

**Common Core State Standards  
Grade 3**

**SCHOLASTIC GUIDED READING TEXT TYPES**

<p><b>Reading: Literature</b> <b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>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.</li> <li>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> </ol>	<p>Each teacher card includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. These features encourage teachers and students to engage in meaningful dialogue about the selected title using a question &amp; response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>In addition, the following titles include further activities:</p> <p>J: <i>Have You Seen Duck?</i> (Developing Comprehension: Understanding Character)          J: <i>Log Hotel</i> (Developing Comprehension: Understanding Sequence)          J: <i>Story County</i> (Developing Comprehension: Recognizing Story Sequence)          J: <i>Young Cam Jansen and the Baseball Mystery</i> (Developing Comprehension: Generating Questions)          K: <i>Andy Shane and the Queen of Egypt</i> (Developing Comprehension: Understanding Character)          K: <i>Dandelions: Stars in the Grass</i> (Developing Comprehension: Recognizing Sequence)          K: <i>Earl the Squirrel</i> (Developing Comprehension: Understanding Plot)          K: <i>Frog and Toad All Year</i> (Developing Comprehension: Summarizing)          K: <i>One Nosy Pup</i> (Developing Comprehension: Understanding Problem and Solution)          L: <i>Cam Jansen and the Chocolate Fudge Mystery</i> (Developing Comprehension: Problem and Solution)          L: <i>Stand Tall, Molly Lou Melon</i> (Developing Comprehension: Understanding Theme)          L: <i>The Subway Mouse</i> (Developing Comprehension: Understanding Problem and Solution)          M: <i>Class President</i> (Developing Comprehension: Understanding Character)          N: <i>Blizzard of the Blue Moon</i> (Developing Comprehension: Understanding Plot)          N: <i>Detective LaRue: Letters from the Investigation</i> (Developing Comprehension: Making Inferences)          O: <i>Otis Spofford</i> (Developing Comprehension: Understanding Character)          O: <i>Teacher's Pet</i> (Developing Comprehension: Understanding Plot)          O: <i>You Can't Taste a Pickle With Your Ear</i> (Developing Comprehension: Summarizing)          P: <i>Gooseberry Park</i> (Developing Comprehension: Summarizing)          Q: <i>Shrek!</i> (Developing Comprehension: Understanding Character)          Q: <i>Stallion in Spooky Hollow</i> (Developing Comprehension: Recognizing Setting)          Q: <i>The Tale of Anton Brown and Grace Hopper</i> (Developing Comprehension: Identifying Plot)</p>
<p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</li> <li>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> <li>6. Distinguish their own point of view from that of the narrator or those</li> </ol>	<p>J: <i>Have You Seen Duck?</i> (Developing Phonics and Word-Solving Strategies: Dialogue)          J: <i>Story County</i> (Developing Phonics and Word-Solving Strategies: Dialogue)          K: <i>Andy Shane and the Queen of Egypt</i> (Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)          K: <i>The Principal from the Black Lagoon</i> (Developing Comprehension: Recognizing Point of View)          L: <i>Amelia Bedelia, Rocket Scientist?</i> (Developing Phonics and Word-Solving</p>

