



Scholastic's Summer School Reading Program

correlated to

New York State's English Language Arts Learning Standards

Grades 2-5

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 2

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
--	---

Standard 1 Students will read, write, listen, and speak for information and understanding.	
As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.	
LISTENING & READING to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.	
<ul style="list-style-type: none"> gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams 	<p>Students are exposed to a variety of genres including biographies, folktales, fantasies, realistic fiction, science nonfiction, social studies content area, and true stories. See for example,</p> <p>Biography Reading Skills Cards, 17, 18, 19, 20 Student Workbook, pp. 76-93 Teacher's Guide, pp. T177-T220</p> <p>Realistic Fiction Reading Skills Cards, 5-8 Student Workbook, pp. 22-39 Teacher's Guide, pp. T45-T88</p> <p>Science Nonfiction Reading Skills Cards, 1-4 Student Workbook, pp. 4-21 Teacher's Guide, pp. T1-T44</p> <p>Graphic Aids Reading Skills Cards, 12 Student Workbook, pp. 54-55 Teacher's Guide, pp. T117, T118, T119, T123</p>
<ul style="list-style-type: none"> select information appropriate to the purpose of their investigation and relate ideas from one text to another 	<p>Communicate Your Purpose Student Workbook, pp. 44-45 Teacher's Guide, pp. T34, T210</p> <p>Compare/Contrast Student Workbook, pp. 16-17, 52-53</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 2

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
	Teacher's Guide , pp. T26, T114 5 Ws & How Student Workbook , pp. 98-99 Teacher's Guide , pp. T230 Opinion and Supporting Facts Student Workbook , pp. 48-49 Teacher's Guide , pp. T106
<ul style="list-style-type: none"> • select and use strategies that have been taught for notetaking, organizing, and categorizing information 	5 Ws & How Student Workbook , pp. 98-99 Teacher's Guide , pp. T230 Opinion and Supporting Facts Student Workbook , pp. 48-49 Teacher's Guide , pp. T106 Set Purpose for Listening Teacher's Guide , pp. T11, T55, T99, T143, T187, T231
<ul style="list-style-type: none"> • ask specific questions to clarify and extend meaning 	Ask and Respond to Classmates' Questions Teacher's Guide , pp. T35, T79, T123, T167, T211, T255
<ul style="list-style-type: none"> • make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words 	Context Clues Reading Skills Cards , 2, 6, 8, 9, 11, 13, 15, 19, 22, 24 Teacher's Guide , pp. T4, T15, T20, T48, T59, T64, T75, T92, T95, T108, T111, T136, T138, T152, T155, T180, T196, T199, T224, T227, T240, T251 Structural Analysis Teacher's Guide , pp. T12, T28, T56, T72, T100, T116, T144, T160, T180, T188, T204, T232, T248
<ul style="list-style-type: none"> • support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns 	Make Inferences Reading Skills Cards , 7, 19 Student Workbook , pp. 32-33, 86-87 Teacher's Guide , pp. T65, T66, T67, T71, T198, T199, T203

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 2

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
<p>SPEAKING & WRITING to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.</p>	
<ul style="list-style-type: none"> • present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts 	<p>Writing Types:</p> <p>Personal Narrative Student Workbook, pp. 98-99, 102-103, 106-107, 110-111 Teacher's Guide, pp. T230, T238, T246, T254</p> <p>Short Story Student Workbook, pp. 26-27, 30-31, 34-35, 38-39 Teacher's Guide, pp. TT54, T62, T70, T78</p> <p>Tall Tale Student Workbook, pp. 62-63, 66-67, 70-71, 74-75 Teacher's Guide, pp. T142, T150, T158, T166</p> <p>Biography Student Workbook, pp. 80-81, 84-85, 88-89, 92-93 Teacher's Guide, pp. T186, T194, T202, T210</p> <p>Informative Article Student Workbook, pp. 8-9, 12-13, 16-17, 20-21 Teacher's Guide, pp. T10, T18, T26, T34</p> <p>Persuasive Essay Student Workbook, pp. 44-45, 48-49, 52-53, 56-57 Teacher's Guide, pp. T98, T106, T114, T122</p>
<ul style="list-style-type: none"> • select a focus, organization, and point of view for oral and written presentations 	<p>Arrange Details: Logical Order: Student Workbook, pp. 12-13 Teacher's Guide, p. T18</p> <p>Arrange Details: Time Order:</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 2

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
	<p>Student Workbook, pp. 38-39, 74-75, 84-85, 106-107 Teacher's Guide, p. T78, T166, T194, T246</p> <p>First-Person Point of View Student Workbook, pp. 102-103 Teacher's Guide, p. T238</p> <p>Third-Person Point of View Student Workbook, pp. 88-89 Teacher's Guide, p. T202</p>
<ul style="list-style-type: none"> • use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference 	<p>Arrange Details: Time Order: Student Workbook, pp. 38-39, 74-75, 84-85, 106-107 Teacher's Guide, p. T78, T166, T194, T246</p> <p>Cause/Effect Student Workbook, pp. 66-67 Teacher's Guide, p. T150</p> <p>Compare/Contrast Student Workbook, pp. 16-17, 52-53 Teacher's Guide, pp. T26, T114</p>
<ul style="list-style-type: none"> • use details, examples, anecdotes, or personal experiences to explain or clarify information 	<p>Descriptive Details Student Workbook, pp. 110-111 Teacher's Guide, p. T254</p> <p>Sensory Details Student Workbook, pp. 30-31 Teacher's Guide, p. T62</p>
<ul style="list-style-type: none"> • include relevant information and exclude extraneous material 	<p>Opinion and Supporting Facts Student Workbook, pp. 48-49 Teacher's Guide, p. T106</p>
<ul style="list-style-type: none"> • use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts 	<p>Writing Process Teacher's Guide, pp. T10, T18, T26, T34, T42, T54, T62, T70, T78, T86, T98, T106, T114, T122, T130, T142, T150, T158, T166, T174, T186, T194, T202, T210, T218, T230, T238, T246, T254, T262</p>
<ul style="list-style-type: none"> • observe basic writing conventions, such as correct spelling, punctuation, and 	<p>The Writing Process activities support this objective. See matches above. In addition,</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 2

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
capitalization, as well as sentence and paragraph structures appropriate to written forms	there are Grammar, Mechanics, and Usage lessons throughout the program. See for example, Statements and Questions Reading Skills Card, 11 Reader's Guide, p. T7 Exclamations and Commands Reading Skills Card, 2 Teacher's Guide, p. T15 Capitalize Names and Places Reading Skills Card, 23 Teacher's Guide, p. T243
Standard 2 Students will read, write, listen, and speak for literary response and expression.	
Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.	
LISTENING & READING for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.	
<ul style="list-style-type: none"> • read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers 	Biography Reading Skills Cards, 17, 18, 19, 20 Student Workbook, pp. 76-93 Teacher's Guide, pp. T177-T220 Folktale/Fantasy Reading Skills Cards, 13-16 Student Workbook, pp. 58-75 Teacher's Guide, pp. T133-T176 Realistic Fiction Reading Skills Cards, 5-8 Student Workbook, pp. 22-39 Teacher's Guide, pp. T45-T88 Science Nonfiction Reading Skills Cards, 1-4 Student Workbook, pp. 4-21 Teacher's Guide, pp. T1-T44 Social Studies Content Area

