

**CORRELATION OF SCHOLASTIC THE 10 TO THE COMMON CORE STATE STANDARDS INITIATIVE
FOR ENGLISH LANGUAGE ARTS GRADES 6-9**

Common Core State Standards

**SCHOLASTIC THE 10
Library A**

Grade 6

<p>Reading: Literature Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 	<p>Select Arts and Culture titles in THE 10 series motivate students to explore the canon of fictional literature through the use of plot summaries and excerpts from magazine and newspaper articles about the books and authors. See examples: THE 10 Greatest Movies From Books (The award-winning titles made into movies are: <i>Crouching Tiger, Hidden Dragon; The Outsiders; The Princess Bride; Jaws; Pride and Prejudice; Shrek; Gone with the Wind; Harry Potter; Lord of the Rings; To Kill a Mockingbird</i>) THE 10 Most Ingenious Fictional Detectives (The famous detective novels include: <i>The Adventures of Sherlock Holmes, The Hardy Boy series, The Nancy Drew series, The Encyclopedia Brown series and titles that depict such famous detectives as: Perry Mason, Philip Marlowe, Hercule Poirot and Miss Marple.</i>)</p>
<p>Craft and Structure</p> <ol style="list-style-type: none"> 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>In every <i>Think Through the Text</i> section of the Teaching Card, teachers model strategies that include identifying and understanding the use of figurative language and technical vocabulary. THE 10 Greatest Movies From Books (Teaching Card; mini-lesson on literary vocabulary terms as they are used in context) THE 10 Most Ingenious Fictional Detectives (Teaching Card; mini-lesson on making inferences, content words) Exploring THE 10 Greatest Movies From Books students explore the narrators and point of view of outstanding, important literature. (The award-winning titles made into movies are: <i>Crouching Tiger, Hidden Dragon; The Outsiders; The Princess Bride; Jaws; Pride and Prejudice; Shrek; Gone with the Wind; Harry Potter; Lord of the Rings; To Kill a Mockingbird</i>)</p>
<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 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. 8. (Not applicable to literature) 	<p>THE 10 Greatest Movies From Books (Teaching Card; Thinking about movies from books, research) THE 10 Most Ingenious Fictional Detectives (Teaching Card; Thinking about how to write a good mystery novel.)</p>

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<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>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>THE 10 engages readers in the same strategies that successful readers employ with point-of-use scaffolds and tips. THE 10 is organized into three classroom libraries with suggested grade levels: Library A (Grades 6-7), Library B (Grades 7-8), Library C (Grades 8-9+). Each Library has 3-4 sets of titles presenting low to high text complexity. Lexile levels in Library A range from 840 to 1050. In Library B Lexile levels range from 860-1090. And in Library C Lexile levels range from 840 to 1100. Through the use of high interest, engaging topics and inquiry-based learning, students build skills and a desire to read increasingly complex texts.</p>
<p>Reading: Informational Text Key Ideas and Details 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>Every book in THE 10 series is centered on a single main idea and provides photographic and inquiry-based means of investigating the content. The strong graphic features, along with high-interest, appealing content-rich material give students the confidence to fully engage in the program’s language activities. In addition, each Teaching Card includes a <i>Think Through the Text</i> section suggesting ways the teacher can increase student comprehension by modeling strategies expert readers use. See examples: THE 10 Most Amazing Adaptations in Nature (Teaching Card; summarize, noting main idea and adding details) THE 10 Mightiest Mountains (Teaching Card; main idea in newspaper article, details) THE 10 Most Revolutionary Inventions (Teaching Card; timeline with key topics, additional details) THE 10 Most Decisive Battles (Teaching Card; diary excerpts provide interesting details) THE 10 Best Animal Camouflages (Teaching Card; summarize, step-by-step plan using details) THE 10 Most Outstanding American Symbols (Teaching Card; text-to-self, remembering gold stars from elementary school) THE 10 Coolest Wonders of the Universe (Teaching Card; text-to-self, thinking about the mysteries of the universe, timeline details)</p>

	<p>THE 10 Most Significant Medical Breakthroughs (Teaching Card; Q&A format to give basic information)</p> <p>THE 10 Most Phenomenal Modern Buildings (Teaching Card; Visualizing details)</p> <p>THE 10 Best Underdog Stories in Sports (Teaching Card; text-to-self, remembering the tortoise and the hare story from childhood)</p> <p>THE 10 Strangest Mysteries (Teaching Card; Make Inferences)</p> <p>In addition, every Student Card includes a <i>Flag the Book</i> feature posing essential questions to guide the students' inquiry and encouraging students to flag with sticky notes passages they find intriguing or puzzling. See examples:</p> <p>THE 10 Boldest Explorers (Student Card; Which of these explorers mad the most amazing journey?)</p> <p>THE 10 Grossest Bugs (Student Card; What does it take to be the grossest bug of all?)</p> <p>THE 10 Most Amazing Animated Movies (Student Card; What do you find most amazing about animated movies?)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>In every <i>Think Through the Text</i> section of the Teaching Card, teachers model strategies that include identifying and understanding the use of figurative language and technical vocabulary.</p> <p>THE 10 Coolest Wonders of the Universe (Teaching Card; analyze figurative language)</p> <p>THE 10 Most Phenomenal Modern Buildings (Teaching Card; figurative language)</p> <p>THE 10 Mightiest Rivers (Teaching Card; content words, supermarket as figurative language)</p> <p>THE 10 Grossest Bugs (Teaching Card; content words)</p> <p>THE Greatest American Presidents (Teaching Card; content words, words used in context)</p> <p>THE Most Amazing Adaptations in Nature (Teaching Card; content words, words used in context)</p> <p>THE Most Revolutionary Inventions (Teaching Card; content words, words used in context)</p> <p>THE 10 Most Destructive Ecosystem Invaders (Teaching Card; meaning from word's parts)</p>

	<p>THE 10 Most Unforgettable Shipwrecks (Teaching Card; apply appropriate strategies)</p> <p>In the <i>Think Through the Text</i> section of the Teaching Card, teachers model the strategies that expert readers use when they read. This includes determining an author’s point of view and how it is conveyed in the text. See examples: THE 10 Most Gripping 20th Century War Stories (Teaching Card; use prior knowledge, use examples to explain words, understanding point of view) THE 10 Most Daring Escapes (Teaching Card; memoir point of view, compare and contrast different escapes)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>THE 10 books integrate and reinforce relevant information through the use of powerful photographs, comparative charts and diagrams. Each book centers on one critical question designed to engage students thinking and reading for meaning. Visuals support the text and allow students to see and create mental models as they read. See examples: THE 10 Most Revolutionary Inventions (Teaching Card; timeline on history of written communication, photos) THE Greatest American Presidents (Teaching Card; timeline of Truman’s first months in office, photos) THE Greatest American Presidents (Student Card; presidential ranking table with pros/cons, photos)</p> <p>Students are instructed to trace and evaluate specific claims in the texts through various features such as <i>Extend the Meaning</i>. See examples: THE 10 Boldest Explorers (Teaching Card; Explore Chart using headings from book) THE Most Revolutionary Inventions (Teaching Card; create timeline and consider historical context and impact on society and the environment) THE 10 Most Amazing Adaptations in Nature (Teaching Card; write report that addresses questions from book)</p> <p>THE 10 pairs every title with another book in the program in the <i>Read Across Texts</i> feature. This allows students to make important text-to-text connections based on topic inquiry and curriculum domain. See examples: THE 10 Most Inspiring Speeches in World History and THE 10 Most</p>

	<p>Memorable Speeches in American History explore the impact of inspiring speeches.</p> <p>THE 10 Most Defining Moments of the Civil War Era and THE 10 Most Decisive Battles on American Soil investigate turning points on the battlefield.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>THE 10 includes a range of titles across topics such as World History, U.S. History, Sports, Geography, Health, Ecology, Literature, Music, Space, Global Warming, Movies and Technology which makes it easy for students to choose books with which they will likely be successful. THE 10 is presented as three Libraries: Library A (Grades 6-7), Library B (Grades 7-8), Library C (Grades 8-9+). Each Library has 3-4 sets of titles presenting low to high text complexity. Lexile levels in Library A range from 840 to 1050. In Library B Lexile levels range from 860-1090. And in Library C Lexile levels range from 840 to 1100. Through the use of high interest, engaging topics and inquiry-based learning, students build skills and a desire to read increasingly complex texts.</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.</p> <p>Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>Use intensive pronouns (e.g., myself, ourselves).</p> <p>Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p>	<p><i>THE 10 Essential Ways to Teach Students with Inquiring Minds</i> guides teachers in creating a challenging but risk-free community of learners that provides all students with the opportunity to speak and write for real purposes and for real audiences (pp. 18-19). Language skill conventions such as grammar, punctuation, and spelling are most successfully learned with a combination of carefully targeted lessons applied within the context of meaningful speaking and writing. Research shows that students learn these language skills best when they have compelling reasons – such as the desire to make sense of interesting materials – to use them (p.8).</p> <p>Students using THE 10 books will have multiple opportunities for using language and its conventions. One feature that every title has is <i>What Do you Think?</i> This series of content driven questions comes at the end of every book. It contains thought provoking questions designed to encourage independent thought that is supported by comprehension of the information presented in the title. Also, there are <i>Supporting Questions</i> throughout the texts that provide the same type of discussion. Each Student Card includes an authentic writing opportunity designed to deepen understanding of the content area and further student’s ideas and reflections. All of these sections encourage the proper use of language. Grammar and language conventions are taught and learned through</p>

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<p>Spell correctly.</p>	<p>multiple language modalities. See examples: THE 10 Most Ingenious Fictional Detectives (Student Card; share resume with classmates. Invite them to give feedback on format, organization and quality of information) The 10 Most Decisive Battles (Student Card; invite feedback from classmates on writing style, clarity of ideas and conclusion. Use feedback to revise writing) The 10 Smartest Animals (Student Card; compare choices from fact chart with classmates. Consider changes based on feedback) THE 10 Boldest Explorers (Student Card; write a personal opinion piece on which explorer had the greatest historic impact)</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>THE 10 books present multiple opportunities that engage students in speaking, writing, reading and listening. The <i>What Do you Think?</i> feature provides content driven questions at the end of every book. The thought provoking questions encourage independent thought that is supported by comprehension of the information presented in the title. <i>Supporting Questions</i> throughout the texts promote discussion. Each Student Card includes an authentic writing opportunity designed to deepen understanding of the content area and further students’ ideas and reflections, demonstrating their mastery of the conventions of language as well as style and tone. See examples: THE 10 Most Decisive Battles (Student Card; invite feedback from classmates on writing style, clarity of ideas and conclusion. Use feedback to revise writing) THE 10 Smartest Animals (Student Card; compare choices from fact chart with classmates. Consider changes based on feedback) THE 10 Most Ingenious Fictional Detectives (Student Card; share resume with classmates. Invite them to give feedback on format, organization and quality of information) THE 10 Greatest Movies From Books (Student Card; write letter, create book jacket) THE 10 Grossest Bugs (Student Card; create fact chart on longest surviving bug). THE 10 Boldest Explorers (Student Card; write a personal opinion piece on which explorer had the greatest historic impact) Each book comes with a Classroom Poster which invites students to interact and problem solve with one another as they converse around the topics addressed in</p>

	<p>the book. The poster guides students to talk and listen in meaningful and constructive ways.</p>
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., personification) in context.</p> <p>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>English vocabulary knowledge, syntactic skills, and the ability to handle metalinguistic aspects of language are all linked to English reading and writing proficiency. Every Teacher and Student Card in THE 10 includes a Vocabulary section designed to develop knowledge of text types and to integrate target vocabulary. New vocabulary is acquired by students while reading age appropriate texts. Content area topics present challenging subject specific vocabulary in grade appropriate context in every book. See examples:</p> <p>THE 10 Coolest Wonders of the Universe (Student Card; word origins)</p> <p>THE 10 Smartest Animals (Teaching Card; use roots and suffixes as clues to meaning)</p> <p>THE 10 Most Destructive Ecosystem Invaders (Teaching Card; analyze word parts)</p> <p>THE 10 Most Phenomenal Modern Buildings (Teaching Card; figurative language, idioms)</p> <p>THE 10 Most Outstanding American Symbols (Teaching Card; multiple meanings)</p> <p>THE 10 Most Significant Medical Breakthroughs (Teaching Card; word origins)</p> <p>THE 10 Greatest American Presidents (Teaching Card; Conflict Words)</p> <p>THE 10 Boldest Explorers (Teaching Card; make predictions, words and their parts, opinion piece)</p> <p>THE 10 Strangest Mysteries (Teaching Card; make inferences, use context clues)</p> <p>The 10 Most Decisive Battles (Student Card; make predictions using photos)</p> <p>The 10 Smartest Animals (Student Card; make predictions and gather evidence from text)</p>
<p>Writing Text Types and Purposes</p>	<p><i>THE 10 Essential Ways to Teach Students with Inquiring Minds</i> guides teachers in creating a challenging yet risk-free community of learners that provides all</p>

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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.

