

Readorium Alignment with Minnesota State Standards: Informational Text Grades 3-5

| Readorium Alignment with Minnesota State Standards: Informational Text Grades 3-5 | |
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| Key Ideas and Details | |
| Common Core Reading Standards: Informational Text | Readorium's Online Strategy Lessons, Videos, and Class Lessons |
| <p>Grade 3</p> <ul style="list-style-type: none"> • <u>3.2.1.1</u> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • <u>3.2.2.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea. • <u>3.2.3.3</u> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. <p>Grade 4</p> <ul style="list-style-type: none"> • <u>4.2.1.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • <u>4.2.2.2</u> Determine the main idea of a text and explain how it is supported by key details; summarize the text. • <u>4.2.3.3</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <p>Grade 5</p> <ul style="list-style-type: none"> • <u>5.2.11</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • <u>5.2.2.2</u> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • <u>5.2.3.2</u> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | <ul style="list-style-type: none"> • Main Idea and Supporting Details <ul style="list-style-type: none"> ○ Rap (Video and Karaoke Rap) ○ Main idea in Life (Animation: Why I'm Angry at My Cousin) ○ Main Idea in Reading (Humorous Video: Going On and On and On) ○ Main Idea Games and Challenges (Picture Puzzler, Quiz Bowl, Fill-in Challenge, Hang-Man) ○ Main Idea Universal Graphic Organizers (to be used with any text) ○ Main Idea Classroom Unit- Monkeys and Galaxies ○ Main Idea Classroom Unit- Flight ○ Main Idea Classroom Unit- Camel, Cricket, Geese ○ Main Idea Classroom Unit- Sneezing, Yawning, Turning Grey |
| | Readorium's Interactive Online Books |
| | <p>Main Idea/Supporting Details (RR)</p> <ul style="list-style-type: none"> • Deadliest Creatures • Exploring Ecosystems • Dependency of Life • Invasive Species • Our Planet Earth |

Readorium Alignment with Common Core State Standards: Informational Text Grades 3-5 Continued

Craft and Structure:

| Common Core Standards: Informational Text | Readorium's Online Strategy Lessons, Videos, and Class Lessons |
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| <p>Grade 3</p> <p><u>3.2.4.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p><u>3.2.5.5</u> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><u>3.2.6.6</u> Distinguish their own point of view from that of the author of a text.</p> <p>Grade 4</p> <p><u>4.2.4.4</u> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p><u>4.2.5.5</u> Describe the overall structure, e.g., chronology, comparison, cause/effect, problem/solution, of events, ideas, concepts, or information in a text or part of a text.</p> <p><u>4.2.6.6</u> Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of the same event or topic; describe the differences in focus and the information provided.</p> <p>Grade 5</p> <p><u>5.2.4.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p><u>5.2.5.5</u> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> | <ul style="list-style-type: none"> • Word Learning Skills <ul style="list-style-type: none"> ○ How do You Know What it Means? Rap (Video and Karaoke Rap) ○ Word Learning in Life (Animation: My Sister's Riddles) ○ Word Learning in Reading (Humorous Videos: Meaning of Lagomorphs and Other Crazy Words) ○ Word Learning Games and Challenges (Picture Puzzler, Quiz Bowl, Fill-in Challenge, Hang-Man) ○ Word Learning Classroom Unit- Archeology ○ Word Learning Classroom Unit- The Birds • Organization of Informational Text <ul style="list-style-type: none"> ○ (Video and Karaoke Rap) ○ Organization of Informational Text in Life (Animation: Lost in the Mall) ○ Organization of Informational Text in Reading (Humorous Video: Sumo Wrestling) ○ Organization of Informational Text Games and Challenges (Picture Puzzler, Quiz Bowl, Fill-in Challenge, Hang-Man) ○ Organization of Informational Text Universal Graphic Organizers (to be used with any text) ○ Organization of Informational Text Classroom Unit- Satellites ○ Organization of Informational Text Classroom Unit- Dragonflies- Diseases • Author's Purpose <ul style="list-style-type: none"> ○ (Video and Karaoke Rap) ○ Author's Purpose in Life (Animation: Captain Superhero-Part 1) ○ Author's Purpose in Reading (Animation: Captain Superhero-Part 2) ○ Author's Purpose Games and Challenges (Picture Puzzler, Quiz Bowl, Fill-in Challenge, Hang-Man) ○ Author's Purpose Universal Graphic Organizers (to be used with any text) ○ Author's Purpose Classroom Unit- The Weather ○ Author's Purpose Classroom Unit- Dragonflies- Healthy Eating ○ Using Graphic Features (Video and Karaoke Rap) • Graphic Features <ul style="list-style-type: none"> ○ Using Graphic Features in Life (Animation: Robot) ○ Using Graphic Features in Reading (Humorous Video: A Picture's Worth a Thousand Words) |

