

## Common Core State Standard Correlations for Barker Creek’s

### LLZO-113 “Zoo”bilee Activity Book

Kindergarten

Common Language Standards	“Zoo”bilee Activity Book
<p><b>Conventions of Standard English</b>  <b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                      a. Print many upper- and lowercase letters.                      b. Use frequently occurring nouns and verbs.                      f. Produce and expand complete sentences in shared language activities.</p>	<p>1a. Have students practice writing upper- and lowercase letters while responding to the writing prompts.                      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.</p>
<p><b>Conventions of Standard English</b>  <b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>                      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.</p>	<p>2a. Ask students to focus on capitalizing the first word in a sentence and the pronoun I while responding to the writing prompts.                      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.</p>
<p><b>Vocabulary Acquisition and Use</b>  <b>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</b>                      a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.                      b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>5a. Pages 15 and 18 provide activities for categorizing words.                      b. Page 41 includes an activity for learning about antonyms.</p>
<p><b>Vocabulary Acquisition and Use</b>  <b>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b></p>	<p>6. Ask students to use the words they’ve learned while reading the included texts as well as the correlated books to complete sentences. Pages 12, 41, and 47 include vocabulary lists.</p>



Common Reading State Standards for Literature	"Zoo"bilee Activity Book
<b>Key Ideas and Details</b> 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.
<b>Key Ideas and Details</b> 2. With prompting and support, retell familiar stories, including key details.	2. Prompt students to retell key details about the corresponding books and included poems. Page 26 includes an activity for retelling the story <i>Goodnight Gorilla</i> .
<b>Key Ideas and Details</b> 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. Page 47 includes an activity for describing the beginning, middle, and end of <i>Verdi</i> .
<b>Craft and Structure</b> 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.
<b>Craft and Structure</b> 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.
<b>Craft and Structure</b> 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.
<b>Integration of Knowledge and Ideas</b> 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.
<b>Integration of Knowledge and Ideas</b> 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Ask students to compare and contrast at least two of the corresponding books or included texts.
<b>Range of Reading and Level of Text Complexity</b> 10. Actively engage in group reading activities with purpose and understanding.	10. Have students group read the corresponding books and included texts.

Reading Standards for Informational Text	"Zoo"bilee Activity Book
<b>Key Ideas and Details</b> 1. With prompting and support, ask and answer questions about key details in a text.	1. Pages 25, 29, 34, 36, 39, 46, 50, 56, 60, and 65 include informational texts. Prompt students to ask and answer questions about these texts.
<b>Key Ideas and Details</b>	2. Ask students to identify the main topic and key



2. With prompting and support, identify the main topic and retell key details of a text.	details about the informational texts included.
<b>Craft and Structure</b> 4. With prompting and support, ask and answer questions about unknown words in a text.	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.
Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.	10. Group-read the informational texts included in the activity book.

Reading Standards Foundational Skills	“Zoo”bilee Activity Book
<b>Print Concepts</b> 1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	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. 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. c. While reading the corresponding books and included texts, have students point out where the spaces are in the text. d. Ask students to point out and name all upper- and lowercase letters of the alphabet while reading the corresponding books and included texts.
<b>Phonological Awareness</b> 2. Demonstrate understanding of spoken words, syllables, and sounds. a. Recognize and produce rhyming words.	2a. Poems are included on pages 40, 51, 61, and 66. Ask students to recognize and produce the rhyming words in these poems.
<b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills decoding words. c. Read common high-frequency words by sight.	3c. Have students practice reading common high-frequency words by sight while reading the corresponding books and included texts. Page 36 include and activity for reading high-frequency words.
<b>Fluency</b> 4. Read emergent-reader texts with purpose and understanding.	4. Have students practice reading emergent-reader texts with purpose and understanding while reading the corresponding books and included texts. The four poems included in this activity book are the easiest to read.

