

**Grade 3 • Common Core State Standards****Scholastic Guided Reading Program: Nonfiction Focus 2nd Edition®**

<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>R: <i>Horses</i> (Expand Oral Language/Conversation: Talk About Interdependence)</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Each teacher card includes an Expand Oral Language/Conversation feature. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Through these discussions students are able to practice presentation skills including organization of thought, use of evidence from the material, and appropriate use of language.</p>

**Grade 4 • Common Core State Standards****Scholastic Guided Reading Program: Nonfiction Focus 2nd Edition®**

<p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>N: <i>Butterfly Boy</i> (Read and Analyze Literature/Cite Textual Evidence: Identify Theme, Develop Comprehension)</p> <p>N: <i>The Paperboy</i> (Develop Comprehension)</p> <p>O: <i>Apples to Oregon</i> (Read and Analyze Literature/Cite Textual Evidence: Understand Theme, Develop Comprehension)</p> <p>O: <i>In the Garden With Dr. Carver</i> (Read and Analyze Literature/Cite Textual Evidence: Describe the Characters, Develop Comprehension)</p> <p>P: <i>Amelia and Eleanor Go for a Ride</i> (Develop Comprehension)</p> <p>P: <i>Girl Wonder</i> (Read and Analyze Literature/Cite Textual Evidence: Describe Characters, Develop Comprehension)</p> <p>P: <i>Grandma's Gift</i> (Read and Analyze Literature/Cite Textual Evidence: Make Inferences, Develop Comprehension)</p> <p>P: <i>If I Ran for President</i> (Develop Comprehension)</p> <p>Q: <i>Away West</i> (Read and Analyze Literature/Cite Textual Evidence: Determine the Theme, Develop Comprehension)</p> <p>Q: <i>WordGirl: Tobey or Consequences</i> (Read and Analyze Literature Cite/Textual Evidence: Describe Characters, Develop Comprehension)</p> <p>R: <i>Looking Like Me</i> (Read and Analyze Literature/Cite Evidence: Identify Structural Elements, Develop Comprehension)</p> <p>R: <i>Sadako and the Thousand Paper Cranes</i> (Read and Analyze Literature/Cite Textual Evidence: Analyze Characters, Develop Comprehension)</p> <p>S: <i>Dancing Home</i> (Read and Analyze Literature/Cite Textual Evidence: Compare and Contrast Characters, Develop Comprehension)</p> <p>S: <i>Louie: The Stray Who Was Saved</i> (Develop Comprehension)</p> <p>S: <i>A Thousand Cranes</i> (Develop Comprehension)</p> <p>T: <i>The Strongest Man in the World</i> (Develop Comprehension)</p>
<p><b>Craft and Structure</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in</p>	<p>Each teacher card for the following fiction texts include Vocabulary: Academic and Domain-Specific features. These features highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text.</p>

<p>mythology (e.g., Herculean).</p> <p>5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>N: <i>Butterfly Boy</i>                  N: <i>The Paperboy</i>                  O: <i>Apples to Oregon</i>                  O: <i>In the Garden With Dr. Carver</i>                  P: <i>Amelia and Eleanor Go for a Ride</i>                  P: <i>Girl Wonder</i>                  P: <i>Grandma’s Gift</i>                  P: <i>If I Ran for President</i>                  Q: <i>Away West</i>                  Q: <i>WordGirl: Tobey or Consequences</i>                  R: <i>Looking Like Me</i>                  R: <i>Sadako and the Thousand Paper Cranes</i>                  S: <i>Dancing</i>                  S: <i>Louie: The Stray Who Was Saved</i>                  S: <i>A Thousand Cranes</i>                  T: <i>The Strongest Man in the World</i></p> <p>In addition, the following titles include further activities:                  N: <i>Butterfly Boy</i> (Challenging Features: Vocabulary)                  N: <i>The Paperboy</i> (Supporting Features: Vocabulary, Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)                  O: <i>Apples to Oregon</i> (Challenging Features: Vocabulary)                  O: <i>In the Garden With Dr. Carver</i> (Vocabulary: Academic Vocabulary Develop Comprehension)                  P: <i>Amelia and Eleanor Go for a Ride</i> (Challenging Features: Vocabulary)                  P: <i>Girl Wonder</i> (Challenging Features: Vocabulary, Develop Comprehension: Thinking About the Text)                  P: <i>Grandma’s Gift</i> (Challenging and Supporting Features: Vocabulary)                  P: <i>If I Ran for President</i> (Challenging Features: Vocabulary, Read and Analyze Literature/Cite Textual Evidence: Identify Words and Phrases)                  Q: <i>Away West</i> (Challenging Features: Vocabulary)                  Q: <i>WordGirl: Tobey or Consequences</i> (Supporting Features: Vocabulary, Develop Comprehension: Thinking About the Text)                  R: <i>Looking Like Me</i> (Challenging Features: Vocabulary, Read and Analyze Literature /Cite Textual Evidence: Identify Structural Elements)                  R: <i>Sadako and the Thousand Paper Cranes</i> (Supporting Features: Vocabulary)                  S: <i>Dancing Home</i> (Challenging Features: Vocabulary)                  S: <i>Louie: The Stray Who Was Saved</i> (Supporting Features: Vocabulary, Read and Analyze Literature/Cite Text Evidence: Understand Point of View, Develop Comprehension: Thinking About the Text)                  S: <i>A Thousand Cranes</i> (Supporting Features: Vocabulary)                  T: <i>The Strongest Man in the World</i> (Supporting Features: Vocabulary)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version</p>	<p>The following titles allow opportunity to compare and contrast themes in literature from different cultures:                  R: <i>Looking Like Me</i></p>