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 2

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
	<p>Reading Skills Cards, 9-12 Student Workbook, pp. 40-57 Teacher's Guide, pp. T89-T132</p> <p>True Stories Reading Skills Cards, 21-24 Student Workbook, pp. 94-111 Teacher's Guide, pp. T221-T264</p>
<ul style="list-style-type: none"> • recognize some features that distinguish the genres and use those features to aid comprehension 	<p>Biography Reading Skills Cards, 17, 18, 19, 20 Student Workbook, pp. 76-93 Teacher's Guide, pp. T177-T220</p> <p>Folktale/Fantasy Reading Skills Cards, 13-16 Student Workbook, pp. 58-75 Teacher's Guide, pp. T133-T176</p> <p>Realistic Fiction Reading Skills Cards, 5-8 Student Workbook, pp. 22-39 Teacher's Guide, pp. T45-T88</p> <p>Science Nonfiction Reading Skills Cards, 1-4 Student Workbook, pp. 4-21 Teacher's Guide, pp. T1-T44</p> <p>Social Studies Content Area Reading Skills Cards, 9-12 Student Workbook, pp. 40-57 Teacher's Guide, pp. T1-T44</p> <p>True Stories Reading Skills Cards, 21-24 Student Workbook, pp. 94-111 Teacher's Guide, pp. T221-T264</p>
<ul style="list-style-type: none"> • understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives 	<p>Setting Reading Skills Cards, 6 Student Workbook, pp. 28-29 Teacher's Guide, pp. T57-T59, T63</p> <p>Character Reading Skills Cards, 5, 17</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 2

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
	<p>Student Workbook, pp. 24-25, 78-79 Teacher's Guide, pp. T49-T51, T55, T181, T182, T183, T187</p> <p>Plot Reading Skills Cards, 13 Student Workbook, pp. 60-61 Teacher's Guide, pp. T137, T138, T139, T143</p>
<ul style="list-style-type: none"> • use inference and deduction to understand the text 	<p>Make Inferences Reading Skills Cards, 7, 19 Student Workbook, pp. 32-33, 86-87 Teacher's Guide, pp. T65, T66, T67, T71, T198, T199, T203</p>
<ul style="list-style-type: none"> • read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning 	<p>Expert Reading Fluency Cards, 21, 22, 23, 24 Teacher's Guide, pp. T229, T237, T237, T245, T253</p> <p>Reader's Theater Fluency Cards, 13-16 Teacher's Guide, pp. T149, T157, T165, T173</p>
<ul style="list-style-type: none"> • evaluate literary merit 	<p>Students have the opportunity to meet this objective with the following matching:</p> <p>Personal Journal Teacher's Guide, pp. T17, T33, T61, T77, T105, T121, T149, T165, T193, T209, T237, T253</p>
<p>SPEAKING & WRITING for literary response involves presenting interpretations, analysis, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.</p>	
<ul style="list-style-type: none"> • present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure 	<p>Students have the opportunity to meet this objective with the following matching:</p> <p>Personal Journal Teacher's Guide, pp. T17, T33, T61, T77, T105, T121, T149, T165, T193, T209, T237,</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 2

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
	T253
<ul style="list-style-type: none"> • explain the meaning of literary works with some attention to meanings beyond the literal level 	<p>Students have the opportunity to meet this objective with the following matching:</p> <p>Solicit Personal Reactions and Predictions Teacher's Guide, pp. T43, T87, T131, T175, T219, T263</p>
<ul style="list-style-type: none"> • create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary 	<p>Short Story Student Workbook, pp. 26-27, 30-31, 34-35, 38-39 Teacher's Guide, pp. TT54, T62, T70, T78</p>
<ul style="list-style-type: none"> • observe the conventions of grammar and usage, spelling, and punctuation 	<p>Writing Process Teacher's Guide, pp. T10, T18, T26, T34, T42, T54, T62, T70, T78, T86, T98, T106, T114, T122, T130, T142, T150, T158, T166, T174, T186, T194, T202, T210, T218, T230, T238, T246, T254, T262</p>
Standard 3 Students will read, write, listen, and speak for critical analysis and evaluation.	
<p>As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.</p>	<p>Ask and Respond to Classmates' Questions Teacher's Guide, pp. T35, T79, T123, T167, T219, T255</p> <p>Solicit Personal Reactions and Predictions Teacher's Guide, pp. T43, T87, T131, T175, T219, T263</p> <p>Topic Talk Teacher's Guide, pp. T12, T56, T100, T144, T188, T232</p> <p>Debate Day Teacher's Guide, pp. T20, T64, T108, T152, T196, T240</p>
LISTENING & READING to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.	
<ul style="list-style-type: none"> • read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such 	<p>Persuasive Essay Student Workbook, pp.44-45, 48-49, 52-53, 56-57</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 2

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
as advertisements, commercials, and letters to the editor	Teacher's Guide , pp. T98, T106, T114, T122
<ul style="list-style-type: none"> • make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement 	Personal Journal Teacher's Guide , pp. T17, T33, T61, T77, T105, T121, T149, T165, T193, T209, T237, T253 Reader's Response to Independent Books Teacher's Guide , pp. T25, T69, T113, T157, T201, T245
<ul style="list-style-type: none"> • recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis 	Debate Day Teacher's Guide , pp. T20, T64, T108, T152, T196, T240 Solicit Personal Reactions and Predictions Teacher's Guide , pp. T43, T87, T131, T175, T219, T263
SPEAKING & WRITING for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	
<ul style="list-style-type: none"> • express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence 	Debate Day Teacher's Guide , pp. T20, T64, T108, T152, T196, T240 Persuasive Essay Student Workbook , pp.44-45, 48-49, 52-53, 56-57 Teacher's Guide , pp. T98, T106, T114, T122
<ul style="list-style-type: none"> • present arguments for certain views or actions with reference to specific criteria that support the argument (e.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost) 	Debate Day Teacher's Guide , pp. T20, T64, T108, T152, T196, T240 Persuasive Essay Student Workbook , pp.44-45, 48-49, 52-53, 56-57 Teacher's Guide , pp. T98, T106, T114, T122
<ul style="list-style-type: none"> • monitor and adjust their own oral and written presentations to meet criteria for competent performance (e.g., in writing, the criteria might include development of position, 	Writing Process Teacher's Guide , pp. T10, T18, T26, T34, T42, T54, T62, T70, T78, T86, T98, T106, T114, T122, T130, T142, T150, T158, T166,

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 2

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact)	T174, T186, T194, T202, T210, T218, T230, T238, T246, T254, T262 Use Dramatic Gestures and Expressions Teacher's Guide , pp. T27, T71, T115, T159, T203, T247
<ul style="list-style-type: none"> • use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing 	Persuasive Essay Student Workbook , pp.44-45, 48-49, 52-53, 56-57 Teacher's Guide , pp. T98, T106, T114, T122
Standard 4 Students will read, write, listen, and speak for social interaction.	
Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.	
LISTENING & SPEAKING Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	
<ul style="list-style-type: none"> • listen attentively and recognize when it is appropriate for them to speak 	Ask and Respond to Classmates' Questions Teacher's Guide , pp. T35, T79, T123, T167, T219, T255 Set a Purpose for Listening Teacher's Guide , pp. T11, T55, T99, T143, T187, T231
<ul style="list-style-type: none"> • take turns speaking and respond to others' ideas in conversations on familiar topics 	Ask and Respond to Classmates' Questions Teacher's Guide , pp. T35, T79, T123, T167, T219, T255
<ul style="list-style-type: none"> • recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations 	Solicit Personal Reactions and Predictions Teacher's Guide , pp. T43, T87, T131, T175, T219, T263

