

**CORRELATION OF COMPREHENSION CLUBS® TO THE  
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES K-5**

**Common Core State Standards**

**Comprehension Clubs®**

**Kindergarten**

<p><b>Reading: Literature</b> <b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. With prompting and support, ask and answer questions about key details in a text.</li> <li>2. With prompting and support, retell familiar stories, including key details.</li> <li>3. With prompting and support, identify characters, settings, and major events in a story.</li> </ol>	<p><i>Comprehension Clubs</i> provides classrooms with engaging, authentic literature that offers a rich array of fiction. Each lesson card with the Read Aloud and Book Club titles provides questions targeting key details in the text. The Read Aloud cards include a Key Understandings and an Analyze the Text feature that prompts teachers to help students notice and cite textual details in the text. The Book Club cards contain a Developing Comprehension feature that encourages students to follow multiple events in a story, to track the plot and to notice and remember important key details in the story. In both lesson cards students are invited to reflect on the meaning of the text and to share details that they absorbed about the text.</p> <p>Many <i>Comprehension Clubs</i> titles lend themselves to age appropriate retelling of familiar classics such as:</p> <p><u>Chicken Little</u> <u>The Three Bears</u> <u>Goldilocks and the Three Bears</u></p> <p>The analytical talk that book clubs make possible fosters deep, multi-faceted comprehension during which time students analyze character, plot, setting, theme of the text.</p>
<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Ask and answer questions about unknown words in a text.</li> <li>5. Recognize common types of texts (e.g., storybooks, poems).</li> <li>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> </ol>	<p>The <i>Comprehension Clubs</i> lesson cards contain a Vocabulary section that lists essential words and related words for discussion.</p> <p>Both the interactive Read-Aloud books and Book Club titles are organized around a six-strand unit of study matrix that showcases texts that vary by theme, topic, and genre. Each lesson card lists the Genre/Text Type and the Book Themes/Ideas.</p> <p>Theme: Folklore and Literary Tradition, Topic: Telling Tales:</p> <p><u>Chicken Little</u> <u>The Three Bears</u> <u>This is the House that Jack Built</u> <u>The Little Red Hen</u> <u>The Mitten</u> <u>Goldilocks and the Three Bears</u> <u>Jack's House</u> <u>The Three Billy Goats Gruff</u></p> <p>Community: Being a Friend <u>Yo!, Yes?</u> <u>My Friend is Sad</u> <u>Not Norman: A Goldfish Story</u></p>

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	<p><u>Chester’s Way</u>  <u>Knuffle Bunny Too</u>  <u>My Friends</u>  <u>Lost and Found</u>  <u>Margaret and Margarita/Margaita y Margaret (BIL)</u>  <u>Just a Little Bit</u></p> <p>Other Themes and Topics include:  A Sense of Self: Feelings  Inspired by True Stories: Jobs, Jobs, Jobs  Genre Study: Concept Books</p> <p>The lesson cards for Read-Aloud and Book Clubs have sections describing the Author’s Craft and an About the Author section that the teacher shares with the students.</p>
<p><b>Integration of Knowledge and Ideas</b>  7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  8. (Not applicable to literature)  9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>The Book Club Read Aloud Teaching Cards contain a Citing Textual Evidence section that prompts students to integrate information through various graphic styles and formats. Students are encouraged to use Post-it Notes to mark pages where he or she notices something about one of the characters or certain details or illustrations.</p>
<p><b>Range of Reading and Level of Text Complexity</b>  10. Actively engage in group reading activities with purpose and understanding.</p>	<p><i>Comprehension Clubs</i> addresses the specific goal of building knowledge, enlarging experience and broadening world views. <i>Comprehension Clubs</i> offers students an engaging, authentic literature collection that is organized around six strands that work together in an upward spiral across the grades to build essential understandings about themes, topics, genres, and text types. There are six <i>Units of Study</i> per grade, each offering an in-depth exploration of a specific topic— with ample opportunities for discussion and writing in response to the texts.</p> <p>The <i>Comprehension Club</i> Read-Aloud texts provide an ideal instructional context for studying topics, themes, genre, text types, text features, and literary elements. Teachers are able to stop and address these aspects of text as well as demonstrate close reading, finding and citing textual evidence. The Book Club discussions work to further reinforce what students learn through the interactive read aloud, deepening student knowledge as they think and talk with their peers. The learning is generative. Students learn a way of looking at and thinking about texts. They become more observant and analytical noticing the text characteristics unique to a particular genre or the way in which authors use language to craft text or the ways in which graphics enhance the book.</p>
<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b></p>	<p><i>Comprehension Clubs</i> provides classrooms with engaging texts that offer a broad array of informational topics. Each lesson card with the Read Aloud and Book Club titles</p>

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<p>1. With prompting and support, ask and answer questions about key details in a text.</p> <p>2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>provides questions targeting key details in the text. The Read Aloud cards include a Key Understandings and an Analyze the Text feature that prompts teachers to help students notice and cite textual details in the text. The Book Club cards contain a Developing Comprehension feature that encourages students to follow main topic in a text and to notice and remember important key details in the story. In both lesson cards students are invited to reflect on the meaning of the text and to share details that they absorbed about the text.</p> <p>Many <i>Comprehension Clubs</i> titles describe the connection between ideas and pieces of information such as:</p> <p><u><a href="#">Flip, Float, Fly: Seeds on the Move</a></u>  <u><a href="#">A Dandelion’s Life</a></u>  <u><a href="#">From Seed to Dandelion</a></u>  <u><a href="#">Flower Garden</a></u>  <u><a href="#">From Bulb to Daffodil</a></u></p> <p>The analytical talk that book clubs make possible fosters deep, multi-faceted comprehension during which time students analyze connections between ideas and information in the text.</p>
<p><b>Craft and Structure</b></p> <p>4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>5. Identify the front cover, back cover, and title page of a book.</p> <p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>The <i>Comprehension Clubs</i> lesson cards contain a Vocabulary section that lists essential words and related words for discussion.</p> <p>In the <i>Comprehension Clubs</i> teaching guide, teachers are prompted to hold up each book, display the cover and provide a brief synopsis of the book.</p> <p>The lesson cards for Read-Aloud and Book Clubs have sections describing the Author’s Craft and an About the Author section that the teacher shares with the students.</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>The Book Club Read Aloud Teaching Cards contain a Citing Textual Evidence section that prompts students to integrate information through various graphic styles and formats. Students are encouraged to use Post-it Notes to mark pages where he or she notices certain details or illustrations.</p> <p>Both the interactive read aloud books and book club titles are organized around a six-strand unit of study matrix that showcases texts that vary by theme, topic, and genre. The interactive read aloud provides an instructional context for studying topics, themes, genre, text types, text features, and literary elements. Teachers are encouraged to stop and address these aspects of text as well as demonstrate close reading, finding and citing textual evidence, and engaging in the deep and thoughtful analysis of text.</p> <p>Each lesson card lists the Genre/Text Type and the Book Themes/Ideas.</p> <p>Titles with same topic: Living Things</p> <p><u><a href="#">Are Trees Alive?</a></u>  <u><a href="#">The Surprise Garden</a></u>  <u><a href="#">Up, Down and Around</a></u></p>

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	<p><u>Flip, Float, Fly: Seeds on the Move</u>  <u>A Dandelion’s Life</u>  <u>From Seed to Dandelion</u>  <u>Flower Garden</u>  <u>From Bulb to Daffodil</u>  <u>Wonderful Worms</u></p>
<p><b>Range of Reading and Level of Text Complexity</b>  10. Actively engage in group reading activities with purpose and understanding.</p>	<p>The Comprehension Club Read-Aloud program is an ideal instructional context for studying topics, themes, genre, text types, text features, and literary elements. Teachers are able to stop and address these aspects of text as well as demonstrate close reading, finding and citing textual evidence. The Book Club discussions work to further reinforce what students learn through the interactive read aloud, deepening student knowledge as they think and talk with their peers. The learning is generative. Students learn a way of looking at and thinking about texts. They become more observant and analytical noticing the text characteristics unique to a particular genre or the ways in which graphics enhance the accessibility of technical information in a nonfiction text.</p>
<p><b>Reading: Foundational Skills</b>  <b>Print Concepts</b>  1. Demonstrate understanding of the organization and basic features of print.  Follow words from left to right, top to bottom, and page by page.  Recognize that spoken words are represented in written language by specific sequences of letters.  Understand that words are separated by spaces in print.  Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p><i>Comprehension Clubs</i> provides high quality age and grade appropriate texts that reinforce print concepts. As they read, students recognize letters, words, punctuation, format, and text structures.</p>
<p><b>Phonological Awareness</b>  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Recognize and produce rhyming words.  Count, pronounce, blend, and segment syllables in spoken words.  Blend and segment onsets and rimes of single-syllable spoken words.  Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)  Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>All texts in <i>Comprehension Clubs</i> share certain essential reading components. Readers must solve the words, recognize how the text is organized (the text structure), make sense of the sentences and paragraphs (language structure), and understand what they are reading.</p>

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<p><b>Phonics and Word Recognition</b>          3. Know and apply grade-level phonics and word analysis skills in decoding words.          Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.          Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.          Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).          Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>In the <i>Comprehension Clubs</i> teaching guide section, Thinking Within the Text, teachers are reminded that thinking within the text includes the strategic actions readers use to process the text and gain a satisfactory literal meaning of the text. Text matters and readers need to account for the facts in an informational text. It’s from this base that readers are able to extend and refine their understanding. When readers think within the text, they gather basic information from the text and determine its basic meaning. To do so, readers must process the text by: Solving Words Decoding words and using word meaning and what they know about language.</p>
<p><b>Fluency</b>          4. Read emergent-reader texts with purpose and understanding.</p>	<p><i>Comprehension Clubs</i> offers students an engaging, authentic literature collection, fiction and informational, that is organized around six strands that work together in an upward spiral across the grades to build essential understandings about themes, topics, genres, and text types. There are six <i>Units of Study</i> per grade, each offering an in-depth exploration of a specific topic— with ample opportunities for discussion and writing in response to the texts.</p> <p>The teaching guide prompts teachers to assist students in processing the text by adjusting fluency: Adjusting reading speed and technique according to the type of text and purpose for reading and by Maintaining Fluency by integrating multiple sources of information in a seamless flow that enables expressive, correctly phrased reading.</p> <p><i>Comprehension Clubs</i> has Books on Tape available to teachers.</p> <p>In this way, they learn about fluency, expression, and reading at an appropriate rate. Fluency and pace affect comprehension.</p>
<p><b>Language</b>  <b>Conventions of Standard English</b>          1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.          Print many upper- and lowercase letters.          Use frequently occurring nouns and verbs.          Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).          Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).          Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).          Produce and expand complete sentences in shared language activities.          2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.          Capitalize the first word in a sentence and the pronoun I.</p>	<p>All texts in <i>Comprehension Clubs</i> share certain essential reading components. Readers must solve the words, recognize how the text is organized (the text structure), make sense of the sentences and paragraphs (language structure), and understand what they are reading.</p> <p><i>Comprehension Clubs</i> has Books on Tape available to teachers.</p> <p>Struggling readers and English Language Learners need help with fluency and comprehension as well as building their confidence to handle both. One of the most effective ways to help is to invite them to read along with an audio tape of the book. In this way, they learn about fluency, expression, and reading at an appropriate rate. They also learn about the role of punctuation and how the various punctuation marks they encounter while reading affect their reading style and pace. Fluency and pace affect comprehension.</p>

