Students will benefit from experiencing a variety of texts. Each unit of study includes both literary and informational texts. Developmentally appropriate informational books present complex ideas along with some technical language. These texts challenge students to acquire and discuss ideas and information and to go beyond the text to research topics of interest. IG p. 11</p>
<p>Reading: Foundational Skills Phonics and Word Recognition CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>See the following: <i>Werewolf versus Dragons</i>, Supporting All Learners, Struggling Readers, students listen to the audiobook to help build phonemic awareness, especially given unconventional vocabulary. <i>The Brain: Our Nervous System</i>, Supporting ELLs, students explore and define words with specific suffixes while reading.</p>
<p>Fluency CCSS.ELA-Literacy.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Fluency is one of the strategic actions students use while developing comprehension. Thinking Within the Text, found on each Book Club Teaching Card, encourages students to adjust reading speed and technique according to they type of text and purpose for reading, IG p. 38</p> <p>Struggling students need help with fluency and comprehension as well as building their confidence to handle both. One of the most effective ways to help is to invite them to read along with audiobooks, such as the streaming audiobooks in Comprehension Clubs. Students learn about fluency, expression, and reading at an appropriate rate. They also learn about punctuation and how it affects their reading style and pace, which in turn can affect comprehension. With the aid of audiobooks, struggling students can read more challenging books and are able to participate in the book clubs, IG p. 63.</p>
<p>CCSS.ELA-Literacy.RF.5.4a Read grade-level text with purpose and understanding.</p>	<p>Students read grade-level text with purpose and understanding. See the following Teaching Cards for example: <i>Because of Winn Dixie</i>, Supporting All Learners, struggling readers can listen to audiobook to help them become more fluent readers. <i>One Hen</i>, Supporting All Learners, struggling readers can listen to narration in audiobook to help improve their fluency. <i>Skeleton Man</i>, Supporting All Learners, struggling readers can listen to audiobook to clarify word meaning and build fluency. <i>The Danger Box</i>, Supporting All Learners, struggling readers can listen to the narration in the audiobook to help promote fluency.</p>
<p>CCSS.ELA-Literacy.RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>	<p>Students read orally with accuracy, appropriate rate, and expression. See the following: <i>The Yellow Star</i>, Supporting ELLs, students work in small groups to practice pronunciation and phrasing by reading dialogue and narrator’s words. Teachers monitor students’ fluency and provided feedback as needed.</p>

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<p>CCSS.ELA-Literacy.RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students use context to confirm word meaning in the following Teaching Cards: <i>The Odious Ogre</i>, Challenging Text Features and Supporting ELLs, encourage students to listen for context clues to determine meaning of difficult words. <i>Pink and Say</i>, Challenging Text Features, teachers help students use context clues to understanding informal language used in story. <i>Werewolf versus Dragons</i>, Key Understandings, made-up words are defined with detailed context clues. <i>Elijah of Buxton</i>, Challenging Text Features, students may need help using context clues to figure out difficult vocabulary. <i>Leo the Snow Leopard</i>, Notable Text Features, students use context clues to define unfamiliar words. <i>Harvesting Hope: The Story of Cesar Chavez</i>, Supportive Text Features, students explore unfamiliar words that are described in context. <i>X-Treme X-Ray</i>, Supporting ELLs, explore words defined in context and discuss meaning of words. <i>Charles Drew</i>, Supporting ELLs, students use context clues to explore meaning of several idiomatic expressions used in conversational language in text. <i>Burp!</i>, students define terms used in context.</p>
<p>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.</p>	<p>Although not specifically addressed, teachers can extend the writing lessons to include grammar and usage.</p>
<p>CCSS.ELA-Literacy.L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.L.5.1c Use verb tense to convey various times, sequences, states, and conditions.</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.L.5.1d Recognize and correct inappropriate shifts in verb tense.*</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.L.5.1e Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Although not specifically addressed, teachers can extend the writing lessons to include grammar and usage.</p>
<p>CCSS.ELA-Literacy.L.5.2a Use punctuation to separate items in a series.*</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.L.5.2b Use a comma to separate an introductory element from the rest of the sentence.</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.L.5.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the</p>	<p><i>Direct instruction not specified.</i></p>

