

**CORRELATION OF SCHOLASTIC MUHAMMAD ALI PRESENTS GO THE DISTANCE! TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADES 3-8**

Common Core State Standards

**SCHOLASTIC Muhammad Ali Presents Go the Distance!
Library A**

Grade 3

<p>Reading: Literature Key Ideas and Details</p> <ol style="list-style-type: none"> 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. 	<p>Muhammad Ali Presents: Go the Distance! is an inquiry-based curriculum focused on comprehension. Improving comprehension may require explicit teaching/reteaching and review of six key strategies, one of which is asking questions. Muhammad Ali Presents: Go the Distance! provides mini-lessons for each key strategy with examples, modeled and guided instruction, graphic organizers, checklists to keep in mind for independent reading, and suggestions for applying the strategy with books read independently.</p> <p>Asking Questions: Professional Guide: P20, P21 Book Notes: Cockroach Cooties Cover The Champ: The Story of Muhammad Ali P3, P16, P17, P28 Harvesting Hope: The Story of Cesar Chavez P23, P29 Teacher Resources CD, Level A: Mini-lesson Ask Questions CML_06.pdf The Champ: The Story of Muhammad Ali RA_06.pdf Message in the Sky: Corey’s Underground Railroad SG_03.pdf Scope, Special Edition: Muhammad Ali SG_06.pdf Think Marks: Scope Special Edition, Muhammad Ali TM_03.pdf If I Were in Charge the Rules Would Be Different TM_09.pdf Super Science Magic TM_09.pdf Freedom’s Wings Corey’s Underground Railroad Diary Book One TM_13.pdf</p> <p>Recount and Summarize Stories: Teacher Resources CD, Level A: The Three Questions SG_04.pdf Think Marks: The Three Questions TM_03.pdf Book Notes: Eagle Song P10, P37, P73, P79 The Story of a Seagull and the Cat Who Taught Her to Fly P17, P97, P101 Teacher Resources CD, Level A: Mini-lesson Summarize information CML_01.pdf Eagle Song (read aloud) RA_01.pdf Superdog: The Heart of a Hero (small group) SG_01.pdf Think Marks: Superdog The Heart of a Hero TM_01.pdf</p> <p>Explore Dialogue and Describe Character: Teacher Resources CD, Level A: The Real Slam Dunk SG_02.pdf Message in the Sky: Corey’s Underground Railroad Diary SG_03.pdf Think Mark: The Real Slam Dunk; TM_01.pdf Book Notes: The Story of a Seagull and the Cat Who Taught Her to Fly</p>
<p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 5. Refer to parts of stories, dramas, and poems when writing or speaking 	<p>Students are encouraged to reflect on textual experiences in groups and individually through group think-alouds, debates, reports, drama activities, or writing.</p> <p>A variety of genres are included in this program:</p>

Grade 3

Library A

<p>about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Realistic Fiction (Eagle Song, How Lola Came to Stay, Cockroach Cooties) Comic-Book Style (Superdog: The Heart of a Hero) Fantasy (The Story of a Seagull and the Cat Who Taught Her to Fly; The Secret of Cacklefur Castle) Historical Fantasy (Night of the Ninjas) Animal Fantasy (Diary of a Worm) Humorous Fiction (Hi! Fly Guy, Stink: The Incredible Shrinking Kid, Beware of Mad Dog!, The Big Blueberry Barf-Off!!, The Secret Shortcut) Fable (The Three Questions: Based on a Story by Leo Tolstoy) Mystery (The Spray Paint Mystery, The Case of the Missing Trophy, Skeleton in the Smithsonian) Poetry (If I Were in Charge the Rules Would be Different)</p> <p>Enactments can be engaged individually and silently in writing, through pair work, or in large groups. During reading, enactments can help students enter into varying perspectives by “becoming” characters and seeing ideas or forces acting upon the characters. After reading, enactments help students reflect on text structure and how it affects meaning.</p> <p>Think-Alouds help students notice the structure of a text, comment on the author’s use of vocabulary, identify the author’s purpose, consider the author’s meaning, discuss how the story changed or formed an opinion, and evaluate how the text is written.</p>
<p>Integration of Knowledge and Ideas</p> <p>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).</p> <p>8. (Not applicable to literature)</p> <p>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>Text’s illustrations are explored in the following lessons: Book Notes: Cockroach Cooties cover Book Notes: Mr. Lincoln’s Way cover, P7, P46-47 Book Notes: Eagle Song cover</p> <p>After reading, students are encouraged to reflect on text structure and how it affects meaning and to discern, discuss, and evaluate the author’s visions, including generalizations.</p>
<p>Range of Reading and Complexity of Text</p> <p>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>Go the Distance! presents three leveled libraries. Each library contains 96 books, which are used for read-alouds, small-group instruction, and paired independent and self-selected reading. A range of readability comprises the literature in each library. Library A is designed for the third and fourth grade. (Lexiles 280-930 and Guided Reading Levels L-W) Read-alouds allow students to experience a variety of literary forms and styles of writing that are challenging texts exposing them to higher tier vocabulary and sentence complexity. Small group instruction guides students to become independent readers as the teacher transfers the strategies of active reading to students. The independent reading books provide even striving readers with many opportunities to read. See the following sampling of titles: Eagle Song (realistic fiction) Superdog: The Heart of a Hero (comic-book style) The Story of a Seagull and the Cat Who Taught Her to Fly (fantasy) Night of the Ninjas (historical fantasy)</p>

	<p>The Three Questions: Based on a story by Leo Tolstoy (fables) The Spray Paint Mystery (mystery) If I Were in Charge the Rules Would be Different (poetry)</p>
<p>Reading: Informational Text Key Ideas and Details 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>Ask Questions: Professional Guide P 20, P21 Book Notes: The Champ: The Story of Muhammad Ali P3, P16, P17, P28 Harvesting Hope: The Story of Cesar Chavez P23, P29 Teacher Resources CD, Level A: Mini-lesson Ask Questions CML_06.pdf The Champ: The Story of Muhammad Ali RA_06.pdf Think Marks: Scope Special Edition, Muhammad Ali TM_03.pdf Super Science Magic TM_09.pdf</p> <p>Summarize: Professional Guide: P28 Book Notes: The Champ: The Story of Muhammad Ali P25 Harvesting Hope: The Story of Cesar Chavez P39 Teacher Resources CD, Level A: We'll Never Forget You Roberto Clemente TM_04.pdf By My Brother's Side TM_10.pdf Can Snakes Crawl Backward? TM_11.pdf</p> <p>Explore Autobiographical Picture Books: Teacher Resources CD, Level A: Think Mark: By My Brother's Side TM_10.pdf</p> <p>Explore How-to-Books: Teacher Resources CD, Level A: Think Marks: Super Science Magic TM_09.pdf Codemaster How to Write and Decode Top-Secret Messages TM_12.pdf Science Dares You! Make Fake Blood TM_16.pdf</p> <p>Explore Non-Fiction: Teacher Resources CD, Level A: Think Marks: Polar Adventures TM_07.pdf Can Snakes Crawl Backward? TM_11.pdf How! A Book About Wolves TM_18.pdf</p> <p>Explore Main Idea and Details: Book Notes: The Champ: The Story of Muhammad Ali preview, P5</p>
<p>Craft and Structure 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 6. Distinguish their own point of view from that of the author of a text.</p>	<p>Each read-aloud book in Go the Distance! Has Book Notes to help train students in flagging the text. One category in which students might flag texts is literary or text elements. These Book Notes help students explore characteristics of various genres. It also introduces text elements such as illustrations and captions.</p> <p>Think Marks are two-sided bookmarks that contain a book pitch and questions to guide students through the flagging process as they read. The Think Marks can be printed from the Teaching resources CD-ROM and photocopied, one per student.</p>

	<p>Investigate Nonfiction Science: How! A Book About Wolves TM_18.pdf Read the Features and Steps: Science Dares You! TM_16.pdf Investigate Biography: A Picture Book of Jesse Owens TM_15 Science and Graphic Elements: Mars TM_14 Discover How-To Text: Codemaster #1 How to Write and Decode Secret Messages TM_12 Explore Autobiographical Picture Books: By My Brother’s Side TM_10 Explore How-To Books: Super Science Magic TM_09 Understand Magazine Features: SCOPE Magazine Special Edition TM_03 Discover Biography: The Champ: The Story of Muhammad Ali ; We’ll Never Forget You, Roberto Clemente TM_04; Abe Lincoln: The Boy Who Loved Books TM_04 Use Photos and Text in Nonfiction Science: Spiders TM_02</p>
<p>Integration of Knowledge and Ideas 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.</p>	<p>Explore Non-Fiction: Think Marks: Polar Adventures TM_07.pdf; Can Snakes Crawl Backward? TM_11.pdf; How! A Book About Wolves TM_18.pdf</p> <p>Using Photographs: Book Notes: The Story of Cesar Chavez cover; Spiders TM_02</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Go the Distance! Features a collection of books divided into three leveled libraries. Library A is designed for the third and fourth grade. (Lexiles 280-930 and Guided Reading Levels L-W) Each library contains 96 books, which are used for read-alouds, small-group instruction, and paired independent and self-selected reading. Read-alouds allows students to experience a variety of literary forms and styles of writing that they would not be able to read on their own. Students have the opportunity to appreciate the pleasure that comes from reading without having to concentrate on the mechanics of decoding the printed word. Small group instruction guides students to become independent readers as the teacher transfers the strategies of active reading to students. The independent reading books provide even striving readers with many opportunities to read. Sample titles include:</p> <p>Can Snakes Crawl Backward? Questions and Answers About Reptiles By My Brother’s Side Super Science Magic Scope Magazine The Champ: The Story of Muhammad Ali Spiders Polar Adventures: A Chapter Book Codemaster#1 How to Write and Decode Secret Messages Mars Science Dares You! Make Fake Blood and 18 More Amazing Special Effects How! A Book About Wolves</p>

<p>Reading: Foundational Skills Phonics and Word Recognition 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>The goal of small-group instruction is to guide students to become independent readers. Although no specific lessons on phonics and word recognition are included in this program, teacher modeling, flexible grouping for small group instruction and scaffolding are all parts of the program that enable students to make progress toward becoming active, independent readers.</p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students build fluency through teacher modeling of the read-aloud titles and through re-reading self-selected texts.</p>
<p>Language Conventions of Standard English 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. 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-</p>	<p>One of the goals of the program is to engage students in the use of the books' language as models for their own spoken and written language.</p>

Grade 3

<p>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>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>One of the goals of the program is to engage students in the use of the books' language as models for their own spoken and written language.</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). 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>Think Marks and Book Notes model how to flag the text for a variety of reasons, including vocabulary strategies. Vocabulary strategies help clarify meaning of unfamiliar words, including words that can be figured out with context clues or words that need to be looked up in a dictionary. For example: Book Notes: Cockroach Cooties P13, P82 The Story of a Seagull and the Cat Who Taught Her to Fly P17, P27, P102 Professional Guide: P27, P28 Book Notes: Cockroach Cooties P13, P82 The Story of a Seagull and the Cat Who Taught Her to Fly P17, P27, P102 The Champ: The Story of Muhammad Ali P8, P11, P16, P30 Harvesting Hope: The Story of Cesar Chavez P6, P9, P25</p>
<p>Writing Text Types and Purposes 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p>Go the Distance! Uses writing to help students reinforce the connection between their own lives and what they read. Multiple opportunities to use writing in support of reading before, during, and after engaging in text are provided. Students are encouraged to write predictions, note important details, and record their thoughts on sticky notes. Students complete graphic organizers, write summaries, develop checklists, and produce student-driven writing. For example:</p>