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.

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

students with the opportunity to write for real purposes and for real audiences (pp. 18-19). Each Student Card includes an authentic writing opportunity designed to deepen understanding of the content area and to develop the ability to support claims with relevant evidence. See examples:

THE 10 Grossest Bugs (Student Card; create fact chart on longest surviving bug).

THE 10 Boldest Explorers (Student Card; write a personal opinion piece on which explorer had the greatest historic impact)

THE 10 Greatest American Presidents (Student Card; (write a list of interview questions for potential presidential candidate)

THE 10 Greatest Movies from Books (Student Card; (write a letter to a movie director explaining why a book you choose should be made into a movie)

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<p>characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.</p>	
<p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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>Teacher-modeled writing is encouraged as well as a five-step writing routine in <i>THE 10 Essential Ways to Teach Students with Inquiring Minds</i> (p.19): 1. Get ideas down 2. Exploratory writing 3. Informal writing 4. First draft writing and 5 Final draft. Both Teaching Cards and Student Cards provide daily writing opportunities for students to develop their writing voice and increase their writing muscle. See examples: THE 10 Most Destructive Ecosystem Invaders (Teaching Card; write article on controlling a particular ecosystem invader). THE 10 Most Revolutionary Inventions (Teaching Card; write essay) THE 10 Most Remarkable American Entrepreneurs (Teaching Card; research and write profile) THE 10 Most Unforgettable Shipwrecks (Teaching Card; research and report)</p>
<p>Research to Build and Present Knowledge 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 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. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres</p>	<p>Peer review and revision is encouraged in every Student Cards through such features as Share/Discuss where students conduct research, exchange written assignments, provide feedback and then modify their own work. See examples: THE 10 Most Unforgettable Shipwrecks (Student Card; research and report) THE 10 Smartest Animals (Student Card; research and report) THE 10 Best Animal Camouflages (Student Card; research and report) THE 10 Mightiest Mountains (Student Card; research and evaluate information)) THE 10 Most Revolutionary Inventions (Student Card; write essay) THE 10 Most Significant Medical Breakthroughs (Student Card; research, create fact card, chart)</p>

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<p>[e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). 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>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><i>THE 10 Essential Ways to Teach Students with Inquiring Minds</i> guides teachers in creating a challenging community of learners that provides all students with the opportunity to write for real purposes and for real audiences (pp. 18-19). Every Student Card includes an authentic writing opportunity designed to deepen understanding of the content area through a range of discipline-specific tasks, purposes, and audiences. These writing assignments range from short assignments (two paragraphs to longer, research based assignments that include reflection and revision. See examples: THE 10 Grossest Bugs (Student Card; create fact chart on longest surviving bug) THE 10 Boldest Explorers (Student Card; write a personal opinion piece on which explorer had the greatest historic impact) THE 10 Greatest American Presidents (Student Card; write a list of interview questions for potential presidential candidate) THE 10 Mightiest Mountains (Student Card; write an opinion article for newspaper including supportive facts) THE 10 Greatest Movies from Books (Student Card; (write a letter to a movie director explaining why a book you choose should be made into a movie)</p>
<p>Speaking & Listening Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and</p>	<p><i>THE 10 Essential Ways to Teach Students with Inquiring Minds</i> encourages students to engage in meaningful conversations about the various topics, concepts and ideas in the subject area. (p.20-21). The classroom poster that is included with every book encourages students to learn on their own, with peers and in small groups. Additionally, the activity at the end of each book <i>What Do You Think?</i> poses thought provoking questions regarding the choices of the top 10 in the content area. See examples: THE 10 Best Animal Camouflages (Student Card; discuss which animals have the most effective protective disguise) THE 10 Coolest Wonders of the Universe (Student Card; Share letter in small group, compare your choices and listen and think about the choices of others)</p>

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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.

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.

3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

THE 10 Greatest Accidental Inventions (Student Card; *Discuss* – Exchange your analysis with one or more classmates).

THE 10 Greatest American Presidents (Student Card; Share your research, receive feedback and revise as needed)

THE 10 Greatest Sports Dynasties (Teaching Card; suggests that teachers lead a discussion in which students compare a political dynasty to a sports dynasty)

THE 10 Greatest Threats to Earth (Student Card; write and deliver a speech urging action against a ecological threat)

THE 10 Mightiest Conquerors (Teaching Card; beginning a debate about the legitimate use of military power with a discussion of whether might makes right)

THE 10 Most Amazing Adaptations in Nature (Student Card; working in pairs, brainstorm adaptations that could help a selected animal survive, present your findings to the class)

THE 10 Most Defining Moments of the Civil War Sites (Student Card; *Discuss* – Exchange your analysis with one or more classmates).

THE 10 Most Memorable Court Cases (Teaching Card; invite student discussion comparing television court dramas to real life)

THE 10 Most Memorable Speeches in American History (Teaching Card; have pairs of students discuss the impact of one of the speechmakers)

THE 10 Most Outstanding American Symbols (Teaching Card; (brainstorming everyday symbols)

THE 10 Most Revolutionary Military Inventions (Student Card; choose one military invention that you would eliminate from history, write a persuasive essay about your choice, share the first draft with classmates).

THE 10 Most Significant Medical Breakthroughs (*What Do You Think?* “Do you agree with our ranking? Are there other medical breakthrough that should have made our list?”)

THE 10 Most Valuable Elements (Student Card; write an article urging people to support your choice for most valuable element, share your article with a partner or group, determine together whether you have enough convincing facts)

THE 10 Smartest Animals (*What Do You Think?* “Are there other animals that you think should have made our list? Do you think these animals should have made our list?”)

THE 10 Worst Things About the Internet (Student Card; write two persuasive paragraphs ranking internet issues, exchange paragraphs with a classmate and

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	<p>discuss differences in your rankings)</p>
<p>Presentation of Knowledge and Ideas 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>The Classroom Poster invites students to interact and converse as members of a learning community. Students are encouraged to debate, question and provide multiple interpretations in a constructive and meaningful way. See examples: THE 10 Greatest American Presidents (Student Card; Share your research, receive feedback and revise as needed) THE 10 Most Amazing Adaptations in Nature (Student Card; working in pairs, brainstorm adaptations that could help a selected animal survive, present your findings to the class) THE 10 Best Animal Camouflages (Student Card; discuss which animals have the most effective protective disguise) THE 10 Greatest Accidental Inventions (Student Card; <i>Discuss</i> – Exchange your analysis with one or more classmates). THE 10 Coolest Wonders of the Universe (Student Card; Share letter in small group, compare your choices and listen and think about the choices of others)</p> <p>Multimedia components and visual displays are encouraged in THE 10 titles and are outlined on Teacher and Student Cards. See examples: THE 10 Most Destructive Ecosystem Invaders (Teaching Card; construct map) THE 10 Mightiest Mountains Student Card; create Venn diagram) THE 10 Greatest Accidental Inventions (Student Card; create flowchart) THE 10 Most Outstanding American Symbols (Student Card; create flow chart, poster) THE 10 Boldest Explorers (Student Card; create your own compass) THE 10 Mightiest Rivers (Student Card; use graphic organizer, create poster/model) THE 10 Best Animal Helpers (Teaching Card; create brochure, chart)</p>

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Grade 7

Libraries A and B

<p>Reading: Literature Key Ideas and Details 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn</p>	<p>Select Arts and Culture titles in THE 10 series motivate students to explore the canon of fictional literature through the use of plot summaries and excerpts from magazine and newspaper articles about the books and authors. See examples:</p>
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**SCHOLASTIC THE 10
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<p>from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>THE 10 Best Plays (The award-winning plays are: The Diary of Anne Frank, Into the Woods, Cyrano de Bergerac, A Raisin in the Sun, The Phantom of the Opera, Death of a Salesman, Dreamgirls, The Mousetrap, The Trojan Women, Hamlet). THE 10 Greatest Movies From Books (The award-winning titles made into movies are: <i>Crouching Tiger, Hidden Dragon</i>; <i>The Outsiders</i>; <i>The Princess Bride</i>; <i>Jaws</i>; <i>Pride and Prejudice</i>; <i>Shrek</i>; <i>Gone with the Wind</i>; <i>Harry Potter</i>; <i>Lord of the Rings</i>; <i>To Kill a Mockingbird</i>) THE 10 Most Ingenious Fictional Detectives (The famous detective novels include: The Adventures of Sherlock Holmes, The Hardy Boy series, The Nancy Drew series, The Encyclopedia Brown series and titles that depict such famous detectives as: Perry Mason, Philip Marlowe, Hercule Poirot and Miss Marple.)</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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>In every <i>Think Through the Text</i> section of the Teaching Card, teachers model strategies include identifying and understanding the use of figurative language and vocabulary THE 10 Best Plays (Teaching Card; figurative language [‘red herring’]) THE 10 Most Ingenious Fictional Detectives (Teaching Card; mini-lesson on making inferences, content words) THE 10 Best Plays (Teaching Card; mini-lesson on vocabulary associated with plays as they are used in context)</p>
<p>Integration of Knowledge and Ideas 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). 8. (Not applicable to literature) 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>THE 10 Best Plays (Text compares modern-day movie of Hamlet with traditional play version) THE 10 Best Plays (Play version of <i>Diary of Anne Frank</i> compared to the actual diary) THE 10 Greatest Movies From Books (Teaching Card; Thinking about movies from books, research) THE 10 Most Ingenious Fictional Detectives (Teaching Card; Thinking about how to write a good mystery novel.)</p>

