

CORRELATION OF COMPREHENSION CLUBS TO THE COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES 6-8

Common Core State Standard • Grade 7	COMPREHENSION CLUBS • Grade 7
	<p> “Curtis” from <i>Seedfolks</i> Selected Poems from <i>The Rose That Grew From Concrete</i> <i>Somewhere in the Darkness</i> “Bouncing the Grinning Goat” from <i>Guys Read: Other Worlds</i> <i>Jabberwocky</i> <i>Merlin and the Dragons</i> “Not a Fisherman” from <i>Jack Planks Tells Tales</i> <i>Freak the Mighty</i> “As You Like It Soliloquy” from <i>Poetry for Young People: William Shakespeare</i> <i>Ask Me No Questions</i> <i>Oh No! (Or How My Science Project Destroyed the World)</i> “Our Expedition” from <i>Tales From Outer Suburbia</i> “The Pedestrian” from <i>Five Sci-Fi Thrillers</i> “Some Fortunate Future Day” from <i>Steampunk!</i> <i>The Hunger Games</i> <i>The Red Pyramid</i> <i>The Savage Fortress</i> <i>Icefall</i> <i>The Lost Kingdom</i> <i>Catching Fire</i> <i>Gregor the Overlander</i> <i>Fever Crumb</i> <i>The House of Scorpion</i> <i>Crush</i> <i>Al Capone Does My Shirts</i> <i>Accidental Love</i> <i>Drums, Girls, & Dangerous Pie</i> <i>Popular Clone</i> <i>The Mighty Miss Malone</i> <i>Heat</i> <i>The False Prince</i> </p> <p> See the following Teaching Cards for example: <i>Todd’s TV</i>, Challenging Text Features, teachers help students differentiate between literal meaning and satirical meaning. “Some Fortunate Future Day” from <i>Steampunk!</i>, Key Understandings, explore clues throughout the story to foreshadow the ending; Suggested Stopping Points to Invite Thinking <i>Crush</i>, Cite Textual Evidence, Drawing inferences </p>
<p>CCSS.ELA-Literacy.RL.7.2 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.</p>	<p>Each Teaching Card shares the themes/ideas of the book, which tie directly to the Unit Focus, to the Key Understandings and expected learning outcomes of the particular titles, and to additional titles in the unit. IG p. 23, 27. Additionally, each theme-based unit of study is framed around a unifying topic, theme, or genre. IG p. 8-9</p>

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<p>Opportunities for students to analyze the development of these related themes are provided in each Teaching Card. See the following Units of Study that focus on literary text:</p> <p>In Heroes & Monsters, each title shares the same big idea exploring sacrifices that heroes make for good to triumph. Students explore recurring themes such as: struggle between good and evil; fulfilling a quest and noble goals; perseverance and courage; honoring nature and respecting others; and symbols and prophecies. Through their reading about ancient gods, heroes, and monsters they will be able to extrapolate the values portrayed in these fantastic tales. See the following titles:</p> <p>“Bouncing the Grinning Goat” from <i>Guy’s Read: Other Worlds</i> <i>Jabberwocky</i> <i>Merlin and the Dragons</i> “Not a Fisherman” from <i>Jack Planks Tells Tales</i> <i>Freak the Mighty</i> <i>The Red Pyramid</i> <i>The Savage Fortress</i> <i>Icfall</i> <i>The Lost Kingdom</i></p> <p>In Science Fiction, each title explores how writers create fantastic new worlds and explore what the future might bring. Students explore recurring themes such as: technology and its impact on society; abuse of power; fighting for social justice; moral dilemma; and courage and determination against great odds. Through their reading and the worlds and social ills, students are challenged to think more deeply about what they want their future to be. See the following titles:</p> <p><i>Oh No! (Or How My Science Project Destroyed the World)</i> “Our Expedition” from <i>Tales From Outer Suburbia</i> “The Pedestrian” from <i>Five Sci-Fi Thrillers</i> “Some Fortunate Future Day” from <i>Steampunk!</i> <i>The Hunger Games</i> <i>Catching Fire</i> <i>Gregor the Overlander</i> <i>Fever Crumb</i> <i>The House of Scorpion</i></p> <p>In Love & Loyalty, each title explores the way in which someone’s feelings for others have a big impact. Students explore such recurring themes as: love and affection; friendship and respect; conflicting loyalties and resolving conflicts; making choices that affect others; and supporting others. Through their readings students will come to appreciate what it really means to support others in their goals. See the following titles:</p> <p><i>Todd’s TV</i> “Curtis” from <i>Seedfolks</i> Selected Poems from <i>The Rose That Grew From Concrete</i> <i>Somewhere in the Darkness</i> <i>Crush</i></p>	

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<p>Al Capone Does My Shirts Accidental Love Drums, Girls, & Dangerous Pie</p> <p>See the following Teaching Cards for specific examples: “Some Fortunate Future Day” from <i>Steampunk!</i>, Analyze the Text, Theme <i>Mertin and the Dragons</i>, Analyze the Text, Theme <i>Gregor the Overlander</i>, Cite Textual Evidence, Theme of working together <i>The Savage Fortress</i>, Cite Textual Evidence, Themes of death, power and sacrifice <i>Icetail</i>, Cite Textual Evidence, Storytelling theme <i>Woodson</i>, Supporting ELLS, students work with partner to summarize text</p>	<p>CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>