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sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).	
CCSS.ELA-Literacy.L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.5.2e Spell grade-appropriate words correctly, consulting references as needed.	<i>Direct instruction not specified.</i>
Knowledge of Language CCSS.ELA-Literacy.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Although not specifically addressed, opportunities for students to use their knowledge of language and its conventions are provided throughout Comprehension Clubs in all writing, speaking, reading, and listening activities.
CCSS.ELA-Literacy.L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Students explore the varieties of English, including colloquial language, used in texts in the following Teaching Cards: <i>Pink and Say</i> <i>Elijah of Buxton</i> <i>March On! The Day My Brother Martin Changed the World</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.	Each Teaching Card provides vocabulary words teachers can use to help students notice and understand specific vocabulary related to the text. Students will encounter Essential Words during the read-aloud, and Related Words for Discussion can be introduced to enhance conversation and understanding of the text, IG p. 26, 37.
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.	Students use context to confirm word meaning in the following Teaching Cards: <i>The Odious Ogre</i> , Challenging Text Features and Supporting ELLs, encourage students to listen for context clues to determine meaning of difficult words. <i>Pink and Say</i> , Challenging Text Features, teachers help students use context clues to understanding informal language used in story. <i>Werewolf versus Dragons</i> , Key Understandings, made-up words are defined with detailed context clues. <i>Elijah of Buxton</i> , Challenging Text Features, students may need help using context clues to figure out difficult vocabulary. <i>Leo the Snow Leopard</i> , Notable Text Features, students use context clues to define unfamiliar words. <i>Harvesting Hope: The Story of Cesar Chavez</i> , Supportive Text Features, students explore unfamiliar words that are described in context. <i>Charles Drew</i> , Supporting ELLs, students use context clues to explore meaning of several idiomatic expressions used in conversational language in text.
CCSS.ELA-Literacy.L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	See the following: <i>The Brain: Our Nervous System</i> , Supporting ELLs, students explore and define words with specific suffixes while reading.
CCSS.ELA-Literacy.L.5.4c Consult reference materials (e.g.,	See the following:

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<p>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><i>The Odious Ogre</i>, Supporting ELLs, students work in pairs to decode meaning using context clues and/or a dictionary. <i>You Wouldn't Want to be an Egyptian Mummy!</i>, Supporting ELLs, students explore using a glossary.</p>
<p>CCSS.ELA-Literacy.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Students explore and demonstrate understanding of figurative language and word relationships used in text in the following Teaching Cards: <i>Pink and Say</i>, Key Understandings, author uses colloquial language to establish realistic characters. <i>The Rumpelstiltskin Problem</i>, Challenging Text Features, students explore author's use of irony to add a humorous tone to the stories. <i>Elijah of Buxton</i>, Supporting all Learners, struggling readers can listen to the audiobook to help pronounce and understand the colloquial language used throughout the book. <i>March On! The Day My Brother Martin Changed the World</i>, Analyze Text, explore distinctive style and language used to tell story, including colloquial expressions, repetition rhythm, and personification. <i>John, Paul, George and Ben</i>, Supportive Text Features, students explore creative wordplay and humorous exaggerations used in text.</p>
<p>CCSS.ELA-Literacy.L.5.5a Interpret figurative language, including similes and metaphors, in context.</p>	<p>Students explore and interpret figurative language in the following Teaching Cards: <i>The Yellow Star</i>, Key Understandings, author uses poetic language and imagery to entertain readers and convey theme. <i>Crow Call</i>, Key Understandings, author uses descriptive, poetic language to set the scene and create mood. <i>Just Like Josh Gibson</i>, Analyze Text, students explore author's use of hyperbole to show reader how talented the characters were. <i>Tiger Rising</i>, students read, cite, and discuss textual evidence of the symbols and metaphors used throughout the story. <i>The Monster's Ring</i>, students read, cite, and discuss textual evidence of similes. <i>Werewolf versus Dragons</i>, Key Understandings, use of descriptive language helps readers visualize the creatures, human characters, and setting. <i>The Danger Box</i>, Key Understandings, author includes many similes to describe characters and ideas; students read, cite, and discuss textual evidence of the similes used in the story that provide vivid details about the characters. <i>Anything But Typical</i>, Key Understandings, figurative language and imagery show character's mastery of words and provide additional information about the character's thinking. <i>The Watsons Go to Birmingham</i>, Supporting All Learners, students explore idioms and figurative language used in text. <i>March On! The Day My Brother Martin Changed the World</i>, Key Understandings, author uses imagery and poetic language to describe the march. <i>Harvesting Hope: The Story of Cesar Chavez</i>, Key Understandings, explore similes, metaphors, and descriptive language used to help reader visualize important events. <i>Achoo!</i>, Key Understandings, similes, vivid verbs, and precise adjectives help students visualize</p>