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<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>THE 10 engages readers in the same strategies that successful readers employ with point-of-use scaffolds and tips. THE 10 is organized into three classroom libraries with suggested grade levels: Library A (Grades 6-7), Library B (Grades 7-8), Library C (Grades 8-9+). Each Library has 3-4 sets of titles presenting low to high text complexity. Lexile levels in Library A range from 840 to 1050. In Library B Lexile levels range from 860-1090. And in Library C Lexile levels range from 840 to 1100. Through the use of high interest, engaging topics and inquiry-based learning, students build skills and a desire to read increasingly complex texts.</p>
<p>Reading: Informational Text Key Ideas and Details 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>Every book in THE 10 series is centered on a single main idea and provides photographic and inquiry-based means of investigating the content. The strong graphic features, along with high-interest, appealing content-rich material give students the confidence to fully engage in the program’s language activities. In addition, each Teaching Card includes a <i>Think Through the Text</i> section suggesting ways the teacher can increase student comprehension by modeling strategies expert readers use. See examples: THE 10 Most Amazing Adaptations in Nature (Teaching Card; summarize, noting main idea and adding details) THE 10 Mightiest Mountains (Teaching Card; main idea in newspaper article, details) THE 10 Most Revolutionary Inventions (Teaching Card; timeline with key topics, additional details) THE 10 Most Decisive Battles (Teaching Card; diary excerpts provide interesting details) THE 10 Best Animal Camouflages (Teaching Card; summarize, step-by-step plan using details) THE 10 Most Outstanding American Symbols (Teaching Card; text-to-self, remembering gold stars from elementary school) THE 10 Coolest Wonders of the Universe (Teaching Card; text-to-self, thinking about the mysteries of the universe, timeline details) THE 10 Most Significant Medical Breakthroughs (Teaching Card; Q&A format to give basic information) THE 10 Most Phenomenal Modern Buildings (Teaching Card; Visualizing details) THE 10 Best Underdog Stories in Sports (Teaching Card; text-to-self,</p>

	<p>remembering the tortoise and the hare story from childhood) THE 10 Strangest Mysteries (Teaching Card; Make Inferences) THE 10 Deadliest Snakes (Teaching Card; Visualize in order to understand concept) THE 10 Most Wondrous Ancient Sites (Teaching Card; comprehension lesson on summarizing) THE 10 Most Defining Moments of the Civil War Sites (Teaching Card; Comprehension lesson on making inferences) THE 10 Best Animal Helpers Teaching Card; Summarize)</p> <p>In addition, every Student Card includes a <i>Flag the Book</i> feature posing essential questions to guide the students' inquiry and encouraging students to flag with sticky notes passages they find intriguing or puzzling. See examples: THE 10 Most Amazing Animated Movies (Student Card; What do you find most amazing about animated movies?) THE 10 Deadliest Predators on Land (Student Card; Which is the deadliest predator to walk the earth?)</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>In every <i>Think Through the Text</i> section of the Teaching Card, teachers model strategies that include identifying and understanding the use of figurative language and technical vocabulary. THE 10 Coolest Wonders of the Universe (Teaching Card; analyze figurative language) THE 10 Most Phenomenal Modern Buildings (Teaching Card; figurative language) THE 10 Grossest Bugs (Teaching Card; content words) THE Greatest American Presidents (Teaching Card; content words, words used in context) THE Most Amazing Adaptations in Nature (Teaching Card; content words, words used in context) THE Most Revolutionary Inventions (Teaching Card; content words, words used in context) THE 10 Most Unforgettable Shipwrecks (Teaching Card; apply appropriate strategies) THE 10 Most Destructive Ecosystem Invaders (Teaching Card; meaning from word's parts)</p>

	<p>THE 10 Most Influential Hip-Hop Artists (Teaching Card; making predictions) THE 10 Most Outstanding American Women (Teaching Card; comparing and contrasting). THE 10 Mightiest Rivers (Teaching Card; content words, supermarket as figurative language) THE 10 Best Plays (Teaching Card; figurative language)</p> <p>In the <i>Think Through the Text</i> section of the Teaching Card, teachers model the strategies that expert readers use when they read. This includes determining an author’s point of view and how it is conveyed in the text. See examples: THE 10 Most Gripping 20th Century War Stories (Teaching Card; use prior knowledge, use examples to explain words, understanding point of view) THE 10 Most Daring Escapes (Teaching Card; considering point-of-view of a memoir)</p>
<p>Integration of Knowledge and Ideas 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>Select Arts and Culture titles motivate students to compare and contrast a book or play with a video/movie version of the text. See examples: THE 10 Greatest Movies From Books (Teaching Card; Thinking about movies from books, research) THE 10 Best Plays (Text compares modern-day movie of Hamlet with traditional play version) THE 10 Best Plays (Play version of <i>Diary of Anne Frank</i> compared to the actual diary) THE 10 Most Amazing Animated Movies (Teaching Card; Beyond Animated Movies) THE 10 Vilest Movie Villains (Teaching Card; Use prior knowledge) THE 10 Most Tragic Romances (Text reference to Romeo and Juliet)</p> <p>Students are instructed to trace and evaluate specific claims in the texts through various features such as <i>Extend the Meaning</i>. For example: THE 10 Boldest Explorers (Teaching Card; Explore Chart using headings from book) THE Most Revolutionary Inventions (Teaching Card; create timeline and consider historical context and impact on society and the environment) THE 10 Most Amazing Adaptations in Nature (Teaching Card; write report that addresses questions from book)</p>

	<p>THE 10 series pairs every title with another book in the program in the <i>Read Across Texts</i> feature. This allows students to make important text-to-text connections based on topic inquiry and curriculum domain. See examples:</p> <p>THE 10 Most Inspiring Speeches in World History and THE 10 Most Memorable Speeches in American History explore the impact of inspiring speeches.</p> <p>THE 10 Most Defining Moments of the Civil War Era and THE 10 Most Decisive Battles on American Soil investigate turning points on the battlefield.</p> <p>THE 10 Best Love Poems and THE 10 Most Tragic Romances both explore the power or love</p> <p>THE 10 Most Inspiring Speeches in World History and THE 10 Most Memorable Speeches in American History explore the impact of inspiring speeches</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>THE 10 has a wide range of titles and topics such as World History, U.S. History, Sports, Geography, Health, Ecology, Literature, Music, Space, Global Warming, Movies and Technology which makes it easy for students to choose books with which they will likely be successful. THE 10 helps striving readers use the same strategies that successful readers employ with point-of-use scaffolds and tips. THE 10 is organized into three classroom libraries with suggested grade levels: Library A (Grades 6-7), Library B (Grades 7-8), Library C (Grades 8-9+). Each Library has 3-4 sets of titles presenting low to high text complexity. Lexile levels in Library A range from 840 to 1050. In Library B Lexile levels range from 860-1090. And in Library C Lexile levels range from 840 to 1100.</p> <p>Through the use of high interest, engaging topics and inquiry-based learning, students build skills and a desire to read increasingly complex texts.</p> <p>THE Greatest Threats to Earth (Teaching Card; use prior knowledge, note main ideas and details)</p> <p>THE Most Extraordinary Cities (Teaching Card; note sequence, ask questions)</p> <p>THE Most Gripping 20th Century War Stories (Teaching Card; use prior knowledge, words in context)</p>
<p>Language</p>	<p>The “talk curriculum” fostered by THE 10 (<i>see THE 10 Essential Ways to Teach</i>)</p>

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Explain the function of phrases and clauses in general and their function in specific sentences.
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
Spell correctly.

Students with Inquiring Minds, pp. 20-21) encourages rich language exchanges in the classroom. Additionally, the content-rich science, social studies and arts and culture titles offer multiple opportunities for students to interact over engaging topics in these areas through both writing and speaking activities. Research shows that students learn these language skills best when they have compelling reasons – such as the desire to make sense of interesting materials – to use them (p.8). Students using THE 10 books will have multiple opportunities for using language and its conventions. One feature that every title has is *What Do you Think?* This series of content driven questions comes at the end of every book. It contains thought provoking questions designed to encourage independent thought that is supported by comprehension of the information presented in the title. Also, there are *Supporting Questions* throughout the texts that provide the same type of discussion. Each Student Card includes an authentic writing opportunity designed to deepen understanding of the content area and further student’s ideas and reflections. All of these sections encourage the proper use of language. Grammar and language conventions are taught and learned through multiple language modalities. See examples:

THE 10 Most Ingenious Fictional Detectives (Student Card; share resume with classmates. Invite them to give feedback on format, organization and quality of information)

The 10 Most Decisive Battles (Student Card; invite feedback from classmates on writing style, clarity of ideas and conclusion. Use feedback to revise writing)

The 10 Smartest Animals (Student Card; compare choices from fact chart with classmates. Consider changes based on feedback)

THE 10 Boldest Explorers (Student Card; write a personal opinion piece on which explorer had the greatest historic impact)

THE 10 Most Remarkable American Entrepreneurs (Student Card; write headlines announcing entrepreneur of the year and discuss with classmates whether the headlines are effective)

THE 10 Greatest American Presidents (Student Card; write a list of interview questions for potential presidential candidate)

THE 10 Mightiest Rivers (Student Card; write travel brochure)

THE 10 Best TV Game Shows (Student Card; graphic organizer on money idioms; with a partner design a new game show)

THE 10 Funniest People (Student Card; with a friend, start a Humor Tip Sheet for the class; write and perform a comedy routine)

THE 10 Strangest Mysteries (Student Card; share your mystery time line with

	<p>other students, be prepared to ask and answer questions) THE 10 Deadliest Predators on Land (Teaching Card; write report based on research)</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>THE 10 books present multiple opportunities that engage students in speaking, writing, reading and listening. The <i>What Do you Think?</i> feature provides content driven questions at the end of every book. The thought provoking questions encourage independent thought that is supported by comprehension of the information presented in the title. <i>Supporting Questions</i> throughout the texts promote discussion. Each Student Card includes an authentic writing opportunity designed to deepen understanding of the content area and further students’ ideas and reflections, demonstrating their mastery of the conventions of language as well as style and tone. See examples: THE 10 Boldest Explorers (Teaching Card; Exploration Words) THE 10 Most Successful Art Forgers (Teaching Card; Art Talk) THE 10 Most Decisive Battles (Teaching Card; War words) THE 10 Most Wondrous Ancient Sites (Student Card; create presentation) THE 10 Most Extraordinary Medical Conditions (Student Card; survey family) THE 10 Greatest Movies From Books (Student Card; write letter, create book jacket) THE 10 Deadliest Predators on Land (Teaching Card; research and report) THE 10 Best Animal Helpers (Student Card; use book as model, create fact file with facts, descriptions and examples) THE 10 Grossest Bugs (Student Card; create fact chart on longest surviving bug). THE 10 Boldest Explorers (Student Card; write a personal opinion piece on which explorer had the greatest historic impact)</p> <p>Each book comes with a Classroom Poster which invites students to interact and problem solve with one another as they converse around the topics addressed in the book. The poster guides students to talk and listen in meaningful and constructive ways.</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and</p>	<p>English vocabulary knowledge, syntactic skills, and the ability to handle metalinguistic aspects of language are all linked to English reading and writing</p>

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multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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.

proficiency. Every Teacher and Student Card in THE 10 includes a Vocabulary section designed to develop knowledge of text types and to integrate target vocabulary. New vocabulary is acquired by students while reading age appropriate texts. Content area topics present challenging subject specific vocabulary in grade appropriate context in every book. See examples:

THE 10 Most Fascinating Phenomena (Student Card; words from Greek and Latin)

THE 10 Most Outstanding American Women (Student Card; words with affixes)

