

CORRELATION OF SCHOLASTIC GUIDED READING FICTION FOCUS 2ND EDITION TO THE COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-6

Common Core State Standards

SCHOLASTIC GUIDED READING FICTION FOCUS 2ND EDITION

Kindergarten

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| <p>Reading: Literature Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. | <p>Each teacher card includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about the selected title using a question & response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading. In addition, the following titles include further activities:</p> <p>A: <i>My House</i> (Developing Comprehension: Recognizing Sequence) A: <i>Time</i> (Developing Comprehension: Understanding Sequence) B: <i>The Ants Go Home</i> (Developing Comprehension: Understanding Sequence) B: <i>Home Run!</i> (Developing Comprehension: Recognizing Setting) B: <i>Look at Us</i> (Developing Comprehension: Identifying Setting) B: <i>Off to the City</i> (Developing Comprehension: Identifying Sequence) C: <i>Little Blue Fish</i> (Developing Comprehension: Recognizing Setting) D: <i>After School Fun</i> (Developing Comprehension: Identifying Setting) D: <i>What Do You See?</i> (Developing Comprehension: Summarizing) D: <i>The Little Turtle</i> (Developing Comprehension: Recognizing Sequence) D: <i>What Do You See?</i> (Developing Comprehension: Summarizing)</p> |
| <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | <p>Each teacher card includes Vocabulary: High-Frequency Words, and Related Words for Discussion features. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of that particular text. Each teacher card includes an ELL Bridge feature designed to encourage students to explore vocabulary words from that text that might be unfamiliar. In addition, the following titles include further activities:</p> <p>A: <i>Boxes</i> (Developing Comprehension: Using Illustrations) A: <i>Little Animals</i> (Developing Comprehension: Understanding Genre: Fantasy) B: <i>Getting There</i> (Developing Comprehension: Understanding Photographs) B: <i>Zebras Don't Brush Their Teeth!</i> (Developing Comprehension: Comparing and Contrasting) C: <i>The Oak Street Party</i> (Developing Comprehension: Comparing and Contrasting) C: <i>One Frog, One Fly</i> (Developing Comprehension: Understanding Genre: Fantasy) C: <i>Patterns</i> (Developing Comprehension: Using Picture Details) D: <i>The Dog Walker</i> (Developing Comprehension: Comparing and Contrasting)</p> |
| <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 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). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | <p>A: <i>Boxes</i> (Developing Comprehension: Using Illustrations) B: <i>Getting There</i> (Developing Comprehension: Understanding Photographs) B: <i>Zebras Don't Brush Their Teeth!</i> (Developing Comprehension: Comparing and Contrasting) C: <i>The Oak Street Party</i> (Developing Comprehension: Comparing and Contrasting) C: <i>Patterns</i> (Developing Comprehension: Using Picture Details) D: <i>The Dog Walker</i> (Developing Comprehension: Comparing and Contrasting)</p> |

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| <p>Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.</p> | <p>Each teacher card includes a Developing Fluency feature that encourages students to engage in a variety of shared reading opportunities. For example, A: <i>Little Animals</i> (Developing Fluency: Echo Reading) B: <i>Getting There</i> (Developing Fluency: Choral Reading) C: <i>It's Time to Eat</i> (Developing Fluency: Partner Reading)</p> |
| <p>Reading: Informational Text Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> | <p>Each teacher card for the following Nonfiction and Informational texts includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about informational text using a question & response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading. A: <i>My Dog Fluffy</i> A: <i>My House</i> A: <i>The Storm</i> B: <i>Getting There</i> B: <i>Night Shift</i> B: <i>Zebras Don't Brush Their Teeth!</i> C: <i>The Big Blue Sea</i> C: <i>It's Time to Eat!</i> C: <i>Patterns</i> D: <i>What Do You See?</i> D: <i>Where in the World?</i> In addition, the following titles include further activities: A: <i>My House</i> (Developing Comprehension: Recognizing Sequence) A: <i>The Storm</i> (Developing Comprehension: Activating Prior Knowledge) B: <i>Zebras Don't Brush Their Teeth!</i> (Developing Comprehension: Comparing and Contrasting) D: <i>What Do You See?</i> (Developing Comprehension: Summarizing)</p> |
| <p>Craft and Structure 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> | <p>Each teacher card for the following Nonfiction and Informational texts includes Vocabulary: High-Frequency Words, and Related Words for Discussion features. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of that particular text. Each teacher card includes an ELL Bridge feature designed to encourage students to explore vocabulary words from that text that might be unfamiliar. A: <i>My Dog Fluffy</i> A: <i>My House</i> A: <i>The Storm</i> B: <i>Getting There</i> B: <i>Night Shift</i> B: <i>Zebras Don't Brush Their Teeth!</i></p> |

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| | <p>C: <i>The Big Blue Sea</i> C: <i>It's Time to Eat!</i> C: <i>Patterns</i> D: <i>What Do You See?</i> D: <i>Where in the World?</i></p> <p>In addition, the following titles include further activities: B: <i>Getting There</i> (Developing Comprehension: Understanding Photographs) B: <i>Zebras Don't Brush Their Teeth!</i> (Developing Comprehension: Comparing and Contrasting) C: <i>Patterns</i> (Developing Comprehension: Using Picture Details)</p> |
| <p>Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> | <p>B: <i>Getting There</i> (Developing Comprehension: Understanding Photographs) C: <i>Patterns</i> (Developing Comprehension: Using Picture Details)</p> |
| <p>Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.</p> | <p>Each teacher card for the following Nonfiction and Informational texts includes a Developing Fluency feature that encourages students to engage in a variety of shared reading opportunities. A: <i>My Dog Fluffy</i> A: <i>My House</i> A: <i>The Storm</i> B: <i>Getting There</i> B: <i>Night Shift</i> B: <i>Zebras Don't Brush Their Teeth!</i> C: <i>The Big Blue Sea</i> C: <i>It's Time to Eat!</i> C: <i>Patterns</i> D: <i>What Do You See?</i> D: <i>Where in the World?</i></p> <p>For example, B: <i>Getting There</i> (Developing Fluency: Choral Reading) C: <i>It's Time to Eat</i> (Developing Fluency: Partner Reading)</p> |
| <p>Reading: Foundational Skills Print Concepts 1. Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by</p> | <p>A: <i>Helping</i> (Supportive Book Features, Developing Print Awareness) A: <i>Hop, Skip, and Jump</i> (Supportive Book Features, Developing Print Awareness) A: <i>My Dog Fluffy</i> (Supportive Book Features) A: <i>My House</i> (Supportive Book Features) A: <i>Playing</i> (Supportive Book Features) A: <i>Run, Rabbit!</i> (Supportive Book Features)</p> |

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specific sequences of letters.
 Understand that words are separated by spaces in print.
 Recognize and name all upper- and lowercase letters of the alphabet.

A: *The Storm* (Challenging Book Features)
 A: *Time* (Supportive Book Features)
 B: *Getting There* (Supportive Book Features, Challenging Book Features)
 B: *Let's Play* (Reading Sentences, Developing Phonics and Word-Solving Strategies: Words With Consonants)
 B: *Look at Us* (Developing Phonics and Word-Solving Strategies: Sentence Structure)
 B: *Off to the City* (Supportive Book Features, Challenging Book Features)
 B: *Zebras Don't Brush Their Teeth!* (Challenging Book Features)
 C: *The Big Blue Sea* (Supportive Book Features, ELL Bridge)
 C: *Hide and Seek* (Supportive Book Features)
 C: *It's Time to Eat!* (ELL Bridge)
 C: *Little Blue Fish* (Supportive Book Features, ELL Bridge)
 C: *Little Duckling is Lost* (Supportive Book Features, Developing Phonics and Word-Solving Strategies: Initial Consonants)
 C: *The Oak Street Party* (Supportive Book Features)
 C: *One Frog, One Fly* (Supportive Book Features)
 C: *Pass the Pasta, Please!* (Supportive Book Features)
 D: *After School Fun* (Supportive Book Features)
 D: *The Dog Walker* (Challenging Book Features)
 D: *Wake Up, Wake Up!* (Challenging Book Features)
 D: *Where in the World?* (Challenging Book Features)
 D: *Who Lives Here?* (Challenging Book Features)
 In addition, all teacher cards for Levels A-D include teacher direction to pgs 80-83 of the *Guided Reading Teacher's Guide*, Characteristics of Text: "Behaviors to Notice and Support".

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 Recognize and produce rhyming words.
 Count, pronounce, blend, and segment syllables in spoken words.
 Blend and segment onsets and rimes of single-syllable spoken words.
 Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

A: *Boxes* (Developing Phonics and Word-Solving Strategies: Initial Sounds)
 A: *Hop, Skip, and Jump* (Developing Phonics and Word-Solving Strategies: Oral Blending of Sounds)
 A: *Little Animals* (Developing Phonics and Word-Solving Strategies: Beginning Consonants)
 A: *My House* (Developing Phonics and Word-Solving Strategies: Beginning Sounds)
 A: *Time* (Developing Phonics and Word-Solving Strategies: Phonogram –ug)
 B: *Fishing* (Developing Phonics and Word-Solving Strategies: Beginning and Ending Sounds)
 B: *Getting There* (Developing Phonics and Word-Solving Strategies: Initial Consonant Sounds)
 B: *Home Run!* (Developing Phonics and Word-Solving Strategies: Words with Phonogram – it)
 B: *Let's Play* (Developing Phonics and Word-Solving Strategies: Words with Consonants)
 C: *Brave Dave and the Dragons* (Developing Phonics and Word-Solving Strategies: Words with Consonants)
 C: *Little Duckling is Lost* (Developing Phonics and Word-Solving Strategies: Initial Consonants)
 C: *Pass the Pasta, Please!* (Developing Phonics and Word-Solving Strategies: Initial Consonant Sounds)

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| | <p>D: <i>After School Fun</i> (Developing Phonics and Word-Solving Strategies: Initial Consonants) D: <i>Who Lives Here?</i> (Developing Phonics and Word-Solving Strategies: Consonant Blends)</p> |
| <p>Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> | <p>A: <i>Playing</i> (Developing Phonics and Word-Solving Strategies: Pictures and Word Structure) A: <i>Run, Rabbit!</i> (Developing Phonics and Word-Solving Strategies: High-Frequency Words) A: <i>The Storm</i> (Developing Phonics and Word-Solving Strategies: High-Frequency Words) B: <i>The Ants Go Home</i> (Developing Phonics and Word-Solving Strategies: High-Frequency Words) B: <i>My Feet</i> (Developing Phonics and Word-Solving Strategies: High-Frequency Words) B: <i>Off to the City</i> (Developing Phonics and Word-Solving Strategies: Words With Short A) C: <i>The Oak Street Party</i> (Developing Phonics and Word-Solving Strategies: Final y) D: <i>The Little Red Hen</i> (Developing Phonics and Word-Solving Strategies: Words With Short Vowels) D: <i>The Little Turtle</i> (Developing Phonics and Word-Solving Strategies: Words With r-Controlled Vowels) D: <i>The Noisy Breakfast</i> (Developing Phonics and Word-Solving Strategies: Words With Short i) D: <i>What Do You See?</i> (Developing Phonics and Word-Solving Strategies: Words With Long e) D: <i>Where in the World?</i> (Developing Phonics and Word-Solving Strategies: Short Vowels)</p> |
| <p>Fluency 4. Read emergent-reader texts with purpose and understanding.</p> | <p>Each teacher card includes Developing Fluency activities that engage students in activities that focus on reading fluently with proper pacing, phrasing, and intonation.</p> |
| <p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter</p> | <p>Each teacher card includes an ELL Bridge and Oral Language/Conversation feature. These include opportunities for teachers to model correct English grammar, usage, and vocabulary with students as they participate in meaningful discussion as related to the text. In addition, the following titles include further activities: A: <i>Boxes</i> (Developing Phonics and Word-Solving Strategies: Telling Sentences) A: <i>Run, Rabbit!</i> (Developing Comprehension: Using Punctuation) B: <i>Let's Play</i> (Developing Comprehension: Reading Sentences) B: <i>Look at Us</i> (Developing Phonics and Word-Solving Strategies: Sentence Structure) C: <i>Hide and Seek</i> (Developing Comprehension: Recognizing Questions) C: <i>It's Time to Eat!</i> (Developing Comprehension: Reading Questions and Answers) C: <i>Little Blue Fish</i> (Developing Phonics and Word-Solving Strategies: Punctuation) C: <i>Pass the Pasta, Please!</i> (Developing Comprehension: Recognizing Punctuation) C: <i>Patterns</i> (Developing Phonics and Word-Solving Strategies: Plurals) D: <i>The Dog Walker</i> (Developing Phonics and Word-Solving Strategies: Exclamation Points)</p> |

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| <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> | <p>Each teacher card includes a Vocabulary feature with High-Frequency Words and Related Words for Discussion. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text. In addition, the following titles include further activities:</p> <p>A: <i>Boxes</i> (Challenging Book Features: Vocabulary)</p> <p>A: <i>Helping</i> (ELL Bridge)</p> <p>A: <i>Hop, Skip, and Jump</i> (Challenging Book Features: Vocabulary, ELL Bridge)</p> <p>A: <i>Little Animals</i> (Challenging Book Features: Vocabulary)</p> <p>A: <i>My Dog Fluffy</i> (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Naming Words)</p> <p>A: <i>My House</i> (ELL Bridge)</p> <p>A: <i>Playing</i> (Challenging Book Features: Vocabulary, ELL Bridge)</p> <p>A: <i>Run, Rabbit!</i> (ELL Bridge, Developing Phonics and Word-Solving Strategies: High-Frequency Words)</p> <p>A: <i>The Storm</i> (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: High-Frequency Words)</p> <p>A: <i>Time</i> (Challenging Book Features: Vocabulary)</p> <p>B: <i>The Ants Go Home</i> (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: High-Frequency Words)</p> <p>B: <i>Fishing</i> (Challenging Book Features: Vocabulary, ELL Bridge)</p> <p>B: <i>Getting There</i> (Challenging Book Features: Vocabulary)</p> <p>B: <i>Home Run!</i> (Challenging Book Features: Vocabulary)</p> <p>B: <i>Let's Play</i> (ELL Bridge)</p> <p>B: <i>Look at Us</i> (Challenging Book Features: Vocabulary, ELL Bridge)</p> <p>B: <i>My Feet</i> (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: High-Frequency Words)</p> <p>B: <i>Night Shift</i> (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Naming Words)</p> <p>B: <i>Off to the City</i> (Challenging Book Features: Vocabulary, ELL Bridge)</p> <p>B: <i>Zebras Don't Brush Their Teeth!</i> (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Action Words)</p> <p>C: <i>The Big Blue Sea</i> (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Compound Words, Oral Language/Conversation: Talk About Marine Life)</p> <p>C: <i>Hide and Seek</i> (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Describing Words)</p> <p>C: <i>It's Time to Eat!</i> (Challenging Book Features: Vocabulary, ELL Bridge)</p> <p>C: <i>Little Blue Fish</i> (Challenging Book Features: Vocabulary, ELL Bridge)</p> <p>C: <i>Little Duckling is Lost</i> (ELL Bridge)</p> <p>C: <i>The Oak Street Party</i> (ELL Bridge)</p> <p>C: <i>One Frog, One Fly</i> (Developing Phonics and Word-Solving Strategies: Describing Words)</p> <p>C: <i>Pass the Pasta, Please!</i> (Challenging Book Features: Vocabulary, ELL Bridge)</p> |

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| | <p>C: <i>Patterns</i> (ELL Bridge) D: <i>After School Fun</i> (ELL Bridge) D: <i>The Dog Walker</i> (ELL Bridge) D: <i>The Little Red Hen</i> (Challenging Book Features: Vocabulary, ELL Bridge) D: <i>The Little Turtle</i> (Challenging Book Features: Vocabulary, ELL Bridge) D: <i>Noisy Breakfast</i> (Challenging Book Features: Vocabulary, ELL Bridge) D: <i>A Rainy Day</i> (ELL Bridge, Developing Phonics and Word-Solving Strategies: Compound Words) D: <i>Wake Up, Wake Up!</i> (Challenging Book Features: Vocabulary)</p> |
| <p>Writing Text Types and Purposes 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. For example, A: <i>Boxes</i> (Extending Meaning Through Writing: Descriptive) B: <i>The Ants Go Home</i> (Extending Meaning Through Writing: Expository) C: <i>Brave Dave and the Dragons</i> (Extending Meaning Through Writing: Narrative) D: <i>After School Fun</i> (Extending Meaning Through Writing: Labeling)</p> |
| <p>Production and Distribution of Writing 4. (Begins in grade 3) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. Teachers can provide guidance, support and encouragement that develop student writing proficiency. Teachers can guide students' exploration of digital tools as they are available and the teacher determines applicable in the classroom.</p> |
| <p>Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)</p> | <p>Each teacher card includes both print and website resources to further additional investigation into the topics presented in the text. Each teacher card includes a Making Connections feature that allows teachers and students to activate prior knowledge and engage in meaningful discussions based on the topics presented in the text.</p> |
| <p>Range of Writing 10. (Begins in grade 3)</p> | <p>See Grade Three</p> |
| <p>Speaking & Listening Comprehension and Collaboration</p> | <p>Each teacher card includes Making Connections and Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in</p> |

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1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Continue a conversation through multiple exchanges.

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

6. Speak audibly and express thoughts, feelings, and ideas clearly.

meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text.