Common Core Writing Standards	“Zoo”bilee Activity Book
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<p><b>Text Types and Purposes</b></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><b>Text Types and Purposes</b></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 informational texts, ask students to compose reports supplying some information about the topic discussed in the text.</p>
<p><b>Production and Distribution of Writing</b></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>

Common Core Speaking and Listening Standards	"Zoo"bilee Activity Book
<p><b>Comprehension and Collaboration</b></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. Many discussion questions are included for the corresponding books. Page 31 includes a long list of discussion questions for <i>Koala Lou</i>, this list would be great for an in-class discussion. Ask students to participate in this discussion following agreed-upon rules and to continue conversations through multiple exchanges.</p>
<p><b>Comprehension and Collaboration</b></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><b>Comprehension and Collaboration</b></p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</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 reading.</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>4. Ask students to orally present the information learned in each corresponding book or included text.</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p>5. Add drawings or other visual displays to</p>	<p>5. Page 26 provides an activity that prompts students to retell a story aloud using visual</p>



descriptions as desired to provide additional detail.	displays.
<b>Presentation of Knowledge and Ideas</b> 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.

## Common Core State Standard Correlations for Barker Creek’s

### LLZO-113 “Zoo”bilee Activity Book

Grade 1

Common Language Standards	“Zoo”bilee Activity Book
<b>Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. f. Use frequently occurring adjectives. j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1a. Have students practice printing all upper- and lowercase letters while completing the writing activities included in this book. 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.
<b>Conventions of Standard English</b> 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. Prompt students to practice capitalizing dates and names of people while completing the writing activities included in this book. 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.
<b>Vocabulary Acquisition and Use</b> 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. 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, ask students to use context to determine words they do not understand.
<b>Vocabulary Acquisition and Use</b> <b>5. With guidance and support from adults, demonstrate understanding of word</b>	5ab. Pages 15 and 18 provide activities for categorizing words.



**relationships and nuances in word meanings.**

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

**Vocabulary Acquisition and Use**

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.

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 have learned in their writing.

Common Reading Standards for Literature	"Zoo"bilee Activity Book
<b>Key Ideas and Details</b> 1. Ask and answer questions about key details in a text.	1. Ask students to answer questions about key details in the text of the corresponding books. Page 31 provides a great list of comprehension questions for the book <i>Koala Lou</i> .
<b>Key Ideas and Details</b> 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. After reading the corresponding books, ask students to retell the stories told in each book.
<b>Key Ideas and Details</b> <b>3. Describe characters, settings, and major events in a story, using key details.</b>	3. Ask students to describe the characters, settings, and major events in the corresponding books.
<b>Craft and Structure</b> 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. While reading the corresponding books and included poems, have students identify words that suggest feelings or appeal to the senses.
<b>Craft and Structure</b> 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Ask students to explain the differences between the corresponding books and the informational texts included in the activity book.
<b>Craft and Structure</b> 6. Identify who is telling the story at various points in a text.	6. While reading the corresponding books, ask students to identify who is telling the story at different points in the book.
<b>Integration of Knowledge and Ideas</b> 7. Use illustrations and details in a story to describe its characters, setting, or events.	7. After reading each corresponding book, ask students use illustrations to describe characters, settings, and events from each book.
<b>Integration of Knowledge and Ideas</b> 9. Compare and contrast the adventures and experiences of characters in stories.	9. Ask students to compare and contrast the adventures and experiences of the characters in each of the different corresponding books.
<b>Range of Reading and Level of Text Complexity</b> 10. With prompting and support, read prose and	10. Have students read the corresponding stories and included poems.



poetry of appropriate complexity for grade 1.