THE 10 Most Successful Art Forgers (Student Card; words from other languages)

THE 10 Coolest Wonders of the Universe (Student Card; word origins)

THE 10 Most Unforgettable NASCAR Moments (Teaching Card; metaphors, NASCAR glossary, visualize)

THE 10 Most Wondrous Ancient Sites (Teaching Card; vocabulary lesson on archeological terms);

THE 10 Coolest Wonders of the Universe (Student Card; word origins)

THE 10 Smartest Animals (Teaching Card; use roots and suffixes as clues to meaning)

THE 10 Most Destructive Ecosystem Invaders (Teaching Card; analyze word parts)

THE 10 Most Phenomenal Modern Buildings (Teaching Card; figurative language, idioms)

THE 10 Most Outstanding American Symbols (Teaching Card; multiple meanings)

THE 10 Most Significant Medical Breakthroughs (Teaching Card; word origins)

The 10 Most Decisive Battles (Student Card; make predictions using photos)

The 10 Smartest Animals (Student Card; make predictions and gather evidence from text)

THE 10 Funniest People (Teaching Card; speech bubbles and pull quotes, make inferences, content words)

THE 10 Worst Natural Disasters (Teaching Card; articles, make inferences, content words)

THE 10 Most Amazing Bridges (Teaching Card; look for answers, use prior knowledge, use context clues, use the legend)

THE 10 Most Outstanding American Women (Teaching Card; make personal connections, consider audience, take notes, use context clues)

	THE 10 Strangest Mysteries (Teaching Card; make inferences, use context clues)
<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), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, 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 create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><i>THE 10 Essential Ways to Teach Students with Inquiring Minds</i> guides teachers in creating a challenging yet risk-free community of learners that provides all students with the opportunity to write for real purposes and for real audiences (pp. 18-19). Each Student Card includes an authentic writing opportunity designed to deepen understanding of the content area and increase students' ability to organize and present claims. See examples: THE 10 Deadliest Snakes (Student Card; write about venomous snake habitats) THE 10 Most Amazing Birds (Student Card; presentation on bird most likely to survive change) THE 10 Grossest Bugs (Student Card; create fact chart on longest surviving bug). THE 10 Boldest Explorers (Student Card; write a personal opinion piece on which explorer had the greatest historic impact) THE 10 Greatest American Presidents (Student Card; (write a list of interview questions for potential presidential candidate) THE 10 Most Unforgettable NASCAR Moments (Student Card; (write a short persuasive essay on whether or not people should be allowed to pursue sports in which they could be seriously injured or killed) THE 10 Greatest Movies from Books (Student Card; (write a letter to a movie director explaining why a book you choose should be made into a movie) THE 10 Mightiest Conquerors (Teaching Card; considering the audience for a particular letter)</p>

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<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, 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 capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	
<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Teacher-modeled writing is encouraged as well as a five-step writing routine in <i>THE 10 Essential Ways to Teach Students with Inquiring Minds</i> (p.19): 1. Get ideas down 2. Exploratory writing 3. Informal writing 4. First draft writing and 5 Final draft. Both Teaching Cards and Student Cards provide daily writing opportunities for students to develop their writing voice and produce clear and coherent writing. See examples: THE 10 Most Fascinating Phenomena (Teaching Card; research, collect news) THE 10 Deadliest Predators on Land (Teaching Card; research and report) THE 10 Most Revolutionary Inventions (Teaching Card; write essay) THE 10 Most Revolting Parasites (Teaching Card; research and evaluate information) THE 10 Most Remarkable American Entrepreneurs (Teaching Card; research and write profile) THE 10 Best Plays (Teaching Card; research and report)</p>
<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects to answer a question,</p>	<p>Relevant research is encouraged in the Student Cards through such features as Share/Discuss and in the Teaching Cards through such features as Extend the</p>

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<p>drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>Meaning See examples: THE 10 Most Unforgettable Shipwrecks (Student Card; research and report) THE 10 Smartest Animals (Student Card; research and report) THE 10 Best Animal Camouflages (Student Card; research and report) THE 10 Mightiest Mountains (Student Card; research and evaluate information)) THE 10 Most Revolutionary Inventions (Student Card; write essay) THE 10 Most Significant Medical Breakthroughs (Student Card; research, create fact card, chart) THE 10 Deadliest Predators on Land (Student Card; research and report) THE 10 Most Fascinating Phenomena (Teaching Card; research, collect news) The 10 Deadliest Snakes (Teaching Card; research) The 10 Most Extraordinary Medical Conditions (Teaching Card; use prior knowledge, research and confirm word origins, change ideas) THE 10 Most Revolutionary Inventions (Teaching Card; write essay) THE 10 Most Revolting Parasites (Teaching Card; research and evaluate information) THE 10 Most Remarkable American Entrepreneurs (Teaching Card; research and write profile) THE 10 Best Plays (Teaching Card; research and report) THE 10 Bravest Everyday Heroes (Teaching Card; research and report) THE 10 Smartest Animals (Teaching Card; research and report) THE 10 Mightiest Rivers (Teaching Card; research, create fact card, chart) THE 10 Best Underdog Stories in Sports (Teaching Card; research and report)</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><i>THE 10 Essential Ways to Teach Students with Inquiring Minds</i> guides teachers in creating a challenging community of learners that provides all students with the opportunity to write for real purposes and for real audiences (pp. 18-19). Every Student Card includes an authentic writing opportunity designed to deepen understanding of the content area through a range of discipline-specific tasks, purposes, and audiences. These writing assignments range from short assignments (two paragraphs to longer, research based assignments that include reflection and revision. See examples: THE 10 Deadliest Snakes (Student Card; write about venomous snake habitats) THE 10 Most Amazing Birds (Student Card; presentation on bird most likely to survive change) THE 10 Grossest Bugs (Student Card; create fact chart on longest surviving</p>

	<p>bug).</p> <p>THE 10 Boldest Explorers (Student Card; write a personal opinion piece on which explorer had the greatest historic impact)</p> <p>THE 10 Greatest American Presidents (Student Card; (write a list of interview questions for potential presidential candidate)</p> <p>THE 10 Mightiest Mountains (Student Card; write an opinion article for newspaper including supportive facts)</p> <p>THE 10 Most Gripping 20th Century War Stories (Student Card; write a book jacket. Use language and examples that will capture the potential reader’s imagination)</p> <p>THE 10 Most Unforgettable NASCAR Moments (Student Card; (write a short persuasive essay on whether or not people should be allowed to pursue sports in which they could be seriously injured or killed)</p> <p>THE 10 Greatest Movies from Books (Student Card; (write a letter to a movie director explaining why a book you choose should be made into a movie)</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 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively,</p>	<p><i>THE 10 Essential Ways to Teach Students with Inquiring Minds</i> encourages students to engage in collaborative discussions about the various topics, concepts and ideas in the subject area. (p.20-21). The classroom poster that is included with every book encourages students to learn on their own, with peers and in small groups. Additionally, the activity at the end of each book <i>What Do You Think?</i> poses thought provoking questions regarding the choices of the top 10 in the content area See examples:</p> <p>THE 10 Most Defining Moments of the Civil War Sites (Student Card; <i>Discuss</i> – Exchange your analysis with one or more classmates)</p> <p>THE 10 Mightiest Conquerors (Teaching Card; beginning a debate about the legitimate use of military power with a discussion of whether might makes right)</p> <p>THE 10 Most Outstanding American Symbols (Teaching Card; (brainstorming everyday symbols)</p> <p>THE 10 Greatest Threats to Earth (Student Card; write and deliver a speech urging action against a ecological threat)</p> <p>THE 10 Most Amazing Adaptations in Nature (Student Card; working in pairs, brainstorm adaptations that could help a selected animal survive, present your findings to the class)</p> <p>THE 10 Best Animal Camouflages (Student Card; discuss which animals have</p>

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<p>orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>the most effective protective disguise)</p> <p>THE 10 Worst Things About the Internet (Student Card; write two persuasive paragraphs ranking internet issues, exchange paragraphs with a classmate and discuss differences in your rankings)</p> <p>THE 10 Most Revolutionary Military Inventions (Student Card; choose one military invention that you would eliminate from history, write a persuasive essay about your choice, share the first draft with classmates)</p> <p>THE 10 Greatest Sports Dynasties (Teaching Card; suggests that teachers lead a discussion in which students compare a political dynasty to a sports dynasty)</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>The Classroom Poster invites students to interact and converse as members of a learning community. Students are encouraged to debate, question and provide multiple interpretations in a constructive and meaningful way.</p> <p>Multimedia components and visual displays are encouraged in THE 10 titles and are outlined on Teacher and Student Cards. See examples:</p> <p>THE 10 Mightiest Mountains Student Card; create Venn diagram)</p> <p>THE 10 Greatest Accidental Inventions (Student Card; create flowchart)</p> <p>THE 10 Mightiest Rivers (Student Card; use graphic organizer, create poster/model)</p> <p>THE 10 Most Amazing Migrations (Student Card; create chart, map)</p> <p>THE 10 Most Tragic Romances (Student Card; create poster)</p> <p>THE 10 Most Incredible Landforms Student Card; create time line, class portfolio)</p> <p>THE 10 Most Daring Escapes (Student Card; use Venn diagram, create poster)</p> <p>THE 10 Most Outstanding American Symbols (Student Card; create flow chart, poster)</p> <p>THE 10 Most Extraordinary Cities (Teaching Card; create brochure, chart)</p> <p>THE 10 Most Destructive Ecosystem Invaders (Teaching Card; construct map)</p> <p>THE 10 Best Animal Helpers (Teaching Card; create brochure, chart)</p>

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<p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>1. Cite the textual evidence that most strongly supports an</p>	<p>Select Arts and Culture titles in THE 10 series motivate students to explore the canon of fictional literature through the use of plot summaries and excerpts from magazine and newspaper articles about the books and authors.</p>
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<p>analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>See examples: THE 10 Best Love Poems (The world renowned love poems are: "The Choice" by Dorothy Parker; "The River-Merchant's Wife: A Letter" by Ezra Pound; "Love's Philosophy" by Shelley; "When You Are Old" by Yeats, "Oranges" by Gary Soto; "Seizure" by Sappho; "Funeral Blues" by WH Auden; "If You Forget Me" by Pablo Neruda; "Sonnet 29" by Shakespeare; "Sonnet 43" by Eliz. Barrett Browning) THE 10 Most Remarkable Writers (Excerpts from writings by: J. K. Rowling, Murasaki Shikibu, Lewis Carroll, Theodor Seuss Geisel, Charles Dickens, Ralph Ellison, Jane Austen, JRR Tolkien, Emily Dickinson and William Shakespeare)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>In every <i>Think Through the Text</i> section of the Teaching Card, teachers model strategies that include identifying and understanding the use of figurative language and vocabulary.</p> <p>THE 10 Best Love Poems (Teaching Card; mini-lesson on literary vocabulary terms as they are used in context) THE 10 Most Remarkable Writers (Teaching Card; radio interview from expert on Murasaki Shikibu)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>8. (Not applicable to literature)</p> <p>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>THE 10 Best Plays (Text compares modern-day movie of Hamlet with traditional play version) THE 10 Best Plays (Play version of <i>Diary of Anne Frank</i> compared to the actual diary)</p>

