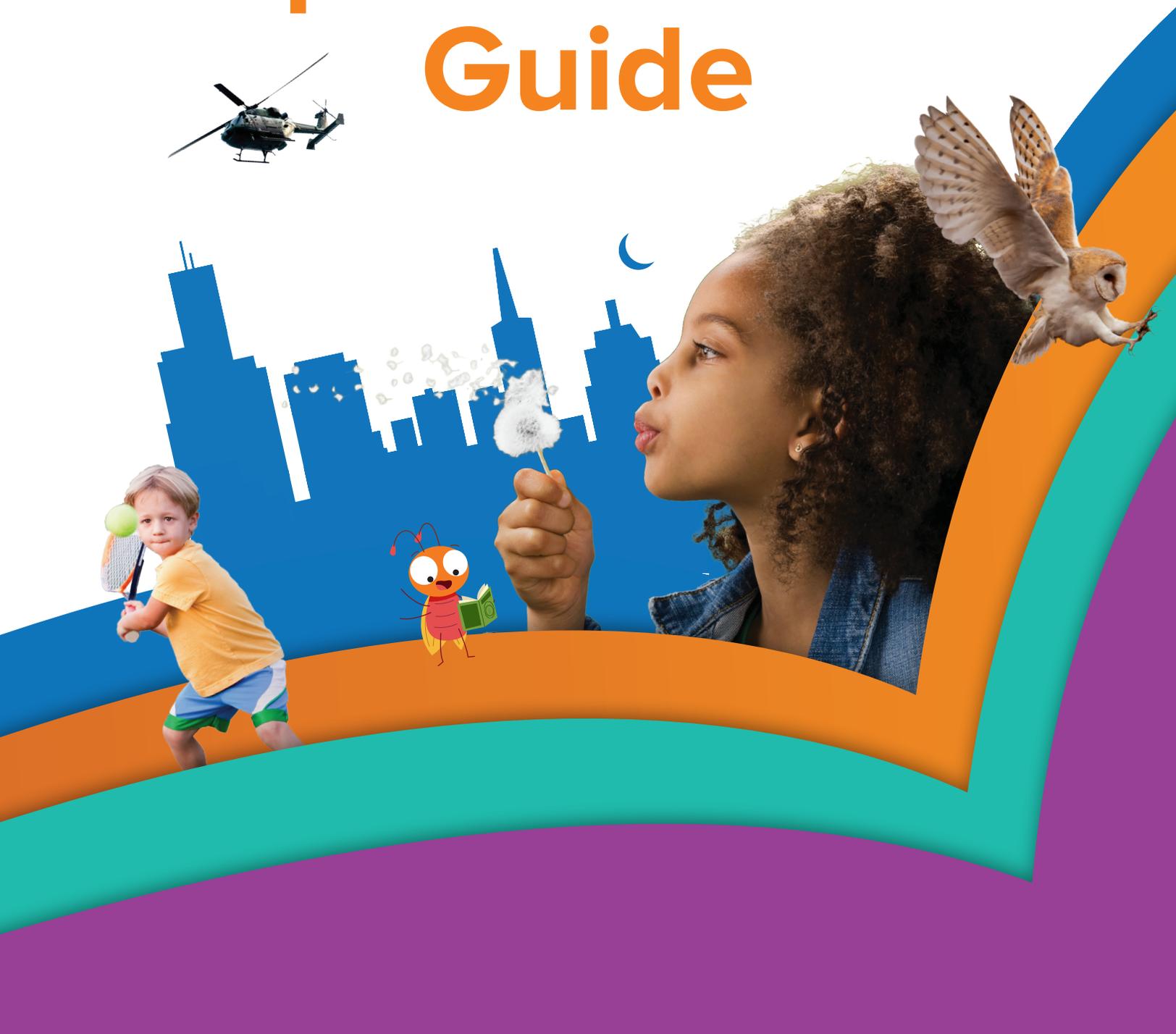


SCHOLASTIC
Knowledge Library

GRADES K-2

Implementation Guide



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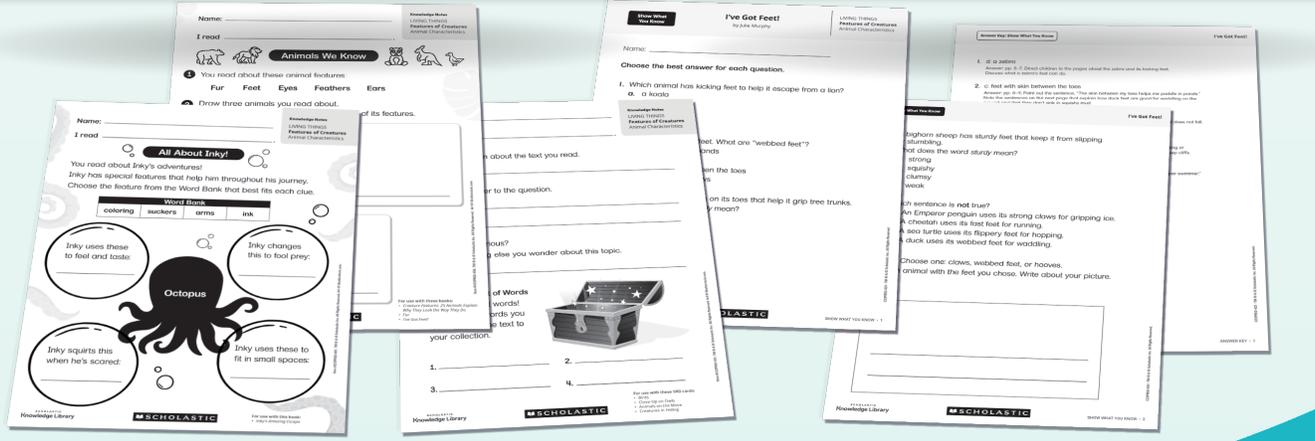
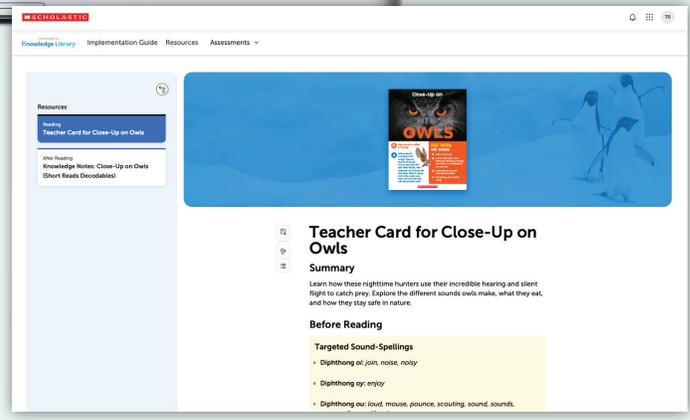
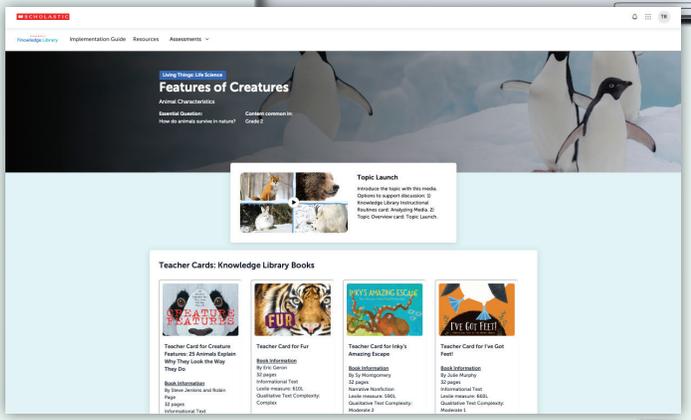
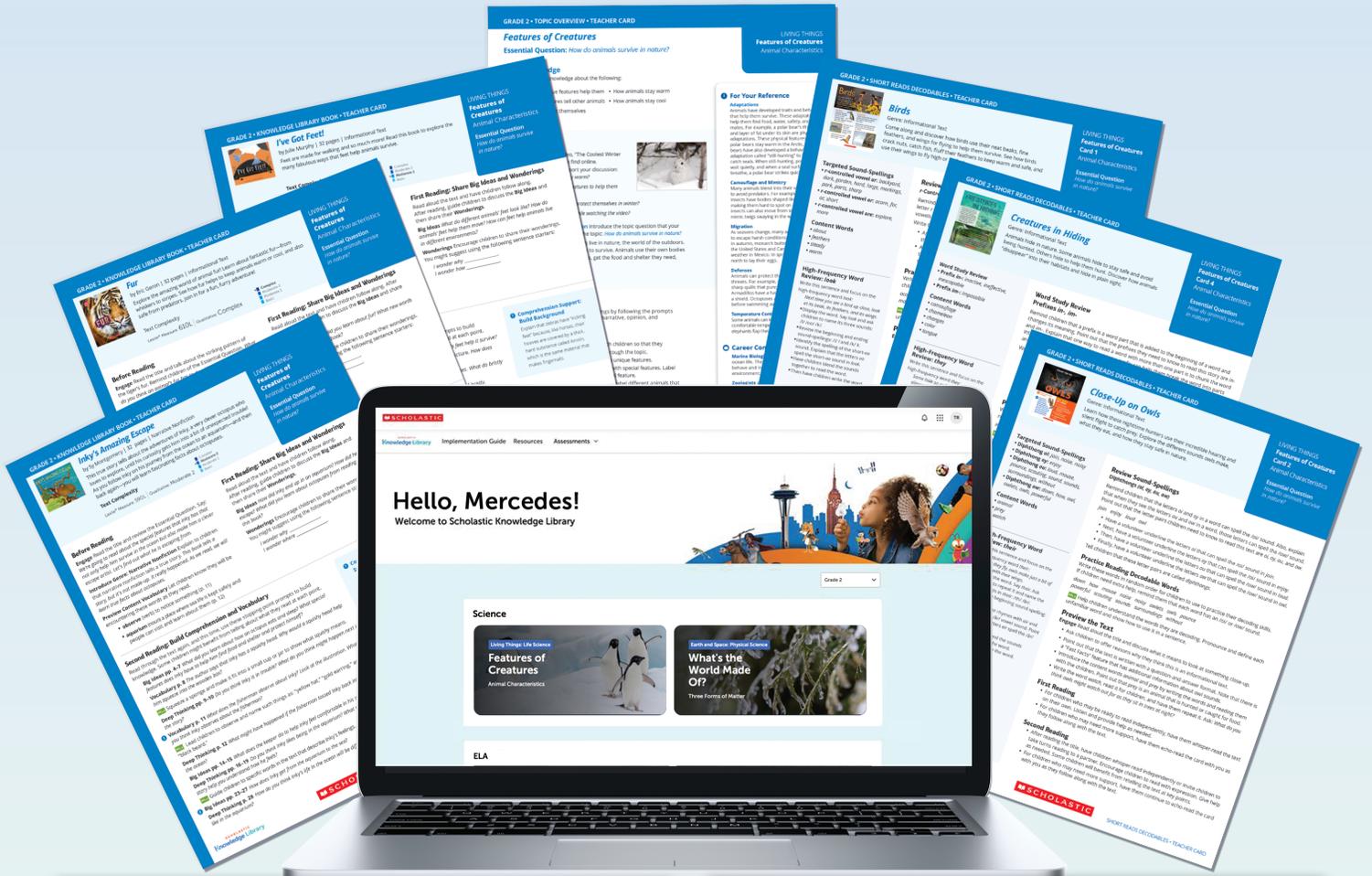
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Welcome to the Scholastic Knowledge Library!





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Introducing 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, award-winning trade books and decodable texts are organized into text sets that dive deep into high-interest topics across Social Studies, Science, ELA, and Arts & 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 systematic and explicit phonics instruction—and more. As students move through the grades, the texts they encounter become increasingly complex. Not only do students need to be able to decode these complex texts, but they must also be able to understand what they are reading. To build their ability to comprehend texts, students need to engage with comprehensive, content-rich, knowledge-building curriculum.

Why Knowledge Building Matters

The principles of learning science underscore the critical role that content knowledge plays in reading comprehension. In their book *Know Better, Do Better: Comprehension*, educators David and Meredith Liben (2024) relay a story about a classroom of students and their struggle to understand Cynthia Rylant’s short story “Boar Out There.” While the students could successfully decode the text, they didn’t know much about boars. According to the Libens, this lack of knowledge “got in the way of the students’ understanding. . . . [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).

Time and time again, research has reaffirmed the importance of knowledge building as a key to reading comprehension. Knowledge lays the foundation for building a reader’s understanding of a text, provides an anchor for the retention of new information, and boosts vocabulary as well as students’ motivation to read and learn (Catts & Kamhi, 2025).

Elevating Small-Group Instruction

Research indicates that teaching readers in small groups can be purposeful and highly beneficial and tends to “work” across multiple areas of literacy development. For these reasons, expert teachers tend to use small groups to differentiate instruction (Taylor & Pearson, 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). With this evidence in mind, Knowledge Library instruction is designed for differentiated instruction, enabling teachers to address individual students’ needs across critical areas of literacy development: reading comprehension and fluency, vocabulary, academic language and discussion, 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 School of Education. Her work accelerating vocabulary, knowledge, and comprehension for English learners is the basis for the multilingual learner 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 organizations to help translate reading research into practice.

Materials for Teaching and Learning

Each grade features seven knowledge-building text sets. Topics are engaging and span the subject areas of Social Studies, Science, ELA, and Arts & Culture. Each text set comes with a full suite of student and teacher materials to facilitate instruction, both in print and digital.



Let's look inside a text set . . .