For example,

A: *Hop, Skip, and Jump* (Making Connections: Text to Self, Brainstorm things a box could be)

B: *Look At Us* (Oral Language/Conversation: Talk About How Machines Help People)

C: *Little Duckling is Lost* (Making Connections: Text to Text, Discuss characters who have lost their way)

D: *What Do You See?* (Oral Language/Conversation: Talk About Animals and Seasons)

Grade 1

Grade 1

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| <p>Reading: Literature Key Ideas and Details 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.</p> | <p>Each teacher card includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about the selected title using a question & response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading. In addition, the following titles include further activities: A: <i>My House</i> (Developing Comprehension: Recognizing Sequence) A: <i>Time</i> (Developing Comprehension: Understanding Sequence) B: <i>The Ants Go Home</i> (Developing Comprehension: Understanding Sequence) B: <i>Home Run!</i> (Developing Comprehension: Recognizing Setting) B: <i>Look at Us</i> (Developing Comprehension: Identifying Setting) B: <i>Off to the City</i> (Developing Comprehension: Identifying Sequence) C: <i>Little Blue Fish</i> (Developing Comprehension: Recognizing Setting) D: <i>After School Fun</i> (Developing Comprehension: Identifying Setting) D: <i>What Do You See?</i> (Developing Comprehension: Summarizing) D: <i>The Little Turtle</i> (Developing Comprehension: Recognizing Sequence) D: <i>What Do You See?</i> (Developing Comprehension: Summarizing) E: <i>Flap and Sing: Birds</i> (Developing Comprehension: Sequencing) E: <i>Painting</i> (Developing Comprehension: Analyzing Character) F: <i>Loose Tooth</i> (Developing Comprehension: Summarizing) F: <i>Meg and the Lost Pencil Case</i> (Developing Comprehension: Understanding Problems and Solutions) G: <i>At the Apple Farm</i> (Developing Comprehension: Recognizing Story Sequence) G: <i>The Gingerbread Man</i> (Developing Comprehension: Understanding the Plot) G: <i>In Our Yard</i> (Developing Comprehension: Summarizing) G: <i>The Three Billy Goats Gruff</i> (Developing Comprehension: Recognizing Sequence) H: <i>Aunt Maud's Mittens</i> (Developing Comprehension: Recognizing Sequence of Events) I: <i>Shoo, Fly Guy!</i> (Developing Comprehension: Recognizing Story Sequence) I: <i>We're Going on a Nature Hunt</i> (Developing Comprehension: Understanding Sequence)</p> |
| <p>Craft and Structure 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text.</p> | <p>Both Fiction and Nonfiction/Informational books are included in this collection. Each teacher card includes a Genre feature that details the characteristics of each title's genre. For example, A: <i>Boxes</i> (Genre: Realistic Fiction) B: <i>Fishing</i> (Genre: Fantasy) C: <i>The Deep Blue Sea</i> (Genre: Informational Text) D: <i>The Little Red Hen</i> (Genre: Traditional Literature) E: <i>Flap and Sing: Birds</i> (Genre: Narrative Nonfiction) G: <i>Is This a Moose?</i> (Genre: Science Nonfiction) H: <i>Little Red Riding Hood</i> (Genre: Fairy Tale) I: <i>Shoo, Fly Guy!</i> (Genre: Humorous Fiction)</p> |
| <p>Integration of Knowledge and Ideas 7. Use illustrations and details in a story to describe its characters,</p> | <p>A: <i>Boxes</i> (Developing Comprehension: Using Illustrations) B: <i>Getting There</i> (Developing Comprehension: Understanding Photographs)</p> |

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| <p>setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories.</p> | <p>B: <i>Zebras Don't Brush Their Teeth!</i> (Developing Comprehension: Comparing and Contrasting) C: <i>The Oak Street Party</i> (Developing Comprehension: Comparing and Contrasting) C: <i>Patterns</i> (Developing Comprehension: Using Picture Details) D: <i>The Dog Walker</i> (Developing Comprehension: Comparing and Contrasting) E: <i>Fresh Fall Leaves</i> (Developing Comprehension: Using Illustrations) E: <i>I Go With Grandpa</i> (Developing Comprehension: Comparing and Contrasting) G: <i>I Just Forgot</i> (Developing Comprehension: Using Illustrations) G: <i>Is This a Moose?</i> (Developing Comprehension: Comparing and Contrasting) H: <i>The Father Who Walked on His Hands</i> (Developing Comprehension: Using Illustrations) H: <i>An Unusual Show</i> (Developing Comprehension: Comparing and Contrasting) I: <i>Dolphins and Porpoises</i> (Developing Comprehension: Using Picture Clues) I: <i>Two Crazy Pigs</i> (Developing Comprehension: Understanding Compare and Contrast)</p> |
| <p>Range of Reading and Level of Text Complexity 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> | <p>This collection includes titles from Levels A-I that represent a variety of genres and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p> |
| <p>Reading: Informational Text Key Ideas and Details 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> | <p>Each teacher card for the following Nonfiction and Informational texts includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about informational text using a question & response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>A: <i>My Dog Fluffy</i> A: <i>My House</i> A: <i>The Storm</i> B: <i>Getting There</i> B: <i>Night Shift</i> B: <i>Zebras Don't Brush Their Teeth!</i> C: <i>The Big Blue Sea</i> C: <i>It's Time to Eat!</i> C: <i>Patterns</i> D: <i>What Do You See?</i> D: <i>Where in the World?</i> E: <i>Flap and Sing: Birds</i> E: <i>Let's Play Soccer</i> E: <i>Living Things</i> F: <i>Melt It, Shape It: Glass</i> G: <i>At the Apple Farm</i> G: <i>Is This a Moose?</i> H: <i>Hop! Spring! Leap! Animals That Jump</i> H: <i>Trains</i> I: <i>Animals at Night</i> I: <i>Dolphins and Porpoises</i></p> |

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| | <p>In addition, the following titles include further activities:</p> <p>A: <i>My House</i> (Developing Comprehension: Recognizing Sequence) A: <i>The Storm</i> (Developing Comprehension: Activating Prior Knowledge) B: <i>Zebras Don't Brush Their Teeth!</i> (Developing Comprehension: Comparing and Contrasting) D: <i>What Do You See?</i> (Developing Comprehension: Summarizing) E: <i>Flap and Sing: Birds</i> (Developing Comprehension: Sequencing) E: <i>Living Things</i> (Developing Comprehension: Understanding Categorizing) F: <i>Melt It, Shape It: Glass</i> (Developing Comprehension: Reading for Information) G: <i>At the Apple Farm</i> (Developing Comprehension: Recognizing Story Sequence) G: <i>Is This a Moose?</i> (Developing Comprehension: Comparing and Contrasting) H: <i>Hop! Spring! Leap! Animals That Jump</i> (Developing Comprehension: Monitoring Comprehension) I: <i>Animals at Night</i> (Developing Comprehension: Understanding Genre: Informational Text) I: <i>Dolphins and Porpoises</i> (Developing Comprehension: Using Picture Clues)</p> |
| <p>Craft and Structure</p> <p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>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> <p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> | <p>Each teacher card for the Nonfiction and Informational titles below includes Supportive Book Features and Challenging Book Features. These provide opportunities for teachers to direct student attention to Nonfiction and Informational text features such as tables of contents, diagrams, and indexes.</p> <p>A: <i>My Dog Fluffy</i> A: <i>My House</i> A: <i>The Storm</i> B: <i>Getting There</i> B: <i>Night Shift</i> B: <i>Zebras Don't Brush Their Teeth!</i> C: <i>The Big Blue Sea</i> C: <i>It's Time to Eat!</i> C: <i>Patterns</i> D: <i>What Do You See?</i> D: <i>Where in the World?</i> E: <i>Flap and Sing: Birds</i> E: <i>Let's Play Soccer</i> E: <i>Living Things</i> F: <i>Melt It, Shape It: Glass</i> G: <i>At the Apple Farm</i> G: <i>Is This a Moose?</i> H: <i>Hop! Spring! Leap! Animals That Jump</i> H: <i>Trains</i> I: <i>Animals at Night</i> I: <i>Dolphins and Porpoises</i></p> <p>In addition, the following titles include further activities:</p> <p>B: <i>Getting There</i> (Developing Comprehension: Understanding Photographs) C: <i>Patterns</i> (Developing Comprehension: Using Picture Details) F: <i>Melt It, Shape It: Glass</i> (Developing Comprehension: Reading for Information)</p> |

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| | <p>I: <i>Animals at Night</i> (Developing Comprehension: Understanding Genre: Informational Text) I: <i>Dolphins and Porpoises</i> (Developing Comprehension: Using Picture Clues)</p> |
| <p>Integration of Knowledge and Ideas 7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> | <p>B: <i>Getting There</i> (Developing Comprehension: Understanding Photographs) C: <i>Patterns</i> (Developing Comprehension: Using Picture Details) E: <i>Fresh Fall Leaves</i> (Developing Comprehension: Using Illustrations) G: <i>I Just Forgot</i> (Developing Comprehension: Using Illustrations) H: <i>The Father Who Walked on His Hands</i> (Developing Comprehension: Using Illustrations) I: <i>Dolphins and Porpoises</i> (Developing Comprehension: Using Picture Clues)</p> |
| <p>Range of Reading and Level of Text Complexity 10. With prompting and support, read informational texts appropriately complex for grade 1.</p> | <p>Each teacher card for the following Nonfiction and Informational texts includes a Developing Fluency feature that encourages students to engage in a variety of shared and independent reading opportunities.</p> <p>A: <i>My Dog Fluffy</i> A: <i>My House</i> A: <i>The Storm</i> B: <i>Getting There</i> B: <i>Night Shift</i> B: <i>Zebras Don't Brush Their Teeth!</i> C: <i>The Big Blue Sea</i> C: <i>It's Time to Eat!</i> C: <i>Patterns</i> D: <i>What Do You See?</i> D: <i>Where in the World?</i> E: <i>Flap and Sing: Birds</i> E: <i>Let's Play Soccer</i> E: <i>Living Things</i> F: <i>Melt It, Shape It: Glass</i> G: <i>At the Apple Farm</i> G: <i>Is This a Moose?</i> H: <i>Hop! Spring! Leap! Animals That Jump</i> H: <i>Trains</i> I: <i>Animals at Night</i> I: <i>Dolphins and Porpoises</i></p> <p>For example, B: <i>Getting There</i> (Developing Fluency: Choral Reading) C: <i>It's Time to Eat</i> (Developing Fluency: Partner Reading) D: <i>What Do You See?</i> (Developing Fluency: Independent Read-Aloud) E: <i>Let's Play Soccer</i> (Developing Fluency: Echo Reading) G: <i>At the Apple Farm</i> (Developing Fluency: Repeated Readings) I: <i>Animals at Night</i> (Developing Fluency: Reading for Punctuation)</p> |
| <p>Reading: Foundational Skills Print Concepts</p> | <p>Each teacher card includes Supportive and Challenging Book Features that guide teachers in developing student understanding of basic print features.</p> |

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| <p>1. Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> | <p>In addition, the following titles include further activities: A: <i>Boxes</i> (Developing Phonics and Word-Solving Strategies: Telling Sentences) A: <i>Helping</i> (Developing Comprehension: Developing Print Awareness) A: <i>Hop, Skip, and Jump</i> (Developing Comprehension: Developing Print Awareness) A: <i>My Dog Fluffy</i> (Developing Comprehension: Using Punctuation) A: <i>Run, Rabbit!</i> (Developing Comprehension: Using Punctuation) B: <i>Let’s Play</i> (Developing Comprehension: Reading Sentences) B: <i>Look At Us</i> (Developing Comprehension: Sentence Structure) C: <i>Hide and Seek</i> (Developing Comprehension: Recognizing Questions) C: <i>It’s Time to Eat!</i> (Developing Comprehension: Reading Questions and Answers, Developing Phonics and Word-Solving Strategies: Punctuation) C: <i>Little Blue Fish</i> (Developing Phonics and Word-Solving Strategies: Punctuation) C: <i>Pass the Pasta, Please!</i> (Developing Comprehension: Recognizing Punctuation) D: <i>The Dog Walker</i> (Developing Phonics and Word-Solving Strategies: Exclamation Points) E: <i>Fred’s Wish for Fish</i> (Developing Comprehension: Reading Everyday Speech) E: <i>Painting</i> (Developing Phonics and Word-Solving Strategies: End Punctuation) F: <i>The Country Mouse and the Town Mouse</i> (Developing Phonics and Word-Solving Strategies: Reading Punctuation) F: <i>Goldilocks and the Three Bears</i> (Developing Comprehension: Reading Dialogue) G: <i>Is This a Moose?</i> (Developing Phonics and Word-Solving Strategies: Question Sentences) H: <i>Sammy the Seal</i> (Developing Comprehension: Using Punctuation, Developing Phonics and Word-Solving Strategies: Dialogue) I: <i>Nana’s Place</i> (Developing Phonics and Word-Solving Strategies: Dialogue) I: <i>Shoo, Fly Guy!</i> (Developing Phonics and Word-Solving Strategies: Exclamatory Sentences) In addition, all teacher cards for Levels A-D include teacher direction to pgs 80-88 of the <i>Guided Reading Teacher’s Guide</i>, Characteristics of Text: “Behaviors to Notice and Support”.</p> |
| <p>Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> | <p>A: <i>Helping</i> (Developing Phonics and Word-Solving Strategies: Initial Sounds) A: <i>Hop, Skip, and Jump</i> (Developing Phonics and Word-Solving Strategies: Oral Blending of Sounds) A: <i>Little Animals</i> (Developing Phonics and Word-Solving Strategies: Beginning Consonants) A: <i>My House</i> (Developing Phonics and Word-Solving Strategies: Beginning Sounds) A: <i>Playing</i> (Developing Phonics and Word-Solving Strategies: Pictures and Word Structure) A: <i>Time</i> (Developing Phonics and Word-Solving Strategies: Phonogram –ug) B: <i>Fishing</i> (Developing Phonics and Word-Solving Strategies: Beginning and Ending Sounds) B: <i>Getting There</i> (Developing Phonics and Word-Solving Strategies: Initial Consonant Sounds) B: <i>Home Run!</i> (Developing Phonics and Word-Solving Strategies: Words with Phonogram –it) B: <i>Let’s Play</i> (Developing Phonics and Word-Solving Strategies: Words with Consonants) B: <i>Off to the City</i> (Developing Phonics and Word-Solving Strategies: Words With Short a) C: <i>Brave Dave and the Dragons</i> (Developing Phonics and Word-Solving Strategies: Words with Consonants) C: <i>Little Duckling is Lost</i> (Developing Phonics and Word-Solving Strategies: Initial Consonants) C: <i>The Oak Street Party</i> (Developing Phonics and Word-Solving Strategies: Final y)</p> |

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C: *Pass the Pasta, Please!* (Developing Phonics and Word-Solving Strategies: Initial Consonant Sounds)

D: *After School Fun* (Developing Phonics and Word-Solving Strategies: Initial Consonants)

D: *The Little Red Hen* (Developing Phonics and Word-Solving Strategies: Words With Short Vowels)

D: *The Little Turtle* (Developing Phonics and Word-Solving Strategies: Words With r-Controlled Vowels)

D: *The Noisy Breakfast* (Developing Phonics and Word-Solving Strategies: Words With Short i)

D: *What Do You See?* (Developing Phonics and Word-Solving Strategies: Words With Long e)

D: *Where in the World?* (Developing Phonics and Word-Solving Strategies: Short Vowels)

D: *Who Lives Here?* (Developing Phonics and Word-Solving Strategies: Consonant Blends)

E: *Fred's Wish for Fish* (Developing Phonics and Word-Solving Strategies: Words With Digraphs)

E: *Fresh Fall Leaves* (Developing Phonics and Word-Solving Strategies: Words With –ing)

E: *I Go With Grandpa* (Developing Phonics and Word-Solving Strategies: Short Vowel u)

E: *The Magic Pot* (Developing Phonics and Word-Solving Strategies: Words With /ou/)

F: *Goldilocks and the Three Bears* (Developing Phonics and Word-Solving Strategies: Words With ou)

F: *How Lizard Lost His Colors* (Developing Phonics and Word-Solving Strategies: Words With ow)

F: *Loose Tooth* (Developing Phonics and Word-Solving Strategies: Words With oo)

F: *Melt It, Shape It: Glass* (Developing Phonics and Word-Solving Strategies: Consonant Blends)

F: *Todd's Teacher* (Developing Phonics and Word-Solving Strategies: Consonant Blends)

G: *At the Apple Farm* (Developing Phonics and Word-Solving Strategies: Words With Short a)

G: *The Deep Blue Sea* (Developing Phonics and Word-Solving Strategies: Words With Consonant + le)

G: *In Our Yard* (Developing Phonics and Word-Solving Strategies: Words With /ou/)

G: *Rabbit's Party* (Developing Phonics and Word-Solving Strategies: Short Vowels)

G: *A Very Silly School* (Developing Phonics and Word-Solving Strategies: Words With Short i)

H: *Aunt Maud's Mittens* (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)

H: *Good Morning, Monday* (Developing Phonics and Word-Solving Strategies: Compound Words)

H: *Hop! Spring! Leap! Animals That Jump* (Developing Phonics and Word-Solving Strategies: Consonant Blends With s)

H: *Little Red Riding Hood* (Developing Phonics and Word-Solving Strategies: Words With oo)

H: *Trains* (Developing Phonics and Word-Solving Strategies: Consonant Blends)

H: *Why Did the Chicken Cross the Road?* (Developing Phonics and Word-Solving Strategies: Reading Words With /ou/)

I: *Dolphins and Porpoises* (Developing Phonics and Word-Solving Strategies: Consonant Blends)

I: *The Fat Cat: A Danish Folktale* (Developing Phonics and Word-Solving Strategies:

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| | <p>Multisyllabic Words) I: <i>Two Crazy Pigs</i> (Developing Phonics and Word-Solving Strategies: Words With –ing) I: <i>We’re Going on a Nature Hunt</i> (Developing Phonics and Word-Solving Strategies: Long i: Consonant + Final-e Pattern)</p> |
| <p>Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words.</p> | <p>Each teacher card includes a Phonics and Word-Solving Strategies feature that directs students in using a variety of word analysis skills necessary for successful decoding. For example, A: <i>The Storm</i> (Developing Phonics and Word-Solving Strategies: High Frequency Words) B: <i>Home Run!</i> (Developing Phonics and Word-Solving Strategies: Words With Phonogram –it) C: <i>The Big Blue Sea</i> (Developing Phonics and Word-Solving Strategies: Compound Words) D: <i>The Little Red Hen</i> (Developing Phonics and Word-Solving Strategies: Words With Short Vowels) E: <i>Fred’s Wish for Fish</i> (Developing Phonics and Word-Solving Strategies: Words With Digraphs) F: <i>Meg and the Lost Pencil Case</i> (Developing Phonics and Word-Solving Strategies: Suffix –ed) G: <i>The Gingerbread Man</i> (Developing Phonics and Word-Solving Strategies: Past-Tense Words) H: <i>Aunt Maud’s Mittens</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words) I: <i>We’re Going on a Nature Hunt</i> (Developing Phonics and Word-Solving Strategies: Long i: Consonant + Final-e Pattern)</p> |
| <p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>Each teacher card includes Developing Fluency activities that engage students in activities that focus on reading fluently with proper reading rate, phrasing, accuracy, and expression.</p> |
| <p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> | <p>A: <i>Boxes</i> (Developing Phonics and Word-Solving Strategies: Telling Sentences) A: <i>Helping</i> (Developing Comprehension: Developing Print Awareness) A: <i>Hop, Skip, and Jump</i> (Developing Comprehension: Developing Print Awareness) A: <i>My Dog Fluffy</i> (Developing Comprehension: Using Punctuation, Developing Phonics and Word-Solving Strategies: Naming Words) A: <i>Run, Rabbit!</i> (Developing Comprehension: Using Punctuation) B: <i>Let’s Play</i> (Developing Comprehension: Reading Sentences) B: <i>Look At Us</i> (Developing Comprehension: Sentence Structure) B: <i>Night Shift</i> (Developing Phonics and Word-Solving Strategies: Naming Words) B: <i>Zebras Don’t Brush Their Teeth!</i> (Developing Phonics and Word-Solving Strategies: Action Words) C: <i>Hide and Seek</i> (Developing Comprehension: Recognizing Questions)</p> |

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| <p>Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., during, beyond, toward). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> | <p>C: <i>It's Time to Eat!</i> (Developing Comprehension: Reading Questions and Answers, Developing Phonics and Word-Solving Strategies: Punctuation) C: <i>Little Blue Fish</i> (Developing Phonics and Word-Solving Strategies: Punctuation) C: <i>One Frog, One Fly</i> (Developing Phonics and Word-Solving Strategies: Describing Words) C: <i>Pass the Pasta, Please!</i> (Developing Comprehension: Recognizing Punctuation) C: <i>Patterns</i> (Developing Phonics and Word-Solving Strategies: Plurals) D: <i>The Dog Walker</i> (Developing Phonics and Word-Solving Strategies: Exclamation Points) E; <i>Flap and Sing: Birds</i> (Developing Phonics and Word-Solving Strategies: Describing Words) E: <i>Fred's Wish for Fish</i> (Developing Comprehension: Reading Everyday Speech) E: <i>Let's Play Soccer</i> (Developing Phonics and Word-Solving Strategies: Verbs) E: <i>Painting</i> (Developing Phonics and Word-Solving Strategies: End Punctuation) E: <i>The Yard Sale</i> (Developing Phonics and Word-Solving Strategies: Naming Words) F: <i>Biscuit Visits the Big City</i> (Developing Phonics and Word-Solving Strategies: Words That Describe) F: <i>The Country Mouse and the Town Mouse</i> (Developing Phonics and Word-Solving Strategies: Reading Punctuation) F: <i>Go Home, Daisy</i> (Developing Phonics and Word-Solving Strategies: Action Words) F: <i>Goldilocks and the Three Bears</i> (Developing Comprehension: Reading Dialogue) G: <i>The Gingerbread Man</i> (Developing Phonics and Word-Solving Strategies: Past-Tense Words) G: <i>I Just Forgot</i> (Developing Phonics and Word-Solving Strategies: Reading Action Words With -ed) G: <i>Is This a Moose?</i> (Developing Phonics and Word-Solving Strategies: Question Sentences) H: <i>Justin's New Bike</i> (Developing Phonics and Word-Solving Strategies: Action Words with -ing) H: <i>Sammy the Seal</i> (Developing Comprehension: Using Punctuation, Developing Phonics and Word-Solving Strategies: Dialogue) H: <i>Sione's Talo</i> (Developing Phonics and Word-Solving Strategies: Action Words in Past Tense) I: <i>The Father Who Walked on His Hands</i> (Developing Phonics and Word-Solving Strategies: Plurals) I: <i>Nana's Place</i> (Developing Phonics and Word-Solving Strategies: Dialogue) I: <i>Shoo, Fly Guy!</i> (Developing Phonics and Word-Solving Strategies: Exclamatory Sentences) I: <i>Two Crazy Pigs</i> (Developing Phonics and Word-Solving Strategies: Words with -ing) I: <i>The Wax Man</i> (Developing Phonics and Word-Solving Strategies: Action Words)</p> |
| <p>Knowledge of Language 3. (Begins in grade 2)</p> | <p>See Grade Two</p> |
| <p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.</p> | <p>Each teacher card includes a Vocabulary feature with High-Frequency Words and Related Words for Discussion. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text. In addition, the following titles include further activities: A: <i>Boxes</i> (Challenging Book Features: Vocabulary)</p> |