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 3

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
--	---

Standard 1 Students will read, write, listen, and speak for information and understanding.	
As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.	
LISTENING & READING to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.	
<ul style="list-style-type: none"> gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams 	<p>Students are exposed to a variety of genres including biographies, folktales, fantasies, realistic fiction, science nonfiction, social studies content area, and true stories. See for example,</p> <p>Biography Reading Skills Cards, 17, 18, 19, 20 Student Workbook, pp. 76-93 Teacher's Guide, pp. T177-T220</p> <p>Realistic Fiction Reading Skills Cards, 5-8 Student Workbook, pp. 22-39 Teacher's Guide, pp. T45-T88</p> <p>Science Nonfiction Reading Skills Cards, 1-4 Student Workbook, pp. 4-21 Teacher's Guide, pp. T1-T44</p> <p>Graphic Aids Reading Skills Cards, 3, 10 Student Workbook, pp. 14-15, 46-47 Teacher's Guide, pp. T109, T110, T111, T115</p>
<ul style="list-style-type: none"> select information appropriate to the purpose of their investigation and relate ideas from one text to another 	<p>Communicate Your Purpose Student Workbook, pp. 44-45 Teacher's Guide, pp. T98</p> <p>Compare/Contrast Student Workbook, pp. 20-21</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 3

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
	Teacher's Guide , pp. T34 5 Ws & How Student Workbook , pp. 102-103 Teacher's Guide , pp. T238 Opinion and Supporting Facts Student Workbook , pp. 52-53 Teacher's Guide , pp. T114
<ul style="list-style-type: none"> • select and use strategies that have been taught for notetaking, organizing, and categorizing information 	5 Ws & How Student Workbook , pp. 102-103 Teacher's Guide , pp. T238 Opinion and Supporting Facts Student Workbook , pp. 52-53 Teacher's Guide , pp. T114 Set Purpose for Listening Teacher's Guide , pp. T11, T55, T99, T143, T187, T231
<ul style="list-style-type: none"> • ask specific questions to clarify and extend meaning 	Ask and Respond to Classmates' Questions Teacher's Guide , pp. T35, T79, T123, T167, T211, T255
<ul style="list-style-type: none"> • make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words 	Context Clues Reading Skills Cards , 1, 6, 8, 9, 11, 13, 15, 20, 24 Teacher's Guide , pp. T4, T7, T20, T48, T59, T64, T75, T92, T95, T108, T111, T136, T139, T152, T155, T171, T180, T196, T224, T227, T240, T251 Structural Analysis Teacher's Guide , pp. T12, T28, T56, T72, T100, T116, T144, T160, T188, T204, T232, T248
<ul style="list-style-type: none"> • support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns 	Make Inferences Reading Skills Cards , 6, 19 Student Workbook , pp. 28-29, 86-87 Teacher's Guide , pp. T57, T58, T59, T63, T197, T198, T199, T203

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 3

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
<p>SPEAKING & WRITING to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.</p>	
<ul style="list-style-type: none"> • present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts 	<p>Writing Types:</p> <p>Personal Narrative Student Workbook, pp. 98-99, 102-103, 106-107, 110-111 Teacher's Guide, pp. T230, T238, T246, T254</p> <p>Short Story Student Workbook, pp. 26-27, 30-31, 34-35, 38-39 Teacher's Guide, pp. TT54, T62, T70, T78</p> <p>Tall Tale Student Workbook, pp. 62-63, 66-67, 70-71, 74-75 Teacher's Guide, pp. T142, T150, T158, T166</p> <p>Biography Student Workbook, pp. 80-81, 84-85, 88-89, 92-93 Teacher's Guide, pp. T186, T194, T202, T210</p> <p>Informative Article Student Workbook, pp. 8-9, 12-13, 16-17, 20-21 Teacher's Guide, pp. T10, T18, T26, T34</p> <p>Persuasive Essay Student Workbook, pp.44-45, 48-49, 52-53, 56-57 Teacher's Guide, pp. T98, T106, T114, T122</p>
<ul style="list-style-type: none"> • select a focus, organization, and point of view for oral and written presentations 	<p>Arrange Details: Logical Order: Student Workbook, pp. 12-13, 106-107 Teacher's Guide, p. T18, T246</p> <p>Arrange Details: Time Order:</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 3

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
	<p>Student Workbook, pp. 84-85 Teacher's Guide, p.T194</p> <p>First-Person Point of View Student Workbook, pp. 98-99 Teacher's Guide, p. T230</p> <p>Third-Person Point of View Student Workbook, pp. 88-89 Teacher's Guide, p. T202</p>
<ul style="list-style-type: none"> • use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference 	<p>Arrange Details: Logical Order: Student Workbook, pp. 12-13, 106-107 Teacher's Guide, p. T18, T246</p> <p>Cause/Effect Student Workbook, pp. 66-67 Teacher's Guide, p. T150</p> <p>Compare/Contrast Student Workbook, pp. 16-17, 52-53 Teacher's Guide, pp. T26, T114</p>
<ul style="list-style-type: none"> • use details, examples, anecdotes, or personal experiences to explain or clarify information 	<p>Opinion and Supporting Facts Student Workbook, pp. 52-53 Teacher's Guide, p. T114</p> <p>Sensory Details Student Workbook, pp. 70-71 Teacher's Guide, p. T58</p> <p>Topic Sentence, Supporting Details Student Workbook, pp. 88-89 Teacher's Guide, pp. T202</p>
<ul style="list-style-type: none"> • include relevant information and exclude extraneous material 	<p>Opinion and Supporting Facts Student Workbook, pp. 52-53 Teacher's Guide, p. T114</p> <p>Topic Sentence, Supporting Details Student Workbook, pp. 88-89 Teacher's Guide, pp. T202</p>
<ul style="list-style-type: none"> • use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts 	<p>Writing Process Teacher's Guide, pp. T10, T18, T26, T34, T42, T54, T62, T70, T78, T86, T98, T106, T114, T122, T130, T142, T150, T158, T166,</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 3

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
	T174, T186, T194, T202, T210, T218, T230, T238, T246, T254, T262
<ul style="list-style-type: none"> • observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms 	<p>The Writing Process activities support this objective. See matches above. In addition, there are Grammar, Mechanics, and Usage lessons throughout the program. See for example,</p> <p>Statements and Questions Reading Skills Card, 1 Reader's Guide, p. T7</p> <p>Exclamations and Commands Reading Skills Card, 2 Teacher's Guide, p. T15</p> <p>Capitalize Proper Nouns Reading Skills Card, 24 Teacher's Guide, p. T251</p>
Standard 2 Students will read, write, listen, and speak for literary response and expression.	
Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.	
LISTENING & READING for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.	
<ul style="list-style-type: none"> • read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers 	<p>Biography Reading Skills Cards, 17, 18, 19, 20 Student Workbook, pp. 76-93 Teacher's Guide, pp. T177-T220</p> <p>Folktale/Fantasy Reading Skills Cards, 13-16 Student Workbook, pp. 58-75 Teacher's Guide, pp. T133-T176</p> <p>Realistic Fiction Reading Skills Cards, 5-8 Student Workbook, pp. 22-39 Teacher's Guide, pp. T45-T88</p> <p>Science Nonfiction</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 3