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<p>of the characters.</p>	<p>Strategies: Multiple-Meaning Words)  L: <i>Tony Baloney</i> (Developing Phonics and Word-Solving Strategies: Understanding Idioms)  L: <i>Whales Passing</i> (Developing Comprehension: Recognizing Point of View)  N: <i>The Phantom Mudder</i> (Developing Comprehension: Understanding Point of View)  P: <i>Copper</i> (Developing Comprehension: Understanding Text Structure)</p>
<p><b>Integration of Knowledge and Ideas</b>  7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).  8. (Not applicable to literature)  9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>This collection includes titles from Levels J-Q that represent a variety of genres including: Biography, Realistic Fiction, Mystery, Science Fiction, Fantasy, Graphic Novel, Fairy Tale/Folktale, Play, Adventure, and Informational Text.</p> <p>This collection also includes titles from a variety of series, for example:  J: <i>Henry and Mudge and the Best Day of All</i>  K: <i>Andy Shane and the Queen of Egypt</i>  L: <i>Cam Jansen and the Chocolate Fudge Mystery</i>  M: <i>Flat Stanley</i>  N: <i>Detective LaRue: Letters from the Investigation</i>  O: <i>Clementine</i>  P: <i>The Magic School Bus Explores the Senses</i>  Q: <i>Book Two: The Stonekeeper’s Curse</i></p>
<p><b>Range of Reading and Complexity of Text</b>  10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>This collection includes titles from Levels J-Q that represent a variety of genres and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p>
<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>  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>Each teacher card for the following Nonfiction and Informational texts includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about informational text using a question &amp; response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>J: <i>Dig Dig Digging</i>  J: <i>Log Hotel</i>  K: <i>Dandelions: Stars in the Grass</i>  K: <i>Endangered Animals</i>  L: <i>Let’s Read About...George Washington</i>  L: <i>Our Earth</i>  M: <i>Baby Animals</i>  M: <i>Who Eats What? Food Chains and Food Webs</i>  N: <i>Sacajawea: Her True Story</i>  N: <i>Young Frederick Douglass: Freedom Fighter</i>  O: <i>Amelia Earhart: Adventure in the Sky</i>  O: <i>What’s the Big Idea, Ben Franklin?</i>  O: <i>You Can’t Taste a Pickle With Your Ear</i></p>

P: *The Magic School Bus Explores the Senses*  
 P: *My First Book of Biographies: Great Men and Women Every Child Should Know*  
 Q: *All About Manatees*  
 Q: *Finding the Titanic*

In addition, the following titles include further activities:

J: *Dig Dig Digging* (Developing Comprehension: Understanding Genre: Informational Text)  
 K: *Dandelions: Stars in the Grass* (Developing Comprehension: Recognizing Sequence)  
 K: *Endangered Animals* (Developing Comprehension: Understanding Cause and Effect)  
 L: *Let's Read About...George Washington* (Developing Comprehension: Understanding Historical Context)  
 L: *Our Earth* (Developing Comprehension: Noticing Details)  
 M: *Who Eats What? Food Chains and Food Webs* (Developing Comprehension: Understanding Sequence)  
 N: *Sacajawea: Her True Story* (Developing Comprehension: Generating Questions)  
 P: *My First Book of Biographies: Great Men and Women Every Child Should Know* (Developing Comprehension: Understanding Biography)

**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.

Each teacher card for the following Nonfiction and Informational texts includes Vocabulary and Challenging Book Features features. These features introduce vocabulary essential to the understanding of the text, encourage students to determine the meanings of these words, and form a better understanding of the structure of the text.

J: *Dig Dig Digging*  
 J: *Log Hotel*  
 K: *Dandelions: Stars in the Grass*  
 K: *Endangered Animals*  
 L: *Let's Read About...George Washington*  
 L: *Our Earth*  
 M: *Baby Animals*  
 M: *Who Eats What? Food Chains and Food Webs*  
 N: *Sacajawea: Her True Story*  
 N: *Young Frederick Douglass: Freedom Fighter*  
 O: *Amelia Earhart: Adventure in the Sky*  
 O: *What's the Big Idea, Ben Franklin?*  
 O: *You Can't Taste a Pickle With Your Ear*  
 P: *The Magic School Bus Explores the Senses*  
 P: *My First Book of Biographies: Great Men and Women Every Child Should Know*  
 Q: *All About Manatees*  
 Q: *Finding the Titanic*