<p>Students explore and analyze the interaction of particular story elements in the following: Ask Me No Questions, Analyze the Text, Character Development “Our Expedition” from <i>Tales From Outer Suburbia</i>, Analyze the Text, Setting “Some Fortunate Future Day” from <i>Steampunk!</i>, Analyze the Text, Character Development Heart, Key Understandings, development of characters; Cite Textual Evidence, descriptive details, Setting The Mighty Miss Malone, Cite Textual Evidence, Character Development Popular Clone, Cite Textual Evidence, Character Development Accidental Love, Cite Textual Evidence, explore character choices that advance plot</p>	<p>CCSS.ELA-Literacy.RL.7.4 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.</p>
<p>Students explore figurative language in a text. See the following: Selected Poems from <i>The Rose That Grew From Concrete</i>, Analyze the Text, Imagery “As You Like It Soliloquy” from <i>Poetry for Young People: William Shakespeare</i>, Analyze the Text, Figurative Language Todd’s TV, Analyze the Text, Use of Satire “Curtis” from <i>Seedfolks</i>, Analyze the Text, Idiomatic Language Oh No! (Or How My Science Project Destroyed the World), Supporting ELLS, explore verbal irony “The Pedestrian” from <i>Five Sci-Fi Thrillers</i>, Analyze the Text, Sensory Language Heart, Key Understandings, explore idioms and similes “Bouncing the Grinning Goat” from <i>Guns Read: Other Worlds</i>, Analyze the Text, Figurative Language “Not a Fisherman” from <i>Jack Planks Tells Tales</i>, Analyze the Text, Style/Language Al Capone Does My Shirts, Key Understandings, author uses simile and hyperbole The House of Scorpion, Key Understandings, author uses figurative language such as simile and personification Catching Fire, Key Understandings, author uses vivid sensory and figurative language to describe events in the book The Lost Kingdom, Key Understandings, author uses vivid words and figurative language to convey setting and action in story</p>	<p>CCSS.ELA-Literacy.RL.7.5 Analyze how a drama’s or poem’s form or</p>

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<p>“As You Like It Soliloquy” from <i>Poetry for Young People: William Shakespeare</i> <i>Martin and the Dragons</i>, Analyze the Text, Organization/Structure <i>The Mighty Miss Malone</i>, Cite Textual Evidence, Repetition Selected Poems from <i>The Rose That Grew From Concrete</i>, Analyze the Text, Structure and Rhythm</p>	<p>structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>
<p>Students explore point of view of different characters and narrators in a text. “Curtis” from <i>Seedfolks</i>, Analyze the Text, First-Person Point of View <i>Freak the Mighty</i>, Analyze the Text, Point of View <i>The Mighty Miss Malone</i>, Key Understandings, first-person narration provides unique perspective <i>Drums, Girls, & Dangerous Pie</i>, Cite Textual Evidence, explore first-person point of view and interactions with other characters <i>The Savage Fortress</i>, Key Understandings, author uses third-person narration to show character growth <i>Crush</i>, Key Understandings, author uses third-person point of view <i>The Red Pyramid</i>, Cite Textual Evidence, details revealed by different points of view <i>Al Capone Does My Shirts</i>, Key Understandings, first-person point of view offers unique perspective on the main character’s experiences <i>Icelfall</i>, Cite Textual Evidence, character growth shown through first-person narration <i>The Lost Kingdom</i>, Cite Textual Evidence, first-person narration <i>Catching Fire</i>, Cite Textual Evidence, character development shown through point of view of main character</p>	<p>CCSS.ELA-Literacy.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>
<p>Students can compare and contrast the following texts with their movie version: <i>The Hunger Games</i> <i>Catching Fire</i> <i>Freak the Mighty</i></p>	<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RL.7.7 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).</p>
<p>Students can compare and contrast the following historical fiction texts with a historical account of the same time period: “Some Fortunate Future Day” from <i>Steampunk!