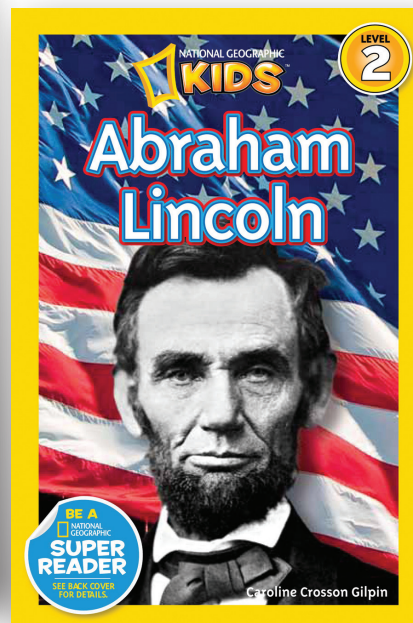


# NATIONAL GEOGRAPHIC EDUCATOR'S GUIDE

## COMMON CORE ALIGNMENTS AND CLASSROOM ACTIVITIES

### NATIONAL GEOGRAPHIC READERS SERIES



#### A CLASSROOM GUIDE

National Geographic Readers allow you to feed your students' interests and create readers who not only can read but want to read! Children are naturally curious about the world around them, and curiosity is a powerful motivation for reading. And studies show that informational reading is critical to success as students progress through school. National Geographic Readers engage your students in learning more about the world we live in, while enhancing their reading comprehension.

This guide provides sample lesson plans for popular titles in the series. Lessons are aligned to the Common Core State Standards (CCSS), Reading Standards for Informational Text K–5. There are 10 Reading Standards for Informational Text, organized into 4 categories. Each standard becomes more complex as grade levels increase, as you can see in the complete standards at the end of this guide. However, in thinking about the standards for informational text, we found it useful to reflect on the essence of each standard. The following chart attempts to capture key concepts and may be useful to you as you implement these standards.

## Overview of CCSS Reading Standards for Informational Text K–5

1. Asking and answering questions about key details to demonstrate understanding, drawing inferences in upper grades
2. Identifying main topic or idea(s)
3. Describing or explaining relationships between people, events, ideas, concepts, or procedures

### **CRAFT AND STRUCTURE**

4. Determining the meaning of words and phrases, especially grade-appropriate academic and domain-specific vocabulary
5. Using text features and text structure to search for information and support comprehension
6. Identifying author's/illustrator's purpose and varying points of view (includes primary and secondary sources)

### **INTEGRATION OF KNOWLEDGE AND IDEAS**

7. Integrating information from the words and illustrations/charts/diagrams to understand the text
8. Identifying and explaining how author uses reasons and evidence to support points in text
9. Comparing and contrasting multiple texts on same topic

### **RANGE OF READING AND TEXT COMPLEXITY**

10. Reading and comprehending informational text with grade-appropriate complexity and support

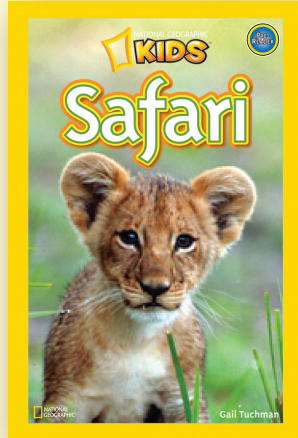
# OVERVIEW

In the sample lessons, you will see suggestions that address Standards 1–9. You will be helping your students achieve Standard 10 by providing them with opportunities for learning with the *National Geographic Readers*.

The National Geographic Readers can be read across grade levels, depending on children’s reading levels and interests. So the lessons list the standards addressed, but do not identify specific grade levels. Sharks, for example, appeal to many ages. For younger children who are not yet reading or for struggling readers, the standards can be addressed as part of read-alouds or as group reading. For children who are more able readers, teachers can adjust activities upward on the grade level progression.

These lesson ideas were written by Mariam Jean Dreher and Laura Broach. Each has taught 10 years at the elementary school level — Jean in California and Laura in Washington, DC. Jean is currently professor of reading education at the University of Maryland, College Park, and Laura is a reading specialist in Massachusetts. Jean and Laura have presented frequently on informational text at the annual *International Reading Association Convention*, and Jean is co-author of *Informational Text in K–3 Classrooms: Helping Children Read and Write*.

<b>Safari</b> .....	<b>4</b>	<b>Pandas</b> .....	<b>18</b>
<b>Trucks</b> .....	<b>6</b>	<b>Abraham Lincoln</b> .....	<b>21</b>
<b>Frogs</b> .....	<b>9</b>	<b>Deadliest Animals</b> .....	<b>24</b>
<b>Storms</b> .....	<b>12</b>	<b>Butterflies</b> .....	<b>28</b>
<b>Sharks</b> .....	<b>15</b>	<b>COMMON CORE STANDARDS</b> .....	<b>32</b>



# SAFARI

by *Gail Tuchman*

Students will be excited to meet elephants, lions, hippos and more on this exciting safari! Close-up photographs of wild animals eating, playing, soaking, and grazing will captivate your young readers.

RI = Reading Standards for Informational Text

## BEFORE READING

- To activate prior knowledge and engage students with the topic, show and explain objects that will prepare students for reading *Safari*: binoculars, caps, sunscreen, cameras. With binoculars, we can look closely at the world around us. Have you ever used binoculars? When do we use caps and sunscreen? Why do we use cameras? We're going to have an adventure in reading and you might notice these items being used in our next book. [See related activity in Extra Credit section below.] **(RI-3)**
- To preview unfamiliar vocabulary: Have any of you ever visited a place with wild animals? Maybe you've visited a zoo or a wild animal park. Or maybe you've watched a program about wild animals. What do you think it would be like to visit the wild animals where they really live—in their natural habitat? When people do that, it is called a safari. Where do you think you might take a safari? **(RI-4)**
- Help students notice that the photographs in this book provide valuable information that accompanies the text. Take a picture walk of the first few pages: This book is illustrated with photographs. How are photographs different from drawings? What would this book be like if there were no photos? Notice that we will learn lots of information from the photographs and the text together. **(RI-6)**

## DURING READING

- Remind students: While we read, use the photographs in the book to think about important ideas. For example, ask students: Why do you think elephants spray? (See pages 4-5, 6, 13.) What are the different ways that lions play? (See pages 8-9, 12, 20.) What can you tell from the photographs about the kind of land you would see on safari in Africa? **(RI-1,7)**
- Explain a strategy for using the photographs to help determine word meanings: We can also look at the photographs to figure out what words mean. What do you think “graze” means? (See pages 16-17.) What do you think “soak” means? (See pages 18-19.) Encourage students to use these new words in sentences of their own. **(RI-4)**

## AFTER READING

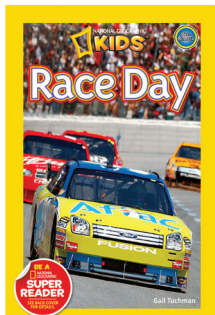
- In this book, the author describes animals doing all sorts of things. What are some of the different things that animals do? Discuss, then encourage students to act out the animals’ movements (e.g. “spraying” like the elephant, eating like the giraffe, running like the rhino, etc.) **(RI-2, 8)**

## EXTRA CREDIT

- Students have learned that the animals they saw on safari act differently from each other. Have students pick two animals from *Safari* and compare them. Make a chart or diagram to show how they are the same and how they are different. After doing this as a group, students can work in pairs or independently to compare and contrast two other animals from the book. **(RI-3)**
- Take a walk outside. Use binoculars (or cameras) to look at neighborhood animals (e.g., squirrels, birds, etc.). Encourage students to look closely at the animals and their behaviors. After returning to class, write a group book following the pattern of *Safari*. **(RI-3)**

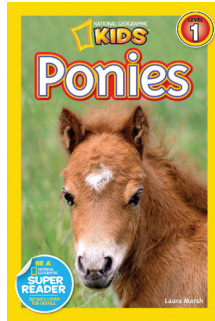
## Other National Geographic Readers of Interest

Here’s another book for kids who are ready to read!