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<p>reflects specific descriptions and directions in the text.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>R: <i>Sadako and the Thousand Paper Cranes</i>                  S: <i>Dancing Home</i>                  S: <i>A Thousand Cranes</i></p> <p>In addition, the following titles include further activities:                  Q: <i>WordGirl: Tobey or Consequences</i> (Text Type: Teleplay)                  S: <i>A Thousand Cranes</i> (Text Type: Play, Read and Analyze Literature/Cite Textual Evidence: Visualize)                  T: <i>The Strongest Man in the World</i> (Text Type: Graphic Novel, Read and Analyze Literature/Cite Textual Evidence: Interpret Visual Information)</p>
<p><b>Range of Reading and Complexity of Text</b></p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>This collection includes titles from Levels M-T that represent a variety of genres and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p>
<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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>M: <i>Dive! A Book of Deep-Sea Creatures</i> (Read and Analyze Informational Text/Cite Textual Evidence: Compare and Contrast Details)                  M: <i>Frida</i> (Read and Analyze Informational Text/Cite Textual Evidence: Connect Biographical Events)                  M: <i>From Seed to Plant</i> (Develop Comprehension)                  M: <i>Martin Luther King, Jr., and the March on Washington</i> (Read and Analyze Informational Text/Cite Textual Evidence: Understand Historical Events)                  M: <i>Two Bobbies: A True Story of Hurricane Katrina</i> (Read and Analyze Informational Text/Cite Textual Evidence, Develop Comprehension)                  N: <i>Looking Closely in the Rain Forest</i> (Develop Comprehension)                  N: <i>The Magic School Bus Fixes a Bone</i> (Develop Comprehension)                  N: <i>My Light</i> (Read and Analyze Informational Text/Cite Textual Evidence: Describe Relationships Between Ideas, Develop Comprehension)                  N: <i>Odd Animal Helpers</i> (Develop Comprehension)                  N: <i>Owls</i> (Develop Comprehension)                  N: <i>Pet Heroes</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Main Idea and Details, Develop Comprehension)                  N: <i>A Picture Book of Jesse Owens</i> (Develop Comprehension)                  N: <i>Surprising Swimmers</i> (Develop Comprehension)                  O: <i>Beachcombing</i> (Develop Comprehension)                  O: <i>The Busy Body Book</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Main Idea and Details, Develop Comprehension)                  O: <i>Coming to America: The Story of Immigration</i> (Read and Analyze Informational Text/Cite Textual Evidence: Describe a Series of Historical Events, Develop Comprehension)                  O: <i>Manfish</i> (Read and Analyze Informational Text/Cite Textual Evidence: Summarize Text, Develop Comprehension)</p>

O: *Planets* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Details, Develop Comprehension)

O: *Rocks and Minerals* (Develop Comprehension)

O: *Sonia Sotomayor: A Judge Grows in the Bronx* (Develop Comprehension)

O: *Tell Me, Tree* (Develop Comprehension)

P: *The Boy Who Harnessed the Wind* (Develop Comprehension)

P: *Life in the Ocean* (Develop Comprehension)

P: *The Moon* (Develop Comprehension)

P: *So You Want to Be an Inventor?* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Supporting Reasons and Evidence, Develop Comprehension)

P: *Take a Giant Leap, Neil Armstrong!* (Develop Comprehension)

P: *Wolverine vs. Tasmanian Devil (Who Would Win?)* (Develop Comprehension)