</i>, Challenging Text Features, teachers review Victorian era and technologies to help students grasp historical references in the story <i>Al Capone Does My Shirts</i>, Use Technology, website provided about life on Alcatraz <i>The Mighty Miss Malone</i>, Challenging Text Features, teachers should provide information about books historical context as needed; Use Technology, websites provided about the Great Depression</p>	<p>CCSS.ELA-Literacy.RL.7.9 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>Comprehension Clubs is a carefully selected library of interactive read-aloud anchor texts supported by topically relevant student book club titles, enabling students to do deep cross-textual analysis, to read widely across topics, and to build deep and sustaining background knowledge on developmentally appropriate topics. Comprehension Clubs provides sufficiently complex texts worthy of being read, analyzed, thought about deeply, and discussed. Each reader</p>	<p>Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RL.7.10 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>COMPREHENSION CLUBS • Grade 7</p>	<p>builds a system for processing texts that becomes a network of strategic activities for reading increasingly complex text. IG p. 5</p> <p>Across the year and across the grades, the text become more sophisticated conceptually and linguistically, offering opportunities for students to build vocabulary, expand content and themes, extend knowledge of genre and text structure, offer deeper literary connections, and expand reading power for processing increasingly complex text. Students benefit from experiencing a variety of texts to provide the richest learning opportunities. Each unit of study includes both literary and informational texts, such as sophisticated picture books, short stories, articles, informational texts, chapter books, and novels. IG p. 10-11</p>	<p>Common Core State Standard • Grade 7</p>
<p>Students engage in literal, inferential, and critical thinking through the interactive read-alouds and book club titles in order to comprehend each text. Opportunities for students to ask and answer questions about the text and demonstrate understanding of a text by noting and citing textual evidence are provided for the following informational titles:</p> <p><i>The Camping Trip That Changed America</i> <i>George Washington Carver</i> from <i>Boys Who Rocked the World</i> <i>A Warmer World</i> "Safeguarding the Californian Coast" from <i>Heroes of the Environment</i> <i>Years of Dust</i> <i>Moonbird</i> <i>The Cod's Tale</i> <i>The Chimpanzee's I Love</i> <i>Blizzard of Glass</i> <i>Bill the Boy Wonder</i> <i>Patience Wright, American's First Sculptor and Revolutionary Spy</i> <i>Talkin' About Bessie</i> <i>The Boy Who Harnessed the Wind</i> "Twister Prediction" from <i>Tornado!</i> "I'm Not Dead Yet" from <i>Titanic: Young Survivors</i> <i>Woodson</i> "Shark's Breakfast" from <i>Survival</i> <i>Titanic: Voices from the Disaster</i> <i>The Great Fire</i> <i>Into the Volcano</i> <i>Blizzard!</i> <i>Year of the Jungle</i></p> <p>See the following Teaching Cards for example: "Shark's Breakfast" from <i>Survival</i>, Supporting All Learners, Challenging Text Features, discuss specific actions of character and inferences made in the text <i>Titanic: Voices From the Disaster</i>, Deepen Understanding, students explore inferences from text that reveal characters feelings and emotions <i>The Camping Trip That Changed America</i>, Supporting All Learners, Supporting ELLs, teachers</p>	<p>Reading: Informational Text</p> <p>Key Ideas and Details</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	

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<p>support students as they interpret the stories within the story “Safeguarding the Californian Coast” from <i>Heroes of the Environment</i>, Analyze the Text, Character Development and Motivation, students cite evidence from text to support character description <i>The Cod’s Tale</i>, Read, Cite Textual Evidence, Discuss, teachers guide students to notice and cite examples of how the author uses text features and primary sources to show the importance of cod</p>	<p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>
<p>Each Teaching Card shares the themes/ideas of the book, which tie directly to the Unit Focus, to the Key Understandings and expected learning outcomes of the particular titles, and to additional titles in the unit. IG p. 23, 27. Additionally, each theme-based unit of study is framed around a unifying topic, theme, or genre. IG p. 8-9</p> <p>Opportunities for students to analyze the development of these related themes are provided in each Teaching Card. See the following Units of Study that focus on informational text:</p> <p>In Facing Disaster, each title shares the same central idea exploring how people respond when disaster strikes. Students explore recurring themes such as: coping with the harshness of nature; courage and quick thinking in the face of adversity; teamwork and generosity; and benefiting from knowledge and experience. Opportunities for students to analyze the development of these related themes are provided in each Teaching Card. Through their reading, students will come to appreciate how factors such as teamwork, stamina, quick-thinking, and even luck affect outcomes during a disaster. See the following titles:</p> <p><i>The Boy Who Harnessed the Wind</i> “Twister Prediction” from <i>Tornado!</i> “I’m Not Dead Yet” from <i>Titanic: Young Survivors</i> Woodson, Supporting ELLs, students summarize text “Shark’s Breakfast” from <i>Survival</i> <i>Titanic: Voices from the Disaster</i> <i>The Great Fire</i> <i>Into the Volcano</i> <i>Blizzard!