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<p>Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	
<p><b>Vocabulary Acquisition and Use</b> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>The <i>Comprehension Clubs</i> lesson cards contain a Vocabulary section that lists essential words and related words for discussion. Thinking within the text during the interactive read-aloud is an effective structure in which to explore academic vocabulary. During interactive read aloud students are encouraged to use suitable words when talking about a text.</p>
<p><b>Writing</b> <b>Text Types and Purposes</b> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>In Book Clubs, students are in charge of their own thinking and writing. They have a chance to share what they think within, beyond, and about a text, in written form in their Reader’s Notebook. In their Reader’s Notebooks, students list questions, opinions and textural evidence to support their opinions. Students record their information in the three-part thinking frame: within the text, beyond the text, and about the text In the Read-Aloud texts there is a Write and Respond section that provides writing and drawing activities. The <i>Comprehension Clubs</i> program uses reading and writing as mutually supportive, integrated language processes and students learn to process fiction and informational text across a broad range of text types.</p>

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<p><b>Production and Distribution of Writing</b>                  4. (Begins in grade 3)                  5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.                  6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>The Reader’s Notebook process provides for the assessment and evaluation of written responses. The notebook also helps them organize their thinking and become more analytical as they can revisit their thinking and extend and refine their original ideas. Teachers model, discuss and provide practice for a more in-depth written response. See pp. XX for rubrics teachers can use to evaluate various aspects of their students’ response to their reader’s notebooks.</p>
<p><b>Research to Build and Present Knowledge</b>                  7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).                  8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                  9. (Begins in grade 4)</p>	<p>The Additional Resources section of the Read-Aloud lesson cards refers students to a website that promotes further research.                  The Connect to Book Club Books section in the Read-Aloud lesson cards encourages students to explore connections between similar books.</p>
<p><b>Range of Writing</b>                  10. (Begins in grade 3)</p>	
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b>                  1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.                  Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).                  Continue a conversation through multiple exchanges.                  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.                  3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  <b>Presentation of Knowledge and Ideas</b>                  4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.                  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.                  6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>In Book Clubs, students are in charge of their own thinking and talking. They have a chance to share what they think within, beyond, and about a text, and their talk, coupled with their reader’s notebook, bolsters their awareness of their own development as a proficient reader.                  Suggested Stopping Points in the Read-Aloud lesson card allows for group and partner discussions regarding key points in the book.                  In the teaching guide, teachers are asked to focus on Effective Text Talk. This is a result of the many deep conversations about books that the students have enjoyed during the interactive read aloud and thus they know what effective text talk feels like and sounds like. The conversation is anchored on the particular texts being discussed and the reader’s personal response. Club members listen actively and carefully to one another, ask one another questions to clarify or extend the meaning they are sharing. Students are instructed to stay on a topic long enough to gain depth and get several perspectives. Students learn how to disagree respectfully; constructive disagreement is valued rather than avoided. Book Clubs promote fluid discussion and a flexible search for meaning. During interactive read aloud students are encouraged to listen actively and respect others’ ideas.</p>

Grade 1

<p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>          1. Ask and answer questions about key details in a text.          2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.          3. Describe characters, settings, and major events in a story, using key details.</p>	<p><i>Comprehension Clubs</i> provides classrooms with engaging, authentic literature that offers a rich array of fiction. Each lesson card with the Read Aloud and Book Club titles provides questions targeting key details in the text. The Read Aloud cards include a Key Understandings and an Analyze the Text feature that prompts teachers to help students notice and cite textual details in the text. The Book Club cards contain a Developing Comprehension feature that encourages students to follow multiple events in a story, to track the plot and to notice and remember important key details in the story. In both lesson cards students are invited to reflect on the meaning of the text and to share details that they absorbed about the text.</p> <p>Many <i>Comprehension Clubs</i> titles lend themselves to age appropriate retelling of stories such as:</p> <p><u>The Little Red Ant and the Great Big Crumb</u>  <u>The Little Boy Who Cried Wolf / El pastorcito mentiroso (BIL)</u>  <u>The Rabbit and the Turtle</u>  <u>The Hatseller and the Monkeys</u>  <u>Anansi the Spider</u>  <u>Stone Soup</u>  <u>City Mouse-Country Mouse and Two More Tales From Aesop</u>  <u>Bat's Big Game</u>  <u>Red Riding Hood</u></p> <p>The analytical talk that book clubs make possible fosters deep, multi-faceted comprehension during which time students analyze character, plot, setting and major events in the story.</p>
<p><b>Craft and Structure</b>          4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.          5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.          6. Identify who is telling the story at various points in a text.</p>	<p>The <i>Comprehension Clubs</i> lesson cards contain a Vocabulary section that lists essential words and related words for discussion. Books with the <i>Family and Me</i> theme contain words and phrases that suggest feelings such as:</p> <p><u>You and Me Together</u>  <u>Daddy Calls Me Man</u>  <u>Bunny Cakes</u>  <u>Relatives Came, The</u>  <u>Chair for My Mother, A</u>  <u>Families are Different</u></p> <p>Both the interactive Read-Aloud books and Book Club titles are organized around a six-strand unit of study matrix that showcases books that tell stories and informational texts that vary by theme, topic, and genre. Each lesson card lists the Genre/Text Type and the Book Themes/Ideas. For example books that tell stories:</p> <p><u>The Little Red Ant and the Great Big Crumb</u>  <u>The Little Boy Who Cried Wolf / El pastorcito mentiroso (BIL)</u>  <u>The Rabbit and the Turtle</u></p>

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	<p><u>The Hatseller and the Monkeys</u>  <u>Anansi the Spider</u>  <u>Stone Soup</u>  <u>City Mouse-Country Mouse and Two More Tales From Aesop</u>  <u>Bat's Big Game</u>  <u>Red Riding Hood</u>                      Examples of informational texts:  <u>Animal Action, ABC</u>  <u>The Busy Body Book</u>  <u>Healthy Me (Now I Know)</u>  <u>Let's Talk Tae Kwon Do (Scholastic News Nonfiction Readers: Sports)</u>                      The lesson cards for Read-Aloud and Book Clubs have sections describing the Author's Craft and an About the Author section that the teacher shares with the students.</p>
<p><b>Integration of Knowledge and Ideas</b>                      7. Use illustrations and details in a story to describe its characters, setting, or events.                      8. (Not applicable to literature)                      9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>The Book Club Read Aloud Teaching Cards contain a Citing Textual Evidence section that prompts students to integrate information through various graphic styles and formats. Students are encouraged to use Post-it Notes to mark pages where he or she notices something about one of the characters or certain details or illustrations.</p>
<p><b>Range of Reading and Level of Text Complexity</b>                      10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p><i>Comprehension Clubs</i> offers students an engaging, authentic literature collection that is organized around six strands that work together in an upward spiral across the grades to build essential understandings about themes, topics, genres, and text types. Students read a variety of prose of appropriate complexity for grade 1. For example:  <u>The Little Red Ant and the Great Big Crumb</u>  <u>The Little Boy Who Cried Wolf / El pastorcito mentiroso (BIL)</u>  <u>The Rabbit and the Turtle</u>  <u>The Hatseller and the Monkeys</u>  <u>Anansi the Spider</u>  <u>Stone Soup</u>  <u>City Mouse-Country Mouse and Two More Tales From Aesop</u>  <u>Bat's Big Game</u>  <u>Red Riding Hood</u></p>
<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>                      1. Ask and answer questions about key details in a text.                      2. Identify the main topic and retell key details of a text.                      3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><i>Comprehension Clubs</i> provides classrooms with engaging texts that offer a broad array of informational topics. Each lesson card with the Read Aloud and Book Club titles provides questions targeting key details in the text. The Read Aloud cards include a Key Understandings and an Analyze the Text feature that prompts teachers to help students notice and cite textual details in the text. The Book Club cards contain a Developing Comprehension feature that encourages students to follow main topic in a text and to notice and remember important key details in the story. In both lesson cards students are</p>

Grade 1

	<p>invited to reflect on the meaning of the text and to share details that they absorbed about the text.</p> <p>Many <i>Comprehension Clubs</i> titles describe the connection between ideas and pieces of information such as:</p> <p><u>The Busy Body Book</u>  <u>Healthy Me (Now I Know)</u>  <u>Eating the Alphabet</u>  <u>Growing Vegetable Soup</u></p> <p>The analytical talk that book clubs make possible fosters deep, multi-faceted comprehension during which time students analyze connections between ideas and information in the text.</p>
<p><b>Craft and Structure</b></p> <p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>The <i>Comprehension Clubs</i> lesson cards contain a Vocabulary section that lists essential words and related words for discussion.</p> <p>In the teaching guides, students are encouraged to use Post-it Notes to mark pages where he or she notices certain textual details or illustrations.</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>7. Use the illustrations and details in a text to describe its key ideas.</p> <p>8. Identify the reasons an author gives to support points in a text.</p> <p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>The Book Club Read Aloud Teaching Cards contain a Citing Textual Evidence section that prompts students to integrate information through various graphic styles and formats. Students are encouraged to use Post-it Notes to mark pages where he or she notices certain details or illustrations.</p> <p>Both the interactive read aloud books and book club titles are organized around a six-strand unit of study matrix that showcases texts that vary by theme, topic, and genre. Each lesson card lists the Genre/Text Type and the Book Themes/Ideas.</p> <p>Titles with same topic: Strong and Healthy</p> <p><u>The Busy Body Book</u>  <u>Healthy Me (Now I Know)</u>  <u>Eating the Alphabet</u>  <u>Growing Vegetable Soup</u></p> <p>Topic: Family and Me  <u>You and Me Together</u>  <u>Daddy Calls Me Man</u>  <u>Bunny Cakes</u>  <u>Relatives Came, The</u>  <u>Chair for My Mother, A</u>  <u>Families are Different</u></p>

