

Common Core State Standard Correlations for Barker Creek's

LLGM-105 Glad to Be Me Activity Book

Kindergarten

Common Language Standards	Glad to Be Me Activity Book
Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. f. Produce and expand complete sentences in shared language activities.	1a. Use the booklet pages included in the activity book to have students practice printing upper- and lowercase letters. b. Use the many writing activity prompts to have students practice using frequently occurring nouns and verbs. f. Many writing activities are included in the activity book, use this as an opportunity to have students practice producing and expanding complete sentences.
Conventions of Standard English 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	2a. Many of the writing activities provided in the activity book prompt students to write about themselves. Specifically, the Who Am I? activity on page 17 asks students to write information about themselves to use in a game. b. Ask students to point out end punctuation while reading the corresponding books or poems. d. Ask students to practice spelling words phonetically while completing one of the writing activities.
Vocabulary Acquisition and Use 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	6. Ask students to use the words they've learned while reading the included texts as well as the correlated books to complete sentences. Page 29 includes a list of vocabulary words from <i>Chrysanthemum</i> .



Common Reading State Standards for Literature	Glad to Be Me Activity Book
Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text.	1. This activity book contains many activities that revolve around asking and answering questions related to the corresponding texts and books.
Key Ideas and Details 2. With prompting and support, retell familiar stories, including key details.	2. Prompt students to retell key details about the corresponding books.
Key Ideas and Details 3. With prompting and support, identify characters, settings, and major events in a story.	3. Prompt students to identify the main characters, setting, and major events in each of the corresponding books.
Craft and Structure 4. Ask and answer questions about unknown words in a text.	4. While reading the corresponding books and included texts, make sure students are comfortable asking and answering questions about words they may not know.
Craft and Structure 5. Recognize common types of texts (e.g., storybooks, poems).	5. Ask students to point out what type of text each reading resource is. This activity book includes poems and informative texts, and is written to correspond with storybooks.
Craft and Structure 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Ask students to name the author and illustrator of each of the corresponding books, and to explain what the role of each is in telling the story.
Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Ask students to describe the relationship between the illustrations and the story in which they appear for each of the corresponding books.
Integration of Knowledge and Ideas 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Page 44 includes an activity for students to compare and contrast <i>Charlie the Caterpillar</i> and <i>Chrysanthemum</i> . Students are also asked to fill out Venn diagrams.
Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.	10. Have students group-read the corresponding books and included texts. Page 20 includes an activity for reading the “I’m Glad I’m Me” poem.

Reading Standards for Informational Text	Glad to Be Me Activity Book
Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text.	1. Pages 39, 48, and 51 include informational texts. After reading these texts with students, ask them to retell key details about the topic.
Key Ideas and Details 2. With prompting and support, identify the main topic and retell key details of a text.	2. Ask students to identify the main topic and key details about the informational texts provided on pages 39, 48, and 51.



<p>Craft and Structure</p> <p>4. With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>4. While reading the informational texts included in the activity book, prompt students to ask and answer questions about the unknown words they may come across.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>10. Group-read the informational texts included in the activity book.</p>

Reading Standards Foundational Skills	Glad to Be Me Activity Book
<p>Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>1a. Have students practice following words from left to right, top to bottom, and page by page while reading the corresponding books and included texts.</p> <p>b. Have students become familiar with the concept that spoken words are represented in written language by specific sequences of letters by reading aloud the corresponding books and included texts while they follow along.</p> <p>c. While reading the corresponding books and included texts, have students point out where the spaces are in the text.</p> <p>d. Ask students to point out and name all upper- and lowercase letters of the alphabet while reading the corresponding books and included texts.</p>
<p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>a. Recognize and produce rhyming words.</p>	<p>2a. Three poems are included in this activity book. Pages 21, 54 includes an activity for helping students learn about rhyming words.</p>
<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills decoding words.</p> <p>c. Read common high-frequency words by sight.</p>	<p>3c. Have students practice reading common high-frequency words by sight while reading the corresponding books and included texts.</p>
<p>Fluency</p> <p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>4. Have students practice reading emergent-reader texts with purpose and understanding while reading the corresponding books and included texts. The three poems included in this activity book are the easiest to read.</p>