</i></p> <p>In Saving the Planet, each title highlights environmental issues. Students explore recurring themes such as: people and the environment; climate change; learning from history; amazing things animals do; and surviving despite all obstacles. Opportunities for students to analyze the development of these related themes are provided in each Teaching Card. As students learn more about environmental issues, they should recognize that their actions have an impact on others and consider responsible ways to address these concerns. See the following titles:</p> <p><i>The Camping Trip That Changed America</i> “George Washington Carver” from <i>Boys Who Rocked the World</i> A <i>Warmer World</i> “Safeguarding the Californian Coast” from <i>Heroes of the Environment</i> <i>Years of Dust</i></p>	

<p>COMPREHENSION CLUBS • Grade 7</p>	<p><i>Moonbird</i> <i>The Cod's Tale</i> <i>The Chimpanzee's I Love</i> <i>Blizzard of Glass</i></p> <p>In Appearance & Identity, each title focuses on how authors reveal a person's true identity. Students explore recurring themes such as: bullying and peer pressure; self-awareness and self-esteem; showing and getting respect; keeping secrets; and respecting differences. Opportunities for students to analyze the development of these related themes are provided in each Teaching Card. Students may reflect on their own experiences as they explore these stories about people who built their self-confidence. See the following titles:</p> <p><i>Bill the Boy Wonder</i> <i>Patience Wright, American's First Sculptor and Revolutionary Spy</i> <i>Talkin' About Bessie</i></p> <p>See also the following Teaching Cards that specifically address the theme:</p> <p>"I'm Not Dead Yet" from <i>Titanic: Young Survivors</i>, Analyze the Text, Theme <i>The Camping Trip That Changed America</i>, Analyze the Text, Theme</p>	<p>Common Core State Standard • Grade 7</p>
<p>Students explore interactions between individuals, events, or ideas based on specific information in the text in the following Teaching Cards:</p> <p>"I'm Not Dead Yet" from <i>Titanic Young Survivors</i>, Key Understandings, the author combines historical facts, biographical information, and recreated dialogue to help readers connect to the tragedy and the people involved in it.</p> <p><i>The Camping Trip That Changed America</i>, Analyze the Text, students explore how author weaves in the theme of conserving the wilderness for future generations through conversations between Johnnie and Teddie.</p> <p>"George Washington Carver" from <i>Boys Who Rocked the World</i>, Analyze the Text, Character Motivation, students connect characters childhood experiences to his adult life.</p>	<p>Teachers help students explore the meaning of words and phrases used in a text and analyze the impact on meaning and tone. See the following for example:</p> <p>"I'm Not Dead Yet" from <i>Titanic Young Survivors</i>, Supporting All Learners, Challenging Text Features, teachers discuss unfamiliar terms with students.</p> <p><i>The Boy Who Harnessed the Wind</i>, Supporting All Learners, students explore and interpret imagery used in the text; Supporting ELLs, students review and explore similes and metaphors used in the text.</p> <p>"George Washington Carver" from <i>Boys Who Rocked the World</i>, Supporting ELLs, students explore and understand idiomatic phrases.</p> <p>"Twister Prediction" from <i>Tornado!</i>, Challenging Text Features, teachers model how to use context clues to determine meaning of unknown words and scientific terms.</p> <p>"Shark's Breakfast" from <i>Survival</i>, Analyze the Text, Style/Language</p> <p>"Talkin' About Bessie, Analyze the Text, Language/Idioms</p> <p><i>Bill the Boy Wonder</i>, Analyze the Text, Style/Language</p>	<p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>
		<p>CCSS.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>

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<p>Into the Volcano, Challenging Text Features, students use glossary and graphic features to provide scientific explanation of terms and concepts Titanic: Voices From the Disaster, Supporting ELLs, use diagrams and glossary to define unknown terms The Great Fire, Key Understandings, metaphor, personification, and other figurative language helps readers see the fire vividly yet abstractly</p>	<p>CCSS.ELA-Literacy.RI.7.5 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.</p>