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Use frequently occurring affixes as a clue to the meaning of a word.
 Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

A: *Helping* (ELL Bridge)
 A: *Hop, Skip, and Jump* (Challenging Book Features: Vocabulary, ELL Bridge)
 A: *Little Animals* (Challenging Book Features: Vocabulary)
 A: *My Dog Fluffy* (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Naming Words)
 A: *My House* (ELL Bridge)
 A: *Playing* (Challenging Book Features: Vocabulary, ELL Bridge)
 A: *Run, Rabbit!* (ELL Bridge, Developing Phonics and Word-Solving Strategies: High-Frequency Words)
 A: *The Storm* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: High-Frequency Words)
 A: *Time* (Challenging Book Features: Vocabulary)
 B: *The Ants Go Home* (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: High-Frequency Words)
 B: *Fishing* (Challenging Book Features: Vocabulary, ELL Bridge)
 B: *Getting There* (Challenging Book Features: Vocabulary)
 B: *Home Run!* (Challenging Book Features: Vocabulary)
 B: *Let's Play* (ELL Bridge)
 B: *Look at Us* (Challenging Book Features: Vocabulary, ELL Bridge)
 B: *My Feet* (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: High-Frequency Words)
 B: *Night Shift* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Naming Words)
 B: *Off to the City* (Challenging Book Features: Vocabulary, ELL Bridge)
 B: *Zebras Don't Brush Their Teeth!* (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Action Words)
 C: *The Big Blue Sea* (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Compound Words, Oral Language/Conversation: Talk About Marine Life)
 C: *Hide and Seek* (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Describing Words)
 C: *It's Time to Eat!* (Challenging Book Features: Vocabulary, ELL Bridge)
 C: *Little Blue Fish* (Challenging Book Features: Vocabulary, ELL Bridge)
 C: *Little Duckling is Lost* (ELL Bridge)
 C: *The Oak Street Party* (ELL Bridge)
 C: *One Frog, One Fly* (Developing Phonics and Word-Solving Strategies: Describing Words)
 C: *Pass the Pasta, Please!* (Challenging Book Features: Vocabulary, ELL Bridge)
 C: *Patterns* (ELL Bridge)
 D: *After School Fun* (ELL Bridge)
 D: *The Dog Walker* (ELL Bridge)
 D: *The Little Red Hen* (Challenging Book Features: Vocabulary, ELL Bridge)
 D: *The Little Turtle* (Challenging Book Features: Vocabulary, ELL Bridge)
 D: *Noisy Breakfast* (Challenging Book Features: Vocabulary, ELL Bridge)
 D: *A Rainy Day* (ELL Bridge, Developing Phonics and Word-Solving Strategies: Compound

Grade 1

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| | <p>Words)</p> <p>D: <i>Wake Up, Wake Up!</i> (Challenging Book Features: Vocabulary)</p> <p>E: <i>Flap and Sing: Birds</i> (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Describing Words)</p> <p>E: <i>Fred’s Wish for Fish</i> (ELL Bridge)</p> <p>E: <i>Fresh Fall Leaves</i> (Challenging Book Features: Vocabulary, ELL Bridge)</p> <p>E: <i>I Go With Grandpa</i> (ELL Bridge)</p> <p>E: <i>Let’s Play Soccer</i> (ELL Bridge, Developing Phonics and Word-Solving Strategies: Verbs)</p> <p>E: <i>No Snacks, Jack!</i> (ELL Bridge)</p> <p>E: <i>Painting</i> (ELL Bridge)</p> <p>E: <i>The Yard Sale</i> (Developing Phonics and Word-Solving Strategies: Naming Words)</p> <p>F: <i>Biscuit Visits the Big City</i> (ELL Bridge, Developing Phonics and Word-Solving Strategies: Words That Describe)</p> <p>F: <i>Go Home, Daisy</i> (Developing Phonics and Word-Solving Strategies: Action Words)</p> <p>F: <i>How Lizard Lost His Colors</i> (Supportive Book Features: Vocabulary)</p> <p>F: <i>Loose Tooth</i> (Challenging Book Features: Vocabulary)</p> <p>F: <i>Todd’s Teacher</i> (ELL Bridge)</p> <p>G: <i>The Deep Blue Sea</i> (ELL Bridge, Challenging Book Features: Vocabulary)</p> <p>G: <i>The Gingerbread Man</i> (Challenging Book Features: Vocabulary)</p> <p>G: <i>I Just Forgot</i> (ELL Bridge, Challenging Book Features: Vocabulary)</p> <p>G: <i>Is This a Moose?</i> (ELL Bridge, Challenging Book Features: Vocabulary)</p> <p>G: <i>Rabbit’s Party</i> (ELL Bridge, Challenging Book Features: Vocabulary)</p> <p>H: <i>Aunt Maud’s Mittens</i> (ELL Bridge)</p> <p>H: <i>Hop! Spring! Leap! Animals That Jump</i> (ELL Bridge, Challenging Book Features: Vocabulary)</p> <p>H: <i>Sammy the Seal</i> (ELL Bridge, Challenging Book Features: Vocabulary)</p> <p>H: <i>Trains</i> (ELL Bridge, Challenging Book Features: Vocabulary)</p> <p>H: <i>An Unusual Show</i> (ELL Bridge, Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Opposites)</p> <p>I: <i>Animals at Night</i> (ELL Bridge)</p> <p>I: <i>Dolphins and Porpoises</i> (Challenging Book Features: Vocabulary)</p> <p>I: <i>Mama Zooms</i> (Supportive Book Features: Vocabulary)</p> <p>I: <i>Nana’s Place</i> (ELL Bridge)</p> <p>I: <i>Shoo, Fly Guy!</i> (ELL Bridge)</p> <p>I: <i>Two Crazy Pigs</i> (Challenging Book Features: Vocabulary)</p> <p>I: <i>We’re Going on a Nature Hunt</i> (Challenging Book Features: Vocabulary)</p> <p>I: <i>The Wheels on the Race Car</i> (ELL Bridge, Challenging Book Features: Vocabulary)</p> |
| <p>Writing Text Types and Purposes 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic,</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. For example, A: <i>Boxes</i> (Extending Meaning Through Writing: Descriptive)</p> |

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| <p>supply some facts about the topic, and provide some sense of closure.</p> <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> | <p>B: <i>The Ants Go Home</i> (Extending Meaning Through Writing: Expository) C: <i>Brave Dave and the Dragons</i> (Extending Meaning Through Writing: Narrative) D: <i>The Dog Walker</i> (Extending Meaning Through Writing: Description) E: <i>No Snacks, Jack!</i> (Extending Meaning Through Writing: Persuasive) F: <i>Goldilocks and the Three Bears</i> (Extending Meaning Through Writing: Letter) G: <i>Is This a Moose?</i> (Extending Meaning Through Writing: Expository) H: <i>Why Did the Chickens Cross the Road?</i> (Extending Meaning Through Writing: Persuasive) I: <i>The Wheels on the Race Car</i> (Extending Meaning Through Writing: Persuasive)</p> |
| <p>Production and Distribution of Writing</p> <p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. Teachers can provide guidance, support and encouragement that develop student writing proficiency. Teachers can guide students' exploration of digital tools as they are available and the teacher determines applicable in the classroom.</p> |
| <p>Research to Build and Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <p>Each teacher card lists both print and website resources to further additional investigation into the topics presented in the text.</p> <p>Each teacher card includes a Making Connections feature that allows teachers and students to activate prior knowledge and engage in meaningful discussions based on the topics presented in the text.</p> |
| <p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> | <p>Each teacher card includes Making Connections and Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text.</p> <p>For example,</p> <p>A: <i>Hop, Skip, and Jump</i> (Making Connections: Text to Self, Brainstorm things a box could be) B: <i>Look At Us</i> (Oral Language/Conversation: Talk About How Machines Help People) C: <i>Little Duckling is Lost</i> (Making Connections: Text to Text, Discuss characters who have lost their way) D: <i>What Do You See?</i> (Oral Language/Conversation: Talk About Animals and Seasons) E: <i>Let's Play Soccer</i> (Oral Language/Conversation: Talk About Following Rules) F: <i>A Bug, a Bear, and a Boy</i> (Making Connections: Text to World, Discuss how people can be friend despite differences) G: <i>In Our Yard</i> (Oral Language/Conversation: Talk About Bugs) H: <i>Aunt Maud's Mittens</i> (Making Connections: Text to Self, Discuss pros and cons of gift-giving options) I: <i>The Wax Man</i> (Oral Language/Conversation: Talk About Lessons Learned)</p> |

Common Core State Standards

SCHOLASTIC GUIDED READING FICTION FOCUS 2ND EDITION

Grade 1

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation.

Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions.

For example,

- A: *Time* (Extending Meaning Through Writing: Narrative)
- B: *Off to the City* (Extending Meaning Through Writing: Poster)
- C: *Hide and Seek* (Extending Meaning Through Writing: Graphic Aid)
- D: *After School Fun* (Extending Meaning Through Writing: Labeling)
- E: *Fresh Fall Leaves* (Extending Meaning Through Writing: Expository)
- F: *Goldilocks and the Three Bears* (Extending Meaning Through Writing: Letter)
- G: *In Our Yard* (Extending Meaning Through Writing: Poetry)
- H: *Trains* (Extending Meaning Through Writing: Narrative)
- I: *Two Crazy Pigs* (Extending Meaning Through Writing: Graphic Aid)

Common Core State Standards

SCHOLASTIC GUIDED READING FICTION FOCUS 2ND EDITION

Grade 2

Reading: Literature

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

Each teacher card includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about the selected title using a question & response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.

In addition, the following titles include further activities:

- E: *Flap and Sing: Birds* (Developing Comprehension: Sequencing)
- E: *Painting* (Developing Comprehension: Analyzing Character)
- F: *Loose Tooth* (Developing Comprehension: Summarizing)
- F: *Meg and the Lost Pencil Case* (Developing Comprehension: Understanding Problems and Solutions)
- G: *At the Apple Farm* (Developing Comprehension: Recognizing Story Sequence)
- G: *The Gingerbread Man* (Developing Comprehension: Understanding the Plot)
- G: *In Our Yard* (Developing Comprehension: Summarizing)
- G: *The Three Billy Goats Gruff* (Developing Comprehension: Recognizing Sequence)
- H: *Aunt Maud's Mittens* (Developing Comprehension: Recognizing Sequence of Events)
- I: *Shoo, Fly Guy!* (Developing Comprehension: Recognizing Story Sequence)
- I: *We're Going on a Nature Hunt* (Developing Comprehension: Understanding Sequence)
- J: *Big Smelly Bear* (Developing Comprehension: Understanding Plot)
- J: *Just Us Women* (Developing Comprehension: Making Inferences)
- J: *Kenny and the Little Kickers* (Developing Comprehension: Understanding Character)
- K: *Andy Shane and the Very Bossy Dolores Starbuckle* (Developing Comprehension: Recognizing Story Structure)
- K: *Don't Let the Pigeon Stay Up Late!* (Developing Comprehension: Drawing Conclusions)
- L: *Cam Jansen and the Secret Service Mystery* (Developing Comprehension: Understanding

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| | <p>Plot)</p> <p>L: <i>Ricky Ricotta’s Mighty Robot vs. The Mecha-Monkeys From Mars</i> (Developing Comprehension: Drawing Conclusions)</p> <p>L: <i>The Worst Day of My Life</i> (Developing Comprehension: Understanding Plot as Problem and Solution)</p> <p>M: <i>Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move</i> (Developing Comprehension: Understand Making Inferences)</p> <p>M: <i>Dancing With the Indians</i> (Developing Comprehension: Making Inferences)</p> <p>N: <i>Franny K. Stein, Mad Scientist: Frantastic Voyage</i> (Developing Comprehension: Understanding Plot)</p> <p>N: <i>Suitcase</i> (Developing Comprehension: Understanding Problems and Solutions)</p> |
| <p>Craft and Structure</p> <p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> | <p>E: <i>Fred’s Wish for Fish</i> (Developing Comprehension: Reading Everyday Speech)</p> <p>E: <i>Painting</i> (Developing Comprehension: Analyzing Character)</p> <p>F: <i>Goldilocks and the Three Bears</i> (Developing Comprehension: Reading Dialogue)</p> <p>G: <i>The Deep Blue Sea</i> (Developing Comprehension: Understanding Patterned Text)</p> <p>G: <i>The Gingerbread Man</i> (Developing Comprehension: Understanding Plot)</p> <p>H: <i>Aunt Maud’s Mittens</i> (Developing Comprehension: Recognizing Sequence of Events)</p> <p>I: <i>The Fat Cat A Danish Folktale</i> (Developing Comprehension: Recognizing Patterned Text)</p> <p>J: <i>Big Smelly Bear</i> (Developing Comprehension: Understanding Plot)</p> <p>J: <i>Kenny and the Little Kickers</i> (Developing Comprehension: Understanding Character)</p> <p>K: <i>Andy Shane and the Very Bossy Dolores Starbuckle</i> (Developing Comprehension: Understanding Story Structure)</p> <p>K: <i>The Gym Teacher From the Black Lagoon</i> (Developing Comprehension: Recognizing Point of View)</p> <p>L: <i>Alligator Baby</i> (Developing Comprehension: Recognizing Story Pattern)</p> <p>L: <i>Cam Jansen and the Secret Service Mystery</i> (Developing Comprehension: Understanding Plot)</p> <p>Teachers have the opportunity to discuss the elements of poetry within the context of the following titles:</p> <p>M: <i>Dancing With the Indians</i></p> |
| <p>Integration of Knowledge and Ideas</p> <p>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>8. (Not applicable to literature)</p> <p>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>E: <i>Fresh Fall Leaves</i> (Developing Comprehension: Using Illustrations)</p> <p>G: <i>I Just Forgot</i> (Developing Comprehension: Using Illustrations)</p> <p>H: <i>The Father Who Walked on His Hands</i> (Developing Comprehension: Using Illustrations)</p> <p>I: <i>Dolphins and Porpoises</i> (Developing Comprehension: Using Picture Clues)</p> |
| <p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently,</p> | <p>This collection includes titles from Levels E-N that represent a variety of genres and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p> |

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| <p>with scaffolding as needed at the high end of the range.</p> | |
| <p>Reading: Informational Text Key Ideas and Details 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> | <p>Each teacher card for the following Nonfiction and Informational texts includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about informational text using a question & response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>E: <i>Flap and Sing: Birds</i> E: <i>Let's Play Soccer</i> E: <i>Living Things</i> F: <i>Melt It, Shape It: Glass</i> G: <i>At the Apple Farm</i> G: <i>Is This a Moose?</i> H: <i>Hop! Spring! Leap! Animals That Jump</i> H: <i>Trains</i> I: <i>Animals at Night</i> I: <i>Dolphins and Porpoises</i> J: <i>Antonio's Music</i> J: <i>Big Cats</i> J: <i>Safety in Numbers</i> L: <i>Picking Apples & Pumpkins</i> L: <i>Young Thurgood Marshall: Fighter for Equality</i> M: <i>How a House Is Built</i> N: <i>Lion Dancer: Ernie Wan's Chinese New Year</i></p> <p>In addition, the following titles include further activities: E: <i>Flap and Sing: Birds</i> (Developing Comprehension: Sequencing) E: <i>Living Things</i> (Developing Comprehension: Understanding Categorizing) F: <i>Melt It, Shape It: Glass</i> (Developing Comprehension: Reading for Information) G: <i>At the Apple Farm</i> (Developing Comprehension: Recognizing Story Sequence) G: <i>Is This a Moose?</i> (Developing Comprehension: Comparing and Contrasting) H: <i>Hop! Spring! Leap! Animals That Jump</i> (Developing Comprehension: Monitoring Comprehension) I: <i>Animals at Night</i> (Developing Comprehension: Understanding Genre: Informational Text) I: <i>Dolphins and Porpoises</i> (Developing Comprehension: Using Picture Clues) J: <i>Big Cats</i> (Developing Comprehension: Comparing and Contrasting) L: <i>Picking Apples & Pumpkins</i> (Developing Comprehension: Understanding Compare Contrast) L: <i>Young Thurgood Marshall: Fighter for Equality</i> (Developing Comprehension: Practice Summarizing) M: <i>How a House Is Built</i> (Developing Comprehension: Understanding Sequence)</p> |
| <p>Craft and Structure 4. Determine the meaning of words and phrases in a text relevant to a</p> | <p>Each teacher card for the Nonfiction and Informational titles below includes Supportive Book Features and Challenging Book Features. These provide opportunities for teachers to direct</p> |

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| <p>grade 2 topic or subject area.</p> <p>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>8. Describe how reasons support specific points the author makes in a text.</p> <p>9. Compare and contrast the most important points presented by two texts on the same topic.</p> | <p>student attention to Nonfiction and Informational text features such as tables of contents, diagrams, captions, and indexes.</p> <p>E: <i>Flap and Sing: Birds</i></p> <p>E: <i>Let's Play Soccer</i></p> <p>E: <i>Living Things</i></p> <p>F: <i>Melt It, Shape It: Glass</i></p> <p>G: <i>At the Apple Farm</i></p> <p>G: <i>Is This a Moose?</i></p> <p>H: <i>Hop! Spring! Leap! Animals That Jump</i></p> <p>H: <i>Trains</i></p> <p>I: <i>Animals at Night</i></p> <p>I: <i>Dolphins and Porpoises</i></p> <p>J: <i>Antonio's Music</i></p> <p>J: <i>Big Cats</i></p> <p>J: <i>Safety in Numbers</i></p> <p>L: <i>Picking Apples & Pumpkins</i></p> <p>L: <i>Young Thurgood Marshall: Fighter for Equality</i></p> <p>M: <i>How a House Is Built</i></p> <p>N: <i>Lion Dancer: Ernie Wan's Chinese New Year</i></p> <p>In addition, the following titles include further activities:</p> <p>F: <i>Melt It, Shape It: Glass</i> (Developing Comprehension: Reading for Information)</p> <p>I: <i>Animals at Night</i> (Developing Comprehension: Understanding Genre: Informational Text)</p> <p>I: <i>Dolphins and Porpoises</i> (Developing Comprehension: Using Picture Clues)</p> <p>L: <i>Young Thurgood Marshall: Fighter for Equality</i> (Developing Comprehension: Practice Summarizing)</p> <p>M: <i>How a House is Built</i> (Developing Comprehension: Understanding Sequence)</p> |
| <p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>Each teacher card for the following Nonfiction and Informational texts includes Developing Comprehension and Developing Fluency features that encourage students to engage in both shared and independent reading opportunities at varying difficulty levels.</p> <p>E: <i>Flap and Sing: Birds</i></p> <p>E: <i>Let's Play Soccer</i></p> <p>E: <i>Living Things</i></p> <p>F: <i>Melt It, Shape It: Glass</i></p> <p>G: <i>At the Apple Farm</i></p> <p>G: <i>Is This a Moose?</i></p> <p>H: <i>Hop! Spring! Leap! Animals That Jump</i></p> <p>H: <i>Trains</i></p> <p>I: <i>Animals at Night</i></p> <p>I: <i>Dolphins and Porpoises</i></p> <p>J: <i>Antonio's Music</i></p> <p>J: <i>Big Cats</i></p> <p>J: <i>Safety in Numbers</i></p> <p>L: <i>Picking Apples & Pumpkins</i></p> |