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	<p>The interactive read aloud provides an instructional context for studying topics, themes, genre, text types, text features, and literary elements. Teachers are encouraged to stop and address these aspects of text as well as demonstrate close reading, finding and citing textual evidence, and engaging in the deep and thoughtful analysis of text.</p>
<p><b>Range of Reading and Level of Text Complexity</b>          10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p><i>Comprehension Clubs</i> offers students a broad variety of informational texts that are organized around six strands that work together in an upward spiral across the grades to build essential understandings about themes, topics, genres, and text types. Students read a variety of informational texts of appropriate complexity for grade 1. For example:  <u>The Busy Body Book</u>  <u>Healthy Me (Now I Know)</u>  <u>Eating the Alphabet</u>  <u>Growing Vegetable Soup</u>  <u>A Color of His Own.</u></p>
<p><b>Reading: Foundational Skills</b>  <b>Print Concepts</b>          1. Demonstrate understanding of the organization and basic features of print.          Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p><i>Comprehension Clubs</i> provides high quality age and grade appropriate texts that reinforce print concepts. As they read, students recognize capitalization, words, punctuation, format, and text structures.</p>
<p><b>Phonological Awareness</b>          2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).          Distinguish long from short vowel sounds in spoken single-syllable words.          Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.          Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.          Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>All texts in <i>Comprehension Clubs</i> share certain essential reading components. Readers must solve the words, recognize how the text is organized (the text structure), make sense of the sentences and paragraphs (language structure), and understand what they are reading.</p>
<p><b>Phonics and Word Recognition</b>          3. Know and apply grade-level phonics and word analysis skills in decoding words.          Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).          Decode regularly spelled one-syllable words.          Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>In the <i>Comprehension Clubs</i> teaching guide section, Thinking Within the Text, teachers are reminded that thinking within the text includes the strategic actions readers use to process the text and gain a satisfactory literal meaning of the text. Text matters and readers need to account for the facts in an informational text. It's from this base that readers are able to extend and refine their understanding. When readers think within the text, they gather basic information from the text and determine its basic meaning. To do so, readers must process the text by: Solving Words Decoding words and using word</p>

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**Grade 1**

<p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.          Decode two-syllable words following basic patterns by breaking the words into syllables.          Read words with inflectional endings.          Recognize and read grade-appropriate irregularly spelled words.</p>	<p>meaning and what they know about language.</p>
<p><b>Fluency</b>          4. Read with sufficient accuracy and fluency to support comprehension.          Read grade-level text with purpose and understanding.          Read grade-level text orally with accuracy, appropriate rate, and expression.          Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><i>Comprehension Clubs</i> offers students an engaging, authentic literature collection, fiction and informational, that is organized around six strands that work together in an upward spiral across the grades to build essential understandings about themes, topics, genres, and text types. There are six <i>Units of Study</i> per grade, each offering an in-depth exploration of a specific topic— with ample opportunities for discussion and writing in response to the texts.          The teaching guide prompts teachers to assist students in processing the text by adjusting fluency: Adjusting reading speed and technique according to the type of text and purpose for reading and by Maintaining Fluency by integrating multiple sources of information in a seamless flow that enables expressive, correctly phrased reading.  <i>Comprehension Clubs</i> has Books on Tape available to teachers.,          In this way, they learn about fluency, expression, and reading at an appropriate rate.          Fluency and pace affect comprehension.</p>
<p><b>Language</b>  <b>Conventions of Standard English</b>          1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.          Print all upper- and lowercase letters.          Use common, proper, and possessive nouns.          Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).          Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).          Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).          Use frequently occurring adjectives.          Use frequently occurring conjunctions (e.g., and, but, or, so, because).          Use determiners (e.g., articles, demonstratives).          Use frequently occurring prepositions (e.g., during, beyond, toward).          Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.          2. Demonstrate command of the conventions of standard English</p>	<p>All texts in <i>Comprehension Clubs</i> share certain essential reading components. Readers must solve the words, recognize how the text is organized (the text structure), make sense of the sentences and paragraphs (language structure), and understand what they are reading.  <i>Comprehension Clubs</i> has Books on Tape available to teachers.,          Struggling readers and English Language Learners need help with fluency and comprehension as well as building their confidence to handle both. One of the most effective ways to help is to invite them to read along with an audio tape of the book. In this way, they learn about fluency, expression, and reading at an appropriate rate. They also learn about the role of punctuation and how the various punctuation marks they encounter while reading affect their reading style and pace. Fluency and pace affect comprehension.</p>

Grade 1

<p>capitalization, punctuation, and spelling when writing.                  Capitalize dates and names of people.                  Use end punctuation for sentences.                  Use commas in dates and to separate single words in a series.                  Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.                  Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	
<p><b>Knowledge of Language</b>                  3. (Begins in grade 2)</p>	
<p><b>Vocabulary Acquisition and Use</b>                  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.                  Use sentence-level context as a clue to the meaning of a word or phrase.                  Use frequently occurring affixes as a clue to the meaning of a word.                  Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).                  5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.                  Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.                  Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).                  Identify real-life connections between words and their use (e.g., note places at home that are cozy).                  Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.                  6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).</p>	<p>The <i>Comprehension Clubs</i> lesson cards contain a Vocabulary section that lists essential words and related words for discussion.                  Thinking within the text during the interactive read-aloud is an effective structure in which to explore academic vocabulary. During interactive read aloud students are encouraged to use suitable words when talking about a text.</p>
<p><b>Writing</b>  <b>Text Types and Purposes</b>                  1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>In Book Clubs, students are in charge of their own thinking and writing. They have a chance to share what they think within, beyond, and about a text, in written form in their Reader’s Notebook. In their Reader’s Notebooks, students list questions, opinions and textual evidence to support their opinions. Students record their information in the three-part thinking frame: within the text, beyond the text, and about the text. In the</p>

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**Grade 1**

<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Read-Aloud texts there is a Write and Respond section that provides writing and drawing activities.</p> <p>The <i>Comprehension Clubs</i> program uses reading and writing as mutually supportive, integrated language processes and students learn to process fiction and informational text across a broad range of text types.</p>
<p><b>Production and Distribution of Writing</b></p> <p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>The Reader’s Notebook process provides for the assessment and evaluation of written responses. The notebook also helps students organize their thinking and become more analytical as they can revisit their thinking and extend and refine their original ideas. Teachers model, discuss and provide practice for a more in-depth written response. See pp. XX for rubrics teachers can use to evaluate various aspects of their students’ response to their reader’s notebooks.</p>
<p><b>Research to Build and Present Knowledge</b></p> <p>7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>The Additional Resources section of the Read-Aloud lesson cards refers students to a website that promotes further research.</p> <p>The Connect to Book Club Books section in the Read-Aloud lesson cards encourages students to explore connections between similar books.</p>
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b></p> <p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>In Book Clubs, students are in charge of their own thinking and talking. They have a chance to share what they think within, beyond, and about a text, and their talk, coupled with their reader’s notebook, bolsters their awareness of their own development as a proficient reader.</p> <p>Suggested Stopping Points in the Read-Aloud lesson card allows for group and partner discussions regarding key points in the book.</p> <p>In the teaching guide, teachers are asked to focus on Effective Text Talk. This is a result of the many deep conversations about books that the students have enjoyed during the interactive read aloud and thus they know what effective text talk feels like and sounds like. The conversation is anchored on the particular texts being discussed and the reader’s personal response. Club members listen actively and carefully to one another, ask one another questions to clarify or extend the meaning they are sharing. Students are instructed to stay on a topic long enough to gain depth and get several perspectives. Students learn how to disagree respectfully; constructive disagreement is valued rather than avoided. Book Clubs promote fluid discussion and a flexible search for meaning. During interactive read aloud students are encouraged to listen actively and respect others’ ideas.</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Describe people, places, things, and events with relevant</p>	<p>Suggested Stopping Points in the Read-Aloud lesson card allows for group and partner discussions regarding key points in the book.</p>

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**Grade 1**

details, expressing ideas and feelings clearly.

5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

6. Produce complete sentences when appropriate to task and situation.

In the teaching guide, teachers are asked to focus on Effective Text Talk. This is a result of the many deep conversations about books that the students have enjoyed during the interactive read aloud and thus they know what effective text talk feels like and sounds like. The conversation is anchored on the particular texts being discussed and the reader’s personal response. Club members listen actively and carefully to one another, ask one another questions to clarify or extend the meaning they are sharing. Students are instructed to stay on a topic long enough to gain depth and get several perspectives. Students learn how to disagree respectfully; constructive disagreement is valued rather than avoided. Book Clubs promote fluid discussion and a flexible search for meaning.

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**Grade 2**

**Reading: Literature**  
**Key Ideas and Details**

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

3. Describe how characters in a story respond to major events and challenges.

*Comprehension Clubs* provides classrooms with engaging, authentic literature that offers a rich array of fiction. Each lesson card with the Read Aloud and Book Club titles provides who, what, where, when and why questions targeting key details in the text. The Read Aloud cards include a Key Understandings and an Analyze the Text feature that prompts teachers to help students notice and cite textual details in the text. The Book Club cards contain a Developing Comprehension feature that encourages students to follow multiple events in a story, ask and answer questions and to notice and remember important key details in the story. In both lesson cards students are invited to reflect on the meaning of the text and to share details that they absorbed about the text. Many *Comprehension Clubs* titles lend themselves to age appropriate recounting of stories such as:

Twelve Dancing Princesses  
Mouse and Lion  
The Frog Prince

The analytical talk that book clubs make possible fosters deep, multi-faceted comprehension during which time students analyze characters and how they respond to major events in the text.

**Craft and Structure**

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

The *Comprehension Clubs* lesson cards contain a Vocabulary section that lists essential words and related words for discussion. The teaching guide prompts teachers to introduce each book with a brief book talk that helps set the tone for the interactive read aloud and will engage the students in a conversation about essential words and important text features. Teachers are encouraged to use their voice to reflect meaning and stop briefly to comment, ask questions or invite students to share their thinking within the text.

Grade 2

<p><b>Integration of Knowledge and Ideas</b>                  7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.                  8. (Not applicable to literature)                  9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>The Book Club Read Aloud Teaching Cards contain a Citing Textual Evidence section that prompts students to integrate information through various graphic styles and formats. Students are encouraged to use Post-it Notes to mark pages where he or she notices something about one of the characters or certain details or illustrations.                  Titles with the folklore theme: <i>Promises</i>  <u>Twelve Dancing Princesses</u>  <u>Mouse and Lion</u>  <u>The Frog Prince</u>  <u>Magic Fish</u>  <u>The Mud Pony</u>                  Titles with the social studies theme: <i>Community</i>  <u>Two Eyes, a Nose, and a Mouth</u>  <u>Diego (BIL)</u>  <u>Looking Like Me</u>                  The interactive read aloud provides an instructional context for studying topics, themes, genre, text types, text features, and literary elements. Teachers are encouraged to stop and address these aspects of text as well as demonstrate close reading, finding and citing textual evidence, and engaging in the deep and thoughtful analysis of text.</p>
<p><b>Range of Reading and Level of Text Complexity</b>                  10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Comprehension Clubs</i> offers students an engaging, authentic literature collection that is organized around six strands that work together in an upward spiral across the grades to build essential understandings about literature.                  Students read a variety of prose of appropriate complexity for grade 2-3 with scaffold support. For example:  <u>Twelve Dancing Princesses</u>  <u>Mouse and Lion</u>  <u>The Frog Prince</u>  <u>Magic Fish</u>  <u>The Mud Pony</u>  <u>Runaway Mittens, The</u>  <u>City Green</u>  <u>If the Shoe Fits</u>  <u>When Gorilla Goes Walking</u>  <u>Stink and the Great Guinea Pig Express</u>  <u>Rich: A Dyamonde Daniel Book</u>  <u>Too Many Tamales!</u>  <u>Homework Hassles (Ready, Freddy! #3)</u></p>
<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b></p>	<p><i>Comprehension Clubs</i> provides classrooms with engaging texts that offer a broad array of informational topics. Each lesson card with the Read Aloud and Book Club titles</p>

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**Grade 2**

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

provides who, what, where, when and why questions targeting key details in the text. The Read Aloud cards include a Key Understandings and an Analyze the Text feature that prompts teachers to help students notice and cite textual details in the text. The Book Club cards contain a Developing Comprehension feature that encourages students to follow main topic in a text and to notice and remember important key details in the story. In both lesson cards students are invited to reflect on the meaning of the text and to share details that they absorbed about the text.