Grade 3

<p>Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure.</p>	<p>Teacher Resource CD, Level A: Write a Paragraph: CML02.pdf Make a Checklist: CML_04.pdf Make a Chart: CML_02.pdf, CML_04.pdf, CML_06.pdf Make a Compare/Contrast Checklist CML_03.pdf Write Sentences: CML_04.pdf Write Questions: CML_06.pdf Write a Summary Superdog: The Heart of a Hero SG_01.pdf Write a Newspaper Article: Superdog: The Heart of a Hero: SG_01.pdf Write a Song: The Real Slam Dunk: SG_02.pdf Keep a Diary: Message in the Sky: Corey’s Underground Railroad: SG_03.pdf Write a Description: The Three Questions: SG_04.pdf Write a Guidebook: Spiders: SG_05.pdf Write a Poem: Scope, Special Edition: Muhammad Ali SG_06.pdf</p>
<p>Production and Distribution of Writing 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>Teachers can provide guidance and support with student-driven writing or in writing students produce with the following activities. Technology may be used as available and as the teacher determines appropriate: Teacher Resource CD, Level A: Write a Paragraph: CML02.pdf Make a Checklist: CML_04.pdf Make a Chart: CML_02.pdf, CML_04.pdf, CML_06.pdf Make a Compare/Contrast Checklist CML_03.pdf Write Sentences: CML_04.pdf Write Questions: CML_06.pdf Write a Summary Superdog: The Heart of a Hero SG_01.pdf Write a Newspaper Article: Superdog: The Heart of a Hero: SG_01.pdf Write a Song: The Real Slam Dunk: SG_02.pdf Keep a Diary: Message in the Sky: Corey’s Underground Railroad: SG_03.pdf Write a Description: The Three Questions: SG_04.pdf Write a Guidebook: Spiders: SG_05.pdf Write a Poem: Scope, Special Edition: Muhammad Ali SG_06.pdf</p>
<p>Research to Build and Present Knowledge 7. Conduct short research projects that build knowledge about a topic. 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into</p>	<p>Teacher Resource CD, Level A: Write a Guidebook: Spiders: SG_05.pdf Additionally, Book Notes prompt students to take notes as they read.</p>

Grade 3

<p>provided categories. 9. (Begins in grade 4)</p>	
<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Teacher Resource CD, Level A: Write a Paragraph: CML02.pdf Make a Checklist: CML_04.pdf Make a Chart: CML_02.pdf, CML_04.pdf, CML_06.pdf Make a Compare/Contrast Checklist CML_03.pdf Write Sentences: CML_04.pdf Write Questions: CML_06.pdf Write a Summary Superdog: The Heart of a Hero SG_01.pdf Write a Newspaper Article: Superdog: The Heart of a Hero: SG_01.pdf Write a Song: The Real Slam Dunk: SG_02.pdf Keep a Diary: Message in the Sky: Corey’s Underground Railroad: SG_03.pdf Write a Description: The Three Questions: SG_04.pdf Write a Guidebook: Spiders: SG_05.pdf Write a Poem: Scope, Special Edition: Muhammad Ali SG_06.pdf</p> <p>Additionally, student-driven writing allows students to reflect on the structure of texts and the meaning of its content.</p>
<p>Speaking & Listening Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 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>The lesson structure begins with making personal connections to students’ lives. Prior knowledge and relevant background experiences are activated prior to reading. During reading, Book Notes help students connect their life experiences to what they read and also ask readers to apply what they read to their live or to other things they have read. After reading, students reflect on content in groups and individually through group think-alouds, reports, debates or drama activities.</p> <p>Oral retelling is a valuable assessment tool. By having students retell what they have read in their own words, oral language ability, reading comprehension and attitudes towards print and books can be assessed.</p> <p>Asking questions: Professional Guide: P20, P21 Book Notes: Cockroach Cooties Cover The Champ: The Story of Muhammad Ali P3, P16, P17, P28 Harvesting Hope: The Story of Cesar Chavez P23, P29 Teacher Resources CD, Level A: Mini-lesson Ask Questions CML_06.pdf; The Champ: The Story of Muhammad Ali RA_06.pdf; Message in the Sky: Corey’s Underground Railroad SG_03.pdf; Scope, Special Edition: Muhammad Ali SG_06.pdf Think Marks: Scope Special Edition, Muhammad Ali TM_03.pdf; If I Were in Charge the Rules Would Be Different TM_09.pdf; Super Science Magic TM_09.pdf; Freedom’s Wings Corey’s Underground Railroad Diary Book One TM_13.pdf</p>

Common Core State Standards

SCHOLASTIC Muhammad Ali Presents Go the Distance!

Grade 3

Library A

<p>Presentation of Knowledge and Ideas</p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Speaking clearly and at an understandable pace can be practiced through the following oral language activity examples: Teacher Resources CD, Level A: Think of a Symbol: Eagle Song RA_01.pdf Share Your Story: The Story of a Seagull and the Cat Who taught Her to Fly Determination Rhymes: The Champ: The Story of Muhammad Ali RA_06.pdf Act out a Drama: Harvesting Hope: The Story of Cesar Chevez RA_03.pdf You're the Expert: Cockroach Cooties RA_05.pdf</p>
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Common Core State Standards

SCHOLASTIC Muhammad Ali Presents Go the Distance!

Grade 4

Library A

<p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>Improving comprehension may require explicit teaching/reteaching and review of six key strategies, one of which is asking questions. Muhammad Ali Presents: Go the Distance! provides mini-lessons for each key strategy with examples, modeled and guided instruction, graphic organizers, checklists to keep in mind for independent reading, and suggestions for applying the strategy with books read independently.</p> <p>Asking Questions: Professional Guide: P20, P21 Book Notes: Cockroach Cooties Cover The Champ: The Story of Muhammad Ali P3, P16, P17, P28 Harvesting Hope: The Story of Cesar Chavez P23, P29 Teacher Resources CD, Level A: Mini-lesson Ask Questions CML_06.pdf The Champ: The Story of Muhammad Ali RA_06.pdf Message in the Sky: Corey's Underground Railroad SG_03.pdf Scope, Special Edition: Muhammad Ali SG_06.pdf Think Marks: Scope Special Edition, Muhammad Ali TM_03.pdf If I Were in Charge the Rules Would Be Different TM_09.pdf Super Science Magic TM_09.pdf Freedom's Wings Corey's Underground Railroad Diary Book One TM_13.pdf</p> <p>Recount and Summarize Stories: Teacher Resources CD, Level A: The Three Questions SG_04.pdf Think Marks: The Three Questions TM_03.pdf Book Notes: Eagle Song P10, P37, P73, P79 The Story of a Seagull and the Cat Who Taught Her to Fly P17, P97, P101 Teacher Resources CD, Level A: Mini-lesson Summarize information CML_01.pdf Eagle Song (read aloud) RA_01.pdf Superdog: The Heart of a Hero (small group) SG_01.pdf Think Marks: Superdog The Heart of a Hero TM_01.pdf</p> <p>Explore Dialogue and Describe Character:</p>
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	<p>Teacher Resources CD, Level A: The Real Slam Dunk SG_02.pdf Message in the Sky: Corey’s Underground Railroad Diary SG_03.pdf Think Mark: The Real Slam Dunk; TM_01.pdf Book Notes: The Story of a Seagull and the Cat Who Taught Her to Fly</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Students are encouraged to reflect on textual experiences in groups and individually through group think-alouds, debates, reports, drama activities, or writing.</p> <p>A variety of genres are included in this program: Realistic Fiction (Eagle Song, How Lola Came to Stay, Cockroach Cooties) Comic-Book Style (Superdog: The Heart of a Hero) Fantasy (The Story of a Seagull and the Cat Who Taught Her to Fly; The Secret of Cacklefur Castle) Historical Fantasy (Night of the Ninjas) Animal Fantasy (Diary of a Worm) Humorous Fiction (Hi! Fly Guy, Stink: The Incredible Shrinking Kid, Beware of Mad Dog!, The Big Blueberry Barf-Off!!, The Secret Shortcut) Fable (The Three Questions: Based on a Story by Leo Tolstoy) Mystery (The Spray Paint Mystery, The Case of the Missing Trophy, Skeleton in the Smithsonian) Poetry (If I Were in Charge the Rules Would be Different)</p> <p>Enactments can be engaged individually and silently in writing, through pair work, or in large groups. During reading, enactments can help students enter into varying perspectives by “becoming” characters and seeing ideas or forces acting upon the characters. After reading, enactments help students reflect on text structure and how it affects meaning.</p> <p>Think-Alouds help students notice the structure of a text, comment on the author’s use of vocabulary, identify the author’s purpose, consider the author’s meaning, discuss how the story changed or formed an opinion, and evaluate how the text is written.</p>
<p>Integration of Knowledge and Ideas 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. 8. (Not applicable to literature) 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>Text’s illustrations are explored in the following lessons: Book Notes: Cockroach Cooties cover Book Notes: Mr. Lincoln’s Way cover, P7, P46-47 Book Notes: Eagle Song cover</p> <p>After reading, students are encouraged to reflect on text structure and how it affects meaning and to discern, discuss, and evaluate the author’s visions, including generalizations.</p>
<p>Range of Reading and Complexity of Text 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Go the Distance! Features a collection of books divided into three leveled libraries. Library A is designed for the third and fourth grade. (Lexiles 280-930 and Guided Reading Levels L-W) Each library contains 96 books, which are used for read-alouds, small-group instruction, and paired independent and self-selected reading.</p>

	<p>Read-alouds allows students to experience a variety of literary forms and styles of writing that they would not be able to read on their own. Students have the opportunity to appreciate the pleasure that comes from reading without having to concentrate on the mechanics of decoding the printed word. Small group instruction guides students to become independent readers as the teacher transfers the strategies of active reading to students. The independent reading books provide even striving readers with many opportunities to read. Sample titles include:</p> <p>Eagle Song (realistic fiction) Superdog: The Heart of a Hero (comic-book style) The Story of a Seagull and the Cat Who Taught Her to Fly (fantasy) Night of the Ninjas (historical fantasy) The Three Questions: Based on a story by Leo Tolstoy (fables) The Spray Paint Mystery (mystery) If I Were in Charge the Rules Would be Different (poetry)</p>
<p>Reading: Informational Text Key Ideas and Details</p> <ol style="list-style-type: none"> 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>Ask Questions: Professional Guide P 20, P21 Book Notes: The Champ: The Story of Muhammad Ali P3, P16, P17, P28 Harvesting Hope: The Story of Cesar Chavez P23, P29 Teacher Resources CD, Level A: Mini-lesson Ask Questions CML_06.pdf The Champ: The Story of Muhammad Ali RA_06.pdf Think Marks: Scope Special Edition, Muhammad Ali TM_03.pdf Super Science Magic TM_09.pdf</p> <p>Summarize: Professional Guide: P28 Book Notes: The Champ: The Story of Muhammad Ali P25 Harvesting Hope: The Story of Cesar Chavez P39 Teacher Resources CD, Level A: We'll Never Forget You Roberto Clemente TM_04.pdf By My Brother's Side TM_10.pdf Can Snakes Crawl Backward? TM_11.pdf</p> <p>Explore Autobiographical Picture Books: Teacher Resources CD, Level A: Think Mark: By My Brother's Side TM_10.pdf</p> <p>Explore How-to-Books: Teacher Resources CD, Level A: Think Marks: Super Science Magic TM_09.pdf Codemaster How to Write and Decode Top-Secret Messages TM_12.pdf Science Dares You! Make Fake Blood TM_16.pdf</p> <p>Explore Non-Fiction: Teacher Resources CD, Level A: Think Marks: Polar Adventures TM_07.pdf Can Snakes Crawl Backward? TM_11.pdf Howl! A Book About Wolves TM_18.pdf</p>