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
	<p>Reading Skills Cards, 1-4 Student Workbook, pp. 4-21 Teacher's Guide, pp. T1-T44</p> <p>Social Studies Content Area Reading Skills Cards, 9-12 Student Workbook, pp. 40-57 Teacher's Guide, pp. T89-T132</p> <p>True Stories Reading Skills Cards, 21-24 Student Workbook, pp. 94-111 Teacher's Guide, pp. T221-T264</p>
<ul style="list-style-type: none"> • recognize some features that distinguish the genres and use those features to aid comprehension 	<p>Biography Reading Skills Cards, 17, 18, 19, 20 Student Workbook, pp. 76-93 Teacher's Guide, pp. T177-T220</p> <p>Folktale/Fantasy Reading Skills Cards, 13-16 Student Workbook, pp. 58-75 Teacher's Guide, pp. T133-T176</p> <p>Realistic Fiction Reading Skills Cards, 5-8 Student Workbook, pp. 22-39 Teacher's Guide, pp. T45-T88</p> <p>Science Nonfiction Reading Skills Cards, 1-4 Student Workbook, pp. 4-21 Teacher's Guide, pp. T1-T44</p> <p>Social Studies Content Area Reading Skills Cards, 9-12 Student Workbook, pp. 40-57 Teacher's Guide, pp. T89-T132</p> <p>True Stories Reading Skills Cards, 21-24 Student Workbook, pp. 94-111 Teacher's Guide, pp. T221-T264</p>
<ul style="list-style-type: none"> • understand the literary elements of setting, character, plot, theme, and point of view and 	<p>Setting Reading Skills Cards, 7</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 3

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
compare those features to other works and to their own lives	Student Workbook , pp. 32-33 Teacher's Guide , pp. T65, T66, T67, T71 Character Reading Skills Cards , 5, 17 Student Workbook , pp. 24-25, 78-79 Teacher's Guide , pp. T49-T51, T55, T181, T182, T183, T187 Plot Reading Skills Cards , 13 Student Workbook , pp. 60-61 Teacher's Guide , pp. T137, T138, T139, T143
<ul style="list-style-type: none"> • use inference and deduction to understand the text 	Make Inferences Reading Skills Cards , 6, 19 Student Workbook , pp. 28-29, 86-87 Teacher's Guide , pp. T57, T58, T59, T63, T197, T198, T199, T203
<ul style="list-style-type: none"> • read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning 	Expert Reading Fluency Cards , 21, 22, 23, 24 Teacher's Guide , pp. T229, T237, T245, T253 Reader's Theater Fluency Cards , 13-16 Teacher's Guide , pp. T149, T157, T165, T173
<ul style="list-style-type: none"> • evaluate literary merit 	Students have the opportunity to meet this objective with the following matching: Personal Journal Teacher's Guide , pp. T17, T33, T61, T77, T105, T121, T149, T165, T193, T209, T237, T253
SPEAKING & WRITING for literary response involves presenting interpretations, analysis, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	
<ul style="list-style-type: none"> • present personal responses to literature that make reference to the plot, characters, ideas, 	Students have the opportunity to meet this objective with the following matching:

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 3

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
vocabulary, and text structure	objective with the following matching: Personal Journal Teacher's Guide , pp. T17, T33, T61, T77, T105, T121, T149, T165, T193, T209, T237, T253
<ul style="list-style-type: none"> • explain the meaning of literary works with some attention to meanings beyond the literal level 	Students have the opportunity to meet this objective with the following matching: Solicit Personal Reactions and Predictions Teacher's Guide , pp. T43, T87, T131, T175, T219, T263
<ul style="list-style-type: none"> • create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary 	Short Story Student Workbook , pp. 26-27, 30-31, 34-35, 38-39 Teacher's Guide , pp. TT54, T62, T70, T78
<ul style="list-style-type: none"> • observe the conventions of grammar and usage, spelling, and punctuation 	Writing Process Teacher's Guide , pp. T10, T18, T26, T34, T42, T54, T62, T70, T78, T86, T98, T106, T114, T122, T130, T142, T150, T158, T166, T174, T186, T194, T202, T210, T218, T230, T238, T246, T254, T262
Standard 3 Students will read, write, listen, and speak for critical analysis and evaluation.	
As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.	Ask and Respond to Classmates' Questions Teacher's Guide , pp. T35, T79, T123, T167, T211, T255 Solicit Personal Reactions and Predictions Teacher's Guide , pp. T43, T87, T131, T175, T219, T263 Topic Talk Teacher's Guide , pp. T12, T56, T100, T144, T188, T232 Debate Day Teacher's Guide , pp. T20, T64, T108, T152, T196, T240
LISTENING & READING to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.	

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 3

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
<ul style="list-style-type: none"> • read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor 	Persuasive Essay Student Workbook , pp.44-45, 48-49, 52-53, 56-57 Teacher's Guide , pp. T98, T106, T114, T122
<ul style="list-style-type: none"> • make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement 	Personal Journal Teacher's Guide , pp. T17, T33, T61, T77, T105, T121, T149, T165, T193, T209, T237, T253 Reader's Response to Independent Books Teacher's Guide , pp. T25, T113, T157, T201, T245
<ul style="list-style-type: none"> • recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis 	Debate Day Teacher's Guide , pp. T20, T64, T108, T152, T196, T240 Solicit Personal Reactions and Predictions Teacher's Guide , pp. T43, T87, T131, T175, T219, T263
SPEAKING & WRITING for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	
<ul style="list-style-type: none"> • express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence 	Debate Day Teacher's Guide , pp. T20, T64, T108, T152, T196, T240 Persuasive Essay Student Workbook , pp.44-45, 48-49, 52-53, 56-57 Teacher's Guide , pp. T98, T106, T114, T122
<ul style="list-style-type: none"> • present arguments for certain views or actions with reference to specific criteria that support the argument (e.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost) 	Debate Day Teacher's Guide , pp. T20, T64, T108, T152, T196, T240 Persuasive Essay Student Workbook , pp.44-45, 48-49, 52-53, 56-57 Teacher's Guide , pp. T98, T106, T114, T122
<ul style="list-style-type: none"> • monitor and adjust their own oral and written 	Writing Process

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 3

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
<p>presentations to meet criteria for competent performance (e.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact)</p>	<p>Teacher's Guide, pp. T10, T18, T26, T34, T42, T54, T62, T70, T78, T86, T98, T106, T114, T122, T130, T142, T150, T158, T166, T174, T186, T194, T202, T210, T218, T230, T238, T246, T254, T262</p> <p>Use Dramatic Gestures and Expressions Teacher's Guide, pp. T27, T71, T115, T159, T203, T247</p>
<ul style="list-style-type: none"> • use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing 	<p>Persuasive Essay Student Workbook, pp.44-45, 48-49, 52-53, 56-57 Teacher's Guide, pp. T98, T106, T114, T122</p>
<p>Standard 4 Students will read, write, listen, and speak for social interaction.</p>	
<p>Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.</p>	
<p>LISTENING & SPEAKING Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.</p>	
<ul style="list-style-type: none"> • listen attentively and recognize when it is appropriate for them to speak 	<p>Ask and Respond to Classmates' Questions Teacher's Guide, pp. T35, T79, T123, T167, T211, T255</p> <p>Set a Purpose for Listening Teacher's Guide, pp. T11, T55, T99, T143, T187, T231</p>
<ul style="list-style-type: none"> • take turns speaking and respond to others' ideas in conversations on familiar topics 	<p>Ask and Respond to Classmates' Questions Teacher's Guide, pp. T35, T79, T123, T167, T211, T255</p>
<ul style="list-style-type: none"> • recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations 	<p>Solicit Personal Reactions and Predictions Teacher's Guide, pp. T43, T87, T131, T175, T219, T263</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 4

