

SCHOLASTIC  
Knowledge Library

GRADES 3–5

# Implementation Guide



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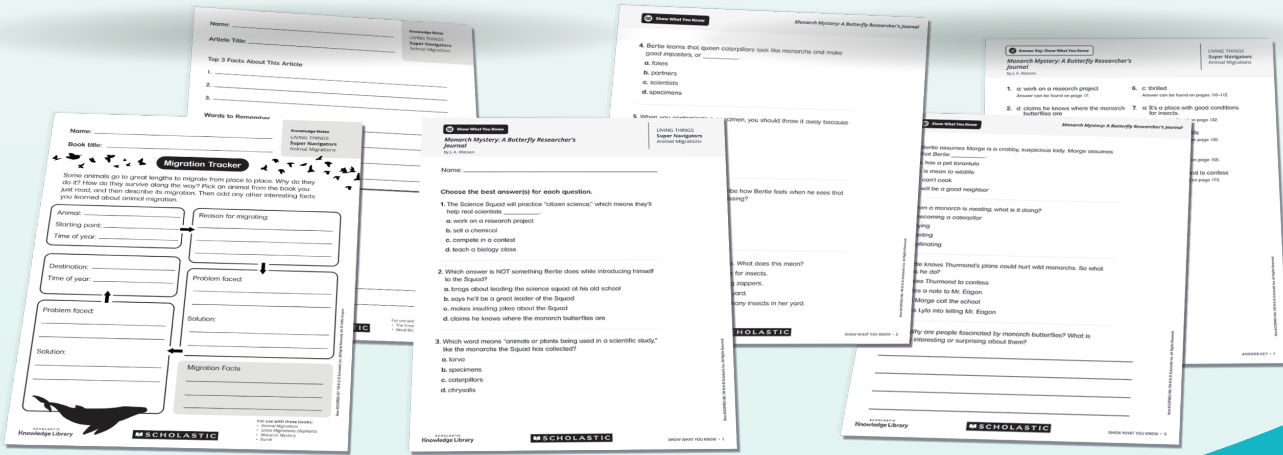
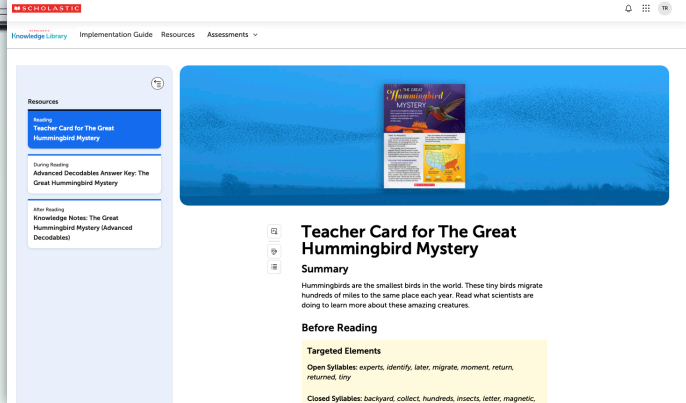
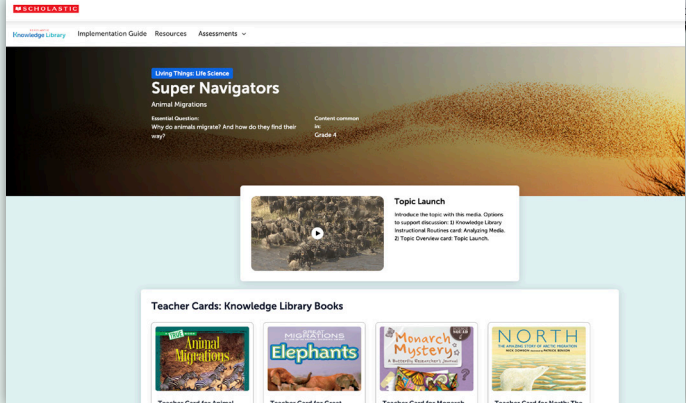
# Contents

<b>Welcome to the Scholastic Knowledge Library .....</b>	<b>4</b>
About the Scholastic Knowledge Library .....	6
Authors and Advisors.....	7
Materials for Teaching and Learning .....	8
Scholastic Knowledge Library Knowledge Maps.....	10
Building Topic Knowledge With Text Sets.....	12
Building Phonics and Word Study Skills With Advanced Decodables .....	14
Using Professional Learning Resources to Optimize Implementation .....	20
<b>Small-Group Teaching and Learning .....</b>	<b>22</b>
Knowledge Library and Core ELA Curricula.....	22
Planning and Pacing for Grades 3–5 .....	24
High-Impact Instructional Routines .....	31
Supporting Growth for Multilingual Learners .....	35
<b>A Deeper Dive Into Teaching With the Knowledge Library .....</b>	<b>38</b>
Using the Skills Traces to Support Planning .....	39
Getting Started With the Topic Card .....	40
Small-Group Instruction With Knowledge Library Books .....	42
Small-Group Instruction With Advanced Decodables .....	44
Making Real-Life Applications With Career Connections .....	46
Assessing Learning in the Knowledge Library .....	48
Knowledge Library Teacher Hub .....	52
Scholastic Knowledge Library and Families.....	54
<b>Overview of Topics and Titles .....</b>	<b>56</b>
<b>Glossary .....</b>	<b>63</b>
<b>Bibliography .....</b>	<b>65</b>

# Welcome to the Scholastic Knowledge Library







## About the Scholastic Knowledge Library

### The Scholastic Knowledge Library

Informed by best practices in learning science, the Scholastic Knowledge Library integrates knowledge building with the essential literacy skills students need to become strong readers. Placing content in the foreground, the Knowledge Library includes decodable texts and award-winning trade books organized into text sets that dive deep into high-interest topics across Social Studies, Science, ELA, and Arts and Culture. The Knowledge Library's text-centered instruction engages and empowers students with the knowledge and skills they need to read and learn.

### The Science of Learning

As the Science of Reading movement has grown and evolved, so has the understanding that learning to read requires instruction in systematic and explicit phonics, as well as language comprehension. As students move through the grades, they encounter increasingly complex texts that they must not only decode, but also comprehend. Students build these comprehension skills by engaging with content-rich, knowledge-building materials.

### Why Knowledge Building Matters

The principles of learning science underscore the critical role that content knowledge plays in reading comprehension. In their 2024 book *Know Better, Do Better: Comprehension*, educators David and Meredith Liben relate a story about a classroom of students and their struggle to understand Cynthia Rylant's short story "Boar Out There." Although the students could decode the text, they didn't know much about boars," the Libens recall, and this lack of knowledge "got in the way of the students' understanding." According to the Libens, the students "knew they were confused but did not know why, or what to do about it. . . . Their lack of wide-ranging knowledge created a ceiling effect on their ability to make sense of what they were reading" (p. 19).

Research has repeatedly affirmed the importance of knowledge building as a key to reading comprehension. Knowledge lays the foundation for a reader's understanding of a text, provides an anchor for the retention of new information, and boosts students' vocabulary and their motivation to read and learn. (Catts & Kamhi, 2024)

### Elevating Small-Group Instruction

Research also indicates that expert teachers often use small groups to differentiate instruction (Taylor et al., 2000; Valiandes, 2015; Vaughn et al., 2001). When implemented effectively, small-group instruction can help accelerate reading achievement (Puzio et al., 2020; Slavin, 1993; Slavin et al., 2010). Accordingly, Knowledge Library is designed for small-group differentiated instruction, enabling teachers to address individual students' needs in critical areas of literacy development: vocabulary, academic language and discussion, reading fluency and comprehension, writing, critical thinking skills, phonemic awareness, phonics, and word study.

## Authors and Advisors



Author

**Margarita Calderón, PhD**, is a professor emerita and senior research scientist at Johns Hopkins University of Educators. Her work in vocabulary, knowledge, and comprehension is the basis for the multilingual instruction in the Scholastic Knowledge Library.



Author

**Tanji Reed Marshall, PhD**, is a nationally recognized expert on educational equality and leadership. She partners with education leaders and organizations to ensure every student receives the excellent equitable education they deserve.



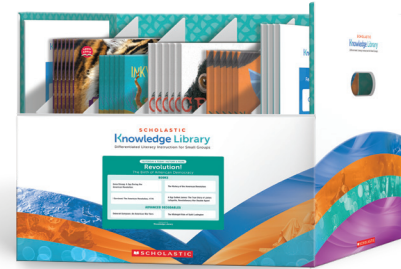
Advisor

**Julia B. Lindsey, PhD**, is an expert in early literacy development, curriculum, and instruction. She works with teachers, districts, curriculum developers, and other organizations to help translate reading research into practice.



## Materials for Teaching and Learning

Each grade features seven knowledge-building, topically aligned text sets. Topics are high interest and span the subject areas of Social Studies, Science, ELA, and Arts and Culture. Each topic includes a suite of student and teacher materials to facilitate instruction.



### Student Materials for Each Topic



**Knowledge Library Books**  
4 titles; 6 copies per book

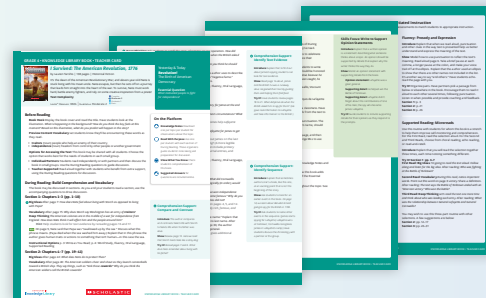


**Advanced Decodables Student Cards**  
2 cards; 6 copies per card

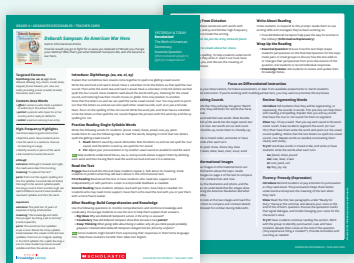
### Teacher Materials for Each Topic



**Topic Launch Card**  
1 card per topic



**Knowledge Library Book Teacher Cards**  
1 4-page card for each of the four books



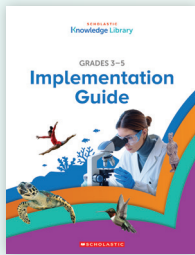
**Advanced Decodables Teacher Cards**  
1 card for each of the two Advanced Decodables Student Cards



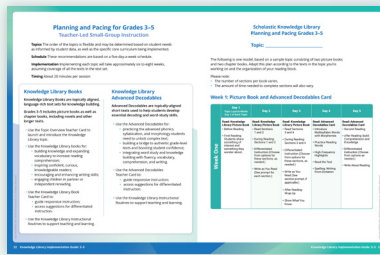
**Instructional Routines Card**  
1 card per topic



## On the Knowledge Library Teacher Hub



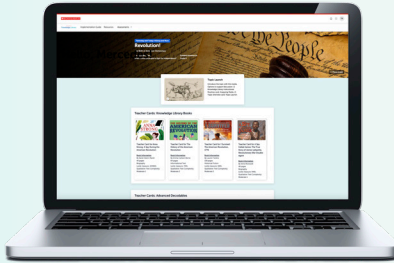
**Implementation Guide**



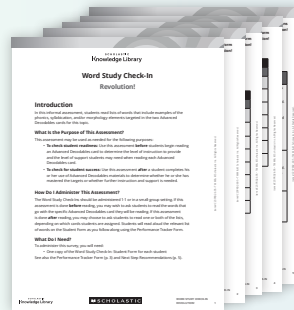
**Planning and Pacing Guide**



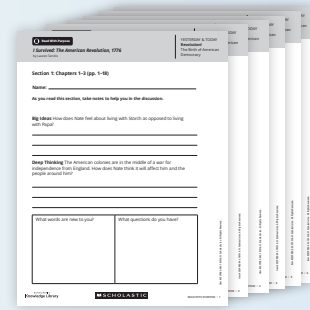
**Skills Traces**  
1 per topic



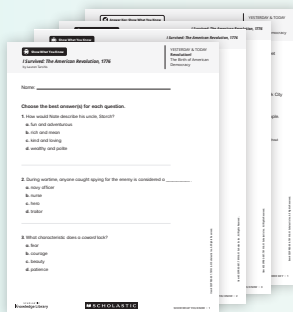
**Topic Launch Media**  
1 per topic



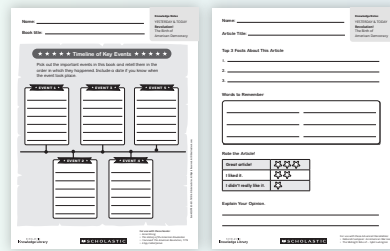
**Word Study Check-Ins and Surveys**



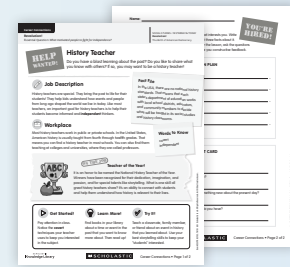
**Read With Purpose**  
1 set per book



**Show What You Know**  
1 assessment and answer key per book



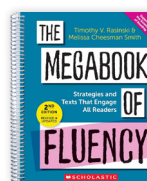
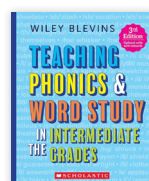
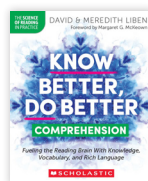
**Knowledge Notes**  
1 activity per text



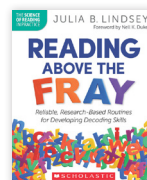
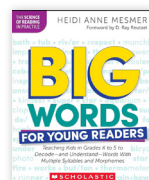
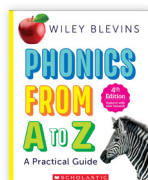
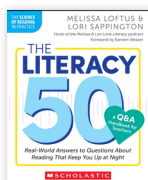
**Career Connections**  
1 per topic

## Professional Learning Library

Knowledge Library grades 3–5 includes this library of professional books.



Knowledge Library grades K–5 also includes these professional books.



## Scholastic Knowledge Library Knowledge Maps

The Scholastic Knowledge Library text sets build knowledge in four key academic content areas: **Social Studies**, **Science**, **ELA**, and **Arts & Culture**. This organization ensures that instruction integrates cross-discipline content and standards, empowering students to access complex texts within the reading block and beyond.

Every grade features seven standards-aligned text sets. All text sets are designed to help students build knowledge as they learn essential reading-related skills, including decoding, fluency, vocabulary, reading comprehension, academic discussion, and writing.

Each topic addresses an **Essential Question** to focus inquiry and exploration.

### Grade 3 | Knowledge Map

Social Studies		Science	
OUR WORLD Civics & Community	YESTERDAY & TODAY History & More	LIVING THINGS Life Science	EARTH & SPACE Physical Science
<b>Local Heroes</b> Neighbors Who've Made a Difference <b>Essential Question:</b> <i>How can people make a difference in their communities—and beyond?</i>	<b>Celebrate and Remember</b> Holidays and Symbols in the U.S. <b>Essential Question:</b> <i>What do U.S. holidays and symbols tell us about what's important to the country?</i>	<b>Journey Into the Jungle</b> Life in a Tropical Rainforest <b>Essential Question:</b> <i>What makes rainforest ecosystems special, and why is it so important to preserve them?</i>	<b>Wild Weather</b> Blizzards, Hurricanes, Droughts, and More <b>Essential Question:</b> <i>What causes extreme weather, and how are people affected by it?</i>
ELA		Arts & Culture	
GREAT STORIES Genre Study	PAGE TURNERS Literary Themes & Elements	ARTS & CULTURE Art, Sports & More	
<b>Making Art</b> Biographies of Remarkable Artists <b>Essential Question:</b> <i>How do experiences, cultures, and relationships inspire people to create art?</i>	<b>Around the Table</b> Food, Family, and Tradition <b>Essential Question:</b> <i>How does food help people connect with their cultures and communities?</i>	<b>This Is How We Do It</b> Daily Life Around the World <b>Essential Question:</b> <i>What do the daily lives of kids around the world have in common? What is different?</i>	

## Grade 4 | Knowledge Map

Social Studies		Science	
OUR WORLD Civics & Community	YESTERDAY & TODAY History & More	LIVING THINGS Life Science	EARTH & SPACE Physical Science
<b>Strength in Numbers</b> Together We Can Do It <b>Essential Question:</b> <i>How can people work together to make the world a better place?</i>	<b>Revolution!</b> The Birth of American Democracy <b>Essential Question:</b> <i>What motivated people to fight for independence?</i>	<b>Super Navigators</b> Animal Migrations <b>Essential Question:</b> <i>Why do animals migrate? And how do they find their way?</i>	<b>It's Rocket Science</b> The Mind-Boggling History of Space Exploration <b>Essential Question:</b> <i>What are the human and technological challenges involved in space exploration?</i>
ELA		Arts & Culture	
GREAT STORIES Genre Study	PAGE TURNERS Literary Themes & Elements	ARTS & CULTURE Art, Sports & More	
<b>Road Trips</b> Stories About Travel <b>Essential Question:</b> <i>How do journeys teach us about ourselves and the world we live in?</i>	<b>Totally Different?</b> People are more alike than they may think. <b>Essential Question:</b> <i>How do people learn to accept and appreciate differences in themselves and others?</i>	<b>From the Ground Up</b> Architecture, Engineering, and Construction <b>Essential Question:</b> <i>What does it take to design buildings and other structures that are both beautiful and practical?</i>	