	<p>In addition, the following titles include further activities:</p> <p>L: <i>Let's Read About...George Washington</i> (Developing Phonics and Word-Solving Strategies: Names for People and Places)</p> <p>M: <i>Baby Animals</i> (Developing Phonics and Word-Solving Strategies: Context Clues)</p> <p>N: <i>Sacajawea: Her True Story</i> (Developing Phonics and Word-Solving Strategies: Using a Pronunciation Guide)</p> <p>O: <i>Amelia Earhart: Adventure in the Sky</i> (Developing Comprehension: Understanding Genre: Biography)</p> <p>O: <i>What's the Big Idea, Ben Franklin?</i> (Developing Comprehension: Categorizing Information)</p> <p>P: <i>The Magic School Bus Explores the Senses</i> (Developing Comprehension: Using Diagrams)</p> <p>P: <i>My First Book of Biographies: Great Men and Women Every Child Should Know</i> (Developing Comprehension: Understanding Biography; Developing Phonics and Word-Solving Strategies: Context Clues)</p> <p>Q: <i>All About Manatees</i> (Developing Comprehension: Understanding Comic Strips)</p> <p>Q: <i>Finding the Titanic</i> (Developing Comprehension: Using Captions)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>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).</p> <p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>J: <i>Log Hotel</i> (ELL Bridge)</p> <p>K: <i>Dandelions: Stars in the Grass</i> (ELL Bridge)</p> <p>L: <i>Let's Read About...George Washington</i> (ELL Bridge)</p> <p>N: <i>Sacajawea: Her True Story</i> (ELL Bridge)</p> <p>N: <i>Young Frederick Douglass: Freedom Fighter</i> (ELL Bridge)</p> <p>O: <i>Amelia Earhart: Adventure in the Sky</i> (ELL Bridge)</p> <p>P: <i>The Magic School Bus Explores the Senses</i> (Developing Comprehension: Using Diagrams)</p> <p>Q: <i>All About Manatees</i> (ELL Bridge)</p> <p>Q: <i>Finding the Titanic</i> (Developing Comprehension: Using Captions)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>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>Each teacher card for the following Nonfiction and Informational texts includes Developing Comprehension and Developing Fluency features that encourage students to engage in both shared and independent reading opportunities at a variety of difficulty levels.</p> <p>J: <i>Dig Dig Digging</i></p> <p>J: <i>Log Hotel</i></p> <p>K: <i>Dandelions: Stars in the Grass</i></p> <p>K: <i>Endangered Animals</i></p> <p>L: <i>Let's Read About...George Washington</i></p> <p>L: <i>Our Earth</i></p> <p>M: <i>Baby Animals</i></p> <p>M: <i>Who Eats What? Food Chains and Food Webs</i></p> <p>N: <i>Sacajawea: Her True Story</i></p> <p>N: <i>Young Frederick Douglass: Freedom Fighter</i></p> <p>O: <i>Amelia Earhart: Adventure in the Sky</i></p> <p>O: <i>What's the Big Idea, Ben Franklin?</i></p>

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	<p>O: <i>You Can't Taste a Pickle With Your Ear</i>  P: <i>The Magic School Bus Explores the Senses</i>  P: <i>My First Book of Biographies: Great Men and Women Every Child Should Know</i>  Q: <i>All About Manatees</i>  Q: <i>Finding the Titanic</i></p>
<p><b>Reading: Foundational Skills</b>  <b>Phonics and Word Recognition</b>  3. Know and apply grade-level phonics and word analysis skills in decoding words.  Identify and know the meaning of the most common prefixes and derivational suffixes.  Decode words with common Latin suffixes.  Decode multisyllable words.  Read grade-appropriate irregularly spelled words.</p>	<p>J: <i>Dig Dig Digging</i> (Developing Phonics and Word-Solving Strategies: Words With –ing)  J: <i>The Rain Came Down</i> (Developing Phonics and Word-Solving Strategies: Words With –ed)  K: <i>Earl the Squirrel</i> (Developing Phonics and Word-Solving Strategies: The Suffix –ly)  K: <i>Frog and Toad All Year</i> (Developing Phonics and Word-Solving Strategies: Irregular Past-Tense Verbs)  K: <i>One Nosy Pup</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)  L: <i>Our Earth</i> (Developing Phonics and Word-Solving Strategies: Reading Words with –y and –ly)  L: <i>Ricky Ricotta's Mighty Robot vs. the Uranium Unicorns from Uranus</i>(Developing Phonics and Word-Solving Strategies: Reading Words With –ed)  M: <i>Baby Animals</i> (Developing Phonics and Word-Solving Strategies: Context Clues)  M: <i>No Messin' with My Lesson</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)  N: <i>Detective LaRue: Letters from the Investigation</i> (Developing Phonics and Word-Solving Strategies: Reading Words With Suffix –ly)  N: <i>Lunch Walks Among Us</i> (Developing Phonics and Word-Solving Strategies: Difficult Words)  N: <i>The Phantom Mudder</i> (Developing Phonics and Word-Solving Strategies: Suffixes –ion, –sion, and –tion)  N: <i>You Can't Eat Your Chicken Pox, Amber Brown</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words with Consonant Clusters)  O: <i>Amelia Earhart: Adventure in the Sky</i> (Developing Phonics and Word-Solving Strategies: Words with Suffixes)  O: <i>What's the Big Idea, Ben Franklin?</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)  P: <i>Happy Burger</i> (Developing Phonics and Word-Solving Strategies: Words with Suffix –ly)  P: <i>The Magic School Bus Explores the Senses</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words)  P: <i>My First Book of Biographies: Great Men and Women Every Child Should Know</i> (Developing Phonics and Word-Solving Strategies: Context Clues)  Q: <i>All About Manatees</i> (Developing Phonics and Word-Solving Strategies: Context Clues)  Q: <i>Finding the Titanic</i> (Developing Phonics and Word-Solving Strategies: Suffixes –er and –est)  Q: <i>LaRue Across America: Postcards from the Vacation</i> (Developing Phonics and Word-Solving Strategies: Context Clues)</p>