**RACE DAY**  
by Gail Tuchman

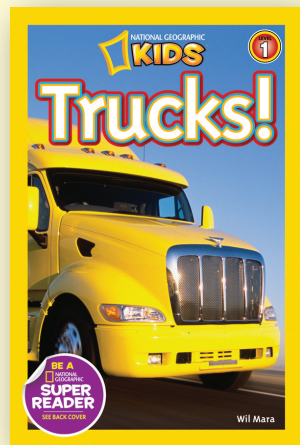
Other appealing titles your students won't be able to resist include the following:



**PONIES**  
by Laura Marsh



**FROGS**  
by Elizabeth Carney



## **TRUCKS!**

by Wil Mara

Dump trucks, cement mixers, and even the three-million-dollar, humongous Liebherr T282 will enthrall your students. Vivid photographs of impressive trucks roar off the page! Students can study, compare and contrast, and learn all about these heavy haulers.

RI = Reading Standards for Informational Text

### **BEFORE READING**

- Activate prior knowledge by introducing the concept of transportation (a way to carry goods or people). List various forms of transportation (e.g., cars, trucks, boats, planes), then focus on trucks. Have you ever seen a big truck? What do you think trucks transport or carry? What special jobs can trucks do? (Generate lists to refer to later.) Optional: To build engagement, bring in a variety of toy trucks for students to examine. **(RI-2)**
- Preview the first few pages, including the Table of Contents and its purpose. Point out that the titles of the sections correspond to the different types of trucks, using “Dump Truck” as an example. Read aloud the first few pages,

stopping on page 7. Encourage the students to use the headings to support their learning as they read. **(RI-5)**

- Guide students to use an important feature for vocabulary learning: In this book, we can look at special boxes labeled “Truck Talk” to find definitions for important words that you may not know. These words can also be found in the Glossary. Discuss the definition for hydraulic cylinder (on page 7) and look for examples of it in the photograph of a dump truck on page 6. **(RI-4, 5)**

## DURING READING

- Point out the headings, labels, and speech bubbles as text features that students can use to gain more information as they read. Guide your students in this example: We looked at the Table of Contents earlier and noticed the section called “Dump Truck.” Look on page 6 to see that “Dump Truck” is the heading at the top of this page. That tells us that the information on these pages will be all about this type of truck. There is another important text feature on this page that we need to pay attention to. Can you find it? The label points to an image of the key term “hydraulic cylinders.” And if you look at page 7, Slick’s speech bubble gives its pronunciation. As we read, let’s pay careful attention to headings, labels, and speech bubbles to learn many details about all the heavy haulers in this book. **(RI-5)**
- Continue to develop vocabulary understanding by stopping at the Truck Talk boxes — such as “hatch” on page 16 — guiding students to use the definition and labeled illustrations to understand the word. Have students identify other instances of the Truck Talk words as they appear in photos. For example, students can find hydraulic cylinders in various photographs (see garbage truck, page 10, and car transport, page 18). To extend their understanding of a particular term, consider using a “word web” type of graphic organizer and place the key term in the center, surrounded by spokes leading to various related concepts of that word (definition, synonyms, related words, non-examples, use in a sentence, etc.). **(RI-4, 5)**
- Teach students how to examine details as a key strategy for understanding text. Earlier we discussed things that trucks could transport and special work that they can do. As we read, we can pay attention to details in the text and photographs to find out even more information about trucks. What are some of the different things that the “heavy haulers” in this book can transport? What are some of the special jobs they do? Continue the lists begun earlier of the things that trucks haul and the work they do. **(RI-1, 7)**

## AFTER READING

- In this book, the author describes many different types of trucks. How are the garbage truck and the cement mixer similar? How are they different? Record the information on a graphic organizer, such as a Venn diagram. Students can work in pairs to choose two trucks from the book and compare and contrast them using a similar graphic organizer. **(RI-3, 7)**
- Discuss how trucks play an important role in transportation. Review the lists created earlier of things that trucks can transport and jobs that they can do and discuss how trucks are important to people. Earlier we made lists of things that trucks transport and special jobs that they can do. How does this work help us in our lives? Students can work in pairs to discuss one particular type of truck and the work that it does. If desired, the lists created earlier can be extended to include information about the ways that each truck connects to our lives. **(RI-2, 3)**
- Authors have a purpose when writing books. In this book, let's figure out what the author's main purpose might be. (Some possible ideas: trucks are useful, trucks can do a lot of things, trucks are important to people.) Select one main idea and guide the students to list evidence throughout the text and illustrations to support it. For example, if one overarching idea is that trucks are useful to people, then the following points from the book provide evidence to support it: tow trucks carry cars that are broken, garbage trucks can crush and carry our trash away, fire trucks help to put out fires, etc. Students can work in pairs to select a main idea and list three points of evidence from the text and photographs to support it. **(RI-2, 8)**
- We can look at the photographs and read the text to make inferences about Slick and his own tractor trailer rig. How does Slick feel about his truck? Why is his truck so important to him? Create a two-column chart to explain the relationship between Slick and his truck. In one column, list all the evidence that comes directly from the text and photographs, such as the facts that Slick can sleep in his rig and his office is in the rig. In the second column, list ideas that students can infer from the book—for example, Slick's rig carries important things in its trailer, Slick uses the controls on the dashboard to operate the truck, the truck is his method of transportation, his job is a truck driver. **(RI-7)**

## EXTRA CREDIT

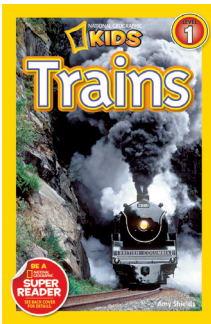
- Read other books to learn more information about the trucks described in this book. Select one particular truck, then compare and contrast the information from *Trucks!* and the other books to extend students' understanding of that type of truck. **(RI-9)**



- *Trucks!* describes only one type of fire truck. Investigate other types of fire trucks by using a variety of print and digital resources. Visit a local fire station (or have the firefighters visit you) to explore the fire trucks first-hand and increase students' understanding of fire engines. **(RI-9)**

## Other National Geographic Readers of Interest

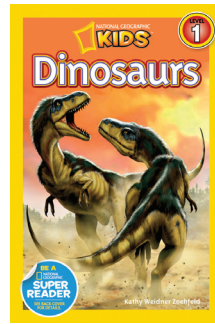
Just like *Trucks!*, these books offer exciting and useful information about other big things that move!