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
--	---

Standard 1 Students will read, write, listen, and speak for information and understanding.	
As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.	
LISTENING & READING to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.	
<ul style="list-style-type: none"> gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams 	<p>Students are exposed to a variety of genres including biographies, folktales, fantasies, realistic fiction, science nonfiction, social studies content area, and true stories. See for example,</p> <p>Biography Reading Skills Cards, 17, 18, 19, 20 Student Workbook, pp. 74-93 Teacher's Guide, pp. T177-T220</p> <p>Realistic Fiction Reading Skills Cards, 5-8 Student Workbook, pp. 22-39 Teacher's Guide, pp. T45-T88</p> <p>Science Nonfiction Reading Skills Cards, 1-4 Student Workbook, pp. 4-21 Teacher's Guide, pp. T1-T44</p> <p>Graphic Aids Reading Skills Cards, 4, 11 Student Workbook, pp. 18-19, 50-51 Teacher's Guide, pp. T29, T30, T31, T35, T109, T110, T11, T115</p>
<ul style="list-style-type: none"> select information appropriate to the purpose of their investigation and relate ideas from one text to another 	<p>Communicate Your Purpose Student Workbook, pp. 44-45 Teacher's Guide, pp. T98</p> <p>5 Ws & How Student Workbook, pp. 12-13, 102-103</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 4

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
	Teacher's Guide , pp. T18, T238 Opinion and Supporting Facts Student Workbook , pp. 48-49 Teacher's Guide , pp. T106
<ul style="list-style-type: none"> • select and use strategies that have been taught for notetaking, organizing, and categorizing information 	5 Ws & How Student Workbook , pp. 12-13, 102-103 Teacher's Guide , pp. T18, T238 Opinion and Supporting Facts Student Workbook , pp. 48-49 Teacher's Guide , pp. T106 Set Purpose for Listening Teacher's Guide , pp. T11, T55, T99, T143, T187, T231
<ul style="list-style-type: none"> • ask specific questions to clarify and extend meaning 	Ask and Respond to Classmates' Questions Teacher's Guide , pp. T35, T79, T123, T167, T211, T255
<ul style="list-style-type: none"> • make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words 	Context Clues Reading Skills Cards , 2, 5, 6, 9, 10, 13, 14, 19, 21, 24 Teacher's Guide , pp. T4, T15, T20, T48, T51, T59, T64, T92, T95, T103, T108, T136, T147, T152, T180, T196, T199, T224, T227, T240, T251 Structural Analysis Teacher's Guide , pp. T12, T28, T56, T72, T100, T116, T144, T160, T188, T204, T232, T248
<ul style="list-style-type: none"> • support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns 	Make Inferences Reading Skills Cards , 6, 19 Student Workbook , pp. 28-29, 86-87 Teacher's Guide , pp. T57, T58, T59, T63, T197, T198, T199, T203
SPEAKING & WRITING to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 4

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
<ul style="list-style-type: none"> • present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts 	<p>Writing Types:</p> <p>Personal Narrative Student Workbook, pp. 98-99, 102-103, 106-107, 110-111 Teacher's Guide, pp. T230, T238, T246, T254</p> <p>Short Story Student Workbook, pp. 26-27, 30-31, 34-35, 38-39 Teacher's Guide, pp. T54, T62, T70, T78</p> <p>Tall Tale Student Workbook, pp. 62-63, 66-67, 70-71, 74-75 Teacher's Guide, pp. T142, T150, T158, T166</p> <p>Biography Student Workbook, pp. 80-81, 84-85, 88-89, 92-93 Teacher's Guide, pp. T186, T194, T202, T210</p> <p>Informative Article Student Workbook, pp. 8-9, 12-13, 16-17, 20-21 Teacher's Guide, pp. T10, T18, T26, T34</p> <p>Persuasive Essay Student Workbook, pp. 44-45, 48-49, 52-53, 56-57 Teacher's Guide, pp. T98, T106, T114, T122</p>
<ul style="list-style-type: none"> • select a focus, organization, and point of view for oral and written presentations 	<p>Arrange Details: Classification Student Workbook, pp. 20-21 Teacher's Guide, p. T34</p> <p>Arrange Details: Time Order: Student Workbook, pp. 84-85, 106-107 Teacher's Guide, p. T194, T246</p> <p>Consider Your Audience Student Workbook, pp. 52-53</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 4

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
<ul style="list-style-type: none"> • use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference 	<p>Teacher's Guide, p. T114</p> <p>Arrange Details: Time Order: Student Workbook, pp. 84-85, 106-107 Teacher's Guide, p.T194, T246</p> <p>Cause/Effect Student Workbook, pp. 16-17 Teacher's Guide, p. T26</p>
<ul style="list-style-type: none"> • use details, examples, anecdotes, or personal experiences to explain or clarify information 	<p>Opinion and Supporting Facts Student Workbook, pp. 48-49 Teacher's Guide, p. T106</p> <p>5 W's and How Student Workbook, pp. 12-13, 102-103 Teacher's Guide, p. T18, T238</p> <p>Topic Sentence, Supporting Details Student Workbook, pp. 8-9 Teacher's Guide, pp. T10</p>
<ul style="list-style-type: none"> • include relevant information and exclude extraneous material 	<p>Opinion and Supporting Facts Student Workbook, pp. 48-49 Teacher's Guide, p. T106</p> <p>Topic Sentence, Supporting Details Student Workbook, pp. 8-9 Teacher's Guide, pp. T10</p>
<ul style="list-style-type: none"> • use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts 	<p>Writing Process Teacher's Guide, pp. T10, T18, T26, T34, T42, T54, T62, T70, T78, T86, T98, T106, T114, T122, T130, T142, T150, T158, T166, T174, T186, T194, T202, T210, T218, T230, T238, T246, T254, T262</p>
<ul style="list-style-type: none"> • observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms 	<p>The Writing Process activities support this objective. See matches above. In addition, there are Grammar, Mechanics, and Usage lessons throughout the program. See for example,</p> <p>Types of Sentences Reading Skills Card, 1 Reader's Guide, p. T7 Punctuating Dialogue</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 4

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
	Reading Skills Card, 24 Teacher's Guide, p. T251
Standard 2 Students will read, write, listen, and speak for literary response and expression.	
Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.	
LISTENING & READING for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.	
<ul style="list-style-type: none"> • read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers 	<p>Biography Reading Skills Cards, 17, 18, 19, 20 Student Workbook, pp. 76-93 Teacher's Guide, pp. T177-T220</p> <p>Folktale/Fantasy Reading Skills Cards, 13-16 Student Workbook, pp. 58-73 Teacher's Guide, pp. T133-T176</p> <p>Realistic Fiction Reading Skills Cards, 5-8 Student Workbook, pp. 22-39 Teacher's Guide, pp. T45-T88</p> <p>Science Nonfiction Reading Skills Cards, 1-4 Student Workbook, pp. 4-21 Teacher's Guide, pp. T1-T44</p> <p>Social Studies Content Area Reading Skills Cards, 9-12 Student Workbook, pp. 40-57 Teacher's Guide, pp. T89-T132</p> <p>True Stories Reading Skills Cards, 21-24 Student Workbook, pp. 94-111 Teacher's Guide, pp. T221-T264</p>
<ul style="list-style-type: none"> • recognize some features that distinguish the genres and use those features to aid 	<p>Biography Reading Skills Cards, 17, 18, 19, 20</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 4