	<p>Explore Main Idea and Details: Book Notes: The Champ: The Story of Muhammad Ali preview, P5</p>
<p>Craft and Structure 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>Each read-aloud book in Go the Distance! Has Book Notes to help train students in flagging the text. One category in which students might flag texts is literary or text elements. These Book Notes help students explore characteristics of various genres. It also introduces text elements such as illustrations and captions.</p> <p>Think Marks are two-sided bookmarks that contain a book pitch and questions to guide students through the flagging process as they read. The Think Marks can be printed from the Teaching resources CD-ROM and photocopied, one per student.</p> <p>Investigate Nonfiction Science: How! A Book About Wolves TM_18.pdf Read the Features and Steps: Science Dares You! TM_16.pdf Investigate Biography: A Picture Book of Jesse Owens TM_15 Science and Graphic Elements: Mars TM_14 Discover How-To Text: Codemaster #1 How to Write and Decode Secret Messages TM_12 Explore Autobiographical Picture Books: By My Brother’s Side TM_10 Explore How-To Books: Super Science Magic TM_09 Understand Magazine Features: SCOPE Magazine Special Edition TM_03 Discover Biography: The Champ: The Story of Muhammad Ali ; We’ll Never Forget You, Roberto Clemente TM_04; Abe Lincoln: The Boy Who Loved Books TM_04 Use Photos and Text in Nonfiction Science: Spiders TM_02</p>
<p>Integration of Knowledge and Ideas 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 8. Explain how an author uses reasons and evidence to support particular points in a text. 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Explore Non-Fiction: Think Marks: Polar Adventures TM_07.pdf; Can Snakes Crawl Backward? TM_11.pdf; How! A Book About Wolves TM_18.pdf</p> <p>Using Photographs: Book Notes: The Story of Cesar Chavez cover; Spiders TM_02</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the</p>	<p>Go the Distance! Features a collection of books divided into three leveled libraries. Library A is designed for the third and fourth grade. (Lexiles 280-930 and Guided Reading Levels L-W) Each library contains 96 books, which are used for read-alouds, small-group instruction, and</p>

Grade 4

<p>grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>paired independent and self-selected reading. Read-alouds allows students to experience a variety of literary forms and styles of writing that they would not be able to read on their own. Students have the opportunity to appreciate the pleasure that comes from reading without having to concentrate on the mechanics of decoding the printed word. Small group instruction guides students to become independent readers as the teacher transfers the strategies of active reading to students. The independent reading books provide even striving readers with many opportunities to read. Sample titles include:</p> <p>Can Snakes Crawl Backward? Questions and Answers About Reptiles By My Brother’s Side Super Science Magic Scope Magazine The Champ: The Story of Muhammad Ali Spiders Polar Adventures: A Chapter Book Codemaster#1 How to Write and Decode Secret Messages Mars Science Dares You! Make Fake Blood and 18 More Amazing Special Effects How! A Book About Wolves</p>
<p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>The goal of small-group instruction is to guide students to become independent readers. Although no specific lessons on phonics and word recognition are included in this program, teacher modeling, flexible grouping for small group instruction and scaffolding are all parts of the program that enable students to make progress toward becoming active, independent readers.</p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students build fluency through teacher modeling of the read-aloud titles and through re-reading self-selected texts.</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p>	<p>One of the goals of the program is to engage students in the use of the books’ language as models for their own spoken and written language.</p>

Grade 4

<p>Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.</p>	
<p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>One of the goals of the program is to engage students in the use of the books' language as models for their own spoken and written language.</p>
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Recognize and explain the meaning of common idioms, adages, and</p>	<p>Think Marks and Book Notes model how to flag the text for a variety of reasons, including vocabulary strategies. Vocabulary strategies help clarify meaning of unfamiliar words, including words that can be figured out with context clues or words that need to be looked up in a dictionary. For example: Book Notes: Cockroach Cooties P13, P82 The Story of a Seagull and the Cat Who Taught Her to Fly P17, P27, P102 Professional Guide: P27, P28 Book Notes: Cockroach Cooties P13, P82 The Story of a Seagull and the Cat Who Taught Her to Fly P17, P27, P102 The Champ: The Story of Muhammad Ali P8, P11, P16, P30 Harvesting Hope: The Story of Cesar Chavez P6, P9, P25</p>

Grade 4

<p>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>Writing Text Types and Purposes 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. 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. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey</p>	<p>Go the Distance! Uses writing to help students reinforce the connection between their own lives and what they read. Multiple opportunities to use writing in support of reading before, during, and after engaging in text are provided. Students are encouraged to write predictions, note important details, and record their thoughts on sticky notes. Students complete graphic organizers, write summaries, develop checklists, and produce student-driven writing. For example: Teacher Resource CD, Level A: Write a Paragraph: CML02.pdf Make a Checklist: CML_04.pdf Make a Chart: CML_02.pdf, CML_04.pdf, CML_06.pdf Make a Compare/Contrast Checklist CML_03.pdf Write Sentences: CML_04.pdf Write Questions: CML_06.pdf Write a Summary Superdog: The Heart of a Hero SG_01.pdf Write a Newspaper Article: Superdog: The Heart of a Hero: SG_01.pdf Write a Song: The Real Slam Dunk: SG_02.pdf Keep a Diary: Message in the Sky: Corey’s Underground Railroad: SG_03.pdf Write a Description: The Three Questions: SG_04.pdf Write a Guidebook: Spiders: SG_05.pdf Write a Poem: Scope, Special Edition: Muhammad Ali SG_06.pdf</p>

Grade 4

<p>experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p>	
<p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 6. With 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>Teachers can provide guidance and support with student-driven writing or in writing students produce with the following activities. Technology may be used as available and as the teacher determines appropriate: Teacher Resource CD, Level A: Write a Paragraph: CML02.pdf Make a Checklist: CML_04.pdf Make a Chart: CML_02.pdf, CML_04.pdf, CML_06.pdf Make a Compare/Contrast Checklist CML_03.pdf Write Sentences: CML_04.pdf Write Questions: CML_06.pdf Write a Summary Superdog: The Heart of a Hero SG_01.pdf Write a Newspaper Article: Superdog: The Heart of a Hero: SG_01.pdf Write a Song: The Real Slam Dunk: SG_02.pdf Keep a Diary: Message in the Sky: Corey’s Underground Railroad: SG_03.pdf Write a Description: The Three Questions: SG_04.pdf Write a Guidebook: Spiders: SG_05.pdf Write a Poem: Scope, Special Edition: Muhammad Ali SG_06.pdf</p>
<p>Research to Build and Present Knowledge 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>Teacher Resource CD, Level A: Write a Guidebook: Spiders: SG_05.pdf Additionally, Book Notes prompt students to take notes as they read.</p>
<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Teacher Resource CD, Level A: Write a Paragraph: CML02.pdf Make a Checklist: CML_04.pdf Make a Chart: CML_02.pdf, CML_04.pdf, CML_06.pdf Make a Compare/Contrast Checklist CML_03.pdf Write Sentences: CML_04.pdf Write Questions: CML_06.pdf</p>

	<p>Write a Summary Superdog: The Heart of a Hero SG_01.pdf Write a Newspaper Article: Superdog: The Heart of a Hero: SG_01.pdf Write a Song: The Real Slam Dunk: SG_02.pdf Keep a Diary: Message in the Sky: Corey’s Underground Railroad: SG_03.pdf Write a Description: The Three Questions: SG_04.pdf Write a Guidebook: Spiders: SG_05.pdf Write a Poem: Scope, Special Edition: Muhammad Ali SG_06.pdf</p> <p>Additionally, student-driven writing allows students to reflect on the structure of texts and the meaning of its content.</p>
<p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 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.</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>The lesson structure begins with making personal connections to students’ lives. Prior knowledge and relevant background experiences are activated prior to reading. During reading, Book Notes help students connect their life experiences to what they read and also ask readers to apply what they read to their live or to other things they have read. After reading, students reflect on content in groups and individually through group think-alouds, reports, debates or drama activities.</p> <p>Oral retelling is a valuable assessment tool. By having students retell what they have read in their own words, oral language ability, reading comprehension and attitudes towards print and books can be assessed.</p> <p>Asking questions: Professional Guide: P20, P21 Book Notes: Cockroach Cooties Cover The Champ: The Story of Muhammad Ali P3, P16, P17, P28 Harvesting Hope: The Story of Cesar Chavez P23, P29 Teacher Resources CD, Level A: Mini-lesson Ask Questions CML_06.pdf; The Champ: The Story of Muhammad Ali RA_06.pdf; Message in the Sky: Corey’s Underground Railroad SG_03.pdf; Scope, Special Edition: Muhammad Ali SG_06.pdf Think Marks: Scope Special Edition, Muhammad Ali TM_03.pdf; If I Were in Charge the Rules Would Be Different TM_09.pdf; Super Science Magic TM_09.pdf; Freedom’s Wings Corey’s Underground Railroad Diary Book One TM_13.pdf</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to</p>	<p>Speaking clearly and at an understandable pace can be practiced through the following oral language activity examples: Teacher Resources CD, Level A: Think of a Symbol: Eagle Song RA_01.pdf Share Your Story: The Story of a Seagull and the Cat Who taught Her to Fly Determination Rhymes: The Champ: The Story of Muhammad Ali RA_06.pdf Act out a Drama: Harvesting Hope: The Story of Cesar Chevez RA_03.pdf You’re the Expert: Cockroach Cooties RA_05.pdf</p>

Grade 4

task and situation.

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).

Improving comprehension may require explicit teaching/reteaching and review of six key strategies, one of which is asking questions. Muhammad Ali Presents: Go the Distance! provides mini-lessons for each key strategy with examples, modeled and guided instruction, graphic organizers, checklists to keep in mind for independent reading, and suggestions for applying the strategy with books read independently.