**TRAINS**  
by Amy Shields



**PLANES**  
by Amy Shields



**DINOSAURS**  
by Kathy Weidner Zoehfeld



## **FROGS!** by Elizabeth Carney

Your students will be thrilled to discover the exciting world of frogs from the tiny microfrog to the goliath frog that is as big as a rabbit! Vivid photographs of frogs in every size, shape, and color will engage your students in learning about these intriguing amphibians.

RI = Reading Standards for Informational Text

### **BEFORE READING**

- To activate prior knowledge and to set a purpose for reading, play a recording of frogs croaking. (Many examples are available by searching the internet for “recordings of frogs.”) What do you hear? Can you hear a

croaking sound? Can you guess what we will be learning about? Yes, frogs, and that’s the title of this book! **(RI-2)**

- Show the cover, preview a few pages, then read aloud the first page of text (page 5). Encourage the children to “hop like a frog” briefly before settling back down to read the rest of the book. Explain: Now we know that frogs croak and hop, but we will read carefully to learn more important information about these fascinating animals. **(RI-2)**
- Preview the Table of Contents: Often before we read informational text, we have questions that we would like to have answered. Let’s take a peek at the Table of Contents to get a better idea about the topics in this book. Now what are some questions that you would like to have answered? Keep the list of questions to use later. **(RI-1, 5)**
- Introduce a key feature for vocabulary development: In this book, there may be some new words that you might not know. Word boxes will explain what they mean, and here’s an example. (Show page 7 with a box for habitat.) Why do you think the author of this book calls these boxes “Ribbit!”? **(RI-4)**

## **DURING READING**

- Point out the headings and explain how to use them to determine main ideas: Look at the heading on page 8. What do you think the section will be about? Note the connection between the headings and the Table of Contents. **(RI-2, 5)**
- Remind students about the “Ribbit!” word boxes, and model how to use the first one on page 7 to determine the meaning of habitat. For each new word box, guide children to engage in the same process. **(RI-4)**
- Point out the labels throughout the book. For example, direct the students to: Look at the labels on pages 12 and 13. What do those labels tell us? How would these labels help us if we wanted to learn more? **(RI-5)**
- Discuss how the pictures combined with the text help us understand more about frogs. Support students’ close observation of illustrations to learn new information. We have listed some examples. Encourage students to find other examples:
  - On pages 14 and 15: How do the pictures and the text work together to help us understand how frogs catch bugs to eat? How does the ruler help us understand the information on that page better? **(RI-6, 7)**
  - On page 17: Look closely at the illustration. Can you figure out how much the goliath frog weighs? **(RI-6, 7)**
  - On pages 26-27: Notice that the information on these pages is numbered 1 through 4. Why do you think the illustrator did that? **(RI-3, 5)**

- o On pages 28–29: What has the illustrator done here to help us understand the difference between frogs and toads. Read these pages carefully and share some ideas you find about how frogs and toads are different. **(RI-3, 5)**

## AFTER READING

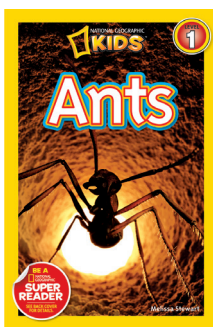
- Refer back to the chart of questions generated before reading. Discuss the answers to some of the questions, encouraging students to refer back to the text to review what they have learned. **(RI-1, 8)**
- Have students review the poster images on pages 30–31. Discuss how the author used illustrations and text to create the posters. Guide students to select their favorite frog in the book and create their own posters, including a picture and text that explains one important or interesting fact about the frog. **(RI-3, 7)**

## EXTRA CREDIT

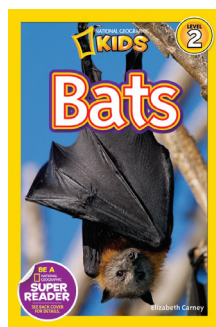
- Prepare information about frogs in your area to share with the students. If possible, take students on a walk in a frog habitat. They can draw or write their observations about their local habitat. Refer back to *Frogs!* to compare and contrast the habitats described or photographed in the book with the one in your local area. Make a chart to illustrate the different types of frog habitats. **(RI-3, 9)**
- Many students will want to know more about frogs. Provide books, magazines, or websites for students to find information about unanswered questions. **(RI-1, 8)**

## Other National Geographic Readers of Interest

Students who love *Frogs!* will also be intrigued with other fascinating animals—plus a bonus book on spooky-scary Halloween!



**ANTS**  
by Melissa Stewart



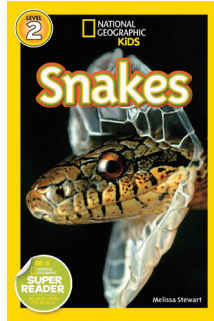
**BATS**  
by Elizabeth Carney



**HALLOWEEN**  
by Laura Marsh



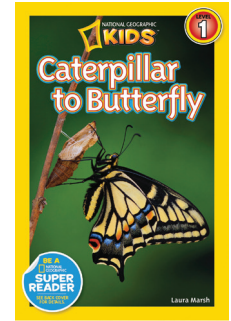
**LIZARDS**  
by Laura Marsh



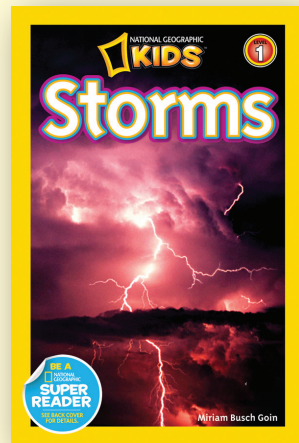
**SNAKES**  
by Melissa Stewart



**SPIDERS**  
by Laura Marsh



**CATERPILLAR  
TO BUTTERFLY**  
by Laura Marsh



## STORMS

by *Miriam Busch Goin*

Tornados, sandstorms, blizzards and more will whirl your students into the wet and windy extremes of weather. With detailed text and brilliant photographs, this book will provide students with important information about wild, wonderful, weather!

RI = Reading Standards for Informational Text

### BEFORE READING

- Prepare students for learning by listing different types of weather on a chart. As students make suggestions, put the names of storms in a separate column. Review the list, telling students: You know a lot about weather, and in this book, we will be learning more about different types of storms. To engage students further, you may want to wear a raincoat and hold an umbrella as you introduce this lesson. **(RI-2)**
- Take a picture walk, studying the cover and stopping at the Table of Contents. What do you notice about the Table of Contents? Do you notice that the author will first tell us about weather in general? Next she has

written sections on different types of storms. Some of these storms are ones that we listed on our chart! As you preview the next few pages, point out to students that the headings correspond to the Table of Contents. **(RI-5)**

- Introduce students to an important tool for learning definitions of unfamiliar words. As we read this book, we can look for special boxes that tell us the meanings of words we may not know. These boxes are called “Weather Words.” The first one on page 7 will tell us what weather means, and keep a look out for others as you read the book. **(RI-4)**

## DURING READING

- Teach students a strategy for improving comprehension. We can learn important information from the photographs as well as the text. Let’s read pages 4 and 5 and look at the pictures carefully to learn ways that people and animals are helped by weather. As students offer their observations, you may want to use a two-column chart to list the facts learned from the text and facts learned from the photographs. As we continue to read this book, let’s study the pictures to find more information about storms. **(RI-7)**
- Remind students to use the headings to prepare for the information that follows. For example, the heading “Thunder and Lightning” on page 8 prepares the reader for information about thunderstorms on pages 8 through 11. Encourage them to continue to pay attention to the headings for each section. **(RI-5)**
- Point out the importance of attending to details: As we read, we need to study the details carefully to learn more information. We have listed some examples; encourage students to find others:
  - On page 8: Read the details on this page carefully. What makes the flash of lightning? What makes the loud boom of thunder? **(RI-1)**
  - On page 9: After reading this page, can you explain different ways that lightning can move through the sky? **(RI-1)**
  - On page 14: By reading the details, can you find other names for a tornado?
  - On page 22: Can you use the details on this page to imagine what a hurricane might look like? Where would it happen? What would it be like in the center of the storm?