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
comprehension	<p>Student Workbook, pp. 76-93 Teacher's Guide, pp. T177-T220</p> <p>Folktale/Fantasy Reading Skills Cards, 13-16 Student Workbook, pp. 58-75 Teacher's Guide, pp. T133-T176</p> <p>Realistic Fiction Reading Skills Cards, 5-8 Student Workbook, pp. 22-39 Teacher's Guide, pp. T45-T88</p> <p>Science Nonfiction Reading Skills Cards, 1-4 Student Workbook, pp. 4-21 Teacher's Guide, pp. T1-T44</p> <p>Social Studies Content Area Reading Skills Cards, 9-12 Student Workbook, pp. 40-57 Teacher's Guide, pp. T89-T132</p> <p>True Stories Reading Skills Cards, 21-24 Student Workbook, pp. 94-111 Teacher's Guide, pp. T221-T264</p>
<ul style="list-style-type: none"> • understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives 	<p>Setting Reading Skills Cards, 7 Student Workbook, pp. 32-33 Teacher's Guide, pp. T65, T66, T67, T71</p> <p>Character Reading Skills Cards, 5, 17 Student Workbook, pp. 24-25, 78-79 Teacher's Guide, pp. T49-T51, T55, T181, T182, T183, T187</p> <p>Plot Reading Skills Cards, 14 Student Workbook, pp. 64-65 Teacher's Guide, pp. T145, T146, T147, T151</p>
<ul style="list-style-type: none"> • use inference and deduction to understand the 	Make Inferences

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 4

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
text	Reading Skills Cards , 6, 19 Student Workbook , pp. 28-29, 86-87 Teacher's Guide , pp. T57, T58, T59, T63, T197, T198, T199, T203
<ul style="list-style-type: none"> • read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning 	Expert Reading Fluency Cards , 21, 22, 23, 24 Teacher's Guide , pp. T229, T237, T245, T253 Reader's Theater Fluency Cards , 13-16 Teacher's Guide , pp. T149, T157, T165, T173
<ul style="list-style-type: none"> • evaluate literary merit 	Students have the opportunity to meet this objective with the following matching: Personal Journal Teacher's Guide , pp. T17, T33, T61, T77, T105, T121, T149, T165, T193, T209, T237, T253
SPEAKING & WRITING for literary response involves presenting interpretations, analysis, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	
<ul style="list-style-type: none"> • present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure 	Students have the opportunity to meet this objective with the following matching: Personal Journal Teacher's Guide , pp. T17, T33, T61, T77, T105, T121, T149, T165, T193, T209, T237, T253
<ul style="list-style-type: none"> • explain the meaning of literary works with some attention to meanings beyond the literal level 	Students have the opportunity to meet this objective with the following matching: Solicit Personal Reactions and Predictions Teacher's Guide , pp. T43, T87, T131, T175, T219, T263
<ul style="list-style-type: none"> • create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary 	Short Story Student Workbook , pp. 26-27, 30-31, 34-35, 38-39

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 4

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
<ul style="list-style-type: none"> • observe the conventions of grammar and usage, spelling, and punctuation 	<p>Teacher's Guide, pp. T54, T62, T70, T78</p> <p>Writing Process Teacher's Guide, pp. T10, T18, T26, T34, T42, T54, T62, T70, T78, T86, T98, T106, T114, T122, T130, T142, T150, T158, T166, T174, T186, T194, T202, T210, T218, T230, T238, T246, T254, T262</p>
Standard 3 Students will read, write, listen, and speak for critical analysis and evaluation.	
<p>As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.</p>	<p>Ask and Respond to Classmates' Questions Teacher's Guide, pp. T35, T79, T123, T167, T211, T255</p> <p>Solicit Personal Reactions and Predictions Teacher's Guide, pp. T43, T87, T131, T175, T219, T263</p> <p>Topic Talk Teacher's Guide, pp. T12, T56, T100, T144, T188, T232</p> <p>Debate Day Teacher's Guide, pp. T20, T64, T108, T152, T196, T240</p>
LISTENING & READING to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.	
<ul style="list-style-type: none"> • read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor 	<p>Persuasive Essay Student Workbook, pp.44-45, 48-49, 52-53, 56-57 Teacher's Guide, pp. T98, T106, T114, T122</p>
<ul style="list-style-type: none"> • make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement 	<p>Personal Journal Teacher's Guide, pp. T17, T33, T61, T77, T105, T121, T149, T165, T193, T209, T237, T253</p> <p>Reader's Response to Independent Books Teacher's Guide, pp. T25, T113, T157, T201, T245</p>
<ul style="list-style-type: none"> • recognize that the criteria that one uses to 	<p>Debate Day</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 4

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
analyze and evaluate anything depend on one's point of view and purpose for the analysis	Teacher's Guide , pp. T20, T64, T108, T152, T196, T240 Solicit Personal Reactions and Predictions Teacher's Guide , pp. T43, T87, T131, T175, T219, T263
SPEAKING & WRITING for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	
<ul style="list-style-type: none"> • express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence 	Debate Day Teacher's Guide , pp. T20, T64, T108, T152, T196, T240 Persuasive Essay Student Workbook , pp.44-45, 48-49, 52-53, 56-57 Teacher's Guide , pp. T98, T106, T114, T122
<ul style="list-style-type: none"> • present arguments for certain views or actions with reference to specific criteria that support the argument (e.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost) 	Debate Day Teacher's Guide , pp. T20, T64, T108, T152, T196, T240 Persuasive Essay Student Workbook , pp.44-45, 48-49, 52-53, 56-57 Teacher's Guide , pp. T98, T106, T114, T122
<ul style="list-style-type: none"> • monitor and adjust their own oral and written presentations to meet criteria for competent performance (e.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact) 	Writing Process Teacher's Guide , pp. T10, T18, T26, T34, T42, T54, T62, T70, T78, T86, T98, T106, T114, T122, T130, T142, T150, T158, T166, T174, T186, T194, T202, T210, T218, T230, T238, T246, T254, T262 Use Dramatic Gestures and Expressions Teacher's Guide , pp. T27, T71, T115, T159, T203, T247
<ul style="list-style-type: none"> • use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing 	Persuasive Essay Student Workbook , pp.44-45, 48-49, 52-53, 56-57 Teacher's Guide , pp. T98, T106, T114, T122
Standard 4 Students will read, write, listen, and speak for social interaction.	