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	<p>Q: <i>The Tale of Anton Brown and Grace Hopper</i> (Developing Phonics and Word-Solving Strategies: Context Clues)</p>
<p><b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Each teacher card includes Developing Fluency activities that engage students in activities that focus on reading fluently with proper reading rate, phrasing, accuracy, and expression.</p>
<p><b>Language</b> <b>Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>J: <i>Dig Dig Digging</i> (Developing Phonics and Word-Solving Strategies: Words With –ing) J: <i>The Rain Came Down</i> (Developing Phonics and Word-Solving Strategies: Words With –ed) J: <i>The Wrong-way Rabbit</i> (Developing Phonics and Word-Solving Strategies: Using Punctuation) K: <i>Dandelions: Stars in the Grass</i> (Developing Phonics and Word-Solving Strategies: Plurals) K: <i>Endangered Animals</i> (Developing Phonics and Word-Solving Strategies: Plurals) K: <i>Frog and Toad All Year</i> (Developing Phonics and Word-Solving Strategies: Irregular Past-Tense Verbs) L: <i>Ricky Ricotta’s Mighty Robot vs. the Uranium Unicorns from Uranus</i> (Developing Phonics and Word-Solving Strategies: Reading Words With –ed) L: <i>Stand Tall, Molly Lou Melon</i> (Developing Phonics and Word-Solving Strategies: Comparatives –er and –est) M: <i>The Case of the Groaning Ghost</i> (Developing Phonics and Word-Solving Strategies: Words With –ed) M: <i>Flat Stanley</i> (Developing Phonics and Word-Solving Strategies: Comparatives: -er, -est) M: <i>Oh No, It’s Robert</i> (Developing Phonics and Word-Solving Strategies: Possessive Words With ‘s) N: <i>Young Frederick Douglass: Freedom Fighter</i> (Developing Phonics and Word-Solving Strategies: Words With –ed) O: <i>John Philip Duck</i> (Developing Phonics and Word-Solving Strategies: Reading Words With –ed) O: <i>Teacher’s Pet</i> (Developing Phonics and Word-Solving Strategies: Comparatives: -er, -est) O: <i>You Can’t Taste a Pickle With Your Ear</i> (Developing Phonics and Word-Solving Strategies: Comparatives: -er, -est) Q: <i>Shrek!</i> (Developing Phonics and Word-Solving Strategies: Comparative Adjectives)</p>
<p><b>Knowledge of Language</b> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.*</p>	<p>Each teacher card provides students the opportunity to demonstrate knowledge of language and its conventions through reading, writing, and speaking activities.</p>