## AFTER READING

- Guide students to an understanding of the main topic of the book. In this book, the author tells about weather and many different types of storms. The very first sentence of the book is “Storms are important.” Do you

think that's true? What are some points that the author makes to support this statement? Are storms helpful or dangerous? (Both.) Direct students to re-read the text to find evidence to support the statement that storms are important. This could be a group activity or students could work in pairs and write about their findings. **(RI-2, 8)**

- Pick two types of storms and compare and contrast them. Hurricanes and monsoons are both wild storms. How are they similar? How are they different? Discuss and record students' responses. Then students could work with a partner to choose two types of storms and compare and contrast them using a graphic organizer such as a Venn diagram. **(RI-3)**

### EXTRA CREDIT

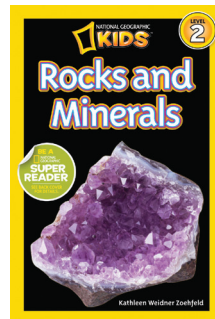
- Encourage students to read more about storms and weather. Pairs or small groups of students can select one type of storm and read about it in multiple texts. Provide a variety of resources (books, magazines, online websites) for their research. **(RI-9)**
- This book has exciting sections about diverse topics such as storms on other planets, how people build houses to withstand storms, and special ways animals deal with storms. Students can select one of these topics to explore further. **(RI-9)**

### Other National Geographic Readers of Interest

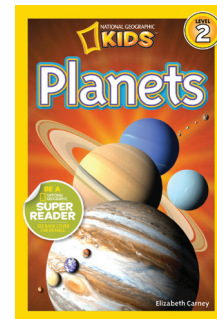
Stoke your students' natural curiosity about the world around them with more titles on Earth Science like these:



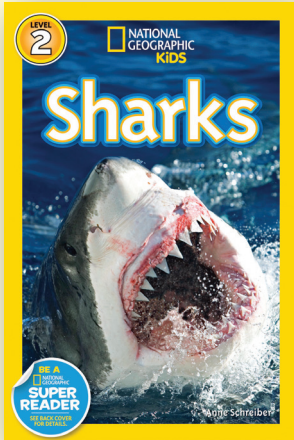
**VOLCANOES!**  
by Anne Schreiber



**ROCKS & MINERALS**  
by Kathleen Weidner  
Zoehfeld



**PLANETS**  
by Elizabeth Carney



# SHARKS

by *Anne Schreiber*

Students will be amazed to learn that sharks have five rows of teeth, and much more! The spectacular real-life photos will take them right into the world of sharks.

RI = Reading Standards for Informational Text

## BEFORE READING

- To activate prior knowledge and to set a purpose for reading, show the cover and tell students: Today we are going to read *Sharks!* Take a minute to share with your neighbor what you already know about sharks. Then with the whole group, ask: What do you want to find out about sharks? List the questions for later use. **(RI-1)**
- Introduce a key feature for vocabulary development: There are going to be some new words that you might not know. This book has word boxes for some key words. Here's an example. (Show page 6 with a box for cartilage.) When we get to this page, we can read the box to figure out what the word means. By the way, in this book, the author calls these boxes Word Bites! Why do you think she does that? **(RI-4)**
- Show the Glossary (page 32). All the Word Bites are listed here in a glossary. How might this glossary help us when we read? **(RI-4, 5)**
- Show the Table of Contents. How does this help us when we read? As students read, help them notice that the sections listed in the Table of Contents match the headings. **(RI-5)**
- Point out captions and labels as sources of information. There are two types of text features that are common in this book and they can help us understand important information about sharks. Let's take a peek at pages 8 and 9 where we can see a caption and two labels. Can you find them? As you read this book, pay careful attention to all the captions and labels so that you will understand the photographs better and learn lots of important details. **(RI-5)**

## DURING READING

- Guide students to use the headings to determine main ideas. Headings can prepare us for the information that follows and can help us figure out the main idea for that section. Look at the heading on page 4. Why do you think the author called this section “Chomp”? (The title is just for fun — it makes us think about sharks. Because it’s the first section, it might explain general, introductory information about sharks.) Let’s read the pages in this section (up to page 7) and see what we learn. Briefly discuss. Now look at the next heading called “Shark Pups.” Can you figure out what we will learn here? Did you know that shark babies are called “pups”? Let’s read this section to find out its main ideas. Continue to support students’ use of headings to determine the main ideas of each section. **(RI-2, 5, 6)**
- When students reach page 6, remind them about the Word Bites boxes. Model how to use the first one to determine the meaning of cartilage. For the remaining word boxes, guide children to use in the same process. **(RI-4)**
- Encourage students to use the illustrations and the text together to learn new information. We can look carefully at the photographs to learn important information that adds to the text. For example, the pictures of sharks’ teeth on pages 16–19, combined with the text, help us understand how the teeth are used. Encourage students to find other examples where the author uses the text and pictures together to explain something. **(RI-7)**

## AFTER READING

- Have students discuss what they learned and support their ideas with evidence from the text. The author thinks that sharks are “awesome predators” (page 13). What information does the author use to support this idea? Students can use information they recall as well as refer back to the text to support their points. As part of this discussion, ask students if they agree that sharks are awesome predators and, if so, which points most impressed them. This discussion could be extended to include student writing (see Extra Credit below). **(RI-8)**
- Return to their Before Reading questions to encourage more reading. Before we read this book, we listed the questions that we had about sharks. Let’s take a look at them and see if we found some of the answers. Identify the questions that remain unanswered and encourage students to read to find out more. We have learned a lot of information about sharks, but what questions do you still have about them? How could we find that information? Provide other resources, such as books, magazines, and websites. Guide students to compare and contrast the information found in the different resources. For this purpose, students can use an Inquiry Chart (I-Chart) on which they write a question at the top of a column



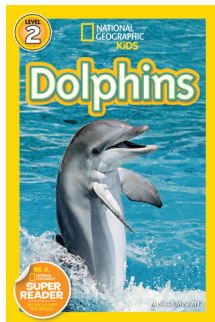
and record the different resources in each row. They complete the chart by recording new information in the grid and then use the bottom row to summarize the information in each column. **(RI-5, 9)**

## EXTRA CREDIT

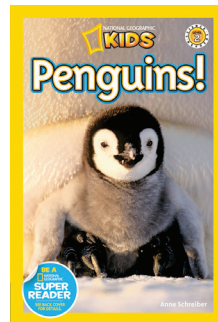
- Have students apply what they have learned to write in support of the claim that “Sharks are awesome predators.” They must be sure to include specific points to support their ideas. (See the related activity in the After Reading section above.) **(RI-3, 8)**
- This book tells us that there are about 375 different types of sharks (page 22) and many of them are mentioned or described in the book. Have children work with a partner to choose a favorite shark to learn more about. Provide additional resources and opportunities to create posters for “award-winners” such as those found on pages 22–23. **(RI-9)**

## Other National Geographic Readers of Interest

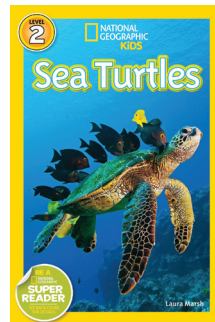
Now that they’ve gotten their feet wet with *Sharks*, immerse your students in books about sea animals!