<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>THE 10 engages readers in the same strategies that successful readers employ with point-of-use scaffolds and tips. THE 10 is organized into three classroom libraries with suggested grade levels: Library A (Grades 6-7), Library B (Grades 7-8), Library C (Grades 8-9+). Each Library has 3-4 sets of titles presenting low to high text complexity. Lexile levels in Library A range from 840 to 1050. In Library B Lexile levels range from 860-1090. And in Library C Lexile levels range from 840 to 1100. Through the use of high interest, engaging topics and inquiry-based learning, students build skills and a desire to read increasingly complex texts.</p>
<p>Reading: Informational Text Key Ideas and Details 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>Every book in THE 10 series is centered on a single main idea and provides photographic and inquiry-based means of investigating the content. The strong graphic features, along with high-interest, appealing content-rich material give students the confidence to fully engage in the program’s language activities. In addition, each Teaching Card includes a <i>Think Through the Text</i> section suggesting ways the teacher can increase student comprehension by modeling strategies expert readers use. See examples: THE 10 Most Remarkable Writers (Teaching Card; Comprehension: Ask Questions) THE 10 Best Animal Helpers Teaching Card; Summarize) THE 10 Most Decisive Battles On American Soil (Teaching Card; Comprehension: Ask Questions) THE 10 Most Significant Documents in History (Teaching Card; Compare and Contrast) THE 10 Most Innovative Bands (Teaching Card; Compare and Contrast) THE 10 Most Essential Natural Resources (Teaching Card; Summarize) THE 10 Most Outrageous Outlaws (Teaching Card; Use a chart to compare the two outlaws) THE 10 Strangest Mysteries (Teaching Card; Make Inferences) THE 10 Most Endangered Animals (Teaching Card; summarize, noting main idea and adding details) THE 10 Worst Things About the Internet (Teaching Card; Make Inferences) THE 10 Most Memorable Court Cases (Teaching Card; Make Inferences) THE 10 Most Amazing Skyscrapers (Teaching Card; Visualize in order to understand concept)</p>

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	<p>In addition, each Student Card includes a <i>Flag the Book</i> feature posing essential questions to guide the students’ inquiry and encouraging students to flag with sticky notes passages they find intriguing or puzzling. See examples:</p> <p>THE 10 Most Essential Natural Resources (Student Card; How can we work together globally to save natural resources for the future?)</p> <p>THE 10 Worst Things about the Internet (Student Card; How do problems associated with the Internet compare to problems with other scientific advances?)</p> <p>THE 10 Most Bizarre Animal Behaviors (Student Card; How do strange behaviors help animals to survive in their environment?)</p> <p>THE 10 Most Amazing Animated Movies (Student Card; What do you find most amazing about animated movies?)</p> <p>THE 10 Most Dangerous Geographic Locations (Student Card; What makes a geographic location dangerous?)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>In every <i>Think Through the Text</i> section of the Teaching Card, teachers model strategies that include identifying and understanding the use of figurative language and technical vocabulary.</p> <p>THE 10 Most Phenomenal Modern Buildings (Teaching Card; figurative language)</p> <p>THE Greatest American Presidents (Teaching Card; content words, words used in context)</p> <p>THE Most Revolutionary Inventions (Teaching Card; content words, words used in context)</p> <p>THE 10 Most Memorable Speeches in American History (Student Card; figurative language)</p> <p>THE 10 Most Provocative 20th Century Artworks (Teaching Card; analyze figurative language)</p> <p>THE 10 Most Influential Hip-Hop Artists (Teaching Card; making predictions)</p> <p>THE 10 Most Terrifying Experiences (Teaching Card; analyze information, analyze figurative language, note point of view, identify parts of speech)</p> <p>THE 10 Most Outstanding American Women (Teaching Card; comparing and contrasting)</p> <p>THE 10 Greatest Pop Stars (Teaching Card; analyze dialogue, analyze figurative language)</p>

	<p>THE 10 Mightiest Rivers (Teaching Card; content words, supermarket as figurative language) THE 10 Best Plays (Teaching Card; figurative language) THE 10 Best Love Poems (Teaching Card; figurative language)</p> <p>In the <i>Think Through the Text</i> section of the Teaching Card, teachers model the strategies that expert readers use when they read. This includes determining an author's point of view and how it is conveyed in the text. See examples: THE 10 Most Gripping 20th Century War Stories (Teaching Card; use prior knowledge, use examples to explain words, understanding point of view) THE 10 Most Terrifying Experiences (Teaching Card; understanding point of view) THE 10 Most Daring Escapes (Teaching Card; considering point-of-view of a memoir)</p>
<p>Integration of Knowledge and Ideas 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Select Arts and Culture titles motivate students to evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. See examples: THE 10 Greatest Movies From Books (Teaching Card; Thinking about movies from books, research) THE 10 Best Plays (Text compares modern-day movie of Hamlet with traditional play version) THE 10 Best Plays (Play version of <i>Diary of Anne Frank</i> compared to the actual diary) THE 10 Most Amazing Animated Movies (Teaching Card; Beyond Animated Movies) THE 10 Vilest Movie Villains (Teaching Card; Use prior knowledge) THE 10 Most Memorable TV Moments (Some real news events, some fictional shows, See examples: Survivor: Borneo; Kirk Gibson's Home Run, final episode of friends, Nickelodeon goes national, CCN covers first Gulf War, Debut of the Simpsons, American Idol, Sesame Street, Birth of MTV, JFK Assassination aftermath) THE 10 Worst Things About the Internet (Web site credibility, malware (viruses, spyware, worms) THE 10 Most Tragic Romances (Includes both real and fictional couples depicted through various mediums, See examples: Phantom of the Opera,</p>

	<p>Charles & Diana, Shah Jahan and Mumtaz Mahal (Taj Mahal), King Arthur-Guinevere-Lancelot, Cleopatra-Caesar-Antony, Narcissus & Echo, Bonnie & Clyde, Henry VIII & his six wives, Bosko Brkic & Admira Ismic, Romeo & Juliet)</p> <p>THE 10 pairs every title with another book in the program in the <i>Read Across Texts</i> feature. This allows students to analyze two or more texts that might provide conflicting information on the same topic See examples: THE 10 Most Inspiring Speeches in World History and THE 10 Most Memorable Speeches in American History explore the impact of inspiring speeches. THE 10 Most Defining Moments of the Civil War Era and THE 10 Most Decisive Battles on American Soil investigate turning points on the battlefield. THE 10 Best Love Poems and THE 10 Most Tragic Romances both explore the power or love THE 10 Most Outrageous Outlaws and THE 10 Most Outrageous Heists investigate the criminal mind by reading about famous criminals.</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p>THE 10 has a wide range of topics such as World History, U.S. History, Sports, Geography, Health, Ecology, Literature, Music, Space, Global Warming, Movies and Technology which makes it easy for students to choose books with which they will likely be successful. THE 10 engages readers in the same strategies that successful readers employ with point-of-use scaffolds and tips. THE 10 is organized into three classroom libraries with suggested grade levels: Library A (Grades 6-7), Library B (Grades 7-8), Library C (Grades 8-9+). Each Library has 3-4 sets of titles presenting low to high text complexity. Lexile levels in Library A range from 840 to 1050. In Library B Lexile levels range from 860-1090. And in Library C Lexile levels range from 840 to 1100. Through the use of high interest, engaging topics and inquiry-based learning, students build skills and a desire to read increasingly complex texts. Two features on the Teaching Cards are that promote these skills are: <i>Model Self-Monitoring</i> and <i>Apply Appropriate Strategies</i>. THE Greatest Threats to Earth (Teaching Card; use prior knowledge, note main ideas and details) THE Most Extraordinary Cities (Teaching Card; note sequence, ask questions)</p>

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	<p>THE Most Gripping 20th Century War Stories (Teaching Card; use prior knowledge, words in context)</p> <p>THE 10 Funniest People (Teaching Card; speech bubbles and pull quotes, make inferences, content words)</p> <p>THE 10 Most Amazing Skyscrapers (Teaching Card; specialized content words, chart, visualize)</p> <p>THE 10 Worst Natural Disasters (Teaching Card; articles, make inferences, content words)</p> <p>THE 10 Most Memorable Speeches in American History (Teaching Card; use prior knowledge, analyze sources, use context clues)</p> <p>THE 10 Most Amazing Bridges (Teaching Card; look for answers, use prior knowledge, use context clues, use the legend)</p> <p>THE 10 Most Essential Chemical Messengers in the Body (Teaching Card; content words, summarize, newspaper article)</p> <p>THE 10 Most Outrageous Outlaws (Teaching Card; use prior knowledge, understand idioms, use a Venn diagram, evaluate information)</p> <p>THE 10 Most Valuable Elements (Teaching Card; specialized content words, make predictions, comparison chart)</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 verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	<p>The “talk curriculum” fostered by THE 10 (<i>see THE 10 Essential Ways to Teach Students with Inquiring Minds</i>, pp. 20-21) encourages rich language exchanges in the classroom. Additionally, the content-rich science, social studies and arts and culture titles offer multiple opportunities for students to interact over engaging topics in these areas through both writing and speaking activities. Research shows that students learn these language skills best when they have compelling reasons – such as the desire to make sense of interesting materials – to use them (p.8). Students using THE 10 books will have multiple opportunities for using language and its conventions. One feature that every title has is <i>What Do you Think?</i> This series of content driven questions comes at the end of every book. It contains thought provoking questions designed to encourage independent thought that is supported by comprehension of the information presented in the title. Also, there are <i>Supporting Questions</i> throughout the texts that provide the same type of discussion. Each Student Card includes an authentic writing opportunity designed to deepen understanding of the content area and further student’s ideas and reflections. All of these sections encourage the proper use of language. Grammar and language conventions are taught and</p>

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<p>Use an ellipsis to indicate an omission. Spell correctly.</p>	<p>learned through multiple language modalities. See examples: THE 10 Most Valuable Elements (Student Card; students discuss their choice for most valuable element and determine, through discussion, whether they have sufficient support for their position) THE Most Tragic Romances (Student Card; debate lessons learned about human nature) THE 10 Most Defining Moments of the Civil War (Student Card; discuss analysis of research) THE 10 Greatest Breakthroughs in Space Exploration (Student Card; write letter to NASA proposing new space mission, discuss with classmates) THE 10 Mightiest Conquerors (Student Card; write essay, share first draft with classmates, invite feedback) THE 10 Most Disastrous Accidents (Teaching Card; students are paired to discuss newspaper articles on recent disasters) THE 10 Most Remarkable American Entrepreneurs (Student Card; write headlines announcing entrepreneur of the year and discuss with classmates whether the headlines are effective) THE 10 Mightiest Rivers (Student Card; write travel brochure) THE 10 Funniest People (Student Card; with a friend, start a Humor Tip Sheet for the class; write and perform a comedy routine) THE 10 Strangest Mysteries (Student Card; share your mystery time line with other students, be prepared to ask and answer questions) THE 10 Deadliest Predators on Land (Teaching Card; write report based on research) THE 10 Most Essential Natural Resources (Teaching Card; class brainstorms list of renewable and non-renewable resources) THE 10 Most Extreme Jobs (Student Card; write essay on most essential extreme job and share with classmate to obtain feedback)</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>THE 10 books present multiple opportunities that engage students in speaking, writing, reading and listening. The <i>What Do you Think?</i> feature provides content driven questions at the end of every book. The thought provoking questions encourage independent thought that is supported by comprehension of the information presented in the title. <i>Supporting Questions</i> throughout the texts promote discussion. Each Student Card includes an authentic writing opportunity designed to deepen understanding of the content area and further</p>