## Grade 5 | Knowledge Map

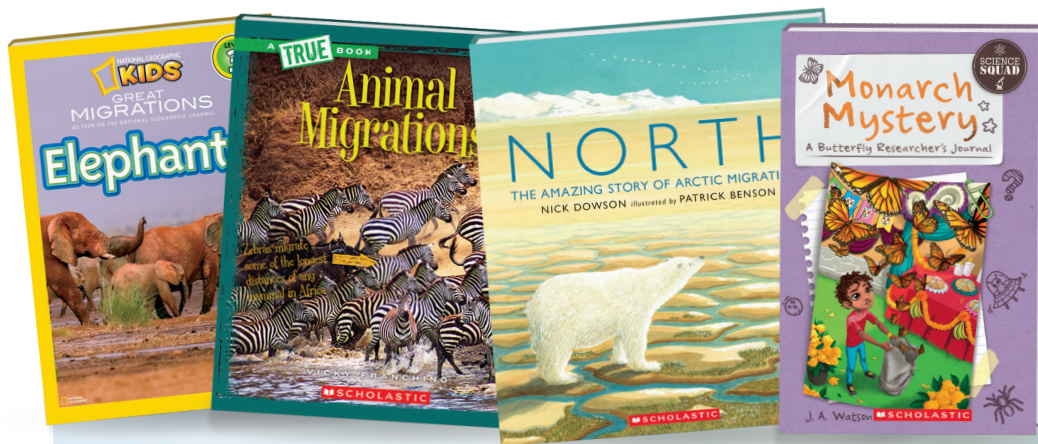
Social Studies		Science	
OUR WORLD Civics & Community	YESTERDAY & TODAY History & More	LIVING THINGS Life Science	EARTH & SPACE Physical Science
<b>Eyes on the Prize</b> Leaders of the Civil Rights Movement <b>Essential Question:</b> <i>How did people fight to expand rights described in the U.S. Constitution?</i>	<b>Cities of the Dead</b> Archaeology and Ancient Civilizations <b>Essential Question:</b> <i>What can archaeology teach us about how ancient people lived?</i>	<b>Invisible Invaders</b> Germs and Infectious Disease <b>Essential Question:</b> <i>How are diseases caused, transmitted, and treated?</i>	<b>Caring for the Planet</b> Creating a Cleaner, Greener Earth <b>Essential Question:</b> <i>What are the greatest threats to the health of our planet, and how can people work to protect against them?</i>
ELA		Arts & Culture	
GREAT STORIES Genre Study	PAGE TURNERS Literary Themes & Elements	ARTS & CULTURE Art, Sports & More	
<b>A Matter of Life and Death</b> Survival Stories <b>Essential Question:</b> <i>In a life-and-death struggle, what's the key to survival—supplies, character, or luck?</i>	<b>Me, Myself, and I</b> Defining Identity <b>Essential Question:</b> <i>How do you know who you are when you're part of more than one culture?</i>	<b>G.O.A.T.</b> Sports Stars for the Ages <b>Essential Question:</b> <i>What does it take to become the greatest of all time?</i>	

## Building Topic Knowledge With Text Sets

Research has shown that to acquire knowledge and vocabulary on a subject, students must do more than read a single book; they must become immersed in it for days or weeks, encountering the same vocabulary and concepts repeatedly (Wexler, 2019).

With the Scholastic Knowledge Library, students are immersed in content. Each topic includes six titles: four trade books and two decodable texts. Designed to be used alongside core ELA curricula, texts may be read in any order.

Knowledge Library text sets are curated to address an **Essential Question** for each topic. This Essential Question drives inquiry and spurs critical thinking and academic discussion.



### Essential Question:

*Why do animals migrate? And how do they find their way?*





## Text-Based Comprehension Instruction

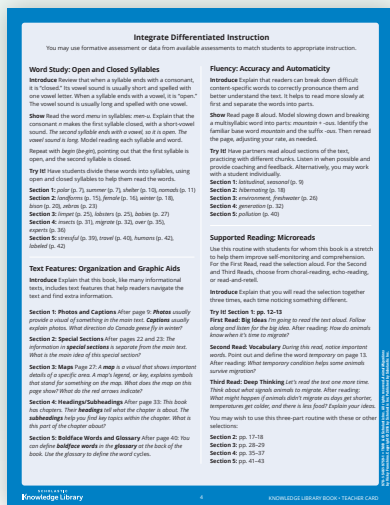
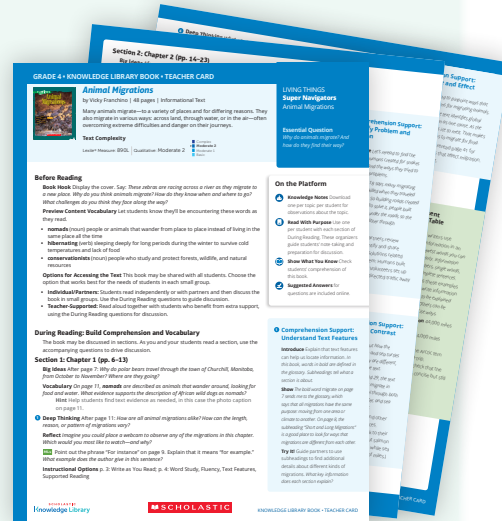
All of the texts in the Knowledge Library are accompanied by a Teacher Card. The instruction on these cards helps teachers guide students to read, reread, think, and discuss. Highlights include:

**Before Reading** With these activities, students begin to build a mental model of the subject of the text, preview selected vocabulary, and develop interest.

**During Reading** This section provides text-centered discussion questions to build students' knowledge as they read. During Reading questions fall into four categories:

- **Big Ideas** questions are the *who, what, where, why, or how* questions that help you determine whether students comprehend the most important ideas, events, or information.
- **Vocabulary** questions ask students to discuss high-utility Tier 2 and content-area words to reinforce their understanding of each word's meaning or structure. Students may also consider how an author's choice of words helps the reader better understand the text.
- **Deep Thinking** questions ask students to engage in more complex critical-thinking skills, such as making inferences or synthesizing information throughout the text.
- **Reflect** questions ask students to make text-to-world or text-to-self connections.

Throughout, students will respond to the text with the **Write as You Read** activities for the books and **Write About Reading** for the Advanced Decodables.



## Extending Knowledge and Comprehension Through Differentiated Instruction

The Knowledge Library Teacher Cards also provide multiple options for students who need additional support.

The **Differentiated Instruction** activities are grade-appropriate, standards-based, and carefully aligned to the text. These activities help students to build knowledge and comprehension through word study, fluency practice, oral language instruction, text feature exploration, syntax analysis, and supported reading routines.

# Building Phonics and Word Study Skills With Advanced Decodables

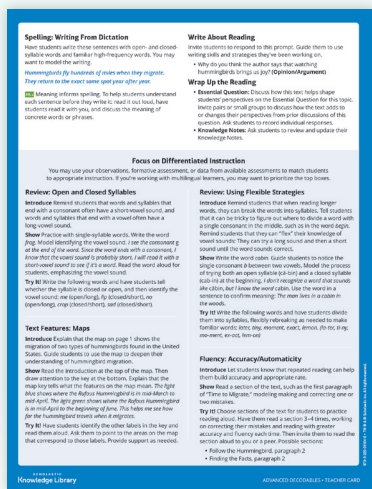
To address the needs of readers who are challenged by grade-level texts, each topic includes two **Advanced Decodables Student Cards**. These cards review an advanced phonics scope and sequence typically targeted for students at the end of grade 1 through grade 2. Additional targets include complex vowels and words with a variety of high-utility syllable types and morphemes.



## Instructional Framework

The **Advanced Decodables Teacher Cards** follow the *introduce, practice, and apply* framework:

- Instruction begins with an **introduction** to the target sound-spelling pattern or word study topic.
- Students will then **practice** reading target words, following a clear routine.
- Finally, students will **apply** their knowledge by reading a decodable text that contains words with the target elements, among other decodable sound-spelling patterns, syllable types, and morphemes.



## Dictation and Differentiated Instruction

After students have completed an Advanced Decodables Student Card, you may use the **Spelling: Writing From Dictation** activities on the Teacher Card to help students encode words, including those with the targeted phonics and word study elements.

You may also choose among the **Differentiated Instruction** activities to review key prerequisite skills, build comprehension of text features, and practice fluent reading.



## Phonics and Word Study Skills Maps

The charts below and on the following pages identify the advanced phonics, syllabication, and morphology targets for instruction and practice and the Advanced Decodables texts that align with them.

Note: To maximize your students' opportunities to build knowledge, we recommend that every student read every text. If students have progressed beyond the skills of a card, we recommend using that card for independent or partner-reading practice.

### Grade 3 Targeted Elements and Aligned Texts

Targeted Elements		Advanced Decodables Information					
Phonics/Word Study Target Type	Phonics/Word Study Targeted Element	Grade	Text Title	Content-Area Subject	Topic Title	Content-Area Words	High-Frequency Highlights
Advanced Phonics: Long-Vowel Teams	Long a (ai, ay); Long e (ee, ea, ie)	3	Thank You for Your Service	Social Studies	Celebrate and Remember	military service soldiers	peace throughout
	Long i (ie, igh); Long o (oa, ow); Long u (ew, ue)	3	Jackie Ormes: The Power of Comics	ELA	Making Art	character storyboards style	school women
Advanced Phonics: Long-Vowel Spellings	Final Long e (y, ey); Final Long i (y)	3	Alvin Ailey: The Joy of Dance	ELA	Making Art	ballet choreographer masterpiece	color though
		3	Ellis Island: A Gateway to Freedom	Social Studies	Celebrate and Remember	class heritage immigrant	island million
Endings With Base or Spelling Changes	Endings With Spelling Changes: -y to i; Drop Final e	3	Antarctica	Science	Wild Weather	mountains research temperature	although anywhere
	Double Final Consonant	3	The Amazing Amazon Rainforest	Science	Journey Into the Jungle	carbon dioxide ecosystem oxygen	breathe serious

## Grade 3 Targeted Elements, continued

Targeted Elements		Advanced Decodables Information					
Phonics/Word Study Target Type	Phonics/Word Study Targeted Element	Grade	Text Title	Content-Area Subject	Topic Title	Content-Area Words	High-Frequency Highlights
Advanced Phonics: Complex Vowels	r-Controlled Vowels ( <i>ar, er, ir, or, ore, ur</i> )	3	The Most Popular Sport on the Planet	Arts & Culture	This Is How We Do It	<i>ancient countries early</i>	<i>their where</i>
	Diphthongs ( <i>ou, ow, oi, oy</i> )	3	The Wonders of Chocolate	ELA	Around the Table	<i>ancient ceremonies chocolate</i>	<i>anything believe</i>
Syllabication	Closed Syllables	3	Insects for Breakfast	ELA	Around the Table	<i>iron protein raise</i>	<i>certain people</i>
	Open and Closed Syllables	3	Hiding in Plain Sight	Science	Journey Into the Jungle	<i>camouflage predator prey</i>	<i>another special</i>
	Consonant + <i>le, al, el</i> Syllables	3	Faith Guilbault: A Typical Teen	Arts & Culture	This Is How We Do It	<i>adaptive cerebral palsy fashion</i>	<i>clothes/ clothing other</i>
Morphology: Prefixes/ Suffixes	Suffixes <i>-er, -or</i>	3	Smokejumpers	Science	Wild Weather	<i>climate fuel gear</i>	<i>because there</i>
	Suffixes <i>-ful, -less</i>	3	A Voice for the Voiceless	Social Studies	Local Heroes	<i>activist protein vegan</i>	<i>themselves toward</i>
	Suffixes <i>-y, -ly</i>	3	A Playground for All	Social Studies	Local Heroes	<i>accessible cerebral palsy inclusive</i>	<i>special together</i>

## Grade 4 Targeted Elements and Aligned Texts

Targeted Elements		Advanced Decodables Information					
Phonics/Word Study Target Type	Phonics/Word Study Targeted Element	Grade	Text Title	Content-Area Subject	Topic Title	Content-Area Words	High-Frequency Highlights
Advanced Phonics: Spelling Patterns	Spelling Patterns: <i>ought, ign, igh, ought</i>	4	Taking Action	Social Studies	Strength in Numbers	<i>inequality organizer walkout</i>	<i>board school</i>
Advanced Phonics: Complex Vowels	r-Controlled Vowels ( <i>ar, er, ir, or, ore, ur</i> )	4	A Fight to Save Our Planet	Social Studies	Strength in Numbers	<i>autism environment movement</i>	<i>change million</i>
	Short oo ( <i>oo, u</i> ); Long oo ( <i>ew, oo, u, u-e, ue</i> )	4	Cities That Float on Water	Arts & Culture	From the Ground Up	<i>architect dike materials</i>	<i>country water</i>
	/aw/ ( <i>al, au, aw</i> )	4	Mind-Blowing Migrations	Science	Super Navigators	<i>building Chicago environment</i>	<i>early through</i>
	Diphthongs ( <i>ou, ow, oi, oy</i> )	4	Deborah Sampson: An American War Hero	Social Studies	Revolution!	<i>officer patriot soldier</i>	<i>although experience</i>
Syllabication	Open and Closed Syllables	4	The Great Hummingbird Mystery	Science	Super Navigators	<i>mystery research scientists</i>	<i>answers change</i>
	Consonant + <i>le, al, el</i> Syllables	4	Vacation in Space	Science	It's Rocket Science	<i>atmosphere companies tourists</i>	<i>board through</i>
	Unstressed Syllables With Schwa	4	Roadside Attractions	ELA	Road Trips	<i>cross-country rural sustainable</i>	<i>enough through</i>

### Grade 4 Targeted Elements, continued

Targeted Elements		Advanced Decodables Information					
Phonics/Word Study Target Type	Phonics/Word Study Targeted Element	Grade	Text Title	Content-Area Subject	Topic Title	Content-Area Words	High-Frequency Highlights
<b>Morphology: Prefixes/Suffixes</b>	Prefixes <i>dis-</i> , <i>de-</i> , <i>un-</i>	4	Building for Everyone	Arts & Culture	From the Ground Up	<i>architects</i> <i>design</i> <i>disabilities</i>	<i>building</i> <i>though</i>
	Prefixes <i>in-</i> , <i>im-</i>	4	Selfish Selfies?	ELA	Road Trips	<i>geotagging</i> <i>influencer</i> <i>social media</i>	<i>probably</i> <i>quiet</i>
	Suffixes <i>-able</i> , <i>-ible</i>	4	Judith Heumann: Disability Rights Activist	ELA	Totally Different?	<i>accessible</i> <i>disability</i> <i>service</i>	<i>because</i> <i>language</i>
	Suffixes <i>-er</i> , <i>-est</i>	4	Jerry Craft: Opening Minds	ELA	Totally Different?	<i>characters</i> <i>graphic</i> <i>prejudice</i>	<i>friends</i> <i>once</i>
<b>Morphology: Mixed</b>	Multisyllabic Words With Morphemes	4	The Midnight Ride of . . . Sybil Ludington	Social Studies	Revolution!	<i>colonel</i> <i>famous</i> <i>invasion</i>	<i>believe</i> <i>there</i>
<b>Morphology: Latin Roots</b>	Latin Roots <i>port</i> , <i>dict</i>	4	Space Trailblazer	Science	It's Rocket Science	<i>government</i> <i>mathematician</i> <i>research</i>	<i>people</i> <i>special</i>

## Grade 5 Targeted Elements and Aligned Texts

Targeted Elements		Advanced Decodables Information					
Phonics/ Word Study Target Type	Phonics/Word Study Targeted Element	Grade	Text Title	Content- Area Subject	Topic Title	Content-Area Words	High- Frequency Highlights
<b>Advanced Phonics: Spelling Patterns</b>	Spelling Patterns: <i>aught, ign, igh, ought</i>	5	Can Germs Be Good for You?	Science	Invisible Invaders	<i>defense disease hygiene</i>	<i>against idea(s)</i>
<b>Advanced Phonics: Complex Vowels</b>	r-Controlled Vowels ( <i>ar, er, ir, or, ore, ur</i> )	5	Escape From the Amazon	ELA	A Matter of Life and Death	<i>ornithologist research unconscious</i>	<i>heard language</i>
	/aw/ ( <i>al, au, aw</i> )	5	Babe Didrikson: She Did It All	Arts & Culture	G.O.A.T.	<i>compete professional qualified</i>	<i>anything because</i>
	Diphthongs ( <i>ou, ow, oi, oy</i> )	5	America's National Pastime: Cricket?	ELA	Me, Myself, and I	<i>league pastime professional</i>	<i>area favorite</i>
		5	Ruins Tell the Story	Social Studies	Cities of the Dead	<i>archaeologists merchants ruins</i>	<i>move once</i>
<b>Syllabication</b>	Open and Closed Syllables	5	Yolanda Renee King: We Dream a World	Social Studies	Eyes on the Prize	<i>character service social justice</i>	<i>especially where</i>
	Consonant + <i>le, al, el</i> Syllables	5	33 Chilean Miners: Trapped Underground	ELA	A Matter of Life and Death	<i>Chile democratic supply</i>	<i>enough themselves</i>
	Unstressed Syllables With Schwa	5	Simone Biles: From the "Little Turtle" to the G.O.A.T.	Arts & Culture	G.O.A.T.	<i>gymnast Olympics trampoline</i>	<i>again something</i>
<b>Morphology: Prefixes/ Suffixes</b>	Prefixes <i>mis-, non-</i>	5	Elizabeth Eckford and the Little Rock Nine	Social Studies	Eyes on the Prize	<i>Integrate National Guard segregated</i>	<i>board separate</i>
	Suffixes <i>-ment, -ness</i>	5	The World's Deadliest Creature	Science	Invisible Invaders	<i>damaged malaria parasite</i>	<i>another water</i>
	Suffixes <i>-sion, -tion</i>	5	The Great Pacific Garbage Patch	Science	Caring for the Planet	<i>currents garbage pollution</i>	<i>their there</i>
<b>Morphology: Mixed</b>	Multisyllabic Words With Morphemes	5	Dr. Carlos Montezuma: A Bridge Between Two Cultures	ELA	Me, Myself, and I	<i>chemistry graduate Native American</i>	<i>school success</i>
		5	High-Tech Climate Solutions?	Science	Caring for the Planet	<i>barrier reef high-tech sources</i>	<i>change other</i>
<b>Morphology: Latin Roots Suffixes Vowels</b>	Latin Roots <i>vis, spect</i>	5	An Army Made of Clay	Social Studies	Cities of the Dead	<i>ancient mausoleum terra-cotta</i>	<i>build should</i>



## Using Professional Learning Resources to Optimize Implementation

### Professional Learning Sessions

To deliver the highest quality instruction, educators deserve a professional learning partner who understands their unique goals. Our expert team provides flexible, results-driven courses, coaching, and resources tailored to your priorities. We're here to help your team confidently and effectively apply the Knowledge Library in your classroom. The following courses are available to help you refine your instructional methods and maximize your students' learning.