Common Core Writing Standards	Glad to Be Me Activity Book
<p>Text Types and Purposes</p> <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion of preference about the topic or book (e.g., My favorite book is...).</p>	<p>1. After reading the corresponding books, ask students to compose an opinion piece about which book was their favorite.</p>
<p>Text Types and Purposes</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>2. After reading the explanatory texts, ask students to compose reports supplying some information about the topic discussed in the text.</p>
<p>Production and Distribution of Writing</p> <p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>5. After completing one of the writing activities in the book, ask students to respond to questions and suggestion from peers to strengthen their writing.</p>
<p>Research to Build Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>7. Ask students to do shared writing projects centered on the corresponding books and included texts.</p>

Common Core Speaking and Listening Standards	Glad to Be Me Activity Book
<p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>1ab. The activity sections for <i>Crow Boy</i> and <i>Charlie the Caterpillar</i> include discussion questions for each book. Ask students to participate in appropriate discussions about the books.</p>
<p>Comprehension and Collaboration</p> <p>2. Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>2. Read each corresponding book and included text aloud, then ask students to answer questions to display understanding of the book or text read. Prompt students to ask questions about the book or text as well.</p>
<p>Comprehension and Collaboration</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not</p>	<p>3. After reading each corresponding book or included text, prompt students to ask and answer questions that clarify the information given in each</p>



understood.	reading.
Presentation of Knowledge and Ideas 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	4. Ask students to orally present the information learned in the corresponding books and included texts.
Presentation of Knowledge and Ideas 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	5. A few of the <i>All About Me</i> booklet pages provide a space for students to give information about themselves and create a drawing to accompany that information.
Presentation of Knowledge and Ideas 6. Speak audibly and express thoughts, feelings, and ideas clearly.	6. After reading each corresponding book or included text, ask students the express their thoughts, feelings, and ideas clearly and audibly.

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Grade 1

Common Language Standards	Glad to Be Me Activity Book
Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. d. Use personal, possessive and indefinite pronouns (e.g., I, me, my; they, they, them, their; anyone, everything). f. Use frequently occurring adjectives. j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1a. Use the booklet pages included in the activity book to have students practice printing upper- and lowercase letters. d. Page 21 includes an activity for using pronouns. f. While completing the writing activities, ask students to use frequently occurring adjectives. j. While completing the writing activities, ask students to practice producing and expanding complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
Conventions of Standard English 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	2a. Page 33 includes a name card, prompt students to practice writing their name, while making sure to capitalize the first letter of their name. b. While completing the writing activities, ask students to focus on using correct end punctuation. e. While completing the writing activities, ask students to spell untaught words phonetically.
Vocabulary Acquisition and Use	4a. While reading the corresponding books and



<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>included texts, ask students to use context to determine words they do not understand.</p>
<p>Vocabulary Acquisition and Use</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>	<p>6. Ask students to make a list of words they learned while reading the corresponding books and included texts. After their lists are complete, ask students to use the words they've learned in their writing.</p>

Common Reading Standards for Literature	Glad to Be Me Activity Book
<p>Key Ideas and Details</p> <p>1. Ask and answer questions about key details in a text.</p>	<p>1. Ask students to answer questions about key details in the text of the corresponding books. Page 38 provides a list of comprehension questions for <i>Crow Boy</i>.</p>
<p>Key Ideas and Details</p> <p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>2. After reading the corresponding books, ask students to retell the stories told in each book.</p>
<p>Key Ideas and Details</p> <p>3. Describe characters, settings, and major events in a story, using key details.</p>	<p>3. Ask students to describe the characters, settings, and major events in the corresponding books.</p>
<p>Craft and Structure</p> <p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>4. While reading the corresponding books and included poems, have students identify words that suggest feelings or appeal to the senses.</p>
<p>Craft and Structure</p> <p>6. Identify who is telling the story at various points in a text.</p>	<p>6. While reading the corresponding books, ask students to identify who is telling the story at different points in the book.</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>7. After reading each corresponding book, ask students use illustrations to describe characters, settings, and events from each book.</p>
<p>Integration of Knowledge and Ideas</p> <p>9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>9. Page 44 prompts students to compare and contrast <i>Chrysanthemum</i> and <i>Charlie the Caterpillar</i>. A Venn diagram is also included for students to fill out.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>10. Have students read the corresponding stories and included poems.</p>