	<p>students’ ideas and reflections, demonstrating their mastery of the conventions of language as well as style and tone.</p> <p>See examples:</p> <p>All of these sections encourage the proper use of language. For example: THE 10 Most Wondrous Ancient Sites (Student Card; create presentation) THE 10 Most Extraordinary Medical Conditions (Student Card; survey family) THE 10 Greatest Movies From Books (Student Card; write letter, create book jacket) THE 10 Most Amazing Birds (Student Card; presentation on bird most likely to survive change) THE 10 Most Successful Art Forgers (Teaching Card; Art Talk) THE 10 Most Decisive Battles (Teaching Card; War words) THE 10 Most Wondrous Ancient Sites (Student Card; create presentation) THE 10 Most Extraordinary Medical Conditions (Student Card; survey family) THE 10 Greatest Movies From Books (Student Card; write letter, create book jacket) THE 10 Deadliest Predators on Land (Teaching Card; research and report)</p> <p>Each book comes with a Classroom Poster which invites students to interact and problem solve with one another as they converse around the topics addressed in the book. The poster guides students to talk and listen in meaningful and constructive ways.</p>
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital,</p>	<p>English vocabulary knowledge, syntactic skills, and the ability to handle metalinguistic aspects of language are all linked to English reading and writing proficiency. Every Teacher and Student Card in THE 10 includes a Vocabulary section designed to develop knowledge of text types and to integrate target vocabulary. New vocabulary is acquired by students while reading age appropriate texts. Content area topics present challenging subject specific vocabulary in grade appropriate context in every book. See examples: THE 10 Most Memorable Court Cases (Student Card; use legal terms) THE 10 Most Essential Chemical Messengers in the Body (Teaching Card; suggestions for biochemistry vocabulary lesson) THE 10 Most Extreme Vacations (Student Card; words with the Greek suffix – phobia) THE 10 Most Memorable Speeches in American History (Student Card;</p>

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<p>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).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>figurative language) THE 10 Most Extreme Fighting Styles (Student Card; word origins) THE 10 Worst Things About the Internet (Teaching Card; computer crime word map) THE 10 Greatest Pop Stars (Student Card; words from other languages) THE 10 Greatest Spies (Student Card; words with affixes) THE 10 Most Fascinating Phenomena (Student Card; words from Greek and Latin) THE 10 Most Outstanding American Women (Student Card; words with affixes) THE 10 Most Successful Art Forgers (Student Card; words from other languages) THE 10 Most Wondrous Ancient Sites (Teaching Card; vocabulary lesson on archeological terms); THE 10 Most Significant Medical Breakthroughs (Teaching Card; word origins) THE 10 Most Essential Chemical Messengers in the Body (Teaching Card; content words, summarize, newspaper article) THE 10 Most Valuable Elements (Teaching Card; specialized content words, make predictions, comparison chart) THE 10 Most Memorable Speeches in American History (Teaching Card; use prior knowledge, analyze sources, use context clues) THE 10 Greatest Spies (Teaching Card; text-to-world, letter, make inferences, puns) THE 10 Most Outrageous Outlaws (Teaching Card; use prior knowledge, understand idioms, use a Venn diagram, evaluate information)</p>
<p>Writing Text Types and Purposes 1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p><i>THE 10 Essential Ways to Teach Students with Inquiring Minds</i> guides teachers in creating a challenging yet risk-free community of learners that provides all students with the opportunity to write for real purposes and for real audiences (pp. 18-19). Each Student Card includes an authentic writing opportunity designed to develop the student’s ability to support claims with relevant evidence and distinguish these from opposing claims. See examples: THE 10 Most Amazing Birds (Student Card; presentation on bird most likely to survive change) THE 10 Greatest American Presidents (Student Card; (write a list of interview questions for potential presidential candidate)</p>

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Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among

THE 10 Greatest Movies from Books (Student Card; (write a letter to a movie director explaining why a book you choose should be made into a movie)

THE 10 Mightiest Conquerors (Teaching Card; considering the audience for a particular letter)

THE 10 Most Notable Elected Female Leaders (Student Card; (interview questions for elected female leader)

THE 10 Greatest Spies (Student Card; (letter recommending spy for special honor and recognition.)

THE 10 Most Remarkable Writers (Student Card; (write a speech explaining why your choice for number 1 most remarkable writer deserves the award)

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<p>experiences and events. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	
<p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>Teacher-modeled writing is encouraged as well as a five-step writing routine in <i>THE 10 Essential Ways to Teach Students with Inquiring Minds</i> (p.19): 1. Get ideas down 2. Exploratory writing 3. Informal writing 4. First draft writing and 5. Final draft. Both Teaching Cards and Student Cards provide daily writing opportunities for students to develop their writing voice and increase their writing muscle. See examples: THE 10 Most Fascinating Phenomena (Teaching Card; research, collect news) THE 10 Greatest Spies (Teaching Card; research and report) THE 10 Most Revolutionary Inventions (Teaching Card; write essay) THE 10 Most Revolting Parasites (Teaching Card; research and evaluate information) THE 10 Most Remarkable American Entrepreneurs (Teaching Card; research and write profile) THE 10 Best Plays (Teaching Card; research and report)</p>
<p>Research to Build and Present Knowledge 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Relevant research is encouraged in the Student Cards through such features as Share/Discuss and in the Teaching Cards through such features as Extend the Meaning See examples: THE 10 Most Dangerous Geographic Locations (Teaching Card; “The Internet can be a good source for first-person accounts of travel adventures.” Also use of online article) THE 10 Most Revolutionary Inventions (Student Card; write essay) THE 10 Deadliest Predators on Land (Student Card; research and report) THE 10 Most Fascinating Phenomena (Teaching Card; research, collect news) The 10 Deadliest Snakes (Teaching Card; research) The 10 Most Extraordinary Medical Conditions (Teaching Card; use prior knowledge, research and confirm word origins, change ideas) THE 10 Most Revolutionary Inventions (Teaching Card; write essay)</p>

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<p>Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p>THE 10 Most Revolting Parasites (Teaching Card; research and evaluate information)</p> <p>THE 10 Most Remarkable American Entrepreneurs (Teaching Card; research and write profile)</p> <p>THE 10 Best Plays (Teaching Card; research and report)</p> <p>THE 10 Greatest Sports Showdowns (Teaching Card; use prior knowledge, research and confirm word origins)</p> <p>THE 10 Mightiest Rivers (Teaching Card; research, create fact card, chart)</p> <p>THE 10 Best Underdog Stories in Sports (Teaching Card; research and report)</p> <p>THE 10 Bravest Everyday Heroes (Teaching Card; research and report)</p> <p>THE 10 Most Notable Elected Female Leaders (Teaching Card; use prior knowledge, research and confirm word origins, focus on text features, evaluate information)</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)</p>	<p><i>THE 10 Essential Ways to Teach Students with Inquiring Minds</i> guides teachers in creating a challenging community of learners that provides all students with the opportunity to write for real purposes and for real audiences (pp. 18-19). Every Student Card includes an authentic writing opportunity designed to deepen understanding of the content area through a range of discipline-specific tasks, purposes, and audiences. These writing assignments range from short assignments (two paragraphs to longer, research based assignments that include reflection and revision. See examples:</p> <p>THE 10 Most Amazing Birds (Student Card; presentation on bird most likely to survive change)</p> <p>THE 10 Most Notable Elected Female Leaders (Student Card; (interview questions for elected female leader)</p> <p>THE 10 Greatest Spies (Student Card; (letter recommending spy for special honor and recognition)</p> <p>THE 10 Most Remarkable Writers (Student Card; (write a speech explaining why your choice for number 1 most remarkable writer deserves the award)</p> <p>THE 10 Most Gripping 20th Century War Stories (Student Card; write a book jacket. Use language and examples that will capture the potential reader’s imagination)</p>
<p>Speaking and Listening Comprehension and Collaboration</p>	<p><i>THE 10 Essential Ways to Teach Students with Inquiring Minds</i> encourages students to engage in collaborative discussions about the various topics, concepts</p>

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Grade 8

<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>and ideas in the subject area. (p.20-21). The classroom poster that is included with every book encourages students to learn on their own, with peers and in small groups. Additionally, the activity at the end of each book <i>What Do You Think?</i> poses thought provoking questions regarding the choices of the top 10 in the content area See examples: THE 10 Most Defining Moments of the Civil War Sites (Student Card; <i>Discuss</i> – Exchange your analysis with one or more classmates) THE 10 Mightiest Conquerors (Teaching Card; beginning a debate about the legitimate use of military power with a discussion of whether might makes right) THE 10 Greatest Threats to Earth (Student Card; write and deliver a speech urging action against a ecological threat) THE 10 Worst Things About the Internet (Student Card; write two persuasive paragraphs ranking internet issues, exchange paragraphs with a classmate and discuss differences in your rankings) THE 10 Most Revolutionary Military Inventions (Student Card; choose one military invention that you would eliminate from history, write a persuasive essay about your choice, share the first draft with classmates) THE 10 Greatest Sports Dynasties (Teaching Card; suggests that teachers lead a discussion in which students compare a political dynasty to a sports dynasty) THE 10 Most Important Amendments to the United States Constitution (Student Card; critique a classmate’s letter to the editor honoring the anniversary of an amendment) THE 10 Most Valuable Elements (Student Card; write an article urging people to support your choice for most valuable element, share your article with a partner or group, determine together whether you have enough convincing facts) THE 10 Most Memorable Court Cases (Teaching Card; invite student discussion comparing television court dramas to real life) THE 10 Most Memorable Speeches in American History (Teaching Card; have pairs of students discuss the impact of one of the speechmakers)</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate</p>	<p>The Classroom Poster invites students to interact and converse as members of a learning community. Students are encouraged to debate, question and provide multiple interpretations in a focused and coherent manner. Multimedia components and visual displays are encouraged in THE 10 titles and</p>