#### ➔ Knowledge Library: Virtual Product Overview

**Audience:** Teachers, Principals, Instructional Coaches, District Staff

**Duration:** 60 minutes

This live, 60-minute virtual session is available for sites that have purchased the K-5, K-2, or 3-5 configurations. During this interactive session, participants will be introduced to Knowledge Library materials through case studies and learn how to begin implementing the resources in their classrooms. A Participant Guide is included.

#### ➔ Knowledge Library: Virtual Product Overview Recording

A recording of the Virtual Product Overview is available online for sites that have access to digital resources. Organized into bite-sized videos, these materials can be used at any time—either as an introduction or as a refresher. On the Knowledge Library Teacher Hub, select Resources from the top navigation bar and then go to Professional Learning. A Participant Guide is included.





## Additional Sessions to Support Implementation

### ➡ Knowledge Library: Supporting Instructional Leaders

**Audience: Principals, Instructional Coaches, District Staff**

**Duration: 3 Hours**

Designed for administrators, instructional coaches, Teachers on Special Assignments (TOSAs), and district staff, this session deepens participants' understanding of the research foundation behind the Knowledge Library. Attendees will gain practical, actionable strategies to support their teams and drive academic success. It is recommended that you complete the **Knowledge Library: Virtual Product Overview** before taking this course.

### ➡ Knowledge Library: Planning and Deliberate Practice

**Audience: Teachers**

**Duration: 3 Hours**

This session equips teachers with strategies and data-driven techniques to set measurable goals and adapt instruction using the Knowledge Library. Through dynamic group discussions and collaborative planning, participants will leave with an actionable plan tailored to their unique needs. It is recommended that you complete the **Knowledge Library: Virtual Product Overview** before taking this course.

## Professional Library

The Grades K–5, K–2, and 3–5 configurations each also include a Professional Book Library to support professional learning.



# Small-Group Teaching and Learning

## Knowledge Library and Core ELA Curricula

The Knowledge Library is a flexible resource that can be integrated into your core ELA curriculum and your small-group instruction, as shown on the facing page.

### Your Core ELA Curriculum

The Knowledge Library topic selection was informed by state standards as well as by popular core ELA programs, so it complements core curricula. It can be integrated into all areas of your reading block.

### Your Small-Group Instruction

The Teacher Cards for the Knowledge Library Books and Advanced Decodables empower educators to orchestrate small-group instruction with resources that:

- Help students build knowledge by supporting a volume of reading across disciplines.
- Encourage robust vocabulary development to bolster comprehension.
- Support all readers through relevant, authentic grade-level texts.
- Provide readers with short, decodable texts for practicing and applying skills.
- Offer differentiation for teachers to fine tune comprehension instruction.

### Your Grouping

It is recommended that students read all texts in a topic—independently, with a partner, or following along with a read-aloud. Options for grouping include:

- Keep students in the same groups as in their core reading program, leveraging data and teacher insights from those groups.
- Group by performance on state and district assessments, foundational skills assessments, or quantitative reading assessments
- Group by students' interests or choices
- Group to coordinate with the focus of a class topic study
- Group based on differentiated instruction to meet students' needs (see the Skills Trace overview)
- Make heterogenous or homogenous groups based on students' reading and language proficiency levels.

### Your Planning

See Planning and Pacing Guides beginning on page 24 for one model. Adjust as needed for your students.



## Knowledge Library in the Classroom

The Knowledge Library is designed to support small-group instruction, but resources can also be used in other teaching and learning contexts, as shown here. Below are some suggestions for use during whole-class instruction time and independent work time.

### Whole Class | Reading Instruction 20–30 min.

- ➔ **Knowledge Library Topic Launch/Topic Wrap-Up** (Topic Card)
- ➔ **Core program** instruction

### Whole Class | Writing 20–30 min.

Writing activities are available throughout each topic:

- ➔ **Write as You Read** on the Book Teacher Card
- ➔ **Write About Reading** on the Advanced Decodables Teacher Card
- ➔ **Show What You Know** with writing prompts on the Teacher Hub
- ➔ **Topic Projects** on the Topic Card

### Whole Class | Word Study Skills Instruction 15–20 min.

**Advanced Decodables Cards** can be used to help students develop essential advanced phonics, syllabication, and morphology skills.

### Small-Group Instruction | Teacher-Led 2 x 20 min.

The Knowledge Library materials are designed to support small-group instruction:

- ➔ **Knowledge Library Books** and **Teacher Cards** with options for differentiated instruction
- ➔ **Advanced Decodables Student Cards** and **Teacher Cards** with options for differentiated instruction
- ➔ **Teacher Hub Resources**, particularly **Read With Purpose** and **Knowledge Notes**
- ➔ **Word Study Check-Ins**

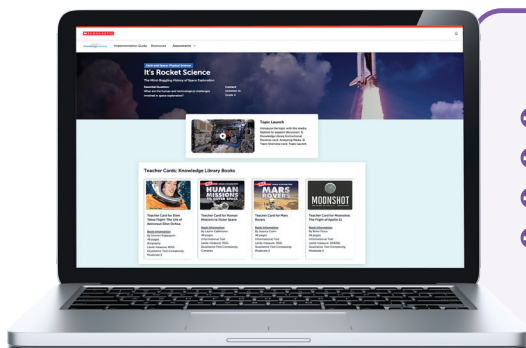
### Independent Work 40 min.

Depending on students' readiness, they may complete these activities independently or with partners:

- ➔ Reading and rereading of **Knowledge Library Books** or **Advanced Decodables**
- ➔ **Teacher Hub Resources** (see below)
- ➔ **Core program** independent activities and/or learning centers

### Teacher Hub Resources

- ➔ **Read With Purpose** Note-taking for each book
- ➔ **Knowledge Notes** Activities to record new knowledge
- ➔ **Show What You Know** Multiple choice and writing
- ➔ **Career Connections** Activities based on real-world connections





# Planning and Pacing for Grades 3–5

## Teacher-Led Small-Group Instruction

**Topics** The order of the topics is flexible and may be determined by student needs, as informed by student data and your core curriculum.

**Schedule** These recommendations are based on a five-day-a-week schedule.

**Implementation** Implementing each topic will take approximately six to eight weeks, assuming coverage of all the texts in the text set.

**Timing** About 20 minutes per session

### Knowledge Library Books

Knowledge Library Books are topically aligned, language-rich text sets for knowledge building.

Grades 3–5 includes picture books as well as chapter books, including novels and other longer texts.

- Use the Topic Overview Teacher Card to launch the Knowledge Library topic.
- Use the Knowledge Library Books for:
  - building knowledge and expanding vocabulary to increase reading comprehension.
  - inspiring confident, curious, knowledgeable readers.
  - encouraging and enhancing writing skills.
  - engaging students in partner or independent reading and rereading.
- Use the Knowledge Library Book Teacher Card to:
  - find suggestions for additional resources on the Teacher Hub.
  - guide responsive instruction.
  - access suggestions for differentiated instruction.
- Use the Knowledge Library Instructional Routines to support teaching and learning.

### Knowledge Library Advanced Decodables

Advanced Decodables are topically aligned short texts for use in helping students develop essential decoding and word-study skills.

- Use the Advanced Decodables for:
  - practicing the advanced phonics, syllabication, and morphology students need to unlock complex text.
  - building a bridge to authentic grade-level texts and boosting student confidence.
  - integrating word study and knowledge building with fluency, vocabulary, comprehension, and writing.
- Use the Advanced Decodables Teacher Card to:
  - guide responsive instruction.
  - access suggestions for differentiated instruction.
- Use the Knowledge Library Instructional Routines to support teaching and learning.

## Sample Topic

The following is one model for planning and pacing of a Knowledge Library topic, based on a sample topic consisting of two picture books and two chapter books. Adapt this plan according to the texts in the topic you're working on, the organization of your reading block, and the needs of your students.

Please note:

- The number of sections per book varies.
- The amount of time needed to complete sections will also vary.

## Week 1: Picture Book and Advanced Decodables Card

Week One	Day 1 Topic Launch Media Day 1 of Each Topic	Day 2	Day 3	Day 4	Day 5
	<b>Read: Knowledge Library Picture Book</b>	<b>Read: Knowledge Library Picture Book</b>	<b>Read: Knowledge Library Picture Book</b>	<b>Read: Advanced Decodables Card</b>	<b>Read: Advanced Decodables Card</b>
	• Before Reading	• Read Sections 1 and 2	• Read Sections 3 and 4	• Introduce Multisyllabic Words With Morphemes	• Second Reading
	• First Reading: Students share something of interest and something they wonder about.	• During Reading: Sections 1 and 2	• During Reading: Sections 3 and 4	• Practice Reading Words	• After Reading: Build Comprehension and Knowledge
		• Differentiated Instruction (Choose among options for these sections, as needed.)	• Differentiated Instruction (Choose among options for these sections, as needed.)	• High-Frequency Highlights	• Differentiated Instruction (Choose among options, as needed.)
		• Write as You Read (See prompt for each section.)	• Write as You Read (See section prompt, if applicable.)	• Read the Text	• Write About Reading
			• After Reading: Wrap Up	• Spelling: Writing From Dictation	
			• Show What You Know		

## Week 2: Chapter Book (including novels and other longer texts)

Week Two	Day 1	Day 2	Day 3	Day 4	Day 5
	<b>Read: Knowledge Library Chapter Book</b>	<b>Read: Knowledge Library Chapter Book</b>	<b>Read: Knowledge Library Chapter Book</b>	<b>Read: Knowledge Library Chapter Book</b>	<b>Read: Knowledge Library Chapter Book</b>
	• Before Reading	• During Reading: Section 1 (cont.)	• During Reading: Section 2	• During Reading: Section 3	• During Reading: Section 3 (cont.)
	• During Reading: Section 1	• Differentiated Instruction (Choose among options for this section, as needed.)	• Differentiated Instruction (Choose among options for this section, as needed.)	• Differentiated Instruction (Choose among options for this section, as needed.)	• Differentiated Instruction (Choose among options for this section, as needed.)
	• Differentiated Instruction (Choose among options for this section, as needed.)	• Write as You Read (See section prompt, if applicable.)	• Write as You Read (See section prompt, if applicable.)	• Write as You Read (See section prompt, if applicable.)	• Write as You Read (See section prompt, if applicable.)
	• Write as You Read (See section prompt, if applicable.)				

**Options for Accessing Chapter Books:** For each book, choose the option that works best for the needs of students in each small group:

- Individual/Partners: Students read independently or with partners and then discuss the book in small groups. Use the During Reading questions to guide discussion.
- Teacher-Supported: Read aloud together with students who benefit from extra support, using the During Reading questions for discussion.



## Week 3: Chapter Book (continued)

Week Three	Day 6	Day 7	Day 8	Day 9	Day 10
	<b>Read: Knowledge Library Chapter Book</b>	<b>Read: Knowledge Library Chapter Book</b>	<b>Read: Knowledge Library Chapter Book</b>	<b>Read: Knowledge Library Chapter Book</b>	<b>Read: Knowledge Library Chapter Book</b>
	• Before Reading	• During Reading: Section 5	• During Reading: Section 5 (cont.)	• During Reading: Section 6	• Catch-Up
	• During Reading: Section 4	• Differentiated Instruction (Choose among options for this section, as needed.)	• Differentiated Instruction (Choose among options for this section, as needed.)	• Differentiated Instruction (Choose among options for this section, as needed.)	• After Reading: Wrap Up
	• Differentiated Instruction (Choose among options for this section, as needed.)	• Write as You Read (See section prompt, if applicable.)	• Write as You Read (See section prompt, if applicable.)	• Write as You Read (See section prompt, if applicable.)	• Show What You Know
	• Write as You Read (See section prompt, if applicable.)				

## Week 4: Picture Book and Advanced Decodables Card

Week Four	Day 1	Day 2	Day 3	Day 4	Day 5
	<b>Read: Knowledge Library Picture Book</b>	<b>Read: Knowledge Library Picture Book</b>	<b>Read: Knowledge Library Picture Book</b>	<b>Read: Advanced Decodables Card</b>	<b>Read: Advanced Decodables Card</b>
	<ul style="list-style-type: none"> <li>• Before Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Read Sections 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>• Read Sections 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce Multisyllabic Words With Morphemes</li> </ul>	<ul style="list-style-type: none"> <li>• Second Reading</li> </ul>
	<ul style="list-style-type: none"> <li>• First Reading: Students share something of interest and something they wonder about.</li> </ul>	<ul style="list-style-type: none"> <li>• During Reading: Sections 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>• During Reading: Sections 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Reading Words</li> </ul>	<ul style="list-style-type: none"> <li>• After Reading: Build Comprehension and Knowledge</li> </ul>
		<ul style="list-style-type: none"> <li>• Differentiated Instruction (Choose among options for these sections, as needed.)</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated Instruction (Choose among options for these sections, as needed.)</li> </ul>	<ul style="list-style-type: none"> <li>• High-Frequency Highlights</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated Instruction (Choose among options, as needed.)</li> </ul>
		<ul style="list-style-type: none"> <li>• Write as You Read (See section prompt, if applicable.)</li> </ul>	<ul style="list-style-type: none"> <li>• Write as You Read (See section prompt, if applicable.)</li> </ul>	<ul style="list-style-type: none"> <li>• Read the Text</li> </ul>	<ul style="list-style-type: none"> <li>• Write About Reading</li> </ul>
			<ul style="list-style-type: none"> <li>• Spelling: Writing From Dictation</li> </ul>		<ul style="list-style-type: none"> <li>• Wrap Up the Reading: Knowledge Notes</li> </ul>
			<ul style="list-style-type: none"> <li>• After Reading: Wrap Up</li> </ul>		
			<ul style="list-style-type: none"> <li>• Show What You Know</li> </ul>		

## Week 5: Chapter Book (including novels and other longer texts)

Week Five	Day 1	Day 2	Day 3	Day 4	Day 5
	<b>Read: Knowledge Library Chapter Book</b>	<b>Read: Knowledge Library Chapter Book</b>	<b>Read: Knowledge Library Chapter Book</b>	<b>Read: Knowledge Library Chapter Book</b>	<b>Read: Knowledge Library Chapter Book</b>
	• Before Reading	• During Reading: Section 1 (cont.)	• During Reading: Section 2	• During Reading: Section 3	• During Reading: Section 3 (cont.)
	• During Reading: Section 1	• Differentiated Instruction (Choose among options for this section, as needed.)	• Differentiated Instruction (Choose among options for this section, as needed.)	• Differentiated Instruction (Choose among options for this section, as needed.)	• Differentiated Instruction (Choose among options for this section, as needed.)
	• Differentiated Instruction (Choose among options for these sections, as needed.)	• Write as You Read (See section prompt, if applicable.)	• Write as You Read (See section prompt, if applicable.)	• Write as You Read (See section prompt, if applicable.)	• Write as You Read (See section prompt, if applicable.)
	• Write as You Read (See section prompt, if applicable.)				

**Options for Accessing Chapter Books:** For each book, choose the option that works best for the needs of students in each small group.

- Individual/Partners: Students read independently or with partners and then discuss the book in small groups. Use the During Reading questions to guide discussion.
- Teacher-Supported: Read aloud together with students who benefit from extra support, using the During Reading questions for discussion.