Grade 2

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| | <p>L: <i>Young Thurgood Marshall: Fighter for Equality</i> M: <i>How a House Is Built</i> N: <i>Lion Dancer: Ernie Wan’s Chinese New Year</i></p> |
| <p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.</p> | <p>E: <i>Fred’s Wish for Fish</i> (Developing Phonics and Word-Solving Strategies: Words With Digraphs) E: <i>Fresh Fall Leaves</i> (Developing Phonics and Word-Solving Strategies: Words With –ing) E: <i>I Go With Grandpa</i> (Developing Phonics and Word-Solving Strategies: Short Vowel u) E: <i>The Magic Pot</i> (Developing Phonics and Word-Solving Strategies: Words With /ou/) F: <i>Goldilocks and the Three Bears</i> (Developing Phonics and Word-Solving Strategies: Words With ou) F: <i>How Lizard Lost His Colors</i> (Developing Phonics and Word-Solving Strategies: Words With ow) F: <i>Loose Tooth</i> (Developing Phonics and Word-Solving Strategies: Words With oo) F: <i>Meg and the Lost Pencil Case</i> (Developing Phonics and Word-Solving Strategies: Suffix –ed) F: <i>Melt It, Shape It: Glass</i> (Developing Phonics and Word-Solving Strategies: Consonant Blends) F: <i>Todd’s Teacher</i> (Developing Phonics and Word-Solving Strategies: Consonant Blends) G: <i>At the Apple Farm</i> (Developing Phonics and Word-Solving Strategies: Words With Short a) G: <i>The Deep Blue Sea</i> (Developing Phonics and Word-Solving Strategies: Words With Consonant + le) G: <i>I Just Forgot</i> (Developing Phonics and Word-Solving Strategies: Reading Action Words With –ed) G: <i>In Our Yard</i> (Developing Phonics and Word-Solving Strategies: Words With /ou/) G: <i>Justin’s New Bike</i> (Developing Phonics and Word-Solving Strategies: Action Words with –ing) G: <i>Rabbit’s Party</i> (Developing Phonics and Word-Solving Strategies: Short Vowels) G: <i>A Very Silly School</i> (Developing Phonics and Word-Solving Strategies: Words With Short i) H: <i>Aunt Maud’s Mittens</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words) H: <i>Hop! Spring! Leap! Animals That Jump</i> (Developing Phonics and Word-Solving Strategies: Consonant Blends With s) H: <i>Little Red Riding Hood</i> (Developing Phonics and Word-Solving Strategies: Words With oo) H: <i>Sione’s Talo</i> (Developing Phonics and Word-Solving Strategies: Action Words in Past Tense) H: <i>Trains</i> (Developing Phonics and Word-Solving Strategies: Consonant Blends) H: <i>Why Did the Chicken Cross the Road?</i> (Developing Phonics and Word-Solving Strategies: Reading Words With /ou/) I: <i>Dolphins and Porpoises</i> (Developing Phonics and Word-Solving Strategies: Consonant Blends) I: <i>The Fat Cat: A Danish Folktale</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words) I: <i>Two Crazy Pigs</i> (Developing Phonics and Word-Solving Strategies: Words With –ing) I: <i>We’re Going on a Nature Hunt</i> (Developing Phonics and Word-Solving Strategies: Long i:</p> |

Grade 2

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| | <p>Consonant + Final-e Pattern)</p> <p>J: <i>Antonio’s Music</i> (Developing Phonics and Word-Solving Strategies: Irregular Past Tense Verbs)</p> <p>J: <i>The Big, Brown, Pot</i> (Developing Phonics and Word-Solving Strategies: Past-Tense Verbs)</p> <p>J: <i>Big Smelly Bear</i> (Developing Phonics and Word-Solving Strategies: Words With –ed)</p> <p>J: <i>In the Barrio</i> (Developing Phonics and Word-Solving Strategies: Unfamiliar Words)</p> <p>K: <i>Andy Shane and the Very Bossy Dolores Starbuckle</i> (Developing Phonics and Word-Solving Strategies: Diphthong ou)</p> <p>K: <i>Don’t Let the Pigeon Stay Up Late!</i> (Developing Phonics and Word-Solving Strategies: Words With r-Controlled Vowels)</p> <p>K: <i>The Frog Prince</i> (Developing Phonics and Word-Solving Strategies: Consonant Blends)</p> <p>K: <i>The Great Gracie Chase: Stop That Dog!</i> (Developing Phonics and Word-Solving Strategies: Past Tense With –ed)</p> <p>K: <i>Johnny Appleseed</i> (Developing Phonics and Word-Solving Strategies: r-Controlled Vowels)</p> <p>K: <i>On My Way to Buy Eggs</i> (Developing Phonics and Word-Solving Strategies: Vowel Digraphs)</p> <p>L: <i>Alligator Baby</i> (Developing Phonics and Word-Solving Strategies: Reading Words With –ed)</p> <p>L: <i>Anansi the Spider: A Tale From the Ashanti</i> (Developing Phonics and Word-Solving Strategies: Words With Long o)</p> <p>L: <i>The Triple Rotten Day</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)</p> <p>M: <i>Dancing With the Indians</i> (Developing Phonics and Word-Solving Strategies: Inflectional Ending –ing)</p> <p>M: <i>How a House Is Built</i> (Developing Phonics and Word-Solving Strategies: Context Clues)</p> <p>M: <i>Ivy + Bean and the Ghost That Had to Go</i> (Developing Phonics and Word-Solving Strategies: Consonant Blends: s + qu)</p> <p>M: <i>A New Coat for Anna</i> (Developing Phonics and Word-Solving Strategies: Context Clues)</p> <p>M: <i>The Penguin and the Pea</i> (Developing Phonics and Word-Solving Strategies: Words With Suffix -ly)</p> <p>M: <i>Stink: The Incredible Shrinking Kid</i> (Developing Phonics and Word-Solving Strategies: Words With Suffixes)</p> <p>N: <i>Fables</i> (Developing Phonics and Word-Solving Strategies: Words With -ed)</p> <p>N: <i>Franny K. Stein, Mad Scientist: Frantastic Voyage</i> (Developing Phonics and Word-Solving Strategies: Reading Difficult Words)</p> <p>N: <i>Lion Dancer: Ernie Wan’s Chinese New Year</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)</p> <p>N: <i>Suitcase</i> (Developing Phonics and Word-Solving Strategies: Words With the Letter x)</p> <p>N: <i>Wonderful Alexander and the Catwings</i> (Developing Phonics and Word-Solving Strategies: Words With –y, -ly)</p> <p>N: <i>Zen Shorts</i> (Developing Phonics and Word-Solving Strategies: Words With Prefixes un-, im-)</p> |
| <p>Fluency</p> | <p>Each teacher card includes Developing Fluency activities that engage students in activities that</p> |

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| <p>4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>focus on reading fluently with proper reading rate, phrasing, accuracy, and expression.</p> |
| <p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> | <p>E; <i>Flap and Sing: Birds</i> (Developing Phonics and Word-Solving Strategies: Describing Words) E: <i>Painting</i> (Developing Phonics and Word-Solving Strategies: End Punctuation) E: <i>The Yard Sale</i> (Developing Phonics and Word-Solving Strategies: Naming Words) F: <i>Biscuit Visits the Big City</i> (Developing Phonics and Word-Solving Strategies: Words That Describe) F: <i>The Country Mouse and the Town Mouse</i> (Developing Phonics and Word-Solving Strategies: Reading Punctuation) G: <i>Is This a Moose?</i> (Developing Phonics and Word-Solving Strategies: Question Sentences) I: <i>Shoo, Fly Guy!</i> (Developing Phonics and Word-Solving Strategies: Exclamatory Sentences) J: <i>Antonio’s Music</i> (Developing Phonics and Word-Solving Strategies: Irregular Past-Tense Verbs) J: <i>Just Us Women</i> (Developing Phonics and Word-Solving Strategies: Contractions) K: <i>The Gym Teacher From the Black Lagoon</i> (Developing Phonics and Word-Solving Strategies: Contractions) L: <i>Miss Nelson Has a Field Day</i> (Developing Phonics and Word-Solving Strategies: Contractions) L: <i>Ricky Ricotta’s Mighty Robot vs. the Mecha-Monkeys from Mars</i>: (Developing Phonics and Word-Solving Strategies: Contractions) M: <i>Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move</i>: (Developing Phonics and Word-Solving Strategies: Possessive Words With ‘s) N: <i>Alfie the Apostrophe</i>: (Developing Phonics and Word-Solving Strategies: Words With Apostrophes) N: <i>Mice and Beans</i>: (Developing Phonics and Word-Solving Strategies: Using a Pronunciation Guide)</p> |
| <p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.</p> | <p>Each teacher card provides students the opportunity to demonstrate knowledge of language and its conventions through reading, writing, and speaking activities.</p> |
| <p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is</p> | <p>Each teacher card includes a Vocabulary feature with High-Frequency Words and Related Words for Discussion. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text. In addition, the following titles include further activities: E: <i>Flap and Sing: Birds</i> (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Describing Words)</p> |

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added to a known word (e.g., happy/unhappy, tell/retell).
 Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
 5. Demonstrate understanding of word relationships and nuances in word meanings.
 Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

E: *Fred's Wish for Fish* (ELL Bridge)
 E: *Fresh Fall Leaves* (Challenging Book Features: Vocabulary, ELL Bridge)
 E: *I Go With Grandpa* (ELL Bridge)
 E: *Let's Play Soccer* (ELL Bridge, Developing Phonics and Word-Solving Strategies: Verbs)
 E: *No Snacks, Jack!* (ELL Bridge)
 E: *Painting* (ELL Bridge)
 E: *The Yard Sale* (Developing Phonics and Word-Solving Strategies: Naming Words)
 F: *Biscuit Visits the Big City* (ELL Bridge, Developing Phonics and Word-Solving Strategies: Words That Describe)
 F: *Go Home, Daisy* (Developing Phonics and Word-Solving Strategies: Action Words)
 F: *How Lizard Lost His Colors* (Supportive Book Features: Vocabulary)
 F: *Loose Tooth* (Challenging Book Features: Vocabulary)
 F: *Todd's Teacher* (ELL Bridge)
 G: *The Deep Blue Sea* (ELL Bridge, Challenging Book Features: Vocabulary)
 G: *The Gingerbread Man* (Challenging Book Features: Vocabulary)
 G: *I Just Forgot* (ELL Bridge, Challenging Book Features: Vocabulary)
 G: *Is This a Moose?* (ELL Bridge, Challenging Book Features: Vocabulary)
 G: *Rabbit's Party* (ELL Bridge, Challenging Book Features: Vocabulary)
 H: *Aunt Maud's Mittens* (ELL Bridge)
 H: *Hop! Spring! Leap! Animals That Jump* (ELL Bridge, Challenging Book Features: Vocabulary)
 H: *Sammy the Seal* (ELL Bridge, Challenging Book Features: Vocabulary)
 H: *Trains* (ELL Bridge, Challenging Book Features: Vocabulary)
 H: *An Unusual Show* (ELL Bridge, Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Opposites)
 I: *Animals at Night* (ELL Bridge)
 I: *Dolphins and Porpoises* (Challenging Book Features: Vocabulary)
 I: *Mama Zooms* (Supportive Book Features: Vocabulary)
 I: *Nana's Place* (ELL Bridge)
 I: *Shoo, Fly Guy!* (ELL Bridge)
 I: *Two Crazy Pigs* (Challenging Book Features: Vocabulary)
 I: *We're Going on a Nature Hunt* (Challenging Book Features: Vocabulary)
 I: *The Wheels on the Race Car* (ELL Bridge, Challenging Book Features: Vocabulary)
 J: *Antonio's Music* (ELL Bridge, Extending Meaning Through Writing: Graphic Aid)
 J: *The Big, Brown, Pot* (Challenging Book Features: Vocabulary, ELL Bridge)
 J: *Big Cats* (Supportive Book Features: Vocabulary, ELL Bridge)
 J: *Big Smelly Bear* (Challenging Book Features: Vocabulary)
 J: *In the Barrio* (Supportive Book Features: Vocabulary)
 J: *Just Us Women* (Challenging Book Features: Vocabulary, ELL Bridge)
 J: *Kenny and the Little Kickers* (Challenging Book Features: Vocabulary, ELL Bridge)
 J: *Poppleton Has Fun* (Challenging Book Features: Vocabulary, ELL Bridge)
 J: *Safety in Numbers* (Supportive Book Features: Vocabulary, Challenging Book Features: Vocabulary, ELL Bridge)
 J: *Young Cam Jansen and the Spotted Cat Mystery* (Challenging Book Features: Vocabulary)

Grade 2

K: *Allie's Basketball Dream* (Challenging Book Features: Vocabulary)

K: *Andy Shane and the Very Bossy Dolores Starbuckle* (ELL Bridge)

K: *Don't Let the Pigeon Stay Up Late!* (Supportive Book Features: Vocabulary)

K: *The Frog Prince* (Challenging Book Features: Vocabulary)

K: *Ibis: A True Whale Story* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)

K: *Johnny Appleseed* (Challenging Book Features: Vocabulary, ELL Bridge)

K: *Three Days on a River in a Red Canoe* (Challenging Book Features: Vocabulary, ELL Bridge)

L: *Alligator Baby* (ELL Bridge)

L: *Amelia Bedelia Under Construction* (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Homophones)

L: *Anansi the Spider: A Tale From the Ashanti* (Challenging Book Features: Vocabulary)

L: *Cam Jansen and the Secret Service Mystery* (Supportive Book Features: Vocabulary, ELL Bridge)

L: *Miss Nelson Has a Field Day* (Challenging Book Features: Vocabulary)

L: *Ricky Ricotta's Mighty Robot vs. The Mecha-Monkeys From Mars* (Challenging Book Features: Vocabulary)

L: *The Triple Rotten Day* (Challenging Book Features: Vocabulary, ELL Bridge)

L: *The Worst Day of My Life* (Challenging Book Features: Vocabulary)

L: *Young Thurgood Marshall: Fighter for Equality* (Supportive Book Features: Vocabulary)

M: *Alexander, Who's Not (Do you hear me? I mean it!) Going to Move* (Challenging Book Features: Vocabulary)

M: *The Case of the Food Fight* (Challenging Book Features: Vocabulary, ELL Bridge)

M: *How a House Is Built* (Challenging Book Features: Vocabulary, ELL Bridge)

M: *Ivy + Bean and the Ghost That Had to Go* (Supportive Book Features: Vocabulary)

M: *A New Coat for Anna* (Challenging Book Features: Vocabulary)

M: *The Penguin and the Pea* (Challenging Book Features: Vocabulary)

M: *Stink: The Incredible Shrinking Kid* (Challenging Book Features: Vocabulary, Developing Comprehension: Understanding Puns)

M: *Vampires Don't Wear Polka Dots* (Supportive Book Features: Vocabulary, ELL Bridge)

N: *Alfie the Apostrophe* (Challenging Book Features: Vocabulary)

N: *Comic Guy: Our Crazy Class Election* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Idioms)

N: *Fables* (Challenging Book Features: Vocabulary)

N: *Franny K. Stein, Mad Scientist: Frantastic Voyage* (Challenging Book Features: Vocabulary, ELL Bridge)

N: *Lion Dancer: Ernie Wan's Chinese New Year* (Challenging Book Features: Vocabulary, ELL Bridge)

N: *Mice and Beans* (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Using a Pronunciation Guide)

N: *A Spy in the White House* (Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)

N: *Suitcase* (Challenging Book Features: Vocabulary, ELL Bridge)

Grade 2

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| | N: <i>Wonderful Alexander and the Catwings</i> (Challenging Book Features: Vocabulary) |
| <p>Writing Text Types and Purposes</p> <ol style="list-style-type: none"> 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. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 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>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions.</p> <p>For example,</p> <p>E: <i>No Snacks, Jack!</i> (Extending Meaning Through Writing: Persuasive) F: <i>Goldilocks and the Three Bears</i> (Extending Meaning Through Writing: Letter) G: <i>Is This a Moose?</i> (Extending Meaning Through Writing: Expository) H: <i>Why Did the Chickens Cross the Road?</i> (Extending Meaning Through Writing: Persuasive) I: <i>The Wheels on the Race Car</i> (Extending Meaning Through Writing: Persuasive) J: <i>Young Cam Jansen and the Spotted Cat Mystery</i> (Extending Meaning Through Writing: Narrative) K: <i>Allie's Basketball Dream</i> (Extending Meaning Through Writing: Persuasive) L: <i>Picking Apples & Pumpkins</i> (Extending Meaning Through Writing: Expository) M: <i>A New Coat for Anna</i> (Extending Meaning Through Writing: Descriptive) N: <i>Zen Shorts</i> (Extending Meaning Through Writing: Narrative)</p> |
| <p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> (Begins in grade 3) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. Teachers can provide guidance, support and encouragement that develop student writing proficiency. Teachers can guide students' exploration of digital tools as they are available and the teacher determines applicable in the classroom.</p> |
| <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 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). Recall information from experiences or gather information from provided sources to answer a question. (Begins in grade 4) | <p>Each teacher card includes both print and website resources to further additional investigation into the topics presented in the text.</p> <p>Each teacher card includes a Making Connections feature that allows teachers and students to activate prior knowledge and engage in meaningful discussions based on the topics presented in the text.</p> |
| <p>Range of Writing</p> <ol style="list-style-type: none"> (Begins in grade 3) | See Grade Three |
| <p>Speaking & Listening</p> <ol style="list-style-type: none"> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> | <p>Each teacher card includes Making Connections and Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text.</p> <p>For example,</p> <p>E: <i>Let's Play Soccer</i> (Oral Language/Conversation: Talk About Following Rules)</p> |

Common Core State Standards

SCHOLASTIC GUIDED READING FICTION FOCUS 2ND EDITION

Grade 2

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| <p>Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> | <p>F: <i>A Bug, a Bear, and a Boy</i> (Making Connections: Text to World, Discuss how people can be friend despite differences)</p> <p>G: <i>In Our Yard</i> (Oral Language/Conversation: Talk About Bugs)</p> <p>H: <i>Aunt Maud's Mittens</i> (Making Connections: Text to Self, Discuss pros and cons of gift-giving options)</p> <p>I: <i>The Wax Man</i> (Oral Language/Conversation: Talk About Lessons Learned)</p> <p>J: <i>The Big, Brown Pot</i> (Making Connections: Text to Self, Answer questions about preparing meals)</p> <p>K: <i>Three Days on a River in a Red Canoe</i> (Oral Language/Conversations: Talk About Adventures)</p> <p>L: <i>Amelia Bedelia Under Construction</i> (Making Connections: Text to Self, Discuss words with multiple meanings and expressions)</p> <p>M: <i>How a House is Built</i> (Oral Language/Conversations: Talk About Building Something)</p> <p>N: <i>Comic Guy: Our Crazy Class Election</i> (Making Connections: Text to World, Discuss voting)</p> |
| <p>Presentation of Knowledge and Ideas</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions.</p> <p>For example,</p> <p>E: <i>Fresh Fall Leaves</i> (Extending Meaning Through Writing: Expository)</p> <p>F: <i>Goldilocks and the Three Bears</i> (Extending Meaning Through Writing: Letter)</p> <p>G: <i>In Our Yard</i> (Extending Meaning Through Writing: Poetry)</p> <p>H: <i>Trains</i> (Extending Meaning Through Writing: Narrative)</p> <p>I: <i>Two Crazy Pigs</i> (Extending Meaning Through Writing: Graphic Aid)</p> <p>J: <i>Antonio's Music</i> (Extending Meaning Through Writing: Graphic Aid)</p> <p>K: <i>Johnny Appleseed</i> (Extending Meaning Through Writing: Poetry)</p> <p>L: <i>The Triple Rotten Day</i> (Extending Meaning Through Writing: Narrative)</p> <p>M: <i>Stink: The Incredible Shrinking Kid</i> (Extending Meaning Through Writing: Graphic Narrative)</p> <p>N: <i>Wonderful Alexander and the Catwings</i> (Extending Meaning Through Writing: Narrative)</p> |

Common Core State Standards

SCHOLASTIC GUIDED READING FICTION FOCUS 2ND EDITION

Grade 3

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| <p>Reading: Literature Key Ideas and Details</p> <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>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>3. Describe characters in a story (e.g., their traits, motivations, or</p> | <p>Each teacher card includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about the selected title using a question & response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>In addition, the following titles include further activities:</p> <p>J: <i>Big Smelly Bear</i> (Developing Comprehension: Understanding Plot)</p> <p>J: <i>Just Us Women</i> (Developing Comprehension: Making Inferences)</p> |
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Grade 3