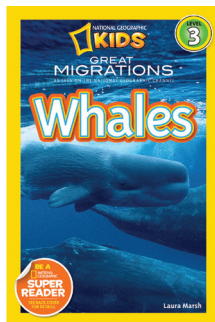
**DOLPHINS**  
by Melissa Stewart



**PENGUINS**  
by Anne Schreiber



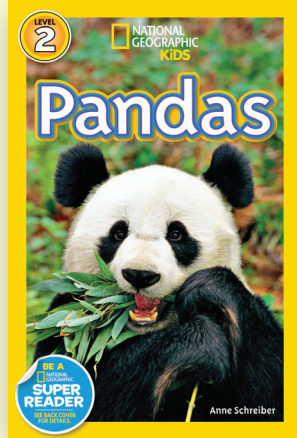
**SEA TURTLES**  
by Laura Marsh



**WHALES**  
by Laura Marsh



**WEIRD SEA CREATURES**  
by Laura Marsh



# PANDAS

by *Anne Schreiber*

Is it a raccoon? Is it a cat? Is it a bear? It's a panda! Adorable tree-climbing, bamboo-munching, roly-poly pandas abound in this book packed full of information and captivating photographs that curious students will love.

RI = Reading Standards for Informational Text

## BEFORE READING

- Activate students' prior knowledge by showing the cover of *Pandas*. What do you already know about pandas? Take a moment to share with your neighbor a few things that you already know about these special animals. After students briefly turn and talk, ask: What do you think the author wants us to learn as we read her book? Students may share ideas such as these: information about what kind of animal a panda is, where it lives, what it eats, and how it grows. **(RI-2)**
- Have children look at the photos on the title page and the copyright page, and then stop at the Table of Contents. We know that the Table of Contents can show us the topics that will be discussed in the book. Let's take a look and think about what kinds of questions might be answered in each section. The first section is called "Giant Panda!" I bet that we might find the answer to questions like "What is a Giant Panda?" and "Where do Giant Pandas live?" Let's look at each topic in the Table of Contents and think of a question or two that might be answered in that section. Then when we read the book, we can be better prepared for learning. Record students' questions on chart paper to refer to in an After Reading activity. **(RI-1, 5)**
- Guide students to use an important tool for increasing their vocabulary. Often we can learn new vocabulary words when we read. In this book, the author has special "Bear Word" boxes that give the meaning for terms that may be unfamiliar to you. You can also find these words in the Glossary at the back of the book. Be on the lookout for these special words as you read. **(RI-4)**

## DURING READING

- As students read, point out the variety of text features that they can use to support comprehension. Let's look at two kinds of text features that can help us when we read. On page 6, see if you can find a label and a caption. How can you tell them apart? (A label identifies a picture, and a caption gives an explanation for an illustration or photograph.) Notice that even though they are little, labels and captions provide important information! Encourage students to share captions that they find and explain how they relate to the photograph or illustration. **(RI-5)**
- Continue to guide students' use of the Bear Word boxes to learn new vocabulary words. Did you notice the Bear Word box on page 8? How does the definition for habitat relate to the photograph? Using information from the Bear Word box, the text, and the photograph, how would you describe the habitat of the panda? Have the students find the next Bear Word box and apply the same strategy. **(RI-4)**
- Teach students the importance of attending to details. For example, guide them to understand the relationship between the unique features of a panda's body and its habitat. Let's look at the information on pages 8 and 9 and review what we know about the panda's habitat. Briefly discuss. Now let's look closely again at the information about the panda's body on pages 10 and 11. How can we combine the information from these four pages to understand how the special features of a panda's body are perfectly designed for its habitat? (For example, the panda has a woolly coat that keeps it warm and dry in a cold, rainy habitat.) As students continue to read, guide them to focus on details to build their knowledge about pandas. **(RI-3, 7)**

## AFTER READING

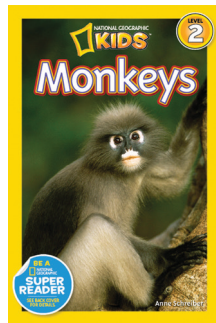
- Have students review the various names for pandas on pages 30 and 31. Students can choose their favorite name and write about why it is the best. Or some students may want to create their own best name for pandas. Either way, students should review the text to identify two or three points from the book that support their choice. **(RI-1, 3, 7)**
- Identify the main ideas of *Pandas*. Refer back to the chart of questions generated before reading. When we looked at the Table of Contents, we asked some terrific questions. Did we find the answers to most of them? Were there some answers that surprised you? What do you think the main idea of this book might be? [Possible answer: Learning about pandas and how they live.] **(RI-2)**

## EXTRA CREDIT

- Using information gathered in the After Reading discussion about the main ideas of *Pandas*, create a web-style graphic organizer to understand this special animal and its relationship to the topics covered in the book. For example, the word panda could go in the center of the web, then the class could generate various topics for several spokes, such as habitat, body features, cubs, red pandas, protecting pandas, etc. **(RI- 2, 6)**
- Encourage students to learn more about the panda as an endangered species and ways people can help. Provide students with additional materials (books, magazines, online resources) to learn more. They could use an Inquiry Chart (or I-Chart) to synthesize the information they learn from different resources. To create this kind of grid, students can place a question at the top of each column and different sources in each row, then complete the grid using information collected from their research. In the bottom row, students can summarize the ideas that they've learned. **(RI-1, 3, 9)**

## Other National Geographic Readers of Interest

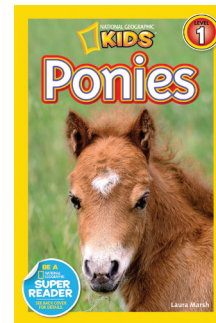
If your students liked learning all about pandas, then have them check out these titles about other furry friends!



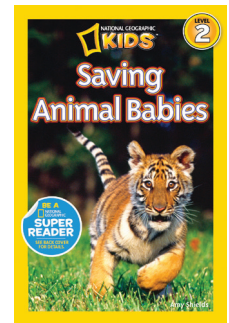
**MONKEYS**  
by Anne Schreiber



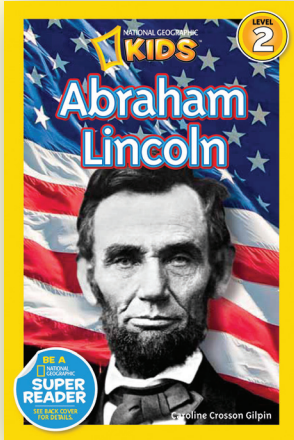
**CATS  
VS. DOGS**  
by Elizabeth Carney



**PONIES**  
by Laura Marsh



**SAVING  
ANIMAL  
BABIES**  
by Amy Shields



# ABRAHAM LINCOLN

by *Caroline Crosson Gilpin*

With authentic illustrations, this book shows young readers who Lincoln was and why his presidency made such a difference to our nation. The Civil War and his decision to abolish slavery are clearly explained. And your students will get a sample of Lincoln's own words, as well as fun facts, a time line, and a quiz!