The analytical talk that book clubs make possible fosters deep, multi-faceted comprehension during which time students analyze connections between ideas and information in the text.

Many *Comprehension Clubs* titles describe the connection between scientific ideas and social studies topics such as:

My Baby Blue Jays

Little Pink Pup

Panda Kindergarten

Pierre the Penguin

Buzz on Bees, The

Two Bobbies

Boy, Were We Wrong About Dinosaurs!

Buddy: The First Seeing Eye Dog

Ibis: A True Whale Story

Animal Snackers

House Spider's Life, A (Nature Up Close)

Who Eats What?

Bugs for Lunch

Plants that Eat animals (Rookie Read-About Science)

Emperor's Egg, The

Salamander's Life, A (Nature Up Close)

Two Eyes, a Nose, and a Mouth

Diego (BIL)

Looking Like Me

Giraffe's Can't Dance

**Craft and Structure**

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

The *Comprehension Clubs* lesson cards contain a Vocabulary section that lists essential words and related words for discussion.

Students are asked frequently to reflect on the main purpose of the text. Teachers are encouraged to invite students to reflect on the meaning, share what they absorbed about the text, and what they noticed about the author's writing.

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**Grade 2**

<p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>The lesson cards for Read-Aloud and Book Clubs have sections describing the Author’s Craft and an About the Author section that the teacher shares with the students.</p>
<p><b>Integration of Knowledge and Ideas</b>                  7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.                  8. Describe how reasons support specific points the author makes in a text.                  9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>The Book Club Read Aloud Teaching Cards contain a Citing Textual Evidence section that prompts students to integrate information through various graphic styles and formats. Students are encouraged to use Post-it Notes to mark pages where he or she notices something about one of the characters or certain details or illustrations.                  Examples of titles with the living things theme: <i>Finding Food</i>:  <u>Animal Snackers</u>  <u>Bugs for Lunch</u>  <u>Who Eats What?</u>  <u>Plants that Eat animals (Rookie Read-About Science)</u>  <u>Salamander's Life, A (Nature Up Close)</u>  <u>Emperor's Egg, The</u>                  Examples of titles with the social studies theme: <i>Community</i>  <u>Two Eyes, a Nose, and a Mouth</u>  <u>Diego (BIL)</u>  <u>Looking Like Me</u></p>
<p><b>Range of Reading and Level of Text Complexity</b>                  10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Comprehension Clubs</i> offers students a range of informational texts that are organized around six strands that work together in an upward spiral across the grades that include social studies and science.                  Students read a variety of informational texts of appropriate complexity for grade 2-3 with scaffold support. For example:  <u>My Baby Blue Jays</u>  <u>Little Pink Pup</u>  <u>Panda Kindergarten</u>  <u>Pierre the Penguin</u>  <u>Buzz on Bees, The</u>  <u>Two Bobbies</u>  <u>Boy, Were We Wrong About Dinosaurs!</u>  <u>Buddy: The First Seeing Eye Dog</u>  <u>Ibis: A True Whale Story</u></p>
<p><b>Reading: Foundational Skills</b>  <b>Phonics and Word Recognition</b>                  3. Know and apply grade-level phonics and word analysis skills in decoding words.                  Distinguish long and short vowels when reading regularly spelled one-syllable words.                  Know spelling-sound correspondences for additional common</p>	<p>In the <i>Comprehension Clubs</i> teaching guide section, Thinking Within the Text, teachers are reminded that thinking within the text includes the strategic actions readers use to process the text and gain a satisfactory literal meaning of the text. Text matters and readers need to account for the facts in an informational text. It’s from this base that readers are able to extend and refine their understanding. When readers think within the text, they gather basic information from the text and determine its basic meaning. To do</p>

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<p>vowel teams.                  Decode regularly spelled two-syllable words with long vowels.                  Decode words with common prefixes and suffixes.                  Identify words with inconsistent but common spelling-sound correspondences.                  Recognize and read grade-appropriate irregularly spelled words.</p>	<p>so, readers must process the text by: Solving Words Decoding words and using word meaning and what they know about language.</p>
<p><b>Fluency</b>                  4. Read with sufficient accuracy and fluency to support comprehension.                  Read grade-level text with purpose and understanding.                  Read grade-level text orally with accuracy, appropriate rate, and expression.                  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The teaching guide prompts teachers to assist students in processing the text by adjusting fluency: Adjusting reading speed and technique according to the type of text and purpose for reading and by Maintaining Fluency by integrating multiple sources of information in a seamless flow that enables expressive, correctly phrased reading. <i>Comprehension Clubs</i> has Books on Tape available to teachers,. In this way, they learn about fluency, expression, and reading at an appropriate rate. Fluency and pace affect comprehension.</p>
<p><b>Language</b>  <b>Conventions of Standard English</b>                  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                  Use collective nouns (e.g., group).                  Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).                  Use reflexive pronouns (e.g., myself, ourselves).                  Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).                  Use adjectives and adverbs, and choose between them depending on what is to be modified.                  Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).                  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  Capitalize holidays, product names, and geographic names.                  Use commas in greetings and closings of letters.                  Use an apostrophe to form contractions and frequently occurring possessives.                  Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).                  Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>All texts in <i>Comprehension Clubs</i> share certain essential reading components. Readers must solve the words, recognize how the text is organized (the text structure), make sense of the sentences and paragraphs (language structure), and understand what they are reading. <i>Comprehension Clubs</i> has Books on Tape available to teachers,. Struggling readers and English Language Learners need help with fluency and comprehension as well as building their confidence to handle both. One of the most effective ways to help is to invite them to read along with an audio tape of the book. In this way, they learn about fluency, expression, and reading at an appropriate rate. They also learn about the role of punctuation and how the various punctuation marks they encounter while reading affect their reading style and pace. Fluency and pace affect comprehension.</p>
<p><b>Knowledge of Language</b></p>	<p>All texts in <i>Comprehension Clubs</i> share certain essential reading components. Readers</p>

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<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.</p>	<p>must solve the words, recognize how the text is organized (the text structure), make sense of the sentences and paragraphs (language structure), and understand what they are reading.</p>
<p><b>Vocabulary Acquisition and Use</b> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>The <i>Comprehension Clubs</i> lesson cards contain a Vocabulary section that lists essential words and related words for discussion. Thinking within the text during the interactive read-aloud is an effective structure in which to explore academic vocabulary. During interactive read aloud students are encouraged to use suitable words when talking about a text.</p>
<p><b>Writing</b> <b>Text Types and Purposes</b> 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>In Book Clubs, students are in charge of their own thinking and writing. They have a chance to share what they think within, beyond, and about a text, in written form in their Reader’s Notebook. In their Reader’s Notebooks, students list questions, opinions and textural evidence to support their opinions. Students record their information in the three-part thinking frame: within the text, beyond the text, and about the text. In the Read-Aloud texts there is a Write and Respond section that provides writing and drawing activities. The <i>Comprehension Clubs</i> program uses reading and writing as mutually supportive, integrated language processes and students learn to process fiction and informational text across a broad range of text types.</p>

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**Grade 2**

<p><b>Production and Distribution of Writing</b>                  4. (Begins in grade 3)                  5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.                  6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>The Reader’s Notebook process provides for the assessment and evaluation of written responses. The notebook also helps students organize their thinking and become more analytical as they can revisit their thinking and extend and refine their original ideas. Teachers model, discuss and provide practice for a more in-depth written response. See pp. XX for rubrics teachers can use to evaluate various aspects of their students’ response to their reader’s notebooks.</p>
<p><b>Research to Build and Present Knowledge</b>                  7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).                  8. Recall information from experiences or gather information from provided sources to answer a question.                  9. (Begins in grade 4)</p>	<p>The Additional Resources section of the Read-Aloud lesson cards refers students to a website that promotes further research.                  The Connect to Book Club Books section in the Read-Aloud lesson cards encourages students to explore connections between similar books.</p>
<p><b>Range of Writing</b>                  10. (Begins in grade 3)</p>	
<p><b>Speaking &amp; Listening</b>                  1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.                  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                  Build on others’ talk in conversations by linking their comments to the remarks of others.                  Ask for clarification and further explanation as needed about the topics and texts under discussion.                  2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.                  3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>In Book Clubs, students are in charge of their own thinking and talking. They have a chance to share what they think within, beyond, and about a text, and their talk, coupled with their reader’s notebook, bolsters their awareness of their own development as a proficient reader. The club members have a shared, continually growing language they use to talk about text.                  Suggested Stopping Points in the Read-Aloud lesson card allows for group and partner discussions regarding key points in the book.                  In the teaching guide, teachers are asked to focus on Effective Text Talk. This is a result of the many deep conversations about books that the students have enjoyed during the interactive read aloud and thus they know what effective text talk feels like and sounds like. The conversation is anchored on the particular texts being discussed and the reader’s personal response. Club members listen actively and carefully to one another, ask one another questions to clarify or extend the meaning they are sharing. Students are instructed to stay on a topic long enough to gain depth and get several perspectives. Students learn how to disagree respectfully; constructive disagreement is valued rather than avoided. Book Clubs promote fluid discussion and a flexible search for meaning. During interactive read aloud students are encouraged to listen actively and respect others’ ideas.</p>
<p><b>Presentation of Knowledge and Ideas</b>                  4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.                  5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Suggested Stopping Points in the Read-Aloud lesson card allows for group and partner discussions regarding key points in the book.                  In the teaching guide, teachers are asked to focus on Effective Text Talk. This is a result of the many deep conversations about books that the students have enjoyed during the interactive read aloud and thus they know what effective text talk feels like and sounds like. The conversation is anchored on the particular texts being discussed and the</p>

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**Comprehension Clubs®**

**Grade 2**

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

reader’s personal response. Club members listen actively and carefully to one another, ask one another questions to clarify or extend the meaning they are sharing. Students are instructed to stay on a topic long enough to gain depth and get several perspectives. Students learn how to disagree respectfully; constructive disagreement is valued rather than avoided. Book Clubs promote fluid discussion and a flexible search for meaning.