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| <p>feelings) and explain how their actions contribute to the sequence of events.</p> | <p>J: <i>Kenny and the Little Kickers</i> (Developing Comprehension: Understanding Character) K: <i>Andy Shane and the Very Bossy Dolores Starbuckle</i> (Developing Comprehension: Recognizing Story Structure) K: <i>Don't Let the Pigeon Stay Up Late!</i> (Developing Comprehension: Drawing Conclusions) L: <i>Cam Jansen and the Secret Service Mystery</i> (Developing Comprehension: Understanding Plot) L: <i>Ricky Ricotta's Mighty Robot vs. The Mecha-Monkeys From Mars</i> (Developing Comprehension: Drawing Conclusions) L: <i>The Worst Day of My Life</i> (Developing Comprehension: Understanding Plot as Problem and Solution) M: <i>Alexander, Who's Not (Do you hear me? I mean it!) Going to Move</i> (Developing Comprehension: Understand Making Inferences) M: <i>Dancing With the Indians</i> (Developing Comprehension: Making Inferences) N: <i>Franny K. Stein, Mad Scientist: Frantastic Voyage</i> (Developing Comprehension: Understanding Plot) N: <i>Suitcase</i> (Developing Comprehension: Understanding Problems and Solutions) O: <i>Amber Brown is Green With Envy</i> (Developing Comprehension: Understanding Character) O: <i>Angel Child, Dragon Child</i> (Developing Comprehension: Understanding Plot) O: <i>Can You Fly High, Wright Brothers?</i> (Developing Comprehension: Understanding Sequence) O: <i>Chocolate Fever</i> (Developing Comprehension: Identifying Problem/Solution) O: <i>Jake Drake, Know-It-All</i> (Developing Comprehension: Understanding Story Structure) O: <i>Lost Treasure of the Emerald Eye</i> (Developing Comprehension: Understanding Chapters) O: <i>The Patchwork Quilt</i> (Developing Comprehension: Understanding Character) P: <i>Countdown to the Year 1000</i> (Developing Comprehension: Understanding Setting) P: <i>Helen Keller's Teacher</i> (Developing Comprehension: Recognizing Setting) P: <i>La Mariposa</i> (Developing Comprehension: Making Inferences) P: <i>The Nina, the Pinta, and the Vanishing Treasure</i> (Developing Comprehension: Understanding Problems and Solutions) P: <i>Who Stole the Wizard of Oz?</i> (Developing Comprehension: Understanding Point of View) Q: <i>Abby Takes a Stand</i> (Developing Comprehension: Understanding Sequence) Q: <i>Bunnicula</i> (Developing Comprehension: Identifying Problems and Solutions) Q: <i>Champ</i> (Developing Comprehension: Understanding Problems and Solutions) Q: <i>You Be the Detective</i> (Developing Comprehension: Understanding Problems/Solutions)</p> |
| <p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. Distinguish their own point of view from that of the narrator or those of the characters.</p> | <p>J: <i>Big Smelly Bear</i> (Developing Comprehension: Understanding Plot) J: <i>Kenny and the Little Kickers</i> (Developing Comprehension: Understanding Character) J: <i>Young Cam Jansen and the Spotted Cat Mystery</i> (Developing Comprehension: Understanding Chapters) K: <i>Andy Shane and the Very Bossy Dolores Starbuckle</i> (Developing Comprehension: Understanding Story Structure) K: <i>The Frog Prince</i> (Developing Comprehension: Recognizing Sequence) K: <i>The Gym Teacher From the Black Lagoon</i> (Developing Comprehension: Recognizing Point of View) L: <i>Alligator Baby</i> (Developing Comprehension: Recognizing Story Pattern)</p> |

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| | <p>L: <i>Cam Jansen and the Secret Service Mystery</i> (Developing Comprehension: Understanding Plot) M: <i>How a House is Built</i> (Developing Comprehension: Understanding Sequence) M: <i>Ivy + Bean and the Ghost That Had to Go</i> (Developing Comprehension: Understanding Text Features) M: <i>Stink: The Incredible Shrinking Kid</i> (Developing Comprehension: Understanding Puns) N: <i>A Spy in the White House</i> (Developing Comprehension: Understanding Idioms) O: <i>Can You Fly High, Wright Brothers?</i> (Developing Comprehension: Understanding Sequence) O: <i>Lost Treasure of the Emerald Eye</i> (Developing Comprehension: Understanding Chapters) P: <i>Who Stole the Wizard of Oz?</i> (Developing Comprehension: Understanding Point of View) Q: <i>Abby Takes a Stand</i> (Developing Comprehension: Understanding Sequence)</p> <p>Teachers have the opportunity to discuss the elements of poetry within the context of the following titles: M: <i>Dancing With the Indians</i></p> |
| <p>Integration of Knowledge and Ideas 7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). 8. (Not applicable to literature) 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> | <p>J: <i>Poppleton Has Fun</i> (Developing Comprehension: Using Illustrations) L: <i>Amelia Bedelia Under Construction</i> (Developing Comprehension: Understanding Illustrations) L: <i>Anansi the Spider: A Tale From the Ashanti</i> (Developing Comprehension: Using Illustrations) P: <i>You Can’t See Your Bones with Binoculars</i> (Developing Comprehension: Using Diagrams)</p> |
| <p>Range of Reading and Complexity of Text 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> | <p>This collection includes titles from Levels J–Q that represent a variety of genres and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p> |
| <p>Reading: Informational Text Key Ideas and Details 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> | <p>Each teacher card for the following Nonfiction and Informational texts includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about informational text using a question & response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>J: <i>Antonio’s Music</i> J: <i>Big Cats</i> J: <i>Safety in Numbers</i> L: <i>Picking Apples & Pumpkins</i> L: <i>Young Thurgood Marshall: Fighter for Equality</i> M: <i>How a House Is Built</i> N: <i>Lion Dancer: Ernie Wan’s Chinese New Year</i></p> |

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| | <p>O: <i>Can You Fly High, Wright Brothers?</i> O: <i>Shark Lady: True Adventures of Eugenie Clark</i> P: <i>Helen Keller’s Teacher</i> P: <i>The Magic School Bus and the Science Fair Expedition</i> P: <i>You Can’t See Your Bones with Binoculars</i> Q: <i>The Life and Times of the Peanut</i> Q: <i>Mummies, Pyramids, and Pharaohs</i> In addition, the following titles include further activities: J: <i>Big Cats</i> (Developing Comprehension: Comparing and Contrasting) L: <i>Picking Apples & Pumpkins</i> (Developing Comprehension: Understanding Compare Contrast) L: <i>Young Thurgood Marshall: Fighter for Equality</i> (Developing Comprehension: Practice Summarizing) M: <i>How a House Is Built</i> (Developing Comprehension: Understanding Sequence) N: <i>Lion Dance: Ernie Wan’s Chinese New Year</i> (Developing Comprehension: Generating Questions) P: <i>The Magic School Bus and the Science Fair Expedition</i> (Developing Comprehension: Generating Questions) Q: <i>Mummies, Pyramids, and Pharaohs</i> (Developing Comprehension: Understanding Steps in a Process)</p> |
| <p>Craft and Structure 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 6. Distinguish their own point of view from that of the author of a text.</p> | <p>Each teacher card for the Nonfiction and Informational titles below includes Supportive Book Features and Challenging Book Features. These provide opportunities for teachers to direct student attention to Nonfiction and Informational text features such as tables of contents, diagrams, captions, and indexes. Each teacher card also includes a Vocabulary: Essential Words and Related Words for Discussion. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text.</p> <p>J: <i>Antonio’s Music</i> J: <i>Big Cats</i> J: <i>Safety in Numbers</i> L: <i>Picking Apples & Pumpkins</i> L: <i>Young Thurgood Marshall: Fighter for Equality</i> M: <i>How a House Is Built</i> N: <i>Lion Dancer: Ernie Wan’s Chinese New Year</i> O: <i>Can You Fly High, Wright Brothers?</i> O: <i>Shark Lady: True Adventures of Eugenie Clark</i> P: <i>Helen Keller’s Teacher</i> P: <i>The Magic School Bus and the Science Fair Expedition</i> P: <i>You Can’t See Your Bones with Binoculars</i> Q: <i>The Life and Times of the Peanut</i> Q: <i>Mummies, Pyramids, and Pharaohs</i> In addition, the following titles include further activities: Q: <i>The Life and Times of the Peanut</i> (Developing Comprehension: Using Captions)</p> |
| <p>Integration of Knowledge and Ideas 7. Use information gained from illustrations (e.g., maps, photographs)</p> | <p>L: <i>Young Thurgood Marshall: Fighter for Equality</i> (Developing Comprehension: Practice Summarizing)</p> |

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| <p>and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p> | <p>M: <i>How a House is Built</i> (Developing Comprehension: Understanding Sequence)</p> <p>O: <i>Can You Fly High, Wright Brothers?</i> (Developing Comprehension: Understanding Sequence)</p> <p>O: <i>Shark Lady: True Adventures of Eugenie Clark</i> (Developing Comprehension: Understanding Cause and Effect)</p> <p>P: <i>You Can't See Your Bones with Binoculars</i> (Developing Comprehension: Using Diagrams)</p> <p>Q: <i>The Life and Times of the Peanut</i> (Developing Comprehension: Using Captions)</p> <p>Q: <i>Mummies, Pyramids, and Pharaohs</i> (Developing Comprehension: Understanding Steps in a Process)</p> |
| <p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> | <p>Each teacher card for the following Nonfiction and Informational texts includes Developing Comprehension and Developing Fluency features that encourage students to engage in both shared and independent reading opportunities at a variety of difficulty levels.</p> <p>J: <i>Antonio's Music</i></p> <p>J: <i>Big Cats</i></p> <p>J: <i>Safety in Numbers</i></p> <p>L: <i>Picking Apples & Pumpkins</i></p> <p>L: <i>Young Thurgood Marshall: Fighter for Equality</i></p> <p>M: <i>How a House Is Built</i></p> <p>N: <i>Lion Dancer: Ernie Wan's Chinese New Year</i></p> <p>O: <i>Can You Fly High, Wright Brothers?</i></p> <p>O: <i>Shark Lady: True Adventures of Eugenie Clark</i></p> <p>P: <i>Helen Keller's Teacher</i></p> <p>P: <i>The Magic School Bus and the Science Fair Expedition</i></p> <p>P: <i>You Can't See Your Bones with Binoculars</i></p> <p>Q: <i>The Life and Times of the Peanut</i></p> <p>Q: <i>Mummies, Pyramids, and Pharaohs</i></p> |
| <p>Reading: Foundational Skills</p> <p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>Decode words with common Latin suffixes.</p> <p>Decode multisyllable words.</p> <p>Read grade-appropriate irregularly spelled words.</p> | <p>J: <i>Antonio's Music</i> (Developing Phonics and Word-Solving Strategies: Irregular Past Tense Verbs)</p> <p>J: <i>The Big, Brown, Pot</i> (Developing Phonics and Word-Solving Strategies: Past-Tense Verbs)</p> <p>J: <i>In the Barrio</i> (Developing Phonics and Word-Solving Strategies: Unfamiliar Words)</p> <p>L: <i>The Triple Rotten Day</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)</p> <p>M: <i>How a House Is Built</i> (Developing Phonics and Word-Solving Strategies: Context Clues)</p> <p>M: <i>A New Coat for Anna</i> (Developing Phonics and Word-Solving Strategies: Context Clues)</p> <p>M: <i>The Penguin and the Pea</i> (Developing Phonics and Word-Solving Strategies: Words With Suffix -ly)</p> <p>M: <i>Stink: The Incredible Shrinking Kid</i> (Developing Phonics and Word-Solving Strategies: Words With Suffixes)</p> <p>N: <i>Franny K. Stein, Mad Scientist: Frantastic Voyage</i> (Developing Phonics and Word-Solving Strategies: Reading Difficult Words)</p> <p>N: <i>Lion Dancer: Ernie Wan's Chinese New Year</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)</p> <p>N: <i>Wonderful Alexander and the Catwings</i> (Developing Phonics and Word-Solving Strategies: Words With -y, -ly)</p> |

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| | <p>N: <i>Zen Shorts</i> (Developing Phonics and Word-Solving Strategies: Words With Prefixes un-, im-)</p> <p>O: <i>Angel Child, Dragon Child</i> (Developing Phonics and Word-Solving Strategies: Difficult Words)</p> <p>O: <i>Can You Fly High, Wright Brothers?</i> (Developing Phonics and Word-Solving Strategies: Words With Suffixes)</p> <p>O: <i>Chocolate Fever</i> (Developing Phonics and Word-Solving Strategies: Suffixes –less, -ness)</p> <p>O: <i>Pinduli</i> (Developing Phonics and Word-Solving Strategies: Suffixes –y and –ly)</p> <p>P: <i>Countdown to the Year 1000</i> (Developing Phonics and Word-Solving Strategies: Unusual Language)</p> <p>P: <i>Da Wild, Da Crazy, Da Vinci</i> (Developing Phonics and Word-Solving Strategies: Suffixes)</p> <p>P: <i>Helen Keller’s Teacher</i> (Developing Phonics and Word-Solving Strategies: Context Clues)</p> <p>P: <i>Koya DeLaney and the Good Girl Blues</i> (Developing Phonics and Word-Solving Strategies: Challenging Words)</p> <p>P: <i>The Magic School Bus and the Science Fair Expedition</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)</p> <p>P: <i>La Mariposa</i> (Developing Phonics and Word-Solving Strategies: Prefixes)</p> <p>P: <i>Who Stole the Wizard of Oz?</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)</p> <p>P: <i>You Can’t See Your Bones with Binoculars</i> (Developing Phonics and Word-Solving Strategies: Context Clues)</p> <p>Q: <i>Abby Takes a Stand</i> (Developing Phonics and Word-Solving Strategies: Context Clues)</p> <p>Q: <i>Champ</i> (Developing Phonics and Word-Solving Strategies: Suffixes)</p> <p>Q: <i>The Life and Times of the Peanut</i> (Developing Phonics and Word-Solving Strategies: Context Clues)</p> |
| <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>Each teacher card includes Developing Fluency activities that engage students in activities that focus on reading fluently with proper reading rate, phrasing, accuracy, and expression.</p> |
| <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement.*</p> | <p>J: <i>Antonio’s Music</i> (Developing Phonics and Word-Solving Strategies: Irregular Past-Tense Verbs)</p> <p>J: <i>Big Cats</i> (Developing Phonics and Word-Solving Strategies: Comparatives: -er, -est)</p> <p>J: <i>Just Us Women</i> (Developing Phonics and Word-Solving Strategies: Contractions)</p> <p>K: <i>The Gym Teacher From the Black Lagoon</i> (Developing Phonics and Word-Solving Strategies: Contractions)</p> <p>L: <i>Miss Nelson Has a Field Day</i> (Developing Phonics and Word-Solving Strategies: Contractions)</p> <p>L: <i>Ricky Ricotta’s Mighty Robot vs. the Mecha-Monkeys from Mars</i>: (Developing Phonics and Word-Solving Strategies: Contractions)</p> <p>M: <i>Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move</i>: (Developing Phonics</p> |

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| <p>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> | <p>and Word-Solving Strategies: Possessive Words With ‘s) N: <i>Alfie the Apostrophe</i>: (Developing Phonics and Word-Solving Strategies: Words With Apostrophes) N: <i>Mice and Beans</i>: (Developing Phonics and Word-Solving Strategies: Using a Pronunciation Guide) Q: <i>Mummies, Pyramids, and Pharaohs</i> (Developing Phonics and Word-Solving Strategies: Words With Quotations)</p> |
| <p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written standard English.</p> | <p>Each teacher card provides students the opportunity to demonstrate knowledge of language and its conventions through reading, writing, and speaking activities.</p> |
| <p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> | <p>Each teacher card includes a Vocabulary feature with High-Frequency Words and Related Words for Discussion. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text. In addition, the following titles include further activities: J: <i>Antonio’s Music</i> (ELL Bridge, Extending Meaning Through Writing: Graphic Aid) J: <i>The Big, Brown, Pot</i> (Challenging Book Features: Vocabulary, ELL Bridge) J: <i>Big Cats</i> (Supportive Book Features: Vocabulary, ELL Bridge) J: <i>Big Smelly Bear</i> (Challenging Book Features: Vocabulary) J: <i>In the Barrio</i> (Supportive Book Features: Vocabulary) J: <i>Just Us Women</i> (Challenging Book Features: Vocabulary, ELL Bridge) J: <i>Kenny and the Little Kickers</i> (Challenging Book Features: Vocabulary, ELL Bridge) J: <i>Poppleton Has Fun</i> (Challenging Book Features: Vocabulary, ELL Bridge) J: <i>Safety in Numbers</i> (Supportive Book Features: Vocabulary, Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Multiple Meaning Words) J: <i>Young Cam Jansen and the Spotted Cat Mystery</i> (Challenging Book Features: Vocabulary) K: <i>Allie’s Basketball Dream</i> (Challenging Book Features: Vocabulary) K: <i>Andy Shane and the Very Bossy Dolores Starbuckle</i> (ELL Bridge)</p> |

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Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

K: *Don't Let the Pigeon Stay Up Late!* (Supportive Book Features: Vocabulary)
 K: *The Frog Prince* (Challenging Book Features: Vocabulary)
 K: *Ibis: A True Whale Story* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)
 K: *Johnny Appleseed* (Challenging Book Features: Vocabulary, ELL Bridge)
 K: *Three Days on a River in a Red Canoe* (Challenging Book Features: Vocabulary, ELL Bridge)
 L: *Alligator Baby* (ELL Bridge)
 L: *Amelia Bedelia Under Construction* (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Homophones)
 L: *Anansi the Spider: A Tale From the Ashanti* (Challenging Book Features: Vocabulary)
 L: *Cam Jansen and the Secret Service Mystery* (Supportive Book Features: Vocabulary, ELL Bridge)
 L: *Miss Nelson Has a Field Day* (Challenging Book Features: Vocabulary)
 L: *Ricky Ricotta's Mighty Robot vs. The Mecha-Monkeys From Mars* (Challenging Book Features: Vocabulary)
 L: *The Triple Rotten Day* (Challenging Book Features: Vocabulary, ELL Bridge)
 L: *The Worst Day of My Life* (Challenging Book Features: Vocabulary)
 L: *Young Thurgood Marshall: Fighter for Equality* (Supportive Book Features: Vocabulary)
 M: *Alexander, Who's Not (Do you hear me? I mean it!) Going to Move* (Challenging Book Features: Vocabulary)
 M: *The Case of the Food Fight* (Challenging Book Features: Vocabulary, ELL Bridge)
 M: *How a House Is Built* (Challenging Book Features: Vocabulary, ELL Bridge)
 M: *Ivy + Bean and the Ghost That Had to Go* (Supportive Book Features: Vocabulary)
 M: *A New Coat for Anna* (Challenging Book Features: Vocabulary)
 M: *The Penguin and the Pea* (Challenging Book Features: Vocabulary)
 M: *Stink: The Incredible Shrinking Kid* (Challenging Book Features: Vocabulary, Developing Comprehension: Understanding Puns)
 M: *Vampires Don't Wear Polka Dots* (Supportive Book Features: Vocabulary, ELL Bridge)
 N: *Alfie the Apostrophe* (Challenging Book Features: Vocabulary)
 N: *Comic Guy: Our Crazy Class Election* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Idioms)
 N: *Fables* (Challenging Book Features: Vocabulary)
 N: *Franny K. Stein, Mad Scientist: Frantastic Voyage* (Challenging Book Features: Vocabulary, ELL Bridge)
 N: *Lion Dancer: Ernie Wan's Chinese New Year* (Challenging Book Features: Vocabulary, ELL Bridge)
 N: *Mice and Beans* (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Using a Pronunciation Guide)
 N: *A Spy in the White House* (Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)
 N: *Suitcase* (Challenging Book Features: Vocabulary, ELL Bridge)
 N: *Wonderful Alexander and the Catwings* (Challenging Book Features: Vocabulary)
 O: *Amber Brown is Green With Envy* (Developing Phonics and Word-Solving Strategies:

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| | <p>Reading Homophones) O: <i>Lost Treasure of the Emerald Eye</i> (Developing Phonics and Word-Solving Strategies: Words With Multiple Meanings) P: <i>Countdown to the Year 1000</i> (Developing Phonics and Word-Solving Strategies: Unusual Language) Q: <i>Bunnacula</i> (Developing Phonics and Word-Solving Strategies: Understanding Homophones) Q: <i>Just Juice</i> (Developing Phonics and Word-Solving Strategies: Words With Multiple Meanings)</p> |
| <p>Writing Text Types and Purposes 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure.</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. For example, J: <i>Young Cam Jansen and the Spotted Cat Mystery</i> (Extending Meaning Through Writing: Narrative) K: <i>Allie’s Basketball Dream</i> (Extending Meaning Through Writing: Persuasive) L: <i>Picking Apples & Pumpkins</i> (Extending Meaning Through Writing: Expository) M: <i>A New Coat for Anna</i> (Extending Meaning Through Writing: Descriptive) N: <i>Zen Shorts</i> (Extending Meaning Through Writing: Narrative) O: <i>The Talented Clementine</i> (Extending Meaning Through Writing: Expository) P: <i>Koya DeLaney and the Good Girl Blues</i> (Extending Meaning Through Writing: Persuasive) Q: <i>Amulet: Book One, The Stonekeeper</i> (Extending Meaning Through Writing: Descriptive)</p> |
| <p>Production and Distribution of Writing 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 6. With guidance and support from adults, use technology to produce</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. Teachers can provide guidance, support and encouragement that develop student writing proficiency. Teachers can guide students’ exploration of digital tools as they are available and the teacher determines applicable in the classroom.</p> |

Grade 3

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| and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | |
| <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>9. (Begins in grade 4)</p> | <p>Each teacher card lists both print and website resources to further additional investigation into the topics presented in the text.</p> <p>Each teacher card includes a Making Connections feature that allows teachers and students to activate prior knowledge and engage in meaningful discussions based on the topics presented in the text.</p> |
| <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. Teachers can extend and/or modify these activities to meet student needs for both shorter and extended time frames.</p> |
| <p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.</p> <p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> | <p>Each teacher card includes Making Connections and Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text.</p> <p>For example,</p> <p>J: <i>The Big, Brown Pot</i> (Making Connections: Text to Self, Answer questions about preparing meals)</p> <p>K: <i>Three Days on a River in a Red Canoe</i> (Oral Language/Conversations: Talk About Adventures)</p> <p>L: <i>Amelia Bedelia Under Construction</i> (Making Connections: Text to Self, Discuss words with multiple meanings and expressions)</p> <p>M: <i>How a House is Built</i> (Oral Language/Conversations: Talk About Building Something)</p> <p>N: <i>Comic Guy: Our Crazy Class Election</i> (Making Connections: Text to World, Discuss voting)</p> <p>O: <i>Amber Brown is Green With Envy</i> (Oral Language/Conversations: Talk About Communication)</p> <p>P: <i>The Nina, the Pinta, and the Vanishing Treasure</i> (Making Connections: Text to World, Discuss museum exhibits and explorers)</p> <p>Q: <i>Mummies, Pyramids, and Pharaohs</i> (Oral Language/Conversations: Talk About Ancient Egypt)</p> |
| <p>Presentation of Knowledge and Ideas</p> <p>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.</p> <p>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.</p> <p>6. Speak in complete sentences when appropriate to task and situation in</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions.</p> <p>For example,</p> <p>J: <i>Antonio's Music</i> (Extending Meaning Through Writing: Graphic Aid)</p> <p>K: <i>Johnny Appleseed</i> (Extending Meaning Through Writing: Poetry)</p> <p>L: <i>The Triple Rotten Day</i> (Extending Meaning Through Writing: Narrative)</p> |

Grade 3

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| order to provide requested detail or clarification. | <p>M: <i>Stink: The Incredible Shrinking Kid</i> (Extending Meaning Through Writing: Graphic Narrative)</p> <p>N: <i>Wonderful Alexander and the Catwings</i> (Extending Meaning Through Writing: Narrative)</p> <p>O: <i>Chocolate Fever</i> (Extending Meaning Through Writing: Expository)</p> <p>P: <i>Countdown to the Year 1000</i> (Extending Meaning Through Writing: Persuasive)</p> <p>Q: <i>Oggie Cooder</i> (Extending Meaning Through Writing: Graphic Aid)</p> |
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Grade 4

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| <p>Reading: Literature Key Ideas and Details</p> <p>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>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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>Each teacher card includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about the selected title using a question & response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>In addition, the following titles include further activities:</p> <p>M: <i>Alexander, Who's Not (Do you hear me? I mean it!) Going to Move</i> (Developing Comprehension: Understand Making Inferences)</p> <p>M: <i>Dancing With the Indians</i> (Developing Comprehension: Making Inferences)</p> <p>N: <i>Alfie the Apostrophe</i> (Developing Comprehension: Understanding Main Idea and Details)</p> <p>N: <i>Franny K. Stein, Mad Scientist: Frantastic Voyage</i> (Developing Comprehension: Understanding Plot)</p> <p>N: <i>Suitcase</i> (Developing Comprehension: Understanding Problems and Solutions)</p> <p>O: <i>Amber Brown is Green With Envy</i> (Developing Comprehension: Understanding Character)</p> <p>O: <i>Angel Child, Dragon Child</i> (Developing Comprehension: Understanding Plot)</p> <p>O: <i>Jake Drake, Know-It-All</i> (Developing Comprehension: Understanding Story Structure)</p> <p>O: <i>Lost Treasure of the Emerald Eye</i> (Developing Comprehension: Understanding Chapters)</p> <p>O: <i>The Patchwork Quilt</i> (Developing Comprehension: Understanding Character)</p> <p>P: <i>Countdown to the Year 1000</i> (Developing Comprehension: Understanding Setting)</p> <p>P: <i>Helen Keller's Teacher</i> (Developing Comprehension: Recognizing Setting)</p> <p>P: <i>La Mariposa</i> (Developing Comprehension: Making Inferences)</p> <p>P: <i>Who Stole the Wizard of Oz?</i> (Developing Comprehension: Understanding Point of View)</p> <p>Q: <i>Just Juice</i> (Developing Comprehension: Understanding Theme)</p> <p>R: <i>The Island</i> (Developing Comprehension: Understanding Setting)</p> <p>R: <i>Julian Rodriquez, Episode One: Trash Crisis on Earth</i> (Developing Comprehension: Understanding Point of View)</p> <p>R: <i>More Than Anything Else</i> (Developing Comprehension: Understanding Character)</p> <p>R: <i>The Report Card</i> (Developing Comprehension: Understanding Theme)</p> <p>S: <i>4 Kids in 5E & 1 Crazy Year</i> (Developing Comprehension: Understanding Character)</p> <p>S: <i>Bluish</i> (Developing Comprehension: Drawing Conclusions)</p> <p>S: <i>Granny Torrelli Makes Soup</i> (Developing Comprehension: Understanding Theme)</p> <p>S: <i>In the Shade of the Nispero Tree</i> (Developing Comprehension: Identifying Plot)</p> <p>S: <i>The Million Dollar Shot</i> (Developing Comprehension: Understanding Plot)</p> <p>T: <i>The Amazing Life of Benjamin Franklin</i> (Developing Comprehension: Uncovering Text)</p> |
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Grade 4

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| | <p>Structure) T: <i>Chasing Vermeer</i> (Developing Comprehension: Understanding Plot) T: <i>Dirty Tricks (Raven Hill Mysteries #5)</i> (Developing Comprehension: Making Inferences) T: <i>Replay</i> (Developing Comprehension: Understanding Theme) T: <i>Something Upstairs</i> (Developing Comprehension: Understanding Setting)</p> |
| <p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> | <p>M: <i>A New Coat for Anna</i> (Developing Comprehension: Understanding Historical Content) M: <i>Ivy + Bean and the Ghost That Had to Go</i> (Developing Comprehension: Understanding Text Features) O: <i>Lost Treasure of the Emerald Eye</i> (Developing Comprehension: Understanding Chapters) P: <i>Who Stole the Wizard of Oz?</i> (Developing Comprehension: Understanding Point of View) R: <i>Julian Rodriquez, Episode One: Trash Crisis on Earth</i> (Developing Comprehension: Understanding Point of View) S: <i>Let It Begin Here!</i> (Developing Comprehension: Understanding Historical Content) T: <i>The Amazing Life of Benjamin Franklin</i> (Developing Comprehension: Uncovering Text Structure) T: <i>Drita, My Homegirl</i> (Developing Phonics and Word-Solving Strategies: Informal Language) T: <i>Fair Weather</i> (Developing Comprehension: Reading Informal Speech)</p> <p>Teachers have the opportunity to discuss the elements of poetry within the context of the following titles: M: <i>Dancing With the Indians</i></p> |
| <p>Integration of Knowledge and Ideas 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. 8. (Not applicable to literature) 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> | <p>The following titles allow opportunity to compare and contrast themes in traditional literature: N: <i>Fables</i> N: <i>Zen Shorts</i> O: <i>Pinduli</i> P: <i>The Talking Eggs</i></p> <p>N: <i>Wonderful Alexander and the Catwings</i> (Developing Comprehension: Understanding Theme) N: <i>Zen Shorts</i> (Developing Comprehension: Understanding Genre: Fable) P: <i>The Talking Eggs</i> (Developing Comprehension: Understanding Genre: Folktale) Q: <i>Just Juice</i> (Developing Comprehension: Understanding Theme) R: <i>The Report Card</i> (Developing Comprehension: Understanding Theme) S: <i>Granny Torrelli Makes Soup</i> (Developing Comprehension: Understanding Theme) T: <i>Replay</i> (Developing Comprehension: Understanding Theme)</p> |
| <p>Range of Reading and Complexity of Text 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>This collection includes titles from Levels M-T that represent a variety of genres and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p> |

Grade 4

Reading: Informational Text
Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Each teacher card for the following Nonfiction and Informational texts includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about informational text using a question & response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.

- M: *How a House Is Built*
 - N: *Lion Dancer: Ernie Wan's Chinese New Year*
 - O: *Can You Fly High, Wright Brothers?*
 - O: *Shark Lady: True Adventures of Eugenie Clark*
 - P: *Helen Keller's Teacher*
 - P: *The Magic School Bus and the Science Fair Expedition*
 - P: *You Can't See Your Bones with Binoculars*
 - Q: *The Life and Times of the Peanut*
 - Q: *Mummies, Pyramids, and Pharaohs*
 - R: *Achoo!*
 - R: *Wackiest White House Pets*
 - R: *When Marian Sang*
 - S: *Let It Begin Here!*
 - S: *Puppies, Dogs, and Blue Northers*
 - T: *The 10 Deadliest Plants*
 - T: *The Amazing Life of Benjamin Franklin*
 - T: *Orphan Train Rider: One Boy's True Story*
- In addition, the following titles include further activities:
- M: *How a House Is Built* (Developing Comprehension: Understanding Sequence)
 - Q: *Mummies, Pyramids, and Pharaohs* (Developing Comprehension: Understanding Steps in a Process)
 - S: *Let It Begin Here!* (Developing Comprehension: Understanding Historical Content)
 - T: *The 10 Deadliest Plants* (Developing Comprehension: Categorizing Information)

Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Each teacher card for the Nonfiction and Informational titles below includes Supportive Book Features and Challenging Book Features. These provide opportunities for teachers to direct student attention to Nonfiction and Informational text features such as tables of contents, diagrams, captions, and indexes. Each teacher card also includes a Vocabulary: Essential Words and Related Words for Discussion. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text. In addition, the following titles include further activities:

- M: *How a House Is Built* (Developing Comprehension: Understanding Sequence)
- O: *Can You Fly High, Wright Brothers?* (Developing Comprehension: Understanding Sequence)
- O: *Shark Lady: True Adventures of Eugenie Clark* (Developing Comprehension: Understanding Cause and Effect)
- R: *Achoo!* (Developing Comprehension: Understanding Cause and Effect)
- R: *When Marian Sang* (Developing Comprehension: Identifying Problem and Solution)

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| | <p>T: <i>The Amazing Life of Benjamin Franklin</i> (Developing Comprehension: Uncovering Text Structure) T: <i>Orphan Train Rider: One Boy's True Story</i> (Developing Comprehension: Identifying Problems and Solutions)</p> |
| <p>Integration of Knowledge and Ideas 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 8. Explain how an author uses reasons and evidence to support particular points in a text. 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> | <p>P: <i>You Can't See Your Bones with Binoculars</i> (Developing Comprehension: Using Diagrams) Q: <i>The Life and Times of the Peanut</i> (Developing Comprehension: Using Captions) Q: <i>Mummies, Pyramids, and Pharaohs</i> (Developing Comprehension: Understanding Steps in a Process)</p> |
| <p>Range of Reading and Level of Text Complexity 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>Each teacher card for the following Nonfiction and Informational texts includes Developing Comprehension and Developing Fluency features that encourage students to engage in both shared and independent reading opportunities at a variety of difficulty levels. M: <i>How a House Is Built</i> N: <i>Lion Dancer: Ernie Wan's Chinese New Year</i> O: <i>Can You Fly High, Wright Brothers?</i> O: <i>Shark Lady: True Adventures of Eugenie Clark</i> P: <i>Helen Keller's Teacher</i> P: <i>The Magic School Bus and the Science Fair Expedition</i> P: <i>You Can't See Your Bones with Binoculars</i> Q: <i>The Life and Times of the Peanut</i> Q: <i>Mummies, Pyramids, and Pharaohs</i> R: <i>Achoo!</i> R: <i>Wackiest White House Pets</i> R: <i>When Marian Sang</i> S: <i>Let It Begin Here!</i> S: <i>Puppies, Dogs, and Blue Northers</i> T: <i>The 10 Deadliest Plants</i> T: <i>The Amazing Life of Benjamin Franklin</i> T: <i>Orphan Train Rider: One Boy's True Story</i></p> |
| <p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in</p> | <p>M: <i>How a House Is Built</i> (Developing Phonics and Word-Solving Strategies: Context Clues) M: <i>A New Coat for Anna</i> (Developing Phonics and Word-Solving Strategies: Context Clues) N: <i>Franny K. Stein, Mad Scientist: Frantastic Voyage</i> (Developing Phonics and Word-Solving</p> |

Grade 4

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| <p>decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | <p>Strategies: Reading Difficult Words) N: <i>Lion Dancer: Ernie Wan’s Chinese New Year</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words) O: <i>Angel Child, Dragon Child</i> (Developing Phonics and Word-Solving Strategies: Difficult Words) P: <i>Countdown to the Year 1000</i> (Developing Phonics and Word-Solving Strategies: Unusual Language) P: <i>Helen Keller’s Teacher</i> (Developing Phonics and Word-Solving Strategies: Context Clues) P: <i>Koya DeLaney and the Good Girl Blues</i> (Developing Phonics and Word-Solving Strategies: Challenging Words) P: <i>The Magic School Bus and the Science Fair Expedition</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words) P: <i>Who Stole the Wizard of Oz?</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words) P: <i>You Can’t See Your Bones with Binoculars</i> (Developing Phonics and Word-Solving Strategies: Context Clues) Q: <i>Abby Takes a Stand</i> (Developing Phonics and Word-Solving Strategies: Context Clues) Q: <i>The Life and Times of the Peanut</i> (Developing Phonics and Word-Solving Strategies: Context Clues) R: <i>Achoo!</i> (Developing Phonics and Word-Solving Strategies: Silent Letters) S: <i>Bluish</i> (Developing Phonics and Word-Solving Strategies: Latin Word Roots) S: <i>A Dog’s Life: The Autobiography of a Stray</i> (Developing Phonics and Word-Solving Strategies: Word Parts) S: <i>Let It Begin Here!</i> (Developing Phonics and Word-Solving Strategies: Unfamiliar Words) S: <i>The Million Dollar Shot</i> (Developing Phonics and Word-Solving Strategies: Reading Multisyllabic Words) S: <i>Tru Confessions</i> (Developing Phonics and Word-Solving Strategies: Context Clues) T: <i>Chasing Vermeer</i> (Developing Phonics and Word-Solving Strategies: Context Clues) T: <i>Something Upstairs</i> (Developing Phonics and Word-Solving Strategies: Difficult Words)</p> |
| <p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>Each teacher card includes Developing Fluency activities that engage students in activities that focus on reading fluently with proper reading rate, phrasing, accuracy, and expression.</p> |
| <p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> | <p>M: <i>Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move:</i> (Developing Phonics and Word-Solving Strategies: Possessive Words With ‘s) N: <i>Alfie the Apostrophe:</i> (Developing Phonics and Word-Solving Strategies: Words With Apostrophes) N: <i>Mice and Beans:</i> (Developing Phonics and Word-Solving Strategies: Using a Pronunciation Guide) Q: <i>Mummies, Pyramids, and Pharaohs</i> (Developing Phonics and Word-Solving Strategies: Words With Quotations)</p> |

Grade 4

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| <p>Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.</p> | <p>T: <i>The 10 Deadliest Plants</i> (Developing Phonics and Word-Solving Strategies: Comparative Adjectives)</p> |
| <p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> | <p>Each teacher card provides students the opportunity to demonstrate knowledge of language and its conventions through reading, writing, and speaking activities.</p> |
| <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Recognize and explain the meaning of common idioms, adages, and</p> | <p>Each teacher card includes a Vocabulary feature with High-Frequency Words and Related Words for Discussion. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text. In addition, the following titles include further activities: M: <i>Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move</i> (Challenging Book Features: Vocabulary) M: <i>The Case of the Food Fight</i> (Challenging Book Features: Vocabulary, ELL Bridge) M: <i>How a House Is Built</i> (Challenging Book Features: Vocabulary, ELL Bridge) M: <i>Ivy + Bean and the Ghost That Had to Go</i> (Supportive Book Features: Vocabulary) M: <i>A New Coat for Anna</i> (Challenging Book Features: Vocabulary) M: <i>The Penguin and the Pea</i> (Challenging Book Features: Vocabulary) M: <i>Stink: The Incredible Shrinking Kid</i> (Challenging Book Features: Vocabulary, Developing Comprehension: Understanding Puns) M: <i>Vampires Don’t Wear Polka Dots</i> (Supportive Book Features: Vocabulary, ELL Bridge) N: <i>Alfie the Apostrophe</i> (Challenging Book Features: Vocabulary) N: <i>Comic Guy: Our Crazy Class Election</i> (Challenging Book Features: Vocabulary,</p> |

Grade 4

proverbs.