## Week 6: Chapter Book (continued)

	Day 6	Day 7	Day 8	Day 9	Day 10
Week Six	<b>Read: Knowledge Library Chapter Book</b> <ul style="list-style-type: none"> <li>• Before Reading</li> <li>• During Reading: Section 4</li> <li>• Differentiated Instruction (Choose among options for this section, as needed.)</li> <li>• Write as You Read (See section prompt, if applicable.)</li> </ul>	<b>Read: Knowledge Library Chapter Book</b> <ul style="list-style-type: none"> <li>• During Reading: Section 5</li> <li>• Differentiated Instruction (Choose among options for this section, as needed.)</li> <li>• Write as You Read (See section prompt, if applicable.)</li> </ul>	<b>Read: Knowledge Library Chapter Book</b> <ul style="list-style-type: none"> <li>• During Reading: Section 5 (cont.)</li> <li>• Differentiated Instruction (Choose among options for this section, as needed.)</li> <li>• Write as You Read (See section prompt, if applicable.)</li> </ul>	<b>Read: Knowledge Library Chapter Book</b> <ul style="list-style-type: none"> <li>• During Reading: Section 6</li> <li>• Differentiated Instruction (Choose among options for this section, as needed.)</li> <li>• Write as You Read (See section prompt, if applicable.)</li> </ul>	<b>Read: Knowledge Library Chapter Book</b> <ul style="list-style-type: none"> <li>• Catch-Up</li> <li>• After Reading: Wrap Up</li> <li>• Show What You Know</li> </ul>



## High-Impact Instructional Routines

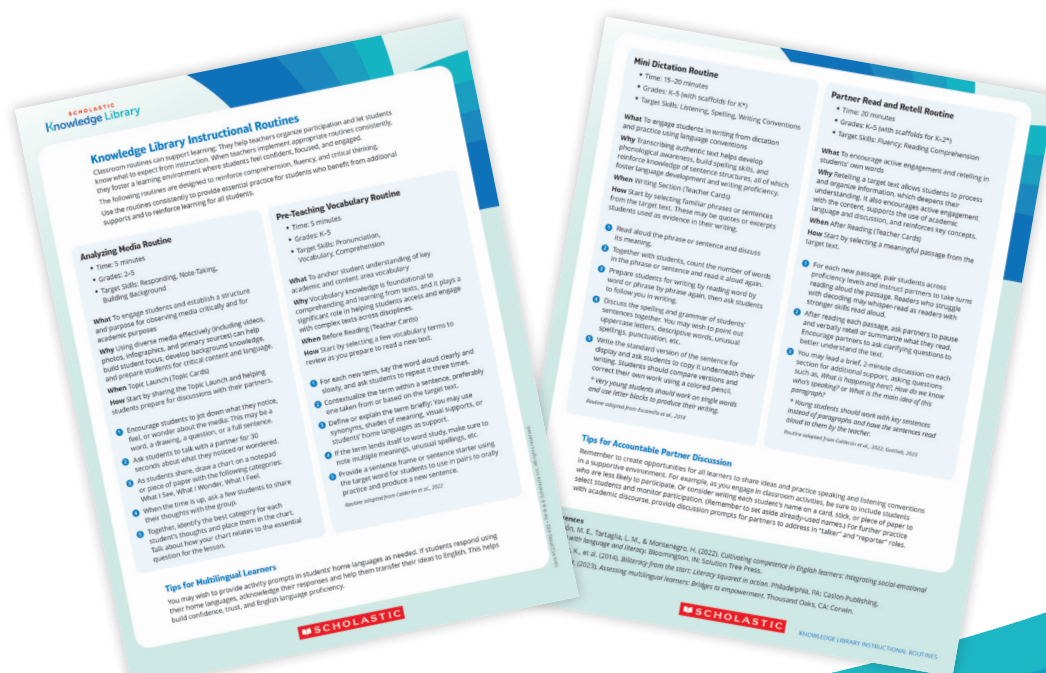
The following instructional routines are research-based and designed to streamline instruction by creating consistent classroom practices. You can find these routines on the Knowledge Library Instructional Routines Card located in your boxes.

### Analyzing Media Routine

- **Time:** 5 minutes
- **Grades:** 2–5
- **Target Skills:** Responding, Note-Taking, Building Background
- **What** Routine used to engage students and establish a structure and purpose for observing media critically and for academic purposes
- **Why** Using diverse media (including videos, photos, infographics, and primary sources) effectively can help build student focus, develop background knowledge, and prepare students for critical content and language.
- **When** With the Topic Launch on the Topic Card

**The Routine:** Start by sharing the Topic Launch and helping students prepare for discussions with their partners.

- Encourage students to jot down what they notice, feel, or wonder about the media. This may be a word, a drawing, a question, or a full sentence.
- Ask students to talk with a partner for 30 seconds about what they noticed or wondered.
- As students share, draw a chart on a notepad or piece of paper with the following categories: *What I See*, *What I Wonder*, *What I Feel*.
- When the time is up, ask a few students to share their thoughts with the group.
- Together, identify the best category for each student's thoughts, and place them in the chart. Talk about how your chart relates to the Essential Question for the lesson.



## Pre-Teaching Vocabulary Routine

- **Time:** 5 minutes
- **Grades:** K-5
- **Target Skills:** Vocabulary, Comprehension
- **What** Routine used to anchor student understanding of key academic and content-area vocabulary
- **Why** Vocabulary knowledge is foundational to comprehending and learning from texts, and it plays a significant role in helping students access and engage with complex texts across disciplines.
- **When** Before reading a Knowledge Library Book or an Advanced Decodables Card

**The Routine:** Start by selecting a few vocabulary terms to review as you prepare to read a new text.

- For each new term, say the word aloud clearly and slowly, and ask students to repeat it three times.
- Contextualize the term within a sentence, preferably one taken from or based on the target text.
- Define or explain the term briefly. You may use synonyms, shades of meaning, visual supports, or students' home languages as support.
- If the term lends itself to word study, make sure to note multiple meanings, unusual spellings, etc.
- Provide a sentence frame or sentence starter using the target word for students to use in pairs to practice aloud and produce a new sentence.

## Mini-Dictation Routine

- **Time:** 15–20 minutes
- **Grades:** K–5
- **Target Skills:** Listening, Spelling, Writing Conventions
- **What** Routine used to engage students in writing from dictation and practice using language conventions
- **Why** Transcribing authentic text helps to develop phonological awareness, build spelling skills, and reinforce knowledge of sentence structures, all of which foster language development and writing proficiency.
- **When** With Advanced Decodables (Spelling: Writing From Dictation) or with any other text you choose

**The Routine:** Start by selecting familiar phrases or sentences from the target text. These may be quotes or excerpts students used as evidence in their writing.

- Read aloud the phrase or sentence and discuss its meaning.
- Together with students, count the number of words in the phrase or sentence and read it aloud again.
- Prepare students for writing by reading word by word or phrase by phrase; then ask students to write what you’ve read.
- Discuss the spelling and grammar of students’ sentences. You may wish to point out uppercase letters, descriptive words, unusual spellings, punctuation, etc.
- Write the original version of the sentence for display. Ask students to copy it below what they wrote. Students should compare versions and correct their own work using a colored pencil.

## Partner Read-and-Retell Routine

- **Time:** 20 minutes
- **Grades:** K–5
- **Target Skills:** Fluency, Reading Comprehension
- **What** Routine used to engage students in summarizing their reading and retelling in logical order
- **Why** Retelling a target text allows students to process and organize information, which deepens their understanding. It also encourages active engagement with the content, supports the use of academic language and discussion, and reinforces key concepts.
- **When** After Reading (Teacher Card)

**The Routine:** Start by selecting a meaningful passage from the target text.

- For each passage, pair students across proficiency levels and instruct partners to take turns reading the passage aloud. Readers who struggle with decoding may whisper-read as readers with stronger skills read aloud.
- After reading the passage, ask partners to pause and verbally retell or summarize what they read. Encourage partners to ask clarifying questions to better understand the text.
- You may lead a brief, two-minute discussion about each section for additional support, asking questions such as: *What is happening here?*, *How do we know who's speaking?*, or *What is the main idea of this paragraph?*

## Tips for Accountable Partner Discussion

Remember to create opportunities for all learners to share ideas and practice speaking and listening in a supportive environment. As you engage in classroom activities, be sure to include students who are less likely to participate. You could consider writing each student's name on a card, stick, or piece of paper to randomly select students and monitor participation.

For further practice with academic discourse, provide discussion prompts for partners to address in “talker” and “reporter” roles.

## Tips for Multilingual Learners

When possible, you may wish to provide activity prompts in students' home languages. If students respond using their home languages, acknowledge their responses and help them transfer their ideas to English. This helps build confidence, trust, and English-language proficiency.



## Supporting Growth for Multilingual Learners

Multilingual learners (MLs) learn content and language at the same time, using academic content as a context for language learning—and language as a means for learning academic content (WIDA, 2020). With the Knowledge Library, students work in small groups to build knowledge as they deepen their understanding of the English language.

Let's take *The History of the American Revolution*, a topic from Knowledge Library Grade 4, as an example. When students read about the Continental Army's surprise attack on British soldiers in the fort of Trenton on Christmas day in 1778 (Chapter 5), they learn that:

- *George Washington, Continental Army, Delaware River, Pennsylvania, Trenton, New Jersey, and British soldiers* are proper nouns naming people, groups, or places.
- Strong, figurative language such as “the wind was howling” and “sleet pelted the men’s faces” helps portray hardship and perseverance and can be found in social studies texts.
- Years, such as 1776, should be read differently from cardinal numbers.
- The verb *spending* in the phrase “spending the winter” means to pass time in a place.
- Historical narratives often use past-tense verbs (*led, marched*) and can use adverbial phrases (“once across”) or verb phrases (“snuck up”) to help readers picture events.

**Multilingual learners** are students who are learning English at school in addition to one or more home languages. They are often known as English Learners (ELs) and may include newcomers.



## Building Academic Language for Multilingual Learners

To engage multilingual learners in the Knowledge Library, consider the following key practices.

### **Provide explicit instruction in how English works.**

Talk about the unique features of the English language as you teach your lessons. The Knowledge Library provides the following materials to promote explicit language talk:

- ELA supports on each Teacher Card
- Pre-Teaching Vocabulary and Mini-Dictation Routines from the Instructional Routines Card
- Differentiated Instruction activities on each Teacher Card
- Additional teacher and student resources online

A strategic use of **home languages** can help ignite oral production by reducing the cognitive load and stress associated with a second language. Encourage students to summarize tasks and texts in their own words and then help them transfer their ideas to English.

**Offer structured and continuous opportunities for oral discourse.** To support comprehension, guide students to retell stories using academic vocabulary and their own words. You may also encourage peer-to-peer dialogue, which helps multilingual learners practice fluency, experience discourse styles, and understand the perspectives of others.

To promote oral discourse from day one, use the Knowledge Library to:

- integrate the Analyzing Media Routine and the Partner Read-and-Retell Routine from the Instructional Routines Card.
- invite students to offer a verbal response to the Topic Launch at the beginning of a unit or ask them to summarize key pages in a book.
- use sentence frames and sentence starters to scaffold oral production throughout your small-group instruction.

**Monitor students' progress.** Avoid tracking students at fixed levels of skills and abilities. Use your observations to trace vocabulary skills after each lesson, select new books, and identify needs.

## Foundational Skills for Multilingual Learners

When working with multilingual learners, it's important to remember that students' abilities to decode or read with automaticity does not guarantee that they understand what they've read. Many multilingual learners learn to decode more quickly than they are able to comprehend. To help bring meaning into decoding tasks:

- Contextualize dictation and spelling tasks by explaining the content.
- Help students make meaning of what they write.

## Planning Instruction for Multilingual Learners

Grouping students and selecting texts appropriately can enhance small-group instruction. Consider the following suggestions when grouping students:

- Group across proficiency levels. Mix fluent speakers with developing speakers. (Remember that fluency may vary by topic.)
- Keep groups consistent across units or topics to improve workflow and build confidence.

Keep these tips in mind when selecting texts.

- ➔ Start with the Advanced Decodables texts if:
  - multilingual learners are new to reading in English.
  - multilingual learners are new to the topic.
  - you want to build students' confidence.
- ➔ Start with the Knowledge Library Books if:
  - multilingual learners are experienced readers of English.
  - multilingual learners are familiar with the topic.
  - you want to build students' interest in the topic.
- ➔ Choose books about topics in which students have shown interest.

### Fluency Routine

Fluency is defined as reading with accuracy, appropriate rate, and expressiveness. The ability to read fluently is key to building comprehension—and confidence.

You may wish to use this **Fluency Routine** to help students build reading comprehension.

1. Read aloud any text or portion of text crucial for students to understand.
2. Make sure students follow along in their own copies. Ask them to track the words with their index finger.
3. Ask students to reread the text with partners when they're doing additional work. Rereading improves fluency.

## Multilingual Learner-Friendly By Design

Here's how the Knowledge Library helps multilingual learners build knowledge and literacy.

Small-Group Instruction	Knowledge Building	Differentiated Instruction
Reduces students' anxiety	Integrates language and content	Responsive to student needs
Provides tailored instruction	Offers context and volume of reading	Offers teachers choices
Facilitates peer-to-peer learning	Offers multiple formats	Destigmatizes attention

# A Deeper Dive Into Teaching With the Knowledge Library

Each text set is aligned to a grade-level appropriate topic in one of four content areas: **Social Studies**, **Science**, **English Language Arts (ELA)**, or **Arts & Culture**. These content areas are further divided into seven subdisciplines, shown below (such as Our World: Civics & Community). These subdisciplines are shared across all grade levels, and there's a topic for each. Topics are correlated to state standards and core ELA curricula.

	Social Studies		Science		ELA		Arts & Culture
	OUR WORLD Civics & Community	YESTERDAY & TODAY History & More	LIVING THINGS Life Science	EARTH & SPACE Physical Science	GREAT STORIES Genre Study	PAGE TURNERS Literary Themes & Elements	ARTS & CULTURE Art, Sports & More
Grade K	<b>Making a Difference</b> Being a Good Citizen	<b>Sharing Family Stories</b> With Family and Friends	<b>Start With a Seed</b> How Plants Grow	<b>Push, Pull, Move It!</b> Mighty Forces	<b>Storybook Friends</b> Fascinating Folktales	<b>Getting to Know You</b> Learning From Each Other	<b>Game On!</b> Super Sports
Grade 1	<b>Neighborhood Adventures</b> Exploring Where We Live	<b>Across America</b> Landmarks and Symbols	<b>Where Animals Live</b> Animal Habitats	<b>Up in the Sky</b> The Sun, the Moon, and the Stars	<b>Follow the Clues!</b> Marvelous Mysteries	<b>Bright Ideas</b> The Power of Imagination	<b>Looking at Art</b> Arts and Crafts
Grade 2	<b>Your Voice Matters</b> Sharing Your Ideas	<b>Taking Flight</b> Amazing Air and Space Travels	<b>Features of Creatures</b> Animal Characteristics	<b>What's the World Made Of?</b> Three Forms of Matter	<b>In Imagined Worlds</b> Science Fiction	<b>Stepping Up</b> Meeting Challenges	<b>Tell Me a Story</b> Express Yourself in Writing
Grade 3	<b>Local Heroes</b> Neighbors Who've Made a Difference	<b>Celebrate and Remember</b> Holidays and Symbols in the U.S.	<b>Journey Into the Jungle</b> Life in a Tropical Rainforest	<b>Wild Weather</b> Blizzards, Hurricanes, Droughts, and More	<b>Making Art</b> Biographies of Remarkable Artists	<b>Around the Table</b> Food, Family, and Tradition	<b>This Is How We Do It</b> Daily Life Around the World
Grade 4	<b>Strength in Numbers</b> Together We Can Do It	<b>Revolution!</b> The Birth of American Democracy	<b>Super Navigators</b> Animal Migrations	<b>It's Rocket Science</b> The Mind-Boggling History of Space Exploration	<b>Road Trips</b> Stories About Travel	<b>Totally Different?</b> People are more alike than they may think.	<b>From the Ground Up</b> Architecture, Engineering, and Construction
Grade 5	<b>Eyes on the Prize</b> Leaders of the Civil Rights Movement	<b>Cities of the Dead</b> Archaeology and Ancient Civilizations	<b>Invisible Invaders</b> Germs and Infectious Disease	<b>Caring for the Planet</b> Creating a Cleaner, Greener Earth	<b>A Matter of Life and Death</b> Survival Stories	<b>Me, Myself, and I</b> Defining Identity	<b>G.O.A.T.</b> Sports Stars for the Ages

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## Using the Skills Traces to Support Planning

Each Skills Trace is an at-a-glance chart that shows the texts and skills included in the Knowledge Library Books and Advanced Decodables for each text set. It is available as a download from the Knowledge Library Teacher Hub.

Use the Skills Trace to help plan instruction, group students, or determine the order in which you would like to introduce topics and texts.

Each Skills Trace introduces the text set in a simple, visual format, with information about the Knowledge Library Books at the top of the chart and Advanced Decodables at the bottom.

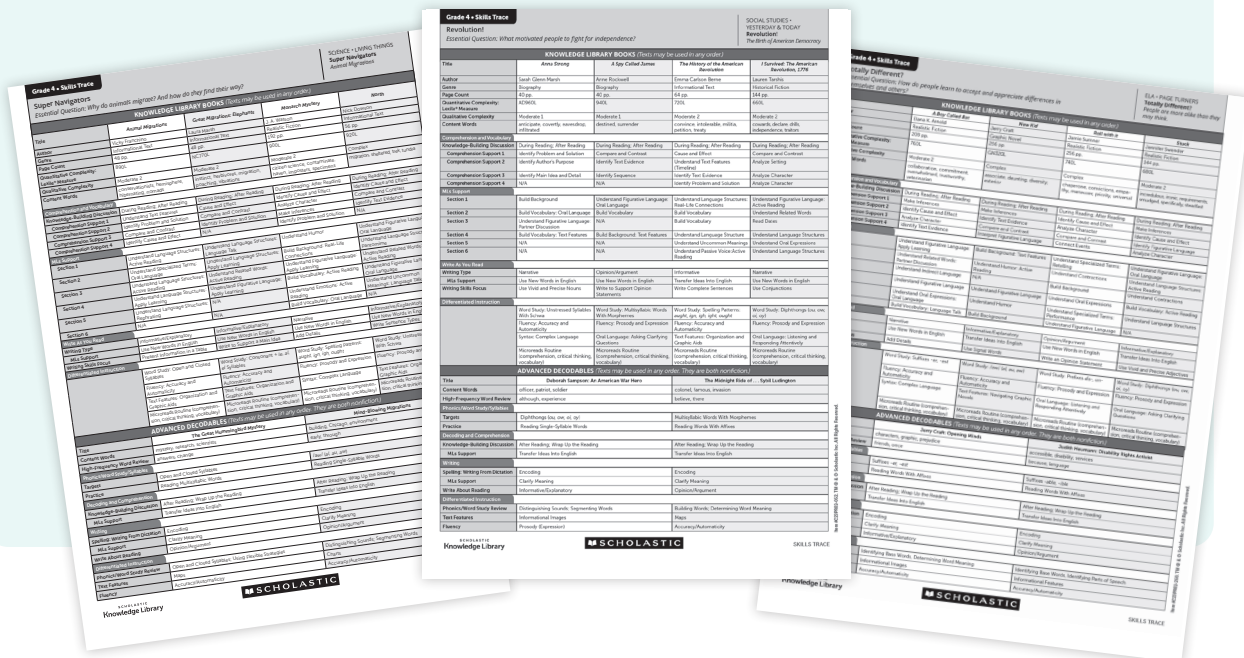
### Knowledge Library Books Section

This section includes general information about the books: title, author, genre, page count, quantitative measure, and qualitative complexity. It also lists the content words, as well information about features such as MLs Supports, Comprehension Supports, and Write About Reading.