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**Grade 3**

**Reading: Literature**  
**Key Ideas and Details**  
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

*Comprehension Clubs* provides classrooms with engaging, authentic literature that offers a rich array of fiction. Each lesson card with the Read Aloud and Book Club titles provides questions targeting key details in the text. The Read Aloud cards include a Key Understandings and an Analyze the Text feature that prompts teachers to help students notice and cite textual details in the text. The Book Club cards contain a Developing Comprehension feature that encourages students to follow multiple events in a story, to track the plot and to notice and remember important key details in the story. In both lesson cards students are invited to reflect on the meaning of the text and to share details that they absorbed about the text.

Throughout *Comprehension Clubs*, when students are working with fictional texts they are following and remembering multiple events in a story, summarizing texts, noticing and remembering details regarding the central message and lesson, and noting the perspective of the various characters as well as the narrator.

Many *Comprehension Clubs* titles lend themselves to age appropriate recounting of fables, folktales and myths by diverse cultures as:

[The Gingerbread Girl](#)  
[Borreguita and the Coyote](#)  
[The Hunterman and the Crocodile](#)  
[The Tale of Tricky Fox](#)  
[The Seven Chinese Brothers](#)  
[The Gingerbread Cowboy](#)  
[Zomo the Rabbit](#)  
[The Adventures of Spider](#)

The analytical talk that book clubs make possible fosters deep, multi-faceted comprehension during which time students analyze character, sequence of events and theme of the text.

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<p><b>Craft and Structure</b>            4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.            5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.            6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>The <i>Comprehension Clubs</i> lesson cards contain a Vocabulary section that lists essential words and related words for discussion.</p> <p>The Book Club Read Aloud Teaching Cards contain a Citing Textual Evidence feature that prompts students to refer to specific parts of the text. They are often asked to identify certain character’s point of view and to express their own point of view</p>
<p><b>Integration of Knowledge and Ideas</b>            7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).            8. (Not applicable to literature)            9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>The Book Club Read Aloud Teaching Cards contain a Citing Textual Evidence section that prompts students to integrate information through various graphic styles and formats. Students are encouraged to use Post-it Notes to mark pages where he or she notices something about one of the characters or certain details or illustrations.</p> <p>The interactive read aloud provides an instructional context for studying topics, themes, genre, text types, text features, and literary elements. Teachers are encouraged to stop and address these aspects of text as well as demonstrate close reading, finding and citing textual evidence, and engaging in the deep and thoughtful analysis of text.</p>
<p><b>Range of Reading and Complexity of Text</b>            10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p><i>Comprehension Clubs</i> offers students an engaging, authentic literature collection that is organized around six strands that work together in an upward spiral across the grades to build essential understandings about literature.</p> <p>Students read a variety of stories of appropriate complexity for grade 2-3. For example:</p> <p><u><a href="#">The Gingerbread Girl</a></u>  <u><a href="#">Borreguita and the Coyote</a></u>  <u><a href="#">The Hunterman and the Crocodile</a></u>  <u><a href="#">The Tale of Tricky Fox</a></u>  <u><a href="#">The Seven Chinese Brothers</a></u>  <u><a href="#">The Gingerbread Cowboy</a></u>  <u><a href="#">Zomo the Rabbit</a></u>  <u><a href="#">The Adventures of Spider</a></u></p> <p><u><a href="#">Detective LaRue: Letters from the Investigation</a></u>  <u><a href="#">Web Files, The</a></u>  <u><a href="#">What Really Happened to Humpty?</a></u>  <u><a href="#">Miss Nelson Is Missing!</a></u>  <u><a href="#">Ace Lacewing, Bug Detective</a></u>  <u><a href="#">Deadly Dungeon, The (A to Z Mysteries #4)</a></u>  <u><a href="#">Lost Treasure of the Emerald Eye (Geronimo Stilton #1)</a></u>  <u><a href="#">Talking T. Rex, The (A to Z Mysteries #20)</a></u>  <u><a href="#">Case of the Runaway Dog, The (Jigsaw Jones Mystery #7)</a></u></p>
<p><b>Reading: Informational Text</b></p>	<p><i>Comprehension Clubs</i> provides classrooms with engaging texts that offer a broad array</p>

Grade 3

<p><b>Key Ideas and Details</b></p> <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>of informational topics. Each lesson card with the Read Aloud and Book Club titles provides questions targeting the main idea of a text along with key details in the text. The Read Aloud cards include a Key Understandings and an Analyze the Text feature that prompts teachers to help students notice and cite textual details in the text. The Book Club cards contain a Developing Comprehension feature that encourages students to follow main topic in a text and to notice and remember important key details in the story. In both lesson cards students are invited to reflect on the meaning of the text and to share details that they absorbed about the text.</p> <p>The analytical talk that book clubs make possible fosters deep, multi-faceted comprehension during which time students analyze connections between ideas and information in the text.</p> <p>Many <i>Comprehension Clubs</i> titles describe the connection between scientific ideas and social studies topics such as:</p> <p><u>Life in a Coral Reef</u>  <u>Dolphins on the Sand</u>  <u>Water Hole Waiting</u>  <u>Common Ground</u>  <u>Manfish</u>  <u>Into the A,B, Sea</u>  <u>Winter’s Tail</u>  <u>Coral Reefs</u>  <u>The Fishy Field Trip</u>  <u>Brave as a Mountain Lion</u>  <u>Thunder Cake</u>  <u>Owl Moon</u>  <u>Keep the Lights Burning, Abbie</u></p> <p><u>Manfish: A Story of Jacques Cousteau</u> Teaching Card: Analyze the Text (textual evidence of cause/effect)</p>
<p><b>Craft and Structure</b></p> <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>6. Distinguish their own point of view from that of the author of a text.</p>	<p>The <i>Comprehension Clubs</i> lesson cards contain a Vocabulary section that lists essential words and related words for discussion. Teachers are encouraged to introduce each book before reading it aloud and to engage students in a conversation about essential words and important text features.</p> <p>The lesson cards for Read-Aloud and Book Clubs have sections describing the Author’s Craft and an About the Author section that the teacher shares with the students. The students are prompted to provide their point of view.</p>
<p><b>Integration of Knowledge and Ideas</b></p>	<p>The Book Club Read Aloud Teaching Cards contain a Citing Textual Evidence section</p>

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7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  
 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  
 9. Compare and contrast the most important points and key details presented in two texts on the same topic.

that prompts students to integrate information through various graphic styles and formats. Students are encouraged to use Post-it Notes to mark pages where he or she notices something about one of the characters or certain details or illustrations.

Examples of titles with the living things theme: *Water Everywhere*

Life in a Coral Reef

Coral Reefs

Dolphins on the Sand

Water Hole Waiting

Common Ground

Manfish

Into the A,B, Sea

Winter's Tail

Examples of titles with the social studies theme: *Sports Stars*

Long Shot

Clemente!

Playing to Win: The Story of Althea Gibson

Girl Wonder: A Baseball Story in Nine Innings

Pelé, King of Soccer / Pelé, el rey del fútbol

The interactive read aloud provides an instructional context for studying topics, themes, genre, text types, text features, and literary elements. Teachers are encouraged to stop and address these aspects of text as well as demonstrate close reading, finding and citing textual evidence, and engaging in the deep and thoughtful analysis of text.

**Range of Reading and Level of Text Complexity**

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

*Comprehension Clubs* offers students a range of informational texts that are organized around six strands that work together in an upward spiral across the grades that include social studies and science.

Students read a variety of stories of appropriate complexity for grade 2-3. For example:

Life in a Coral Reef

Coral Reefs

Dolphins on the Sand

Water Hole Waiting

Common Ground

Manfish

Into the A,B, Sea

Winter's Tail

Long Shot

Clemente!

Playing to Win: The Story of Althea Gibson

	<p><u>Girl Wonder: A Baseball Story in Nine Innings</u>  <u>Pelé, King of Soccer / Pelé, el rey del fútbol</u></p>
<p><b>Reading: Foundational Skills</b>  <b>Phonics and Word Recognition</b>          3. Know and apply grade-level phonics and word analysis skills in decoding words.          Identify and know the meaning of the most common prefixes and derivational suffixes.          Decode words with common Latin suffixes.          Decode multisyllable words.          Read grade-appropriate irregularly spelled words.</p>	<p>In the <i>Comprehension Clubs</i> teaching guide section, Thinking Within the Text, teachers are reminded that thinking within the text includes the strategic actions readers use to process the text and gain a satisfactory literal meaning of the text. Text matters and readers need to account for the facts in an informational text. It's from this base that readers are able to extend and refine their understanding. When readers think within the text, they gather basic information from the text and determine its basic meaning. To do so, readers must process the text by: Solving Words Decoding words and using word meaning and what they know about language.</p>
<p><b>Fluency</b>          4. Read with sufficient accuracy and fluency to support comprehension.          Read grade-level text with purpose and understanding.          Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.          Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The teaching guide prompts teachers to assist students in processing the text by adjusting fluency: Adjusting reading speed and technique according to the type of text and purpose for reading and by Maintaining Fluency by integrating multiple sources of information in a seamless flow that enables expressive, correctly phrased reading. <i>Comprehension Clubs</i> has Books on Tape available to teachers,. In this way, they learn about fluency, expression, and reading at an appropriate rate. Fluency and pace affect comprehension.</p>
<p><b>Language</b>  <b>Conventions of Standard English</b>          1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.          Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.          Form and use regular and irregular plural nouns.          Use abstract nouns (e.g., childhood).          Form and use regular and irregular verbs.          Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.          Ensure subject-verb and pronoun-antecedent agreement.*          Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.          Use coordinating and subordinating conjunctions.          Produce simple, compound, and complex sentences.          2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.          Capitalize appropriate words in titles.          Use commas in addresses.          Use commas and quotation marks in dialogue.          Form and use possessives.</p>	<p>All texts in <i>Comprehension Clubs</i> share certain essential reading components. Readers must solve the words, recognize how the text is organized (the text structure), make sense of the sentences and paragraphs (language structure), and understand what they are reading. <i>Comprehension Clubs</i> has Books on Tape available to teachers,. Struggling readers and English Language Learners need help with fluency and comprehension as well as building their confidence to handle both. One of the most effective ways to help is to invite them to read along with an audio tape of the book. In this way, they learn about fluency, expression, and reading at an appropriate rate. They also learn about the role of punctuation and how the various punctuation marks they encounter while reading affect their reading style and pace. Fluency and pace affect comprehension.</p>