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Developing Phonics and Word-Solving Strategies: Idioms)
 N: *Fables* (Challenging Book Features: Vocabulary)
 N: *Franny K. Stein, Mad Scientist: Frantastic Voyage* (Challenging Book Features: Vocabulary, ELL Bridge)
 N: *Lion Dancer: Ernie Wan's Chinese New Year* (Challenging Book Features: Vocabulary, ELL Bridge)
 N: *Mice and Beans* (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Using a Pronunciation Guide)
 N: *A Spy in the White House* (Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)
 N: *Suitcase* (Challenging Book Features: Vocabulary, ELL Bridge)
 N: *Wonderful Alexander and the Catwings* (Challenging Book Features: Vocabulary)
 O: *Amber Brown is Green With Envy* (Developing Phonics and Word-Solving Strategies: Reading Homophones)
 O: *Lost Treasure of the Emerald Eye* (Developing Phonics and Word-Solving Strategies: Words With Multiple Meanings)
 P: *Countdown to the Year 1000* (Developing Phonics and Word-Solving Strategies: Unusual Language)
 Q: *Bunnacula* (Developing Phonics and Word-Solving Strategies: Understanding Homophones)
 Q: *Just Juice* (Developing Phonics and Word-Solving Strategies: Words With Multiple Meanings)
 S: *4 Kids in 5E & 1 Crazy Year* (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Figurative Language: Similes)
 S: *Beethoven Lives Upstairs* (Supportive Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Suffixes –er, –or)
 S: *Bluish* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Latin Word Roots)
 S: *A Dog's Life: The Autobiography of a Stray* (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Word Parts)
 S: *Granny Torrelli Makes Soup* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Understanding Idioms)
 S: *In the Shade of the Nispero Tree* (ELL Bridge, Developing Phonics and Word-Solving Strategies: Suffixes –ion, –tion, –ation)
 S: *Let It Begin Here!* (Challenging Book Features: Vocabulary)
 S: *The Million Dollar Shot* (Challenging Book Features: Vocabulary)
 S: *Puppies, Dogs, and Blue Northers* (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Synonyms)
 S: *Tru Confessions* (ELL Bridge)
 T: *The 10 Deadliest Plants* (Challenging Book Features: Vocabulary)
 T: *The Amazing Life of Benjamin Franklin* (Challenging Book Features: Vocabulary)
 T: *Chasing Vermeer* (Developing Phonics and Word-Solving Strategies: Context Clues)
 T: *Dirty Tricks (Raven Hill Mysteries #5)* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Suffix –ion)
 T: *Drita, My Homegirl* (Challenging Book Features: Vocabulary)

Grade 4

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| | <p>T: <i>Fair Weather</i> (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Colloquialisms and Idioms)</p> <p>T: <i>Orphan Train Rider: One Boy's True Story</i> (Supportive Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Idioms)</p> <p>T: <i>The Power of Un</i> (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Prefixes)</p> <p>T: <i>Replay</i> (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Figurative Language)</p> <p>T: <i>Something Upstairs</i> (Supportive Book Features: Vocabulary)</p> |
| <p>Writing Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions.</p> <p>For example,</p> <p>M: <i>A New Coat for Anna</i> (Extending Meaning Through Writing: Descriptive)</p> <p>N: <i>Zen Shorts</i> (Extending Meaning Through Writing: Narrative)</p> <p>O: <i>The Talented Clementine</i> (Extending Meaning Through Writing: Expository)</p> <p>P: <i>Koya DeLaney and the Good Girl Blues</i> (Extending Meaning Through Writing: Persuasive)</p> <p>Q: <i>Amulet: Book One, The Stonekeeper</i> (Extending Meaning Through Writing: Descriptive)</p> <p>R: <i>Pocahontas and the Strangers</i> (Extending Meaning Through Writing: Narrative)</p> <p>S: <i>In the Shade of the Nispero Tree</i> (Extending Meaning Through Writing: Letter)</p> <p>T: <i>The 10 Deadliest Plants</i> (Extending Meaning Through Writing: Expository)</p> |

Grade 4

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| Provide a conclusion that follows from the narrated experiences or events. | |
| <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> | Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. Teachers can provide guidance, support and encouragement that develop student writing proficiency. Teachers can guide students’ exploration of digital tools as they are available and the teacher determines applicable in the classroom. |
| <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 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].”).</p> <p>Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> | Each teacher card lists both print and website resources to further additional investigation into the topics presented in the text. Each teacher card includes a Making Connections feature that allows teachers and students to activate prior knowledge and engage in meaningful discussions based on the topics presented in the text. |
| <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. Teachers can extend and/or modify these activities to meet student needs for both shorter and extended time frames. |
| <p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> | Each teacher card includes Making Connections and Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text. For example, M: <i>How a House is Built</i> (Oral Language/Conversations: Talk About Building Something) N: <i>Comic Guy: Our Crazy Class Election</i> (Making Connections: Text to World, Discuss voting) |

Common Core State Standards

SCHOLASTIC GUIDED READING FICTION FOCUS 2ND EDITION

Grade 4

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| <p>Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> | <p>O: <i>Amber Brown is Green With Envy</i> (Oral Language/Conversations: Talk About Communication)</p> <p>P: <i>The Nina, the Pinta, and the Vanishing Treasure</i> (Making Connections: Text to World, Discuss museum exhibits and explorers)</p> <p>Q: <i>Mummies, Pyramids, and Pharaohs</i> (Oral Language/Conversations: Talk About Ancient Egypt)</p> <p>R: <i>Rules</i> (Making Connections: Text to Self, Discuss Autism & Communication)</p> <p>S: <i>Tru Confessions</i> (Oral Language/Conversations: Talk About Developmental Disabilities)</p> <p>T: <i>Something Upstairs</i> (Making Connections: Text to Text, Discuss characteristics of good stories)</p> |
| <p>Presentation of Knowledge and Ideas</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions.</p> <p>For example,</p> <p>M: <i>Stink: The Incredible Shrinking Kid</i> (Extending Meaning Through Writing: Graphic Narrative)</p> <p>N: <i>Wonderful Alexander and the Catwings</i> (Extending Meaning Through Writing: Narrative)</p> <p>O: <i>Chocolate Fever</i> (Extending Meaning Through Writing: Expository)</p> <p>P: <i>Countdown to the Year 1000</i> (Extending Meaning Through Writing: Persuasive)</p> <p>Q: <i>Oggie Cooder</i> (Extending Meaning Through Writing: Graphic Aid)</p> <p>R: <i>Wackiest White House Pets</i> (Extending Meaning Through Writing: Expository)</p> <p>S: <i>Puppies, Dogs, and Blue Northers</i> (Extending Meaning Through Writing: Graphic Aid)</p> <p>T: <i>The Amazing Life of Benjamin Franklin</i> (Extending Meaning Through Writing: Narrative)</p> |

Common Core State Standards

SCHOLASTIC GUIDED READING FICTION FOCUS 2ND EDITION

Grade 5

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| <p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> | <p>Each teacher card includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about the selected title using a question & response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>In addition, the following titles include further activities:</p> <p>Q: <i>Just Juice</i> (Developing Comprehension: Understanding Theme)</p> <p>R: <i>The Island</i> (Developing Comprehension: Understanding Setting)</p> <p>R: <i>Julian Rodriquez, Episode One: Trash Crisis on Earth</i> (Developing Comprehension: Understanding Point of View)</p> <p>R: <i>More Than Anything Else</i> (Developing Comprehension: Understanding Character)</p> <p>R: <i>The Report Card</i> (Developing Comprehension: Understanding Theme)</p> <p>S: <i>4 Kids in 5E & 1 Crazy Year</i> (Developing Comprehension: Understanding Character)</p> <p>S: <i>Bluish</i> (Developing Comprehension: Drawing Conclusions)</p> <p>S: <i>Granny Torrelli Makes Soup</i> (Developing Comprehension: Understanding Theme)</p> <p>S: <i>In the Shade of the Nispero Tree</i> (Developing Comprehension: Identifying Plot)</p> |
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Grade 5

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| | <p>S: <i>The Million Dollar Shot</i> (Developing Comprehension: Understanding Plot) T: <i>The Amazing Life of Benjamin Franklin</i> (Developing Comprehension: Uncovering Text Structure) T: <i>Chasing Vermeer</i> (Developing Comprehension: Understanding Plot) T: <i>Dirty Tricks (Raven Hill Mysteries #5)</i> (Developing Comprehension: Making Inferences) T: <i>Replay</i> (Developing Comprehension: Understanding Theme) T: <i>Something Upstairs</i> (Developing Comprehension: Understanding Setting) U: <i>All of the Above</i> (Developing Comprehension: Understanding Point of View) U: <i>Charlie Bone and the Invisible Boy</i> (Developing Comprehension: Understanding Text Structure) U: <i>Creepy Creatures</i> (Developing Comprehension: Understanding Text Structure) U: <i>Ginger Pye</i> (Developing Comprehension: Understanding Characters) U: <i>The Graduation of Jake Moon</i> (Developing Comprehension: Understanding Point of View) U: <i>Hush</i> (Developing Comprehension: Understanding Plot Structure) U: <i>Nothing But the Truth: A Documentary Novel</i> (Developing Comprehension: Recognizing Events) U: <i>The Tale of Despereaux</i> (Developing Comprehension: Drawing Conclusions) V: <i>Becoming Naomi Leon</i> (Developing Comprehension: Understanding Cause and Effect) V: <i>Birdwing</i> (Developing Comprehension: Understanding Problem and Solution) V: <i>Ellis Island</i> (Developing Comprehension: Understanding Main Idea and Details) V: <i>The Fall of the Amazing Zalindas</i> (Developing Comprehension: Understanding Character) V: <i>The Firework-Maker's Daughter</i> (Developing Comprehension: Understanding Character) V: <i>Foster's War</i> (Developing Comprehension: Understanding Problems and Solutions) V: <i>Pictures of Hollis Woods</i> (Developing Comprehension: Understanding Point of View) W: <i>Blood on the River: James Town 1607</i> (Developing Comprehension: Drawing Conclusions) W: <i>Guilty by a Hair!</i> (Developing Comprehension: Noticing Details) W: <i>Home of the Brave</i> (Developing Comprehension: Understanding Problems and Solutions) W: <i>The Invention of Hugo Cabret</i> (Developing Comprehension: Understanding Plot) W: <i>Out From Boneville</i> (Developing Comprehension: Understanding Point of View)</p> |
| <p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 6. Describe how a narrator's or speaker's point of view influences how events are described.</p> | <p>R: <i>Julian Rodriguez, Episode One: Trash Crisis on Earth</i> (Developing Comprehension: Understanding Point of View) R: <i>When Marian Sang</i> (Developing Phonics and Word-Solving Strategies: Figurative Language: Metaphor) S: <i>4 Kids in 5E & 1 Crazy Year</i> (Developing Phonics and Word-Solving Strategies: Figurative Language: Similes) T: <i>The Amazing Life of Benjamin Franklin</i> (Developing Comprehension: Uncovering Text Structure) T: <i>Replay</i> (Developing Phonics and Word-Solving Strategies: Figurative Language) U: <i>All of the Above</i> (Developing Comprehension: Understanding Point of View) U: <i>Charlie Bone and the Invisible Boy</i> (Developing Comprehension: Understanding Text Structure) U: <i>Creepy Creatures</i> (Developing Comprehension: Understanding Text Structure) U: <i>The Graduation of Jake Moon</i> (Developing Comprehension: Understanding Point of View)</p> |

Grade 5

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| | <p>V: <i>Pictures of Hollis Woods</i> (Developing Comprehension: Understanding Point of View, Developing Phonics and Word-Solving Strategies: Figurative Language) W: <i>Out From Boneville</i> (Developing Comprehension: Understanding Point of View)</p> |
| <p>Integration of Knowledge and Ideas 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 8. (Not applicable to literature) 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> | <p>The following titles include a Genre feature that provides explanation of the characteristics of a graphic novel: Q: <i>Amulet: Book One, The Stonekeeper</i> U: <i>Creepy Creatures</i> W: <i>Out From Boneville</i></p> |
| <p>Range of Reading and Complexity of Text 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> | <p>This collection includes titles from Levels Q-W that represent a variety of genres and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p> |
| <p>Reading: Informational Text Key Ideas and Details 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> | <p>Each teacher card for the following Nonfiction and Informational texts includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about informational text using a question & response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>Q: <i>The Life and Times of the Peanut</i> Q: <i>Mummies, Pyramids, and Pharaohs</i> R: <i>Achoo!</i> R: <i>Wackiest White House Pets</i> R: <i>When Marian Sang</i> S: <i>Let It Begin Here!</i> S: <i>Puppies, Dogs, and Blue Northers</i> T: <i>The 10 Deadliest Plants</i> T: <i>The Amazing Life of Benjamin Franklin</i> T: <i>Orphan Train Rider: One Boy’s True Story</i> U: <i>The Adventures of Marco Polo</i> V: <i>The 10 Most Wondrous Ancient Sites</i> V: <i>Ellis Island</i> W: <i>Guilty by a Hair!</i> W: <i>Harriet Tubman, Secret Agent</i></p> <p>In addition, the following titles include further activities: S: <i>Let It Begin Here!</i> (Developing Comprehension: Understanding Historical Content) U: <i>The Adventures of Marco Polo</i> (Developing Comprehension: Understanding Compare and Contrast) V: <i>The 10 Most Wondrous Ancient Sites</i> (Developing Comprehension: Using Compare and</p> |

Grade 5

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| | <p>Contrast) V: <i>Ellis Island</i> (Developing Comprehension: Understanding Main Idea and Details) W: <i>Guilty by a Hair!</i> (Developing Comprehension: Noticing Details)</p> |
| <p>Craft and Structure 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> | <p>R: <i>Achoo!</i> (Developing Comprehension: Understanding Cause and Effect) R: <i>When Marian Sang</i> (Developing Comprehension: Identifying Problem and Solution) T: <i>The Amazing Life of Benjamin Franklin</i> (Developing Comprehension: Uncovering Text Structure) T: <i>Orphan Train Rider: One Boy's True Story</i> (Developing Comprehension: Identifying Problems and Solutions) U: <i>The Adventures of Marco Polo</i> (Developing Comprehension: Understanding Compare and Contrast) V: <i>The 10 Most Wondrous Ancient Sites</i> (Developing Comprehension: Using Compare and Contrast)</p> |
| <p>Integration of Knowledge and Ideas 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. 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). 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> | <p>Each teacher card for the following Nonfiction and Informational texts includes a Developing Comprehension feature. This feature allows students to engage in active reading of informational and nonfiction text. Teachers can assist students in furthering their understanding of these subjects by referring to the additional print and website resources available on each teacher card. Q: <i>The Life and Times of the Peanut</i> Q: <i>Mummies, Pyramids, and Pharaohs</i> R: <i>Achoo!</i> R: <i>Wackiest White House Pets</i> R: <i>When Marian Sang</i> S: <i>Let It Begin Here!</i> S: <i>Puppies, Dogs, and Blue Northers</i> T: <i>The 10 Deadliest Plants</i> T: <i>The Amazing Life of Benjamin Franklin</i> T: <i>Orphan Train Rider: One Boy's True Story</i> U: <i>The Adventures of Marco Polo</i> V: <i>The 10 Most Wondrous Ancient Sites</i> V: <i>Ellis Island</i> W: <i>Guilty by a Hair!</i> W: <i>Harriet Tubman, Secret Agent</i></p> |
| <p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> | <p>Each teacher card for the following Nonfiction and Informational texts includes Developing Comprehension and Developing Fluency features that encourage students to engage in both shared and independent reading opportunities at a variety of difficulty levels. Q: <i>The Life and Times of the Peanut</i> Q: <i>Mummies, Pyramids, and Pharaohs</i> R: <i>Achoo!</i> R: <i>Wackiest White House Pets</i> R: <i>When Marian Sang</i> S: <i>Let It Begin Here!</i> S: <i>Puppies, Dogs, and Blue Northers</i> T: <i>The 10 Deadliest Plants</i></p> |

Grade 5

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| | <p>T: <i>The Amazing Life of Benjamin Franklin</i> T: <i>Orphan Train Rider: One Boy's True Story</i> U: <i>The Adventures of Marco Polo</i> V: <i>The 10 Most Wondrous Ancient Sites</i> V: <i>Ellis Island</i> W: <i>Guilty by a Hair!</i> W: <i>Harriet Tubman, Secret Agent</i></p> |
| <p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | <p>Q: <i>Abby Takes a Stand</i> (Developing Phonics and Word-Solving Strategies: Context Clues) Q: <i>The Life and Times of the Peanut</i> (Developing Phonics and Word-Solving Strategies: Context Clues) R: <i>Achoo!</i> (Developing Phonics and Word-Solving Strategies: Silent Letters) S: <i>Bluish</i> (Developing Phonics and Word-Solving Strategies: Latin Word Roots) S: <i>A Dog's Life: The Autobiography of a Stray</i> (Developing Phonics and Word-Solving Strategies: Word Parts) S: <i>Let It Begin Here!</i> (Developing Phonics and Word-Solving Strategies: Unfamiliar Words) S: <i>The Million Dollar Shot</i> (Developing Phonics and Word-Solving Strategies: Reading Multisyllabic Words) S: <i>Tru Confessions</i> (Developing Phonics and Word-Solving Strategies: Context Clues) T: <i>Chasing Vermeer</i> (Developing Phonics and Word-Solving Strategies: Context Clues) T: <i>Something Upstairs</i> (Developing Phonics and Word-Solving Strategies: Difficult Words) U: <i>The Adventures of Marco Polo</i> (Developing Phonics and Word-Solving Strategies: Latin Roots) U: <i>Charlie Bone and the Invisible Boy</i> (Developing Phonics and Word-Solving Strategies: Context Clues) U: <i>The Graduation of Jake Moon</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words) V: <i>The 10 Most Wondrous Ancient Sites</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words) V: <i>Desperate Journey</i> (Developing Phonics and Word-Solving Strategies: Difficult Words) V: <i>Ellis Island</i> (Developing Phonics and Word-Solving Strategies: Root Words) V: <i>The Fall of the Amazing Zalindas</i> (Developing Phonics and Word-Solving Strategies: Context Clues) W: <i>Blood on the River: James Town 1607</i> (Developing Phonics and Word-Solving Strategies: Context Clues) W: <i>Guilty by a Hair!</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words) W: <i>The Invention of Hugo Cabret</i> (Developing Phonics and Word-Solving Strategies: Latin Roots) W: <i>The Lightning Thief</i> (Developing Phonics and Word-Solving Strategies: Root Words)</p> |
| <p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and</p> | <p>Each teacher card includes Developing Fluency activities that engage students in activities that focus on reading fluently with proper reading rate, phrasing, accuracy, and expression.</p> |

Grade 5

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| <p>understanding, rereading as necessary.</p> | |
| <p>Language Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.* Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.* Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.</p> | <p>Q: <i>Mummies, Pyramids, and Pharaohs</i> (Developing Phonics and Word-Solving Strategies: Words With Quotations) T: <i>The 10 Deadliest Plants</i> (Developing Phonics and Word-Solving Strategies: Comparative Adjectives) V: <i>Foster’s War</i> (Developing Phonics and Word-Solving Strategies: Strong Verbs) W: <i>Out From Boneville</i> (Developing Phonics and Word-Solving Strategies: Nonstandard Spelling)</p> |
| <p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> | <p>Each teacher card provides students the opportunity to demonstrate knowledge of language and its conventions through reading, writing, and speaking activities.</p> |
| <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify</p> | <p>Each teacher card includes a Vocabulary feature with High-Frequency Words and Related Words for Discussion. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text. In addition, the following titles include further activities: Q: <i>Bunnacula</i> (Developing Phonics and Word-Solving Strategies: Understanding Homophones) Q: <i>Just Juice</i> (Developing Phonics and Word-Solving Strategies: Words With Multiple Meanings) S: <i>4 Kids in 5E & 1 Crazy Year</i> (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Figurative Language: Similes) S: <i>Beethoven Lives Upstairs</i> (Supportive Book Features: Vocabulary, ELL Bridge, Developing</p> |

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the precise meaning of key words and phrases.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figurative language, including similes and metaphors, in context.

Recognize and explain the meaning of common idioms, adages, and proverbs.