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	<p>the content.</p> <p><i>Rosa</i>, Supporting All Learners, students explore and discuss meaning of metaphors and similes used in text.</p> <p><i>Testing the Ice</i>, students read, cite evidence and discuss how the setting contributes to the metaphor of courage in the text.</p>
<p>CCSS.ELA-Literacy.L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>See the following:</p> <p><i>The Watsons Go to Birmingham</i>, Supporting All Learners, students explore idioms and figurative language used in text.</p> <p><i>Charles Drew</i>, Supporting ELLs, students use context clues to explore meaning of several idiomatic expressions used in conversational language in text.</p> <p><i>Can't You Make Them Behave, King George?</i>, Supporting All Learners, students explore and understand idioms used in text.</p>
<p>CCSS.ELA-Literacy.L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Students explore use of synonyms in the following Teaching Cards:</p> <p><i>Chicken Big</i>, Supporting ELLs, students explore synonyms of common words, slang more common to colloquial speech, and onomatopoeia used to add humor to the story.</p> <p><i>Crow Call</i>, Supporting ELLs, teachers point out the numerous synonyms used in the author's descriptive language and help students to identify words that have similar meanings.</p> <p><i>Rebel in a Dress: Adventurers</i>, Supporting All Learners, students use examples for the text to explore synonyms and shades of meaning.</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>Students explore the meaning of domain-specific words as they are used in a text in the following Teaching Cards:</p> <p><i>Freedom on the Menu</i>, Challenging Text Features, teachers may need to help students with terms in the story that are not widely used today.</p> <p><i>One Hen</i>, Challenging Text Features, students explore several unfamiliar terms relate to life in an African village.</p> <p><i>You Wouldn't Want to be an Egyptian Mummy!</i>, Challenging Text Features, students explore specialized vocabulary of ancient Egyptian burial practices.</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 about text provides students with an effective and precise way to construct meaning and knowledge about the text. Inviting students to write about a text enhances their reading comprehension because it provides greater opportunities to think about a text, and organize and integrate their ideas. Each Teaching Card provides writing opportunities for students.</p> <p>Book Club Teaching Cards invite teachers to encourage students to use their Reader's Notebooks. Suggestions for using a Reader's Notebook are provided, IG p. 40-42. During facilitated book clubs, writing in a reader's notebook serves two broad purposes: one informal and personal; the other, more formal and public. Guidance for using the Reader's Notebook are shared on Each Book Club Teaching Card. Students are reminded, as the read, to write in their notebooks what they want to talk about with their group, including any questions they have. Students participate both informal and formal writing. Students use informal writing to capture</p>

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	<p>and guide their own thinking about a book or to prepare for upcoming book discussions. Examples of informal writing include: quick notes, lists, sketches, predictions, confirmations, questions, favorite language, and diagrams. Writing that is more formal can serve as an assessment tool demonstrating what students have learned or thought as they read. This writing is meant to be shared in a more public way, for example, detailed book notes and quotes that lead to a book review, or a list of essential questions and the answers obtained through a collaborative inquiry project. Other more formal writings may include author or illustrator studies, literary essays, genre studies, biographical sketches, and news articles, IG p. 36.</p> <p>Read-Aloud Teaching Cards provide Write and Respond Activities for students. Encouraging students to write about text provides them with opportunities to absorb content more deeply. It also provides the teacher with the opportunity to evaluate student comprehension and key understanding, IG p. 27.</p> <p>See persuasive writing activities on the following Teaching Cards: <i>Freedom on the Menu</i>, song/poem <i>Tsunami!</i>, write a persuasive piece related to story. <i>Rumpelstiltskin</i>, rewrite a scene from the skit revealing opinions and motivations. <i>Pink and Say</i>, write a memorial for character in story. <i>Just Like Josh Gibson</i>, write their opinion about a topic. <i>Ride Like the Wind</i>, write examples from the text and share their opinions.</p>
<p>CCSS.ELA-Literacy.W.5.1a Provide logically ordered reasons that are supported by facts and details.</p>	<p>See Write and Respond: <i>Tsunami!</i>, write to explain why character should be honored as a hero including reasons supported by details from story. <i>Pink and Say</i>, write a memorial for character including details and examples from story to support. <i>Just Like Josh Gibson</i>, write their opinion referencing specific details in the story.</p>
<p>CCSS.ELA-Literacy.W.5.1b Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.W.5.1c Provide a concluding statement or section related to the opinion presented.</p>	<p><i>Direct instruction not specified.</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>See expository writing activities that communicate ideas and information clearly in the following Teaching Cards: <i>Leo the Snow Leopard</i>, use information in text and author’s notes to write public service announcement explaining why snow leopards are endangered and what people can do to help. <i>Bones</i>, write a brief summary of the functions of the bones, tendons, and ligaments describing each term. <i>Charles Drew</i>, write a short speech introducing Drew at an awards ceremony and describing his accomplishments. <i>Now & Ben</i>, write a short essay on Franklin’s inventions or accomplishments that meet the most to them.</p>