Student Materials for Each Topic



Knowledge Library Books
4 titles, 6 copies per book title



Short Reads Decodables Student Cards
4 cards, 6 copies per card title



Grade K Only: Alphabet Review Student Card
1 card, 6 copies per card

Teaching Materials for Each Topic



Topic Launch Card
1 card per topic



Knowledge Library Book Teacher Cards
1 card for each of the 4 book titles



Short Reads Decodables Teacher Cards
1 card for each of the 4 Short Reads Decodables Student Cards

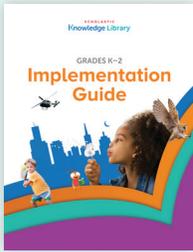


Grade K Only: Alphabet Knowledge Teacher Card
1 card for each Alphabet Review Card

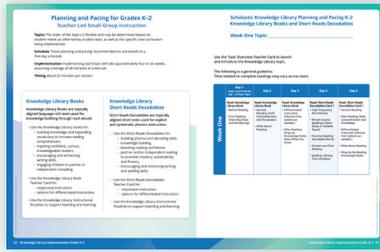


Instructional Routines Card
1 card per topic

Let's look at the Knowledge Library Teacher Hub ...



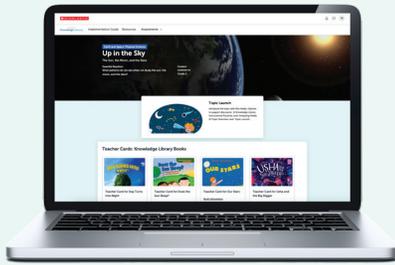
Implementation Guide



Planning and Pacing Guide



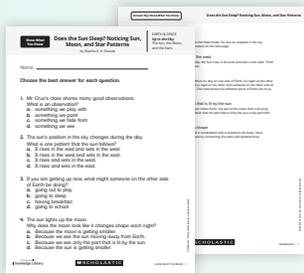
Skills Traces
1 per topic



Topic Launch Media
1 per topic



Foundational Skills Check-Ins



Show What You Know
Assessments and Answer Keys



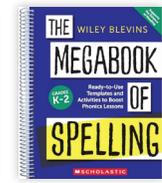
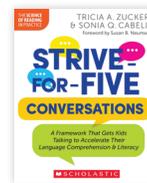
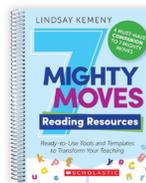
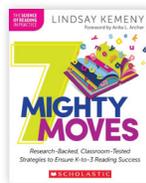
Knowledge Notes
1 activity per book



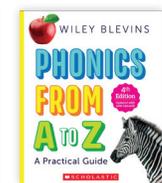
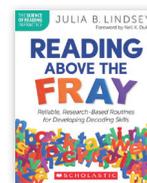
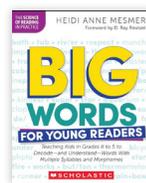
Career Connections
1 per topic

Professional Learning Library

If you own the K–5 Knowledge Library, your professional library includes...



If you own the K–2 configuration of the Knowledge Library, your professional library includes...



Building Background Knowledge With the Knowledge Map

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

Every grade features seven standards-aligned text sets. All the texts in the set are designed to help students build knowledge as they develop reading-related skills, including comprehension, vocabulary, decoding, fluency, academic discussion, and writing. An Essential Question focuses the inquiry and exploration of the topic.

Kindergarten | Knowledge Map

Social Studies		Science	
OUR WORLD Civics & Community	YESTERDAY & TODAY History & More	LIVING THINGS Life Science	EARTH & SPACE Physical Science
Making a Difference Being a Good Citizen Essential Question: <i>What does it mean to be part of a community?</i>	Sharing Family Stories With Family and Friends Essential Question: <i>How do our families help us learn about ourselves?</i>	Start With a Seed How Plants Grow Essential Question: <i>What do plants need to grow?</i>	Push, Pull, Move It! Mighty Forces Essential Question: <i>How do forces make things move on Earth?</i>
ELA		Arts & Culture	
GREAT STORIES Genre Study	PAGE TURNERS Literary Themes & Elements	ARTS & CULTURE Art, Sports & More	
Storybook Friends Fascinating Folktales Essential Question: <i>Why are folktales retold, over and over again?</i>	Getting to Know You Learning From Each Other Essential Question: <i>How do story characters help us learn about ourselves and others?</i>	Game On! Super Sports Essential Question: <i>What does it mean to be a good sport?</i>	

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Grade 1 | Knowledge Map

Social Studies	
OUR WORLD Civics & Community	YESTERDAY & TODAY History & More
<p>Neighborhood Adventures Exploring Where We Live</p> <p>Essential Question: <i>What might we discover on a neighborhood adventure?</i></p>	<p>Across America Landmarks and Symbols</p> <p>Essential Question: <i>Why are national landmarks and symbols important?</i></p>

Science	
LIVING THINGS Life Science	EARTH & SPACE Physical Science
<p>Where Animals Live Animal Habitats</p> <p>Essential Question: <i>How does an animal's habitat help it survive?</i></p>	<p>Up in the Sky The Sun, the Moon, and the Stars</p> <p>Essential Question: <i>What patterns do we see when we study the sun, the moon, and the stars?</i></p>

ELA	
GREAT STORIES Genre Study	PAGE TURNERS Literary Themes & Elements
<p>Follow the Clues! Marvelous Mysteries</p> <p>Essential Question: <i>How do detectives solve mysteries?</i></p>	<p>Bright Ideas The Power of Imagination</p> <p>Essential Question: <i>How can our imaginations help us accomplish new things?</i></p>

Arts & Culture
ARTS & CULTURE Art, Sports & More
<p>Looking at Art Arts and Crafts</p> <p>Essential Question: <i>What inspires us to create art?</i></p>

Grade 2 | Knowledge Map

Social Studies	
OUR WORLD Civics & Community	YESTERDAY & TODAY History & More
<p>Your Voice Matters Sharing Your Ideas</p> <p>Essential Question: <i>How do people make their voices heard?</i></p>	<p>Taking Flight Amazing Air and Space Travels</p> <p>Essential Question: <i>What were some important events in air and space history?</i></p>

Science	
LIVING THINGS Life Science	EARTH & SPACE Physical Science
<p>Features of Creatures Animal Characteristics</p> <p>Essential Question: <i>How do animals survive in nature?</i></p>	<p>What's the World Made Of? Three Forms of Matter</p> <p>Essential Question: <i>What is matter?</i></p>

ELA	
GREAT STORIES Genre Study	PAGE TURNERS Literary Themes & Elements
<p>In Imagined Worlds Science Fiction</p> <p>Essential Question: <i>What are characteristics of science fiction?</i></p>	<p>Stepping Up Meeting Challenges</p> <p>Essential Question: <i>What can we learn from story characters?</i></p>

Arts & Culture
ARTS & CULTURE Art, Sports & More
<p>Tell Me a Story Express Yourself in Writing</p> <p>Essential Question: <i>What inspires us to write?</i></p>

Reinforcing Topic Knowledge With Text Sets

Research has shown that “to acquire the knowledge and vocabulary that will help them understand informational texts, students need to do more than read a single book on a topic before skipping to another one. . . . They need to stick with a topic for days or weeks, encountering the same vocabulary and concepts repeatedly” (Wexler, 2019).

Each Knowledge Library text set features eight titles: four trade books and four decodable texts. The text sets are designed to be used alongside core ELA curricula, and topics may be read in any order.

Knowledge Library text sets are curated to address an Essential Question about the specific topic of study. The Essential Question drives inquiry about the topic and spurs critical thinking and academic discussion.



Essential Question:
How do animals survive in nature?



Extending Comprehension With Knowledge Library Books

Multiple reads of a text for different purposes can boost comprehension and reader engagement (Liben & Liben, 2024). For this reason, Knowledge Library instruction provides support for at least two readings of a text as well as activities that meet different learning objectives.

Before Reading Students begin building their understanding of a text through instruction. Students note the title, discuss the genre, and preview complex vocabulary they may not be able to define in the context of the reading.

First Reading This first reading is geared toward developing a basic understanding of the text. Students listen to the read-aloud and follow along in their own copies. After the reading, students respond to prompts that target the most important and challenging aspects of the reading. Students share their understanding of the text’s “Big Ideas” and any “Wonderings,” or lingering thoughts or questions, they have about it.

Second Reading This reading is designed to help students build knowledge and deepen their understanding of the text. During reading, text-focused stopping points prompt students to think critically and explain their thinking. The prompts fall into three categories:

- **Big Ideas** questions are the *who, what, where, why, or how* questions that help students comprehend the most important ideas, events, or information provided in a text.
- **Vocabulary** questions ask students to discuss high-utility Tier 2 and content-area words to reinforce their understanding of word meaning and the author’s choice of words.
- **Deep Thinking** questions engage students in critical thinking by asking them to make inferences, synthesize information, or make connections.

Extending Skills Through Differentiated Instruction

Every Knowledge Library Book Teacher Card provides four options for differentiated instruction, enabling teachers to target students’ specific areas of need. The Differentiated Instruction activities are grade-level appropriate, standards-based, and designed to provide students the opportunity to:

- analyze the author’s word choice in order to build their understanding of vocabulary, content-area words, syntax, morphology, and figurative language.
- better understand the text features of fiction or informational text, such as the use of illustrations, photos, graphs, maps, diagrams, or labels.
- analyze a specific title through the lens of genre, such as science fiction, mystery, or folktale.
- study text features that further contribute to the reader’s overall understanding of the text’s content or topic, such as an index or glossary.
- practice a transferable writing skill or speaking and listening skill that will reinforce their comprehension of the current text as well as improve their ability to demonstrate their understanding of future texts.
- review print concepts in Grade K, such as tracking print from left to right.
- focus on fluency concepts in Grades 1 and 2, such as noticing end punctuation or reading with expression.



The Instructional Framework for Phonics and Word Study

Short Reads Decodables Each text set in the Knowledge Library includes four topically aligned Short Reads Decodables Student Cards and corresponding Short Reads Decodables Teacher Cards. These decodable texts allow students to build topic knowledge while reviewing an aggregated set of targeted grade-level phonics.

Short Reads Decodables provide opportunities for students to practice sound-spellings, word study skills, and syllable types that are likely taught in their core grade-level foundational skills program. The Knowledge Library decodable texts and related foundational skills instruction follow this scope and sequence of skills:

- **Grade K** begins with an alphabet review, then continues with CVC words with short vowels and consonant blends. It ends with consonant digraphs.
- **Grade 1** begins with CVC words with short vowels, then continues with beginning and final blends and digraphs. Next, long vowels with final *e* and vowel teams are added. It ends with two-syllable words and compound words.
- **Grade 2** begins with *r*-controlled vowels and long-*i* and long-*e* spellings. It continues with short- and long-*oo* spellings, /aw/ spellings, and diphthongs. Next, consonant + *le*, *al*, or *el* syllables are added, followed by the schwa sound in unstressed syllables. Finally, prefixes and suffixes are added.

Phonics Elements Each quadrant on these charts shows the skills focus across a grade. You can use the charts to match the cards with your students' current abilities.

Kindergarten

	Social Studies		Science		ELA		Arts & Culture
	Making a Difference	Sharing Family Stories	Start With a Seed	Push, Pull, Move It!	Storybook Friends	Getting to Know You	Game On!
Card 1	Alphabet Review						
Card 2	CVC Words With Short Vowels <i>a, e, i, o, u</i>	CVC Words With Short Vowels <i>a, e, i, o, u</i>	CVC Words With Short Vowels <i>a, e, i, o, u</i>	CVC Words With Short Vowels <i>a, e, i, o, u</i>	CVC Words With Short Vowels <i>a, e, i, o, u</i>	CVC Words With Short Vowels <i>a, e, i, o, u</i>	CVC Words With Short Vowels <i>a, e, i, o, u</i>
Card 3	Beginning <i>l</i> -blends	Beginning <i>r</i> -blends	Beginning <i>r</i> -blends	Beginning <i>s</i> -blends	Beginning <i>s</i> -blends	Beginning <i>l</i> -blends	Beginning <i>s</i> -blends
Card 4	Beginning Digraph <i>ch</i>	Beginning Digraph <i>sh</i>	Beginning Digraph <i>wh</i>	Beginning Digraph <i>th</i>	Beginning Digraph <i>ch</i>	Beginning Digraph <i>sh</i>	Beginning Digraph <i>wh</i>

Grade 1

	Social Studies		Science		ELA		Arts & Culture
	Neighborhood Adventures	Across America	Where Animals Live	Up in the Sky	Follow the Clues!	Bright Ideas	Looking at Art
Card 1	CVC Words With Short Vowels <i>a, e, i, o, u</i>	CVC Words With Short Vowels <i>a, e, i, o, u</i>	CVC Words With Short Vowels <i>a, e, i, o, u</i>	CVC Words With Short Vowels <i>a, e, i, o, u</i>	CVC Words With Short Vowels <i>a, e, i, o, u</i>	CVC Words With Short Vowels <i>a, e, i, o, u</i>	CVC Words With Short Vowels <i>a, e, i, o, u</i>
Card 2	Final Blends	Beginning Digraphs: <i>ch, sh, th, wh</i>	Beginning Digraphs: <i>ch, sh, th, wh</i>	Final Digraphs: <i>-ch, -sh, -th, -wh</i>	Beginning Blends	Final Blends	Final Digraphs: <i>-ch, -sh, -th, -wh</i>
Card 3	Long Vowels With Final e	Long o (<i>ow, oa</i>) Long u (<i>ue, ew</i>)	Long Vowels With Final e	Long i (<i>ie, igh</i>)	Long Vowels With Final e	Long a (<i>ay, ai</i>) Long e (<i>ee, ea</i>)	Long Vowels With Final e
Card 4	Two-Syllable Words— Closed Syllables	Compound Words	Two-Syllable Words— Closed Syllables	Compound Words	Two-Syllable Words— Closed Syllables	Two-Syllable Words— Closed Syllables	Two-Syllable Words— Closed Syllables