Explore Realistic Fiction:

Book Notes: Stanford Wong Flunks Big-Time P1, P4, P7, P12, P48, P79, P289
 Teacher Resources CD, Level B: Stanford Wong Flunks Big Time RA_02.pdf
 Marco's Millions SG_01.pdf
 Any Small Goodness: A Novel of the Barrio SG_04.pdf
 Think Marks: Any Small Goodness: A Novel of the Barrio TM_03.pdf
 My Name is Brian TM_05.pdf

Explore Science Fiction:

Teacher Resources CD, Level B: Marco's Millions SG_01.pdf
 Think Mark: Marco's Millions TM_01.pdf
 Think Marks: Hey L'il D! Out of Bounds TM_08.pdf
 The Fiesta Face-Off TM_11.pdf

Understand Characters:

Book Notes: Stanford Wong Flunks Big-Time P4, P24
 Dive (Book One): The Discovery P19
 Teacher Resources CD, Level B: Think Mark: Hey L'il D! It's All in the Name TM_14.pdf

Make Inferences:

Book Notes: Stanford Wong Flunks Big-Time P9, P12, P19, P38, P208, P210, P279
 The Story of Muhammad Ali, P34
 Selavi: A Haitian Story of Hope P4, P7, P17, P38
 Dive (Book One): The Discovery P60, P74, P100, P117
 The Capture: Guardians of Ga'hoole, Book One P1, P20, P53, P113, P147, P162
 Juan Verdades: The Man Who Couldn't Tell a Lie Cover, P14, P24, P26, P28
 Teacher Resources CD, Level B: Mini-lesson Make Inferences CML_01.Pdf
 Juan Verdades: The Man Who Couldn't Tell a Lie RA_01.pdf
 Marco's Millions SG_01.pdf
 Think Marks: Marco's Millions TM_01.pdf
 Earthquake A Story of Old San Francisco TM_04.pdf
 In Their Own Words, Sitting Bull TM_04.pdf
 Dare to Be Scared TM_10.pdf

	<p>The Million Dollar Shot TM_16.pdf</p> <p>Summarizing: Book Notes: The Capture: Guardians of Ga’hoole, Book One P11, P24, P49, P95, P98 Teacher Resources CD, Level B: Mini-lesson: Summarize Information CML_05.pdf The Capture RA_05.pdf The Top 10 Ways to Ruin the First Day of School SG_03.pdf The Hunterman and the Crocodile TM_06.pdf Winning Season, The Roar of the Crowd TM_06.pdf</p> <p>Explore Fables: Teacher Resources CD, Level B: Think Mark: Wings TM_05.pdf</p> <p>Explore Fantasy: Book Notes: The Capture: Guardians of Ga’hoole, Book One Pii, P2, P27, P32, P46, P127, P137, P147 Teacher Resources CD, Level B: The Capture RA_05.pdf Think Mark: Lion Boy TM_07.pdf The Capture RA_05.pdf Think Mark: Lion Boy TM_07.pdf</p> <p>Explore Poetry: Teacher Resources CD, Level B: Math-terpieces: The Art of Problem Solving SG_02.pdf; Think Mark: Math-Terpieces The Art of Problem Solving TM_01.pdf; Hey You! C’mere! TM_09.pdf</p> <p>Explore Folktales: Book Notes: Juan Verdades: The Man Who Couldn’t Tell a Lie P1 Teacher Resources CD, Level B: Juan Verdades: The Man Who Couldn’t Tell a Lie RA_01.pdf Think Mark: The Hunterman and the Crocodile TM_06.pdf</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>Students are encouraged to reflect on textual experiences in groups and individually through group think-alouds, debates, reports, drama activities, or writing.</p> <p>Enactments can be engaged individually and silently in writing, through pair work, or in large groups. During reading, enactments can help students enter into varying perspectives by “becoming” characters and seeing ideas or forces acting upon the characters. After reading, enactments help students reflect on text structure and how it affects meaning.</p> <p>Think-Alouds help students notice the structure of a text, comment on the author’s use of vocabulary, identify the author’s purpose, consider the author’s meaning, discuss how the story changed or formed an opinion, and evaluate how the text is written.</p> <p>Understand the Format of a Play: Teacher Resources CD, Level B: Scope Magazine, Special Edition: Muhammad Ali SG_06.pdf</p>

	<p>Think Mark: Scope, Special Edition, Muhammad Ali TM_03.pdf</p>
<p>Integration of Knowledge and Ideas 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 8. (Not applicable to literature) 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>After reading, students are encouraged to reflect on text structure and how it affects meaning and to discern, discuss, and evaluate the author’s visions, including generalizations.</p> <p>Realistic Fiction titles to compare include: Stanford Wong Flunks Big Time Mu Name is Brain Brian Any Small Goodness: A Novel of the Barrio</p> <p>Historical Fiction titles to compare and contrast include: Let it Begin Here! Lexington and Concord: First Battles of the American Revolution Earthquake! A Story of Old San Francisco</p> <p>Folktales titles to compare and contrast include: Juan Verdades: The Man Who Couldn’t Tell a Lie The Hunterman and the Crocodile</p> <p>Fantasy titles to compare and contrast include: Lion Boy The Capture (Guardians of Ga’hoole, Series #1)</p> <p>Using Illustrations: Book Notes: Guardians of Ga’hoole, Book One: cover, P ii Book Notes :Dive (Book One cover Book Notes Selavi: A Haitian Story of Hope cover, P3, P4, P11, P25, P29 Book Notes:Juan Verdades: The Man Who Couldn’t Tell a Lie cover, P7, P19</p>
<p>Range of Reading and Complexity of Text 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Go the Distance! Features a collection of books divided into three leveled libraries. Library B is designed for the fifth and sixth grade. (Lexiles 400-990 and Guided Reading Levels L-X) Each library contains 96 books, which are used for read-alouds, small-group instruction, and paired independent and self-selected reading.</p> <p>Read-alouds allows students to experience a variety of literary forms and styles of writing that they would not be able to read on their own. Students have the opportunity to appreciate the pleasure that comes from reading without having to concentrate on the mechanics of decoding the printed word. Small group instruction guides students to become independent readers as the teacher transfers the strategies of active reading to students. The independent reading books provide even striving readers with many opportunities to read. Sample titles include: Juan Verdades: The Man Who Couldn’t Tell a Lie (folktale) Marco’s Millions (science fiction) Stanford Wong Flunks Big Time (realistic fiction) Hey You! C’mere: A Poetry Slam (poetry) Wings (fable) The Discovery (Dive, Book 1) (adventure)</p>

	<p>Lion Boy (fantasy) White Star: A Dog on the Titanic (historical fiction)</p>
<p>Reading: Informational Text Key Ideas and Details</p> <ol style="list-style-type: none"> 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>Make Inferences: Book Notes: The Story of Muhammad Ali, P34 Teacher Resources CD, Level B: In Their Own Words, Sitting Bull TM_04.pdf</p> <p>Summarize: Book Notes: The Story of Muhammad Ali, P32 Teacher Resources CD, Level B: Mini-lesson: Summarize Information CML_05.pdf Understanding Your Brain: Lifting the Lid on What’s Inside Your Head SG_05.pdf Think Marks: Understanding Your Brain: Lifting the Lid on What’s Inside Your Head TM_02.pdf What Do Sharks Eat for Dinner? TM_18.pdf You Wouldn’t Want to be an Egyptian Mummy! TM_18.pdf</p> <p>Important Details: Teacher Resources CD, Level B: Think Mark: You Wouldn’t Want to be an Egyptian Mummy! TM_18.pdf</p> <p>Skim for facts and note details: Teacher Resources CD, Level B: Think Marks: You’re Tall in the Morning But Shorter at Night TM_09.pdf I Wonder Why Snakes Shed Their Skins And Other Questions About Reptiles TM-13.pdf Think Mark: Hurricanes Have Eyes But Can’t See TM-13.pdf</p> <p>Identifying Main Idea: Teacher Resources CD, Level B: Understanding Your Brain: Lifting the Lid on What’s Inside Your Head SG_05.pdf</p>
<p>Craft and Structure</p> <ol style="list-style-type: none"> 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>Each read-aloud book in Go the Distance! Has Book Notes to help train students in flagging the text. One category in which students might flag texts is literary or text elements. These Book Notes help students explore characteristics of various genres. It also introduces text elements such as illustrations and captions.</p> <p>Think Marks are two-sided bookmarks that contain a book pitch and questions to guide students through the flagging process as they read. The Think Marks can be printed from the Teaching resources CD-ROM and photocopied, one per student. For example:</p> <p>Read Subheadings and Captions: Think Mark: Understanding Your Brain: Lifting the Lid on What’s Inside Your Head TM_02.pdf</p> <p>Explore Question and Answer Format: Think Mark: What Do Sharks Eat for Dinner? TM_18.pdf</p>

	<p>Investigate Nonfiction: Think Mark: Everest Reaching for the Sky TM_07.pdf Think Mark: Top 50 Questions Skeletons TM_12.pdf</p>
<p>Integration of Knowledge and Ideas 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Skim for Information: Teacher Resources CD, Level B: Think Mark: Kids’ Book of Gross Facts & Feats TM_14.pdf</p> <p>Read subheadings and captions Teacher Resource CD, Level B: Understanding Your Brain: Lifting the Lid on What’s Inside Your Head SG_05.pdf Think Marks: Understanding Your Brain, Lifting the Lid on What’s Inside Your Head TM_02.pdf</p> <p>Browse For Information: Subheadings: Teacher Resources CD, Level B: Think Mark: Think Factory, Amazing Inventions TM_17.pdf</p> <p>Skim for Facts and Note Details: Teacher Resources CD, Level B: Think Marks: You’re Tall in the Morning But Shorter at Night TM_09.pdf; I Wonder Why Snakes Shed Their Skins And Other Questions About Reptiles TM-13.pdf</p> <p>Analyze and Compare Facts: Teacher Resources CD, Level B: Think Mark: Hurricanes Have Eyes But Can’t See TM-13.pdf</p> <p>Find Facts: Teacher Resources CD, Level B: Think Mark: I Wonder Why Snakes Shed Their Skins and Other Questions About Reptiles TM_13.pdf</p>
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Go the Distance! Features a collection of books divided into three leveled libraries. Library B is designed for the fifth and sixth grade. (Lexiles 400-990 and Guided Reading Levels L-X) Each library contains 96 books, which are used for read-alouds, small-group instruction, and paired independent and self-selected reading. Read-alouds allows students to experience a variety of literary forms and styles of writing that they would not be able to read on their own. Students have the opportunity to appreciate the pleasure that comes from reading without having to concentrate on the mechanics of decoding the printed word. Small group instruction guides students to become independent readers as the teacher transfers the strategies of active reading to students. The independent reading books provide even striving readers with many opportunities to read. Sample titles include: In Their Own Words: Sitting Bull Everest: Reaching for the Sky Understanding Your Brain DK Readers: The Story of Muhammad Ali You’re Tall in the Morning, but Shorter at Night Hurricanes Have Eyes But Can’t See and Other Amazing Facts About Weather</p>

	<p>I Wonder Why Snakes Shed Their Skin and Other Questions About Reptiles Kids' Book of Gross Facts and Feats</p>
<p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>The goal of small-group instruction is to guide students to become independent readers. Although no specific lessons on phonics and word recognition are included in this program, teacher modeling, flexible grouping for small group instruction and scaffolding are all parts of the program that enable students to make progress toward becoming active, independent readers.</p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students build fluency through teacher modeling of the read-aloud titles and through re-reading self-selected texts.</p>
<p>Language Conventions of Standard English 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>One of the goals of the program is to engage students in the use of the books' language as models for their own spoken and written language.</p>
<p>Knowledge of Language</p>	<p>One of the goals of the program is to engage students in the use of the books' language as</p>

Grade 5

<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>models for their own spoken and written language.</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>Think Marks and Book Notes model how to flag the text for a variety of reasons, including vocabulary strategies. Vocabulary strategies help clarify meaning of unfamiliar words, including words that can be figured out with context clues or words that need to be looked up in a dictionary. For example: Clarify Vocabulary: Book Notes: The Capture: Guardians of Ga’hoole, Book One P1, P27 Juan Verdades: The Man Who Couldn’t Tell a Lie P5 Clarify Meaning/Use Context Clues: Book Notes: Stanford Wong Flunks Big-Time P22, P68, P79, P113 The Story of Muhammad Ali, P9, P15, P21 Selavi: A Haitian Story of Hope P7, P23 Dive (Book One) P23, P55, P119 The Capture: Guardians of Ga’hoole, Book One P46 Juan Verdades: The Man Who Couldn’t Tell a Lie P14, P17</p>
<p>Writing Text Types and Purposes 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. 2. Write informative/explanatory texts to examine a topic and convey</p>	<p>Go the Distance! Uses writing to help students reinforce the connection between their own lives and what they read. Multiple opportunities to use writing in support of reading before, during, and after engaging in text are provided. Students are encouraged to write predictions, note important details, and record their thoughts on sticky notes. Students complete graphic organizers, write summaries, develop checklists, and produce student-driven writing. For example: Teacher Resources CD, Level B: Write a Short Story: Marco’s Millions SG_01.pdf Write a Poem or Rhyme: Math-terpieces: The Art of Problem Solving SG_02.pdf Write a Top Ten List: The Top 10 Ways to Ruin the First Day of School SG_03.pdf Write a Plan: Any Small Goodness: A Novel of the Barrio SG_04.pdf Make Brain Fact Cards: Understanding Your Brain: Lifting the Lid on What’s Inside Your Head SG_05.pdf</p>