RI = Reading Standards for Informational Text

## BEFORE READING

- Activate prior knowledge and introduce the book by reviewing important terms and concepts:
- How many of you have heard of Abraham Lincoln? What do you know about Lincoln? Write down the comments for later use. **(RI-2)**
- Today, you are going to learn more about Abraham Lincoln, and I'll bet that in some cases, you may find that you'll need to correct some of what you think you know! Keep an eye out as we read this biography. Does everyone remember what a biography is? Briefly discuss the definition. **(RI-4)**
- Guide students to consider the author's craft. This biography was written by Caroline Crosson Gilpin. Show her name on the title page. She did research to provide you with information that is true or accurate. And there's some information in this book that shows us one thing she did to be sure this book is accurate. Turn to the copyright page (p. 2). The first thing you probably noticed is that the author has included a copy of Lincoln's famous signature! But look right below his signature. There's an important point there. Let's read it. "The publisher and author gratefully acknowledge the review of proofs for this book by Bryon Andreasen, Ph.D., Abraham Lincoln Presidential Library and Museum." What does this sentence tell us? As students read closely to figure out this point, take the opportunity to help them expand their vocabulary with words like "acknowledge" and to learn about experts, primary sources, and institutions like libraries, museums, and universities that preserve important documents and artifacts. **(RI-1, 4, 6)**

- Introduce a feature for extending students' knowledge. This book has boxes called In His Own Words. When we get to those boxes, what do you think we'll find? Why do you think the author would include Lincoln's own words? **(RI- 3, 6)**

## DURING READING

- Lead students to determine the author's main purpose in writing this book. As students begin reading on pages 4-5, they will see the heading, "A Much-Loved President" and the claim that "Lincoln is an important man in America's history." Ask students, Think about this claim. What do you think the author will tell us in the rest of this book? (They will learn about Lincoln and why he is so important in our history.) **(RI-6)**
- Assist students to link Lincoln's words to the events described in this book. For example, page 7 offers the first In His Own Words box: "Leave nothing for tomorrow which can be done today." Work with students to figure out what Lincoln means, and how his words seem to match the information this page provides about Lincoln as a boy. (His words seem to parallel all the work he did on his family's farm). As students move to pages 8 and 9, they will find even more examples of not postponing hard work. Similarly, have students carefully consider Lincoln's words on slavery (page 19) in relation to the action he took to outlaw slavery. Does his action make sense based on what he said? **(RI-1, 3, 5)**
- Help students develop their vocabulary:
  - o Model how to use word boxes. When students reach page 9, have them note the "Words to Know" box. Model how to use the box to figure out the meaning of lawyer. Point out to students that there will be more Words to Know boxes that they can use the same way, and that all the words in these boxes are also in the Glossary at the end of the book if students need to find them quickly. **(RI-4, 5)**
  - o Review how students can learn new vocabulary from context. For example, the Gettysburg Address is mentioned on page 23, and then on page 24 it is a heading. Be sure students understand the meaning of address in this context. Close reading can help. Have students read page 23 which says that "he gave his most famous speech: the Gettysburg (GET-tees-burg) Address." Rather than telling students what this means, help them use the way this sentence is worded to figure out that speech and address are synonyms. Then have students generate some examples for which they could use address in the same way (when the school principal talks to the whole school at an assembly, you could say she addresses the school; when a pastor or priest or rabbi gives a sermon,

you could say that is an address; if a student enters a contest, he or she might need to address an audience; etc.). **(RI-4)**

## AFTER READING

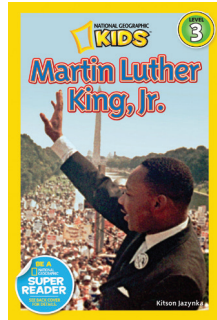
- Return to the list of what students knew about Lincoln in the Before Reading activity. Have students check off points that this book verified, correct or delete any points that this book caused them to change their minds on, and add new points that they learned. Students may also have points on the list that the book did not address. They can flag those points with question marks for further reading (see Extra Credit below). During this discussion, encourage students to check on their ideas by using the index to locate sections to reread. **(RI-1, 5, 7)**
- Revisiting the Before Reading list will serve as a good review of Lincoln's life. Follow up on that review by having students return to the During Reading discussion of the author's claim on page 5 that "Lincoln is an important man in America's history." Ask students to point out evidence that the author uses to support that claim throughout the book. Students should skim and reread, as needed. **(RI-2, 8)**

## EXTRA CREDIT

- Encourage students to read to find out more. If students flagged points they had more questions about during the After Reading activity, provide other resources for further reading on those topics. Or if they have not already formed questions, start a discussion: We have learned a lot about Lincoln, but what questions do you still have about him, his family, or the time when he lived? Students may be interested in knowing more about the 1800s, about other children who lived in the White House, or more about Lincoln. How could we find that information? Provide books, magazines, and websites, and guide students to compare and contrast the information found in the different resources. **(RI-1, 5, 9)**
- Extend students' insight into the way illustrations and text are integrated to convey information. Some students may want to know more about the illustrations in this book. These students will enjoy decoding the photo credits on the copyright page. They will quickly catch on that the first line gives source abbreviations (B/C means Bettman/Corbis, etc.), then the rest of the paragraph gives the sources for the illustrations on each page. For example, the cover photo is credited to Alexander Gardner/LC or the Library of Congress Prints and Photographs Division. Such information helps students realize that the photos and illustrations are authentic and provide evidence for the author's points. **(RI-7, 8)**

## Other National Geographic Readers of Interest

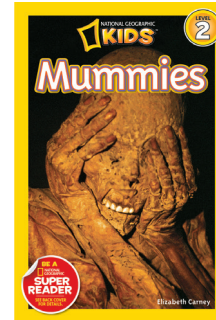
Many students are interested in history—and many more will be intrigued by these compelling titles! Here’s another biography of a great man, the story of an impressive ship, rich detail on an amazing civilization, and exciting information from prehistoric times.



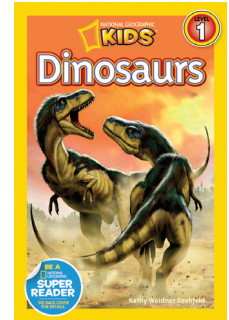
**MARTIN LUTHER KING, JR.**  
by Kitson Jazyka



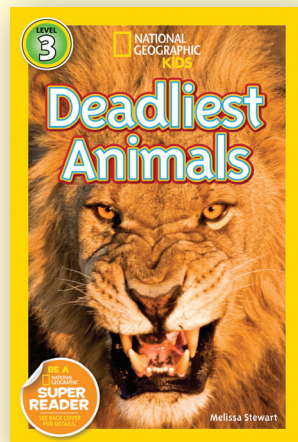
**TITANIC**  
by Melissa Stewart



**MUMMIES**  
by Elizabeth Carney



**DINOSAURS**  
by Kathy Weidner Zoehfeld



## DEADLIEST ANIMALS

by *Melissa Stewart*

Your students will learn that dangerous animals come in all sizes and shapes! This book is full of surprising information and dramatic photographs of astonishing and scary animals.