Q: *Amazing Magnetism (The Magic School Bus)* (Develop Comprehension)

Q: *Barnum's Bones* (Develop Comprehension)

Q: *Bugs (Scholastic Discover More)* (Develop Comprehension)

Q: *The Camping Trip That Changed America* (Develop Comprehension)

Q: *Dinosaurs (Scholastic Discover More)* (Read and Analyze Informational Text/Cite Textual Evidence: Summarize the Text, Develop Comprehension)

Q: *A Medieval Feast* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Key Details in Text and Art, Develop Comprehension)

Q: *Playing to Win* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Main Idea and Supporting Details, Develop Comprehension)

Q: *Testing the Ice* (Read and Analyze Informational Text/Cite Textual Evidence: Draw Inferences, Develop Comprehension)

R: *Annie Sullivan and the Trials of Helen Keller* (Develop Comprehension)

R: *The Buzz on Bees* (Develop Comprehension)

R: *Everything Dolphin* (Read and Analyze Informational Text/Cite Textual Evidence: Explain an Author's Use of Reasons and Evidence, Develop Comprehension)

R: *Horses* (Read and Analyze Informational Text/Cite Textual Evidence: Summarize the Text, Develop Comprehension)

R: *Luis Alvarez: Wild Idea Man* (Read and Analyze Informational Text/Cite Textual Evidence: Draw Inferences, Develop Comprehension)

R: *Queen of the Track* (Read and Analyze Informational Text/Cite Textual Evidence: Make Inferences, Develop Comprehension)

R: *The Trail of Tears* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Events in a Historical Text, Develop Comprehension)

R: *Volcanoes* (Read and Analyze Informational Text/Cite Textual Evidence: Explain Concepts in a Scientific Text, Develop Comprehension)

S: *The Cod's Tale* (Develop Comprehension)

	<p>S: <i>Helen Keller: Her Life in Pictures</i> (Develop Comprehension)</p> <p>S: <i>Lizards</i> (Develop Comprehension)</p> <p>S: <i>Martin's Big Words</i> (Read and Analyze Informational Text/Cite Textual Evidence: Determine Main Ideas and Explain Details, Develop Comprehension)</p> <p>S: <i>Monster Hunt</i> (Read and Analyze Informational Text/Cite Textual Evidence: Summarize Information, Develop Comprehension)</p> <p>S: <i>Nelson Mandela</i> (Develop Comprehension)</p> <p>S: <i>Neo Leo: The Ageless Ideas of Leonardo da Vinci</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Points, Reasons, and Evidence, Develop Comprehension)</p> <p>T: <i>Bad News for Outlaws</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain the Relationship of Events, Develop Comprehension)</p> <p>T: <i>Bill the Boy Wonder</i> (Read and Analyze Informational Text/Cite Textual Evidence: Analyze How Authors Support Their Points, Develop Comprehension)</p> <p>T: <i>The Great Serum Race</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain Relationships Between Events, Develop Comprehension)</p> <p>T: <i>Hands Around the Library</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Supporting Reasons and Evidence, Develop Comprehension)</p> <p>T: <i>Ida B. Wells: Let the Truth Be Told</i> (Read and Analyze Informational Text/Cite Textual Evidence: Make Inferences, Develop Comprehension)</p> <p>T: <i>Jackie Robinson: American Hero</i> (Develop Comprehension)</p> <p>T: <i>Looking at Lincoln</i> (Develop Comprehension)</p> <p>T: <i>Muscles</i> (Develop Comprehension)</p> <p>T: <i>My Librarian is a Camel</i> (Read and Analyze Informational Text/Cite Textual Evidence: Summarize the Text, Develop Comprehension)</p>
<p><b>Craft and Structure</b></p> <p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>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.</p> <p>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>Each teacher card for the following informational texts include Vocabulary: Academic and Domain-Specific features. These features highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text.</p> <p>M: <i>Bat Loves the Night</i></p> <p>M: <i>Chameleons Are Cool</i></p> <p>M: <i>Dive! A Book of Deep-Sea Creatures</i></p> <p>M: <i>An Eye for Color</i></p> <p>M: <i>Frida</i></p> <p>M: <i>From Seed to Plant</i></p> <p>M: <i>Martin Luther King, Jr., and the March on Washington</i></p> <p>M: <i>Throw Your Tooth on the Roof</i></p> <p>M: <i>Two Bobbies: A True Story of Hurricane Katrina</i></p> <p>M: <i>Why Do Dogs Bark?</i></p> <p>N: <i>Looking Closely in the Rain Forest</i></p> <p>N: <i>The Magic School Bus Fixes a Bone</i></p> <p>N: <i>My Light</i></p>