Reading Standards for Informational Text	Glad to Be Me Activity Book
Key Ideas and Details 1. Ask and answer questions about key details in a text.	1. Have students ask and answer questions about the informational texts included in the activity book.
Key Ideas and Details 2. Identify the main topic and retell key details of a text.	2. Have students identify the main topic and key details of the informational texts included in the activity book.
Craft and Structure 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4. While coming across unknown words or phrases in the informational texts provided in the book, ask students to ask and answer questions about the meaning of such words.
Range of Reading and Level of Text Complexity 10. With prompting and support, read informational texts appropriately complex for grade 1.	10. Ask students to read the informational texts provided in the activity book.

Common Reading Standards: Foundational Skills	Glad to Be Me Activity Book
Print Concepts 1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence.	1a. While reading the corresponding books and included texts, ask students to recognize the distinguishing features of a sentence.
Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. g. Recognize and read grade appropriate irregularly spelled words.	3g. Ask students to highlight irregularly spelled words found while reading the provided texts.
Fluency 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4a. Have students practice reading on-level text with purpose and understanding with the corresponding books and provided texts. b. Use the corresponding books and included texts to have students practice reading orally with accuracy, appropriate rate, and expression on successive readings. c. While reading the corresponding books and provided texts, ask students to use context to confirm or self-correct word recognition and understanding.



Common Core Writing Standards	Glad to Be Me Activity Book
<p>Text Types and Purposes</p> <p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>1. After reading the corresponding books, ask students to compose an opinion piece about which book was their favorite.</p>
<p>Text Types and Purposes</p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>2. After reading the explanatory texts, ask students to compose reports supplying some information about the topic discussed in the text</p>
<p>Production and Distribution of Writing</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>5. After completing one of the writing activities in the book, ask students to respond to questions and suggestion from peers to strengthen their writing.</p>

Common Core Speaking and Listening Standards	Glad to Be Me Activity Book
<p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>1abc. The activity sections for <i>Crow Boy</i> and <i>Charlie the Caterpillar</i> include discussion questions for each book. Ask students to participate in appropriate discussions about the books.</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>4. After reading the corresponding books, ask students to describe the people, places, things, and events with relevant details about the books, expressing ideas and feelings clearly.</p>
<p>Presentation of Knowledge and Ideas</p> <p>6. Produce complete sentences when appropriate to task and situation.</p>	<p>6. Have students practice producing complete sentences when responding to the comprehension questions included in the activity book.</p>



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Grade 2

Common Core Language Standards	Glad to Be Me Activity Book
<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences.</p>	<p>1e. While responding to writing prompts, ask students to focus on their choices of adjectives & adverbs.</p> <p>f. While responding to writing prompts, have students practice producing, expanding, and rearranging complete simple and compound sentences.</p>
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>4a. While reading the corresponding books and included text, ask students to practice using sentence-level context as a clue to the meaning of a word or phrase.</p>
<p>Vocabulary Acquisition and Use</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>6. While completing the writing activities, ask students to use the words and phrases they learned while reading the corresponding books and included text.</p>