### Advanced Decodables Section

This section includes information about the Advanced Decodables: titles, content words, and high-frequency words, as well as phonics/word study/syllables targets. It also provides information about features such as Write About Reading and Spelling: Writing From Dictation.

Both sections show the MLs Supports, as well as the options for Differentiated Instruction.



## Getting Started With the Topic Card

When starting a new topic, the **Topic Overview Card** can be used to assist with planning the topic and classroom instruction, as well as helping students develop background knowledge. You can find this card in the box for the topic.

### Teacher Card Walkthrough: Topic Overview

#### ➔ Topic Knowledge

An overview of students' learning targets and objectives for the text set

#### ➔ Topic Launch

An engaging video, photo, poster, or other media to build background knowledge and spark students' interest and curiosity. (Available on the Knowledge Library Teacher Hub.) Discussion questions are included on the Topic Card. See also the Analyzing Media Routine on the Instructional Routines Card.

#### ➔ Essential Question

Drives the exploration of and discussion about the text set

#### ➔ Topic Writing

Specific prompts are available on the Teacher Cards for each book in the topic.

#### ➔ Topic Projects

Suggestions for simple projects for students to work on as they progress through the topic

#### ➔ For Your Reference

Background information about the topic for the teacher that can also be shared with students

#### ➔ Career Connections

A career related to the text set. Allows students to make connections between their reading and the world. Available for download on the Teacher Hub.

GRADE 5 • TOPIC OVERVIEW • TEACHER CARD

### A Matter of Life and Death

**Essential Question:** *In a life-and-death struggle, what's the key to survival—supplies, character, or luck?*

**Topic Knowledge**  
Students will build knowledge about the following:

- Different ways people react to physical danger
- The importance of resilience in facing challenges
- The importance of leadership skills during survival situations
- How people stay safe during disasters
- Survival stories as a literary genre

**Topic Launch**  
Share the Topic Launch, which you can find online. Explain that the photo shows an airplane's emergency landing in the Hudson River, bordering New York City, in 2009. Everyone survived!

**Set a Purpose** Ask students to examine the photo and jot down something they notice and/or wonder about it.

**Discuss Initial Responses** Have students share observations and wonderings. You may also use these questions to support and extend discussion:

- New York City is next to the Hudson River. How might that have affected the pilot's decision to land on the river?
- What do you think the boats are doing around the plane?
- How do you think the passengers were feeling when this picture was taken? How about the pilot and crew?

**Connect to the Essential Question** Introduce the question that your class will discuss as you explore the topic: *In a life-and-death struggle, what's the key to survival—supplies, character, or luck?* Ask students to discuss their thoughts with a partner and then share with the group.

**Topic Writing**  
Students will develop skills related to writing types, such as opinion/argument, informative/explanatory, and narrative writing, with tasks at a range of difficulty.

**Topic Projects**  
You may wish to preview topic projects with students and encourage them to gather applicable text evidence as they progress through the topic.

1. Write tips for how to survive a disaster (such as a fire, being lost at sea, etc.).
2. Design a survival kit. Include directions telling why you included each item and how to use it.
3. Write the dramatic beginning to a survival story, focusing on the moment danger arises (such as a plane crashes, a ship is wrecked, a grizzly bear appears on a trail, etc.).

GREAT STORIES  
**A Matter of Life and Death**  
Survival Stories

**For Your Reference**  
**SURVIVAL STORIES** The books in this topic are all stories about surviving life-threatening natural encounters or disasters. Two are nonfiction; two are fiction. But whether true or fictionalized, survival stories share some traits that are worth pointing out because they are the basic building blocks of story structure, no matter the genre.

- **Inciting Incident** Near the beginning, something happens that throws the lives of the characters out of balance: a shipwreck, a plane crash, a wrong turn on a forest trail.
- **Dramatic Question** The inciting incident poses a challenge. In survival stories it's the most basic question of all: Will the characters survive or die?
- **Conflict** In the attempt to solve their problem, the characters run into obstacles, typically posed by the natural environment: freezing cold, lack of food, grizzly bears, or worse!
- **Rising Action** Usually, as the characters face obstacle after obstacle, the stakes rise: hypothermia sets in; they begin to starve; the water rises.
- **Climax** Finally, the dramatic question is answered: the rescue ship arrives; the kids are carried from the cave; the lost hiker emerges from the woods. Or not.

**Career Connections**  
See resources online.

Topic Overview Card, front

## ➔ Topic Texts: Books

Provides information about each **Knowledge Library Book** in the text set. Includes Text Complexity information.

## ➔ Topic Texts: Advanced Decodables

Titles of each card, along with targeted sound-spellings, syllable-types, or morphemes

## ➔ On the Platform: Assessments

Suggestions for activities and formative assessments to help monitor students' comprehension. **Show What You Know**, **Word Study Skills Check-Ins**, and **Phonics and Word Study Surveys** are available on the Teacher Hub.

## ➔ Topic Wrap-Up

Ideas for culminating the topic, including **Knowledge Notes** (available on the Teacher Hub), discussion about the **Essential Question**, and **Topic Projects**.

**Topic Texts: A Matter of Life and Death**  
Choose among these books and Advanced Decodables for differentiated small-group instruction. Teacher Cards are available for all texts.

BOOKS	ADVANCED DECODABLES
<p><b><i>I Survived: The Attack of the Grizzlies, 1967</i></b> by Lauren Tarshis   144 pp.   Historical Fiction Follow a family who visits Glacier National Park for their yearly trip. Melody is an 11-year-old who experiences something different on this trip—a grizzly bear!</p> <p><b>Text Complexity:</b> Lexile® Measure: 560L   Qualitative: Complex <b>Text Structure:</b> Organization contains many time shifts and storylines <b>Language Features:</b> Text contains considerable figurative/vernacular language and unusual syntax <b>Meaning:</b> Includes numerous themes that are hard to identify <b>Knowledge Demands:</b> Assumes some background knowledge <b>Length:</b> Text requires stamina</p>	<p><b><i>Lost in the Antarctic: The Doomed Voyage of the Endurance</i></b> by Tod Olson   224 pp.   Narrative Nonfiction In 1915, the crew of a ship called <i>Endurance</i> set off to be the first to cross the continent of Antarctica. But they got stuck in the ice, and then faced a new goal—to survive!</p> <p><b>Text Complexity:</b> Lexile® Measure: 930L   Qualitative: Complex <b>Text Structure:</b> Connections between events are complex <b>Language Features:</b> Includes significant subject-specific vocabulary <b>Purpose:</b> Includes numerous purposes to explore <b>Knowledge Demands:</b> Assumes considerable content-area knowledge <b>Length:</b> Text requires stamina</p>
<p><b><i>Survival Scout: Lost in the Mountains</i></b> by Maxwell Eaton III   144 pp.   Graphic Novel When Scout finds herself alone in the mountains on a backpacking trip, she doesn't panic. Why? Because she has amazing survival skills! Learn from Scout as she figures out how to survive.</p> <p><b>Text Complexity:</b> Lexile® Measure: GNSBOL   Qualitative: Moderate 2 <b>Text Structure:</b> Graphics are essential to understanding <b>Language Features:</b> Text contains some figurative and vernacular language <b>Meaning:</b> Includes numerous themes to explore <b>Knowledge Demands:</b> Assumes some background knowledge <b>Format:</b> Format is sometimes unusual</p>	<p><b><i>Titan and the Wild Boars: The True Cove Rescue of the Thai Soccer Team</i></b> by Susan Hood and Pathana Somnirhan   48 pp.   Informational Text A boys' soccer team gets lost in a cave—with water rising around them. Here's the true story of their daring rescue.</p> <p><b>Text Complexity:</b> Lexile® Measure: 830L   Qualitative: Complex <b>Text Structure:</b> Graphics are essential to content understanding <b>Language Features:</b> Includes significant subject-specific technical vocabulary <b>Purpose:</b> Includes numerous purposes to explore <b>Knowledge Demands:</b> Assumes considerable content-area knowledge <b>Format:</b> Format is unusual and complex</p>
<p><b><i>Escape From the Amazon</i></b> Julian Koeppke survived a plane crash. But would she survive being lost alone in the Amazon rainforest? Here's her true story. <b>Target:</b> -Controlled Vowels (ar, er, ir, or, ur, ur)</p>	<p><b><i>33 Chilean Miners: Trapped Underground</i></b> In this true story, 33 miners had been trapped in a collapsed mine for days—and food and water were running out. <b>Target:</b> Consonant + le, al, el Syllables</p>

**Reader and Task** When selecting texts, teachers will also consider students' interests and abilities and how the text is accessed (read aloud, independently, or in pairs), as well as the differentiated support to be provided.

**On the Platform: Assessment**  
These short assessments are available online:  
• **Show What You Know:** Available for each book.  
• **Word Study Check-In:** Access at the end of the topic.

**Topic Wrap-Up**  
• **Knowledge Notes:** Ask students to review and update their Knowledge Notes and share them with friends and/or families.  
• **Essential Question:** Ask students how their thinking has evolved.  
• **Topic Projects:** See front of the card.

Scholastic Knowledge Library

TOPIC OVERVIEW • TEACHER CARD

Topic Overview Card, back

## Suggested Strategy for Launching a Topic

You may wish to follow these steps to launch a topic.

- Read aloud the **Topic Knowledge** objectives to students.
- Share the **Topic Launch media**, available on the Knowledge Library Teacher Hub.
- Discuss the Topic Launch media using the questions provided on the Topic Card. You may also use the **Analyzing Media Routine**, available on the Instructional Routines card, to help students view media critically and for academic purposes.
- Introduce the **Essential Question** and ask students for their initial thoughts.

Please note that if many students will be reading the same topic, you may wish to launch the topic during whole-group instruction.

## Small-Group Instruction With Knowledge Library Books

Each Knowledge Library topic includes four books, with accompanying Teacher Cards to help you guide instruction and discussion—and provide differentiated instruction. You can find this card in the box for the topic.

### Teacher Card Walkthrough: Knowledge Library Book

#### ➔ Content Area and Topic

Identifies the focus of the text set

#### ➔ Before Reading

Provides guidance for engaging students, connects the text to the topic's Essential Question, and introduces key content vocabulary

#### ➔ On the Platform

Resources available on the Knowledge Library Teacher Hub

#### ➔ During Reading

Discussion questions to help build comprehension, including the following question types:

- **Big Ideas** Ensures that readers are understanding the text
- **Vocabulary** Discusses new words in the context of the text
- **Deep Thinking** Asks students to synthesize information across a text
- **Reflect** Text-to-self connections

During Reading also includes **Hints**, quick tips for the teacher; and **Don't Miss**, notable aspects of the text, such as text features, to share with students.

#### ➔ MLs Supports

Strategies to make challenging text accessible to multilingual learners (MLs) and to help them build knowledge and language skills

#### ➔ Comprehension Supports

Strategies to help you support students with specific discussion questions

GRADE 5 • KNOWLEDGE LIBRARY BOOK • TEACHER CARD

**Survival Scout: Lost in the Mountains**  
by Maxwell Eaton III | 144 pages | Graphic Novel

When Scout finds herself alone in the mountains, she doesn't panic. She assesses the situation, takes inventory of what's in her backpack, and stays positive. Learn from Scout as she makes tough decisions that keep her safe.

**Text Complexity**  
Lexile® Measure: GN580L | Qualitative: Moderate 2

**Complexity**  
Complex: 2  
Moderate: 2  
Moderate: 1  
Basic: 1

**GREAT STORIES**  
**A Matter of Life and Death**  
Survival Stories

**Essential Question**  
In a life-and-death struggle, what's the key to survival—supplies, character, luck?

**Before Reading**

**Book Hook** Read aloud the warning at the bottom of the title page. Ask: *How does this warning make you feel about reading the book? Excited? A little anxious? Something else? Explain.*

**Preview Content Vocabulary** Let students know they'll be encountering these words as they read.

- **preparation** (noun) the act or process of getting ready
- **hypothermia** (noun) a condition in which a person's body temperature drops dangerously below normal
- **method** (noun) process or plan for doing something

**Options for Accessing the Text** This book may be shared with all students. Choose the option that works best for the needs of students in each small group.

- **Individual/Partners:** Students read independently or with partners and then discuss the book in small groups. Use the During Reading questions to guide discussion.
- **Teacher-Supported:** Read aloud together with students who benefit from extra support, using the During Reading questions for discussion.

**During Reading: Build Comprehension and Vocabulary**  
The book may be discussed in sections. As you and your students read a section, use the accompanying questions to drive discussion.

**Section 1: pp. 1–15**

**Big Ideas** After page 3: *What is Scout doing, and with whom? How does the person with her describe himself?*

**Vocabulary** On page 15, it says the most important possessions Scout has are "knowledge, preparation, and a positive state of mind." How do pages 12 and 13 show Scout's preparation?

**Deep Thinking** After page 15: *Scout has a problem—she's alone (except for a friendly skunk) and lost in the mountains. How does Scout start to solve this problem?*

**Don't Miss!** The skunk who provides Scout with jokes and companionship. On page 14, it refers to itself as a *mephitis*, which is the scientific name for a skunk.

**Hint** If necessary, clarify some items on pages 12 and 13. Explain *headlamp* (a light that you can wear on your head), *toiletries* (items such as toilet paper, soap, and a toothbrush), "fire steel and striker" (tools for starting a fire), and "bear-proof canister" (a food container that a bear cannot open). Why might a headlamp be useful for Scout?

**Instructional Options** p. 4: Word Study, Fluency, Text Features, Supported Reading

**Section 2: pp. 16–37**

**Big Ideas** After page 16: *What is Scout's first priority, and why?*

**Hint** Provide a sentence frame to help students express their ideas: *Scout's first priority is \_\_\_\_\_ because \_\_\_\_\_.*

**On the Platform**

- 16 **Knowledge Notes** Download one per topic per student for observations about the topic.
- 18 **Read With Purpose** Use one per student with each section of During Reading. These organizers guide students' note-taking and preparation for discussion.
- 20 **Show What You Know** Check students' comprehension of this book.
- 22 **Suggested Answers** for questions are included online.

**Comprehension Support: Identify Problem and Solution**

**Introduce** The big problem in this story is that Scout is lost in the mountains. Let's look at the first steps she takes toward solving this problem.

**Show** On pages 10 and 11, Scout analyzes her situation from different angles, thinking about factors like the weather and when she's expected home. On pages 12 and 13, she identifies what supplies she has.

**Try It!** What does Scout do on pages 14 and 15 to start solving her problem? Have students return to the text and then share their findings. (She identifies what she doesn't have, and then looks around and finds useful items her brother dropped.)

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KNOWLEDGE LIBRARY BOOK • TEACHER CARD

Knowledge Library Book Card, page 1



## Write as You Read

Writing activity for the book with specific prompts for most sections, a revision activity based on content presented in the Skills Focus box, a grammar tip, and a quick MLs reminder

## Skills Focus

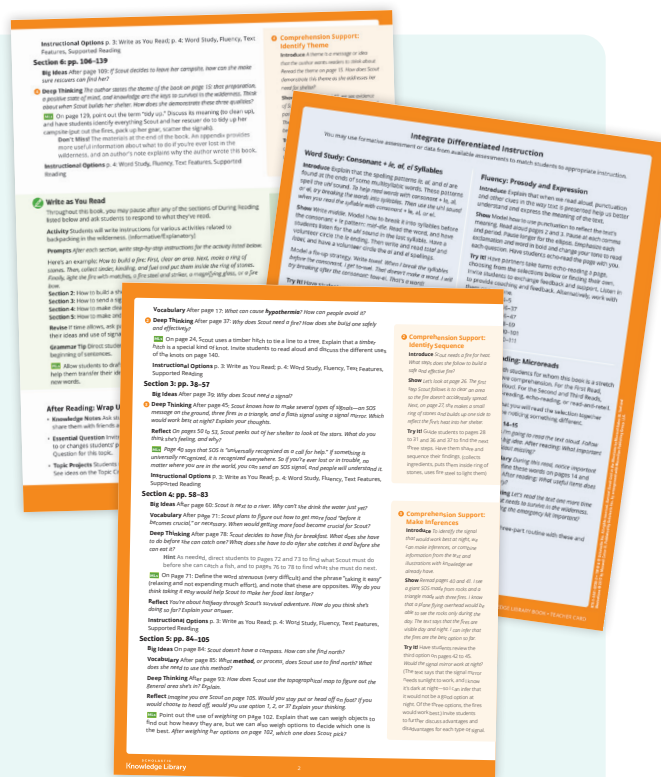
Features a skill that can be authentically incorporated into the writing task. The instruction follows a gradual-release model, with an introduction to the skill, followed by examples and student practice.

## After Reading

Activities that help students reflect on the text and connect it to the topic.

## Integrate Differentiated Instruction

Guidance for supporting specific student needs in the areas of Word Study; Fluency; Syntax, Text Features, or Oral Language; and Microreads. Refer to the section labels to find targeted practice.



Knowledge Library Book Card, pages 2–4

## Suggested Tips to Support Instruction

Along with the suggested instruction provided on each card, you may wish to incorporate the following tips into your small-group instruction.

### Prior to getting started:

- From the Knowledge Library Teacher Hub, print the **Read With Purpose, Knowledge Notes**, and **Show What You Know** resources, and make a copy for each student in the group, as well as a copy for yourself.
- Review the **Hints, MLs Supports**, and **Comprehension Supports** on your Teacher Card to find out about additional supports available as you teach.
- Review the options for **Differentiated Instruction** to prepare for further differentiation as you teach.
- Supplement your **Before Reading** instruction with information from **For Your Reference** on the Topic Card.