Reading Standards for Informational Text	"Zoo"bilee Activity Book
<b>Key Ideas and Details</b> 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.
<b>Key Ideas and Details</b> 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.
<b>Craft and Structure</b> 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.
<b>Range of Reading and Level of Text Complexity</b> 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	"Zoo"bilee Activity Book
<b>Print Concepts</b> 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.
<b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words. g. Recognize and read grade-appropriate irregularly spelled words.	3g. Ask students to highlight irregularly spelled words found while reading the provided texts.
<b>Fluency</b> 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. Have students use the corresponding books to practice reading on-level text 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	"Zoo"bilee Activity Book
<p><b>Text Types and Purposes</b></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 and reasons why.</p>
<p><b>Text Types and Purposes</b></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><b>Production and Distribution of Writing</b></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	"Zoo"bilee Activity Book
<p><b>Comprehension and Collaboration</b></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. Many discussion questions are included for the corresponding books. Page 31 includes a long list of discussion questions for <i>Koala Lou</i>, this list would be great for an in-class discussion. Ask students to participate in this discussion following agreed-upon rules and to continue conversations through multiple exchanges.</p>
<p><b>Comprehension and Collaboration</b></p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>2. Read the corresponding books aloud to students and have them ask and answer questions about the book.</p>
<p><b>Presentation of Knowledge and Ideas</b></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><b>Presentation of Knowledge and Ideas</b></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>



# Common Core State Standard Correlations for Barker Creek’s

## LLZO-113 “Zoo”bilee Activity Book

Grade 2

Common Core Language Standards	“Zoo”bilee Activity Book
<p><b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns.</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>1a. Page 62 provides an activity for learning about collective nouns.</p> <p>e. While responding to writing prompts, ask students to focus on their choices of adjectives &amp; adverbs.</p> <p>f. While responding to writing prompts, have students practice producing, expanding, and rearranging complete simple and compound sentences.</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 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>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</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>e. Provide students the words on the vocabulary lists included on pages 13, 41, and 47. Ask students to use a dictionary to look up the meaning of these words.</p>
<p><b>Vocabulary Acquisition and Use</b></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	“Zoo”bilee Activity Book
<p><b>Key Ideas and Details</b></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. Ask students to answer questions about key details in the text of the corresponding books. Page 31 provides a great list of comprehension questions for the book <i>Koala Lou</i>.</p>
<p><b>Key Ideas and Details</b></p> <p>3. Describe how characters in a story respond to major events and challenges.</p>	<p>3. Ask students to describe how the characters in the corresponding books respond to major events and challenges.</p>
<p><b>Craft and Structure</b></p>	<p>4. Use the included poems to teach students</p>



4. Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	about rhythm and meaning.
<b>Craft and Structure</b> 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. An activity for describing the beginning, middle, and end of a story is included on page 47.
<b>Craft and Structure</b> 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.
<b>Integration of Knowledge and Ideas</b> 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.
<b>Range of Reading and Level of Text Complexity</b> 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	"Zoo"bilee Activity Book
<b>Key Ideas and Details</b> 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.
<b>Craft and Structure</b> 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	4. While reading the informational texts included in the activity book, prompt students to determine the meaning of words they may not understand.
<b>Craft and Structure</b> 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 texts. Ask students to explain what the author wants to answer, explain, or describe.
<b>Range of Reading and Level of Text Complexity</b> 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 scaffolding as needed at the high end of the range.	10. Have students practice reading and comprehending informational texts using the informational texts included in the activity book.



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

Common Core Writing Standards	"Zoo"bilee Activity Book
<p><b>Text Types and Purposes</b></p> <p>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.</p>	<p>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.</p>
<p><b>Text Types and Purposes</b></p> <p>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.</p>	<p>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.</p>
<p><b>Production and Distribution of Writing</b></p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>5. Have students complete the writing prompts included in the activity book. Then have students practice strengthening their writing by revising and editing with guidance and support from adults and peers.</p>



Common Core Speaking and Listening Standards	"Zoo"bilee Activity Book
<p><b>Comprehension and Collaboration</b></p> <p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger grounds.</p> <p>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).</p> <p>b. Build on others' talk in conversation by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>1abc. Many discussion questions are included for the corresponding books. Page 31 includes a long list of discussion questions for <i>Koala Lou</i>, this list would be great for an in-class discussion. Ask students to participate in this discussion following agreed-upon rules, building on others' talk by linking their comments to the remarks of others, and asking for clarification as needed about the topics and texts under discussion.</p>
<p><b>Comprehension and Collaboration</b></p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</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><b>Presentation of Knowledge and Ideas</b></p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>4. Page 26 prompts students to retell as story aloud.</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>6. Have students practice producing complete sentences when responding to the comprehension questions included in the activity book.</p>