Grade 2

	Social Studies		Science		ELA		Arts & Culture
	Your Voice Matters	Taking Flight	Features of Creatures	What's the World Made Of?	In Imagined Worlds	Stepping Up	Tell Me a Story
Card 1	Final Long e (<i>ey, y</i>) Final Long i (<i>y</i>)	Final Long e (<i>ey, y</i>) Final Long i (<i>y</i>)	<i>r</i> -Controlled Vowels (<i>ar, or, ore</i>)	<i>r</i> -Controlled Vowels (<i>ar, or, ore</i>)	<i>r</i> -Controlled Vowels (<i>ar, or, ore</i>)	<i>r</i> -Controlled Vowels (<i>er, ir, ur</i>)	<i>r</i> -Controlled Vowels (<i>ar, or, ore</i>)
Card 2	/aw/ (<i>al, au, aw</i>)	Short oo (<i>oo, u</i>) Long oo (<i>oo, u, ue, ew</i>)	Diphthongs (<i>oi, oy, ou, ow</i>)	/aw/ (<i>al, au, aw</i>)	Short oo (<i>oo, u</i>) Long oo (<i>u, oo, ue, ew</i>)	Diphthongs (<i>oi, oy, ou, ow</i>)	Short oo (<i>oo, u</i>) Long oo (<i>u_e, oo, ue, ew</i>)
Card 3	Schwa in Unstressed Syllables	Schwa in Unstressed Syllables	Consonant + <i>le, al, el</i> Syllables	Consonant + <i>le, al, el</i> Syllables	Consonant + <i>le, al, el</i> Syllables	Schwa in Unstressed Syllables	Schwa in Unstressed Syllables
Card 4	Suffixes <i>-ful, -less</i>	Suffixes <i>-able, -ible</i>	Prefixes <i>in-, im-</i>	Prefixes <i>pre-, re-</i>	Prefixes <i>un-, non-, mis-</i>	Suffixes <i>-y, -ly</i>	Suffixes <i>-tion, -sion</i>

Short Reads Decodables

The Knowledge Library topics are designed to be taught in a flexible order, depending on your core program as well as on students' needs and interests. For this reason, the four Short Reads Decodables Student Cards in every topic provide practice across a range of grade-level scope-and-sequence skills targets.

The number on each card indicates how the target elements align to the scope and sequence. The range of targets also facilitates differentiated instruction, as different groups of students can receive the foundational skills review that they need in the context of a common topic. Differentiation can be determined based on student data from your core ELA program, other school assessments, teacher observation, or the Knowledge Library Foundational Skills Check-Ins, available on the Knowledge Library Teacher Hub.

Review, Practice, Apply

Instruction for every Short Reads Decodables Student Card follows a gradual-release model: *review*, *practice*, and *apply*. Instruction begins with a *review* of the target sound-spelling, word study skill, or syllable type.

Students identify and pronounce the target element in sample words, and then they *practice* reading additional words with the same target element. Finally, students *apply* their learning by reading a decodable text about the topic that includes words with the target element(s), previously introduced phonic elements, high-frequency words, and story or content words. The Alphabet Review Cards for kindergarten are different. For an overview of the cards, see pages 40 and 41.

Differentiated Instruction

Options for Differentiated Instruction may include additional practice in phonemic awareness or phonics. For more information about Differentiated Instruction for Short Reads Decodables, see pages 37 and 39.

Opportunities to Build Knowledge

To maximize your students' opportunities to build knowledge, we recommend that every student reads each text.

- If students have progressed in their phonics scope and sequence beyond the target skills of a card, we recommend using that card for independent or partner reading.
- If students are still focusing on an earlier skill in a phonics scope and sequence, you may wish to use the more challenging cards as read-alouds.



Distribution of Foundational Skills Targets Across Grade Levels

SHORT READS DECODABLES CARD TARGETS

Review Sound-Spellings	Grade
Alphabet Review	K
CVC Words With Short Vowels <i>a, e, i, o, u</i>	K, 1
Beginning <i>l</i> -blends	K
Beginning <i>r</i> -blends	K
Beginning <i>s</i> -blends	K
Beginning Digraph <i>ch</i>	K
Beginning Digraph <i>sh</i>	K
Beginning Digraph <i>wh</i>	K
Beginning Digraph <i>th</i>	K
Beginning Blends	1
Final Blends	1
Beginning Digraphs: <i>ch, sh, th, wh</i>	1
Final Digraphs: <i>-ch, -sh, -th, -tch</i>	1
Long Vowels With Final <i>e</i>	1
Long <i>a</i> (<i>ay, ai</i>); Long <i>e</i> (<i>ee, ea</i>)	1
Long <i>i</i> (<i>ie, igh</i>)	1
Long <i>o</i> (<i>ow, oa</i>); Long <i>u</i> (<i>ue, ew</i>)	1
Final Long <i>e</i> (<i>ey, y</i>); Final Long <i>i</i> (<i>y</i>)	2
<i>r</i> -Controlled Vowels (<i>ar, or, ore</i>)	2
<i>r</i> -Controlled Vowels (<i>er, ir, ur</i>)	2
<i>/aw/</i> (<i>al, au, aw</i>)	2
Short <i>oo</i> (<i>oo, u</i>); Long <i>oo</i> (<i>u_e, oo, u, ue, ew</i>)	2
Diphthongs (<i>oi, oy, ou, ow</i>)	2

Syllable Types	Grade
Two-Syllable Words—Closed Syllables	1
Compound Words	1
Consonant + <i>le, al, el</i> Syllables	2
Schwa in Unstressed Syllables	2

Word Study Review	Grade
Prefixes <i>in-, im-</i>	2
Prefixes <i>pre-, re-</i>	2
Prefixes <i>un-, non-, mis-</i>	2
Suffixes <i>-able, -ible</i>	2
Suffixes <i>-ful, -less</i>	2
Suffixes <i>-tion, -sion</i>	2
Suffixes <i>-y, -ly</i>	2

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. They are here to help your team confidently and effectively apply the Knowledge Library in your classroom. The following courses are available.

Knowledge Library: Virtual Product Overview

Format: Virtual | 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 right away. A Participant Guide is included.

Knowledge Library: Virtual Product Overview Recording

A recording of the Virtual Product Overview is also available online for sites that have access to digital resources. Organized into bite-sized videos, this resource supports active engagement and practical application. The 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.

Professional Book Library Grades K-5, K-2, and 3-5 configurations of the Scholastic Knowledge Library include a Professional Book Library to support professional learning. There are also additional professional learning options available to help you refine your instructional methods and maximize your students' learning.



Additional Sessions to Support Implementation

➔ **Knowledge Library: Supporting Instructional Leaders | Audience: Principals, Instructional Coaches, District Staff | Duration: 3 Hours**

Designed for administrators, instructional coaches, 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.



Small-Group Teaching and Learning

Supporting Core ELA Curriculum

The Knowledge Library is designed to complement a core ELA curriculum, boost volume of reading, and help students access complex texts across disciplines. For this reason, the Knowledge Library topic selection was informed by state standards as well as by alignment with popular core programs.

Instruction is designed for use in reading blocks of various structures and lengths. The Teacher Cards for the Knowledge Library Books and Short Reads Decodables support teaching and learning through teacher-led small-group instruction. The Knowledge Library helps educators orchestrate powerful small-group instruction with resources that:

- help students build knowledge by supporting a volume of reading across disciplines.
- encourage robust vocabulary development to support comprehension.
- support all readers through relevant, authentic grade-level texts.
- provide all readers with controlled short decodable texts to use for applying skills.
- provide ways to fine-tune differentiation for comprehension and foundational skills.

Knowledge Library Books and Short Reads Decodables Student Cards may also be used for whole-group and/or independent reading. For optimum knowledge building and literacy growth, all students should be read aloud to, or read on their own or with a partner, every library book and decodable text in a Knowledge Library text set.

The Planning and Pacing for Grades K-2 provided in this guide on pages 22 through 26 addresses implementation for teacher-led small groups. Please note that this is just one example of planning and pacing for this resource. This plan can be adjusted as needed depending on the length and configuration of a literacy block.

Grouping Students

Grouping options are flexible, and you may group students based on:

- their work in their core reading program, leveraging data from that program as well as teacher insights.
- quantitative reading measures.
- class interests or coordination with a class study.
- differentiating instruction to meet students' needs.
- students' reading and language proficiency levels.
- performance on state, local, or program assessments.



Knowledge Library in the Classroom

While the Knowledge Library is designed to support small-group instruction, resources can be used in other teacher and learning contexts. Below are some suggestions for whole-class instruction time and independent work time.

Whole Class | Reading 20–30 min.

- ➔ Knowledge Library Topic Launch/ Topic Projects and Wrap-Up
- ➔ Knowledge Library read-alouds may at some point be shared with the whole class.

Whole Class | Writing 20–30 min.

Knowledge Library's Write About Reading or Show What You Know writing prompts may be used to complement your core writing instruction.

Whole Class | Foundational Skills 15–20 min.

The Knowledge Library's rigorous phonics progression aligns with other comprehensive phonics programs. Alphabet Review Cards and Short Reads Decodables Student Cards can be used to support core foundational skills instruction.

Independent Work 40 min.

- ➔ Independent or partner reading of Knowledge Library Books
- ➔ Independent or partner reading of Short Reads Decodables
- ➔ Knowledge Library activities including Write About Reading, Knowledge Notes, Topic Projects, Career Connections
- ➔ Independent activities/learning centers from a core program



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

- ➔ **Knowledge Library Books** with Options for Differentiated Instruction
- ➔ **Short Reads Decodables** with Options for Differentiated Instruction
- ➔ **Alphabet Review Cards** (Grade K only)

Whole Group

At the beginning of a Knowledge Library topic, you may wish to use your whole-group time to introduce the topic with the material on the Topic Launch Card. If several groups are working on the same topic, this time may be used to share the Career Connections.

Then this time can be used to continue with the whole-group instruction from your core classroom program.

Teacher-Led Small Groups

The instruction and related activities on your Knowledge Library Book Teacher Card, Short Reads Decodables Teacher Card, or Alphabet Knowledge Teacher Card are designed to support small-group teaching and learning. Beyond the sharing of the text, use this time to have students do the Write From Dictation encoding activity, work on their Write About Reading response, or complete the Knowledge Notes. This time may also be used for working through the Show What You Know assessments.

Independent Work

Depending on student readiness, Knowledge Library Books and Short Reads Decodables Student Cards may be used for partner and/or independent reading. After reading on their own, have students come together to discuss texts in teacher-led small groups.

Some students may be ready to work on their own to complete activities, such as Topic Projects.

Planning and Pacing for Grades K–2

Teacher-Led Small-Group Instruction

Topics The order of the topics is flexible and may be determined based on student needs as informed by student data, as well as the specific core curriculum being implemented.

Schedule These planning and pacing recommendations are based on a five-day schedule.

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

Timing About 20 minutes per session

Knowledge Library Books

Knowledge Library Books are typically aligned language-rich texts used for knowledge building through read-alouds.

- 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 children in partner or independent reading.
- Use the Knowledge Library Book Teacher Card for:
 - responsive instruction.
 - options for differentiated instruction.
- Use the Knowledge Library Instructional Routines to support teaching and learning.

Knowledge Library Short Reads Decodables

Short Reads Decodables are typically aligned short texts used for explicit and systematic phonics instruction.

- Use the Short Reads Decodables for:
 - building phonics and decoding skills.
 - knowledge building.
 - boosting reading confidence.
 - partner and/or independent reading to promote mastery, automaticity, and fluency.
 - encouraging and enhancing writing and spelling skills.
- Use the Short Reads Decodables Teacher Card for:
 - responsive instruction.
 - options for differentiated instruction.
- Use the Knowledge Library Instructional Routines to support teaching and learning.

Scholastic Knowledge Library Planning and Pacing K-2

Knowledge Library Books and Short Reads Decodables

Week One Topic: _____

Use the Topic Overview Teacher Card to launch and introduce the Knowledge Library topic.

The following is a general guideline.
Time needed to complete readings may vary across texts.

	Day 1 Topic Launch Media Day 1 of Each Topic	Day 2	Day 3	Day 4	Day 5
Week One	<p>Read: Knowledge Library Book</p> <ul style="list-style-type: none"> • Before Reading • First Reading: Share Big Ideas and Wonderings 	<p>Read: Knowledge Library Book</p> <ul style="list-style-type: none"> • Second Reading: Build Comprehension and Vocabulary • Write About Reading 	<p>Read: Knowledge Library Book</p> <ul style="list-style-type: none"> • Differentiated Instruction (Choose from options as needed.) • After Reading: Wrap Up Knowledge Notes Show What You Know 	<p>Read: Short Reads Decodables Card 1</p> <ul style="list-style-type: none"> • High-Frequency Word Review • Review Sound-Spellings (Word Study or Syllable Types) • Practice Reading Decodable Words • Preview and First Reading • Spelling: Writing From Dictation 	<p>Read: Short Reads Decodables Card 1</p> <ul style="list-style-type: none"> • Second Reading • After Reading: Build Comprehension and Knowledge • Differentiated Instruction (Choose from options as needed.) • Write About Reading • Wrap Up the Reading Knowledge Notes

Week Two Topic: _____

The following is a general guideline.

Time needed to complete readings may vary across texts.