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| <p>5.2.6.6: Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.</p> | <ul style="list-style-type: none"> ○ Using Graphic Features Text Games and Challenges (Picture Puzzler, Quiz Bowl, Fill-in Challenge, Hang-Man) ○ Using Graphic Features Classroom Unit: Climate Change ○ Using Graphic Features Classroom Unit: War Machines, Brains at Sleep and Head Lice <p style="text-align: center;">Readorium's Interactive Online Books</p> <p>Word Learning Techniques (RR)</p> <ul style="list-style-type: none"> ○ Natural Hazards ○ Unbalanced Forces ○ The Changing Face of Earth ○ Technology Changes Medicine ○ Deep Space <p>Organization of Informational Text (RR)</p> <ul style="list-style-type: none"> ○ Earth Systems ○ Weather Around the World ○ Beetlemania ○ Science- What's it All About? ○ Spider Stories <p>Author's Purpose</p> <ul style="list-style-type: none"> ○ Polluting Our Earth ○ Science Girls ○ Life and Death in the Wild ○ Food Chemistry ○ Powering Our Lives with Energy <p>Using Graphic Features</p> <ul style="list-style-type: none"> ○ The Computer Revolution ○ The Weird and Wonderful World of Plants ○ Inheritance - It's All in the Genes ○ Olympics Champs - it's Not Just Luck- It's Physics ○ Improving lives with Assistive Technology |
| Integration of Knowledge and Ideas: | |
| Common Core State Standards: Informational Text | Readorium's Online Strategy Lessons, Videos, and Class Lessons |
| <p>Grade 3</p> <p><u>3.2.7.7</u> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text, e.g., where, when, why, and how key events occur.</p> <p><u>3.2.8.8</u> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison,</p> | <ul style="list-style-type: none"> ● Monitoring for Meaning <ul style="list-style-type: none"> ○ Click or Clunk Rap (Video and Karaoke Rap) ○ Click or Clunk in Life (Animation: Don't Break that Car!) ○ Click or Clunk in Reading (Humorous Video: Conquering the Clunk) ○ Click or Clunk Games and Challenges (Picture Puzzler, Quiz Bowl, Fill-in Challenge, Hang-Man) ○ Click or Clunk Classroom Unit- Rainforests, Video Games, and Submarines ○ Click or Clunk Classroom Unit- Illegal Wildlife Trade, Garbage Island, and Venomous Sea Wasps |

cause/effect, first/second/third in a sequence).

3.2.9.9

Compare and contrast the most important points and key details presented in two texts on the same topic.

Grade 4

4.2.7.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.2.88

Explain how an author uses reasons and evidence to support particular points in a text.