Grade 5

<p>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. 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. 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>Write a Journal Entry: Scope Magazine, Special Edition: Muhammad Ali SG_06.pdf</p>
<p>Production and Distribution of Writing 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.) 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. 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>Teachers can provide guidance and support with student-driven writing or in writing students produce with the following activities. Technology may be used as available and as the teacher determines appropriate.</p>
<p>Research to Build and Present Knowledge 7. Conduct short research projects that use several sources to 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; summarize or paraphrase</p>	<p>Skim for Information: Teacher Resources CD, Level B: Think Mark: Kids’ Book of Gross Facts & Feats TM_14.pdf Read subheadings and captions Teacher Resource CD, Level B: Understanding Your Brain: Lifting the Lid on What’s Inside</p>

Grade 5

<p>information in notes and finished work, and provide a list of sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]”). 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>Your Head SG_05.pdf Think Marks: Understanding Your Brain, Lifting the Lid on What’s Inside Your Head TM_02.pdf</p> <p>Browse For Information: Subheadings: Teacher Resources CD, Level B: Think Mark: Think Factory, Amazing Inventions TM_17.pdf</p> <p>Skim for Facts and Note Details: Teacher Resources CD, Level B: Think Marks: You’re Tall in the Morning But Shorter at Night TM_09.pdf; I Wonder Why Snakes Shed Their Skins And Other Questions About Reptiles TM-13.pdf</p> <p>Analyze and Compare Facts: Teacher Resources CD, Level B: Think Mark: Hurricanes Have Eyes But Can’t See TM-13.pdf</p> <p>Find Facts: Teacher Resources CD, Level B: Think Mark: I Wonder Why Snakes Shed Their Skins and Other Questions About Reptiles TM_13.pdf</p> <p>Additionally, Understanding Your Brain is Internet-Linked.</p> <p>Book Notes prompt students to take notes as they read.</p>
<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Teacher Resources CD, Level B: Write a Short Story: Marco’s Millions SG_01.pdf Write a Poem or Rhyme: Math-terpieces: The Art of Problem Solving SG_02.pdf Write a Top Ten List: The Top 10 Ways to Ruin the First Day of School SG_03.pdf Write a Plan: Any Small Goodness: A Novel of the Barrio SG_04.pdf Make Brain Fact Cards: Understanding Your Brain: Lifting the Lid on What’s Inside Your Head SG_05.pdf Write a Journal Entry: Scope Magazine, Special Edition: Muhammad Ali SG_06.pdf</p> <p>Additionally, student-driven writing allows students to reflect on the structure of texts and the meaning of its content.</p>
<p>Speaking and Listening Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that</p>	<p>The lesson structure begins with making personal connections to students’ lives. Prior knowledge and relevant background experiences are activated prior to reading. During reading, Book Notes help students connect their life experiences to what they read and also ask readers to apply what they read to their live or to other things they have read. After reading, students reflect on content in groups and individually through group think-alouds, reports, debates or drama activities.</p> <p>Oral retelling is a valuable assessment tool. By having students retell what they have read in their own words, oral language ability, reading comprehension and attitudes towards print and books can be assessed.</p>

Common Core State Standards

**SCHOLASTIC Muhammad Ali Presents Go the Distance!
Library B**

Grade 5

<p>contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	
<p>Presentation of Knowledge and Ideas 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 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.</p>	<p>Speaking clearly and at an understandable pace can be practiced through the following oral language activity examples:</p> <p>Teacher Resources CD, Level B Create a Riddle: Juan Verdades: The Man Who Couldn't Tell a Lie RA_01.pdf Create a Rap: Stanford Wong Flunks Big Time RA_02.pdf Describe It: Dive (Book One): The Discovery RA_03.pdf Radio Program: Selavi: A Haitian Story of Hope RA_04.pdf Coin Words: The Capture RA_05.pdf Describe Yourself Similes: The Story of Muhammad Ali RA_06.pdf</p>

Common Core State Standards

**SCHOLASTIC Muhammad Ali Presents Go the Distance!
Library B**

Grade 6

<p>Reading: Literature Key Ideas and Details 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>Improving comprehension may require explicit teaching/reteaching and review of six key strategies, one of which is asking questions. Muhammad Ali Presents: Go the Distance! provides mini-lessons for each key strategy with examples, modeled and guided instruction, graphic organizers, checklists to keep in mind for independent reading, and suggestions for applying the strategy with books read independently.</p> <p>Explore Realistic Fiction: Book Notes: Stanford Wong Flunks Big-Time P1, P4, P7, P12, P48, P79, P289 Teacher Resources CD, Level B: Stanford Wong Flunks Big Time RA_02.pdf Marco's Millions SG_01.pdf Any Small Goodness: A Novel of the Barrio SG_04.pdf Think Marks: Any Small Goodness: A Novel of the Barrio TM_03.pdf My Name is Brian TM_05.pdf</p> <p>Explore Science Fiction: Teacher Resources CD, Level B: Marco's Millions SG_01.pdf Think Mark: Marco's Millions TM_01.pdf Think Marks: Hey L'il D! Out of Bounds TM_08.pdf The Fiesta Face-Off TM_11.pdf</p> <p>Understand Characters: Book Notes: Stanford Wong Flunks Big-Time P4, P24</p>
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Dive (Book One): The Discovery P19
 Teacher Resources CD, Level B: Think Mark: Hey L'il D! It's All in the Name TM_14.pdf

Make Inferences:
 Book Notes: Stanford Wong Flunks Big-Time P9, P12, P19, P38, P208, P210, P279
 The Story of Muhammad Ali, P34
 Selavi: A Haitian Story of Hope P4, P7, P17, P38
 Dive (Book One): The Discovery P60, P74, P100, P117
 The Capture: Guardians of Ga'hoole, Book One P1, P20, P53, P113, P147, P162
 Juan Verdades: The Man Who Couldn't Tell a Lie Cover, P14, P24, P26, P28
 Teacher Resources CD, Level B: Mini-lesson Make Inferences CML_01.Pdf
 Juan Verdades: The Man Who Couldn't Tell a Lie RA_01.pdf
 Marco's Millions SG_01.pdf
 Think Marks: Marco's Millions TM_01.pdf
 Earthquake A Story of Old San Francisco TM_04.pdf
 In Their Own Words, Sitting Bull TM_04.pdf
 Dare to Be Scared TM_10.pdf
 The Million Dollar Shot TM_16.pdf

Summarizing:
 Book Notes: The Capture: Guardians of Ga'hoole, Book One P11, P24, P49, P95, P98
 Teacher Resources CD, Level B: Mini-lesson: Summarize Information CML_05.pdf
 The Capture RA_05.pdf
 The Top 10 Ways to Ruin the First Day of School SG_03.pdf
 The Hunterman and the Crocodile TM_06.pdf
 Winning Season, The Roar of the Crowd TM_06.pdf

Explore Fables:
 Teacher Resources CD, Level B: Think Mark: Wings TM_05.pdf

Explore Fantasy:
 Book Notes: The Capture: Guardians of Ga'hoole, Book One Pii, P2, P27, P32, P46, P127, P137, P147
 Teacher Resources CD, Level B: The Capture RA_05.pdf
 Think Mark: Lion Boy TM_07.pdf
 The Capture RA_05.pdf
 Think Mark: Lion Boy TM_07.pdf

Explore Poetry:
 Teacher Resources CD, Level B: Math-terpieces: The Art of Problem Solving SG_02.pdf; Think Mark: Math-Terpieces The Art of Problem Solving TM_01.pdf; Hey You! C'mere! TM_09.pdf

Explore Folktales:
 Book Notes: Juan Verdades: The Man Who Couldn't Tell a Lie P1

	<p>Teacher Resources CD, Level B: Juan Verdades: The Man Who Couldn't Tell a Lie RA_01.pdf Think Mark: The Hunterman and the Crocodile TM_06.pdf</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Students are encouraged to reflect on textual experiences in groups and individually through group think-alouds, debates, reports, drama activities, or writing.</p> <p>Enactments can be engaged individually and silently in writing, through pair work, or in large groups. During reading, enactments can help students enter into varying perspectives by “becoming” characters and seeing ideas or forces acting upon the characters. After reading, enactments help students reflect on text structure and how it affects meaning.</p> <p>Think-Alouds help students notice the structure of a text, comment on the author’s use of vocabulary, identify the author’s purpose, consider the author’s meaning, discuss how the story changed or formed an opinion, and evaluate how the text is written.</p> <p>Understand the Format of a Play: Teacher Resources CD, Level B: Scope Magazine, Special Edition: Muhammad Ali SG_06.pdf Think Mark: Scope, Special Edition, Muhammad Ali TM_03.pdf</p>
<p>Integration of Knowledge and Ideas 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. 8. (Not applicable to literature) 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>After reading, students are encouraged to reflect on text structure and how it affects meaning and to discern, discuss, and evaluate the author’s visions, including generalizations.</p> <p>Realistic Fiction titles to compare include: Stanford Wong Flunks Big Time Mu Name is Brain Brian Any Small Goodness: A Novel of the Barrio</p> <p>Historical Fiction titles to compare and contrast include: Let it Begin Here! Lexington and Concord: First Battles of the American Revolution Earthquake! A Story of Old San Francisco</p> <p>Folktales titles to compare and contrast include: Juan Verdades: The Man Who Couldn't Tell a Lie The Hunterman and the Crocodile</p> <p>Fantasy titles to compare and contrast include: Lion Boy The Capture (Guardians of Ga'hoole, Series #1)</p> <p>Using Illustrations: Book Notes: Guardians of Ga'hoole, Book One: cover, P ii Book Notes :Dive (Book One cover Book Notes Selavi: A Haitian Story of Hope cover, P3, P4, P11, P25, P29 Book Notes:Juan Verdades: The Man Who Couldn't Tell a Lie cover, P7, P19</p>