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 4

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.	
LISTENING & SPEAKING Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	
<ul style="list-style-type: none"> • listen attentively and recognize when it is appropriate for them to speak 	<p>Ask and Respond to Classmates' Questions Teacher's Guide, pp. T35, T79, T123, T167, T211, T255</p> <p>Set a Purpose for Listening Teacher's Guide, pp. T11, T55, T99, T143, T187, T231</p>
<ul style="list-style-type: none"> • take turns speaking and respond to others' ideas in conversations on familiar topics 	<p>Ask and Respond to Classmates' Questions Teacher's Guide, pp. T35, T79, T123, T167, T211, T255</p>
<ul style="list-style-type: none"> • recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations 	<p>Solicit Personal Reactions and Predictions Teacher's Guide, pp. T43, T87, T131, T175, T219, T263</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 5

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
--	---

Standard 1 Students will read, write, listen, and speak for information and understanding.	
As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.	
LISTENING & READING to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.	
<ul style="list-style-type: none"> gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams 	<p>Students are exposed to a variety of genres including biographies, folktales, fantasies, realistic fiction, science nonfiction, social studies content area, and true stories. See for example,</p> <p>Biography Reading Skills Cards, 17, 18, 19, 20 Student Workbook, pp. 76-93 Teacher's Guide, pp. T177-T220</p> <p>Realistic Fiction Reading Skills Cards, 5-8 Student Workbook, pp. 22-39 Teacher's Guide, pp. T45-T88</p> <p>Science Nonfiction Reading Skills Cards, 1-4 Student Workbook, pp. 4-21 Teacher's Guide, pp. T1-T44</p> <p>Graphic Aids Reading Skills Cards, 4, 12 Student Workbook, pp. 18-19, 54-55 Teacher's Guide, pp. T29, T30, T31, T35, T117, T118, T119, T123</p>
<ul style="list-style-type: none"> select information appropriate to the purpose of their investigation and relate ideas from one text to another 	<p>Communicate Your Purpose Student Workbook, pp. 8-9, 48-49 Teacher's Guide, pp. T10, T106</p> <p>Compare/Contrast Student Workbook, pp. 44-45 Teacher's Guide, pp. T98</p> <p>Opinion and Supporting Facts</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 5

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
	Student Workbook , pp. 52-53 Teacher's Guide , pp. T114
<ul style="list-style-type: none"> select and use strategies that have been taught for notetaking, organizing, and categorizing information 	Opinion and Supporting Arguments Student Workbook , pp. 98-99 Teacher's Guide , pp. T230 Opinion and Supporting Facts Student Workbook , pp. 52-53 Teacher's Guide , pp. T114 Set Purpose for Listening Teacher's Guide , pp. T11, T55, T99, T143, T187, T231
<ul style="list-style-type: none"> ask specific questions to clarify and extend meaning 	Ask and Respond to Classmates' Questions Teacher's Guide , pp. T35, T79, T123, T167, T211, T255
<ul style="list-style-type: none"> make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words 	Context Clues Reading Skills Cards , 2, 5, 5, 6, 10, 12, 13, 15, 19, 23, 24 Teacher's Guide , pp. T4, T15, T20, T23, T48, T51, T59, T64, T92, T103, T108, T119, T136, T147, T152, T155, T180, T196, T199, T224, T240, T243, T251 Structural Analysis Teacher's Guide , pp. T12, T28, T56, T72, T100, T116, T144, T160, T188, T204, T232, T248
<ul style="list-style-type: none"> support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns 	Make Inferences Reading Skills Cards , 6, 19 Student Workbook , pp. 28-29, 86-87 Teacher's Guide , pp. T57, T58, T59, T63, T197, T198, T199, T203
<p>SPEAKING & WRITING to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.</p>	
<ul style="list-style-type: none"> present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts 	Writing Types: Personal Narrative Student Workbook , pp. 98-99, 102-103, 106-107, 110-111

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 5

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
	<p>Teacher's Guide, pp. T230, T238, T246, T254</p> <p>Short Story Student Workbook, pp. 26-27, 30-31, 34-35, 38-39 Teacher's Guide, pp. T54, T62, T70, T78</p> <p>Tall Tale Student Workbook, pp. 62-63, 66-67, 70-71, 74-75 Teacher's Guide, pp. T142, T150, T158, T166</p> <p>Biography Student Workbook, pp. 80-81, 84-85, 88-89, 92-93 Teacher's Guide, pp. T186, T194, T202, T210</p> <p>Informative Article Student Workbook, pp. 8-9, 12-13, 16-17, 20-21 Teacher's Guide, pp. T10, T18, T26, T34</p> <p>Persuasive Essay Student Workbook, pp.44-45, 48-49, 52-53, 56-57 Teacher's Guide, pp. T98, T106, T114, T122</p>
<ul style="list-style-type: none"> • select a focus, organization, and point of view for oral and written presentations 	<p>Arrange Details: Logical Order Student Workbook, pp. 12-13, 102-103 Teacher's Guide, p. T18, T238</p> <p>Arrange Details: Time Order Student Workbook, pp. 84-85 Teacher's Guide, p.T194</p> <p>Opinion and Supporting Facts Student Workbook, pp. 52-53 Teacher's Guide, p. T114</p>
<ul style="list-style-type: none"> • use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference 	<p>Arrange Details: Time Order Student Workbook, pp. 84-85 Teacher's Guide, p.T194</p> <p>Cause/Effect Student Workbook, pp. 16-17</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 5

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
	Teacher's Guide, p. T26
<ul style="list-style-type: none"> • use details, examples, anecdotes, or personal experiences to explain or clarify information 	Opinion and Supporting Facts Student Workbook, pp. 52-53 Teacher's Guide, p. T114 Descriptive Details Student Workbook, pp. 70-71 Teacher's Guide, p. T158 Opinion and Supporting Arguments Student Workbook, pp. 98-99 Teacher's Guide, pp. T230
<ul style="list-style-type: none"> • include relevant information and exclude extraneous material 	Opinion and Supporting Facts Student Workbook, pp. 52-53 Teacher's Guide, p. T114 Opinion and Supporting Arguments Student Workbook, pp. 98-99 Teacher's Guide, pp. T230
<ul style="list-style-type: none"> • use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts 	Writing Process Teacher's Guide, pp. T10, T18, T26, T34, T42, T54, T62, T70, T78, T86, T98, T106, T114, T122, T130, T142, T150, T158, T166, T174, T186, T194, T202, T210, T218, T230, T238, T246, T254, T262
<ul style="list-style-type: none"> • observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms 	The Writing Process activities support this objective. See matches above. In addition, there are Grammar, Mechanics, and Usage lessons throughout the program. See for example, Types of Sentences Reading Skills Card, 1 Reader's Guide, p. T7 Dialogue and Quotations Reading Skills Card, 20 Teacher's Guide, p. T207
Standard 2 Students will read, write, listen, and speak for literary response and expression.	
Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.	

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 5

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
<p>LISTENING & READING for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.</p>	
<ul style="list-style-type: none"> • read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers 	<p>Biography Reading Skills Cards, 17, 18, 19, 20 Student Workbook, pp. 76-93 Teacher's Guide, pp. T177-T220</p> <p>Folktale/Fantasy Reading Skills Cards, 13-16 Student Workbook, pp. 58-73 Teacher's Guide, pp. T133-T176</p> <p>Realistic Fiction Reading Skills Cards, 5-8 Student Workbook, pp. 22-39 Teacher's Guide, pp. T45-T88</p> <p>Science Nonfiction Reading Skills Cards, 1-4 Student Workbook, pp. 4-21 Teacher's Guide, pp. T1-T44</p> <p>Social Studies Content Area Reading Skills Cards, 9-12 Student Workbook, pp. 40-57 Teacher's Guide, pp. T89-T132</p> <p>True Stories Reading Skills Cards, 21-24 Student Workbook, pp. 94-111 Teacher's Guide, pp. T221-T264</p>
<ul style="list-style-type: none"> • recognize some features that distinguish the genres and use those features to aid comprehension 	<p>Biography Reading Skills Cards, 17, 18, 19, 20 Student Workbook, pp. 76-93 Teacher's Guide, pp. T177-T220</p> <p>Folktale/Fantasy Reading Skills Cards, 13-16 Student Workbook, pp. 58-75 Teacher's Guide, pp. T133-T176</p> <p>Realistic Fiction Reading Skills Cards, 5-8 Student Workbook, pp. 22-39</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 5