## Common Core State Standard Correlations for Barker Creek's

### LLZO-113 "Zoo"bilee Activity Book

Grade 3

Common Core Language Standards	"Zoo"bilee Activity Book
<p><b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>1i. While responding to writing prompts, have students practice producing, expanding, and rearranging complete simple and compound sentences.</p>
<p><b>Conventions of Standard English</b></p> <p>2. Demonstrate command of the conventions of</p>	<p>2a. While writing about the corresponding books and included texts, have students practice</p>



<p>standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>correctly capitalizing words in titles.</p> <p>e. Page 36 includes a lesson on learning high-frequency words.</p> <p>g. Have students use reference materials to check and correct spellings while completing the writing activities included in the activity book.</p>
<p><b>Knowledge of Language</b></p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p>	<p>3a. Have students practice using words and phrases for effect while completing the writing activities included in the activity book.</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>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.</p> <p>d. Prompt students to use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases they may come across while reading the corresponding books and included texts.</p>
<p><b>Vocabulary Acquisition and Use</b></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.</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	"Zoo"bilee Activity Book
<p><b>Key Ideas and Details</b></p> <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>1. Ask students to answer questions about key details in the text of the corresponding books. Page 31 provides a great list of comprehension questions for the book <i>Koala Lou</i>.</p>
<p><b>Key Ideas and Details</b></p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>3. After reading the corresponding books, ask students to describe the characters and explain how their actions contribute to the sequence of events.</p>
<p><b>Craft and Structure</b></p> <p>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.</p>	<p>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 52.</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.</p>	<p>7. After reading the corresponding books, ask students to explain how the illustrations in the books help to contribute to what is conveyed by the words in the stories.</p>
<p><b>Range of Reading and Level of Text Complexity</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>10. Use the corresponding books and included texts to help students practice reading and comprehending literature independently and proficiently.</p>

Reading Standards for Informational Text	“Zoo”bilee Activity Book
<p><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.</p>	<p>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.</p>
<p><b>Craft and Structure</b> 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.</p>	<p>4. While reading the informational texts included in the activity book, ask students to determine the meaning of words and phrases in the text.</p>
<p><b>Range of Reading and Level of Text Complexity</b> 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>10. Have students practice reading and comprehending informational texts using the informational texts included in the activity book.</p>

Common Reading Standards: Foundational Skills	“Zoo”bilee Activity Book
<p><b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words. d. Read grade appropriate irregularly spelled words.</p>	<p>3d. Have students point out and correctly read the irregularly spelled words found in the corresponding books and included texts.</p>
<p><b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension a. Read on-level text with purpose and understanding. 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</p>	<p>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 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</p>



recognition and understanding, rereading as necessary.

understanding.

### Common Core Writing Standards

### “Zoo”bilee Activity Book

#### Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - b. Provide reasons that support the opinion.
  - c. Use linking words and phrases to connect opinion and reasons.
  - d. Provide a concluding statement or section.

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.

#### Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

4. Have students practice producing writing in which the development and organization are appropriate to task and purpose with the included writing prompts.

#### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

10. Have students practice writing in shorter time frames with the writing prompts included in the activity book.

### Common Core Speaking and Listening Standards

### “Zoo”bilee Activity Book

#### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
  - 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.
  - 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).

1abc. Many discussion questions are included for the corresponding books. Page 31 includes a long list of discussion questions for *Koala Lou*, this list would be great for an in-class discussion. Ask students to participate in this discussion by following the standards for Comprehension and Collaboration.



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**

**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.**

4. After reading one of the corresponding books or included texts, ask students to report on the book they have read with descriptive details and appropriate facts, while speaking clearly at an understandable pace.

**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.