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<p>Recognize and observe differences between the conventions of spoken and written standard English.</p>	
<p><b>Vocabulary Acquisition and Use</b></p> <p>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.</p> <p>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).</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>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>Each teacher card includes a Vocabulary feature with High-Frequency Words and Related Words for Discussion. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text.</p> <p>In addition, the following titles include further activities:</p> <p>J: <i>Dig Dig Digging</i> (Challenging Book Features: Vocabulary)          J: <i>Have You Seen Duck?</i> (Challenging Book Features: Vocabulary)          J: <i>Henry and Mudge and the Best Day of All</i> (Challenging Book Features: Vocabulary)          J: <i>Hippo and Rabbit in Three Short Tales</i> (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Homophones)          J: <i>I Was So Mad</i> (Supportive Book Features: Vocabulary)          J: <i>Log Hotel</i> (Supportive Book Features: Vocabulary)          J: <i>The Rain Came Down</i> (Challenging Book Features: Vocabulary)          J: <i>Story County</i> (Supportive Book Features: Vocabulary)          J: <i>The Wrong-way Rabbit</i> (Supportive Book Features: Vocabulary)          J: <i>Young Cam Jansen and the Baseball Mystery</i> (Supportive Book Features: Vocabulary)          K: <i>10 Fat Turkeys</i> (Challenging Book Features: Vocabulary)          K: <i>Andy Shane and the Queen of Egypt</i> (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)          K: <i>Arthur's Eyes</i> (Challenging Book Features: Vocabulary)          K: <i>Chicks and Salsa</i> (Challenging Book Features: Vocabulary)          K: <i>Dandelions: Stars in the Grass</i> (Supportive Book Features: Vocabulary)          K: <i>Earl the Squirrel</i> (Challenging Book Features: Vocabulary)          K: <i>Endangered Animals</i> (Supportive Book Features: Vocabulary)          K: <i>Frog and Toad All Year</i> (Challenging Book Features: Vocabulary)          K: <i>One Nosy Pup</i> (Supportive Book Features: Vocabulary)          K: <i>The Principal from the Black Lagoon</i> (Supportive Book Features: Vocabulary)          L: <i>Amelia Bedelia, Rocket Scientist?</i> (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)          L: <i>Cam Jansen and the Chocolate Fudge Mystery</i> (Supportive Book Features: Vocabulary)          L: <i>Let's Read About... George Washington</i> (Supportive Book Features: Vocabulary)          L: <i>Our Earth</i> (Supportive Book Features: Vocabulary)          L: <i>Ricky Ricotta's Mighty Robot vs. the Uranium Unicorns from Uranus</i> (Supportive Book Features: Vocabulary)          L: <i>Stand Tall, Molly Lou Melon</i> (Supportive Book Features: Vocabulary)          L: <i>The Subway Mouse</i> (Supportive Book Features: Vocabulary)          L: <i>Tony Baloney</i> (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Understanding Idioms)          L: <i>Whales Passing</i> (Supportive Book Features: Vocabulary; Developing Phonics and</p>