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
	<p>Teacher's Guide, pp. T45-T88</p> <p>Science Nonfiction Reading Skills Cards, 1-4 Student Workbook, pp. 4-21 Teacher's Guide, pp. T1-T44</p> <p>Social Studies Content Area Reading Skills Cards, 9-12 Student Workbook, pp. 40-57 Teacher's Guide, pp. T89-T132</p> <p>True Stories Reading Skills Cards, 21-24 Student Workbook, pp. 94-111 Teacher's Guide, pp. T221-T264</p>
<ul style="list-style-type: none"> • understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives 	<p>Setting Reading Skills Cards, 7 Student Workbook, pp. 32-33 Teacher's Guide, pp. T65, T66, T67, T71</p> <p>Character Reading Skills Cards, 5, 17 Student Workbook, pp. 24-25, 78-79 Teacher's Guide, pp. T49-T51, T55, T181, T182, T183, T187</p> <p>Plot Reading Skills Cards, 14 Student Workbook, pp. 64-65 Teacher's Guide, pp. T145, T146, T147, T151</p>
<ul style="list-style-type: none"> • use inference and deduction to understand the text 	<p>Make Inferences Reading Skills Cards, 6, 19 Student Workbook, pp. 28-29, 86-87 Teacher's Guide, pp. T57, T58, T59, T63, T197, T198, T199, T203</p>
<ul style="list-style-type: none"> • read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning 	<p>Expert Reading Fluency Cards, 21, 22, 23, 24 Teacher's Guide, pp. T229, T237, T245, T253</p> <p>Reader's Theater Fluency Cards, 13-16</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 5

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
	Teacher's Guide , pp. T149, T157, T165, T173
<ul style="list-style-type: none"> • evaluate literary merit 	<p>Students have the opportunity to meet this objective with the following matching:</p> <p>Personal Journal Teacher's Guide, pp. T17, T33, T61, T77, T105, T121, T149, T165, T193, T209, T237, T253</p>
<p>SPEAKING & WRITING for literary response involves presenting interpretations, analysis, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.</p>	
<ul style="list-style-type: none"> • present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure 	<p>Students have the opportunity to meet this objective with the following matching:</p> <p>Personal Journal Teacher's Guide, pp. T17, T33, T61, T77, T105, T121, T149, T165, T193, T209, T237, T253</p>
<ul style="list-style-type: none"> • explain the meaning of literary works with some attention to meanings beyond the literal level 	<p>Students have the opportunity to meet this objective with the following matching:</p> <p>Solicit Personal Reactions and Predictions Teacher's Guide, pp. T43, T87, T131, T175, T219, T263</p>
<ul style="list-style-type: none"> • create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary 	<p>Short Story Student Workbook, pp. 26-27, 30-31, 34-35, 38-39 Teacher's Guide, pp. T54, T62, T70, T78</p>
<ul style="list-style-type: none"> • observe the conventions of grammar and usage, spelling, and punctuation 	<p>Writing Process Teacher's Guide, pp. T10, T18, T26, T34, T42, T54, T62, T70, T78, T86, T98, T106, T114, T122, T130, T142, T150, T158, T166, T174, T186, T194, T202, T210, T218, T230, T238, T246, T254, T262</p>
<p>Standard 3 Students will read, write, listen, and speak for critical analysis and evaluation.</p>	
<p>As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of</p>	<p>Ask and Respond to Classmates' Questions Teacher's Guide, pp. T35, T79, T123, T167, T211, T255</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 5

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
<p>established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.</p>	<p>Solicit Personal Reactions and Predictions Teacher's Guide, pp. T43, T87, T131, T175, T219, T263</p> <p>Topic Talk Teacher's Guide, pp. T12, T56, T100, T144, T188, T232</p> <p>Debate Day Teacher's Guide, pp. T20, T64, T108, T152, T196, T240</p>
<p>LISTENING & READING to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.</p>	
<ul style="list-style-type: none"> • read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor 	<p>Persuasive Essay Student Workbook, pp.44-45, 48-49, 52-53, 56-57 Teacher's Guide, pp. T98, T106, T114, T122</p>
<ul style="list-style-type: none"> • make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement 	<p>Personal Journal Teacher's Guide, pp. T17, T33, T61, T77, T105, T121, T149, T165, T193, T209, T237, T253</p> <p>Reader's Response to Independent Books Teacher's Guide, pp. T25, T69, T113, T157, T201, T245</p>
<ul style="list-style-type: none"> • recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis 	<p>Debate Day Teacher's Guide, pp. T20, T64, T108, T152, T196, T240</p> <p>Solicit Personal Reactions and Predictions Teacher's Guide, pp. T43, T87, T131, T175, T219, T263</p>
<p>SPEAKING & WRITING for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.</p>	
<ul style="list-style-type: none"> • express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their 	<p>Debate Day Teacher's Guide, pp. T20, T64, T108, T152, T196, T240</p> <p>Persuasive Essay</p>

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 5

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
opinions with some evidence	Student Workbook , pp.44-45, 48-49, 52-53, 56-57 Teacher's Guide , pp. T98, T106, T114, T122
<ul style="list-style-type: none"> present arguments for certain views or actions with reference to specific criteria that support the argument (e.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost) 	Debate Day Teacher's Guide , pp. T20, T64, T108, T152, T196, T240 Persuasive Essay Student Workbook , pp.44-45, 48-49, 52-53, 56-57 Teacher's Guide , pp. T98, T106, T114, T122
<ul style="list-style-type: none"> monitor and adjust their own oral and written presentations to meet criteria for competent performance (e.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact) 	Writing Process Teacher's Guide , pp. T10, T18, T26, T34, T42, T54, T62, T70, T78, T86, T98, T106, T114, T122, T130, T142, T150, T158, T166, T174, T186, T194, T202, T210, T218, T230, T238, T246, T254, T262 Use Dramatic Gestures and Expressions Teacher's Guide , pp. T27, T71, T115, T159, T203, T247
<ul style="list-style-type: none"> use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing 	Persuasive Essay Student Workbook , pp.44-45, 48-49, 52-53, 56-57 Teacher's Guide , pp. T98, T106, T114, T122
Standard 4 Students will read, write, listen, and speak for social interaction.	
Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.	
LISTENING & SPEAKING Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	
<ul style="list-style-type: none"> listen attentively and recognize when it is appropriate for them to speak 	Ask and Respond to Classmates' Questions Teacher's Guide , pp. T35, T79, T123, T167, T211, T255 Set a Purpose for Listening Teacher's Guide , pp. T11, T55, T99, T143, T187, T231
<ul style="list-style-type: none"> take turns speaking and respond to others' 	Ask and Respond to Classmates' Questions

Scholastic's Summer School Reading Program
correlated to
New York State's English Language Arts Learning Standards
Grade 5

New York State's English Language Arts Learning Standards	Scholastic's Summer School Reading Program
ideas in conversations on familiar topics	Teacher's Guide , pp. T35, T79, T123, T167, T211, T255
<ul style="list-style-type: none"> • recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations 	Solicit Personal Reactions and Predictions Teacher's Guide , pp. T43, T87, T131, T175, T219, T263