### During reading:

- As you distribute the books, keep a copy for yourself for read alouds or to lead discussion.
- When previewing the Content Vocabulary, you may wish to use the Pre-Teaching Vocabulary Routine on the Instructional Routines Card.
- Preview the **Write as You Read** prompts with students to ensure that they understand it and then think about it as they read.

### After reading:

- Write or project the **Essential Question** for students, and guide them to discuss how the text relates to the question. Has their reading changed their perspective on the question?
- Preview the **Knowledge Notes** to make sure students understand how it is organized and what their task is. Provide guidance to help them complete it as needed.
- Administer the **Show What You Know** assessment.

## Small-Group Instruction With Advanced Decodables

Each Knowledge Library topic includes two Advanced Decodables, short articles that highlight targeted elements, so that students build knowledge as they review sound-spellings, syllable types, and word study skills. Each Advanced Decodable is accompanied by a Teacher Card, which you can find in the box for the topic.

The Advanced Decodables can be used for small-group instruction or as independent reading resources, depending on your students' current mastery of the skills target on each card.

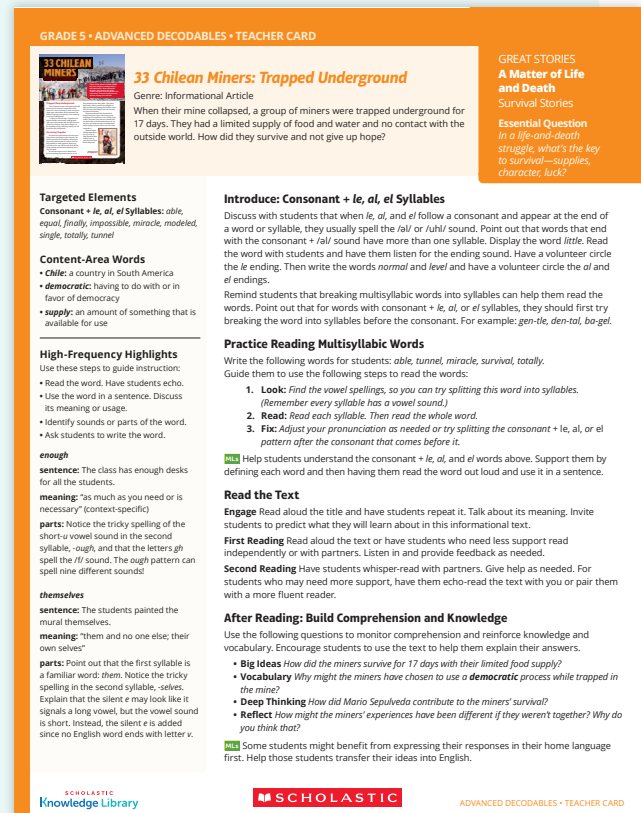
Use the Knowledge Library Word Study Survey to assess students' skills and needs. After determining targeted elements that students need help with, teach cards with those skills in a small group. You may then choose to have students read other cards independently.

Skills targets for each Advanced Decodable can be found on the corresponding Topic Card, as well as on the Phonics and Word Study Skill Maps starting on page 15.

Refer to your Advanced Decodables Teacher Card for instruction on how to introduce skills, manage the reading, lead discussion, and administer the follow-up writing, Wrap-Up, and Differentiated Instruction activities.

### Teacher Card Walkthrough: Advanced Decodables

- ➔ **Content Area and Topic**  
Identifies the content-area focus of the text
- ➔ **Introduce the Targeted Element**  
Step-by-step instructions for teaching the target element
- ➔ **Targeted Elements**  
Quick reference to phonics and word study targets, exemplar words, and content-area words in the text
- ➔ **High-Frequency Highlights**  
Guidance for introducing or reviewing featured high-frequency words in the text, which are essential for older students
- ➔ **Practice Reading**  
Routine with instruction and modeling that students can follow to read words with one or more of the text's targeted elements
- ➔ **Read the Text**  
Recommended steps for engaging students before reading and a process for a first and second reading
- ➔ **After Reading**  
Open-ended questions to guide discussion of the text and build students' comprehension



Advanced Decodables Teacher Card, front

## ➔ Writing From Dictation

Sentences made up of decodable and high-frequency words to reinforce learning through encoding

## ➔ Write About Reading

Prompts to engage students in writing in response to the text as they think more deeply about the content and knowledge gained

## ➔ Focus on Differentiated Instruction

Options for meeting students' specific needs, including targeted review in phonics and word study as well as support for building fluency and navigating text features

### Spelling: Writing From Dictation

Have students write these sentences with words with consonant + *le*, *ol*, and *el* syllables and familiar high-frequency words. You may want to model the writing.

*The miners used the headlights of their trucks to light up the tunnel. After 17 days, the rescuers were finally able to find the miners.*

**Meaning informs spelling.** To help students understand each sentence before they write it: read it out loud, have students read it with you, and discuss the meanings of concrete words or phrases.

### Write About Reading

Invite students to respond to this prompt. Guide them to use writing skills and strategies they've been working on.

- Imagine you are a family member of one of the miners trapped in the mine. Write about how you feel during the 17 days the miners are trapped underground. (Narrative)

### Wrap Up the Reading

- Essential Question:** Discuss how this text helps shape students' perspectives on the Essential Question for this topic. Invite pairs or small groups to discuss how the text adds to or changes their perspectives from prior discussions of this question. Ask students to record individual responses.
- Knowledge Notes:** Ask students to review and update their Knowledge Notes.

### Focus on Differentiated Instruction

You may use your observations, formative assessment, or data from available assessments to match students to appropriate instruction. If you're working with multilingual learners, you may want to prioritize the top boxes.

#### Review: Syllable Division

**Introduce** Point out that words with the consonant + *le*, *ol*, and *el* patterns have more than one syllable. When you see a word with consonant + *le*, *ol*, or *el*, try breaking it into syllables before the consonant. Then read the word syllable by syllable. Use the /uh/ sound for any syllables with *le*, *ol*, or *el*.

**Show** Write title. Model breaking it into syllables before the consonant + *le* pattern: *ti-tle*. Read the word, asking students to listen for the ending sounds. Have a student circle the *le* ending. Repeat with *oval* (o-val) and *funnel* (fun-nel).

Model a fix-up strategy. Write the word *towel* and model breaking it into syllables. When I break this word before the consonant, I get to-wel. That doesn't make a word. I will try breaking it after the consonant: tow-el. That's a word!

**Try It!** Have students separate these words into syllables, asking them to write and read each word aloud: *final*, *tremble*, *channel*, *sandal*, *model*, *stable*. (fi-nal, trem-ble, chan-nel, san-dal, mod-el, sta-ble)

#### Text Features: Subheadings

**Introduce** Explain that subheadings are words written as a title above a section of a text. Subheadings separate the text into sections and tell what each section is about.

**Show** Point to the subheading "Trapped Deep Underground" and read it aloud. Identify the characteristics of a subheading. Subheadings are usually bigger than the text around them and are sometimes in another color. They summarize the main idea of the section so readers can quickly get a sense of what the section is about. This subheading tells me that the section is about people trapped underground.

**Try It!** Ask students to identify other subheadings in the text. Have them read aloud each subheading and discuss how it summarizes the section. Provide support as needed.

#### Review: Spelling

**Introduce** Review that syllables that end with consonant + *le*, *ol*, and *el* all have the same ending sound, *uh*. So there are three ways to spell the same sound. That makes spelling tricky. Explain that students need to read and write the words repeatedly to remember their spellings.

**Show** Say the word *stumble*. Model spelling the word one syllable at a time: *stum-ble*. Repeat with the words *normal* and *label*. Point out that if students are not sure if they have spelled a word correctly, they can use a dictionary to check.

**Try It!** Dictate the following words for students to write: *local*, *trawl*, *scramble*, *channel*, *simple*, *mural*. Have students repeat each word and then spell it one syllable at a time. Then write the words so students can self-correct.

#### Fluency: Prosody (Expression)

**Introduce** Remind students to pay attention to punctuation as they read aloud. The punctuation helps them better understand and express the meaning of the text when they read.

**Show** Read the first paragraph of "Trapped Deep Underground." Raise your voice at the word in all capitals, read the exclamation with strong emphasis, and stop at each period. Have students echo-read the paragraph with you.

**Try It!** Have students read the section "A Miner Miracle." Work with the group to pause at the commas, stop at the periods, and emphasize the exclamations. Provide reminders and coaching as needed.

Knowledge Library

ADVANCED DECODABLES • TEACHER CARD

Advanced Decodables Teacher Card, back

## Suggested Tips to Support Instruction

Along with the suggested instruction provided on each card, you may wish to incorporate the following tips into your small-group instruction.

### Prior to getting started:

- From the Knowledge Library Teacher Hub, print the **Knowledge Notes**, and make a copy for each student in the group, as well as a copy for yourself.
- Review the options for **Differentiated Instruction** on the back of your card to find out about additional supports available to you as you teach.

### During reading:

- As you distribute the cards, make sure you have a copy for yourself.
- When previewing the Content Vocabulary, you may wish to use the Pre-Teaching Vocabulary Routine available on the Instructional Routines Card.

### During Writing From Dictation:

- For ease of instruction, use the Mini-Dictation Routine available on your Instructional Routines Card.
- If students struggle, model spelling a challenging word by breaking it into its sounds or syllables and writing them on the board. Students should copy what you've written. Then erase the board and have students try writing the words from dictation. Help students with the spelling of any unfamiliar high-frequency or irregularly spelled words.

### After reading:

- Write or project the **Essential Question** for students, and guide them to discuss how the text relates to the question. Has their reading changed their perspective on the question?
- Preview the **Knowledge Notes** to make sure students understand how it is organized and what their task is. Provide guidance to help them complete it as needed.

# Making Real-Life Applications With Career Connections

Each Knowledge Library topic includes a Career Connections Card. Available on the Knowledge Library Teacher Hub, this card features information about a career that aligns with the selected topic. This optional resource is designed to introduce and build awareness about specific careers, pique students' curiosity about the work people do, and help them understand real-life applications of the topics they are exploring in the Knowledge Library.

## Student Card Walkthrough: Career Connections

### ➔ Help Wanted!

An engaging introduction to the career

### ➔ Job Description

A student-friendly explanation of the main responsibilities of the career or job

### ➔ Workplace

A description of where people who do this job might work

### ➔ On the Job

A spotlight on one unique and memorable aspect of the career

### ➔ Fact File

An interesting or surprising fact about the field

### ➔ Words to Know

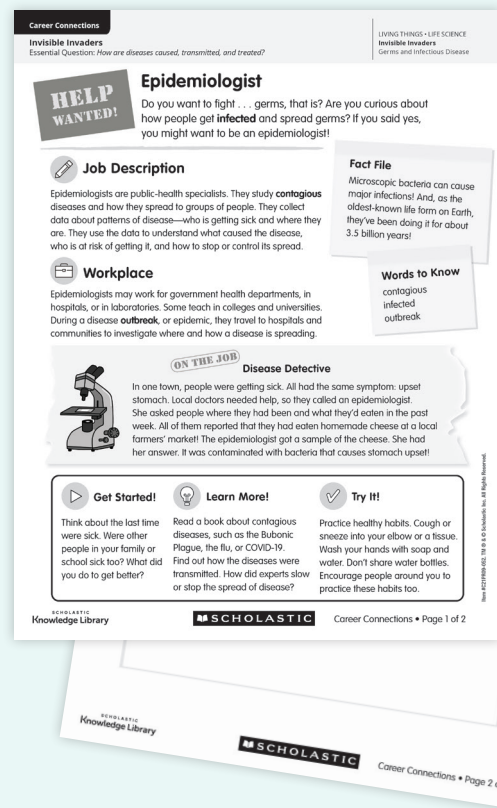
Key content-area vocabulary words that students are likely familiar with, in new contexts

### ➔ Get Started! Learn More! Try It!

Three ways students can begin to explore a career and build knowledge and skills related to it

### ➔ Activity

Career Connections activities provide fun, engaging opportunities for students to practice career-related skills. After you introduce the activity and read through it with students, they may complete it independently, with partners, or in teams, while you are engaged in small-group instruction.



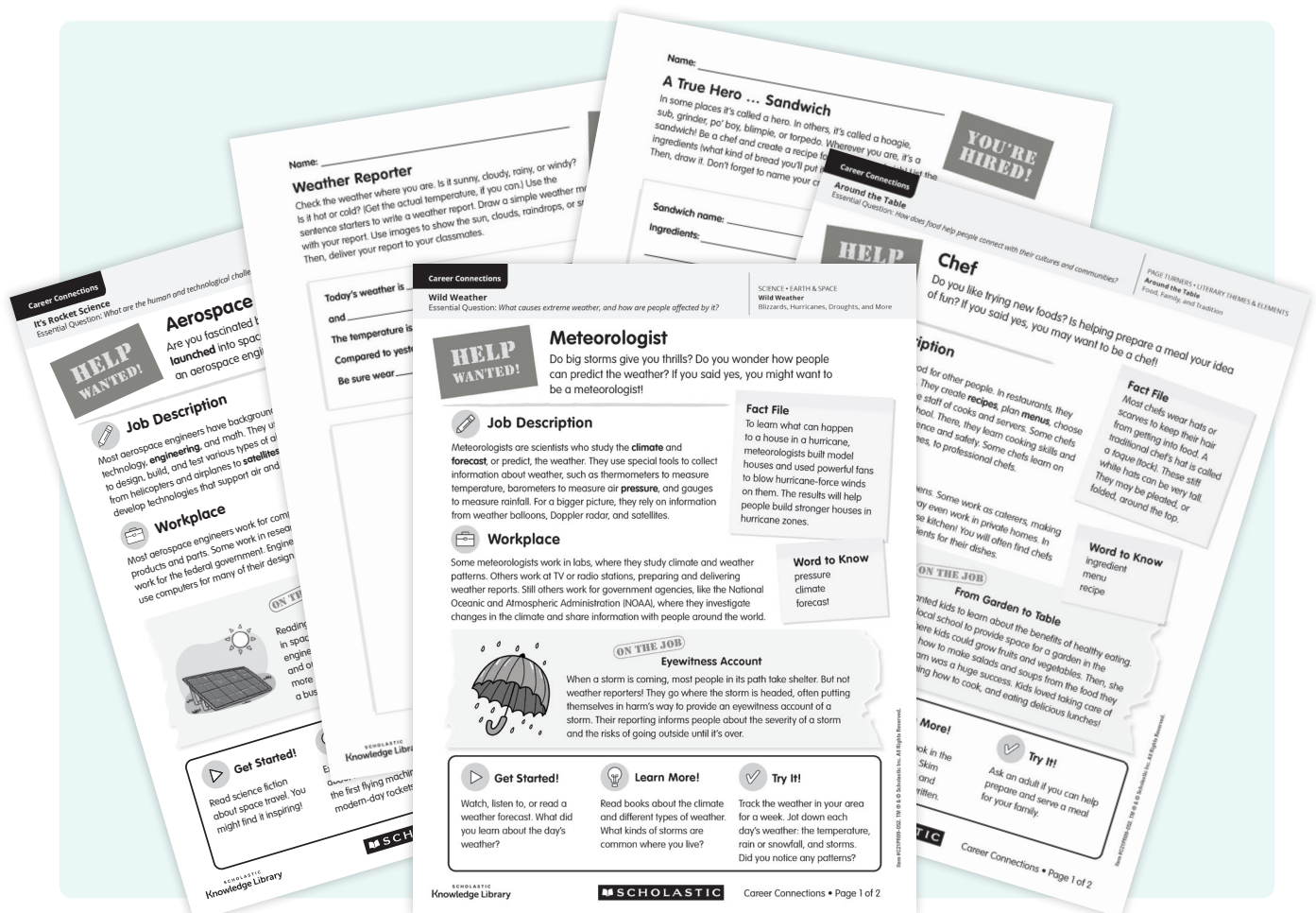


## Getting Started With Career Connections

- **Getting Started** Career Connections Cards can be used flexibly in your classroom. You might wish to create a learning center focused on career connections for each topic that includes career-related photos and information.
- **Build Background** At the beginning of the school year, explain that *jobs*, *careers*, and *occupations* are all words that describe the work that people do to earn money. Point out that by reading the Career Connections Cards and completing the activities, students will learn about some of the careers people do that are related to the topics you will explore together.

As you introduce the cards, remind students that some of the careers will be familiar, while others are new to them. Ask students to think about what jobs they may want to consider in the future.

- **Model a Career Connections Card** Distribute and/or project a Career Connections Card for students. Read through the card aloud and model how to do the related activity.