N: *Odd Animal Helpers*  
N: *Owls*  
N: *Pet Heroes*  
N: *A Picture Book of Jesse Owens*  
N: *Surprising Swimmers*  
O: *Beachcombing*  
O: *The Busy Body Book*  
O: *Coming to America: The Story of Immigration*  
O: *Manfish*  
O: *Planets*  
O: *Rocks and Minerals*  
O: *Sonia Sotomayor: A Judge Grows in the Bronx*  
O: *Tell Me, Tree*  
P: *The Boy Who Harnessed the Wind*  
P: *Life in the Ocean*  
P: *The Moon*  
P: *So You Want to Be an Inventor?*  
P: *Take a Giant Leap, Neil Armstrong!*  
P: *Wolverine vs. Tasmanian Devil (Who Would Win?)*  
Q: *Amazing Magnetism (The Magic School Bus)*  
Q: *Barnum's Bones*  
Q: *Bugs (Scholastic Discover More)*  
Q: *The Camping Trip That Changed America*  
Q: *Dinosaurs (Scholastic Discover More)*  
Q: *A Medieval Feast*  
Q: *Playing to Win*  
Q: *Testing the Ice*  
R: *Annie Sullivan and the Trials of Helen Keller*  
R: *The Buzz on Bees*  
R: *Everything Dolphin*  
R: *Horses*  
R: *Luis Alvarez: Wild Idea Man*  
R: *Queen of the Track*  
R: *The Trail of Tears*  
R: *Volcanoes*  
S: *The Cod's Tale*  
S: *Helen Keller: Her Life in Pictures*  
S: *Lizards*  
S: *Martin's Big Words*

S: *Monster Hunt*  
 S: *Nelson Mandela*  
 S: *Neo Leo: The Ageless Ideas of Leonardo da Vinci*  
 T: *Bad News for Outlaws*  
 T: *Bill the Boy Wonder*  
 T: *The Great Serum Race*  
 T: *Hands Around the Library*  
 T: *Ida B. Wells: Let the Truth Be Told*  
 T: *Jackie Robinson: American Hero*  
 T: *Looking at Lincoln*  
 T: *Muscles*  
 T: *My Librarian is a Camel*

In addition, the following titles include further activities:

M: *Throw Your Tooth on the Roof* (Develop Comprehension)  
 N: *The Magic School Bus Fixes a Bone* (Read and Analyze Informational Text/Cite Textual Evidence: Understand Sequence)  
 O: *Beachcombing* (Read and Analyze Informational Text/Cite Textual Evidence: Determine the Meaning of Words)  
 O: *Coming to America: The Story of Immigration* (Read and Analyze Informational Text/Cite Textual Evidence: Describe a Series of Historical Events)  
 O: *Sonia Sotomayor: A Judge Grows in the Bronx* (Read and Analyze Informational Text/Cite Textual Evidence: Determine the Meanings of Words and Phrases)  
 O: *Tell Me, Tree* (Read and Analyze Informational Text/Cite Textual Evidence: Understand Cause and Effect)  
 P: *The Boy Who Harnessed the Wind* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Text Structure)  
 P: *The Moon* (Read and Analyze Informational Text/Cite Textual Evidence: Recognize Cause and Effect)  
 P: *Take a Giant Leap, Neil Armstrong!* (Read and Analyze Informational Text/Cite Textual Evidence: Identify Text Structure)  
 P: *Wolverine vs. Tasmanian Devil (Who Would Win?)* (Read and Analyze Informational Text/Cite Textual Evidence: Compare and Contrast)  
 Q: *Amazing Magnetism (The Magic School Bus)* (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Story Structure)  
 Q: *Barnum's Bones* (Read and Analyze Informational Text/Cite Textual Evidence: Determine the Meanings of Words)  
 Q: *The Camping Trip That Changed America* (Read and Analyze Informational Text/Cite Textual Evidence: Recognize Sequence)