	Day 1	Day 2	Day 3	Day 4	Day 5
Week Two	<p>Read: Knowledge Library Book</p> <ul style="list-style-type: none"> • Before Reading • First Reading: Share Big Ideas and Wonderings 	<p>Read: Knowledge Library Book</p> <ul style="list-style-type: none"> • Second Reading: Build Comprehension and Vocabulary • Write About Reading 	<p>Read: Knowledge Library Book</p> <ul style="list-style-type: none"> • Differentiated Instruction (Choose from options as needed.) • After Reading: Wrap Up Knowledge Notes Show What You Know 	<p>Read: Short Reads Decodables Card 2</p> <ul style="list-style-type: none"> • High-Frequency Word Review • Review Sound-Spellings (Word Study or Syllable Types) • Practice Reading Decodable Words • Preview and First Reading • Spelling: Writing From Dictation 	<p>Read: Short Reads Decodables Card 2</p> <ul style="list-style-type: none"> • Second Reading • After Reading: Build Comprehension and Knowledge • Differentiated Instruction (Choose from options as needed.) • Write About Reading • Wrap Up the Reading Knowledge Notes

Week Three Topic: _____

The following is a general guideline.
Time needed to complete readings may vary across texts.

	Day 1	Day 2	Day 3	Day 4	Day 5
Week Three	<p>Read: Knowledge Library Book</p> <ul style="list-style-type: none"> • Before Reading • First Reading: Share Big Ideas and Wonderings 	<p>Read: Knowledge Library Book</p> <ul style="list-style-type: none"> • Second Reading: Build Comprehension and Vocabulary • Write About Reading 	<p>Read: Knowledge Library Book</p> <ul style="list-style-type: none"> • Differentiated Instruction (Choose from options as needed.) • After Reading: Wrap Up Knowledge Notes Show What You Know 	<p>Read: Short Reads Decodables Card 3</p> <ul style="list-style-type: none"> • High-Frequency Word Review • Review Sound-Spellings (Word Study or Syllable Types) • Practice Reading Decodable Words • Preview and First Reading • Spelling: Writing From Dictation 	<p>Read: Short Reads Decodables Card 3</p> <ul style="list-style-type: none"> • Second Reading • After Reading: Build Comprehension and Knowledge • Differentiated Instruction (Choose from options as needed.) • Write About Reading • Wrap Up the Reading Knowledge Notes

Week Four Topic: _____

The following is a general guideline.
Time needed to complete readings may vary across texts.

	Day 1	Day 2	Day 3	Day 4	Day 5
Week Four	<p>Read: Knowledge Library Book</p> <ul style="list-style-type: none"> • Before Reading • First Reading: Share Big Ideas and Wonderings 	<p>Read: Knowledge Library Book</p> <ul style="list-style-type: none"> • Second Reading: Build Comprehension and Vocabulary • Write About Reading 	<p>Read: Knowledge Library Book</p> <ul style="list-style-type: none"> • Differentiated Instruction (Choose from options as needed.) • After Reading: Wrap Up Knowledge Notes Show What You Know 	<p>Read: Short Reads Decodables Card 4</p> <ul style="list-style-type: none"> • High-Frequency Word Review • Review Sound-Spellings (Word Study or Syllable Types) • Practice Reading Decodable Words • Preview and First Reading • Spelling: Writing From Dictation 	<p>Read: Short Reads Decodables Card 4</p> <ul style="list-style-type: none"> • Second Reading • After Reading: Build Comprehension and Knowledge • Differentiated Instruction (Choose from options as needed.) • Write About Reading • Wrap Up the Reading Knowledge Notes

Supporting Teaching and Learning With High-Impact Instructional Routines

The following instructional routines are research-based and designed to streamline instruction by creating consistent classroom practices. For ease of access, you can find these routines on the Knowledge Library Instructional Routines Card located in your Knowledge Library box(es).

Analyzing Media Routine

- **Time:** 5 minutes
- **Grades:** 2–5
- **Target Skills:** Responding, Note-Taking, Building Background

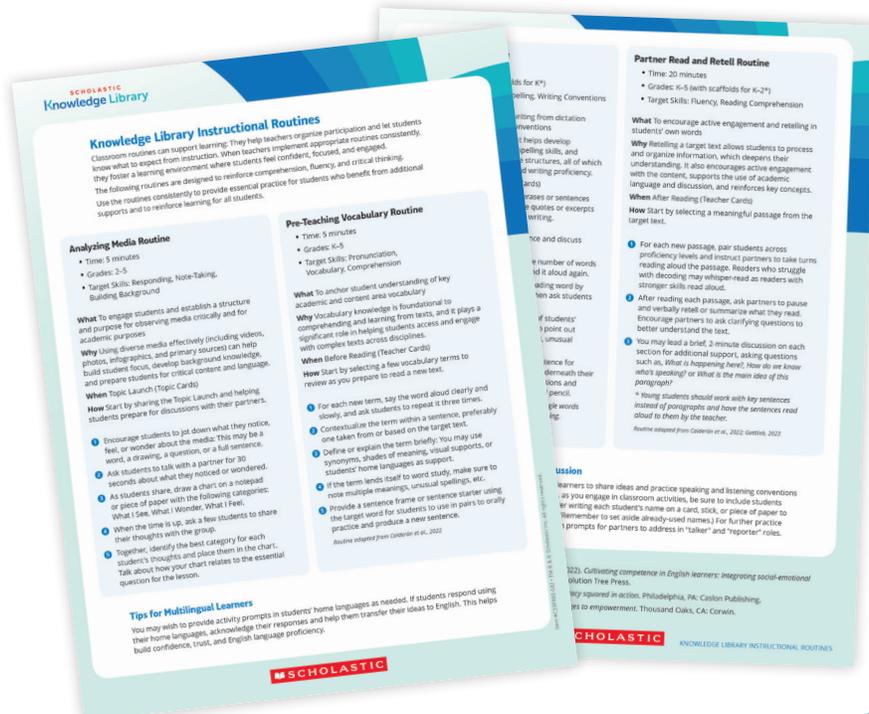
What To engage students and establish a structure and purpose for observing media critically and for academic purposes

Why Using diverse media effectively (including videos, photos, infographics, and primary sources) can help build student focus, develop background knowledge, and prepare students for critical content and language.

When Topic Launch (Topic Cards)

How Start by sharing the Topic Launch and helping students prepare for discussions with their partners.

1. 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.
2. Ask students to talk with a partner for 30 seconds about what they noticed or wondered.
3. 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*.
4. When the time is up, ask a few students to share their thoughts with the group.
5. 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:** Pronunciation, Vocabulary, Comprehension

What 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 (Teacher Cards)

How Start by selecting a few vocabulary terms to review as you prepare to read a new text.

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

Routine adapted from Calderón et al., 2022

Tips for Multilingual Learners

You may wish to provide activity prompts in students' home languages as needed. 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.

Mini-Dictation Routine

- **Time:** 15–20 minutes
- **Grades:** K–5 (with scaffolds for K*)
- **Target Skills:** Listening, Spelling, Writing Conventions

What To engage students in writing from dictation and practice using language conventions

Why Transcribing authentic text helps students develop phonological awareness, build spelling skills, and reinforce knowledge of sentence structures, all of which foster language development and writing proficiency.

When Writing Section (Teacher Cards)

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

1. Read aloud the phrase or sentence and discuss its meaning.
2. Together with students, count the number of words in the phrase or sentence and read it aloud again.
3. Prepare students for writing by reading word by word or phrase by phrase again, then ask students to follow you in writing.
4. Discuss the spelling and grammar of the sentence together. You may wish to point out uppercase letters, descriptive words, unusual spellings, punctuation, etc.
5. Write the standard version of the sentence for display and ask students to copy it underneath their writing. Students should compare versions and correct their own work using a colored pencil.

* *Very young students should work on single words and use letter blocks to produce their writing.*

Routine adapted from Escamilla et al., 2014

Partner Read and Retell Routine

- **Time:** 20 minutes
- **Grades:** K–5 (with scaffolds for K*)
- **Target Skills:** Fluency, Reading Comprehension

What To encourage active engagement and retelling in students’ own words

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 Cards)

How Start by selecting a meaningful passage from the target text.

1. For each new passage, pair students across proficiency levels and instruct partners to take turns reading aloud the passage. Readers who struggle with decoding may whisper-read as readers with stronger skills read aloud.
2. After reading each passage, ask partners to pause and verbally retell or summarize what they read. Encourage partners to ask clarifying questions to better understand the text.
3. You may lead a brief, two-minute discussion on 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?*

* *Young students should work with key sentences instead of paragraphs and have the sentences read aloud to them by the teacher.*

Routine adapted from Calderón et al., 2022; Gottlieb, 2023

Tips for Accountable Partner Discussion

Remember to create opportunities for all learners to share ideas and practice speaking and listening in a supportive environment. For example, as you engage in classroom activities, be sure to include students who are less likely to participate. Or consider writing each student’s name on a card, stick, or piece of paper to select students and monitor participation. (Remember to set aside already used names.) For further practice with academic discourse, provide discussion prompts for partners to address in “talker” and “reporter” roles.

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 will work in small groups to build knowledge as they deepen their understanding of how the English language works.

Let's take *Inky's Amazing Escape* as an example. When second graders learn about the incredible ways octopuses use their suckers and ability to squirt ink, and about how an octopus mother may use "her jet" to blow babies away from her, they learn that:

- ➔ the word *suckers* can be a technical term for a part of an octopus's arm.
- ➔ the concept of ink can be found in animal science.
- ➔ possessive pronouns hold gender in English (*her jet*).
- ➔ scientific texts use certain kinds of sentence structures (*uses ___ to ___*).

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:

- The Pre-Teaching Vocabulary and Mini-Dictation routines (can be used before and after lessons)
- Lesson-specific ELA supports that are in each lesson
- The Differentiated Instruction activities in each lesson
- Teaching materials and student activity sheets online

Offer early, 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:

- adopt media analysis and partner-reading routines during each lesson.
- invite children to offer a verbal response to the Topic Launch at the beginning of a unit or ask them to retell 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. A simple rubric can go a long way in offering valuable insights!

Multilingual learners are students who are learning English at school in addition to a home language. They are often known as English Learners (ELs) and can include newcomers.

Home Languages can be used strategically to help ignite oral production by reducing the cognitive load and stress associated with a second language. Encourage students to retell tasks and texts in their own words and then help them transfer their ideas to English.

Foundational Skills for Multilingual Learners

When working with multilingual learners, it's important to remember that the ability to decode does not guarantee that students are understanding what they 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 nature of the content.
- Help students “make meaning” of what they write.

Tips to Support Classroom Decisions

Grouping students and selecting texts appropriately can enhance small-group instruction. Consider the following recommendations for purposeful instruction as you set up activities for multilingual learners.

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.

When selecting texts . . .

- ➔ Start with the Short Reads Decodables texts if . . .
 - multilingual learners are very new to reading.
 - multilingual learners have enough familiarity with the topic to “make meaning” as they read.
- ➔ Start with the Knowledge Library Books if . . .
 - multilingual learners are experienced readers.
 - multilingual learners are very new to the topic and could use the contextual background of an authentic text.
- ➔ Choose books on topics that students have shown interest in.

Multilingual Learners-Friendly by Design

Remember the key features that make the Knowledge Library a strong setting for building knowledge and literacy with multilingual learners.

Small-Group Instruction	Knowledge Building	Differentiated Instruction
Reduced anxiety	Integration of language and content	Responsiveness to student needs
Tailored instruction	Ample context and volume	Teacher choice
Peer-to-peer learning	Multiple formats	Destigmatized attention

Fluency is defined as reading with accuracy, appropriate rate, and expressiveness.

The ability to read fluently is key to decoding, comprehending, and building confidence. Use the following **Fluency Routine** before any other vocabulary or comprehension activity to ensure students understand the gist of new or complex texts.

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

Teaching With the Knowledge Library

Across the Grades

Each topic in the Knowledge Library is aligned to a grade level-appropriate topic within one of seven sub-disciplines. Each sub-discipline exists within one of four content areas (**Science**, **Social Studies**, **ELA**, or **Arts & Culture**). These sub-disciplines are shared across all grade levels from K-5. Each topic is also correlated to state standards and core ELA curricula. When you read down a column, you can see how the same topic is explored in different grades.

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

Using the Skills Traces

Skills Trace Charts

Each Skills Trace is an at-a-glance chart for a text set that shows the titles of all the texts and the skills addressed in each of the four Knowledge Library Books and each of the four Short Reads Decodables. Besides an overview of the texts, you can see the breadth of skills and supports included in a text set.

Use the Skills Traces, which are available on the Knowledge Library Teacher Hub, to help you plan for instruction, group students, or determine the order in which you choose to introduce topics. Note that the specific order of the topics may be customized depending on your core program as well as on students' needs and interest.