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<p>eye contact, adequate volume, and clear pronunciation.</p> <p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>are outlined on Teacher and Student Cards. See examples:</p> <p>THE 10 Most Outstanding American Women (Student Card; create poster)</p> <p>THE 10 Most Amazing Bridges (Student Card; design model)</p> <p>THE 10 Most Disastrous Accidents (Student Card; create flow chart)</p> <p>THE 10 Most Amazing Skyscrapers (Student Card; design model, create table)</p> <p>THE 10 Greatest Pop Stars (Student Card; create time line, use map)</p> <p>THE 10 Most Outrageous Heists (Student Card; create flowchart)</p> <p>THE 10 Mightiest Rivers (Student Card; use graphic organizer, create poster/model)</p> <p>THE 10 Most Amazing Migrations (Student Card; create chart, map)</p> <p>THE 10 Most Tragic Romances (Student Card; create poster)</p> <p>THE 10 Most Notable Elected Female Leaders (Student Card; create time line)</p> <p>THE 10 Most Incredible Landforms Student Card; create time line, class portfolio)</p> <p>THE 10 Most Extraordinary Cities (Teaching Card; create brochure, chart)</p> <p>THE 10 Most Amazing Migrations (Student Card; create chart, map)</p> <p>THE 10 Most Tragic Romances (Student Card; create poster)</p> <p>THE 10 Most Memorable TV Moments (Teaching Card; create chart, storyboard)</p> <p>THE 10 Most Intense College Football Rivalries (Teaching Card; create graphic organizer)</p>
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<p>Reading: Literature Key Ideas and Details</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course</p>	<p>Select Arts and Culture titles in THE 10 series motivate students to explore the canon of fictional literature through the use of summaries and excerpts from magazine and newspaper articles about the books or plays and authors. See examples:</p> <p>THE 10 Best Love Poems (The world renowned love poems are: "The Choice" by Dorothy Parker; "The River-Merchant's Wife: A Letter" by Ezra Pound; "Love's Philosophy" by Shelley; "When You Are Old" by Yeats, "Oranges" by Gary Soto; "Seizure" by Sappho; "Funeral Blues" by WH Auden; "If You Forget Me" by Pablo Neruda; "Sonnet 29" by Shakespeare; "Sonnet 43" by Eliz. Barrett Browning)</p>
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<p>of a text, interact with other characters, and advance the plot or develop the theme.</p>	
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>In every <i>Think Through the Text</i> section of the Teaching Card, teachers model strategies that include identifying and understanding the use of figurative language and connotative meanings. THE 10 Best Love Poems (Teaching Card; mini-lesson on literary vocabulary terms as they are used in context) THE 10 Most Remarkable Writers (Excerpts from writings by: J. K. Rowling, Murasaki Shikibu, Lewis Carroll, Theodor Seuss Geisel, Charles Dickens, Ralph Ellison, Jane Austen, JRR Tolkien, Emily Dickinson and William Shakespeare)</p>
<p>Integration of Knowledge and Ideas 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). 8. (Not applicable to literature) 9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>THE 10 Best Plays (Text compares modern-day movie of Hamlet with traditional play version) THE 10 Best Plays (Play version of <i>Diary of Anne Frank</i> compared to the actual diary) THE 10 Most Remarkable Writers (Teaching Card; radio interview from expert on Murasaki Shikibu)</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature,</p>	<p>THE 10 engages readers in the same strategies that successful readers employ with point-of-use scaffolds and tips. THE 10 is organized into three classroom libraries with suggested grade levels: Library A (Grades 6-7), Library B (Grades 7-8), Library C (Grades 8-9+). Each Library has 3-4 sets of titles presenting low to high text complexity. Lexile levels in Library A range from 840 to 1050. In Library B Lexile levels range from 860-1090. And in Library C Lexile levels</p>

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<p>including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>range from 840 to 1100. Through the use of high interest, engaging topics and inquiry-based learning, students build skills and a desire to read increasingly complex texts.</p>
<p>Reading: Informational Text Key Ideas and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>Every book in THE 10 series is centered on a single main idea and provides photographic and inquiry-based means of investigating the content. The strong graphic features, along with high-interest, appealing content-rich material give students the confidence to fully engage in the program’s language activities. In addition, each Teaching Card includes a <i>Think Through the Text</i> section suggesting ways the teacher can increase student comprehension by modeling strategies expert readers use. See examples: THE 10 Most Remarkable Writers (Teaching Card; Comprehension: Ask Questions) THE 10 Most Decisive Battles On American Soil (Teaching Card; Comprehension: Ask Questions) THE 10 Most Significant Documents in History (Teaching Card; Compare and Contrast) THE 10 Most Essential Natural Resources (Teaching Card; Summarize) THE 10 Most Outrageous Outlaws (Teaching Card; Use a chart to compare the two outlaws) THE 10 Strangest Mysteries (Teaching Card; Make Inferences) THE 10 Most Endangered Animals (Teaching Card; summarize, noting main idea and adding details) THE 10 Most Innovative Bands (Teaching Card; Compare and Contrast) THE 10 Worst Things About the Internet (Teaching Card; Make Inferences) THE 10 Most Memorable Court Cases (Teaching Card; Make Inferences) THE 10 Most Amazing Skyscrapers (Teaching Card; Visualize in order to understand concept)</p> <p>Each Student Card includes a <i>Flag the Book</i> feature posing essential questions to guide the students’ inquiry and encouraging students to flag with sticky notes passages they find intriguing or puzzling. See examples: THE 10 Most Essential Natural Resources (Student Card; How can we work together globally to save natural resources for the future?) THE 10 Most Dangerous Geographic Locations (Student Card; What makes a geographic location dangerous?)</p>

	<p>THE 10 Worst Things about the Internet (Student Card; How do problems associated with the Internet compare to problems with other scientific advances?)</p> <p>THE 10 Most Bizarre Animal Behaviors (Student Card; How do strange behaviors help animals to survive in their environment?)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>In every <i>Think Through the Text</i> section of the Teaching Card, teachers model strategies that include identifying and understanding the use of figurative language and technical vocabulary.</p> <p>THE 10 Most Memorable Speeches in American History (Student Card; figurative language)</p> <p>THE 10 Most Provocative 20th Century Artworks (Teaching Card; analyze figurative language)</p> <p>THE 10 Most Terrifying Experiences (Teaching Card; analyze information, analyze figurative language, note point of view, identify parts of speech)</p> <p>THE 10 Greatest Pop Stars (Teaching Card; analyze dialogue, analyze figurative language)</p> <p>THE 10 Best Love Poems (Teaching Card; figurative language)</p> <p>In the <i>Think Through the Text</i> section of the Teaching Card, teachers model the strategies that expert readers use when they read. This includes determining an author’s point of view and how it is conveyed in the text.</p> <p>THE 10 Most Terrifying Experiences (Teaching Card; understanding point of view)</p> <p>THE 10 Most Daring Escapes (Teaching Card; considering point-of-view of a memoir)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>THE 10 books integrate and reinforce relevant information through the use of powerful photographs, comparative charts and diagrams. Each book centers on one critical question designed to engage students thinking and reading for meaning. Visuals support the text and allow students to see and create mental models as they read.</p> <p>THE 10 has paired various titles with one another in the <i>Read Across Texts</i> feature. This allows students to compare and contrast one author’s presentation with another and for the transference of knowledge across content areas. See examples:</p>

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<p>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>THE 10 Most Outrageous Outlaws and THE 10 Most Outrageous Heists investigate the criminal mind by reading about famous criminals. THE 10 Best Love Poems and THE 10 Most Tragic Romances both explore the power or love. THE 10 Most Defining Moments of the Civil War Era and THE 10 Most Decisive Battles on American Soil investigate turning points on the battlefield. THE 10 Most Inspiring Speeches in World History and THE 10 Most Memorable Speeches in American History explore the impact of inspiring speeches)</p> <p>Seminal U.S. documents of historical and literary significance are analyzed in the World History and U.S. History titles in Library C: THE 10 Most Memorable Speeches in American History (student card: <i>Who Made the Most Memorable Speech</i> chart) THE 10 Most Memorable Speeches in American History (teacher card: <i>Analyzing Historical Moments</i> and <i>Explore Historic Speeches</i>) THE 10 Most Inspiring Speeches in World History (student card: <i>Which Speech had the Greatest Impact?</i> chart)</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>THE 10 has a wide range of titles and topics such as World History, U.S. History, Sports, Geography, Health, Ecology, Literature, Music, Space, Global Warming, Movies and Technology which makes it easy for students to choose books with which they will likely be successful. THE 10 engages readers in the same strategies that successful readers employ with point-of-use scaffolds and tips. THE 10 is organized into three classroom libraries with suggested grade levels: Library A (Grades 6-7), Library B (Grades 7-8), Library C (Grades 8-9+). Each Library has 3-4 sets of titles presenting low to high text complexity. Lexile levels in Library A range from 840 to 1050. In Library B Lexile levels range from 860-1090. And in Library C Lexile levels range from 840 to 1100. Through the use of high interest, engaging topics and inquiry-based learning, students build skills and a desire to read increasingly complex texts. Two features on the Teaching Cards are that promote these skills are: <i>Model Self-Monitoring</i> and <i>Apply Appropriate Strategies</i>. THE Greatest Threats to Earth (Teaching Card; use prior knowledge, note main ideas and details)</p>

	<p>THE Most Extraordinary Cities (Teaching Card; note sequence, ask questions)</p> <p>THE Most Gripping 20th Century War Stories (Teaching Card; use prior knowledge, words in context)</p> <p>THE 10 Funniest People (Teaching Card; speech bubbles and pull quotes, make inferences, content words)</p> <p>THE 10 Most Amazing Skyscrapers (Teaching Card; specialized content words, chart, visualize)</p> <p>THE 10 Worst Natural Disasters (Teaching Card; articles, make inferences, content words)</p> <p>THE 10 Most Memorable Speeches in American History (Teaching Card; use prior knowledge, analyze sources, use context clues)</p> <p>THE 10 Most Amazing Bridges (Teaching Card; look for answers, use prior knowledge, use context clues, use the legend)</p> <p>THE 10 Most Essential Chemical Messengers in the Body (Teaching Card; content words, summarize, newspaper article)</p> <p>THE 10 Most Outrageous Outlaws (Teaching Card; use prior knowledge, understand idioms, use a Venn diagram, evaluate information)</p> <p>THE 10 Most Valuable Elements (Teaching Card; specialized content words, make predictions, comparison chart)</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. Use parallel structure.* Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation.</p>	<p>The “talk curriculum” fostered by THE 10 (<i>see THE 10 Essential Ways to Teach Students with Inquiring Minds</i>, pp. 20-21) encourages rich language exchanges in the classroom. Additionally, the content-rich science, social studies and arts and culture titles offer multiple opportunities for students to interact over engaging topics in these areas through both writing and speaking activities. Research shows that students learn these language skills best when they have compelling reasons – such as the desire to make sense of interesting materials – to use them (p.8). One feature that every title has is <i>What Do you Think?</i> This series of content driven questions comes at the end of every book. It contains thought provoking questions designed to encourage independent thought that is supported by comprehension of the information presented in the title. Also, there are <i>Supporting Questions</i> throughout the texts that provide the same type of discussion. Each Student Card includes a writing opportunity which encourages the proper use of language. Grammar and language conventions are taught and learned through multiple language modalities. See examples: THE 10 Most Valuable Elements (Student Card; students discuss their choice for</p>

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<p>Spell correctly.</p>	<p>most valuable element and determine, through discussion, whether they have sufficient support for their position) THE 10 Most Disastrous Accidents (Teaching Card; students are paired to discuss newspaper articles on recent disasters) THE 10 Most Remarkable American Entrepreneurs (Student Card; write headlines announcing entrepreneur of the year and discuss with classmates whether the headlines are effective) THE 10 Funniest People (Student Card; with a friend, start a Humor Tip Sheet for the class; write and perform a comedy routine) THE 10 Strangest Mysteries (Student Card; share your mystery time line with other students, be prepared to ask and answer questions) THE 10 Most Essential Natural Resources (Teaching Card; class brainstorms list of renewable and non-renewable resources) THE 10 Most Extreme Jobs (Student Card; write essay on most essential extreme job and share with classmate to obtain feedback)</p>
<p>Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	<p>THE 10 books present multiple opportunities that engage students in speaking, writing, reading and listening. The <i>What Do you Think?</i> feature provides content driven questions at the end of every book. The thought provoking questions encourage independent thought that is supported by comprehension of the information presented in the title. <i>Supporting Questions</i> throughout the texts promote discussion. Each Student Card includes an authentic writing opportunity designed to deepen understanding of the content area and further students’ ideas and reflections, demonstrating their mastery of the conventions of language as well as style and tone. See examples: THE 10 Most Extraordinary Medical Conditions (Student Card; survey family) THE 10 Most Amazing Birds (Student Card; presentation on bird most likely to survive change) THE Greatest Threats to Earth (Teaching Card; use prior knowledge, note main ideas and details) THE Most Extraordinary Cities (Teaching Card; note sequence, ask questions) THE Most Gripping 20th Century War Stories (Teaching Card; use prior knowledge, words in context) THE 10 Funniest People (Teaching Card; speech bubbles and pull quotes, make inferences, content words)</p>