<p>Students analyze the structures and organization of the text. See the following for example: <i>Woodson's</i>. Analyze the Text, Organization; Supporting All Learners, teachers guide students to view this memoir as a series of meaningful incidences rather than a series of chronological events. "Shark's Breakfast" from <i>Survival</i>, Analyze the Text, Organization A <i>Warner World</i>, Analyze the Text, Organization; Key Understandings, author uses cause and effect to organize and explain concepts "George Washington Carver" from <i>Boys Who Rocked the World</i>, Suggested Stopping Points to Invite Thinking, students explore how author's text organization and features adds interests and helps readers understand the text. Year of the Jungle, Analyze the Text, Sequence Titanic: Voices From the Disaster, Deepen Understanding, sequence of events "Safeguarding the Californian Coast" from <i>Heroes of the Environment</i>, Author's craft, follows a sequence of events leading up to a climax Talkin' About Bessie, Key Understandings, story presented in chronological order to readers understand Bessie's life from beginning to end</p>	<p>CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>
<p>Students explore author's point of view and purpose in the following: The Boy Who Harnessed the Wind, Analyze the Text, Authors' Purpose; Author's Craft, text written from third-person point of view Bill the Boy Wonder, Analyze the Text, Authors' Purpose "Twister Prediction" from <i>Tornado!</i>, Analyze the Text, Authors' Purpose Years of Dust, Analyze the Text, Authors' Purpose The Chimpantees I Love, Deepen Understanding, Thinking About the Text The Camping Trip That Changed America, Suggested Stopping Points to Invite Thinking A <i>Warner World</i>, Suggested Stopping Point to Invite Thinking "Safeguarding the Californian Coast" from <i>Heroes of the Environment</i>, Suggested Stopping Point to Invite Thinking</p>	<p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RI.7.7 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).</p>
<p>Suggestions are provided on each Book Club Card encouraging students to compare and contrast the text to an audio version. See Streaming Audio options in the following Book Club Cards: Moonbird Titanic: Voices from the Disaster The Great Fire Blizzard! Into the Volcano The Chimpantees I Love</p>	

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<p><i>Blizzard of Glass</i> <i>The Cod's Tale</i></p> <p>Additionally, opportunities for students to access audio or video versions related to texts are provided. See Use Technology in the following Teaching Cards: <i>The Boy Who Harnessed the Wind</i>, website provided for students to watch a short film documentary, "Moving Windmills"; <i>Titanic: Voices From the Disaster</i>, website provided for students to investigate first person accounts and hear survivors in their own words. "Shark's Breakfast" from <i>Survival</i>, website provided invited students to explore the subject and watch video of Great White sharks in action. <i>Years of Dust</i>, website provided with documentaries such as "The Dust Bowl" or "Surviving the Dust Bowl";</p>	<p>CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>
<p>Students trace and evaluate specific claims in a text. See the following: <i>Bill the Boy Wonder</i>, Key Understandings, Author's Note provides detailed explanation of search for the trust and supports his belief that Bill Finger deserved more credit. <i>A Warmer World</i>, Key Understandings, author uses cause and effect to organize and explain concepts about climate change. <i>The Chimpanzee's I Love</i>, Key Understandings, author uses personal experience to inspire others to help wild animals.</p>	<p>CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>
<p>Students can compare and contrast key information and presentation of same topic in the following titles: <i>Titanic: Voices From the Disaster</i> and "I'm Not Dead Yet" from <i>Titanic Young Survivors</i></p>	<p>CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Comprehension Clubs is a carefully selected library of interactive read-aloud anchor texts supported by topically relevant student book club titles, enabling students to do deep cross-textual analysis, to read widely across topics, and to build deep and sustaining background knowledge on developmentally appropriate topics. Comprehension Clubs provides sufficiently complex texts worthy of being read, analyzed, thought about deeply, and discussed. Each reader builds a system for processing texts that becomes a network of strategic activities for reading increasingly complex text. IG p. 5</p> <p>Across the year and across the grades, the text become more sophisticated conceptually and linguistically, offering opportunities for students to build vocabulary, expand content and themes, extend knowledge of genre and text structure, offer deeper literary connections, and expand reading power for processing increasingly complex text. Students benefit from experiencing a variety of texts to provide the richest learning opportunities. Each unit of study includes both literary and informational texts, such as sophisticated picture books, short stories, articles, informational texts, chapter books, and novels. IG p. 10-11</p> <p>Although not specifically addressed, teachers can extend the writing lessons to include grammar</p>	<p>Language</p>

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<p>Conventions of Standard English CCSS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Direct instruction not specified.</p>