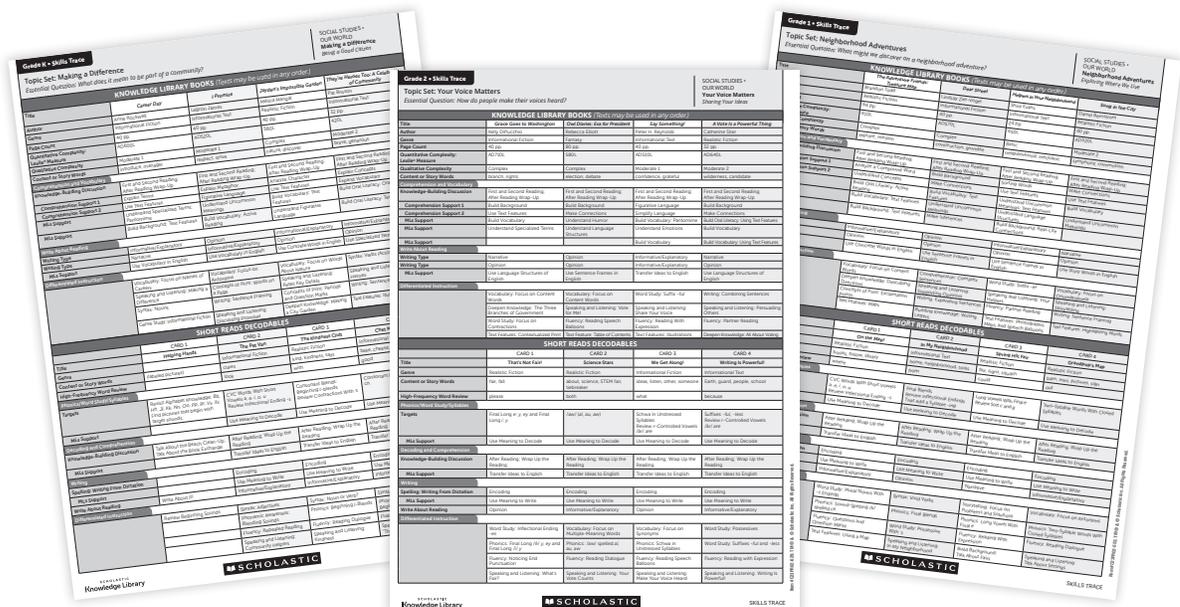
Knowledge Library Books

The top section contains information about the texts under the headings—Title, Author, Genre, Page Count, Quantitative Complexity: Lexile® Measure, Qualitative Complexity, and Content or Story Words, as well as the Comprehension Supports, and the Write About Reading writing types.

Short Reads Decodables

The bottom section contains information about the texts under the headings—Title, Genres, Content or Story Words, and the High-Frequency Word Review. It also lists the Phonics/Word Study/Syllable types aggregated for each text, and the two writing activities—Spelling: Writing From Dictation and Write About Reading.

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



Getting Started Using the Topic Cards

Each topic comes with a Topic Overview Card that helps with planning for the topic and subsequent classroom instruction. At the start of a new topic, use the card to help students build background knowledge about the topic that they can apply to their reading.

The Knowledge Library Topic Overview Card

- ➔ **Topic Knowledge**
A list of learning objectives to keep in mind for the topic
- ➔ **Topic Launch**
A reference to an engaging video, image, photo, or poster found on the Knowledge Library Teacher Hub that is designed to build background knowledge and spark students' interest and curiosity
- ➔ **Essential Question**
The Essential Question that drives inquiry about the topic and spurs critical thinking and academic discussion
- ➔ **Topic Writing**
An overview of the kinds of writing students will engage in, as they read and explore the topic
- ➔ **Topic Project**
Suggestions for simple projects that students may work on as they progress through the topic
- ➔ **For Your Reference**
Interesting, relevant information related to the topic that may support your own background knowledge and may be shared with students
- ➔ **Career Connections**
Two descriptions to share with students that allow them to make "real-life" associations between a topic and how people apply this topic knowledge in their careers

GRADE 1 • TOPIC OVERVIEW • TEACHER CARD

Follow the Clues!

Essential Question: *How do detectives solve mysteries?*

Topic Knowledge
Children will build knowledge about the following:

- Solving a mystery
- Using problem-solving skills
- Seeking and finding clues
- Using clues to find something that is lost
- Asking questions to help solve a mystery

Topic Launch
Share the Topic Launch image, which you can find online. Point out that these kid detectives from a story are collecting clues to help them solve a mystery. Use these questions to support your discussion:

- *Why do you think the map with an X is an important clue?*
- *What other possible clues do you see shown on the board?*
- *What missing thing do you think these detectives are trying to find?*

Connect to the Essential Question Introduce the topic question that your class will discuss as you explore the topic: *How do detectives solve mysteries?* Remind children that sometimes children can act like detectives and solve simple mysteries. Like the characters in these texts, they can ask questions, look for clues, and problem-solve to try to figure out what really happened.



Topic Writing
Children write in response to the readings by following the prompts aligned to different modes of writing—narrative, opinion, and informative/explanatory.

Topic Project
You may wish to preview topic projects with children so that they can gather information as they progress through the topic.

1. Make a list of five things a story detective can do to help find something that is missing.
2. Write or draw a short mystery story with yourself as the detective.
3. Write some mystery story title ideas. Some of them may begin with the words, "The Case of the ..."

GREAT STORIES
Follow the Clues!
Marvelous Mysteries

For Your Reference
Finding Something Lost
Children's mystery stories often involve the characters working to find something that is lost. The plot often involves a character who has lost something engaging other characters to help find it.

"Whodunit"
Mysteries are sometimes called "whodunits." In these stories, often something is missing or broken, and the characters use the clues to determine who was responsible for what happened.

Figuring Out What Happened
More sophisticated mysteries may have a conflict where an event happens outside of the text that the characters and readers do not know about. The characters and readers follow clues to determine what happened.

Following Clues
A main characteristic of mystery texts involves characters following clues to help them solve a mystery. Readers learn about the clues at the same time as the characters, allowing readers to infer and make predictions as the plot advances.

Asking Questions
Characters in mysteries often ask questions to help them solve problems. Mysteries offer children an excellent opportunity to see the importance of asking questions when trying to solve a problem.

Career Connections
Detectives are people who work to find information to help solve a crime. When a crime happens, they ask questions and problem-solve to figure out what happened and who is responsible.

Investigative Journalists are people who seek information and do research on a topic that is of importance to the community. The information is then shared in a newspaper, online, or on TV news.
See resources online.

SCHOLASTIC Knowledge Library SCHOLASTIC TOPIC OVERVIEW • TEACHER CARD

Books Tab

Information about each book in the text set, including Text Complexity information that includes a quantitative measure, a qualitative measure, and a reader and task note

Short Reads Tab

The title and a summary of the text along with the sound-spellings, word study skills, or syllable types targeted on each of the four Short Reads Decodables

On the Platform: Assessment

A reminder that a Show What You Know assessment is available for each book, and Foundational Skills Check-Ins are available on the Knowledge Library Teacher Hub

Topic Wrap-Up

A reference to the Essential Question for the topic, the Knowledge Notes, and Topic Projects

Topic Texts: Follow the Clues!
Choose among these books and Short Reads for differentiated small-group instruction. Teacher Cards are available for all texts.

<p>The Mystery of the Snow Puppy (Katie Woo and Pedro Mysteries) by Fran Manushkin • Mystery • 32 pp.</p> <p>Children follow along as Katie and Pedro team up to try to find Katie's lost puppy, Koko. Katie and Pedro collect clues and problem-solve to track Koko down.</p> <p>Text Complexity: Lexia® Measure: 430L Qualitative: Basic</p> <p>Text Structure: Organization is easy to predict/follow</p> <p>Language Features: Text is direct and easy to understand; contains mainly simple sentences</p> <p>Meaning: Includes more than one theme</p> <p>Knowledge Demands: No background knowledge is required</p>	<p>King & Kayla and the Case of the Gold Ring by Dori Hillestad Butler • Mystery • 48 pp.</p> <p>Children read about how Kayla and King's friend Asia loses a special gold ring. The whole crew use their problem-solving skills to try to find the missing ring.</p> <p>Text Complexity: Lexia® Measure: 460L Qualitative: Moderate 1</p> <p>Text Structure: Organization is occasionally hard to follow</p> <p>Language Features: Text is mostly direct and easy to understand; contains some compound or complex sentences</p> <p>Meaning: Includes more than one theme</p> <p>Knowledge Demands: Background knowledge provided within the book</p>
<p>Stella and the Mystery of the Missing Tooth by Clothilde Ewing • Mystery • 48 pp.</p> <p>One day, Stella's friend Owen loses a tooth at the museum. Stella uses her problem-solving and investigative skills to figure out what happened to Owen's missing tooth.</p> <p>Text Complexity: Lexia® Measure: AD510L Qualitative: Moderate 2</p> <p>Text Structure: Organization contains some subplots</p> <p>Language Features: Contains many complex sentences</p> <p>Meaning: Includes numerous themes to explore</p> <p>Knowledge Demands: Assumes some background knowledge</p>	<p>Whobert Whover, Owl Detective By Jason Gallaher • Mystery • 40 pp.</p> <p>Children follow Whobert Whover, Owl Detective, as he tracks down clues and interviews suspects to solve the case of what happened to Perry the possum.</p> <p>Text Complexity: Lexia® Measure: AD460L Qualitative: Complex</p> <p>Text Structure: Organization contains many characters</p> <p>Language Features: Text contains considerable unusual syntax; includes significant unfamiliar or subject-specific vocabulary</p> <p>Meaning: Includes numerous themes to explore</p> <p>Knowledge Demands: Assumes some background knowledge</p>

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

<p>The Big Red Mystery This decodable text solves the mystery of what happened to several missing red items. Card 1 Target: CVC Words With Short Vowels a, e, i, o, u</p>	<p>Who Did It? This decodable text solves the mystery of how a blue frog turned green. Card 2 Target: Beginning Blends</p>	<p>Follow the Footprints This decodable text solves the mystery of who left the giant footprints on the beach. Card 3 Target: Long Vowels With Final e</p>	<p>The Case of the Missing Tennis Ball This decodable text solves the case of a missing ball. Card 4 Target: Two-Syllable Words With Closed Syllables</p>
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On the Platform: Assessment
These short assessments are available online:

- **Show What You Know:** Available for each book.
- **Foundational Skills Check-In:** Access at the end of the topic.

Topic Wrap-Up

- **Essential Question:** After completing the topic, guide children to discuss the Essential Question.
- **Knowledge Notes:** Ask children to review and update their Knowledge Notes and share them with friends and/or families.
- **Topic Projects:** See the front of the card.

Knowledge Library SCHOLASTIC

TOPIC OVERVIEW • TEACHER CARD

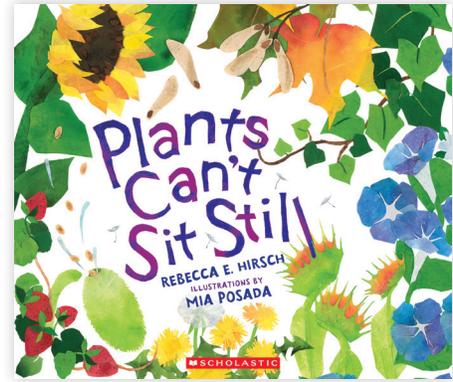
Suggested Strategy for Launching a Topic

Review the Topic Knowledge objectives before you begin. Share the Topic Launch media, available on the Knowledge Library Teacher Hub, and engage students using the questions provided. Then introduce the Essential Question and discuss it together.

Grade 2 teachers can use the Analyzing Media Routine, available on the Instructional Routines Card, to help students view media critically and for academic purposes. If many groups will be engaged in reading the same topic, you may wish to introduce the topic during whole-group instruction time.

Small-Group Instruction With Knowledge Library Books

Each Knowledge Library Book comes with a corresponding Knowledge Library Book Teacher Card that helps you guide students through instruction and discussion. Students gain information from reading the text and sharing ideas. The card provides options for Differentiated Instruction.



The Knowledge Library Book Teacher Card

- ➔ **Title, Author/Illustrator, and Summary**
An introduction to the text
- ➔ **Topic and Essential Question**
An introduction to the academic content area and topic; the Essential Question drives inquiry about the topic and spurs critical thinking and academic discussion
- ➔ **Before Reading**
Guidance for engaging students, connecting the text to the Essential Question, discussing the book's genre, and introducing Content Vocabulary or Story Words
- ➔ **First Reading**
Guidance for a read-aloud of the text as students follow along and share their understanding of the "Big Ideas" and their "Wonderings"
- ➔ **Second Reading**
Guidance for leading students through a close read of the text, while the Big Ideas, Deep Thinking, and Vocabulary questions prompt students to build deep comprehension
- ➔ **MLs** Strategies to make challenging text accessible to multilingual learners (MLs) and help them understand content and build language skills
- ➔ **Comprehension Supports**
Teaching strategies to use to help students better understand a challenging part of the text

GRADE K • KNOWLEDGE LIBRARY BOOK • TEACHER CARD

Plants Can't Sit Still
by Rebecca E. Hirsch | Illustrated by Mia Posada | 40 pages

Plants can't bike, skate, or swim, but they're always on the move! The colorful pages of this book are filled with the many surprising ways that plants get around and impact the natural world around them.

Text Complexity
Lexile® Measure: AD510L | Qualitative: Complex

Complexity
■ Complex (Middle Grade 2)
■ Middle Grade 1
■ Basic

LIVING THINGS
Start With a Seed
How Plants Grow

Essential Question
What do plants need to grow?

Before Reading

Engage Review the Essential Question and read the title. Talk about what the expression "to sit still" means. Invite children to describe how they feel when they just can't sit still.

Introduce Genre: Informational Text Explain that in an informational text, writers share facts about a topic. Then point out that this picture book tells about ways that plants grow and move.

Preview Content Vocabulary Let children know they will be encountering these words as they read.

- **discover** (verb) to learn something new (p. 3)
- **seedling** (noun) a young plant grown from a seed (p. 4)

First Reading: Share Big Ideas and Wonderings

Read aloud the text and have children follow along. After reading, guide children to discuss the **Big Ideas** and share their **Wonderings**.

Big Ideas *What are some ways plants move? How do plants get from place to place? How do seeds travel from place to place? What new words did you learn about how plants move and grow?*

Wonderings Encourage children to share their wonderings. You might suggest using the following sentence starters:

I wonder why _____
I wonder when _____

Second Reading: Build Comprehension and Vocabulary

Read through the text again, and this time, use these stopping-point prompts to build knowledge. Some children might benefit from telling about what they read at each point.

Big Ideas pp. 2-3 *What does the author invite you to do?*

Vocabulary pp. 4-5 Review the meaning of seedlings. Ask: *Where are the seedlings?*

MLs Pantomime how a seedling might wiggle and squirm (p. 4) and have children copy you.