	<p>THE 10 Most Amazing Skyscrapers (Teaching Card; specialized content words, chart, visualize)</p> <p>THE 10 Worst Natural Disasters (Teaching Card; articles, make inferences, content words)</p> <p>THE 10 Most Memorable Speeches in American History (Teaching Card; use prior knowledge, analyze sources, use context clues)</p> <p>THE 10 Most Amazing Bridges (Teaching Card; look for answers, use prior knowledge, use context clues, use the legend)</p> <p>THE 10 Most Essential Chemical Messengers in the Body (Teaching Card; content words, summarize, newspaper article)</p> <p>THE 10 Most Outrageous Outlaws (Teaching Card; use prior knowledge, understand idioms, use a Venn diagram, evaluate information)</p> <p>THE 10 Most Valuable Elements (Teaching Card; specialized content words, make predictions, comparison chart)</p> <p>Each book comes with a Classroom Poster which invites students to interact and problem solve with one another as they converse around the topics addressed in the book. The poster guides students to talk and listen in meaningful and constructive ways.</p>
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>Verify the preliminary determination of the meaning of a</p>	<p>English vocabulary knowledge, syntactic skills, and the ability to handle metalinguistic aspects of language are all linked to English reading and writing proficiency. Every Teacher and Student Card in THE 10 includes a Vocabulary section designed to develop knowledge of unknown and multiple-meaning words and to integrate target vocabulary. New vocabulary is acquired by students while reading age appropriate texts. Content area topics present challenging subject specific vocabulary in grade appropriate context in every book. See examples:</p> <p>THE 10 Most Extreme Vacations (Student Card; words with the Greek suffix – phobia)</p> <p>THE 10 Most Memorable Speeches in American History (Student Card; figurative language)</p> <p>THE 10 Most Fascinating Phenomena (Student Card; words from Greek and Latin)</p> <p>THE 10 Most Outstanding American Women (Student Card; words with affixes)</p>

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<p>word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>THE 10 Greatest Spies (Student Card; words with affixes) THE 10 Most Successful Art Forgers (Student Card; words from other languages) THE 10 Greatest Pop Stars (Student Card; words from other languages) THE 10 Most Extreme Fighting Styles (Student Card; word origins) THE 10 Most Wondrous Ancient Sites (Teaching Card; vocabulary lesson on archeological terms); THE 10 Most Essential Chemical Messengers in the Body (Teaching Card; suggestions for biochemistry vocabulary lesson). THE 10 Worst Things About the Internet (Teaching Card; computer crime word map)</p> <p>THE 10 Most Essential Chemical Messengers in the Body (Teaching Card; content words, summarize, newspaper article) THE 10 Most Valuable Elements (Teaching Card; specialized content words, make predictions, comparison chart) THE 10 Most Memorable Speeches in American History (Teaching Card; use prior knowledge, analyze sources, use context clues) THE 10 Greatest Spies (Teaching Card; text-to-world, letter, make inferences, puns) THE 10 Most Outrageous Outlaws (Teaching Card; use prior knowledge, understand idioms, use a Venn diagram, evaluate information)</p>
<p>Writing</p> <p>The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p><i>THE 10 Essential Ways to Teach Students with Inquiring Minds</i> guides teachers in creating a challenging yet risk-free community of learners that provides all students with the opportunity to write for real purposes and for real audiences (pp. 18-19). Each Student Card includes an authentic writing opportunity designed to develop the student’s ability to support claims with relevant evidence and distinguish these from opposing claims. See examples: THE 10 Most Amazing Birds (Student Card; presentation on bird most likely to survive change) THE 10 Greatest American Presidents (Student Card; (write a list of interview questions for potential presidential candidate) THE 10 Greatest Movies from Books (Student Card; (write a letter to a movie director explaining why a book you choose should be made into a movie) THE 10 Mightiest Conquerors (Teaching Card; considering the audience for a</p>

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Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Use precise language and domain-specific vocabulary to manage the complexity of the topic.
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

particular letter)
THE 10 Most Notable Elected Female Leaders (Student Card; (interview questions for elected female leader)
THE 10 Greatest Spies (Student Card; (letter recommending spy for special honor and recognition.)
THE 10 Most Remarkable Writers (Student Card; (write a speech explaining why your choice for number 1 most remarkable writer deserves the award)

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<p>Text Types and Purposes (continued)</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<p>Production and Distribution of Writing</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. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>Teacher-modeled writing is encouraged as well as a five-step writing routine in <i>THE 10 Essential Ways to Teach Students with Inquiring Minds</i> (p.19): 1. Get ideas down 2. Exploratory writing 3. Informal writing 4. First draft writing and 5 Final draft. Both Teaching Cards and Student Cards provide daily writing opportunities for students to develop their writing voice and increase their writing muscle. See examples:</p> <p>THE 10 Most Fascinating Phenomena (Teaching Card; research, collect news)</p> <p>THE 10 Greatest Spies (Teaching Card; research and report)</p> <p>THE 10 Most Revolutionary Inventions (Teaching Card; write essay)</p> <p>THE 10 Most Revolting Parasites (Teaching Card; research and evaluate information)</p> <p>THE 10 Most Remarkable American Entrepreneurs (Teaching Card; research and write profile)</p> <p>THE 10 Best Plays (Teaching Card; research and report)</p>

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<p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>Relevant research is encouraged in the Student Cards through such features as Share/Discuss and in the Teaching Cards through such features as Extend the Meaning See examples:</p> <p>The 10 Most Extraordinary Medical Conditions (Teaching Card; use prior knowledge, research and confirm word origins, change ideas)</p> <p>THE 10 Most Dangerous Geographic Locations (Teaching Card; “The Internet can be a good source for first-person accounts of travel adventures.” Also use of online article)</p> <p>THE 10 Greatest Sports Showdowns (Teaching Card; use prior knowledge, research and confirm word origins)</p> <p>THE 10 Most Notable Elected Female Leaders (Teaching Card; use prior knowledge, research and confirm word origins, focus on text features, evaluate information)</p> <p>THE 10 Greatest Spies (Teaching Card; research and report)</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 tasks, purposes, and audiences.</p> <p>The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</p>	<p><i>THE 10 Essential Ways to Teach Students with Inquiring Minds</i> guides teachers in creating a challenging community of learners that provides all students with the opportunity to write for real purposes and for real audiences (pp. 18-19). Every Student Card includes an authentic writing opportunity designed to deepen understanding of the content area through a range of discipline-specific tasks, purposes, and audiences. These writing assignments range from short assignments (two paragraphs to longer, research based assignments that include reflection and revision. See examples:</p> <p>THE 10 Most Amazing Birds (Student Card; presentation on bird most likely to survive change)</p>

	<p>THE 10 Most Notable Elected Female Leaders (Student Card; (interview questions for elected female leader)</p> <p>THE 10 Greatest Spies (Student Card; (letter recommending spy for special honor and recognition)</p> <p>THE 10 Most Remarkable Writers (Student Card; (write a speech explaining why your choice for number 1 most remarkable writer deserves the award)</p> <p>THE 10 Most Gripping 20th Century War Stories (Student Card; write a book jacket. Use language and examples that will capture the potential reader’s imagination)</p>
<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>2. Integrate multiple sources of information presented in</p>	<p><i>THE 10 Essential Ways to Teach Students with Inquiring Minds</i> encourages students to engage in collaborative conversations about the various topics, concepts and ideas in the subject area. (p.20-21). The classroom poster that is included with every book encourages students to learn on their own, with peers and in small groups. Additionally, the activity at the end of each book <i>What Do You Think?</i> poses thought provoking questions regarding the choices of the top 10 in the content area See examples:</p> <p>THE 10 Worst Things About the Internet (Student Card; write two persuasive paragraphs ranking internet issues, exchange paragraphs with a classmate and discuss differences in your rankings)</p> <p>THE 10 Mightiest Conquerors (Teaching Card; beginning a debate about the legitimate use of military power with a discussion of whether might makes right)</p> <p>THE 10 Greatest Threats to Earth (Student Card; write and deliver a speech urging action against a ecological threat)</p> <p>THE 10 Most Revolutionary Military Inventions (Student Card; choose one military invention that you would eliminate from history, write a persuasive essay about your choice, share the first draft with classmates)</p> <p>THE 10 Greatest Sports Dynasties (Teaching Card; suggests that teachers lead a discussion in which students compare a political dynasty to a sports dynasty)</p> <p>THE 10 Most Important Amendments to the United States Constitution (Student Card; critique a classmate’s letter to the editor honoring the anniversary of an amendment)</p> <p>THE 10 Most Valuable Elements (Student Card; write an article urging people to support your choice for most valuable element, share your article with a partner or group, determine together whether you have enough convincing</p>

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<p>diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>facts)</p> <p>THE 10 Most Memorable Court Cases (Teaching Card; invite student discussion comparing television court dramas to real life)</p> <p>THE 10 Most Memorable Speeches in American History (Teaching Card; have pairs of students discuss the impact of one of the speechmakers)</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>The Classroom Poster invites students to interact and converse as members of a learning community. Students are encouraged to debate, question and provide multiple interpretations in a constructive and meaningful way. Multimedia components and visual displays are encouraged in THE 10 titles and are outlined on the Teacher and Student Cards. See examples:</p> <p>THE 10 Most Outstanding American Women (Student Card; create poster)</p> <p>THE 10 Most Amazing Bridges (Student Card; design model)</p> <p>THE 10 Most Disastrous Accidents (Student Card; create flow chart)</p> <p>THE 10 Most Amazing Skyscrapers (Student Card; design model, create table)</p> <p>THE 10 Greatest Pop Stars (Student Card; create time line, use map)</p> <p>THE 10 Most Outrageous Heists (Student Card; create flowchart)</p> <p>THE 10 Mightiest Rivers (Student Card; use graphic organizer, create poster/model)</p> <p>THE 10 Most Amazing Migrations (Student Card; create chart, map)</p> <p>THE 10 Most Tragic Romances (Student Card; create poster)</p> <p>THE 10 Most Notable Elected Female Leaders (Student Card; create time line)</p> <p>THE 10 Most Incredible Landforms Student Card; create time line, class portfolio)</p> <p>THE 10 Most Daring Escapes (Student Card; use Venn diagram, create poster)</p> <p>THE 10 Most Outstanding American Symbols (Student Card; create flow chart, poster)</p> <p>THE 10 Most Extraordinary Cities (Teaching Card; create brochure, chart)</p> <p>THE 10 Most Destructive Ecosystem Invaders (Teaching Card; construct map)</p> <p>THE 10 Best Animal Helpers (Teaching Card; create brochure, chart)</p> <p>THE 10 Most Memorable TV Moments (Teaching Card; create chart, storyboard)</p> <p>THE 10 Most Intense College Football Rivalries (Teaching Card; create graphic organizer)</p>