4.2.9.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Grade 5

5.2.7.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

5.2.8.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

5.2.9.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

• **Inferring Meaning**

- Inferring Meaning Rap (Video and Karaoke)
- Inferring Meaning in Life (Animation: Detective Kim)
- Inferring Meaning in Reading (Humorous Video: How to Avoid Being Attacked by a Bear)
- Inferring Meaning Classroom Unit- Seasons and Planets
- Inferring Meaning Classroom Unit- Animals and Chemistry
- Inferring Meaning Games and Challenges (Main Idea Picture Puzzler, Quiz Bowl, Fill-in Challenge, Hang-Man)

• **Questioning Text**

- Questioning Text in Life (Animation: Who Wants to Be a Mad Scientist?)
- Questioning Text in Reading (Humorous Video: The Day Suzie Ate Mud)
- Questioning Text Games and Challenges (Picture Puzzler, Quiz Bowl, Fill-in Challenge, Hang-Man)
- Questioning Text Classroom Unit- Rain Forest Animals
- Questioning Text Classroom Unit- Crazy Careers in Science and Vampires in Nature

Readorium's Interactive Online Books

• **Click or Clunk**

- On the Move with Transportation Technology
- Smarter than You Think - Animals that Amaze
- Making Movie Magic
- The Science of Music
- Living in Space

• **Inferring Meaning**

- Exploring the Ocean Depths
- How We Learn
- Deep Sea Creatures
- Amusement Park Physics
- Solving Crimes with Forensics

• **Questioning Text**

- Buzzing About Bees
- The Secret Languages of Animals
- Our Gross World
- Birds of a Feather
- Good Vibes- Making Waves with Sounds

Range of Reading and Level of Text Complexity:

Grade 3

3.2.10.10

- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **Self-select texts for personal enjoyment, interest, and academic tasks.**

4.2.10.10

Grade 4

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

- **Self-select texts for personal enjoyment, interest, and academic tasks.**

5.2.10.10

Grade 5

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently,

- **Self-select texts for personal enjoyment, interest, and academic tasks.**

All Readorium books stress specific proficient reading strategies and have higher-level thinking questions are based on specific CCSS standards. Students learn how to construct meaning from the grade-appropriate content, and gain skill in comprehension, because the instruction, readability levels of the text and the supports they receive automatically adjust to their individual needs as they read. Teachers can log into the **Teacher Resource Center** to view student data and download resources and lessons based on this data.

Readorium Alignment with Common Core State Standards: Informational Text Grades 6-8

Key Ideas and Details

Common Core State Standards: Informational Text

Online Strategy Lessons), Videos Class Lessons by CCSS Informational Text Standards

Grade 6

3.2.10.10: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCSS.ELA-LITERACY.RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

CCSS.ELA-LITERACY.RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-LITERACY.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

• Determining Importance

- Determining Importance Rap (Video and Karaoke Rap)
- Determining Importance in Life (Humorous Video Lesson)
- Determining Importance in Reading (Humorous Video Lesson)
- Determining Importance Games and Challenges (Picture Puzzler, Quiz Bowl, Fill-in Challenge, Hang-Man)
- Determining Importance Universal Graphic Organizers (to be used with any text)
- Determining Importance Class Unit- A Place with Many Levels
- Determining Importance Class Unit- Dragonflies-Flying Aces of the World
- Determining Importance Class Unit- Anchor in the Storm

• Making Connections

- Making Connections Rap (Video and Karaoke Rap)
- Making Connections in Life (Animated video Lesson)
- Making Connections in Reading (Humorous Video Lesson)
- Making Connections Games and Challenges (Picture Puzzler, Quiz Bowl, Fill-in Challenge, Hang-Man)
- Making Connections Universal Graphic Organizers (to be used with any text)
- Making Connections Classroom Unit- Monkeys and Galaxies
- Making Connections Classroom Unit- A Marsupial for Every Occasion
- Making Connections Classroom Unit- Tamarins Make a Great Day in the Forest
- Making Connections Classroom Unit- The Lynx and the Horseshoe Hare

Readorium's Interactive Online Books

• Determining Importance

- Formation of Mountains and Deserts
- Total Lunacy
- Scientists Who Changed the World
- Desert Biomes
- Fizz, Pop, Boom and Beyond: Understanding Chemistry 2

• Making Connections/Synthesizing

- Character Traits of Good Scientists
- Space Race
- Becoming and Staying Healthy