## Assessing Learning in the Knowledge Library

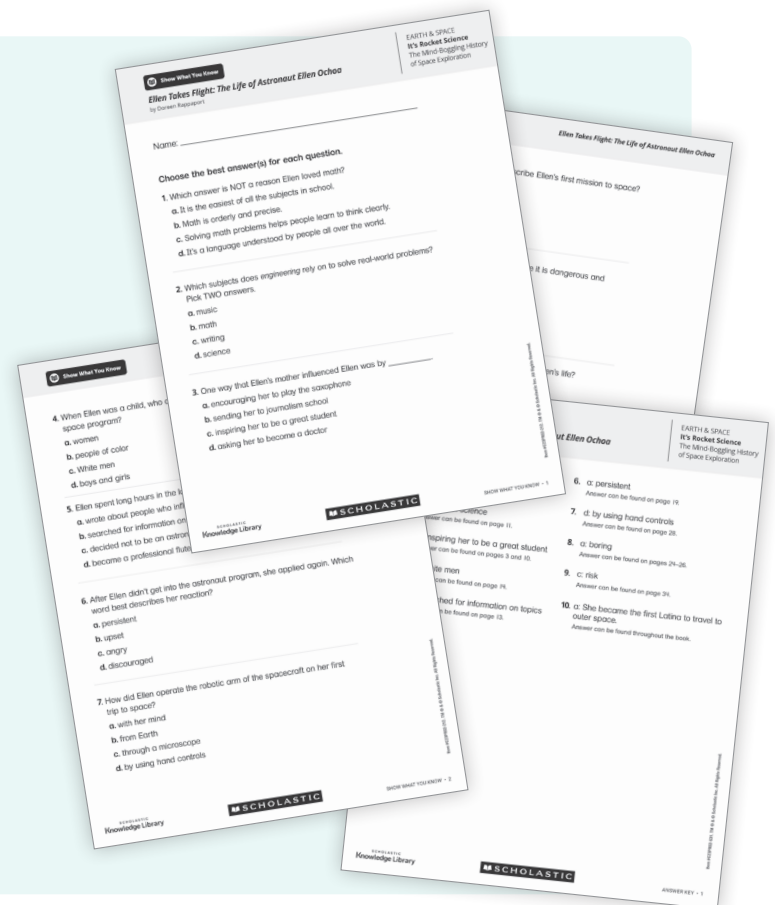
As you and your students progress through the Knowledge Library topics, you will continue your usual formal and informal formative assessments. In addition, you may also want to incorporate these Knowledge Library resources.

### Show What You Know Assessments

**Show What You Know** activities are short, multiple-choice assessments that accompany each book and are designed to check for students' understanding. Each assessment includes 10 multiple-choice questions and a writing prompt.

#### How to Administer Show What You Know

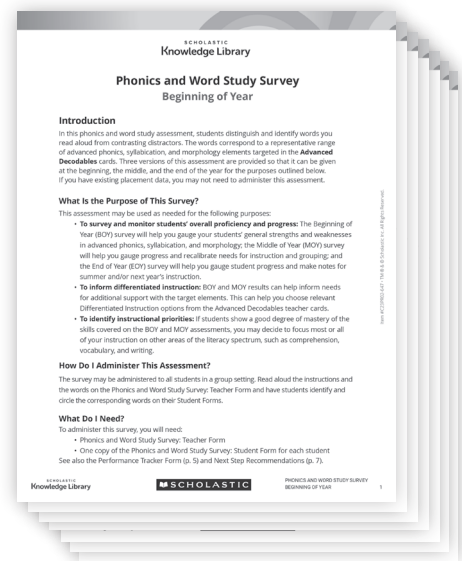
1. On the Knowledge Library Teacher Hub, navigate to the book you've selected. You'll find a link to the corresponding Show What You Know and Answer Key. Alternately, find Assessments on the top navigation bar, select your grade and Show What You Know. Then navigate to the Show What You Know and Answer Key for your book.
2. Download and print a copy of the Show What You Know for each student—and the Answer Key for yourself. (Depending on students' skills, you may wish to read questions aloud.)
3. Use the Answer Key to review students' work. You may wish to revisit missed questions with students, using the page references provided.
4. Use the Writing Rubrics to assess students' writing.



## Word Study Check-Ins

The Knowledge Library Teacher Hub includes a Word Study Check-In to be used with the Advanced Decodables in each topic. In these informal assessments, students read lists of words that include examples of the phonics, syllabication, and/or morphology elements targeted in the Advanced Decodables Cards. This assessment may be used for these purposes:

- **To check student readiness:** Use this assessment **before** students begin reading an Advanced Decodables Card to determine the level of instruction and support they need.
- **To check for student success:** Use this assessment **after** a student completes an Advanced Decodables Card to determine whether he or she has mastered the targets—or whether further instruction and support are needed.



### How to Administer the Word Study Check-Ins

1. On the Knowledge Library Teacher Hub, find Assessments on the top navigation bar, select your grade and Word Study Check-Ins, and then navigate to the topic.
2. Download and print a copy of the Word Study Check-In for the selected Advanced Decodables Card for each of your students.
3. Administer the Word Study Check-Ins one-on-one or in a small group setting. Instructions are provided on each Word Study Check-In. Students will read aloud the list of words on the Student Form as you follow along, making notes in the Performance Tracker. Each Check-In also includes recommendations for next steps.

## Phonics and Word Study Surveys

The Teacher Hub includes three Phonics and Word Study Surveys—for the beginning, middle, and end of the year. In these assessments, students listen as you read aloud lists of words—and identify the target words among distractors. These target words correspond to a range of advanced phonics, syllabication, and morphology elements in the Advanced Decodables Cards. (If you have existing placement data, you may choose not to administer this assessment.) This assessment may be used to:

- **Inform Choice of Instructional Options:** Use assessment to guide selection of the options for Differentiated Instruction on the Advanced Decodables Teacher Card.
- **Identify Instructional Priorities:** Identify whether a targeted focus on word study is needed, or if the student should focus on other areas of literacy, such as comprehension, vocabulary, and writing.

### How to Administer the Phonics and Word Study Surveys

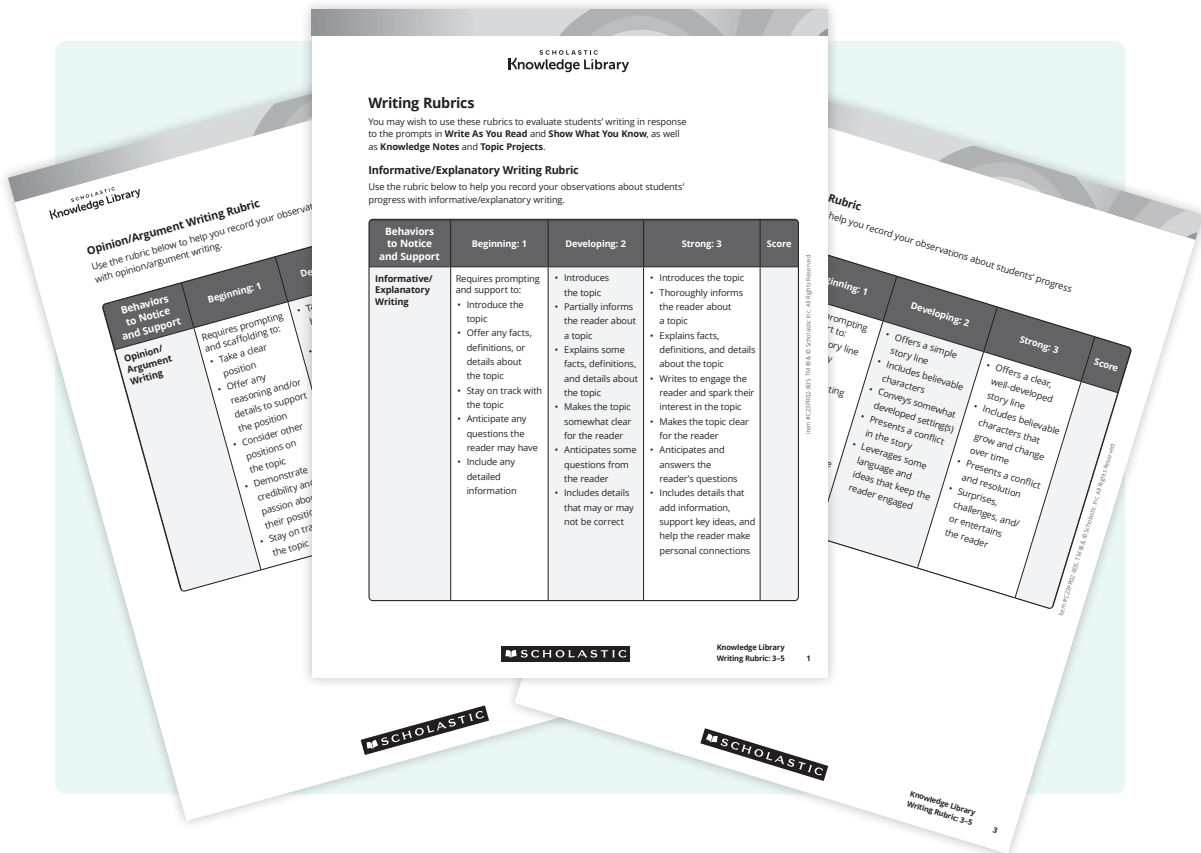
1. On the Knowledge Library Teacher Hub, find Assessments on the top navigation bar, select your grade and Phonics and Word Study Surveys, and then navigate to the desired time of year.
2. Download and print a copy of the Phonics and Word Study Survey for each student.
3. The Phonics and Word Study Survey may be administered in a group setting. Instructions are provided on each survey. You will read aloud each word on the survey, and students will circle the correct word on the Student Form.

## Writing Rubrics

You may wish to use these rubrics to evaluate students' writing in response to the prompts in Write as You Read and/or Show What You Know.

### How to Use the Writing Rubrics

1. On the Knowledge Library Teacher Hub, find Assessments on the top navigation bar. Select your grade, Additional Assessment Tools, and then Writing Rubrics, Grades 3–5.
2. Select the type of writing you're evaluating—Informative/Explanatory, Opinion/Argument, or Narrative—and use the rubric to record your observations about students' writing.



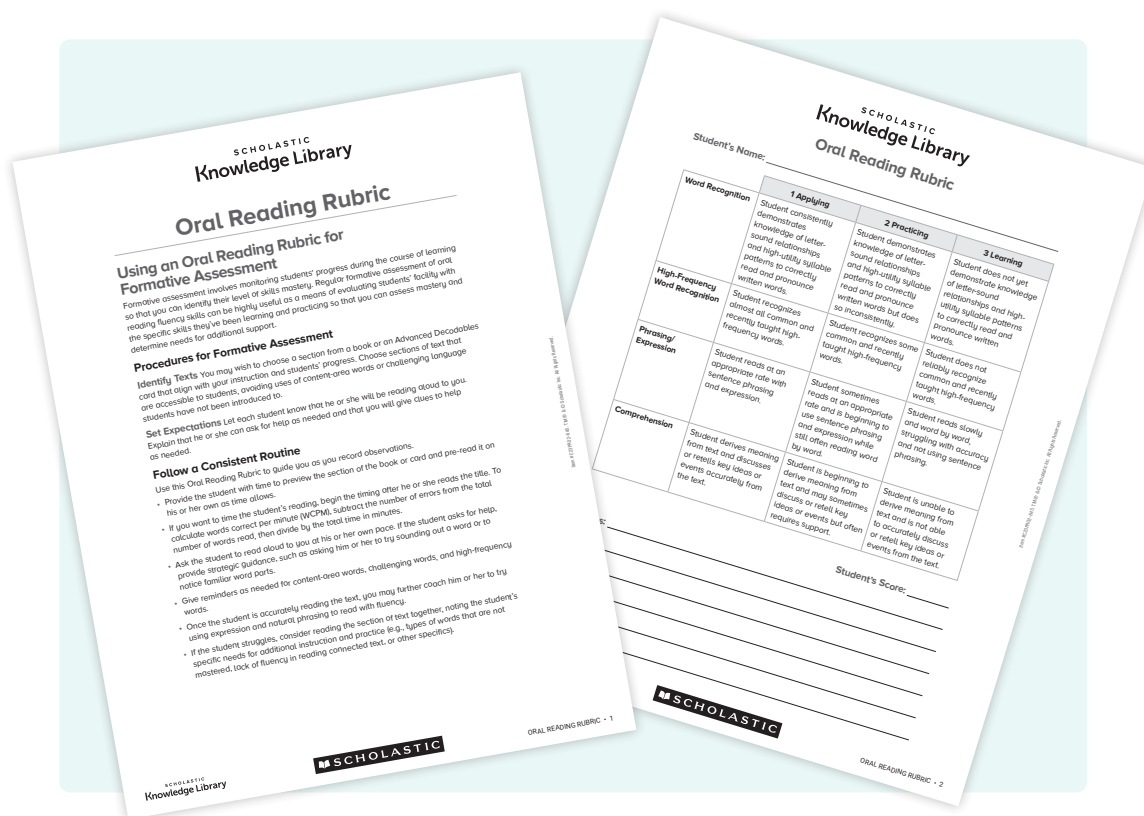


## Oral Reading Rubric

You may wish to use this rubric to monitor students' progress and informally assess their accuracy in word recognition, fluency and expression, and general understanding of the text. Regular formative assessment of oral reading fluency skills can be helpful as a means of evaluating a student's facility with specific skills so that you can assess mastery and determine the need for additional support.

### How to Use the Oral Reading Rubric

1. On the Knowledge Library Teacher Hub, find Assessments on the top navigation bar. Select your grade, Additional Assessment Tools, and then Oral Reading Rubric, Grades 3–5.
2. Choose sections of a text that are accessible to students, avoiding challenging language that has not been introduced.
3. Use the rubric to record your observations about a student's oral reading progress.

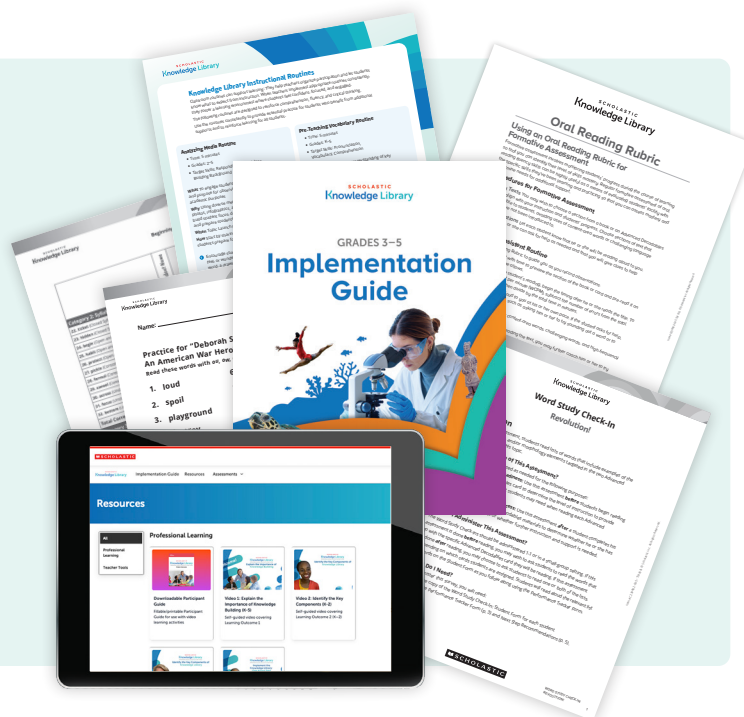


## Knowledge Library Teacher Hub

On the Knowledge Library Teacher Hub, accessed through the Scholastic Education Platform, educators can find all the digital components of the Knowledge Library. Resources are available for the overall Knowledge Library, for each topic, for each book, and for each Advanced Decodables Card.

### Knowledge Library Grades 3–5 Resources

- Knowledge Library Implementation Guide
- Knowledge Library Instructional Routines Card
- Professional Learning Videos and Participant Guide
- Word Study Check-Ins
- Phonics and Word Study Surveys
- Writing Rubrics
- Oral Reading Fluency Rubric



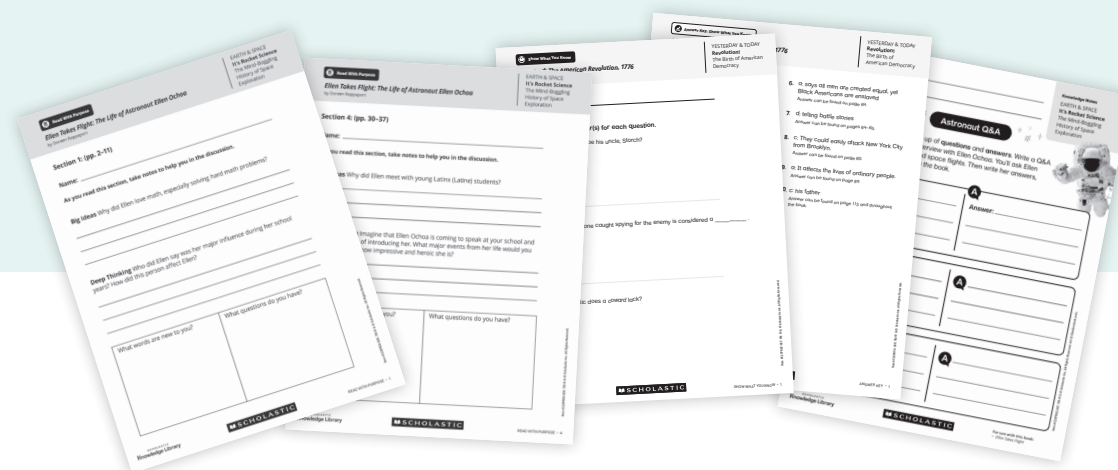
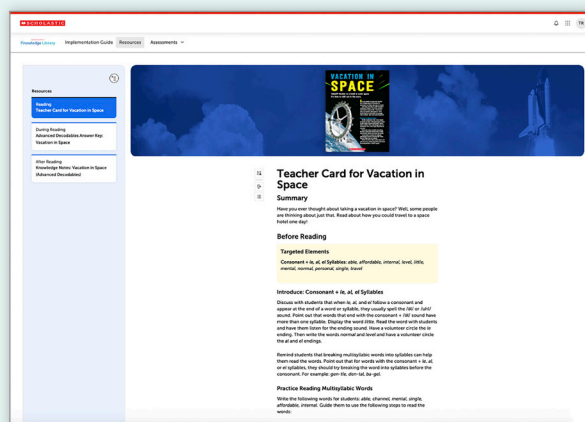
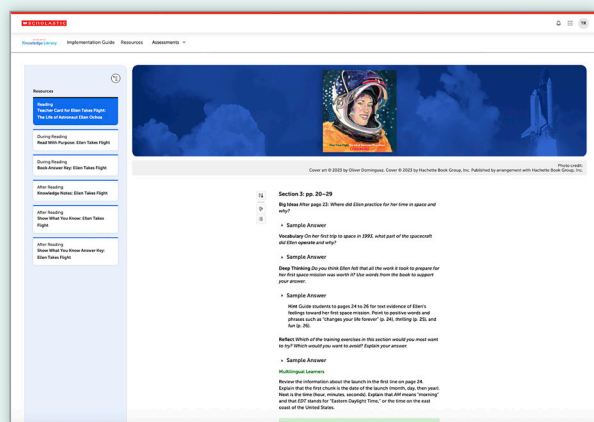
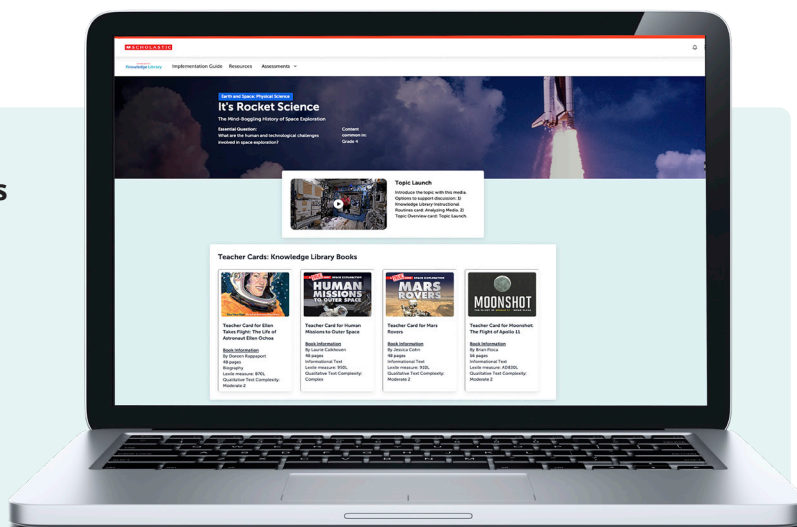
### Topic Resources

- Topic Launch Media
- Skills Traces
- Career Connections



## For the Books and Advanced Decodables

- Book Teacher Cards plus Answers
- Advanced Decodables Teacher Cards plus sample answers to discussion questions
- Read With Purpose (for students)
- Show What You Know Assessment (for students) and Answer Key
- Knowledge Notes (for students)





## Scholastic Knowledge Library and Families

The Knowledge Library provides materials that students can take home to share with their families. These resources reinforce students' learning and enable them to share their newly acquired knowledge and skills with their families.