### RI = Reading Standards for Informational Text

Because this book is so rich with information, you will likely want to use the following examples to inspire even more activities. Also, you may want to have students read this book over more than one session. This book is divided into clearly marked sections, so you will find it easy to determine good stopping points.



## BEFORE READING

- To activate prior knowledge and to set a purpose for reading, ask students: Have you ever encountered a deadly animal? What other animals do you know about that are deadly? Show *Deadliest Animals*. Do you think those animals might be in this book? Do you think there might be other animals we haven't thought about? **(RI-1)**
- Explain a key feature for vocabulary development: There are going to be some words that you might not know. This book has word boxes for some key words. Here's an example. (Show the word box on page 5.) When you get to this page, you can read the box to figure out what the word means. Notice that in this book, the author calls these word boxes "Deadly Definitions." Why do you think she does that? And why do you think the illustrator put the words "Deadly Definitions" in this yellow triangle? (It's in the shape and color of a warning label.) **(RI-4, 7)**
- Show the Glossary (page 46-47). All the Deadly Definitions words are listed here in a glossary so that you can find them easily in case you need a reminder. **(RI-4, 5)**
- Students need not read the entire book all at once. A good stopping point is at the end of any section listed in the Table of Contents. Decide how far students should read each time. Have students turn to the Table of Contents. Direct them to read the section title(s) you have selected for the session and predict what they might find there. Then have students turn to the section for the session. **(RI-5)**

## DURING READING

- As students begin each new section, remind them that they can use the heading to predict what the section will contain and to help organize the information they are reading. Students may also need to be reminded that the headings in the book match the Table of Contents. **(RI-5)**
- Point out to students that the author has put some interesting information in special boxes. Here are two examples:
  - The author has some boxes called Death Toll. Here's one on page 13. Do you know what Death Toll means? Discuss the meaning of toll in this context. Do you think it makes sense that the author would label some boxes Death Toll in this book? Why? You will see other boxes of interesting information, so look out for them. They will add to what you are learning. **(RI-5)**
  - When students reach pages 20-21, point out Toxic Tidbits. Here's another special box the author has included. This one is called Toxic

Tidbits. It's marked with a skull and crossbones, so what do you think the information here will be about? (Something dangerous or deadly.) And what do you think toxic means? (If needed, toxic is defined on page 20 and in the glossary.) So could we conclude that a toxic tidbit is a little bit of information on something dangerous? Watch for more Toxic Tidbits! **(RI-5, 7)**

- At the end of each section, guide students to reflect on and organize what they have learned. Here are two examples:
  - o After students read Big and Brutal (pages 14-19), guide them to review the three animals they have learned about. They can organize what they have learned by creating a chart comparing and contrasting hippopotamuses, elephants, and Cape buffaloes. The chart might include a row for each animal, with columns indicating when they are likely to attack, how much damage they can do, and interesting facts. Students may also want to include a column in which they use information from the text to justify their ranking of how dangerous these 3 animals are. **(RI-1, 2, 3)**
  - o After reading Ferocious Fish (pages 24-29), students can summarize what they have learned about great white sharks, stonefish, and puffer fish. They can organize what they have learned by creating a chart. Lead students to notice the contrast between great white sharks, which are predators, and the stonefish and puffer fish, which are deadly in response to predators. **(RI-1, 2, 3)**

## AFTER READING

- After students have finished the entire book, guide them in a discussion of what they have learned. Lead them to the main idea that animals of all sizes and shapes can be deadly. Discuss the many different ways that animals can be deadly. (If students have created charts at the end of each section while reading, they can use those charts to help in this discussion. Or students can re-read sections to review information.) Students can decide on categories to describe the ways different ways that animals can be deadly, and then group the animals they have read about according to those categories. For example, some animals kick, crush, or throw; others kill with teeth, hooves, or horns; some bite or sting with poisonous venom; some are poisonous to touch, others cause deadly allergic reactions (by touch or bite); some spread deadly diseases with their bites. **(RI-1, 2, 3)**

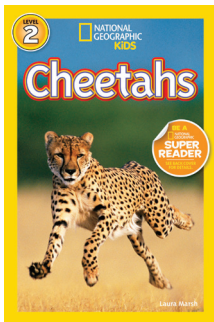
## EXTRA CREDIT

- Encourage students to read to find out more. Direct students to scan the index (page 48) to recall all the deadly animals they have read about. They

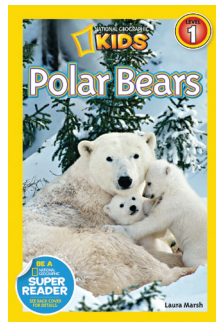
can use the page numbers listed to return to interesting animals for a review. Then individuals or pairs of students can pick one of the animals they would like to know more about. Provide books, magazines, or websites so that students compare and contrast information found in the different resources. Students can share what they find with the class. **(RI- 5, 9)**

## Other National Geographic Readers of Interest

If your students just can't get enough about deadly animals, have no fear! These titles will meet the challenge.



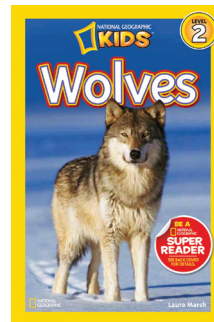
**CHEETAHS**  
by Laura Marsh



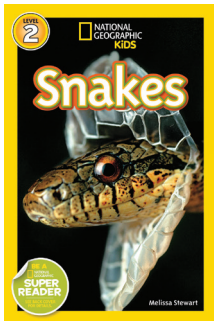
**POLAR BEARS**  
by Laura Marsh



**SHARKS**  
by Anne Schreiber



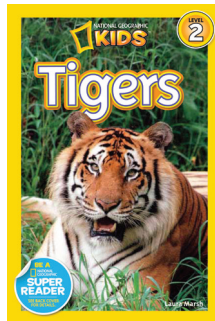
**WOLVES**  
by Laura Marsh



**SNAKES**  
by Melissa Stewart



**SPIDERS**  
by Laura Marsh



**TIGERS**  
by Laura Marsh



# BUTTERFLIES: GREAT MIGRATION

by *Laura Marsh*

Monarch butterflies may look delicate. But they migrate 2,000 to 3,000 miles every year from Mexico all the way to the U.S. and Canada, and then back again.