	<p>R: <i>The Buzz on Bees</i> (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Text Structure)</p> <p>R: <i>The Trail of Tears</i> (Read and Analyze Informational Text/Cite Textual Evidence: Analyze Events in a Historical Text)</p> <p>R: <i>Volcanoes</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain Concepts in a Scientific Text)</p> <p>S: <i>Nelson Mandela</i> (Read and Analyze Informational Text/Cite Textual Evidence: Use Context Clues)</p> <p>T: <i>Bad News for Outlaws</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain the Relationship of Events)</p> <p>T: <i>The Great Serum Race</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain Relationships Between Events)</p> <p>T: <i>Muscles</i> (Read and Analyze Informational Text/Cite Textual Evidence: Determine Meaning)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</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>Each teacher card for the following informational texts includes Informational Text Features. This feature highlights the text features unique to informational text and explains how they enhance the understanding of the material (ex: sidebars, captions, diagrams, maps).</p> <p>M: <i>Bat Loves the Night</i></p> <p>M: <i>Chameleons Are Cool</i></p> <p>M: <i>Dive! A Book of Deep-Sea Creatures</i></p> <p>M: <i>An Eye for Color</i></p> <p>M: <i>Frida</i></p> <p>M: <i>From Seed to Plant</i></p> <p>M: <i>Martin Luther King, Jr., and the March on Washington</i></p> <p>M: <i>Throw Your Tooth on the Roof</i></p> <p>M: <i>Two Bobbies: A True Story of Hurricane Katrina</i></p> <p>M: <i>Why Do Dogs Bark?</i></p> <p>N: <i>Looking Closely in the Rain Forest</i></p> <p>N: <i>The Magic School Bus Fixes a Bone</i></p> <p>N: <i>My Light</i></p> <p>N: <i>Odd Animal Helpers</i></p> <p>N: <i>Owls</i></p> <p>N: <i>Pet Heroes</i></p> <p>N: <i>A Picture Book of Jesse Owens</i></p> <p>N: <i>Surprising Swimmers</i></p> <p>O: <i>Beachcombing</i></p> <p>O: <i>The Busy Body Book</i></p> <p>O: <i>Coming to America: The Story of Immigration</i></p> <p>O: <i>Manfish</i></p> <p>O: <i>Planets</i></p> <p>O: <i>Rocks and Minerals</i></p>



O: *Sonia Sotomayor: A Judge Grows in the Bronx*  
O: *Tell Me, Tree*  
P: *The Boy Who Harnessed the Wind*  
P: *Life in the Ocean*  
P: *The Moon*  
P: *So You Want to Be an Inventor?*  
P: *Take a Giant Leap, Neil Armstrong!*  
P: *Wolverine vs. Tasmanian Devil (Who Would Win?)*  
Q: *Amazing Magnetism (The Magic School Bus)*  
Q: *Barnum's Bones*  
Q: *Bugs (Scholastic Discover More)*  
Q: *The Camping Trip That Changed America*  
Q: *Dinosaurs (Scholastic Discover More)*  
Q: *A Medieval Feast*  
Q: *Playing to Win*  
Q: *Testing the Ice*  
R: *Annie Sullivan and the Trials of Helen Keller*  
R: *The Buzz on Bees*  
R: *Everything Dolphin*  
R: *Horses*  
R: *Luis Alvarez: Wild Idea Man*  
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R: *The Trail of Tears*  
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S: *Nelson Mandela*  
S: *Neo Leo: The Ageless Ideas of Leonardo da Vinci*  
T: *Bad News for Outlaws*  
T: *Bill the Boy Wonder*  
T: *The Great Serum Race*  
T: *Hands Around the Library*  
T: *Ida B. Wells: Let the Truth Be Told*  
T: *Jackie Robinson: American Hero*  
T: *Looking at Lincoln*  
T: *Muscles*