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| | <ul style="list-style-type: none"> ○ Our Bodies ○ Inner and Outer Planets |
| Readorium Alignment with Common Core State Standards: Informational Text Grades 6-8 Continued | |
| Craft and Structure: | |
| Common Core State Standards: Informational Text | Online Strategy Lessons), Videos Class Lessons by CCSS Informational Text Standards |
| <p><u>CCSS.ELA-LITERACY.RI.6.7</u>: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><u>CCSS.ELA-LITERACY.RI.6.8</u>: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><u>CCSS.ELA-LITERACY.RI.6.9</u>: Compare and contrast one author's presentation of events with that of another, e.g., a memoir and a biography on the same person.</p> <p><u>CCSS.ELA-LITERACY.RI.7.4</u>: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a word choice on meaning and tone.</p> <p><u>CCSS.ELA-LITERACY.RI.7.5</u>: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><u>CCSS.ELA-LITERACY.RI.7.6</u> : Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p><u>CCSS.ELA-LITERACY.RI.8.7</u> : Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p><u>CCSS.ELA-LITERACY.RI.8.8</u>: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p><u>CCSS.ELA-LITERACY.RI.8.9</u>: Analyze a case in which two or more texts provide conflicting information on the</p> | <ul style="list-style-type: none"> ● Print Features <ul style="list-style-type: none"> ○ Print Features (Video and Karaoke Rap) ○ Print Features in Life (Humorous Video: Motorcycle Ride) ○ Print Features in Reading (Humorous Video: Surviving Nuclear Bombs) ○ Print Features Games and Challenges (Picture Puzzler, Quiz Bowl, Fill-in Challenge, Hang-Man) ○ Print Features Universal Graphic Organizers (to be used with any text) ○ Print Features Classroom Unit- Bats ○ Print Features Classroom Unit -Living Together & Loving it ○ Print Features Classroom Unit -Home Sweet Home: Dens and Other Shelters ● Graphic Features <ul style="list-style-type: none"> ○ Graphic Features (Video and Karaoke Raps) ○ Graphic Features in Life (Humorous Video: Baseball Stats) ○ Graphic Features in Reading (Humorous Video: Coral reefs) ○ Graphic Features Games and Challenges (Picture Puzzler, Quiz Bowl, Fill-in Challenge, Hang-Man) ○ Graphic Features Universal Graphic Organizers (to be used with any text) ○ Graphic Features Classroom Unit- A Science Mystery ○ Graphic Features Classroom Unit- Getting Ready for High School Track ○ Graphic Features Classroom Unit- Rainforest Precipitation ● Using Context Clues <ul style="list-style-type: none"> ○ Using Context Clues (Video and Karaoke Rap) ○ Using Context Clues in Life (Humorous Video: Cleaning Up) ○ Using Context Clues in Reading (Humorous Video: Biome) ○ Using Context Clues Games and Challenges (Picture Puzzler, Quiz Bowl, Fill-in Challenge, Hang-Man) ○ Using Context Clues Universal Graphic Organizers |

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| <p>same topic and identify where the texts disagree on matters of fact or interpretation.</p> | <p>(to be used with any text)</p> <ul style="list-style-type: none"> ○ Using Context Clues Classroom Unit- Life Inside Deep Caves ○ Using Context Clues Classroom Unit -Life at the Top ○ Using Context Clues Classroom Unit -Things That Go Boom |
| | <p style="text-align: center;">Readorium's Interactive Online Books</p> <ul style="list-style-type: none"> ● Author's Purpose <ul style="list-style-type: none"> ○ Polluting Our Earth ○ Science Girls ○ Life and Death in the Wild ○ Food Chemistry ○ Powering Our Lives with Energy ● Using Print Features <ul style="list-style-type: none"> ○ Volcanic Expeditions ○ Coral Reefs ○ Prairie Ecosystems ○ Natural Disasters ○ Life on a Research Ship ● Using Graphic Features <ul style="list-style-type: none"> ○ Surviving in Nature ○ Genetics ○ Mitosis and Meiosis ○ Sports Physics ○ The Scientific Method ● Using Context Clues <ul style="list-style-type: none"> ○ Caves ○ Life in the Tundra ○ Fizz, Pop, Boom and Beyond: Understanding Chemistry 1 ○ Artificial Satellites ○ Space Rocks |