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<p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).                  Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.                  Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
<p><b>Knowledge of Language</b>                  3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  Choose words and phrases for effect.*                  Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>All texts in <i>Comprehension Clubs</i> share certain essential reading components. Readers must solve the words, recognize how the text is organized (the text structure), make sense of the sentences and paragraphs (language structure), and understand what they are reading.</p>
<p><b>Vocabulary Acquisition and Use</b>                  4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                  Use sentence-level context as a clue to the meaning of a word or phrase.                  Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).                  Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).                  Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.                  5. Demonstrate understanding of word relationships and nuances in word meanings.                  Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).                  Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).                  Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).                  6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>The <i>Comprehension Clubs</i> lesson cards contain a Vocabulary section that lists essential words and related words for discussion.                  Thinking within the text during the interactive read-aloud is an effective structure in which to explore academic vocabulary.                  During interactive read aloud students are encouraged to use suitable words when talking about a text.</p>
<p><b>Writing</b></p>	<p>In Book Clubs, students are in charge of their own thinking and writing. They have a</p>

Grade 3

<p><b>Text Types and Purposes</b></p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.          Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.          Provide reasons that support the opinion.          Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.          Provide a concluding statement or section.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.          Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.          Develop the topic with facts, definitions, and details.          Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.          Provide a concluding statement or section.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.          Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.          Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.          Use temporal words and phrases to signal event order.          Provide a sense of closure.</p>	<p>chance to share what they think within, beyond, and about a text, in written form in their Reader’s Notebook. In their Reader’s Notebooks, students list questions, opinions and textural evidence to support their opinions. Students record their information in the three-part thinking frame: within the text, beyond the text, and about the text. In the Read-Aloud texts there is a Write and Respond section that provides writing and drawing activities.</p> <p>The <i>Comprehension Clubs</i> program uses reading and writing as mutually supportive, integrated language processes and students learn to process fiction and informational text across a broad range of text types.</p>
<p><b>Production and Distribution of Writing</b></p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>The Reader’s Notebook process provides for the assessment and evaluation of written responses. The notebook also helps students organize their thinking and become more analytical as they can revisit their thinking and extend and refine their original ideas. Teachers model, discuss and provide practice for a more in-depth written response. See pp. XX for rubrics teachers can use to evaluate various aspects of their students’ response to their reader’s notebooks.</p>
<p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort</p>	<p>The Additional Resources section of the Read-Aloud lesson cards refers students to a website that promotes further research.</p> <p>The Connect to Book Club Books section in the Read-Aloud lesson cards encourages students to recall experiential information.</p>

Grade 3

<p>evidence into provided categories. 9. (Begins in grade 4)</p>	
<p><b>Range of Writing</b> 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>Reader’s Notebook. In the Read-Aloud texts there is a Write and Respond section that provides writing activities. The <i>Comprehension Clubs</i> program uses reading and writing as mutually supportive, integrated language processes.</p>
<p><b>Speaking &amp; Listening</b> <b>Comprehension and Collaboration</b> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>In Book Clubs, students are in charge of their own thinking and talking. They have a chance to share what they think within, beyond, and about a text, and their talk, coupled with their reader’s notebook, bolsters their awareness of their own development as a proficient reader. The club members have a shared, continually growing language they use to talk about text. Suggested Stopping Points in the Read-Aloud lesson card allows for group and partner discussions regarding key points in the book. In the teaching guide, teachers are asked to focus on Effective Text Talk. This is a result of the many deep conversations about books that the students have enjoyed during the interactive read aloud and thus they know what effective text talk feels like and sounds like. The conversation is anchored on the particular texts being discussed and the reader’s personal response. Club members listen actively and carefully to one another, ask one another questions to clarify or extend the meaning they are sharing. Students are instructed to stay on a topic long enough to gain depth and get several perspectives. Students learn how to disagree respectfully; constructive disagreement is valued rather than avoided. Book Clubs promote fluid discussion and a flexible search for meaning. During interactive read aloud students are encouraged to listen actively and respect others’ ideas.</p>
<p><b>Presentation of Knowledge and Ideas</b> 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Suggested Stopping Points in the Read-Aloud lesson card allows for group and partner discussions regarding key points in the book. In the teaching guide, teachers are asked to focus on Effective Text Talk. This is a result of the many deep conversations about books that the students have enjoyed during the interactive read aloud and thus they know what effective text talk feels like and sounds like. The conversation is anchored on the particular texts being discussed and the reader’s personal response. Club members listen actively and carefully to one another, ask one another questions to clarify or extend the meaning they are sharing. Students are instructed to stay on a topic long enough to gain depth and get several perspectives. Students learn how to disagree respectfully; constructive disagreement is valued rather than avoided. Book Clubs promote fluid discussion and a flexible search for meaning. During interactive read aloud students are encouraged to listen actively and respect</p>

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**Grade 3**

	others' ideas.
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**Grade 4**

<p><b>Reading: Literature</b>  <b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</li> <li>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</li> </ol>	<p><i>Comprehension Clubs</i> provides classrooms with engaging, authentic literature that offers a rich array of fiction. Each lesson card with the Read Aloud and Book Club titles provides questions targeting key details in the text. The Read Aloud cards include a Key Understandings and an Analyze the Text feature that prompts teachers to help students notice and cite textual details in the text. The Book Club cards contain a Developing Comprehension feature that encourages students to follow multiple events in a story, to track the plot and to notice and remember important key details in the story. In both lesson cards students are invited to reflect on the meaning of the text and to share details that they absorbed about the text. In Thinking Beyond the Text, students are encouraged to make inferences, connections and predictions while citing details in the text.</p> <p>Throughout <i>Comprehension Clubs</i>, when students are working with fictional texts they are following and remembering multiple events in a story, summarizing texts, noticing and remembering details of the setting, discussing the impact of the setting on characters, and noting the perspective of the various characters as well as the narrator.</p> <p>The analytical talk that book clubs make possible fosters deep, multi-faceted comprehension during which time students analyze character, setting and theme of the text. Students are prompted to draw upon specific details in the text.</p>
<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</li> <li>5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</li> <li>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</li> </ol>	<p>The <i>Comprehension Clubs</i> lesson cards contain a Vocabulary section that lists essential words and related words for discussion.</p> <p>The Book Club Read Aloud Teaching Cards contain a Citing Textual Evidence feature that prompts students to refer to specific parts of the text. They are often asked to identify certain character's point of view and to express their own point of view</p> <p>Teachers are prompted to exemplify particular aspects of writer's craft (interesting lead, dialogue, description, first-person narrative, ways to convey the passage of time, figurative language, text closings).</p> <p>In the Teacher Guide, teachers point out components of literary analysis: plot, characters, setting, theme, style and language, mood, point of view, illustrations, and symbols, style, tone, illustrations/graphics, and mood.</p>
<p><b>Integration of Knowledge and Ideas</b></p>	<p>The Book Club Read Aloud Teaching Cards contain a Citing Textual Evidence section</p>

Grade 4

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  
 8. (Not applicable to literature)  
 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

that prompts students to integrate information through various graphic styles and formats. Students are encouraged to use Post-it Notes to mark pages where he or she notices something about specific details in the text.

Examples of similar themes and topics are:

Cinderella Variants:

Cinderella

Mufaro's Beautiful Daughters

Bigfoot Cinderrrrrella

Cinderella

Cinderella Penguin

Cinderellis and the Glass Hill (The Princess Tales)

Fantasy:

Raising Dragons

LaRue Across America

Diary of a Spider

The Capture (Guardians of Ga'Hoole #1) (Movie Cover Edition)

Knights of the Kitchen Table, The (Time Warp Trio)

Felix Takes the Stage (The Deadlies)

The interactive read aloud provides an instructional context for studying topics, themes, genre, text types, text features, and literary elements. Teachers are encouraged to stop and address these aspects of text as well as demonstrate close reading, finding and citing textual evidence, and engaging in the deep and thoughtful analysis of text.

**Range of Reading and Complexity of Text**

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

*Comprehension Clubs* offers students an engaging, authentic literature collection that is organized around six strands that work together in an upward spiral across the grades to build essential understandings about literature.

Students read a variety of stories of appropriate complexity for grade 4-5 with embedded scaffolding . For example:

Raising Dragons

LaRue Across America

Diary of a Spider

The Capture (Guardians of Ga'Hoole #1) (Movie Cover Edition)

Knights of the Kitchen Table, The (Time Warp Trio)

Felix Takes the Stage (The Deadlies)

Cinderella

Mufaro's Beautiful Daughters

Bigfoot Cinderrrrrella

Cinderella

	<p><u>Cinderella Penguin</u>  <u>Cinderellis and the Glass Hill (The Princess Tales)</u></p>
<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>                      1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.                      2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.                      3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><i>Comprehension Clubs</i> provides classrooms with engaging texts that offer a broad array of informational topics. Each lesson card with the Read Aloud and Book Club titles provides questions targeting the main idea of a text along with key details in the text. The Read Aloud cards include a Key Understandings and an Analyze the Text feature that prompts teachers to help students notice and cite textual details in the text. The Book Club cards contain a Developing Comprehension feature that encourages students to follow main topic in a text and to notice and remember important key details in the story. In both lesson cards students are invited to reflect on the meaning of the text and to share details that they absorbed about the text.</p> <p>The analytical talk that book clubs make possible fosters deep, multi-faceted comprehension during which time students analyze connections between ideas and information in the text.</p> <p>Many <i>Comprehension Clubs</i> titles describe the connection between scientific ideas and social studies topics such as:</p> <p><u>Frida</u>  <u>Duke Ellington</u>  <u>Faith Ringgold (Getting to Know the World's Greatest Artists)</u>  <u>Mozart (Getting to Know the World's Greatest Composers)</u>  <u>Face to Face with Sharks</u>  <u>Almost Gone (Let's-Read-and-Find-Out Science)</u>  <u>Frogs</u>  <u>Koko's Kitten</u>  <u>Crocodile Safari</u>  <u>Owen and Mzee</u></p>
<p><b>Craft and Structure</b>                      4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.                      5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.                      6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>The <i>Comprehension Clubs</i> lesson cards contain a Vocabulary section that lists essential words and related words for discussion. Teachers are encouraged to introduce each book before reading it aloud and to engage students in a conversation about essential words and important text features.</p> <p>In the Teacher Guide, teachers are prompted to demonstrate the features of nonfiction analysis such as organization, style, tone, illustrations/graphics, accuracy, and cause/effect. Teachers prompt, model, and continually monitor the discussion of the text.</p>
<p><b>Integration of Knowledge and Ideas</b>                      7. Interpret information presented visually, orally, or quantitatively</p>	<p>The Book Club Read Aloud Teaching Cards contain a Citing Textual Evidence section that prompts students to integrate information through various graphic styles and</p>