<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Go the Distance! Features a collection of books divided into three leveled libraries. Library B is designed for the fifth and sixth grade. (Lexiles 400-990 and Guided Reading Levels L-X) Each library contains 96 books, which are used for read-alouds, small-group instruction, and paired independent and self-selected reading.</p> <p>Read-alouds allows students to experience a variety of literary forms and styles of writing that they would not be able to read on their own. Students have the opportunity to appreciate the pleasure that comes from reading without having to concentrate on the mechanics of decoding the printed word. Small group instruction guides students to become independent readers as the teacher transfers the strategies of active reading to students. The independent reading books provide even striving readers with many opportunities to read. Sample titles include: Juan Verdades: The Man Who Couldn't Tell a Lie (folktale) Marco's Millions (science fiction) Stanford Wong Flunks Big Time (realistic fiction) Hey You! C'mere: A Poetry Slam (poetry) Wings (fable) The Discovery (Dive, Book 1) (adventure) Lion Boy (fantasy) White Star: A Dog on the Titanic (historical fiction)</p>
<p>Reading: Informational Text Key Ideas and Details 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>Make Inferences: Book Notes: The Story of Muhammad Ali, P34 Teacher Resources CD, Level B: In Their Own Words, Sitting Bull TM_04.pdf</p> <p>Summarize: Book Notes: The Story of Muhammad Ali, P32 Teacher Resources CD, Level B: Mini-lesson: Summarize Information CML_05.pdf Understanding Your Brain: Lifting the Lid on What's Inside Your Head SG_05.pdf Think Marks: Understanding Your Brain: Lifting the Lid on What's Inside Your Head TM_02.pdf What Do Sharks Eat for Dinner? TM_18.pdf You Wouldn't Want to be an Egyptian Mummy! TM_18.pdf</p> <p>Important Details: Teacher Resources CD, Level B: Think Mark: You Wouldn't Want to be an Egyptian Mummy! TM_18.pdf</p> <p>Skim for facts and note details: Teacher Resources CD, Level B: Think Marks: You're Tall in the Morning But Shorter at Night TM_09.pdf I Wonder Why Snakes Shed Their Skins And Other Questions About Reptiles TM-13.pdf Think Mark: Hurricanes Have Eyes But Can't See TM-13.pdf</p> <p>Identifying Main Idea:</p>

	<p>Teacher Resources CD, Level B: Understanding Your Brain: Lifting the Lid on What’s Inside Your Head SG_05.pdf</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>Each read-aloud book in Go the Distance! Has Book Notes to help train students in flagging the text. One category in which students might flag texts is literary or text elements. These Book Notes help students explore characteristics of various genres. It also introduces text elements such as illustrations and captions.</p> <p>Think Marks are two-sided bookmarks that contain a book pitch and questions to guide students through the flagging process as they read. The Think Marks can be printed from the Teaching resources CD-ROM and photocopied, one per student. For example:</p> <p>Read Subheadings and Captions: Think Mark: Understanding Your Brain: Lifting the Lid on What’s Inside Your Head TM_02.pdf</p> <p>Explore Question and Answer Format: Think Mark: What Do Sharks Eat for Dinner? TM_18.pdf</p> <p>Investigate Nonfiction: Think Mark: Everest Reaching for the Sky TM_07.pdf Think Mark: Top 50 Questions Skeletons TM_12.pdf</p>
<p>Integration of Knowledge and Ideas 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	
<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Go the Distance! Features a collection of books divided into three leveled libraries. Library B is designed for the fifth and sixth grade. (Lexiles 400-990 and Guided Reading Levels L-X) Each library contains 96 books, which are used for read-alouds, small-group instruction, and paired independent and self-selected reading.</p> <p>Read-alouds allows students to experience a variety of literary forms and styles of writing that they would not be able to read on their own. Students have the opportunity to appreciate the pleasure that comes from reading without having to concentrate on the mechanics of decoding the printed word. Small group instruction guides students to become independent readers as the teacher transfers the strategies of active reading to students. The independent reading books provide even striving readers with many opportunities to read. Sample titles include: In Their Own Words: Sitting Bull Everest: Reaching for the Sky Understanding Your Brain</p>

	<p>DK Readers: The Story of Muhammad Ali You're Tall in the Morning, but Shorter at Night Hurricanes Have Eyes But Can't See and Other Amazing Facts About Weather I Wonder Why Snakes Shed Their Skin and Other Questions About Reptiles Kids' Book of Gross Facts and Feats</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person.* Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* Spell correctly.</p>	<p>One of the goals of the program is to engage students in the use of the books' language as models for their own spoken and written language.</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*</p>	<p>One of the goals of the program is to engage students in the use of the books' language as models for their own spoken and written language.</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>Think Marks and Book Notes model how to flag the text for a variety of reasons, including vocabulary strategies. Vocabulary strategies help clarify meaning of unfamiliar words, including words that can be figured out with context clues or words that need to be looked up in a dictionary. For example: Clarify Vocabulary: Book Notes: The Capture: Guardians of Ga'hoole, Book One P1, P27 Juan Verdades: The Man Who Couldn't Tell a Lie P5 Clarify Meaning/Use Context Clues: Book Notes: Stanford Wong Flunks Big-Time P22, P68, P79, P113 The Story of Muhammad Ali, P9, P15, P21 Selavi: A Haitian Story of Hope P7, P23</p>

Grade 6

Library B

<p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., personification) in context.</p> <p>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Dive (Book One) P23, P55, P119</p> <p>The Capture: Guardians of Ga'hoole, Book One P46</p> <p>Juan Verdades: The Man Who Couldn't Tell a Lie P14, P17</p>
<p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>Go the Distance! Uses writing to help students reinforce the connection between their own lives and what they read. Multiple opportunities to use writing in support of reading before, during, and after engaging in text are provided. Students are encouraged to write predictions, note important details, and record their thoughts on sticky notes. Students complete graphic organizers, write summaries, develop checklists, and produce student-driven writing.</p> <p>For example:</p> <p>Teacher Resources CD, Level B:</p> <p>Write a Short Story: Marco's Millions SG_01.pdf</p> <p>Write a Poem or Rhyme: Math-terpieces: The Art of Problem Solving SG_02.pdf</p> <p>Write a Top Ten List: The Top 10 Ways to Ruin the First Day of School SG_03.pdf</p> <p>Write a Plan: Any Small Goodness: A Novel of the Barrio SG_04.pdf</p> <p>Make Brain Fact Cards: Understanding Your Brain: Lifting the Lid on What's Inside Your Head SG_05.pdf</p> <p>Write a Journal Entry: Scope Magazine, Special Edition: Muhammad Ali SG_06.pdf</p>

Grade 6

<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.</p>	
<p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>Teachers can provide guidance and support with student-driven writing or in writing students produce with the following activities. Technology may be used as available and as the teacher determines appropriate.</p> <p>Teacher Resources CD, Level B: Write a Short Story: Marco’s Millions SG_01.pdf Write a Poem or Rhyme: Math-terpieces: The Art of Problem Solving SG_02.pdf Write a Top Ten List: The Top 10 Ways to Ruin the First Day of School SG_03.pdf Write a Plan: Any Small Goodness: A Novel of the Barrio SG_04.pdf Make Brain Fact Cards: Understanding Your Brain: Lifting the Lid on What’s Inside Your Head SG_05.pdf Write a Journal Entry: Scope Magazine, Special Edition: Muhammad Ali SG_06.pdf</p>
<p>Research to Build and Present Knowledge 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing</p>	<p>Skim for Information: Teacher Resources CD, Level B: Think Mark: Kids’ Book of Gross Facts & Feats TM_14.pdf</p> <p>Read subheadings and captions Teacher Resource CD, Level B: Understanding Your Brain: Lifting the Lid on What’s Inside Your Head SG_05.pdf Think Marks: Understanding Your Brain, Lifting the Lid on What’s Inside Your Head TM_02.pdf</p> <p>Browse For Information: Subheadings: Teacher Resources CD, Level B: Think Mark: Think Factory, Amazing Inventions TM_17.pdf</p> <p>Skim for Facts and Note Details: Teacher Resources CD, Level B: Think Marks: You’re Tall in the Morning But Shorter at Night TM_09.pdf; I Wonder Why Snakes Shed Their Skins And Other Questions About Reptiles TM-</p>

Grade 6

<p>claims that are supported by reasons and evidence from claims that are not”).</p>	<p>13.pdf</p> <p>Analyze and Compare Facts: Teacher Resources CD, Level B: Think Mark: Hurricanes Have Eyes But Can’t See TM-13.pdf</p> <p>Find Facts: Teacher Resources CD, Level B: Think Mark: I Wonder Why Snakes Shed Their Skins and Other Questions About Reptiles TM_13.pdf</p> <p>Additionally, Understanding Your Brain is Internet-Linked.</p> <p>Book Notes prompt students to take notes as they read.</p>
<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and</p>	<p>Teacher Resources CD, Level B: Write a Short Story: Marco’s Millions SG_01.pdf Write a Poem or Rhyme: Math-terpieces: The Art of Problem Solving SG_02.pdf Write a Top Ten List: The Top 10 Ways to Ruin the First Day of School SG_03.pdf Write a Plan: Any Small Goodness: A Novel of the Barrio SG_04.pdf Make Brain Fact Cards: Understanding Your Brain: Lifting the Lid on What’s Inside Your Head SG_05.pdf Write a Journal Entry: Scope Magazine, Special Edition: Muhammad Ali SG_06.pdf</p> <p>Additionally, student-driven writing allows students to reflect on the structure of texts and the meaning of its content.</p>
<p>Speaking & Listening Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 3. Delineate a speaker’s argument and specific claims, distinguishing</p>	<p>The lesson structure begins with making personal connections to students’ lives. Prior knowledge and relevant background experiences are activated prior to reading. During reading, Book Notes help students connect their life experiences to what they read and also ask readers to apply what they read to their live or to other things they have read. After reading, students reflect on content in groups and individually through group think-alouds, reports, debates or drama activities.</p> <p>Oral retelling is a valuable assessment tool. By having students retell what they have read in their own words, oral language ability, reading comprehension and attitudes towards print and books can be assessed.</p>

Common Core State Standards

**SCHOLASTIC Muhammad Ali Presents Go the Distance!
Library B**

Grade 6

<p>claims that are supported by reasons and evidence from claims that are not.</p>	
<p>Presentation of Knowledge and Ideas 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Speaking with appropriate eye contact, adequate volume, and clear pronunciation can be practiced through the following oral language activities:</p> <p>Teacher Resources CD, Level B Create a Riddle: Juan Verdades: The Man Who Couldn't Tell a Lie RA_01.pdf Create a Rap: Stanford Wong Flunks Big Time RA_02.pdf Describe It: Dive (Book One): The Discovery RA_03.pdf Radio Program: Selavi: A Haitian Story of Hope RA_04.pdf Coin Words: The Capture RA_05.pdf Describe Yourself Similes: The Story of Muhammad Ali RA_06.pdf</p>