RI = Reading Standards for Informational Text

## BEFORE READING

- Engage students with a key concept in this book by using the opening section, *On the Move*, to explain what migration means. Introduce the book to students by showing the cover: As you can see, this book is about butterflies and we are going to learn about a very special butterfly—the monarch! But look at the cover again. You can also see that the subtitle is *Great Migrations*. So what does migration mean? Briefly discuss ideas. Let's read pages 4–5 to find out if we are correct. (Pages 4 and 5 are introductory pages that define migration.) **(RI-1, 4)**
- Point out to students key features for vocabulary development—word boxes and a glossary: Did you notice the box called “Wing Words” on page 5? [This box has definitions for migration and mate.] This book has word boxes for some key words that you might not know. When you see Wing Words, you can read the box to figure out what the word means. And all the Wing Words are listed in the glossary at the end of the book (pages 46–47) so that you can find them easily in case you need a reminder. **(RI-4, 5, 7)**.
- Students need not read the entire book all at once. You can stop at the end of any section listed in the Table of Contents. If you choose to read this book in 2 sessions, then a good place to stop the first session is at the end of page 21. At that point, the complete migration route has been explained. **(RI-5)**

## DURING READING

- As students begin each new section, remind them to use the heading to predict what the section will contain and to help organize the information they are reading. At the end of each section, guide students to reflect on what they have learned. Here are three examples:
  - As students turn to *Amazing Monarchs* on pages 6–7, ask them what kind of information they might expect. When students have finished the section, ask them what evidence the author has used to show us why monarchs are amazing (fastest insect on earth, migrate thousands of miles each year, etc.) **(RI-1, 2, 5, 8)**
  - After they read pages 6–7, guide students to wonder how monarchs can possibly migrate all that way. Ask students what they think the next section of the book will be about—they will likely predict that the book will explain how monarchs migrate. And indeed as students read pages 8 to 21, they’ll find out! First, have students study the text and the map on pages 8–9 to get an overview of where monarchs fly. Then guide them to the details of how monarchs travel on pages 10–21. At the end of page 21, have students summarize how monarchs migrate, looking back as needed. **(RI-1, 2, 7)**
  - As students read *Danger!* on pages 22–25, they should look for evidence the author uses to support the claim that monarchs face danger in their migration. **(RI-5, 8)**
- Guide students to use the text and photos together to gain a clearer understanding of key concepts. Together, for example, the text and the photos convey the enormous number of monarchs that migrate. Students can consider these examples and locate others:
- Page 11 makes the first mention of how many monarchs migrate—“...clusters of butterflies make the trees look orange. There are so many butterflies, they could cover 11 football fields!” After students read these points, have them think about just how big that is, then have them look very closely at the photo on page 10. They may not have noticed the many butterflies. **(RI-7)**
- Page 13 notes that “In the spring, swarms of newly awakened monarchs cover the trees and fly through the air. Millions of monarchs are ready to leave Mexico.” Help students notice that the inset photo on page 12 shows the detail whereas the background photo gives the big picture of the swarm of butterflies. **(RI-7)**
- Direct students to return to the title page and look closely. What looks like leaves at first sight is really butterflies! **(RI-7)**

## AFTER READING

- To review important details, students can locate the many comparisons the author uses to make points come alive. Encourage students to note comparisons such as:
  - o “a butterfly’s 2,800-mile trip is like a person traveling 275,00 miles” (p. 7)
  - o a butterfly’s trip is “like walking around Earth 11 times” (p. 7)
  - o “so many butterflies, they could cover 11 football fields” (p. 11)
  - o “monarchs’ migration takes several generations.... That means if you started the journey, your great, great grandchildren would finish it” (p. 16)
  - o “that’s about three times faster than we can run” (p. 26)
  - o “A tiny butterfly egg is the size of a pinhead” (p. 30)

Work through the first example with students, helping them think it through carefully and figure out what the comparison really means. Then students can work in pairs to find more comparisons that they can discuss with their partners. **(RI-1, 2, 3, 8)**

- Have students review what they have learned using the maps on pages 8 and 9 and 19. With these maps as cues, students can then summarize where monarchs fly and how they do it. **(RI-1, 2, 3, 7)**
- Return to the pre-reading discussion of what migration means. Then ask students: Why do you think this book is subtitled, Great Migrations? What might make a migration a great migration? Do you think it is correct to call the monarch butterfly’s journey a great migration? Why? What evidence can you offer to support your view? **(RI-2, 3, 8)**

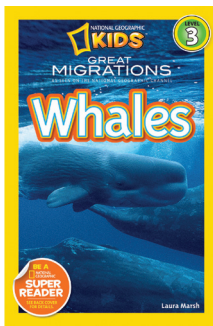
## EXTRA CREDIT

- Just for fun, students may want to decide on their top two or three choices of interesting facts about monarchs. Facts throughout the book are eligible! But students could start by rereading the list of “10 Cool Things About Monarchs” (pages 38-39) and the Weird But True boxes throughout the book. **(RI-1, 2)**
- After discussing the problems humans cause, students may want to learn more about monarch butterflies and ways to help them. To do so, students can visit the websites on page 45. **(RI-9)**
- Encourage students to read to find out more about animals that migrate. Direct students to review page 5 where they will see red crabs and wildebeest mentioned as other animals that migrate. Provide books, magazines, or websites that pairs or small groups of students can use to learn more about a migrating animal of their choice. Students can share what

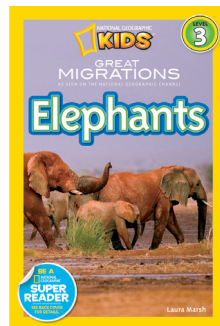
they find with the class. To extend the activity, the class can use what their classmates' have found to compare and contrast different animals' migration patterns. For example, they might construct a chart with rows for each animal and columns for information such as how far the animals migrate, when they migrate, challenges they face, and amazing facts. **(RI-9)**

## Other National Geographic Readers of Interest

Just like Butterflies, the other titles in the Great Migrations series open with a section called On the Move (pages 4-5) that explains what migration means. Then each title offers information on migration patterns, the problems that the animals face, and actions students can take to help.



**WHALES**  
by Laura Marsh



**ELEPHANTS**  
(GREAT MIGRATIONS)  
by Laura Marsh



**AMAZING ANIMAL JOURNEYS**  
(GREAT MIGRATIONS)  
by Laura Marsh

Kindergartners:		Grade 1 students:		Grade 2 students:	
<b>Key Ideas and Details</b>					
1.	With prompting and support, ask and answer questions about key details in a text.	1.	Ask and answer questions about key details in a text.	1.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2.	With prompting and support, identify the main topic and retell key details of a text.	2.	Identify the main topic and retell key details of a text.	2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>Craft and Structure</b>					
4.	With prompting and support, ask and answer questions about unknown words in a text.	4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4.	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
5.	Identify the front cover, back cover, and title page of a book.	5.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	5.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>Integration of Knowledge and Ideas</b>					
7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7.	Use the illustrations and details in a text to describe its key ideas.	7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8.	With prompting and support, identify the reasons an author gives to support points in a text.	8.	Identify the reasons an author gives to support points in a text.	8.	Describe how reasons support specific points the author makes in a text.
9.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9.	Compare and contrast the most important points presented by two texts on the same topic.
<b>Range of Reading and Level of Text Complexity</b>					
10.	Actively engage in group reading activities with purpose and understanding.	10.	With prompting and support, read informational texts appropriately complex for grade 1.	10.	By the end of 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.
Grade 3 students:		Grade 4 students:		Grade 5 students:	
<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.	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3.	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.	3.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
<b>Craft and Structure</b>					
4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6.	Distinguish their own point of view from that of the author of a text.	6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>Integration of Knowledge and Ideas</b>					
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).	7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8.	Explain how an author uses reasons and evidence to support particular points in a text.	8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9.	Compare and contrast the most important points and key details presented in two texts on the same topic.	9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<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.	10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

The Common Core State Standards: Reading Standards for Informational Text K–5

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Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Washington DC: National Governors Association Center for Best Practices, Council of Chief State School Officers. Available at <http://www.corestandards.org/>