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<p>(e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>formats. Students are encouraged to use Post-it Notes to mark pages where he or she notices something about one of the characters or certain details or illustrations.</p> <p>Examples of titles with the living things theme: <i>Amazing Animals</i></p> <p><u>Face to Face with Sharks</u></p> <p><u>Almost Gone (Let's-Read-and-Find-Out Science)</u></p> <p><u>Frogs</u></p> <p><u>Koko's Kitten</u></p> <p><u>Crocodile Safari</u></p> <p><u>Owen and Mzee</u></p> <p>Examples of titles with the social studies theme: <i>Eye of the Artist</i></p> <p><u>Frida</u></p> <p><u>Duke Ellington</u></p> <p><u>Faith Ringgold (Getting to Know the World's Greatest Artists)</u></p> <p><u>Mozart (Getting to Know the World's Greatest Composers)</u></p> <p>The interactive read aloud provides an instructional context for studying topics, themes, genre, text types, text features, and literary elements. Teachers are encouraged to stop and address these aspects of text as well as demonstrate close reading, finding and citing textual evidence, and engaging in the deep and thoughtful analysis of text.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Comprehension Clubs</i> offers students a range of informational texts that are organized around six strands that work together in an upward spiral across the grades that include social studies and science.</p> <p>Students read a variety of stories of appropriate complexity for grade 4-5 with embedded scaffolding. For example:</p> <p><u>Faith Ringgold (Getting to Know the World's Greatest Artists)</u></p> <p><u>Mozart (Getting to Know the World's Greatest Composers)</u></p> <p><u>Frida</u></p> <p><u>Duke Ellington</u></p> <p><u>Face to Face with Sharks</u></p> <p><u>Almost Gone (Let's-Read-and-Find-Out Science)</u></p> <p><u>Frogs</u></p> <p><u>Koko's Kitten</u></p> <p><u>Crocodile Safari</u></p> <p><u>Owen and Mzee</u></p>
<p><b>Reading: Foundational Skills</b> <b>Phonics and Word Recognition</b></p> <p>3. Know and apply grade-level phonics and word analysis skills in</p>	<p>In the <i>Comprehension Clubs</i> teaching guide section, Thinking Within the Text, teachers are reminded that thinking within the text includes the strategic actions readers use to process the text and gain a satisfactory literal meaning of the text. Text matters and</p>

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<p>decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>readers need to account for the facts in an informational text. It's from this base that readers are able to extend and refine their understanding. When readers think within the text, they gather basic information from the text and determine its basic meaning. To do so, readers must process the text by: Solving Words Decoding words and using word meaning and what they know about language.</p>
<p><b>Language</b> <b>Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., to, too, two; there, their).* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>All texts in <i>Comprehension Clubs</i> share certain essential reading components. Readers must solve the words, recognize how the text is organized (the text structure), make sense of the sentences and paragraphs (language structure), and understand what they are reading. <i>Comprehension Clubs</i> has Books on Tape available to teachers,. Struggling readers and English Language Learners need help with fluency and comprehension as well as building their confidence to handle both. One of the most effective ways to help is to invite them to read along with an audio tape of the book. In this way, they learn about fluency, expression, and reading at an appropriate rate. They also learn about the role of punctuation and how the various punctuation marks they encounter while reading affect their reading style and pace. Fluency and pace affect comprehension.</p>
<p><b>Knowledge of Language</b> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>All texts in <i>Comprehension Clubs</i> share certain essential reading components. Readers must solve the words, recognize how the text is organized (the text structure), make sense of the sentences and paragraphs (language structure), and understand what they</p>

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<p>Choose words and phrases to convey ideas precisely.*                  Choose punctuation for effect.*                  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>are reading.</p>
<p><b>Vocabulary Acquisition and Use</b>                  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.                  Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.                  Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).                  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.                  5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                  Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.                  Recognize and explain the meaning of common idioms, adages, and proverbs.                  Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).                  6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>The <i>Comprehension Clubs</i> lesson cards contain a Vocabulary section that lists essential words and related words for discussion.                  Thinking within the text during the interactive read-aloud is an effective structure in which to explore academic vocabulary.                  During interactive read aloud students are encouraged to use suitable words when talking about a text.</p>
<p><b>Writing</b>  <b>Text Types and Purposes</b>                  1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.                  Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.                  Provide reasons that are supported by facts and details.                  Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>	<p>In Book Clubs, students are in charge of their own thinking and writing. They have a chance to share what they think within, beyond, and about a text, in written form in their Reader's Notebook. In their Reader's Notebooks, students list questions, opinions and textual evidence to support their opinions. Students record their information in the three-part thinking frame: within the text, beyond the text, and about the text. In the Read-Aloud texts there is a Write and Respond section that provides writing and drawing activities.                  The <i>Comprehension Clubs</i> program uses reading and writing as mutually supportive, integrated language processes and students learn to process fiction and informational</p>

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<p>Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>	<p>text across a broad range of text types.</p>
<p><b>Production and Distribution of Writing</b></p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>The Reader’s Notebook process provides for the assessment and evaluation of written responses. The notebook also helps students organize their thinking and become more analytical as they can revisit their thinking and extend and refine their original ideas. Teachers model, discuss and provide practice for a more in-depth written response. See pp. XX for rubrics teachers can use to evaluate various aspects of their students’ response to their reader’s notebooks.</p>

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<p><b>Research to Build and Present Knowledge</b>                  7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.                  8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.                  9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                  Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).                  Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>The Additional Resources section of the Read-Aloud lesson cards refers students to a website that promotes further research.</p> <p>The Connect to Book Club Books section in the Read-Aloud lesson cards encourages students to recall experiential information.</p>
<p><b>Range of Writing</b>                  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>Reader’s Notebook. In the Read-Aloud texts there is a Write and Respond section that provides writing activities.                  The <i>Comprehension Clubs</i> program uses reading and writing as mutually supportive, integrated language processes.</p>
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b>                  1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.                  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.                  Follow agreed-upon rules for discussions and carry out assigned roles.                  Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.                  Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.                  2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                  3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>In Book Clubs, students are in charge of their own thinking and talking. They have a chance to share what they think within, beyond, and about a text, and their talk, coupled with their reader’s notebook, bolsters their awareness of their own development as a proficient reader. The club members have a shared, continually growing language they use to talk about text.                  Suggested Stopping Points in the Read-Aloud lesson card allows for group and partner discussions regarding key points in the book.                  In the teaching guide, teachers are asked to focus on Effective Text Talk. This is a result of the many deep conversations about books that the students have enjoyed during the interactive read aloud and thus they know what effective text talk feels like and sounds like. The conversation is anchored on the particular texts being discussed and the reader’s personal response. Club members listen actively and carefully to one another, ask one another questions to clarify or extend the meaning they are sharing. Students are instructed to stay on a topic long enough to gain depth and get several perspectives. Students learn how to disagree respectfully; constructive disagreement is valued rather than avoided. Book Clubs promote fluid discussion and a flexible search for meaning. During interactive read aloud students are encouraged to listen actively and respect others’ ideas.</p>

**Common Core State Standards**

**Comprehension Clubs®**

**Grade 4**

**Presentation of Knowledge and Ideas**  
 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  
 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  
 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Suggested Stopping Points in the Read-Aloud lesson card allows for group and partner discussions regarding key points in the book.  
 In the teaching guide, teachers are asked to focus on Effective Text Talk. This is a result of the many deep conversations about books that the students have enjoyed during the interactive read aloud and thus they know what effective text talk feels like and sounds like. The conversation is anchored on the particular texts being discussed and the reader’s personal response. Club members listen actively and carefully to one another, ask one another questions to clarify or extend the meaning they are sharing. Students are instructed to stay on a topic long enough to gain depth and get several perspectives. Students learn how to disagree respectfully; constructive disagreement is valued rather than avoided. Book Clubs promote fluid discussion and a flexible search for meaning.

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**Grade 5**

**Reading: Literature**  
**Key Ideas and Details**  
 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  
 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

*Comprehension Clubs* provides classrooms with engaging, authentic literature that offers a rich array of fiction. Each lesson card with the Read Aloud and Book Club titles provides questions targeting key details in the text. The Read Aloud cards include a Key Understandings and an Analyze the Text feature that prompts teachers to help students notice and cite textual details in the text such as quoting from the text and drawing inferences. The Book Club cards contain a Developing Comprehension feature that encourages students to follow multiple events in a story, to track the plot and to notice and remember important key details in the story. In both lesson cards students are invited to reflect on the meaning of the text and to share details that they absorbed about the text.  
 Throughout *Comprehension Clubs*, when students are working with fictional texts they are following and remembering multiple events in a story, summarizing texts, noticing and remembering details of the setting, discussing the impact of the setting on characters, and noting the perspective of the various characters as well as the narrator.  
 The analytical talk that book clubs make possible fosters deep, multi-faceted comprehension during which time students analyze character, setting and theme of the text. Students are prompted to draw upon specific details in the text.

**Craft and Structure**  
 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  
 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  
 6. Describe how a narrator’s or speaker’s point of view influences

The *Comprehension Clubs* lesson cards contain a Vocabulary section that lists essential words and related words for discussion.  
 The Book Club Read Aloud Teaching Cards contain a Citing Textual Evidence feature that prompts students to refer to specific parts of the text. They are often asked to identify certain character’s point of view and to express their own point of view

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<p>how events are described.</p>	<p>Teachers are prompted to exemplify particular aspects of writer’s craft (interesting lead, dialogue, description, first-person narrative, ways to convey the passage of time, figurative language, text closings). In the Teacher Guide, teachers point out components of literary analysis: plot, characters, setting, theme, style and language, mood, point of view, illustrations, and symbols, style, tone, illustrations/graphics, and mood.</p>
<p><b>Integration of Knowledge and Ideas</b> 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 8. (Not applicable to literature) 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>The Book Club Read Aloud Teaching Cards contain a Citing Textual Evidence section that prompts students to integrate information through various graphic styles and formats. Students are encouraged to use Post-it Notes to mark pages where he or she notices something about specific details in the text. Examples of similar genre are: <u>Literary Selections</u> <u>Pandora</u> <u>Lon Po Po</u> <u>Rumpelstiltskin</u> <u>The Rumpelstiltskin Problem</u> <u>Skeleton Man</u> <u>Awfully Beastly Business, An (Werewolf vs Dragon)</u></p> <p>Historical Fiction: <u>The Watsons Go to Birmingham--1963</u> <u>Elijah of Buxton</u> <u>Just Like Josh Gibson</u> <u>Esperanza Rising</u> <u>Riding Freedom</u></p> <p>The interactive read aloud provides an instructional context for studying topics, themes, genre, text types, text features, and literary elements. Teachers are encouraged to stop and address these aspects of text as well as demonstrate close reading, finding and citing textual evidence, and engaging in the deep and thoughtful analysis of text.</p>
<p><b>Range of Reading and Complexity of Text</b> 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p><i>Comprehension Clubs</i> offers students an engaging, authentic literature collection that is organized around six strands that work together in an upward spiral across the grades to build essential understandings about literature. Students read a variety of stories of appropriate complexity for grade 4-5. For example: <u>Zen Shorts</u> <u>Grandma's Records</u> <u>In the Year of the Boar and Jackie Robinson</u> <u>Music of Dolphins</u> <u>Lon Po Po</u></p>