Common Reading Standards for Literature	Glad to Be Me Activity Book
<p>Key Ideas and Details</p> <p>1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p>	<p>1. Use the comprehension questions, such as those for <i>Crow Boy</i> on page 38 and <i>Charlie the Caterpillar</i> on page 43, to have students practice asking and answering questions about key details in a text.</p>
<p>Key Ideas and Details</p> <p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>2. Ask students to recount the stories they’ve read in the corresponding books and to determine what each story’s central message, lesson, or moral is. Page 43 includes comprehension questions about <i>Charlie the Caterpillar</i> as well as possible morals</p>



	from the story.
Key Ideas and Details 3. Describe how characters in a story respond to major events and challenges.	3. Ask students to describe how the characters in the corresponding books respond to major events and challenges.
Craft and Structure 4. Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	4. Use the included poems to teach students about rhythm and meaning.
Craft and Structure 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	5. Ask students to describe the structure of each story after reading the corresponding books.
Craft and Structure 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	6. Ask students to demonstrate knowledge of the differences in the points of view of characters while reading the corresponding books. Students can demonstrate this by speaking in a different voice for each character while reading the corresponding books aloud.
Integration of Knowledge and Ideas 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	7. While reading the corresponding books, ask students to explain how the illustrations and words help to clarify understanding of the characters, setting, or plot.
Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. Use the corresponding books and included text to help students practice reading and comprehending literature in the grades 2-3 text complexity.

Reading Standards for Informational Text	Glad to Be Me Activity Book
Key Ideas and Details 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	1. Ask students to read the informational texts included in the activity book. Afterwards, ask students to ask and answer questions about key details in the text.
Craft and Structure 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	6. Ask students to identify the main purpose of the informational text. Ask students to explain what the author wants to answer, explain, or describe.
Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with	10. Have students practice reading and comprehending informational texts using the informational texts included in the activity book.



scaffolding as needed at the high end of the range.

Common Reading Standards: Foundational Skills	Collective Nouns Activity Book
Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode regularly spelled two-syllable words with long vowels. f. Recognize and read grade-appropriate irregularly spelled words.	3c. Ask students to highlight the two-syllable words in the included texts. Then ask students to read and spell each word correctly. f. Ask students to highlight irregularly spelled words in the included texts. Then ask students to correctly read each word aloud.
Fluency 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4a. Use the corresponding books and included texts to practice reading on-level text with purpose and understanding. b. Ask students to practice reading text orally by reading aloud the corresponding books and included texts. c. Ask students to use the context in the corresponding books and included texts in order to confirm or self-correct word recognition and understanding.

Common Core Writing Standards	Glad to Be Me Activity Book
Text Types and Purposes 1. Write opinion pieces in which they introduce the topic or book they are writing about, state and opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.	1. After reading the corresponding books, ask students to write opinion pieces in which they describe the book that they enjoyed the most, giving reasons to support their opinions, using linking words to connect opinion and reasons, and providing a concluding statement or section.
Text Types and Purposes 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2. After reading the informational texts included in the activity book, ask students to write an explanatory text using facts and definitions from the informational text they've read. Students should also correctly introduce the topic and provide a concluding statement or section.
Production and Distribution of Writing 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as	5. Have students complete the writing prompts included in the activity book. Then have students practice strengthening their writing by revising



needed by revising and editing.

and editing with guidance and support from adults and peers.

Common Core Speaking and Listening Standards	Glad to Be Me Activity Book
Comprehension and Collaboration 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger grounds. a. 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). b. Build on others' talk in conversation by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	1abc. The activity sections for <i>Crow Boy</i> and <i>Charlie the Caterpillar</i> include discussion questions for each book. Ask students to participate in appropriate discussions about the books.
Comprehension and Collaboration 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	2. Read each corresponding book and included text aloud, then ask students to answer questions to display understanding of the book or text read. Prompt students to ask questions about the book or text as well.
Presentation of Knowledge and Ideas 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	6. Have students practice producing complete sentences when responding to the comprehension questions included in the activity book.