### Getting Families Involved

- After students complete a text and the corresponding **Knowledge Notes**, encourage them to share their notes at home. Point out to students that sharing knowledge and teaching others is a great way to reinforce their own understanding of a topic.
- Share the following list of **Tips for Reinforcing Knowledge Building and Literacy at Home** with families.
- Add your own ideas of ways to get families involved with their students' growing knowledge and reading skills.



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## Tips for Reinforcing Knowledge Building and Literacy at Home

**Help your child find additional materials related to topics they are learning about in class and are interested in, such as:**

- Books, borrowed or bought
- Magazines, borrowed or bought
- Documentaries and educational films, videos, and TV shows

**For students learning to decode: support your child's decoding skills.**

- Point out suffixes and prefixes in the words you encounter.
- Help your child sound out words—sound by sound—when he or she encounters them while reading.

**Keep a wide variety of reading materials in your home, such as:**

- Books, borrowed or bought
- Recipes
- Game directions
- Calendars and lists

**Create together.**

- Cook and bake together.
- Make up stories.
- Draw and make books.
- Invent new games.

**Let your child know you believe that he or she can be a good reader and student.**

- Write encouraging notes.
- Praise your growing reader.
- Gift books and other literacy materials.
- Ask your child to read to you.

**Show that you believe reading is important.**

- Read aloud to your child.
- Share lists and reminders.
- Talk about things you are reading about.
- Take books along when you travel.

**Be actively bilingual, if you are bilingual.**

- Use both languages.
- Read books in both languages.
- Celebrate your culture.
- Use closed-captioning.

**Talk to your child's teachers.**

- Share details about your student.
- Ask for help if needed.
- Listen and support goals.
- Keep in touch.

**Visit libraries in your community and online.**

- Apply for a library card.
- Use your library's free e-reader app (if available).
- Sign up your child for library activities.
- Borrow ebooks and audiobooks.



# Overview of Topics and Titles

These charts provide an overview of the topics and titles included in Knowledge Library Grades 3–5. You can find information about the text complexity of each book on the Topic Card for the text set. Targeted elements in the Advanced Decodables titles are also included on the Topic Card.

	Social Studies	
	Our World: Civics & Community	
	Topic	Texts
Grade 3	<b>Local Heroes: Neighbors Who've Made a Difference</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>Black Beach: A Community, an Oil Spill, and the Origin of Earth Day</i></li> <li>• <i>Book Uncle and Me</i></li> <li>• <i>The Red Bicycle: The Extraordinary Story of One Ordinary Bicycle</i></li> <li>• <i>The Water Lady: How Darlene Arviso Helps a Thirsty Navajo Nation</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• "A Playground for All"</li> <li>• "A Voice for the Voiceless"</li> </ul>
Grade 4	<b>Strength in Numbers: Together We Can Do It</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>Fighting for Yes! The Story of Disability Rights Activist Judith Heumann</i></li> <li>• <i>Project Animal Rescue</i></li> <li>• <i>Side by Side/Lado a Lado: The Story of Dolores Huerta and Cesar Chavez</i></li> <li>• <i>Women and the Right to Vote</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• "A Fight to Save Our Planet"</li> <li>• "Taking Action"</li> </ul>
Grade 5	<b>Eyes on the Prize: Leaders of the Civil Rights Movement</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>A Song for the Unsung: Bayard Rustin, the Man Behind the 1963 March on Washington</i></li> <li>• <i>Memphis, Martin, and the Mountaintop: The Sanitation Strike of 1968</i></li> <li>• <i>Sit-In: How Four Friends Stood Up by Sitting Down</i></li> <li>• <i>Sylvia &amp; Aki</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• "Elizabeth Eckford and the Little Rock Nine"</li> <li>• "Yolanda Renee King: We Dream a World"</li> </ul>

	Social Studies	
	Yesterday & Today: History & More	
	Topic	Texts
Grade 3	<b>Celebrate and Remember: Holidays and Symbols in the U.S.</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>Ellie May on Presidents' Day</i></li> <li>• <i>If You Were a Kid at Ellis Island</i></li> <li>• <i>Juneteenth</i></li> <li>• <i>Our Flag Was Still There: The True Story of Mary Pickersgill and the Star-Spangled Banner</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• "Ellis Island: A Gateway to Freedom"</li> <li>• "Thank You for Your Service"</li> </ul>
Grade 4	<b>Revolution!: The Birth of American Democracy</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>Anna Strong: A Spy During the American Revolution</i></li> <li>• <i>The History of the American Revolution</i></li> <li>• <i>I Survived: The American Revolution, 1776</i></li> <li>• <i>A Spy Called James: The True Story of James Lafayette, Revolutionary War Double Agent</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• "Deborah Sampson: An American War Hero"</li> <li>• "The Midnight Ride of . . . Sybil Ludington"</li> </ul>
Grade 5	<b>Cities of the Dead: Archaeology and Ancient Civilizations</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>Ancient Maya Inside Out</i></li> <li>• <i>Dig It! Archaeology for Kids</i></li> <li>• <i>Machu Picchu</i></li> <li>• <i>What Happened to Pompeii?</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• "An Army Made of Clay"</li> <li>• "Ruins Tell the Story: A Trade Center in Africa"</li> </ul>

	Science	
	Living Things: Life Science	
	Topic	Texts
Grade 3	<b>Journey Into the Jungle: Life in a Tropical Rainforest</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>Amazon Rainforest Research Journal</i></li> <li>• <i>Anteaters, Bats &amp; Boas: The Amazon Rainforest from the Forest Floor to the Treetops</i></li> <li>• <i>Let's Save the Amazon: Why We Must Protect Our Planet</i></li> <li>• <i>Wind Riders: Search for the Scarlet Macaws</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• "The Amazing Amazon Rainforest"</li> <li>• "Hiding in Plain Sight"</li> </ul>
Grade 4	<b>Super Navigators: Animal Migrations</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>Animal Migrations</i></li> <li>• <i>Great Migrations: Elephants</i></li> <li>• <i>Monarch Mystery: A Butterfly Researcher's Journal</i></li> <li>• <i>North: The Amazing Story of Arctic Migration</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• "The Great Hummingbird Mystery"</li> <li>• "Mind-Blowing Migrations"</li> </ul>
Grade 5	<b>Invisible Invaders: Germs and Infectious Disease</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>Antibiotics</i></li> <li>• <i>The Horror of the Bubonic Plague</i></li> <li>• <i>Superbugs and Pandemics: Max Axiom and the Society of Super Scientists</i></li> <li>• <i>What's a Germ, Joseph Lister?</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• "Can Germs Be Good for You?"</li> <li>• "The World's Deadliest Creature"</li> </ul>

	Science	
	Earth & Space: Physical Science	
	Topic	Texts
Grade 3	<b>Wild Weather: Blizzards, Hurricanes, Droughts, and More</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>All About Heat Waves and Droughts</i></li> <li>• <i>Biggest, Baddest Book of Storms</i></li> <li>• <i>Escape From . . . Hurricane Katrina</i></li> <li>• <i>I Survived: The Children's Blizzard, 1888</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• "Antarctica"</li> <li>• "Smokejumpers"</li> </ul>
Grade 4	<b>It's Rocket Science: The Mind-Boggling History of Space Exploration</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>Ellen Takes Flight: The Life of Astronaut Ellen Ochoa</i></li> <li>• <i>Human Missions to Outer Space</i></li> <li>• <i>Mars Rovers</i></li> <li>• <i>Moonshot: The Flight of Apollo 11</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• "Space Trailblazer"</li> <li>• "Vacation in Space"</li> </ul>
Grade 5	<b>Caring for the Planet: Creating a Cleaner, Greener Earth</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>Green Energy</i></li> <li>• <i>Make a Splash! A Kid's Guide to Protecting Earth's Ocean, Lakes, Rivers &amp; Wetlands</i></li> <li>• <i>STEAM Jobs in Wildlife Conservation</i></li> <li>• <i>Team Trash: A Time Traveler's Guide to Sustainability</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• "The Great Pacific Garbage Patch"</li> <li>• "High-Tech Climate Solutions?"</li> </ul>



	English & Language Arts	
	Great Stories: Genre Study	
	Topic	Texts
Grade 3	<b>Making Art: Biographies of Remarkable Artists</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>Ablaze with Color: A Story of Painter Alma Thomas</i></li> <li>• <i>Christo and Jeanne-Claude Wrap the World: The Story of Two Groundbreaking Environmental Artists</i></li> <li>• <i>Esquivel! Space-Age Sound Artist</i></li> <li>• <i>Shaped By Her Hands: Potter Maria Martinez</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• “Alvin Ailey: The Joy of Dance”</li> <li>• “Jackie Ormes: The Power of Comics”</li> </ul>
Grade 4	<b>Road Trips: Stories About Travel</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>Alice Across America: The Story of the First Women’s Cross-Country Road Trip</i></li> <li>• <i>Going Places: Victor Hugo Green and His Glorious Book</i></li> <li>• <i>Leafy Landmarks: Travels with Trees</i></li> <li>• <i>On the Road with Mallory</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• “Roadside Attractions”</li> <li>• “Selfish Selfies?”</li> </ul>
Grade 5	<b>A Matter of Life and Death: Survival Stories</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>I Survived: The Attack of the Grizzlies, 1967</i></li> <li>• <i>Lost in the Antarctic: The Doomed Voyage of the Endurance</i></li> <li>• <i>Survival Scout: Lost in the Mountains</i></li> <li>• <i>Titan and the Wild Boars: The True Cave Rescue of the Thai Soccer Team</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• “33 Chilean Miners: Trapped Underground”</li> <li>• “Escape From the Amazon”</li> </ul>

	English & Language Arts	
	Page Turners: Literary Themes & Elements	
	Topic	Texts
Grade 3	<b>Around the Table: Food, Family, and Tradition</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>Niki Nakayama: A Chef's Tale in 13 Bites</i></li> <li>• <i>Sankofa: A Culinary Story of Resilience and Belonging</i></li> <li>• <i>Stef Soto, Taco Queen</i></li> <li>• <i>Tomatoes for Neela</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• "Insects for Breakfast"</li> <li>• "The Wonders of Chocolate"</li> </ul>
Grade 4	<b>Totally Different?: People are more alike than they may think.</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>A Boy Called Bat</i></li> <li>• <i>New Kid</i></li> <li>• <i>Roll with It</i></li> <li>• <i>Stuck</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• "Jerry Craft: Opening Minds"</li> <li>• "Judith Heumann: Disability Rights Activist"</li> </ul>
Grade 5	<b>Me, Myself, and I: Defining Identity</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>The Blossoming Universe of Violet Diamond</i></li> <li>• <i>Dancing Home</i></li> <li>• <i>Measuring Up</i></li> <li>• <i>Save Me a Seat</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• "America's National Pastime: Cricket?"</li> <li>• "Dr. Carlos Montezuma: A Bridge Between Cultures"</li> </ul>

	Arts & Culture	
	Art, Sports & More	
	Topic	Texts
Grade 3	<b>This is How We Do It: Daily Life Around the World</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>Adventures to School: Real-Life Journeys of Students From Around the World</i></li> <li>• <i>Homes Around the World</i></li> <li>• <i>This Is How We Do It: One Day in the Lives of Seven Kids From Around the World</i></li> <li>• <i>A Ticket Around the World</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• “Faith Guilbault: A Typical Teen”</li> <li>• “The Most Popular Sport on the Planet”</li> </ul>
Grade 4	<b>From the Ground Up: Architecture, Engineering, and Construction</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>Building Zaha: The Story of Architect Zaha Hadid</i></li> <li>• <i>Experts in Engineering</i></li> <li>• <i>Extraordinary Buildings: The Science of How and Why They Were Built</i></li> <li>• <i>Maya Lin: Artist-Architect of Light and Lines</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• “Building for Everyone”</li> <li>• “Cities That Float on Water”</li> </ul>
Grade 5	<b>G.O.A.T.: Sports Stars for the Ages</b>	<p>Knowledge Library Books</p> <ul style="list-style-type: none"> <li>• <i>G.O.A.T. Serena Williams: Making the Case for the Greatest of All Time</i></li> <li>• <i>LeBron James vs. Michael Jordan: Who Would Win?</i></li> <li>• <i>Meet Chloe Kim: Snowboarding Superstar</i></li> <li>• <i>Soccer GOATs: The Greatest Athletes of All Time</i></li> </ul> <p>Advanced Decodables</p> <ul style="list-style-type: none"> <li>• “Babe Didrikson: She Did It All”</li> <li>• “Simone Biles: From the ‘Little Turtle’ to the G.O.A.T.”</li> </ul>

# Glossary

**closed syllable:** a syllable that ends with a consonant and typically has a short-vowel sound spelled with one letter (ex: *nap•kin*)

**complex vowel:** a vowel sound that is neither long nor short (ex: *r*-controlled vowels)

**conceptual framework:** a set of ideas and relationships that helps someone think about and understand a topic

**cross-disciplinary:** relating to or representing more than one branch of knowledge

**decodables:** a text primarily using specific letter-sound spellings that students have already been taught to decode; texts based on a scope and sequence that go from simple to complex

**decoding:** using sound-spelling patterns to “sound out” a word from its written form to speech

**digraphs:** two letters that spell one sound (ex: *ch*), unlike a consonant blend, which has two distinct sounds

**diphthong:** a vowel combination that starts as one sound and ends as another (ex: the *oy* in *boy*)

**encoding:** using knowledge of sound-spelling patterns to write a word

**genre:** a particular type or category of book, music, or artwork

**high-frequency words (sight words):** words that students encounter frequently and learn to recognize

**home language:** the language spoken by students and their families at home

**long vowel:** a vowel that is pronounced like its “name”; often the vowel just before a silent-*e* ending (ex: the *o* in *note*) and in open syllables (ex: the *e* in *begin*)

**morphology:** the study of morphemes, or the parts of words that have their own meanings, such as prefixes, suffixes, and roots

**open syllable:** a syllable that ends with a vowel and typically has a long-vowel sound

**phonics:** a method of teaching reading that focuses on understanding the connection between written letters and the sounds they make



**prefix:** a letter or group of letters added to the beginning of a word to change its meaning

**r-controlled vowels:** a vowel followed by an *r*; the *r* affects the pronunciation of the vowel and the two are pronounced as one (ex: the *ar* in *part*)

**reading fluency:** the ability to read accurately, quickly, and with appropriate expression, making reading sound natural and understandable

**schwa:** a short, unstressed “weak” or “neutral” vowel; can be represented by different letters (ex: the *a* in *ago*, the second *o* in *bottom*)

**sound-spelling patterns:** the relationship between a letter or letters and the specific sound or sounds they represent

**suffix:** a letter or group of letters added to the end of a word to change its meaning

**syllables:** units of sound that make up words and into which words can be separated (*pic•nic*); every syllable has a vowel sound

**syntax:** the way in which words are ordered to form phrases, clauses, or sentences

**text feature:** an element within a book or text, other than the main text, that helps readers navigate or understand the content, such as titles, headings, and captions; as well as “extra” features that provide additional context or information, such as illustrations, graphs, charts, appendices, etc.

**transferable knowledge:** knowledge learned in one context or situation that can be applied to new contexts or situations

**vowel team:** two vowels that together represent a single-vowel sound that is often long

**word study:** learning about word parts or patterns in order to better read, spell, and comprehend the meanings of words

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