Common Core State Standards

**SCHOLASTIC Muhammad Ali Presents Go the Distance!
Library C**

Grade 7

<p>Key Ideas and Details 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>Improving comprehension may require explicit teaching/reteaching and review of six key strategies, one of which is asking questions. Muhammad Ali Presents: Go the Distance! provides mini-lessons for each key strategy with examples, modeled and guided instruction, graphic organizers, checklists to keep in mind for independent reading, and suggestions for applying the strategy with books read independently.</p> <p>Explore Adventure Stories: Book Notes: The Island Cover, P50, P99, P148, P173 Teacher Resources CD, Level C: The Island, RA_03.pdf Stormbreaker, SG_01.pdf Think Marks: The Young Man and the Sea, TM_01.pdf Point Blank, TM_05.pdf Guys Write for Guys Read, TM_07.pdf Lord of the Deep, TM_07.pdf North, TM_12.pdf Touching Spirit Bear, TM_13.pdf Stormbreaker, TM_18.pdf</p> <p>Explore Fantasy: Teacher Resources CD, Level C: Think Marks: The Circle Opens – Street Magic, TM_11.pdf</p> <p>Explore Folk Tales: Book Notes; Teacher Resources CD, Level C: Think Marks: The World Before This One, TM_02.pdf Seven Spools of Thread, TM_11.pdf</p> <p>Explore Historical Fiction:</p>
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	<p>Teacher Resources CD, Level C: Think Marks: Joust of Honor A Kight’s Story, TM_15.pdf A Long Way from Chicago RA_01.pdf Think Marks: Journey to the Bottomless Pit, TM_13.pdf Book Notes: A Long Way from Chicago Preview, P1, P114, P148</p> <p>Explore Humorous Fiction: Book Notes: Summer on Wheels Cover, P9, P69, P 105, P127 Teacher Resources CD, Level C: Summer on Wheels, RA_04.pdf</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>Students are encouraged to reflect on textual experiences in groups and individually through group think-alouds, debates, reports, drama activities, or writing.</p> <p>Enactments can be engaged individually and silently in writing, through pair work, or in large groups. During reading, enactments can help students enter into varying perspectives by “becoming” characters and seeing ideas or forces acting upon the characters. After reading, enactments help students reflect on text structure and how it affects meaning.</p> <p>Think-Alouds help students notice the structure of a text, comment on the author’s use of vocabulary, identify the author’s purpose, consider the author’s meaning, discuss how the story changed or formed an opinion, and evaluate how the text is written.</p> <p>Figurative Language: Book Notes: Langston’s Train Ride P30</p> <p>Point of View: Never Mind! A Twin Novel P4, P41, P46, P89, P145, P183 Langston’s Train Ride P4</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Go the Distance! Features a collection of books divided into three leveled libraries. Library C is designed for the seventh and eighth grade. (Lexiles 600-1240 and Guided Reading Levels N-Y) Each library contains 96 books, which are used for read-alouds, small-group instruction, and paired independent and self-selected reading.</p> <p>Read-alouds allows students to experience a variety of literary forms and styles of writing that they would not be able to read on their own. Students have the opportunity to appreciate the</p>

	<p>pleasure that comes from reading without having to concentrate on the mechanics of decoding the printed word. Small group instruction guides students to become independent readers as the teacher transfers the strategies of active reading to students. The independent reading books provide even striving readers with many opportunities to read. Sample titles include:</p> <p>A Long Way From Chicago (historical fiction) Stormbreaker (adventure) Handbook for Boys: A Novel Love That Dog (realistic fiction) Beacon Hill Boys (realistic fiction) The Island (adventure) North (adventure) Summer on Wheels (humorous fiction) Drums, Girls, and Dangerous Pie (realistic fiction) Street Magic: The Circle Opens #2 (fantasy) Seven Spools of Thread: A Kwanzaa Story (folk tale) Never Mind! A Twin Novel The Jumping Tree (realistic fiction) Touching Spirit Bear (adventure) Finding My Hat (realistic fiction) Lord of the Deep (adventure) Pacific Crossing (realistic fiction) The World Before This One (folk tales) The Young Man and the Sea (adventure)</p>
<p>Reading: Informational Text Key Ideas and Details 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>Investigate Biographies: Book Notes: The Greatest: Muhammad Ali Preview, Pxiii, P39, P44-45 Teacher Resources CD, Level C: The Greatest: Muhammad Ali, RA_06.pdf Think Marks: Yao Ming, TM_01.pdf Portraits of African-American Heroes, TM_04.pdf Promises to Keep, TM_15.pdf</p> <p>Investigate Nonfiction: Teacher Resources CD, Level C: Tales of Real Escape, SG_03.pdf Think Marks: True Survival Stories, TM_02.pdf Guinness World Records Fearless Feats, TM_08.pdf Ripley’s Believe It or Not – Creepy Stuff, TM_09.pdf Extreme Sports, TM_09.pdf Tales of Real Escape, TM_17.pdf</p>
<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Each read-aloud book in Go the Distance! Has Book Notes to help train students in flagging the text. One category in which students might flag texts is literary or text elements. These Book Notes help students explore characteristics of various genres. It also introduces text elements such as illustrations and captions.</p>

Grade 7

<p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>Think Marks are two-sided bookmarks that contain a book pitch and questions to guide students through the flagging process as they read. The Think Marks can be printed from the Teaching resources CD-ROM and photocopied, one per student. For example: Explore Informational picture books: Langston’s Train Ride Investigate Nonfiction: Tales of Real Escape, TM_02; Creepy Stuff ,TM_10; Tuinness World Records of Fearless Feats, TM_11; Explore Historical Nonfiction: The Shackleton Expedition, TM_07 Explore Interviews and Essays: Scope Magazine, Special Edition, TM_03 Examine Point of View: Never Mind! A Twin Novel</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Go the Distance! Features a collection of books divided into three leveled libraries. Library C is designed for the seventh and eighth grade. (Lexiles 600-1240 and Guided Reading Levels N-Y) Each library contains 96 books, which are used for read-alouds, small-group instruction, and paired independent and self-selected reading.</p> <p>Read-alouds allows students to experience a variety of literary forms and styles of writing that they would not be able to read on their own. Students have the opportunity to appreciate the pleasure that comes from reading without having to concentrate on the mechanics of decoding the printed word. Small group instruction guides students to become independent readers as the teacher transfers the strategies of active reading to students. The independent reading books provide even striving readers with many opportunities to read. Sample titles include:</p> <p>Creepy Stuff (Ripley’s Believe It or Not!) Extreme Sports Guinness World Records Fearless Feats: Incredible Records of Human Achievement Mysteries and Marvels of Science A Negro League Scrapbook Portraits of African-American Heroes True Survival Stories Yao Ming (NBA Reader) Scope Magazine Muscles: Our Muscular System Promises to Keep: How Jackie Robinson Changed America</p>

	<p>Tales of Real Escape The Shackleton Expedition</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt). Spell correctly.</p>	<p>One of the goals of the program is to engage students in the use of the books' language as models for their own spoken and written language.</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>One of the goals of the program is to engage students in the use of the books' language as models for their own spoken and written language.</p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological</p>	<p>Think Marks and Book Notes model how to flag the text for a variety of reasons, including vocabulary strategies. Vocabulary strategies help clarify meaning of unfamiliar words, including words that can be figured out with context clues or words that need to be looked up in a dictionary. For example: Clarify Vocabulary: A Long Way from Chicago P16, P22, P132 Langston's Train Ride P3, P6, P24 The Greatest: Muhammad Ali P12, P98, P118 Use Context Clues: Book Notes: The Island P23 A Long Way from Chicago P49, P63 The Greatest: Muhammad Ali P38, P47</p>

Grade 7

<p>allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>Writing Text Types and Purposes 1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>Go the Distance! Uses writing to help students reinforce the connection between their own lives and what they read. Multiple opportunities to use writing in support of reading before, during, and after engaging in text are provided. Students are encouraged to write predictions, note important details, and record their thoughts on sticky notes. Students complete graphic organizers, write summaries, develop checklists, and produce student-driven writing. For example: Teacher Resources CD: Level C: Drums, Girls & Dangerous Pie, SG_04.pdf; Stormbreaker, SG_01.pdf Handbook for Boys: A Novel, SG_02.pdf Tales of Real Escape, SG_03.pdf The Jumping Tree: A Novel, SG_05.pdf Explore Writing Based on Personal Experience: Teacher Resources CD, Think Marks: Guys Write for Guys Read, TM_07.pdf</p>

Grade 7

<p>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	
<p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Teachers can provide guidance and support with student-driven writing or in writing students produce with the following activities. Technology may be used as available and as the teacher determines appropriate.</p> <p>Teacher Resources CD: Level C: Drums, Girls & Dangerous Pie, SG_04.pdf; Stormbreaker, SG_01.pdf Handbook for Boys: A Novel, SG_02.pdf Tales of Real Escape, SG_03.pdf The Jumping Tree: A Novel, SG_05.pdf</p> <p>Explore Writing Based on Personal Experience: Teacher Resources CD, Think Marks: Guys Write for Guys Read, TM_07.pdf</p>
<p>Research to Build and Present Knowledge 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>Mysteries and Marvels of Science (Usborne Internet-Linked) can be used for research and investigation.</p> <p>Book Notes prompt students to take notes as they read.</p>

Grade 7

<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>After-reading activities for small-group instruction include think-alouds, debates, reports, and writing activities that help student reflect on the structure of the text and the meaning of its content.</p>
<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>The lesson structure begins with making personal connections to students' lives. Prior knowledge and relevant background experiences are activated prior to reading. During reading, Book Notes help students connect their life experiences to what they read and also ask readers to apply what they read to their live or to other things they have read. After reading, students reflect on content in groups and individually through group think-alouds, reports, debates or drama activities.</p> <p>Through inquiry-based instruction, readers are encouraged to learn to ask the right questions to help them focus on important ideas. Active readers are encouraged to constantly ask questions—of the text, of the author, of themselves or of other readers. Answering such questions helps students summarize and comprehend what they have read.</p> <p>Oral retelling is a valuable assessment tool. By having students retell what they have read in their own words, oral language ability, reading comprehension and attitudes towards print and books can be assessed.</p> <p>Oral Language: Create a Poem: Teacher Resources CD, Level C: Langston's Train Ride RA_02.pdf; Describe a Setting: Teacher Resources CD, Level C: A Long Way from Chicago RA_01.pdf Sharing Experiences: Teacher Resources CD, Level C: The Island, RA_03.pdf; Summer on Wheels, RA_04.pdf Acting it Out: Teacher Resources CD, Level C: The Greatest: Muhammad Ali, RA_06.pdf Points of View: Teacher Resources CD, Level C: Never Mind! A Twin Novel, RA_05.pdf</p> <p>Explore Poetry: Teacher Resources CD, Level C: Think Marks: Poetry for Young People American Poetry, TM_10.pdf</p> <p>Asking Questions: Teacher Resources CD, Level C: Mini-lesson: Ask Questions CML-03.pdf, The Island, RA_03.pdf Stormbreaker, SG_01.pdf Handbook for Boys: A Novel, SG_02.pdf Tales of Real Escape, SG_03.pdf Scope, Special Edition: Muhammad Ali, SG_06.pdf Think Marks: The Young Man and the Sea, TM_01.pdf The Shackleton Expedition, TM_12.pdf North, TM_12.pdf</p>

Common Core State Standards

SCHOLASTIC Muhammad Ali Presents Go the Distance!

Grade 7

Library C

	Tales of Real Escape, TM_17.pdf
<p>Presentation of Knowledge and Ideas 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Speaking with appropriate eye contact, adequate volume, and clear pronunciation can be practiced through the following oral language activities:</p> <p>Teacher Resources CD, Level C: Create a Poem: Langston’s Train Ride RA_02.pdf Describe a Setting: A Long Way from Chicago RA_01.pdf Share an Experience: The Island, RA_03.pdf; Summer on Wheels, RA_04.pdf Act It Out: The Greatest: Muhammad Ali, RA_06.pdf Both Points of View: Never Mind! A Twin Novel, RA_05.pdf</p>

Common Core State Standards

SCHOLASTIC Muhammad Ali Presents Go the Distance!