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Phonics and Word-Solving Strategies: Suffixes –er, -or)

S: *Bluish* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Latin Word Roots)

S: *A Dog's Life: The Autobiography of a Stray* (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Word Parts)

S: *Granny Torrelli Makes Soup* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Understanding Idioms)

S: *In the Shade of the Nispero Tree* (ELL Bridge, Developing Phonics and Word-Solving Strategies: Suffixes –ion, -tion, -ation)

S: *Let It Begin Here!* (Challenging Book Features: Vocabulary)

S: *The Million Dollar Shot* (Challenging Book Features: Vocabulary)

S: *Puppies, Dogs, and Blue Northers* (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Synonyms)

S: *Tru Confessions* (ELL Bridge)

T: *The 10 Deadliest Plants* (Challenging Book Features: Vocabulary)

T: *The Amazing Life of Benjamin Franklin* (Challenging Book Features: Vocabulary)

T: *Chasing Vermeer* (Developing Phonics and Word-Solving Strategies: Context Clues)

T: *Dirty Tricks (Raven Hill Mysteries #5)* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Suffix –ion)

T: *Drita, My Homegirl* (Challenging Book Features: Vocabulary)

T: *Fair Weather* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Colloquialisms and Idioms)

T: *Orphan Train Rider: One Boy's True Story* (Supportive Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Idioms)

T: *The Power of Un* (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Prefixes)

T: *Replay* (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Figurative Language)

T: *Something Upstairs* (Supportive Book Features: Vocabulary)

U: *The Adventures of Marco Polo* (Supportive Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Latin Roots)

U: *All of the Above* (Developing Phonics and Word-Solving Strategies: Synonyms)

U: *Charlie Bone and the Invisible Boy* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Context Clues)

U: *Ginger Pye* (Developing Phonics and Word-Solving Strategies: Suffixes –er, and –est)

U: *The Graduation of Jake Moon* (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)

U: *Hush* (ELL Bridge, Developing Phonics and Word-Solving Strategies: Suffix –ness)

U: *Nothing But the Truth: A Documentary Novel* (Developing Phonics and Word-Solving Strategies: Colloquialisms)

U: *The Tale of Despereaux* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Synonyms)

U: *Tangerine* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Varying Words With Prefixes and Suffixes)

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| | <p>V: <i>The 10 Most Wondrous Ancient Sites</i> (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Multisyllabic Words)</p> <p>V: <i>Becoming Naomi Leon</i> (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Suffixes)</p> <p>V: <i>Birdwing</i> (Challenging Book Features: Vocabulary)</p> <p>V: <i>Desperate Journey</i> (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Difficult Words)</p> <p>V: <i>Ellis Island</i> (Supportive Book Features: Vocabulary, Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Root Words)</p> <p>V: <i>The Fall of the Amazing Zalindas</i> (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Context Clues)</p> <p>V: <i>The Firework-Maker’s Daughter</i> (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Similes)</p> <p>V: <i>Forty Acres and Maybe a Mule</i> (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Synonyms)</p> <p>V: <i>Foster’s War</i> (Supportive Book Features: Vocabulary)</p> <p>V: <i>Pictures of Hollis Woods</i> (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Figurative Language)</p> <p>W: <i>Blood on the River: James Town 1607</i> (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Context Clues)</p> <p>W: <i>Chu Ju’s House</i> (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Suffix –ous)</p> <p>W: <i>Guilty by a Hair!</i> (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Multisyllabic Words)</p> <p>W: <i>Harriet Tubman, Secret Agent</i> (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Synonyms)</p> <p>W: <i>Home of the Brave</i> (Developing Phonics and Word-Solving Strategies: Idioms)</p> <p>W: <i>The Invention of Hugo Cabret</i> (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Latin Roots)</p> <p>W: <i>The Lightning Thief</i> (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Root Words)</p> <p>W: <i>Lights, Camera, Amalee</i> (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Prefixes en-, em-)</p> <p>W: <i>Out From Boneville</i> (Challenging Book Features: Vocabulary)</p> |
| <p>Writing Text Types and Purposes 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. For example, Q: <i>Amulet: Book One, The Stonekeeper</i> (Extending Meaning Through Writing: Descriptive) R: <i>Pocahontas and the Strangers</i> (Extending Meaning Through Writing: Narrative) S: <i>In the Shade of the Nispero Tree</i> (Extending Meaning Through Writing: Letter) T: <i>The 10 Deadliest Plants</i> (Extending Meaning Through Writing: Expository) U: <i>Tangerine</i> (Extending Meaning Through Writing: Narrative)</p> |

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| <p>Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly, 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>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p> | <p>V: <i>The Firework-Maker's Daughter</i> (Extending Meaning Through Writing: Descriptive) W: <i>The Lightning Thief</i> (Extending Meaning Through Writing: Expository)</p> |
| <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. Teachers can provide guidance, support and encouragement that develop student writing proficiency. Teachers can guide students' exploration of digital tools as they are available and the teacher determines applicable in the classroom.</p> |
| <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> | <p>Each teacher card lists both print and website resources to further additional investigation into the topics presented in the text.</p> <p>Each teacher card includes a Making Connections feature that allows teachers and students to</p> |

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| <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> | <p>activate prior knowledge and engage in meaningful discussions based on the topics presented in the text.</p> |
| <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. Teachers can extend and/or modify these activities to meet student needs for both shorter and extended time frames.</p> |
| <p>Speaking and Listening Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> | <p>Each teacher card includes Making Connections and Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text.</p> <p>For example,</p> <p>Q: <i>Mummies, Pyramids, and Pharaohs</i> (Oral Language/Conversations: Talk About Ancient Egypt)</p> <p>R: <i>Rules</i> (Making Connections: Text to Self, Discuss Autism & Communication)</p> <p>S: <i>Tru Confessions</i> (Oral Language/Conversations: Talk About Developmental Disabilities)</p> <p>T: <i>Something Upstairs</i> (Making Connections: Text to Text, Discuss characteristics of good stories)</p> <p>U: <i>The Tale of Despereaux</i> (Oral Language/Conversations: Talk About Metaphors of Light and Darkness)</p> <p>V: <i>Desperate Journey</i> (Making Connections: Text to Self, Discuss children’s responsibilities in the past and present)</p> <p>W: <i>Guilty by a Hair!</i> (Oral Language/Conversations: Talk About Forensic Teams)</p> |
| <p>Presentation of Knowledge and Ideas</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions.</p> <p>For example,</p> <p>Q: <i>Oggie Cooder</i> (Extending Meaning Through Writing: Graphic Aid)</p> <p>R: <i>Wackiest White House Pets</i> (Extending Meaning Through Writing: Expository)</p> <p>S: <i>Puppies, Dogs, and Blue Northers</i> (Extending Meaning Through Writing: Graphic Aid)</p> |

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when appropriate to task and situation.

T: *The Amazing Life of Benjamin Franklin* (Extending Meaning Through Writing: Narrative)
 U: *Nothing But the Truth* A Documentary Novel (Extending Meaning Through Writing: Narrative)
 V: *Pictures of Hollis Woods* (Extending Meaning Through Writing: Graphic Aids)
 W: *Guilty by a Hair!* (Extending Meaning Through Writing: Graphic Aid)

Grade 6

Reading: Literature**Key Ideas and Details**

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Each teacher card includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about the selected title using a question & response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.

In addition, the following titles include further activities:

T: *The Amazing Life of Benjamin Franklin* (Developing Comprehension: Uncovering Text Structure)
 T: *Chasing Vermeer* (Developing Comprehension: Understanding Plot)
 T: *Dirty Tricks (Raven Hill Mysteries #5)* (Developing Comprehension: Making Inferences)
 T: *Replay* (Developing Comprehension: Understanding Theme)
 T: *Something Upstairs* (Developing Comprehension: Understanding Setting)
 U: *All of the Above* (Developing Comprehension: Understanding Point of View)
 U: *Charlie Bone and the Invisible Boy* (Developing Comprehension: Understanding Text Structure)
 U: *Creepy Creatures* (Developing Comprehension: Understanding Text Structure)
 U: *Ginger Pye* (Developing Comprehension: Understanding Characters)
 U: *The Graduation of Jake Moon* (Developing Comprehension: Understanding Point of View)
 U: *Hush* (Developing Comprehension: Understanding Plot Structure)
 U: *Nothing But the Truth: A Documentary Novel* (Developing Comprehension: Recognizing Events)
 U: *The Tale of Despereaux* (Developing Comprehension: Drawing Conclusions)
 V: *Becoming Naomi Leon* (Developing Comprehension: Understanding Cause and Effect)
 V: *Birdwing* (Developing Comprehension: Understanding Problem and Solution)
 V: *Ellis Island* (Developing Comprehension: Understanding Main Idea and Details)
 V: *The Fall of the Amazing Zalindas* (Developing Comprehension: Understanding Character)
 V: *The Firework-Maker's Daughter* (Developing Comprehension: Understanding Character)
 V: *Foster's War* (Developing Comprehension: Understanding Problems and Solutions)
 V: *Pictures of Hollis Woods* (Developing Comprehension: Understanding Point of View)
 W: *Blood on the River: James Town 1607* (Developing Comprehension: Drawing Conclusions)
 W: *Guilty by a Hair!* (Developing Comprehension: Noticing Details)
 W: *Home of the Brave* (Developing Comprehension: Understanding Problems and Solutions)
 W: *The Invention of Hugo Cabret* (Developing Comprehension: Understanding Plot)
 W: *Out From Boneville* (Developing Comprehension: Understanding Point of View)
 X: *Antarctica: Journeys to the South Pole* (Developing Comprehension: Understanding Text

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| | <p>Structure) X: <i>A Break With Charity</i> (Developing Comprehension: Understanding Character) X: <i>Four Pictures by Emily Carr</i> (Developing Comprehension: Making Inferences) X: <i>Storm Thief</i> (Developing Comprehension: Understanding Plot) X: <i>When Hitler Stole Pink Rabbit</i> (Developing Comprehension: Identifying Problem and Solution) Y: <i>Artemis Fowl</i> (Developing Comprehension: Identifying Plot) Y: <i>Get On Out of Here, Philip Hall</i> (Developing Comprehension: Identifying Point of View) Y: <i>The Jumping Tree</i> (Developing Comprehension: Understanding Character) Y: <i>Pemba’s Song: A Ghost Story</i> (Developing Comprehension: Understanding Problem and Solution) Y: <i>The Yearling</i> (Developing Comprehension: Understanding Structure) Z: <i>Detective Stories</i> (Developing Comprehension: Drawing Conclusions) Z: <i>Finding My Hat</i> (Developing Comprehension: Making Inferences) Z: <i>Harry Potter and the Deathly Hallows</i> (Developing Comprehension: Understanding Chapters) Z: <i>Malcom X: By Any Means Necessary</i> (Developing Comprehension: Identifying Main Idea and Details) Z: <i>Stormbreaker: The First Alex Rider Adventure</i> (Developing Comprehension: Understanding Character) Z: <i>Toning the Sweep</i> (Developing Comprehension: Understanding Point of View)</p> |
| <p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> | <p>T: <i>The Amazing Life of Benjamin Franklin</i> (Developing Comprehension: Uncovering Text Structure) T: <i>Replay</i> (Developing Phonics and Word-Solving Strategies: Figurative Language) U: <i>All of the Above</i> (Developing Comprehension: Understanding Point of View) U: <i>Charlie Bone and the Invisible Boy</i> (Developing Comprehension: Understanding Text Structure) U: <i>Creepy Creatures</i> (Developing Comprehension: Understanding Text Structure) U: <i>The Graduation of Jake Moon</i> (Developing Comprehension: Understanding Point of View) V: <i>Pictures of Hollis Woods</i> (Developing Comprehension: Understanding Point of View, Developing Phonics and Word-Solving Strategies: Figurative Language) W: <i>Out From Boneville</i> (Developing Comprehension: Understanding Point of View) X: <i>Antarctica: Journeys to the South Pole</i> (Developing Comprehension: Understanding Text Structure) Y: <i>Get On Out of Here, Philip Hall</i> (Developing Comprehension: Identifying Point of View) Z: <i>Detective Stories</i> (Developing Phonics and Word-Solving: Slang) Z: <i>Harry Potter and the Deathly Hallows</i> (Developing Comprehension: Understanding Chapters) Z: <i>The Time Machine</i> (Developing Phonics and Word-Solving Strategies: Figurative Language: Paradox) Z: <i>Toning the Sweep</i> (Developing Comprehension: Understanding Point of View)</p> |
| <p>Integration of Knowledge and Ideas</p> | <p>This collection includes titles from Levels T-Z that represent a variety of genres including:</p> |

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| <p>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> | <p>Science Nonfiction, Biography, Realistic Fiction, Mystery, Science Fiction, Fantasy, Graphic Novel, Social Studies Nonfiction, Historical Fiction, Fairy Tale, Free Verse, Informational Text.</p> |
| <p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>This collection includes titles from Levels T-Z that represent a variety of genres and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p> |
| <p>Reading: Informational Text Key Ideas and Details</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> | <p>Each teacher card for the following Nonfiction and Informational texts includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about informational text using a question & response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>T: <i>The 10 Deadliest Plants</i> T: <i>The Amazing Life of Benjamin Franklin</i> T: <i>Orphan Train Rider: One Boy’s True Story</i> U: <i>The Adventures of Marco Polo</i> V: <i>The 10 Most Wondrous Ancient Sites</i> V: <i>Ellis Island</i> W: <i>Guilty by a Hair!</i> W: <i>Harriet Tubman, Secret Agent</i> X: <i>Antarctica: Journeys to the South Pole</i> X: <i>Fight For Freedom: The American Revolutionary War</i> X: <i>Four Pictures by Emily Carr</i> X: <i>The Usborne Book of Scientists: From Archimedes to Einstein</i> Y: <i>Heroes of the Holocaust</i> Y: <i>Vlad the Impaler: The Real Count Dracula</i> Z: <i>An American Plague</i> Z: <i>Malcom X: By Any Means Necessary</i></p> <p>In addition, the following titles include further activities: V: <i>Ellis Island</i> (Developing Comprehension: Understanding Main Idea and Details) W: <i>Guilty by a Hair!</i> (Developing Comprehension: Noticing Details) Z: <i>Malcom X: By Any Means Necessary</i> (Developing Comprehension: Identifying Main Idea and Details)</p> |

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| <p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> | <p>T: <i>The Amazing Life of Benjamin Franklin</i> (Developing Comprehension: Uncovering Text Structure) X: <i>Antartica: Journeys to the South Pole</i> (Developing Comprehension: Understanding Text Structure) Y: <i>Heroes of the Holocaust</i> (Developing Comprehension: Understanding Historical Context) Y: <i>Vlad the Impaler: The Real Count Dracula</i> (Developing Comprehension: Understanding Historical Context)</p> |
| <p>Integration of Knowledge and Ideas 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> | |
| <p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>Each teacher card for the following Nonfiction and Informational texts includes Developing Comprehension and Developing Fluency features that encourage students to engage in both shared and independent reading opportunities at a variety of difficulty levels. T: <i>The 10 Deadliest Plants</i> T: <i>The Amazing Life of Benjamin Franklin</i> T: <i>Orphan Train Rider: One Boy’s True Story</i> U: <i>The Adventures of Marco Polo</i> V: <i>The 10 Most Wondrous Ancient Sites</i> V: <i>Ellis Island</i> W: <i>Guilty by a Hair!</i> W: <i>Harriet Tubman, Secret Agent</i> X: <i>Antarctica: Journeys to the South Pole</i> X: <i>Fight For Freedom: The American Revolutionary War</i> X: <i>Four Pictures by Emily Carr</i> X: <i>The Usborne Book of Scientists: From Archimedes to Einstein</i> Y: <i>Heroes of the Holocaust</i> Y: <i>Vlad the Impaler: The Real Count Dracula</i> Z: <i>An American Plague</i> Z: <i>Malcom X: By Any Means Necessary</i></p> |
| <p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> | <p>T: <i>The 10 Deadliest Plants</i> (Developing Phonics and Word-Solving Strategies: Comparative Adjectives) V: <i>Foster’s War</i> (Developing Phonics and Word-Solving Strategies: Strong Verbs) W: <i>Out From Boneville</i> (Developing Phonics and Word-Solving Strategies: Nonstandard Spelling) Y: <i>Heroes of the Holocaust: True Stories of Rescues by Teens</i> (Developing Phonics and Word-</p> |

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| <p>Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person.* Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* Spell correctly.</p> | <p>Solving Strategies: Common and Proper Nouns)</p> |
| <p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*</p> | <p>Each teacher card provides students the opportunity to demonstrate knowledge of language and its conventions through reading, writing, and speaking activities.</p> |
| <p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>Each teacher card includes a Vocabulary feature with High-Frequency Words and Related Words for Discussion. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text. In addition, the following titles include further activities: T: <i>The 10 Deadliest Plants</i> (Challenging Book Features: Vocabulary) T: <i>The Amazing Life of Benjamin Franklin</i> (Challenging Book Features: Vocabulary) T: <i>Chasing Vermeer</i> (Developing Phonics and Word-Solving Strategies: Context Clues) T: <i>Dirty Tricks (Raven Hill Mysteries #5)</i> (Challenging Book Features: Vocabulary) T: <i>Drita, My Homegirl</i> (Challenging Book Features: Vocabulary) T: <i>Fair Weather</i> (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Colloquialisms and Idioms) T: <i>Orphan Train Rider: One Boy's True Story</i> (Supportive Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Idioms) T: <i>The Power of Un</i> (Supportive Book Features: Vocabulary) T: <i>Replay</i> (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Figurative Language) T: <i>Something Upstairs</i> (Supportive Book Features: Vocabulary) U: <i>The Adventures of Marco Polo</i> (Supportive Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Latin Roots) U: <i>Charlie Bone and the Invisible Boy</i> (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Context Clues) U: <i>Nothing But the Truth: A Documentary Novel</i> (Developing Phonics and Word-Solving Strategies: Colloquialisms) V: <i>Birdwing</i> (Challenging Book Features: Vocabulary) V: <i>Desperate Journey</i> (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Difficult Words)</p> |

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V: *Ellis Island* (Supportive Book Features: Vocabulary, Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Root Words)

V: *The Fall of the Amazing Zalindas* (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Context Clues)

V: *Foster's War* (Supportive Book Features: Vocabulary)

V: *Pictures of Hollis Woods* (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Figurative Language)

W: *Blood on the River: James Town 1607* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Context Clues)

W: *Home of the Brave* (Developing Phonics and Word-Solving Strategies: Idioms)

W: *The Invention of Hugo Cabret* (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Latin Roots)

W: *The Lightning Thief* (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Root Words)

W: *Out From Boneville* (Challenging Book Features: Vocabulary)

X: *Fight For Freedom: The American Revolutionary War* (Supportive Book Features: Text & Vocabulary, Developing Phonics and Word-Solving Strategies: Using Context Clues)

X: *Four Pictures by Emily Carr* (Challenging Book Features: Vocabulary)

X: *Millicent Min: Girl Genius* (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)

X: *Somewhere in the Darkness* (ELL Bridge, Developing Phonics and Word-Solving Strategies: Recognizing Colloquialisms)

X: *The Usborne Book of Scientists: From Archimedes to Einstein* (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Greek Prefixes tele-, micro-)

Y: *The Boy Who Dared* (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Context Clues)

Y: *Heroes of the Holocaust* (Challenging Book Features: Vocabulary)

Y: *The Jumping Tree* (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Context Clues)

Y: *Pemba's Song: A Ghost Story* (Supportive Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Colloquialisms)

Y: *Vlad the Impaler: The Real Count Dracula* (Supportive Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Context Clues)

Y: *The Yearling* (Challenging Book Features: Vocabulary, ELL Bridge)

Z: *An American Plague* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Root Words and Affixes)

Z: *Detective Stories* (Challenging Book Features: Vocabulary)

Z: *Harry Potter and the Deathly Hallows* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Context Clues)

Z: *Jane Eyre* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Context Clues)

Z: *Stormbreaker: The First Alex Rider Adventure* (Challenging Book Features: Vocabulary)

Z: *The Time Machine* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Figurative Language: Paradox)

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| <p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions.</p> <p>For example, T: <i>The 10 Deadliest Plants</i> (Extending Meaning Through Writing: Expository) U: <i>Tangerine</i> (Extending Meaning Through Writing: Narrative) V: <i>The Firework-Maker's Daughter</i> (Extending Meaning Through Writing: Descriptive) W: <i>The Lightning Thief</i> (Extending Meaning Through Writing: Expository) X: <i>Millicent Min: Girl Genius</i> (Extending Meaning Through Writing: Narrative) Y: <i>Geronimo: A Novel</i> (Extending Meaning Through Writing: Narrative) Z: <i>An American Plague</i> (Extending Meaning Through Writing: Expository)</p> |
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| <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. Teachers can provide guidance, support and encouragement that develop student writing proficiency. Teachers can guide students’ exploration of digital tools as they are available and the teacher determines applicable in the classroom.</p> |
| <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> | <p>Each teacher card lists both print and website resources to further additional investigation into the topics presented in the text.</p> <p>Each teacher card includes a Making Connections feature that allows teachers and students to activate prior knowledge and engage in meaningful discussions based on the topics presented in the text.</p> |
| <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. Teachers can extend and/or modify these activities to meet student needs for both shorter and extended time frames.</p> |
| <p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material;</p> | <p>Each teacher card includes Making Connections and Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text.</p> <p>For example, T: <i>Something Upstairs</i> (Making Connections: Text to Text, Discuss characteristics of good</p> |

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| <p>explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> | <p>stories) U: <i>The Tale of Despereaux</i> (Oral Language/Conversations: Talk About Metaphors of Light and Darkness) V: <i>Desperate Journey</i> (Making Connections: Text to Self, Discuss children’s responsibilities in the past and present) W: <i>Guilty by a Hair!</i> (Oral Language/Conversations: Talk About Forensic Teams) X: <i>Fight for Freedom: The American Revolutionary War</i> (Making Connections: Text to World, Discuss Colonial living conditions) Y: <i>The Yearling</i> (Oral Language/Conversation: Talk About Making Choices) Z: <i>Detective Stories</i> (Making Connections: Text to Text, Discuss characteristics of mysteries)</p> |
| <p>Presentation of Knowledge and Ideas</p> <p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. For example, T: <i>The Amazing Life of Benjamin Franklin</i> (Extending Meaning Through Writing: Narrative) U: <i>Nothing But the Truth</i> A Documentary Novel (Extending Meaning Through Writing: Narrative) V: <i>Pictures of Hollis Woods</i> (Extending Meaning Through Writing: Graphic Aids) W: <i>Guilty by a Hair!</i> (Extending Meaning Through Writing: Graphic Aid) X: <i>A Break With Charity</i> (Extending Meaning Through Writing: Narrative) Y: <i>Get On Out of Here, Philip Hall</i> (Extending Meaning Through Writing: Descriptive) Z: <i>Stormbreakers</i> (Extending Meaning Through Writing: Persuasive)</p> |