Word-Solving Strategies: Homophones)  
L: *Worms for Lunch?* (Challenging Book Features: Vocabulary)  
M: *Baby Animals* (Supportive Book Features: Vocabulary)  
M: *The Case of the Groaning Ghost* (Challenging Book Features: Vocabulary)  
M: *Class President* (Challenging Book Features: Vocabulary)  
M: *Flat Stanley* (Supportive Book Features: Vocabulary)  
M: *Goldilocks and the Three Bears* (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Antonyms)  
M: *The Lamb Who Came for Dinner* (Challenging Book Features: Vocabulary)  
M: *Miss Smith's Incredible Storybook* (Supportive Book Features: Vocabulary)  
M: *No Messin' with My Lesson* (Challenging Book Features: Vocabulary)  
M: *Oh No, It's Robert* (Challenging Book Features: Vocabulary)  
M: *Who Eats What? Food Chains and Food Webs* (Supportive Book Features: Vocabulary)  
N: *Blizzard of the Blue Moon* (Supportive Book Features: Vocabulary)  
N: *Brand-new School, Brave New Ruby* (Challenging Book Features: Vocabulary)  
N: *Detective LaRue: Letters from the Investigation* (Supportive Book Features: Vocabulary)  
N: *I Lost My Tooth in Africa* (Challenging Book Features: Vocabulary)  
N: *Lunch Walks Among Us* (Challenging Book Features: Vocabulary)  
N: *The Phantom Mudder* (Challenging Book Features: Vocabulary)  
N: *Sacajawea: Her True Story* (Supportive Book Features: Vocabulary)  
N: *Why Mosquitoes Buzz in People's Ears* (Challenging Book Features: Vocabulary)  
N: *You Can't Eat Your Chicken Pox, Amber Brown* (Challenging Book Features: Vocabulary)  
N: *Young Frederick Douglass: Freedom Fighter* (Supportive Book Features: Vocabulary)  
O: *Amelia Earhart: Adventure in the Sky* (Supportive Book Features: Vocabulary)  
O: *Anansi Does the Impossible! An Ashanti Tale* (Challenging Book Features: Vocabulary)  
O: *Clementine* (Challenging Book Features: Vocabulary)  
O: *John Philip Duck* (Challenging Book Features: Vocabulary)  
O: *Journey to the Volcano Place* (Challenging Book Features: Vocabulary)  
O: *A Mouse Called Wolf* (Challenging Book Features: Vocabulary)  
O: *Otis Spofford* (Challenging Book Features: Vocabulary)  
O: *Teacher's Pet* (Supportive Book Features: Vocabulary)  
O: *What's the Big Idea, Ben Franklin?* (Supportive Book Features: Vocabulary)  
O: *You Can't Taste a Pickle With Your Ear* (Supportive Book Features: Vocabulary)  
P: *97 Ways to Train a Dragon* (Challenging Book Features: Vocabulary)  
P: *Copper* (Supportive Book Features: Vocabulary)  
P: *Gooseberry Park* (Challenging Book Features: Vocabulary)  
P: *Happy Burger* (Supportive Book Features: Vocabulary)  
P: *The Hunterman and the Crocodile* (Challenging Book Features: Vocabulary)  
P: *Knights of the Kitchen Table* (Supportive Book Features: Vocabulary)



	<p>P: <i>Kooks in the Cafeteria</i> (Challenging Book Features: Vocabulary)  P: <i>The Magic School Bus Explores the Senses</i> (Challenging Book Features: Vocabulary)  P: <i>My First Book of Biographies: Great Men and Women Every Child Should Know</i> (Challenging Book Features: Vocabulary)  P: <i>Tar Beach</i> (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Figurative Language)  Q: <i>All About Manatees</i> (Challenging Book Features: Vocabulary)  Q: <i>Book Two: The Stonekeeper's Curse</i> (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Understanding Idioms)  Q: <i>The Clue at the Bottom of the Lake</i> (Supportive &amp; Challenging Book Features: Vocabulary)  Q: <i>Finding the Titanic</i> (Supportive Book Features: Vocabulary)  Q: <i>LaRue Across America: Postcards from the Vacation</i> (Challenging Book Features: Vocabulary)  Q: <i>Magic Pickle and the Planet of the Grapes</i> (Challenging Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Idioms)  Q: <i>Nothing Ever Happens on 90<sup>th</sup> Street</i> (Challenging Book Features: Vocabulary)  Q: <i>Shrek!</i> (Challenging Book Features: Vocabulary)  Q: <i>Stallion in Spooky Hollow</i> (Supportive Book Features: Vocabulary; Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)  Q: <i>The Tale of Anton Brown and Grace Hopper</i> (Supportive Book Features: Vocabulary)</p>
<p><b>Writing</b>  <b>Text Types and Purposes</b>  1. Write opinion pieces on topics or texts, supporting a point of view with reasons.  Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  Provide reasons that support the opinion.  Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  Provide a concluding statement or section.  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</p>	<p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. The activities also include the opportunity to create graphic aids related to the text.  For example,  J: <i>Henry and Mudge and the Best Day of All</i> (Extending Meaning Through Writing: Letter)  K: <i>Arthur's Eyes</i> (Extending Meaning Through Writing: Journal)  L: <i>Worms for Lunch?</i> (Extending Meaning Through Writing: List)  M: <i>Who Eats What? Food Chains and Food Webs</i> (Extending Meaning Through Writing: Expository)  N: <i>The Phantom Mudder</i> (Extending Meaning Through Writing: Descriptive)  O: <i>Amelia Earhart: Adventure in the Sky</i> (Extending Meaning Through Writing: Narrative)  P: <i>Tar Beach</i> (Extending Meaning Through Writing: Letter)  Q: <i>All About Manatees</i> (Extending Writing Through Writing: Persuasive)</p>