	<p>T: <i>My Librarian is a Camel</i></p> <p>In addition, the following titles contain further activities:</p> <p>M: <i>Bat Loves the Night</i> (Read and Analyze Informational Text/Cite Textual Evidence: Use Images and Text to Show Understanding)</p> <p>M: <i>An Eye for Color</i> (Read and Analyze Informational Text/Cite Textual Evidence: Use Visual Information)</p> <p>N: <i>Odd Animal Helpers</i> (Read and Analyze Informational Text/Cite Textual Evidence: Use Text Features)</p> <p>N: <i>Owls</i> (Read and Analyze Informational Text/Cite Textual Evidence: Interpret Information)</p> <p>N: <i>Surprising Swimmers</i> (Read and Analyze Informational Text/Cite Textual Evidence: Use Text Features)</p> <p>O: <i>Rocks and Minerals</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain How Illustrations Support Text)</p> <p>P: <i>Life in the Ocean</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain How Illustrations Support Text)</p> <p>P: <i>So You Want to Be an Inventor?</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Supporting Reasons and Evidence)</p> <p>Q: <i>Bugs (Scholastic Discover More)</i> (Read and Analyze Informational Text/Cite Textual Evidence: Interpret Text and Visuals)</p> <p>R: <i>Annie Sullivan and the Trials of Helen Keller</i> (Read and Analyze Informational Text/Cite Textual Evidence: Integrate Information From Illustrations)</p> <p>R: <i>Everything Dolphin</i> (Read and Analyze Informational Text/Cite Textual Evidence: Explain and Author’s Use of Reasons and Evidence)</p> <p>S: <i>The Cod’s Tale</i> (Read and Analyze Informational Text/Cite Textual Evidence: Use Text Features)</p> <p>S: <i>Helen Keller: Her Life in Pictures</i> (Read and Analyze Informational Text/Cite Textual Evidence: Integrate Information)</p> <p>S: <i>Lizards</i> (Read and Analyze Informational Text/Cite Textual Evidence: Interpret Visual Information)</p> <p>S: <i>Neo Leo: The Ageless Ideas of Leonardo da Vinci</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Points, Reasons, and Evidence)</p> <p>T: <i>Bill the Boy Wonder</i> (Read and Analyze Informational Text/Cite Textual Evidence: Analyze How Authors Support Their Points)</p> <p>T: <i>Hands Around the Library</i> (Read and Analyze Informational Text/Cite Textual Evidence: Identify Supporting Reasons and Evidence)</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>This collection includes titles from Levels M-T that represent a variety of informational texts and difficulty levels. Each title includes a teacher card outlining support activities for that text.</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>M: <i>Chameleons Are Cool</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multisyllabic Words)  M: <i>An Eye for Color</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Regular Past-Tense Verbs)  M: <i>Two Bobbies: A True Story of Hurricane Katrina</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)  M: <i>Why Do Dogs Bark?</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)  N: <i>Butterfly Boy</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Verb Ending –ed)  N: <i>My Light</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Sounds: ou and ow)  N: <i>Odd Animal Helpers</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)  N: <i>Owls</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With Long a)  N: <i>The Paperboy</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)  N: <i>Pet Heroes</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multisyllabic Words)  N: <i>A Picture Book of Jesse Owens</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With –ed)  O: <i>Coming to America: The Story of Immigration</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes)  O: <i>Rocks and Minerals</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multisyllabic Words)  P: <i>Amelia and Eleanor Go for a Ride</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multisyllabic Words)  P: <i>The Boy Who Harnessed the Wind</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Regular and Irregular Past-Tense Verbs)  P: <i>If I Ran for President</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)  P: <i>The Moon</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)  P: <i>So You Want to Be an Inventor?</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Greek Roots)  P: <i>Take a Giant Leap, Neil Armstrong!</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes)  P: <i>Wolverine vs. Tasmanian Devil (Who Would Win?)</i> (Focus on Foundational Skills/Phonics</p>
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	<p>and Word-Solving Strategies: Suffixes: -ous, -ful, -less, Double Medial Consonants)</p> <p>Q: <i>Barnum’s Bones</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Affixes and Roots)</p> <p>Q: <i>Bugs (Scholastic Discover More)</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>Q: <i>Dinosaurs (Scholastic Discover More)</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>Q: <i>A Medieval Feast</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>Q: <i>Playing to Win</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)</p> <p>R: <i>The Buzz on Bees</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>R: <i>Everything Dolphin</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>R: <i>Horses</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Adverbs With Suffix -ly)</p> <p>R: <i>Luis Alvarez: Wild Idea Man</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)</p> <p>R: <i>The Trail of Tears</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefix dis-)</p> <p>R: <i>Volcanoes</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multisyllabic Words)</p> <p>S: <i>Louie: The Stray Who Was Saved</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Long a spelled ay, ei, a)</p> <p>S: <i>Neo Leo: The Ageless Ideas of Leonardo da Vinci</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Latin Roots)</p> <p>T: <i>Bad News for Outlaws</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffix -ly)</p> <p>T: <i>Looking at Lincoln</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>T: <i>Muscles</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Latin Roots)</p>
<p><b>Fluency</b></p> <p>4. Read with sufficient accuracy and fluency to support comprehension.          Read grade-level text with purpose and understanding.          Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.          Use context to confirm or self-correct word recognition and</p>	<p>Each teacher card includes a Develop Fluency feature that engages students in activities that focus on reading fluently with proper reading rate, phrasing, accuracy, and expression.</p>