Big Ideas pp. 6-7 *The book says that part of a plant slithers underground. Which part of the plant is the author talking about? Which part of a plant grows underground?*

Deep Thinking p. 7 *What do all plants need?*

MLs Reinforce the meaning of the expression "room to grow" for children.

Big Ideas pp. 10-11 *How does a plant "hide from a hungry grasshopper" or "surprise a fly"?* Point out that some plants fold themselves up when touched.

Vocabulary pp. 12-14 *The author says some plants "sleep at night" while others "wake with the stars." What do plants do that makes them look like they fall asleep? What makes them look they wake up? Confirm that the flowers are closing or opening their petals.*

Deep Thinking pp. 16-21 *We have learned that seeds don't sit still. They need to travel to make new plants. What are some of the ways we've read about how seeds travel?*

MLs To support comprehension, have children suggest motions to go along with the various action words on pages 16-21 (such as *tumble, bounce, sprinkle, explode, fling*).

Big Ideas p. 23 *Sometimes animals help seeds travel. How does a seed take a ride inside a bear?*

Deep Thinking p. 25 *Let's review. What do plants need?*

Deep Thinking pp. 24-27 *How does a plant move to get water? Sunshine? Room to grow? Review that the roots of plants search for water, their leaves and petals turn toward the sun, and their seeds travel to places where they have room to grow.*

Comprehension Support: Build Background

Identify the basic parts of a plant for children. Use the illustrations on pages 6 and 7 to show children the roots, stems, leaves, flowers, and fruit.

Comprehension Support: Use Author's Notes

The author's notes on pages 28 to 31 provide more information about the plants shown on these pages. Use them as a resource to answer questions, or review them after reading with children.

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Write About Reading

Two prompts for writing in one of three modes—informative/explanatory, narrative, or opinion. An MLs support is provided to help scaffold the writing for multilingual learners.

After Reading: Wrap Up

Directions to review the topic's Essential Question

On the Platform

A reference to the Knowledge Notes, where students can record their learnings, and to the Show What You Know assessments for monitoring students' comprehension of the text—both downloadable resources are available on the Teacher Hub.

Focus on Differentiated Instruction

Four activities that include ways to:

- reinforce or expand language comprehension and skills.
- engage students in speaking and listening activities to practice skills.
- analyze complex sentences.
- study print concepts, text features, or genres.
- expand sentence-level writing skills.

Write About Reading
To encourage writing in response to a text, present children with these choices for writing activities.

- Draw a picture of one way a seed travels. Write a sentence about it. (Informative/Explanatory)
- Write a sentence using an action word from the book. (Informative/Explanatory)

Allow children to draft their responses in their home language first and then transfer them to English. Provide children with useful words for their responses.

After Reading: Wrap Up

- **Essential Question** Refer to the Essential Question and ask children what they learned from the book that helps to answer it.

On the Platform

- **Knowledge Notes** Help children record what they learned. Encourage them to share their notes with partners and/or families.
- **Show What You Know** Check children's understanding of the book.

Focus on Differentiated Instruction
Use your observations, formative assessment, or data from available assessments to match children to instruction.

Syntax: Vivid Verbs
Introduce Remind children that a verb is a word that names an action. Explain that authors use vivid verbs to build strong sentences and make their writing colorful and interesting.
Show Explain that the author of the book used many vivid verbs to describe different ways that plants move. Ask children to look at page 4. Say: *I am going to find verbs on this page that show movement. In the first sentence, the verb is wiggle. What does it look like when you wiggle? Why does a plant wiggle? I will write the word wiggle to begin my list of verbs.*
Try It! Ask children to look at the next sentence. Read it aloud and ask children which word is the verb that shows a movement (squirm). Add the verb to the list.
Read to page 7 and note the verbs reach, creep, slither, and grow.

Speaking and Listening: Traveling Seeds
Introduce Recall that the book described different ways seeds can travel from place to place. Say: *Let's use our own words to talk about different ways seeds move.*
Show Display pages 16 and 17. Read the pages, then model talking about how the seeds travel. For example, say: *A breeze blows a tumbleweed along the ground. As it bounces, seeds come out of it.*
Try It! Display the pages up to page 24. Read the text aloud and have volunteers describe how the seeds move.

Text Features: Highlighting Words
Introduce Explain to children that authors may use special techniques to make important words stand out from other words in the text.
Show Point to the words plants and move on page 2. Ask: *How do these words look different from the other words? Note that the author used a different color because these words are important. Say: This book is about how plants move, so these words are important for readers to notice and remember.*
Try It! Guide children to discuss the highlighting of the examples below.

- On page 5, ask: *Why do you think the letters of the word reach are in color and spread apart like that?*
- On page 16, ask: *Why do you think the letters of the word tumble are in color and go up and down?*
- On page 17, ask: *Why do you think the letters of the word Whoosh are in color and lean forward? Why do you think the letters of the word bounce are in color and go up and down?*

Writing: Sentence Framing
Introduce Explain that writers use verbs (action words) in a sentence to tell about what someone or something does. Then say: *Let's write sentences about how plants move.*
Show Write the following sentence frame on the board or use sentence strips.
Flowers _____ their petals.
Think aloud to model completing the frame. Say: *In the book, I read that flowers fold their petals. Write the word fold.*
Echo-read the sentence with children. Erase fold and say: *I also read that they lift their petals. Write lift.*
Try It! Provide the following sentence frames. Guide children to suggest verbs for you to write to complete each sentence. Some sample answers are shown.

- Roots _____ underground. (creep, crawl, slither)
- Plants _____ their seeds. (spread, scatter, fling, throw)
- Seeds _____ through the air. (float, fly, whirl, glide)

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Knowledge Notes

Print out a copy of the Knowledge Notes for each student in the small group, as well as a copy for yourself. Preview the Knowledge Notes to make sure students understand what to do. Provide guidance as needed.

Show What You Know

Prior to meeting with the group for the last reading of the text, prepare a copy of the Show What You Know sheet for each student in the small group, as well as a copy for yourself. When you administer the Show What You Know assessment, make sure to read aloud the directions, questions, and answer choices. After completing the assessment, review and discuss the answers using the suggestions in the Answer Key.

Knowledge Notes
LIVING THINGS
Start With a Seed
How Plants Grow

Name: _____
I read _____

Plants Can Grow!
You read about plants! Plants grow from seeds. Plants need water and sunlight to grow. There are many kinds of plants!

Draw some big and little seeds.

Draw a plant with stems and leaves.

It's Still
E. Hirsch

LIVING THINGS
Start With a Seed
How Plants Grow

Draw a plant with stems and leaves.

For use with *Plants Can Grow!*
• Ask students to draw a plant.
• Ask students to draw seeds.
• Ask students to draw a pot.

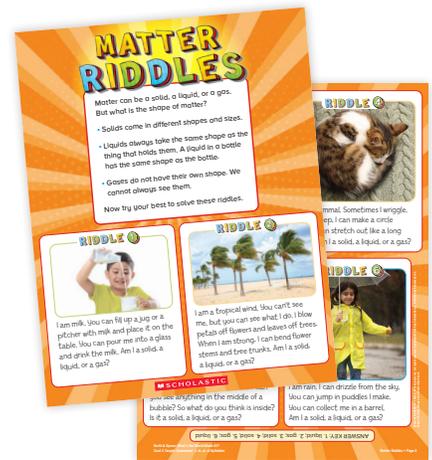
Knowledge Library **KNOWLEDGE LIBRARY** **SHOW WHAT YOU KNOW • 1**

Small-Group Instruction With Short Reads Decodables

Each Knowledge Library Short Reads Decodables Card comes with a corresponding Knowledge Library Short Reads Decodables Teacher Card that helps you guide students through instruction and discussion. Students gain reading confidence as they decode and gather meaning from texts. The card provides options for Differentiated Instruction.

The Short Reads Decodables Cards

The four Short Reads Decodables Cards in a text set are numbered from 1 to 4. Each number represents a combination of targeted phonics elements and their location on an aggregated scope and sequence. Student placement for small-group instruction may be based on data from your core program, school assessments, teacher observations, or the Knowledge Library Foundational Skills Check-In.



Short Reads Decodables Teacher Card

- ➔ **Title, Genre, and Summary**
An introduction to the text
- ➔ **Topic and Essential Question**
An introduction to the academic content area and topic; the Essential Question drives inquiry about the topic and spurs critical thinking and academic discussion
- ➔ **Sound-Spellings, Word Study, or Syllable Types**
A reference to phonics targets with exemplar words
- ➔ **Content Words or Story Words**
A listing of the Content or Story Words that will be introduced before reading the text
- ➔ **Word Study Review**
Practice with any relevant concept, such as possessives or inflectional endings, that students will encounter as they read the text
- ➔ **High-Frequency Word Review**
Systematic instruction for reviewing one of the text's featured high-frequency words that is essential for students to know when reading the text
- ➔ **Targeted Sound-Spellings, Syllable Types, or Word Study**
Explicit instruction for reviewing the targeted phonics elements
- ➔ **Practice Reading Decodable Words**
A routine with instruction and modeling for students to follow to help them decode and read words with the text's targeted elements
- ➔ **Preview the Story (Preview the Text)**
Steps for engaging students before reading and discussion of the story or content words

GRADE 2 • SHORT READS DECODABLES • TEACHER CARD



Matter Riddles
Genre: Informational Text

Solids, liquids, and gases are kinds of matter. This informational text presents readers with riddles about matter for them to answer. Read these clever riddles and see if you can solve them!

Syllable Types
• **Consonant + le:** bottle, bubble, bubbles, circle, drizzle, middle, noodle, puddles, riddle, riddles, table, wriggle
• **Consonant + at:** mammal, metal, petals, tropical
• **Consonant + er:** barrel, shovel

Content Words
• pour
• sometimes
• word

High-Frequency Word Review: come
Write this sentence and focus on the high-frequency word *come*:
Solids come in different shapes and sizes.

- Display the word. Say *come*. Ask children to repeat it and say the three sounds in the word: /k/ /u/ /m/.
- Note the beginning and ending sound spellings: /k/ and /m/.
- Identify the tricky spelling: The *e* at the end makes this word look like it should have a long-vowel sound, but it doesn't. The vowel has the short-u sound, /u/. It is spelled with the letter *e*, and not the letter *u*.
- Have children write the word.

EARTH & SPACE
What's the World Made of?
Card 3
Three Forms of Matter

Essential Question
What is matter?

Syllable Types
Consonant + le, at, er Syllables

Remind children that when they read a multisyllabic word, it can be helpful to chunk the word into syllables. Point out that the words they need to know to read this text will have consonant + le, consonant + at, or consonant + er syllables.

Write these words for children: *bubble mammal barrel*

- Have a volunteer circle the spelling of the /al/ sound in *bubble*. Then break the word into syllables, *bub-ble*.
- Next, have a volunteer circle the spelling of the /at/ sound in *mammal*. Then break the word into syllables, *mam-mal*.
- Finally, ask a volunteer to circle the spelling of the /er/ sound in *barrel*. Then break the word into syllables, *bar-rel*.

Practice Reading Words
Write these words for children. If children need extra help, guide them to break each word into syllables and then read the word.
barrel bottle bubbles circle drizzle mammal metal middle noodle petals puddles riddles shovel table tropical wriggle

Help children understand the words they are reading. Pronounce and define each unfamiliar word and show how to use it in a sentence.

Preview the Text
Engage Together, read aloud the title and have children repeat it. Point out the two boxes labeled *Riddle 1* and *Riddle 2*. Tell children that this is an informational text that is written with riddles about matter for the reader to answer. Explain that they can try to answer the riddles and then check their answers in the upside-down answer key on the back of the card.

- Have children share what they know about matter and elicit that matter can be a liquid, a solid, or a gas.
- Write the words *pour, word, and sometimes*. Say each word and ask children to repeat it after you. Ask them to name things that can sometimes be poured. Then ask children to describe bubble wands they have seen.

First Reading

- For children who may be ready to read independently, have them whisper-read the text on their own. Listen and provide help as needed.
- For children who may need more support, have them echo-read the text with you as they follow along with the text.

Second Reading

- After reading the title, have children whisper-read independently, or invite them to take turns reading to a partner. Encourage children to read with expression. Give help as needed.
- For children who may need more support, have them continue to echo-read the card with you as they follow along with the text.

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➔ First and Second Reading

Recommended steps for a first and then a second reading of the text

➔ MLs

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

➔ After Reading: Build Comprehension and Knowledge

Big Ideas, Deep Thinking, and Vocabulary questions that prompt students to build deep comprehension

➔ Spelling: Writing From Dictation

One sentence with targeted decodable words and high-frequency words to dictate to students to write to reinforce encoding skills

➔ Write About Reading

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

➔ Wrap Up the Reading

Refers students to connect the text to the topic's Essential Question as well as record their learning using Knowledge Notes

➔ Differentiated Instruction

Four teacher-led activities designed to:

- review phonemic awareness, phonics, or word study skills.
- reinforce or expand language comprehension and skills.

After Reading: Build Comprehension and Knowledge

Use the following questions to monitor text comprehension and reinforce knowledge and vocabulary.

- **Big Ideas** Which form of matter comes in different shapes and sizes? Which form of matter takes the shape of whatever holds it?
 - **Vocabulary** The boy in Riddle 1 is pouring milk. Can a solid be poured? Can a liquid be poured?
 - **Big Ideas** Which clue in Riddle 5 helps you guess that inside the bubble there was gas?
 - **Deep Thinking** Which riddle do you think is the most clever? Tell why.
- ➔ Some children benefit from responding in their home language first. Help those children transfer their ideas into English. Provide a sentence frame for children who need additional support, such as: The clue that helps me guess is _____.