<p>CCSS.ELA-Literacy.L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.</p>	<p>Direct instruction not specified.</p>
<p>CCSS.ELA-Literacy.L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p>Direct instruction not specified.</p>
<p>CCSS.ELA-Literacy.L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<p>Direct instruction not specified.</p>
<p>CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</p>	<p>Although not specifically addressed, teachers can extend the writing lessons to include capitalization, punctuation, and spelling.</p>
<p>CCSS.ELA-Literacy.L.7.2a Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p>	<p>Direct instruction not specified.</p>
<p>CCSS.ELA-Literacy.L.7.2b Spell correctly.</p>	<p>Direct instruction not specified.</p>
<p>Knowledge of Language CCSS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Although not specifically addressed, opportunities for students to use their knowledge of language and its conventions are provided throughout Comprehension Clubs in all writing, speaking, reading, and listening activities.</p>
<p>CCSS.ELA-Literacy.L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>Direct instruction not specified.</p>
<p>Vocabulary Acquisition and Use CCSS.ELA-Literacy.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p>	<p>Each Teaching Card provides vocabulary words teachers can use to help students notice and understand specific vocabulary related to the text. Students will encounter Essential Words during the read-aloud, and Related Words for Discussion can be introduced to enhance conversation and understanding of the text. Teachers can model and reinforce how to learn vocabulary from context clues. IG p. 26, 39</p>
<p>CCSS.ELA-Literacy.L.7.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>“Twister Prediction” from <i>Tomadol</i>, Supporting All Learners, teacher model how to use context clues to determine the meaning of unknown words and terms</p>
<p>CCSS.ELA-Literacy.L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>	<p>Direct instruction not specified.</p>
<p>CCSS.ELA-Literacy.L.7.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><i>Into the Volcano</i>, Supporting All Learners, teachers suggest using a glossary to look up unfamiliar terms and revisit graphic features that provide scientific explanations.</p>
<p>CCSS.ELA-Literacy.L.7.4d 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><i>Bill the Boy Wonder</i>, Supporting ELLs, teachers help students with meanings of difficult words and phrases “I’m Not Dead Yet” from <i>Titanic: Young Survivors</i>, Challenging Text Features, teachers help</p>

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<p>students with unfamiliar terms</p>	
<p><i>The Boy Who Harnessed the Wind</i>, Challenging Text Features and Supporting ELLs, teachers help students interpret some imagery and figures of speech “As You Like It Soliloquy” from <i>Poetry for Young People: William Shakespeare</i>, Analyze the Text, Figurative Language <i>Todd’s TV</i>, Analyze the Text, Use of Satire “Curtis” from <i>Seedfolks</i>, Analyze the Text, Idiomatic Language “George Washington Carver” from <i>Boys Who Rocked the World</i>, Supporting ELLs, teachers help students understand idiomatic phrases Selected Poems from <i>The Rose That Grew From Concrete</i>, Challenging Text Features, discuss meaning of idiomatic phrases “Bouncing the Grinning Goat” from <i>Guys Read: Other Worlds</i>, Supporting ELLs, teachers explain idioms <i>Blizzard!</i>, Deepen Understanding, students explore use of personification</p>	<p>CCSS.ELA-Literacy.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p><i>Jabberwocky</i>, Supporting ELLs, teachers help students use context clues to figure out word meaning</p>	<p>CCSS.ELA-Literacy.L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>
<p>Direct instruction not specified.</p>	<p>CCSS.ELA-Literacy.L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>
<p>Direct instruction not specified.</p>	<p>CCSS.ELA-Literacy.L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>
<p>Direct instruction not specified.</p>	<p>CCSS.ELA-Literacy.L.7.6 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>Comprehension Clubs encourages students to write about text, which provides them with the opportunity to absorb content more deeply. It also provides them with an opportunity to evaluate their comprehension and their grasp of the key ideas and understandings. IG p. 27</p> <p>See persuasive writing activities on the following Teaching Cards: Selected Poems from <i>The Rose That Grew From Concrete</i> “Not a Fisherman” from <i>Jack Planks Tells Tales</i> <i>The Camping Trip That Changed America</i> “George Washington Carver” from <i>Boys Who Rocked the World</i> <i>A Warmer World</i> “Safeguarding the Californian Coast” from <i>Heroes of the Environment</i> <i>Bill the Boy Wonder</i> “Talkin’ About Bessie The Hunger Games</p>	<p>Writing Text Types and Purposes CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p>