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	<p><i>Kubla Khan: The Emperor of Everything</i>, write an essay on how Kubla Khan improved the lives of his subjects.</p> <p><i>The Yellow Star</i>, write a summary of part of the book using examples from the book.</p> <p><i>The Odious Ogre</i>, write a newspaper-style article describing the girl's defeat of the ogre.</p> <p><i>Crow Call</i>, write a description of the hunting trip from father's perspective.</p> <p><i>You Wouldn't Want to be an Egyptian Mummy!</i>, write a checklist for an ancient Egyptian to use when a loved one dies, including supplies, tools, and decorations needed.</p> <p><i>Planting the Tree of Kenya</i>, write a letter to the author and illustrator sharing how they inspired you.</p> <p><i>Dreaming of America: An Ellis Island Story</i>, write a letter that could have been written by one of the characters in the story to family and friends back in Ireland about the journey to the U.S.</p> <p><i>So You Want to be President?</i>, based on information from the book, make lists of what might help a person become president.</p> <p><i>March On! The Day My Brother Martin Changed the World</i>, write a response to quote in text summarizing the author's point.</p> <p><i>X-Treme X-Ray</i>, write a book review discussing author's purpose, intended audience, and text features used.</p> <p><i>John, Paul, George and Ben</i>, research and write about a character from the book.</p> <p><i>Zen Shorts</i>, write a summary of one of their favorite of Stillwater's stories, putting events in chronological order.</p> <p><i>Pink and Say</i>, write a memorial for Pinkus Aylee including examples to support based on details from the story.</p> <p><i>The Brain</i>, organize and write a report telling what they have learned about the brain, using the Glossary as a guide.</p>
<p>CCSS.ELA-Literacy.W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>See Write and Respond: <i>Leo the Snow Leopard</i>, use information in text and author's notes to write public service announcement explaining why snow leopards are endangered and what people can do to help.</p>
<p>CCSS.ELA-Literacy.W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>	<p><i>Direct instruction not specified.</i></p>
<p>CCSS.ELA-Literacy.W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>See Write and Respond: <i>You Wouldn't Want to be an Egyptian Mummy!</i>, write a checklist for an ancient Egyptian to use when a loved one dies, including supplies, tools, and decorations needed. <i>The Brain</i>, organize and write a report telling what they have learned about the brain, using the Glossary as a guide.</p>
<p>CCSS.ELA-Literacy.W.5.2e Provide a concluding statement or section</p>	<p><i>Direct instruction not specified.</i></p>