Spelling: Writing From Dictation

Dictate this sentence for children to write. Point out there will be words with consonant + le, ol, and el syllables. You may want to model the writing. Children may illustrate the sentence.

A metal bottle is on the table.

➔ Introduce each sentence with context, such as: Write this sentence that tells about where a metal bottle can be found.

Write About Reading

Ask children to write about why it is fun to read riddles and answer them. (Opinion)

Wrap Up the Reading

• **Essential Question:** Refer to the Essential Question and elicit information that might help to answer it.

• **Knowledge Notes:** Help children record what they learned and later share their notes with partners and/or families.

Focus on Differentiated Instruction

You may use your observations, formative assessment, or data from available assessments to match children to instruction.

Figurative Language: Focus on Similes

Introduce Explain that sometimes authors compare things using the words *like* or *as*.

Show Point out the use of the word *like* to make a comparison in Riddle 4: "I can stretch out like a long noodle." Ask children how this comparison helps them understand how a cat moves.

Try It! Have children find the comparison in Riddle 5: "I am shaped like a ball." Ask children how comparing the shape of the bubble to a ball can help a reader better understand what a bubble looks like.

Then challenge children to compare something in one of the pictures to something else, using the word *like*. Give a hint by reminding children that they might compare the color, shape, size, or the way something moves to something else.

Fluency: Reading Riddles

Introduce Remind children that a riddle is a clever question that the person reading it or listening to it tries to answer.

Show Model reading the first riddle, showing how you end it with higher inflection to show that it is a question. Then call on a child to answer the riddle.

Try It! Have children take turns reading a riddle and choosing a classmate to answer it. Have the reader check the listener's answer by turning the card over and confirming the answer.

Multisyllabic Words: Blending Syllables

Introduce Explain that breaking a word into syllables can help children read a longer word. Remind children that each syllable in a word has a vowel sound. They can read each syllable and then blend the syllables to read the whole word.

Show Display the word *mammal*. Then say: I can clap the syllables and see that there are two syllables. I know that every syllable has a vowel sound. So, I can find two vowel sounds—*ai* and *al*. I can break the word into syllables, blend the syllables, and read the word *mam-mal, mammal*.

Try It! Say each word and ask children to clap and count the syllables. Then write the words for them. For each word, have children underline the vowels, blend the syllables, and say the word.

met-al pet-al bub-ble mid-dle noo-dle bar-rel trap-i-cal shov-el dri-zle wig-gle rid-dle bot-tle

Speaking and Listening: Ask-and-Answer Questions

Introduce Explain that asking and answering questions can help readers make sure that they understand a text.

Show Model asking and answering a question.

Question: Is a bubble filled with a solid, a liquid, or a gas?

Answer: A bubble is filled with gas.

Try It! Have children take turns sharing a question they have based on one of the riddles. After each question, have the questioner call on another child to answer the question.

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SHORT READS DECODABLES • TEACHER CARD

- review print concepts, text features, or genres.
- engage students in speaking and listening activities to practice skills.
- strengthen reading fluency.

Knowledge Notes

Print out a copy of the Knowledge Notes for each student in the small group, as well as a copy for yourself. Preview the Knowledge Notes to make sure students understand what to do. Provide guidance as needed.

Name: _____

I read _____

1 Write a question about the text you read.

2 Write the answer to the question.

3 Are you still curious?
Write something else you wonder about this topic.

Treasure Chest of Words
You can collect words!
Add the new words you learned from the text to your collection.

1. _____ 2. _____
3. _____ 4. _____

SCHOLASTIC

For use with these SED Cards:
• What's in the Box?
• Weather Matters
• Month's Word

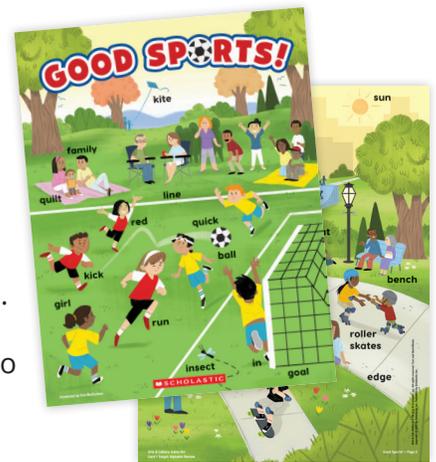
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Small-Group Instruction With Alphabet Knowledge Cards

Note that in each kindergarten Short Reads Decodables text set, Card 1 is a topically aligned Alphabet Review Card. The Student Card comes with a corresponding Knowledge Library Alphabet Knowledge Teacher Card that helps you guide students through instruction.

The review focuses on several letters of the alphabet and their sounds. The words printed on the Alphabet Review Cards are not decodable to most kindergarten students, so the students should not be expected to read them independently.

You may determine which students should begin a text set with an Alphabet Review Card based on assessment data from your core program, school assessments, teacher observations, or the Knowledge Library Foundational Skills Check-In.



Knowledge Library Alphabet Knowledge Teacher Card

➔ Topic and Essential Question

An introduction to the academic content area and topic that are the focus of the text set

➔ Targeted Sound-Spellings

A list of the words used on the Student Card that begin with the target sound-spellings

➔ Distractors

Words that do not represent the target sound-spellings and give students additional sounds and letters to differentiate from

➔ Review Beginning Sounds

A method for introducing each target word

➔ Revisit Alphabet Knowledge

Instruction to help students listen for words with the target sounds, see those words in print, isolate each beginning sound, and associate the sound with its corresponding letter

➔ Talk About _____.

Big Ideas, Vocabulary, and Deep Thinking questions to guide discussion and build students' comprehension and knowledge

GRADE K • ALPHABET KNOWLEDGE • TEACHER CARD



Good Sports!

Side 1: Run! Kick! Cheer! Whether you're a player or a fan, everyone loves a soccer game in the park.

Side 2: Whether biking, roller skating, or skateboarding, wheels help these kids move!

ARTS & CULTURE
Game On!
Card 1
Super Sports

Essential Question
What does it mean to be a good sport?

Targeted Sound-Spellings

- **/g/ spelled g:** girl, goal
- **/i/ spelled i:** in, insect
- **/k/ spelled k:** kick, kite
- **/kw/ spelled q:** quick, quilt
- **/r/ spelled r:** red, run

Distractors
ball, line, family

Review Beginning Sounds
If children are having a difficult time matching sounds, practice hearing the beginning sound in these words:
get, inch, kid, quit, rock

For each word, do the following:

- Say the word.
- Have children repeat the word.
- Say the word again but hold the beginning sound. If it's a stop sound, just emphasize the sound. Stop sounds are /b/, /p/, /d/, /t/, /k/, and /g/.
- Then ask children to say the beginning sound in the word.



Revisit Alphabet Knowledge: Gg, Ii, Kk, Qq, Rr

Gg Have children say /g/ each time they hear a word that begins with the /g/ sound.
Say: quick, kick, girl, line, family, ball, and goal.

- Say: Let's look for the picture of the girl.
- Can you find another picture that begins with the same sound as girl?
Yes! Goal begins with the same sound as girl.
- What letter do the words girl and goal begin with?

Ii Have children say /i/ each time they hear a word that begins with the /i/ sound.
Say: in, red, family, kick, quilt, kite, and insect.

- Say: Let's look for the picture of the goalie. His foot is in the goal.
- Can you find another picture that begins with the same sound as in?
Yes! Insect begins with the same sound as in.
- What letter do the words in and insect begin with?

Kk Have children say /k/ each time they hear a word that begins with the /k/ sound.
Say: line, run, family, in, kick, goal, and kite.

- Say: Let's look for the picture of the boy kicking the ball.
- Can you find another picture that begins with the same sound as kick?
Yes! Kite begins with the same sound as kick.
- What letter do the words kick and kite begin with?

Qq Have children say /kw/ each time they hear a word that begins with the /kw/ sound.
Say: kick, red, quick, goal, quilt, insect, and kite.

- Say: Let's look for the picture of the soccer players moving quickly.
- Can you find another picture that begins with the same sound as quick?
Yes! Quilt begins with the same sound as quick.
- What letters do the words quick and quilt begin with?

Rr Have children say /r/ each time they hear a word that begins with the /r/ sound.
Say: red, quick, run, kick, in, goal, and line.

- Say: Let's look for the picture of the man in a red shirt.
- Can you find another picture that begins with the same sound as red?
Yes! Run begins with the same sound as red.
- What letter do the words red and run begin with?

Talk About a Soccer Game

Big Ideas What do you see in the picture that shows kids playing on a team?

Vocabulary Read the words on the card that are associated with playing a team sport. Discuss any unfamiliar terms.

Deep Thinking What are the soccer players in the picture doing to help their team win the game?




ALPHABET KNOWLEDGE • TEACHER CARD

➔ **Targeted Sound-Spellings** Another set of targeted sound-spellings using the same systematic instruction as on the front of the Alphabet Knowledge Teacher Card

➔ **Write About It!**
An engaging prompt that allows kindergarten students to respond to the text

Targeted Sound-Spellings

- **/b/ spelled b:** bench, bike
- **/e/ spelled e:** edge, elbow
- **/h/ spelled h:** hat, helmet
- **/r/ spelled r:** ramp, roller skates
- **/s/ spelled s:** sidewalk, sun

Distractors
light, man, wheel

Review Beginning Sounds
If children are having a difficult time matching sounds, practice hearing the beginning sound in the words:
bug, egg, hop, run, sick

For each word, do the following:

- Say the word.
- Have children repeat the word.
- Say the word again but hold the beginning sound. If it's a stop sound, just emphasize the sound. Stop sounds are /b/, /p/, /d/, /t/, /k/, and /g/.
- Then ask children to say the beginning sound in the word.

Revisit Alphabet Knowledge: Bb, Ee, Hh, Rr, Ss

Bb Have children say /b/ each time they hear a word that begins with the /b/ sound.
Say: roller skates, light, hat, elbow, bench, sun, and bike.
• Say: Let's look for the picture of the bench.
• Can you find another picture that begins with the same sound as bench?
Yes! Bike begins with the same sound as bench.
• What letter do the words bench and bike begin with?

Ee Have children say /e/ each time they hear a word that begins with the /e/ sound.
Say: edge, sidewalk, ramp, elbow, bike, man, and hat.
• Say: Let's look for the picture of the sidewalk edge.
• Can you find another picture that begins with the same sound as edge?
Yes! Elbow begins with the same sound as edge.
• What letter do the words edge and elbow begin with?

Hh Have children say /h/ each time they hear a word that begins with the /h/ sound.
Say: wheel, hat, bike, ramp, bench, light, and helmet.
• Say: Let's look for the picture of the boy wearing a hat.
• Can you find another picture that begins with the same sound as hat?
Yes! Helmet begins with the same sound as hat.
• What letter do the words hat and helmet begin with?

Rr Have children say /r/ each time they hear a word that begins with the /r/ sound.
Say: elbow, helmet, sun, man, ramp, wheel, and roller skates.
• Say: Let's look for the picture of the ramp.
• Can you find another picture that begins with the same sound as ramp?
Yes! Roller skates begins with the same sound as ramp.
• What letter do the words ramp and roller skates begin with?

Ss Have children say /s/ each time they hear a word that begins with the /s/ sound.
Say: bench, sidewalk, edge, hat, ramp, wheel, and sun.
• Say: Let's look for the picture of the sidewalk.
• Can you find another picture that begins with the same sound as sidewalk?
Yes! Sun begins with the same sound as sidewalk.
• What letter do the words sun and sidewalk begin with?

Talk About Sports on Wheels
Big Ideas What do you see in the picture that shows sports with wheels?
Vocabulary Identify and read the words on the objects and activities that children might see where they live. Discuss any unfamiliar terms.
Deep Thinking What would you do if you visited a skate park?

Write About It!
Have children draw themselves doing one of the sports they see on the card. Remind them to include safety gear!
Have children label their pictures.

SCHOLASTIC Knowledge Library ALPHABET KNOWLEDGE • TEACHER CARD

Suggested Tips to Support Instruction

Along with the suggested instruction provided on each card, you may find these suggestions helpful to incorporate into your lessons.

- When reviewing a letter-sound, make sure to say the sound of the letter, not the letter name (say /b/, not “b”), and try not to add a schwa sound to your pronunciation (e.g., say /t/, not “tuh”).
- *Continuous sounds* are sounds that are easily extended using a single breath, such as /f/, /j/, /l/, /r/, /s/, /v/, /w/, /z/, and all of the vowel sounds. When you teach the Review Beginning Sounds section, isolate continuous sounds for students by stretching out the sound at the beginning of a word.
- *Stop sounds* are sounds that are said with a burst of air and typically cannot be stretched, such as /b/, /p/, /d/, /t/, /k/, and /g/. When you teach the Review Beginning Sounds section, you can isolate stop sounds for students by emphasizing the sound at the beginning of a word or by repeating it.
- To scaffold MLs or students who have not fully mastered the letters of the alphabet, you may wish to write the target letters on the board or use alphabet letter cards to review letter shapes as you review their sounds. This may help these students to identify and name the letter as you complete the Revisit Alphabet Knowledge activity.