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<p><i>The Hunger Games</i>, make and argument remembering to consider all perspectives <i>A Warmer World</i>, write personal account from viewpoint of an animal</p>	<p>CCSS.ELA-Literacy.W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p>
<p>“Not a Fisherman” from <i>Jack Planks Tells Tales</i>, include important story details to communicate reasons “George Washington Carver” from <i>Boys Who Rocked the World</i>, support ideas with evidence from text “Talkin’ About Bessie, use important facts and details from text to support</p>	<p>CCSS.ELA-Literacy.W.7.1b 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>Bill the Boy Wonder</i>, refer to quotes used in text describing their feelings</p>	<p>CCSS.ELA-Literacy.W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>
<p>“Safeguarding the Californian Coast” from <i>Heroes of the Environment</i>, develop argument with independent research and evidence from text to support</p>	<p>CCSS.ELA-Literacy.W.7.1d Establish and maintain a formal style.</p>
<p><i>The Camping Trip That Changed America</i>, tell why it is important for wildlife to have protected land</p>	<p>CCSS.ELA-Literacy.W.7.1e Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>See Informational/Expository writing activities on the following Teaching Cards: <i>Year of the Jungle</i> <i>Freak the Mighty</i> <i>Years of Dust</i> <i>Patience Wright, American’s First Sculptor and Revolutionary Spy</i> “Shark’s Breakfast” from <i>Survival</i> <i>The Boy Who Harnessed the Wind</i> “Twister Prediction” from <i>Tornado!</i> <i>Woodson</i></p>	<p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
<p><i>Years of Dust</i>, write an essay explaining impact</p>	<p>CCSS.ELA-Literacy.W.7.2a 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.</p>
<p><i>The Boy Who Harnessed the Wind</i>, focus on the facts <i>Year of the Jungle</i>, describe details</p>	<p>CCSS.ELA-Literacy.W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>
<p><i>Freak the Mighty</i>, compare characters</p>	<p>CCSS.ELA-Literacy.W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>
<p><i>Woodson</i>, choose specific adjectives and phrases to describe “Twister Prediction” from <i>Tornado!</i>, write detailed description</p>	<p>CCSS.ELA-Literacy.W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>

<p>COMPREHENSION CLUBS • Grade 7</p>	<p>CCSS.ELA-Literacy.W.7.2e Establish and maintain a formal style.</p>
<p><i>Patience Wright, American's First Sculptor and Revolutionary Spy</i>, build on information from text to explain reasons to support</p>	<p>CCSS.ELA-Literacy.W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<p>See narrative writing activities on the following Teaching Cards: "I'm Not Dead Yet" from <i>Titanic Young Survivors</i>, students write a narrative about experiences the character's mother might have had, using dialogue, facts and descriptive details. Todd's TV "Curtis" from <i>Seedfolks</i> "Somewhere in the Darkness" "Bouncing the Grinning Goat" from <i>Guy's Read: Other Worlds</i> Jabberwocky <i>Merlin and the Dragons</i> "As You Like It Soliloquy" from <i>Poetry for Young People: William Shakespeare</i> Ask Me No Questions "I'm Not Dead Yet" from <i>Titanic: Young Survivors</i> Oh No! (Or How My Science Project Destroyed the World) "Our Expedition" from <i>Tales From Outer Suburbia</i> "The Pedestrian" from <i>Five Sci-Fi Thrillers</i> "Some Fortunate Future Day" from <i>Steampunk!</i></p>	<p>CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>
<p><i>Merlin and the Dragons</i>, create a written history as if true Oh No! (Or How My Science Project Destroyed the World), write short explanation Somewhere in the Darkness, answer questions from characters perspective Ask Me No Questions, write about favorite scene from characters point of view</p>	<p>CCSS.ELA-Literacy.W.7.3a 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.</p>
<p>"I'm Not Dead Yet" from <i>Titanic: Young Survivors</i>, use descriptive details and create dialogue to describe experiences "Our Expedition" from <i>Tales From Outer Suburbia</i>, extend story using dialogue "Some Fortunate Future Day" from <i>Steampunk!</i>, write journal entry</p>	<p>CCSS.ELA-Literacy.W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>
<p>Direct instruction not specified.</p>	<p>CCSS.ELA-Literacy.W.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>
<p><i>Jabberwocky</i>, write a poem using words from text "As You Like It Soliloquy" from <i>Poetry for Young People: William Shakespeare</i>, rewrite text in modern day language</p>	<p>CCSS.ELA-Literacy.W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>
<p>"Curtis" from <i>Seedfolks</i>, write next chapter of story</p>	<p>CCSS.ELA-Literacy.W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>