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related to the information or explanation presented.	
CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	See narrative writing activities on the following Teaching Cards: <i>Harvesting Hope</i> , write a character response. <i>Chicken Big</i> , write a fractured fairy tale. <i>Scaredy Squirrel</i> , write a graphic story extension. <i>Grandma's Records</i> , write a dialogue between characters. <i>The Memory Coat</i> , write a new scene referring to details from book.
CCSS.ELA-Literacy.W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	See Write and Respond: <i>Chicken Big</i> , write a fractured fairy tale changing perspective of tale and using humor. <i>Grandma's Records</i> , write a dialogue between characters.
CCSS.ELA-Literacy.W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	See Write and Respond: <i>Harvesting Hope</i> , describe character response to situation. <i>The Memory Coat</i> , write a new scene including dialogue.
CCSS.ELA-Literacy.W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	See Write and Respond: <i>Scaredy Squirrel</i> , write a graphic story extension about a new-and-improved routine.
CCSS.ELA-Literacy.W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.W.5.3e Provide a conclusion that follows from the narrated experiences or events.	<i>Direct instruction not specified.</i>
Production and Distribution of Writing CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Each Read-Aloud Teaching Card provides a Write and Respond activity in which students produce specific writing pieces Students can share their writing with the class. Additionally, teachers can choose to end the round of books clubs with a unit theme project. These projects invite the students to continue the conversation about the books, as well as demonstrate what they have learned from exploring the theme or unit of study. Collaborative projects provide an additional layer of meaning and support, IG p. 86. Teachers can offer students a choice of projects to work on in pairs, groups, or individually. Students create a rough draft and then a final copy before sharing with the class. See unit project suggestions and project rubrics for Grade 3, IG p. 97-99.
CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<i>Direct instruction not specified.</i>
Research to Build and Present Knowledge	<i>Although not specifically addressed, teachers can extend the lesson as determined appropriate.</i>

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<p>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>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.</p>	<i>Direct instruction not specified.</i>
<p>CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<i>Direct instruction not specified.</i>
<p>CCSS.ELA-Literacy.W.5.9a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p>	<i>Direct instruction not specified.</i>
<p>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]”).</p>	<i>Direct instruction not specified.</i>
<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Every Teaching Card in Comprehension Clubs provides writing opportunities. Students use their Reader’s Notebook for both formal and informal writing. Additionally, students participate in Write and Respond activities about the texts.</p>
<p>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.</p>	<p>Opportunities for students to engage in a range of collaborative discussions with diverse partners are provided throughout Comprehension Clubs. Teachers help students learn to use active listening and natural turn-taking by introducing talk routines that encourage peer-to-peer talk, such as Pair Talk, Threesome Talk, and Circle Talk in Two Pairs, IG p. 25.</p> <p>In book clubs, students learn to share their deep thinking about the book. Teachers and students discuss and engage with the books on multiple levels through reflective, academic conversation about the books, IG p. 28-32.</p> <p>Students learn to talk by talking. Their talk represents their thinking. Comprehension Clubs multiplies the opportunities for students to learn from talking and benefit from the language and thinking of others, IG p. 62</p>
<p>CCSS.ELA-Literacy.SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Teachers use the Stopping Points and Prompts to ask questions about the Read-Aloud and invite students to share their thinking. Students are encouraged to cite textual evidence to support each observation and opinion. IG p. 24</p>
<p>CCSS.ELA-Literacy.SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>After the Read-Aloud, teachers can invite students to use Routines to Encourage Peer Talk. Students can think about the book together and may want to talk with partners or share whole-group comments. Teacher help students learn routines, which include listening intently to what is being said, waiting for an opening in the conversation, providing his/her response, IG p. 25</p>

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CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Teachers use the Stopping Points (specifically Thinking Within and About the Text) and Prompts to ask questions about the Read-Aloud and invite students to share their thinking. Students are encouraged to cite textual evidence to support each observation and opinion. IG p. 24
CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Teachers use the Stopping Points (specifically Thinking Beyond the Text) and Prompts to ask questions about the Read-Aloud and invite students to share their thinking. Students are encouraged to cite textual evidence to support each observation and opinion. IG p. 24
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.	See the following Prompt: <i>Bones: Our Skeletal System</i> , Thinking Within the Text Prompt, Summarize the most interesting things you learned about bones in this book.
CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	See the following Prompts: <i>You Wouldn't Want to Be an Egyptian Mummy!</i> , Thinking Within the Text Prompt, How do these pages reveal details about life in ancient Egypt? <i>Kubla Kahn: The Emperor of Everything</i> , Thinking Within and About the Text, What important information do you learn about this biography from the Author's Note?
Presentation of Knowledge and Ideas CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Teachers can choose to end the round of books clubs with a unit theme project. These projects invite the students to continue the conversation about the books, as well as demonstrate what they have learned from exploring the theme or unit of study. Collaborative projects provide an additional layer of meaning and support, IG p. 86. Teachers can offer students a choice of projects to work on in pairs, groups, or individually. Students create a rough draft and then a final copy before sharing with the class. See unit project suggestions and project rubrics for Grade 3, IG p. 97-99.
CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<i>Direct instruction not specified.</i>
CCSS.ELA-Literacy.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<i>Direct instruction not specified.</i>