Integration of Knowledge and Ideas:

| Common Core State Standards: Informational Text | Online Strategy Lessons), Videos Class Lessons by CCSS Informational Text Standards |
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| <p><u>CCSS.ELA-LITERACY.RI.6.7</u> : Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><u>CCSS.ELA-LITERACY.RI.6.8</u>: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><u>CCSS.ELA-LITERACY.RI.6.9</u> : Compare and contrast one author's presentation of events with that of another,</p> | <ul style="list-style-type: none"> ● Monitoring for Meaning <ul style="list-style-type: none"> ○ Monitoring for Meaning Rap (Video & Karaoke Rap) ○ Monitoring for Meaning in Life (Humorous Video: Humongous Word) ○ Monitoring for Meaning in Reading (Humorous Video: Water Lilies) ○ Monitoring for Meaning Games and Challenges (Picture Puzzler, Quiz Bowl, Fill-in Challenge, Hang-Man) ○ Monitoring for Meaning Classroom Unit- Lizard Lifestyles ○ Monitoring for Meaning Classroom Unit- The Great Barrier Reef |

e.g., a memoir and a biography on the same person.

CCSS.ELA-LITERACY.RI.7.7 : Compare & contrast a text to an audio, video, or multimedia version and analyze each medium's portrayal of the subject, e.g., how the delivery of a speech affects the impact of the words.

CCSS.ELA-LITERACY.RI.7.8 : Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCSS.ELA-LITERACY.RI.7.9 : Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-LITERACY.RI.8.7 : Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.RI.8.8 : Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCSS.ELA-LITERACY.RI.8.9 : Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

- Monitoring for Meaning Classroom Unit- Foundation of the Food Web
- **Making Sensory Images**
 - Making Sensory Images Rap (Rap and Karaoke Rap)
 - Making Sensory Images in Life (Animated video: A Day at the Beach)
 - Making Sensory Images in Reading (Humorous Video Bats)
 - Making Sensory Images Games and Challenges (Picture Puzzler, Quiz Bowl, Fill-in Challenge, Hang-Man)
 - Making Sensory Images Classroom Unit- The Rainforest Awakens My Senses
 - Making Sensory Images Classroom Unit- The Call of the Tinamou
 - Making Sensory Images Classroom Unit-Night Walk
- **Inferring Meaning**
 - Inferring Meaning Raps (Video and Karaoke Rap)
 - Inferring Meaning in Life (Humorous video: Toilet Paper Incident)
 - Inferring Meaning in Reading (Humorous Video: Cancer Cures from the Rainforest)
 - Inferring Meaning Games and Challenges (Picture Puzzler, Quiz Bowl, Fill-in Challenge, Hang-Man)
 - Inferring Meaning Classroom Unit- In the Night
 - Inferring Meaning Classroom Unit- Sloth Stories
 - Inferring Meaning Classroom Unit-Meet a Scientist

Readorium's Interactive Online Books

- **Monitoring for Meaning**
 - Continental Drift
 - Newton's Law
 - Light Sound Action
 - Weather
 - Lives of Stars
- **Making Sensory Images**
 - On the Move: Plate Tectonics
 - Big Delicious Earth
 - Earthquakes
 - Sea Floor Spreading
 - Earth in Motion
- **Inferring Meaning**
 - Superstition or Science?
 - Pollution
 - Nature's Weird Surprises
 - Rainforests
 - Microscopes

Range of Reading and Level of Text Complexity:

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| <ul style="list-style-type: none"> ● By the end of each grade, students should | <p>All Readorium books stress specific proficient reading strategies and have higher-level thinking questions that are based on specific CCSS standards. Students learn how to</p> |
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be able to read and comprehend literary nonfiction at the appropriate grade level

construct meaning from the grade-appropriate content, and gain skill in comprehension, because the instruction, readability levels of the text and the supports they receive automatically adjust to their individual needs as they read. Teachers can log into the **Teacher Resource Center** to view student data and download resources and lessons based on this data.