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<p>Students become more adept with a variety of writing tasks, including creating imaginative narratives and cogent essays. Students take pride in the presentation of their written work, which may incorporate either hand-drawn or computer-generated graphics. IG p. 57</p>	<p>Production and Distribution of Writing CCSS.ELA-Literacy.W.7.4 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>Direct instruction not specified.</p>	<p>CCSS.ELA-Literacy.W.7.5 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>As time as resources permit, teacher encourage students to integrate technology to create writing they want to share with others. IG p. 54</p>	<p>CCSS.ELA-Literacy.W.7.6 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>Direct instruction not specified.</p>	<p>Research to Build and Present Knowledge CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
<p>Direct instruction not specified.</p>	<p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p>Direct instruction not specified.</p>	<p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>Direct instruction not specified.</p>	<p>CCSS.ELA-Literacy.W.7.9a 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>Direct instruction not specified.</p>	<p>CCSS.ELA-Literacy.W.7.9b 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>Every Teaching Card offer prompts and suggestions to encourage students to share their thinking through both talking and writing. Every Read-Aloud Teaching Card includes an option for responding to a text in a thoughtful and creative way. Teachers offer students the opportunity to work individually or in groups to experience writing in a variety of formats. Additionally, teachers should allow time for students to write and reflect in their Reader’s Notebooks. These notebooks are invaluable for helping students record their evolving thinking about a text, both before and after they meet to discuss the text with their groups. Prompts on the Book Club Teaching Cards may be used to help students focus their analysis of the book. IG p. 54-55</p> <p>The Reader’s Notebook also helps students organize their thinking and become more analytical as they refine their original ideas. Students can use Reader’s Notebooks during Book Clubs to help them record their thinking or to remember some of their fellow club members’ most</p>	<p>Range of Writing CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<p>interesting ideas about the book under discussion. IG p. 42-43</p>	<p>During the Read-Aloud, teachers use the Stopping Points and Prompts to invite students to share thinking. Students can talk with partners or share whole group comments. Teachers help students learn to use active listening and natural turn taking to encourage peer-to-peer talk. IG p. 24</p>
<p>Speaking and Listening CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Teachers remind students to come to book club discussions prepared by recording their questions, observations, and ideas and citing textual evidence in their readers' notebooks. IG p. 16</p>
<p>CCSS.ELA-Literacy.SL.7.1a 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.</p> <p>CCSS.ELA-Literacy.SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>CCSS.ELA-Literacy.SL.7.1c 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.</p> <p>CCSS.ELA-Literacy.SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>Specific guidelines are shared to help students develop real conversational turn-taking that encourages peer-to-peer talk. IG p. 25</p> <p>During the interactive read-aloud, teachers use the Suggested Stopping Points to Invite Thinking to elicit students' analysis and require students to cite textual evidence to support understanding. Teachers can record students' thoughts, ideas, and questions on chart paper or available technology to help focus the discussions. IG p. 26</p> <p>Direct instruction not specified.</p>
<p>CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>Presentation of Knowledge and Ideas CCSS.ELA-Literacy.SL.7.4 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>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>Teachers can choose to end the round of books clubs with a unit theme project. These projects invite the students to continue the conversation about the books, as well as demonstrate what they have learned from exploring the theme or unit of study. Collaborative projects provide an additional layer of meaning and support. IG p. 80.</p> <p>Direct instruction not specified.</p>
<p>CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Teachers can invite students to present their unit projects in another format or medium. IG p. 80. Grade 7 Unit Project options include the following: book trailer, poetry anthology, visual interpretation, social media profile, movie pitch, hero's journey, op-ed page, investigative report, interview questions, resume, ad campaign, debate, biographical podcasts, interpret mood through art, in-depth comparison, writing style, Dystopia vs. Utopia, Believe It or Not. IG p. 88-93</p> <p>Direct instruction not specified.</p>