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<p>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><b>Production and Distribution of Writing</b> 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>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include writing informative, explanatory, narrative, descriptive, procedural, poetic, and persuasive compositions. Teachers can provide guidance, support and encouragement that develop student writing proficiency. Teachers can guide students’ exploration of digital tools as they are available and as the teacher determines applicable in the classroom.</p>
<p><b>Research to Build and Present Knowledge</b> 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 provided categories. 9. (Begins in grade 4)</p>	<p>Each teacher card lists both print and website resources to further additional investigation into the topics presented in the text. Each teacher card includes a Making Connections feature that allows teachers and students to activate prior knowledge and engage in meaningful discussions based on the topics presented in the text. Each teacher card includes a Connecting to Everyday Literacy feature that direct students to make connections to other forms of literature and online resources allowing further exploration of topics presented in the text.</p>
<p><b>Range of Writing</b> 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include writing informative, explanatory, narrative, descriptive, procedural, poetic, and persuasive compositions. Teachers can extend and/or modify these activities to meet student needs for both shorter and extended time frames.</p>
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on</p>	<p>Each teacher card includes Making Connections and Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text. For example, J: <i>Have You Seen Duck?</i> (Making Connections: Text to Self) K: <i>Andy Shane and the Queen of Egypt</i> (Oral Language/Conversation: Talk About Appreciating Other Cultures) L: <i>Ricky Ricotta’s Mighty Robot vs. the Uranium Unicorns From Uranus</i> (Making Connections: Text to Text) M: <i>The Case of the Groaning Ghost</i> (Oral Language/Conversation: Talk About Jumping</p>

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<p>topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.</p> <p>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.</p> <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>to Conclusions) N: <i>I Lost My Tooth in Africa</i> (Making Connections: Text to World) O: <i>Anansi Does the Impossible! An Ashanti Tale</i> (Oral Language/Conversation: Talk About Folk Heroes) P: <i>Knights of the Kitchen Table</i> (Making Connections: Text to Text) Q: <i>All About Manatees</i> (Oral Language/Conversation: Talk About Animals and Humans)</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Each teacher card includes Making Connections and Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text.</p>

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<p><b>Reading: Literature</b> <b>Key Ideas and Details</b></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine 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>Each teacher card includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. These features encourage teachers and students to engage in meaningful dialogue about the selected title using a question &amp; response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>In addition, the following titles include further activities:</p> <p>M: <i>The Case of the Groaning Ghost</i> (Developing Comprehension: Drawing Conclusions) M: <i>Class President</i> (Developing Comprehension: Understanding Character) M: <i>No Messin’ with My Lesson</i> (Developing Comprehension: Making Inferences) N: <i>Blizzard of the Blue Moon</i> (Developing Comprehension: Understanding Plot) N: <i>Detective LaRue: Letters from the Investigation</i> (Developing Comprehension: Making Inferences) N: <i>Young Frederick Douglass: Freedom Fighter</i> (Developing Comprehension: Setting) O: <i>Clementine</i> (Developing Comprehension: Drawing Conclusions) O: <i>Otis Spofford</i> (Developing Comprehension: Understanding Character) O: <i>Teacher’s Pet</i> (Developing Comprehension: Understanding Plot) O: <i>You Can’t Taste a Pickle With Your Ear</i> (Developing Comprehension: Summarizing) P: <i>Gooseberry Park</i> (Developing Comprehension: Summarizing) P: <i>Knights of the Kitchen Table</i> (Developing Comprehension: Making Inferences) Q: <i>Book Two: The Stonekeeper’s Curse</i> (Developing Comprehension: Drawing Conclusions)</p>
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