	<p><u>Pandora</u>  <u>Rumpelstiltskin</u>  <u>The Rumpelstiltskin Problem</u>  <u>Skeleton Man</u>  <u>Awfully Beastly Business, An (Werewolf vs Dragon)</u></p>
<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>          1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.          2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.          3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p><i>Comprehension Clubs</i> provides classrooms with engaging texts that offer a broad array of informational topics. Each lesson card with the Read Aloud and Book Club titles provides questions targeting the main idea of a text along with key details in the text. The Read Aloud cards include a Key Understandings and an Analyze the Text feature that prompts teachers to help students notice and cite textual details in the text. The Book Club cards contain a Developing Comprehension feature that encourages students to follow main topic in a text and to notice and remember important key details in the story. In both lesson cards students are invited to reflect on the meaning of the text and to share details that they absorbed about the text.</p> <p>The analytical talk that book clubs make possible fosters deep, multi-faceted comprehension during which time students analyze connections between ideas and information in the text.</p> <p>Many <i>Comprehension Clubs</i> titles describe the connection between scientific ideas and social studies topics such as:  <u>The Watsons Go to Birmingham--1963</u>  <u>Elijah of Buxton</u>  <u>Just Like Josh Gibson</u>  <u>Esperanza Rising</u>  <u>Riding Freedom</u></p>
<p><b>Craft and Structure</b>          4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.          5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.          6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>The <i>Comprehension Clubs</i> lesson cards contain a Vocabulary section that lists essential words and related words for discussion. Teachers are encouraged to introduce each book before reading it aloud and to engage students in a conversation about essential words and important text features.</p> <p>In the Teacher Guide, teachers are prompted to demonstrate the features of nonfiction analysis such as organization, style, tone, illustrations/graphics, accuracy, and cause/effect. Teachers prompt, model, and continually monitor the discussion of the text.</p>
<p><b>Integration of Knowledge and Ideas</b>          7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.          8. Explain how an author uses reasons and evidence to support</p>	<p>The Book Club Read Aloud Teaching Cards contain a Citing Textual Evidence section that prompts students to integrate information through various graphic styles and formats. Students are encouraged to use Post-it Notes to mark pages where he or she notices something about one of the characters or certain details or illustrations.</p>

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<p>particular points in a text, identifying which reasons and evidence support which point(s).            9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Examples of titles with the living things theme:  <u><a href="#">X-Treme X-Ray: See the World Inside Out!</a></u>  <u><a href="#">Bones</a></u>  <u><a href="#">Charles Drew</a></u>  <u><a href="#">Skulls and Skeletons (24/7 Science Behind the Scenes: Forensic Files)</a></u>  <u><a href="#">Burp! The Most Interesting Book You'll Ever Read About Eating</a></u></p> <p>Examples of titles with the social studies theme: <i>Community</i>:  <u><a href="#">The Yellow Star</a></u>  <u><a href="#">March On! The Day My Brother Martin Changed the World</a></u>  <u><a href="#">Freedom on the Menu</a></u>  <u><a href="#">Twenty and Ten</a></u></p> <p>The interactive read aloud provides an instructional context for studying topics, themes, genre, text types, text features, and literary elements. Teachers are encouraged to stop and address these aspects of text as well as demonstrate close reading, finding and citing textual evidence, and engaging in the deep and thoughtful analysis of text.</p>
<p><b>Range of Reading and Level of Text Complexity</b>            10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p><i>Comprehension Clubs</i> offers students a range of informational texts that are organized around six strands that work together in an upward spiral across the grades that include social studies and science.            Students read a variety of stories of appropriate complexity for grade 4-5 with embedded scaffolding. For example:  <u><a href="#">The Yellow Star</a></u>  <u><a href="#">March On! The Day My Brother Martin Changed the World</a></u>  <u><a href="#">Freedom on the Menu</a></u>  <u><a href="#">Twenty and Ten</a></u>  <u><a href="#">X-Treme X-Ray: See the World Inside Out!</a></u>  <u><a href="#">Bones</a></u>  <u><a href="#">Charles Drew</a></u>  <u><a href="#">Skulls and Skeletons (24/7 Science Behind the Scenes: Forensic Files)</a></u>  <u><a href="#">Burp! The Most Interesting Book You'll Ever Read About Eating</a></u></p>
<p><b>Reading: Foundational Skills</b>  <b>Phonics and Word Recognition</b>            3. Know and apply grade-level phonics and word analysis skills in decoding words.            Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>In the <i>Comprehension Clubs</i> teaching guide section, Thinking Within the Text, teachers are reminded that thinking within the text includes the strategic actions readers use to process the text and gain a satisfactory literal meaning of the text. Text matters and readers need to account for the facts in an informational text. It's from this base that readers are able to extend and refine their understanding. When readers think within the text, they gather basic information from the text and determine its basic meaning. To do so, readers must process the text by: Solving Words Decoding words and using word meaning and what they know about language.</p>

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<p><b>Fluency</b>                  4. Read with sufficient accuracy and fluency to support comprehension.                  Read grade-level text with purpose and understanding.                  Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.                  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The teaching guide prompts teachers to assist students in processing the text by adjusting fluency: Adjusting reading speed and technique according to the type of text and purpose for reading and by Maintaining Fluency by integrating multiple sources of information in a seamless flow that enables expressive, correctly phrased reading.  <i>Comprehension Clubs</i> has Books on Tape available to teachers,.                  In this way, they learn about fluency, expression, and reading at an appropriate rate.                  Fluency and pace affect comprehension.</p>
<p><b>Language</b>  <b>Conventions of Standard English</b>                  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.                  Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.                  Use verb tense to convey various times, sequences, states, and conditions.                  Recognize and correct inappropriate shifts in verb tense.*                  Use correlative conjunctions (e.g., either/or, neither/nor).                  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                  Use punctuation to separate items in a series.*                  Use a comma to separate an introductory element from the rest of the sentence.                  Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).                  Use underlining, quotation marks, or italics to indicate titles of works.                  Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>All texts in <i>Comprehension Clubs</i> share certain essential reading components. Readers must solve the words, recognize how the text is organized (the text structure), make sense of the sentences and paragraphs (language structure), and understand what they are reading.  <i>Comprehension Clubs</i> has Books on Tape available to teachers,.                  Struggling readers and English Language Learners need help with fluency and comprehension as well as building their confidence to handle both. One of the most effective ways to help is to invite them to read along with an audio tape of the book. In this way, they learn about fluency, expression, and reading at an appropriate rate. They also learn about the role of punctuation and how the various punctuation marks they encounter while reading affect their reading style and pace. Fluency and pace affect comprehension.</p>
<p><b>Knowledge of Language</b>                  3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                  Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>All texts in <i>Comprehension Clubs</i> share certain essential reading components. Readers must solve the words, recognize how the text is organized (the text structure), make sense of the sentences and paragraphs (language structure), and understand what they are reading.</p>
<p><b>Vocabulary Acquisition and Use</b>                  4. Determine or clarify the meaning of unknown and multiple-</p>	<p>The <i>Comprehension Clubs</i> lesson cards contain a Vocabulary section that lists essential words and related words for discussion.</p>

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<p>meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>Thinking within the text during the interactive read-aloud is an effective structure in which to explore academic vocabulary. During interactive read aloud students are encouraged to use suitable words when talking about a text.</p>
<p><b>Writing</b>  <b>Text Types and Purposes</b></p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>In Book Clubs, students are in charge of their own thinking and writing. They have a chance to share what they think within, beyond, and about a text, in written form in their Reader’s Notebook. In their Reader’s Notebooks, students list questions, opinions and textual evidence to support their opinions. Students record their information in the three-part thinking frame: within the text, beyond the text, and about the text .In the Read-Aloud texts there is a Write and Respond section that provides writing and drawing activities.</p> <p>The <i>Comprehension Clubs</i> program uses reading and writing as mutually supportive, integrated language processes and students learn to process fiction and informational text across a broad range of text types.</p>

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<p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                  Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).                  Use precise language and domain-specific vocabulary to inform about or explain the topic.                  Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.                  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.                  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.                  Use a variety of transitional words, phrases, and clauses to manage the sequence of events.                  Use concrete words and phrases and sensory details to convey experiences and events precisely.                  Provide a conclusion that follows from the narrated experiences or events.</p>	
<p><b>Production and Distribution of Writing</b></p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>The Reader’s Notebook process provides for the assessment and evaluation of written responses. The notebook also helps students organize their thinking and become more analytical as they can revisit their thinking and extend and refine their original ideas. Students prepare for the Book Club by listing questions and citing textual evidence in their reader’s notebook. Teachers model, discuss and provide practice for a more in-depth written response.                  See pp. XX for rubrics teachers can use to evaluate various aspects of their students’ response to their reader’s notebooks.</p>
<p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant</p>	<p>The Additional Resources section of the Read-Aloud lesson cards refers students to a website that promotes further research.</p> <p>The Connect to Book Club Books section in the Read-Aloud lesson cards encourages students to recall experiential information.</p>

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<p>information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	
<p><b>Range of Writing</b></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>Reader’s Notebook. In the Read-Aloud texts there is a Write and Respond section that provides writing activities.</p> <p>The <i>Comprehension Clubs</i> program uses reading and writing as mutually supportive, integrated language processes.</p>
<p><b>Speaking and Listening</b> <b>Comprehension and Collaboration</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>In Book Clubs, students are in charge of their own thinking and talking. They have a chance to share what they think within, beyond, and about a text, and their talk, coupled with their reader’s notebook, bolsters their awareness of their own development as a proficient reader. The club members have a shared, continually growing language they use to talk about text.</p> <p>Suggested Stopping Points in the Read-Aloud lesson card allows for group and partner discussions regarding key points in the book.</p> <p>In the teaching guide, teachers are asked to focus on Effective Text Talk. This is a result of the many deep conversations about books that the students have enjoyed during the interactive read aloud and thus they know what effective text talk feels like and sounds like. The conversation is anchored on the particular texts being discussed and the reader’s personal response. Club members listen actively and carefully to one another, ask one another questions to clarify or extend the meaning they are sharing. Students are instructed to stay on a topic long enough to gain depth and get several perspectives. Students learn how to disagree respectfully; constructive disagreement is valued rather than avoided. Book Clubs promote fluid discussion and a flexible search for meaning.</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Report on a topic or text or present an opinion, sequencing</p>	<p>Suggested Stopping Points in the Read-Aloud lesson card allows for group and partner discussions regarding key points in the book.</p>

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ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

In the teaching guide, teachers are asked to focus on Effective Text Talk. This is a result of the many deep conversations about books that the students have enjoyed during the interactive read aloud and thus they know what effective text talk feels like and sounds like. The conversation is anchored on the particular texts being discussed and the reader's personal response. Club members listen actively and carefully to one another, ask one another questions to clarify or extend the meaning they are sharing. Students are instructed to stay on a topic long enough to gain depth and get several perspectives. Students learn how to disagree respectfully; constructive disagreement is valued rather than avoided. Book Clubs promote fluid discussion and a flexible search for meaning.