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Grade 3

Common Core Language Standards	Glad to Be Me Activity Book
Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing	1f. While responding to writing prompts, have students practice producing, expanding, and rearranging complete simple and compound



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or speaking. i. Produce simple, compound, and complex sentences.	sentences.
Conventions of Standard English 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles.	2a. While writing about the corresponding books and included texts, have students practice correctly capitalizing words in titles.
Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.	3a. Have students practice using words and phrases for effect while completing the writing activities included in the activity book.
Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	4a. While reading the corresponding books and included texts, have students practice using sentence-level context as a clue to the meaning of unknown words or phrases.
Vocabulary Acquisition and Use 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	6. Ask students to make a list of words they learned while reading the corresponding books and included texts. After their lists are complete, ask students to use the words they've learned in their writing.

Common Reading Standards for Literature	Glad to Be Me Activity Book
Key Ideas and Details 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Use the comprehension questions included on pages 38 and 43 to have students demonstrate understanding of the texts. Prompt students to refer explicitly to the text as the basis for their answers.
Key Ideas and Details 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3. After reading the corresponding books, ask students to describe the characters and explain how their actions contribute to the sequence of events.
Craft and Structure 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.	5. After reading the corresponding books and included texts, ask students to practice referring to different parts of stories and poems. Activities for learning about stanzas are included on page 22.
Integration of Knowledge and Ideas 7. Explain how specific aspects of a text's	7. After reading the corresponding books, ask students to explain how the illustrations in the



illustrations contribute to what is conveyed by the words in a story.	books help to contribute to what is conveyed by the words in the stories.
Range of Reading and Level of Text Complexity 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.	10. Use the corresponding books and included texts to help students practice reading and comprehending literature independently and proficiently.

Reading Standards for Informational Text	Glad to Be Me Activity Book
Key Ideas and Details 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Ask students to read the informational texts included in the activity book. Afterwards, ask students to ask and answer questions about key details in the text.
Key Ideas and Details 2. Describe the main idea of a text; recount the key details and explain how they support the main ideas.	2. After reading the informational texts included in the activity book, ask students to recount key details and explain how they support the main ideas.
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.	4. While reading the informational texts included in the activity book, ask students to determine the meaning of words and phrases in the text.
Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	10. Have students practice reading and comprehending informational texts using the informational texts included in the activity book.

Common Reading Standards: Foundational Skills	Glad to Be Me Activity Book
Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. d. Read grade appropriate irregularly spelled words.	3d. Have students point out and correctly read the irregularly spelled words found in the corresponding books and included texts.
Fluency 4. Read with sufficient accuracy and fluency to support comprehension a. Read on-level text with purpose and understanding.	4a. Use the corresponding books and included texts to have students practice reading on-level text with purpose and understanding. b. Have students practice reading prose and poetry orally with accuracy, appropriate rate, and



b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

expression on successive readings.

c. While reading the corresponding books and included texts, have students use context to confirm or self-correct word recognition and understanding.

Common Core Writing Standards	Glad to Be Me Activity Book
<p>Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>1abc. After reading the corresponding books, ask students to write an opinion piece describing which book was their favorite. Ask students to provide reasons that support their opinion and to use linking words that connect their opinions and reasons. Students should also be able to accurately provide a concluding statement or section. Reproducible writing paper is included in the back of the activity book.</p>
<p>Production and Distribution of Writing</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>4. Have students practice producing writing in which the development and organization are appropriate to task and purpose with the included writing prompts.</p>
<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>10. Have students practice writing in shorter time frames with the writing prompts included in the activity book.</p>

Common Core Speaking and Listening Standards	Glad to Be Me Activity Book
<p>Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>1abcd. The activity sections for <i>Crow Boy</i> and <i>Charlie the Caterpillar</i> include discussion questions for each book. Ask students to participate in appropriate discussions about the books.</p>



- b. 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

Comprehension and Collaboration

2. Determine the main ideas and support details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

2. Read the corresponding books aloud to students. Afterwards, ask students to determine the main ideas of the text.

Presentation of Knowledge and Ideas

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

6. Have students practice producing complete sentences when responding to the comprehension questions included in the activity book.