<p>understanding, rereading as necessary.</p>	
<p><b>Language Conventions of Standard English</b></p> <p>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).*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.          Use correct capitalization.          Use commas and quotation marks to mark direct speech and quotations from a text.          Use a comma before a coordinating conjunction in a compound sentence.          Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>M: <i>Chameleons Are Cool</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Adverbs)          M: <i>Dive! A Book of Deep—Sea Creatures</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With Apostrophes)          N: <i>Surprising Swimmers</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Proper Nouns)          O: <i>The Busy Body Book</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Commas in a Series)          O: <i>Coming to America: The Story of Immigration</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Relative Pronouns)          P: <i>Grandma’s Gift</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With Apostrophes)          Q: <i>Testing the Ice</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Commas)          T: <i>Hands Around the Library</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Pronouns)</p>
<p><b>Knowledge of Language</b></p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.          Choose words and phrases to convey ideas precisely.*          Choose punctuation for effect.*          Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>Each teacher card provides students the opportunity to demonstrate knowledge of language and its conventions through reading, writing, and speaking activities.          In addition, the following titles include further activities:          Q: <i>WordGirl: Tobey or Consequences</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Formal vs. Informal Language)          R: <i>Looking Like Me</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Formal vs. Informal Language)</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.          Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.          Use common, grade-appropriate Greek and Latin affixes and roots as</p>	<p>Each teacher card includes a Vocabulary feature with Academic and Domain-Specific vocabulary words. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text.          In addition, the following titles include further activities:          M: <i>An Eye for Color</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Regular Past-Tense Verbs)</p>

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<p>clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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.</p> <p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>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>M: <i>Two Bobbies: A True Story of Hurricane Katrina</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>M: <i>Why Do Dogs Bark?</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)</p> <p>N: <i>Butterfly Boy</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Verb Ending –ed)</p> <p>N: <i>The Magic School Bus Fixes a Bone</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Wordplay)</p> <p>N: <i>Odd Animal Helpers</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>N: <i>The Paperboy</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>N: <i>A Picture Book of Jesse Owens</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words With –ed)</p> <p>O: <i>Apples to Oregon</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Idioms)</p> <p>O: <i>Coming to America: The Story of Immigration</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes)</p> <p>O: <i>In the Garden With Dr. Carver</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)</p> <p>O: <i>Planets</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multiple-Meaning Words)</p> <p>O: <i>Sonia Sotomayor: A Judge Grows in the Bronx</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)</p> <p>O: <i>Tell Me, Tree</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Antonyms)</p> <p>P: <i>Girl Wonder</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Idioms)</p> <p>P: <i>If I Ran for President</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)</p> <p>P: <i>The Moon</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>P: <i>Life in the Ocean</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Similes)</p> <p>P: <i>The Moon</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>P: <i>So You Want to Be an Inventor?</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Greek Roots)</p> <p>P: <i>Take a Giant Leap, Neil Armstrong!</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefixes)</p>
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P: *Wolverine vs. Tasmanian Devil (Who Would Win?)* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes: -ous, -ful, -less, Double Medial Consonants)

Q: *Amazing Magnetism* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multiple-Meaning Words)

Q: *Barnum's Bones* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Affixes and Roots)

Q: *Bugs (Scholastic Discover More)* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

Q: *Dinosaurs (Scholastic Discover More)* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

Q: *A Medieval Feast* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

Q: *Playing to Win* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)

R: *The Buzz on Bees* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

R: *Everything Dolphin* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)

R: *Horses* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Adverbs With Suffix -ly)

R: *Luis Alvarez: Wild Idea Man* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Suffixes)

R: *Queen of the Track* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)

R: *The Trail of Tears* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Prefix dis-)

S: *Dancing Home* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Foreign Words)

S: *Lizards* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)

S: *Martin's Big Words* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Antonyms)

S: *Monster Hunt* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Scientific Names)

S: *Nelson Mandela* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)

S: *Neo Leo: The Ageless Ideas of Leonardo da Vinci* (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Latin Roots)

T: *Bad News for Outlaws* (Focus on Foundational Skills/Phonics and Word-Solving Strategies:

	<p>Suffix –ly)</p> <p>T: <i>Bill the Boy Wonder</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Figurative Language)</p> <p>T: <i>The Great Serum Race</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multiple-Meaning Words)</p> <p>T: <i>Jackie Robinson: American Hero</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Idioms)</p> <p>T: <i>Looking at Lincoln</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Context Clues)</p> <p>T: <i>Muscles</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Latin Roots)</p> <p>T: <i>My Librarian is a Camel</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Multiple-Meaning Words)</p> <p>T: <i>The Strongest Man in the World</i> (Focus on Foundational Skills/Phonics and Word-Solving Strategies: Words in Other Languages: French)</p>
<p><b>Writing</b></p> <p><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.</p> <p>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.</p> <p>Provide reasons that are supported by facts and details.</p> <p>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <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>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</p>	<p>Each teacher card includes a Write and Respond to Reading feature. These activities provide students with the opportunity to respond to the text through a variety of writing exercises. These include drawing/labeling, writing informative/explanatory, narrative and opinion compositions. For example,</p> <p>M: <i>Frida</i> (Write and Respond to Reading: Write a Story – narrative)</p> <p>N: <i>Looking Closely in the Rain Forest</i> (Write and Respond to Reading: Write a Review – opinion)</p> <p>O: <i>Manfish</i> (Write and Respond to Reading: Write a Summary – informative/explanatory)</p> <p>P: <i>Girl Wonder</i> (Write and Respond to Reading: Write a Journal Entry – narrative)</p> <p>Q: <i>Amazing Magnetism</i> (Write and Respond to Reading: Write a Teacher Evaluation – opinion)</p> <p>R: <i>Queen of the Track</i> (Write and Respond to Reading: Write a Profile – informative/explanatory)</p> <p>S: <i>Monster Hunt</i> (Write and Respond to Reading: Write an Explorer’s Log – narrative)</p> <p>T: <i>Bad News for Outlaws</i> (Write and Respond to Reading: Write an Opinion – opinion)</p>



<p>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><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>Each teacher card includes Write and Respond to Reading feature. These activities provide students with the opportunity to respond to the text through a variety of writing exercises. These include drawing/labeling, writing informative/explanatory, narrative and opinion compositions. As students work towards completion of these projects, teachers can provide guidance, support and encouragement that develop student writing proficiency. Teachers can guide students' exploration of digital tools as they are available and the teacher determines applicable in the classroom.</p>
<p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>Each teacher card includes Connect Across Texts and Connect to the Internet features. These features provide both print and website resources to further additional investigation into the topics presented in the text.</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>Each teacher card includes a Write and Respond to Reading feature. These activities provide students with the opportunity to respond to the text through a variety of writing exercises. These include drawing/labeling, writing informative/explanatory, narrative and opinion compositions. Teachers can extend and/or modify these activities to meet student needs for both shorter and extended time frames.</p>
<p><b>Speaking &amp; Listening</b></p>	<p>Each teacher card includes A First Look and Expand Oral Language/Conversation features.</p>

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<p><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 4 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 to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text.</p> <p>For example,</p> <p>M: <i>Throw Your Tooth on the Roof</i> (Expand Oral Language/Conversation: Talk About Traditions)</p> <p>N: <i>Odd Animal Helpers</i> (Expand Oral Language/Conversation: Talk About Partnerships)</p> <p>O: <i>Coming to America: The Story of Immigration</i> (Expand Oral Language/Conversation: Discuss the Contributions of Immigrants)</p> <p>P: <i>Take a Giant Leap, Neil Armstrong!</i> (Expand Oral Language/Conversation: Discuss Character)</p> <p>Q: <i>Away West</i> (Expand Oral Language/Conversation: Talk About Opportunities)</p> <p>R: <i>Horses</i> (Expand Oral Language/Conversation: Talk About Interdependence)</p> <p>S: <i>Helen Keller: Her Life in Pictures</i> (Expand Oral Language/Conversation: Talk About Overcoming Difficulties)</p> <p>T: <i>Looking at Lincoln</i> (Expand Oral Language/Conversation: Talk About Leaders)</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>Each teacher card includes an Expand Oral Language/Conversation feature. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Through these discussions students are able to practice presentation skills including organization of thought, use of evidence from the material, and appropriate use of language.</p>

**Grade 5 • Common Core State Standards****Scholastic Guided Reading Program: Nonfiction Focus 2nd Edition®**

<p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b></p> <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>Q: <i>Away West</i> (Read and Analyze Literature/Cite Textual Evidence: Determine the Theme, Develop Comprehension)</p> <p>Q: <i>WordGirl: Tobey or Consequences</i> (Read and Analyze Literature Cite/Textual Evidence: Describe Characters, Develop Comprehension)</p> <p>R: <i>Looking Like Me</i> (Read and Analyze Literature/Cite Evidence: Identify Structural Elements, Develop Comprehension)</p> <p>R: <i>Sadako and the Thousand Paper Cranes</i> (Read and Analyze Literature/Cite Textual Evidence: Analyze Characters, Develop Comprehension)</p> <p>S: <i>Dancing Home</i> (Read and Analyze Literature/Cite Textual Evidence: Compare and Contrast Characters, Develop Comprehension)</p> <p>S: <i>Louie: The Stray Who Was Saved</i> (Develop Comprehension)</p>
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