Grade 8

Library C

<p>Key Ideas and Details 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>Improving comprehension may require explicit teaching/reteaching and review of six key strategies, one of which is asking questions. Muhammad Ali Presents: Go the Distance! provides mini-lessons for each key strategy with examples, modeled and guided instruction, graphic organizers, checklists to keep in mind for independent reading, and suggestions for applying the strategy with books read independently.</p> <p>Explore Adventure Stories: Book Notes: The Island Cover, P50, P99, P148, P173 Teacher Resources CD, Level C: The Island, RA_03.pdf Stormbreaker, SG_01.pdf Think Marks: The Young Man and the Sea, TM_01.pdf Point Blank, TM_05.pdf Guys Write for Guys Read, TM_07.pdf Lord of the Deep, TM_07.pdf North, TM_12.pdf Touching Spirit Bear, TM_13.pdf Stormbreaker, TM_18.pdf</p> <p>Explore Fantasy: Teacher Resources CD, Level C: Think Marks: The Circle Opens – Street Magic, TM_11.pdf</p> <p>Explore Folk Tales: Book Notes; Teacher Resources CD, Level C: Think Marks: The World Before This One, TM_02.pdf Seven Spools of Thread, TM_11.pdf</p> <p>Explore Historical Fiction: Teacher Resources CD, Level C: Think Marks: Joust of Honor A Kight’s Story, TM_15.pdf A Long Way from Chicago RA_01.pdf</p>
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	<p>Think Marks: Journey to the Bottomless Pit, TM_13.pdf Book Notes: A Long Way from Chicago Preview, P1, P114, P148</p> <p>Explore Humorous Fiction: Book Notes: Summer on Wheels Cover, P9, P69, P 105, P127 Teacher Resources CD, Level C: Summer on Wheels, RA_04.pdf</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>Students are encouraged to reflect on textual experiences in groups and individually through group think-alouds, debates, reports, drama activities, or writing.</p> <p>Enactments can be engaged individually and silently in writing, through pair work, or in large groups. During reading, enactments can help students enter into varying perspectives by “becoming” characters and seeing ideas or forces acting upon the characters. After reading, enactments help students reflect on text structure and how it affects meaning.</p> <p>Think-Alouds help students notice the structure of a text, comment on the author’s use of vocabulary, identify the author’s purpose, consider the author’s meaning, discuss how the story changed or formed an opinion, and evaluate how the text is written.</p> <p>Figurative Language: Book Notes: Langston’s Train Ride P30</p> <p>Point of View: Never Mind! A Twin Novel P4, P41, P46, P89, P145, P183 Langston’s Train Ride P4</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>8. (Not applicable to literature)</p> <p>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>Go the Distance! Features a collection of books divided into three leveled libraries. Library C is designed for the seventh and eighth grade. (Lexiles 600-1240 and Guided Reading Levels N-Y) Each library contains 96 books, which are used for read-alouds, small-group instruction, and paired independent and self-selected reading.</p> <p>Read-alouds allows students to experience a variety of literary forms and styles of writing that they would not be able to read on their own. Students have the opportunity to appreciate the pleasure that comes from reading without having to concentrate on the mechanics of decoding the printed word. Small group instruction guides students to become independent readers as the</p>

	<p>teacher transfers the strategies of active reading to students. The independent reading books provide even striving readers with many opportunities to read. Sample titles include:</p> <p>A Long Way From Chicago (historical fiction) Stormbreaker (adventure) Handbook for Boys: A Novel Love That Dog (realistic fiction) Beacon Hill Boys (realistic fiction) The Island (adventure) North (adventure) Summer on Wheels (humorous fiction) Drums, Girls, and Dangerous Pie (realistic fiction) Street Magic: The Circle Opens #2 (fantasy) Seven Spools of Thread: A Kwanzaa Story (folk tale) Never Mind! A Twin Novel The Jumping Tree (realistic fiction) Touching Spirit Bear (adventure) Finding My Hat (realistic fiction) Lord of the Deep (adventure) Pacific Crossing (realistic fiction) The World Before This One (folk tales) The Young Man and the Sea (adventure)</p>
<p>Reading: Informational Text Key Ideas and Details</p> <p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>Investigate Biographies: Book Notes: The Greatest: Muhammad Ali Preview, Pxiii, P39, P44-45 Teacher Resources CD, Level C: The Greatest: Muhammad Ali, RA_06.pdf Think Marks: Yao Ming, TM_01.pdf Portraits of African-American Heroes, TM_04.pdf Promises to Keep, TM_15.pdf</p> <p>Investigate Nonfiction: Teacher Resources CD, Level C: Tales of Real Escape, SG_03.pdf Think Marks: True Survival Stories, TM_02.pdf Guinness World Records Fearless Feats, TM_08.pdf Ripley’s Believe It or Not – Creepy Stuff, TM_09.pdf Extreme Sports, TM_09.pdf Tales of Real Escape, TM_17.pdf</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>5. Analyze in detail the structure of a specific paragraph in a text,</p>	<p>Each read-aloud book in Go the Distance! Has Book Notes to help train students in flagging the text. One category in which students might flag texts is literary or text elements. These Book Notes help students explore characteristics of various genres. It also introduces text elements such as illustrations and captions.</p> <p>Think Marks are two-sided bookmarks that contain a book pitch and questions to guide students</p>

Common Core State Standards

SCHOLASTIC Muhammad Ali Presents Go the Distance!

Grade 8

Library C

<p>including the role of particular sentences in developing and refining a key concept.</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>through the flagging process as they read. The Think Marks can be printed from the Teaching resources CD-ROM and photocopied, one per student. For example:</p> <p>Explore Informational picture books: Langston’s Train Ride Investigate Nonfiction: Tales of Real Escape, TM_02; Creepy Stuff ,TM_10; Guinness World Records of Fearless Feats, TM_11; Explore Historical Nonfiction: The Shackleton Expedition, TM_07 Explore Interviews and Essays: Scope Magazine, Special Edition, TM_03 Examine Point of View: Never Mind! A Twin Novel</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	
<p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p>Go the Distance! Features a collection of books divided into three leveled libraries. Library C is designed for the seventh and eighth grade. (Lexiles 600-1240 and Guided Reading Levels N-Y) Each library contains 96 books, which are used for read-alouds, small-group instruction, and paired independent and self-selected reading.</p> <p>Read-alouds allows students to experience a variety of literary forms and styles of writing that they would not be able to read on their own. Students have the opportunity to appreciate the pleasure that comes from reading without having to concentrate on the mechanics of decoding the printed word. Small group instruction guides students to become independent readers as the teacher transfers the strategies of active reading to students. The independent reading books provide even striving readers with many opportunities to read. Sample titles include:</p> <p>Creepy Stuff (Ripley’s Believe It or Not!) Extreme Sports Guinness World Records Fearless Feats: Incredible Records of Human Achievement Mysteries and Marvels of Science A Negro League Scrapbook Portraits of African-American Heroes True Survival Stories Yao Ming (NBA Reader) Scope Magazine Muscles: Our Muscular System Promises to Keep: How Jackie Robinson Changed America</p>

	Tales of Real Escape The Shackleton Expedition
<p>Language Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.</p>	One of the goals of the program is to engage students in the use of the books' language as models for their own spoken and written language.
<p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	One of the goals of the program is to engage students in the use of the books' language as models for their own spoken and written language.
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word</p>	<p>Think Marks and Book Notes model how to flag the text for a variety of reasons, including vocabulary strategies. Vocabulary strategies help clarify meaning of unfamiliar words, including words that can be figured out with context clues or words that need to be looked up in a dictionary. For example:</p> <p>Clarify Vocabulary: A Long Way from Chicago P16, P22, P132 Langston's Train Ride P3, P6, P24 The Greatest: Muhammad Ali P12, P98, P118</p> <p>Use Context Clues: Book Notes: The Island P23 A Long Way from Chicago P49, P63 The Greatest: Muhammad Ali P38, P47</p>

Grade 8

<p>relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>Writing Text Types and Purposes 1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-</p>	<p>Go the Distance! Uses writing to help students reinforce the connection between their own lives and what they read. Multiple opportunities to use writing in support of reading before, during, and after engaging in text are provided. Students are encouraged to write predictions, note important details, and record their thoughts on sticky notes. Students complete graphic organizers, write summaries, develop checklists, and produce student-driven writing. For example: Teacher Resources CD: Level C: Drums, Girls & Dangerous Pie, SG_04.pdf; Stormbreaker, SG_01.pdf Handbook for Boys: A Novel, SG_02.pdf Tales of Real Escape, SG_03.pdf The Jumping Tree: A Novel, SG_05.pdf Explore Writing Based on Personal Experience: Teacher Resources CD, Think Marks: Guys Write for Guys Read, TM_07.pdf</p>

Grade 8

<p>structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	
<p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>Teachers can provide guidance and support with student-driven writing or in writing students produce with the following activities. Technology may be used as available and as the teacher determines appropriate.</p> <p>Teacher Resources CD: Level C: Drums, Girls & Dangerous Pie, SG_04.pdf; Stormbreaker, SG_01.pdf Handbook for Boys: A Novel, SG_02.pdf Tales of Real Escape, SG_03.pdf The Jumping Tree: A Novel, SG_05.pdf</p> <p>Explore Writing Based on Personal Experience: Teacher Resources CD, Think Marks: Guys Write for Guys Read, TM_07.pdf</p>
<p>Research to Build and Present Knowledge 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate</p>	<p>Mysteries and Marvels of Science (Usborne Internet-Linked) can be used for research and investigation.</p> <p>Book Notes prompt students to take notes as they read.</p>

<p>and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	
<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p>	<p>After-reading activities for small-group instruction include think-alouds, debates, reports, and writing activities that help student reflect on the structure of the text and the meaning of its content.</p>
<p>Speaking and Listening Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>The lesson structure begins with making personal connections to students’ lives. Prior knowledge and relevant background experiences are activated prior to reading. During reading, Book Notes help students connect their life experiences to what they read and also ask readers to apply what they read to their live or to other things they have read. After reading, students reflect on content in groups and individually through group think-alouds, reports, debates or drama activities.</p> <p>Through inquiry-based instruction, readers are encouraged to learn to ask the right questions to help them focus on important ideas. Active readers are encouraged to constantly ask questions—of the text, of the author, of themselves or of other readers. Answering such questions helps students summarize and comprehend what they have read.</p> <p>Oral retelling is a valuable assessment tool. By having students retell what they have read in their own words, oral language ability, reading comprehension and attitudes towards print and books can be assessed.</p> <p>Oral Language: Create a Poem: Teacher Resources CD, Level C: Langston’s Train Ride RA_02.pdf; Describe a Setting: Teacher Resources CD, Level C: A Long Way from Chicago RA_01.pdf Sharing Experiences: Teacher Resources CD, Level C: The Island, RA_03.pdf; Summer on Wheels, RA_04.pdf Acting it Out: Teacher Resources CD, Level C: The Greatest: Muhammad Ali, RA_06.pdf Points of View: Teacher Resources CD, Level C: Never Mind! A Twin Novel, RA_05.pdf</p> <p>Explore Poetry: Teacher Resources CD, Level C: Think Marks: Poetry for Young People American Poetry, TM_10.pdf</p> <p>Asking Questions: Teacher Resources CD, Level C: Mini-lesson: Ask Questions CML-03.pdf, The Island, RA_03.pdf Stormbreaker, SG_01.pdf Handbook for Boys: A Novel, SG_02.pdf Tales of Real Escape, SG_03.pdf Scope, Special Edition: Muhammad Ali, SG_06.pdf</p>

	<p>Think Marks: The Young Man and the Sea, TM_01.pdf The Shackleton Expedition, TM_12.pdf North, TM_12.pdf Tales of Real Escape, TM_17.pdf</p>
<p>Presentation of Knowledge and Ideas 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Speaking with appropriate eye contact, adequate volume, and clear pronunciation can be practiced through the following oral language activities:</p> <p>Teacher Resources CD, Level C: Create a Poem: Langston’s Train Ride RA_02.pdf Describe a Setting: A Long Way from Chicago RA_01.pdf Share an Experience: The Island, RA_03.pdf; Summer on Wheels, RA_04.pdf Act It Out: The Greatest: Muhammad Ali, RA_06.pdf Both Points of View: Never Mind! A Twin Novel, RA_05.pdf</p>