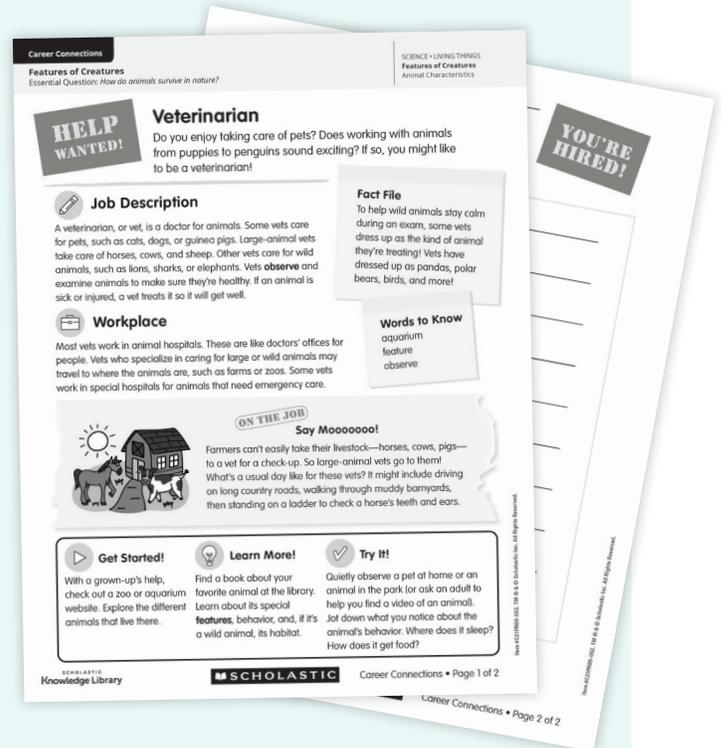
Making Real-Life Applications With Career Connections

There is a Career Connections Card for each text set available on the Knowledge Library Teacher Hub. Each card features information about a career that aligns with the topic. These optional resources are designed to introduce and build awareness about specific careers, pique students' curiosity about the work people do, and help them understand some real-life applications for the topics they are exploring in the Knowledge Library.

Using the Career Connections Cards

- ➔ **Help Wanted!**
An introduction to a career that connects it to student interests
- ➔ **Job Description** A student-friendly explanation of the main responsibilities of a particular career or job
- ➔ **Workplace**
An easy-to-understand description of where people who do the job might work
- ➔ **On the Job**
A spotlight on a unique and interesting aspect of the career
- ➔ **Fact File**
One intriguing or surprising fact about the career or field
- ➔ **Words to Know**
A list of important content-area vocabulary words that students have seen before and now appear in different contexts
- ➔ **Get Started! Learn More! Try It!**
Three suggestions for how students can begin to explore a career and build knowledge and skills related to it
- ➔ **You're Hired!**
Career Connections activity that provides fun, engaging opportunities for students to practice career-related skills

After you introduce the activity and read through it with students, the activity may be completed by students independently, with partners, or in teams while you are engaged in small-group instruction.



Getting Started With Career Connections

- **Get Started** Career Connections Cards can be used flexibly in your classroom. You may wish to create a learning center around each topic's career connections that contains career-related pictures or relevant objects.
- **Build Background** At the beginning of the school year, explain that a *career* is the work that people do to earn money, and that it can also be called a *job* or an *occupation*. 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 explore together.

As you introduce the cards, remind children that some of the careers will be familiar and others will be new to them. Ask students to think about what they might want to be and imagine themselves all grown up and working at that career.

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

Career Connections
Features of Creatures
 Essential Question: How do animals survive in nature?

HELP WANTED!

Veterinarian
 Do you enjoy taking care of pets? Does working with animals from puppies to penguins sound exciting? If so, you might like to be a veterinarian!

Job Description
 A veterinarian, or vet, is a doctor for animals. Some vets take care of cats, dogs, or guinea pigs. Large vets take care of horses, cows, or elephants. Vets examine animals to make sure they're healthy. If a sick or injured, a vet treats it so it will get well.

Workplace
 Most vets work in animal hospitals. These are places where the animals are, such as for people. Vets who specialize in caring for large animals work in special hospitals for animals that are sick or injured.

Get Started!
 With a grown-up's help, check out a zoo or aquarium website. Explore the different animals that live there.

Career Connections
 Follow the Clues!
 Essential Question: How do detectives solve mysteries?

HELP WANTED!

Detective
 Do you like to read mystery stories? Are you good at solving puzzles? If you said yes, you might want to be a detective!

Job Description
 Detectives work to solve mysteries. How? They investigate. They look for clues and gather evidence. They use evidence to solve a case. It takes excellent listening and problem-solving skills to be a good detective. It also takes patience!

Workplace
 Many detectives work at police departments. They help the police solve crimes. Detectives are often on the go. They investigate crime scenes to look for clues. They talk with witnesses. Those are people who may have seen or heard something.

Fact File
 Who is the most famous detective of all time? Sherlock Holmes! He's a fictional character in a mystery series called The Adventures of Sherlock Holmes, written by Arthur Conan Doyle. Holmes is clever. He uses logic and observation to solve mysteries.

Words to Know
 case
 solve

ON THE JOB
Lost Art
 What happens when a famous work of art disappears from a museum? The museum calls special detectives. These detectives are experts at finding lost or stolen art. They talk to people who may have information about the missing art. Sometimes, the information helps the detective catch the thief. Once, a thief left a valuable work of art in a shopping bag on a detective's doorstep!

Get Started! Ask your teacher or librarian to recommend good mystery stories.

Learn More! Read a mystery! Notice how detectives look for clues, then use them to solve cases.

Try It! Look for mysteries you can solve at home or in your classroom. For example, try to find a missing sock. Discover who ate the last apple.

Career Connections
 Art, Sports, and More: Game On! Super Sports
 What does it mean to be a good sport?

YOU'RE HIRED!

Go Team!
 What's your favorite sport? Start a team! Pick a team name. Pick team colors. Then, draw yourself wearing your team t-shirt. Color the shirt your team colors. Create a special message for your team.

My favorite sport:
My team's name:
My team's colors:

Career Connections
 Arts and Culture
 Art, Sports, and More: Game On! Super Sports

HELP

Coach
 Do you like to play sports? Are you happy when your friends do best? If you said yes, you might want to be a coach!

Job Description
 Coaches teach the rules of a sport. They lead team practices together and play fair.

Workplace
 Coaches work in schools, on playing fields or in gyms. Other coaches work for professional sports teams.

Fact File
 In the U.S.A., the game is called soccer. In the rest of the world, it's called football, or futbol. But no matter where you are, people call soccer "the beautiful game!"

Word to Know
 coach
 fair
 practice

THE JOB
Gooooaaal!
 Before she became a soccer coach, she learned how to dribble, pass, and kick. She learned the rules of soccer. She tells her team it's more important to play fair. She reminds them to be on and off the field.

Try It!
 Invite friends to play or practice a game with you. Encourage one another with positive comments like "great try," "nice work," or "good teamwork."

Career Connection • Page 1 of 2

SCHOLASTIC Knowledge Library Career Connections • Page 1 of 2

Assessing Learning in the Knowledge Library

As you and your students share the text sets of the Knowledge Library, you will make observations about their progress and do formative assessments. For other ways to assess your students' learning, use the Show What You Know downloadable assessments available on the Knowledge Library Teacher Hub after students complete the reading and discussion of a Knowledge Library Book.

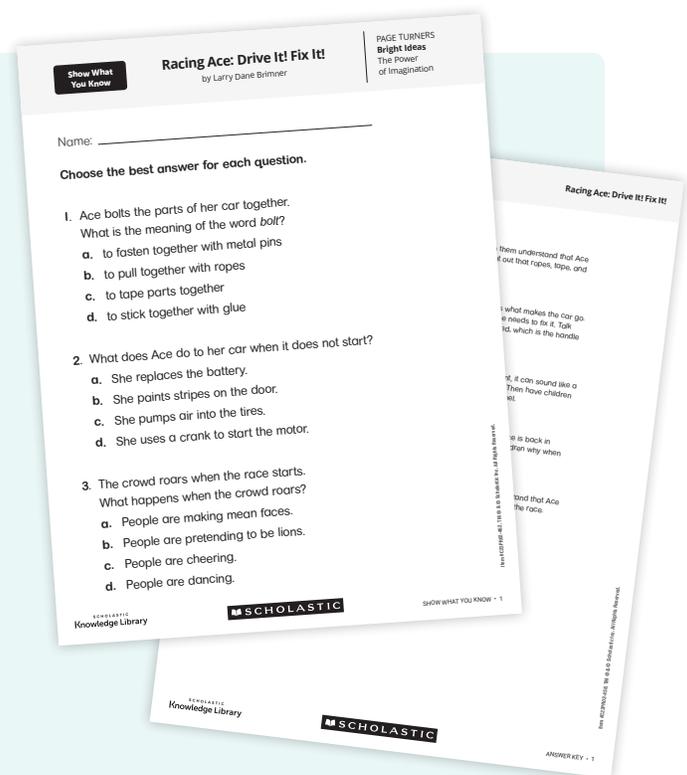
Show What You Know Assessments

Assess Knowledge Library Book Comprehension These resources are short, multiple-choice quizzes that accompany each book and are designed to check a student's understanding of a book after completing it. Each assessment includes five multiple-choice questions and a writing prompt.

To use the assessments, download and print a copy from the Teacher Hub for each of the students in a small group. After you have shared the text, read aloud the questions and answer choices for your students.

Use the corresponding Answer Key, also available on the Teacher Hub, to review the assessments. The Answer Keys provide page number references where you and the students may locate text evidence to support the answers.

If students miss a specific question, revisit the page of the text and reread it together. Prompts encourage continued discussion. Also available on the Teacher Hub is a downloadable Writing Rubric for each grade that may be used to assess students' writing.



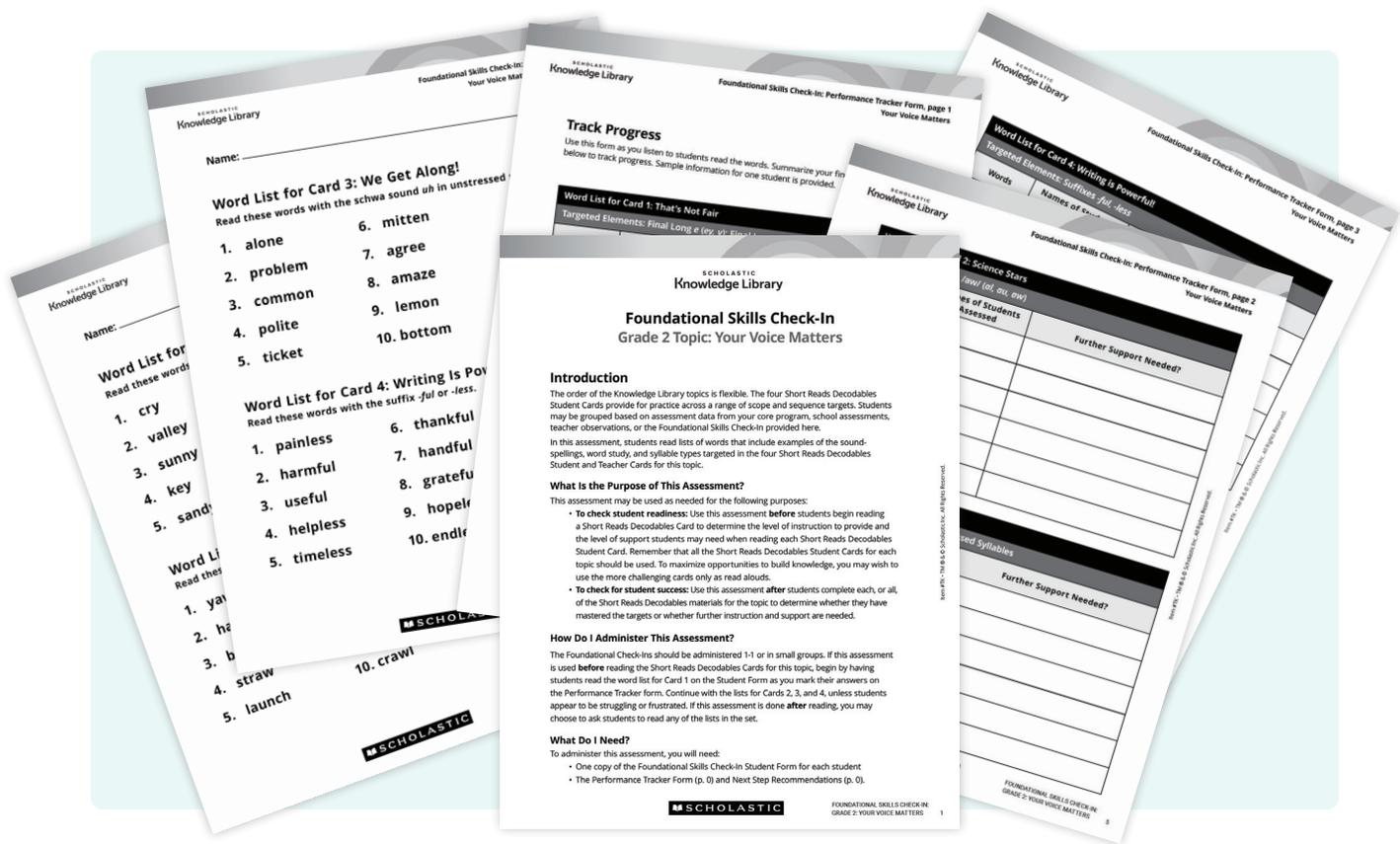
Foundational Skills Check-Ins

Assess Knowledge of Targeted Phonics Elements These resources are available on the Knowledge Library Teacher Hub and may be used to assess students' knowledge of the sound-spellings, word study, or syllable types that are targeted for reading a set of Short Reads Decodables Student Cards.

This assessment may be used as needed for the following purposes:

- **To check student readiness:** Use this assessment before students begin reading a Short Reads Decodables Card to determine the level of instruction to provide and the level of support students may need when reading each Short Reads Decodables Student Card.
- **To check for student success:** Use this assessment after students complete each, or all, of the Short Reads Decodables materials for the topic to determine whether they have mastered the targets or whether further instruction and support are needed.

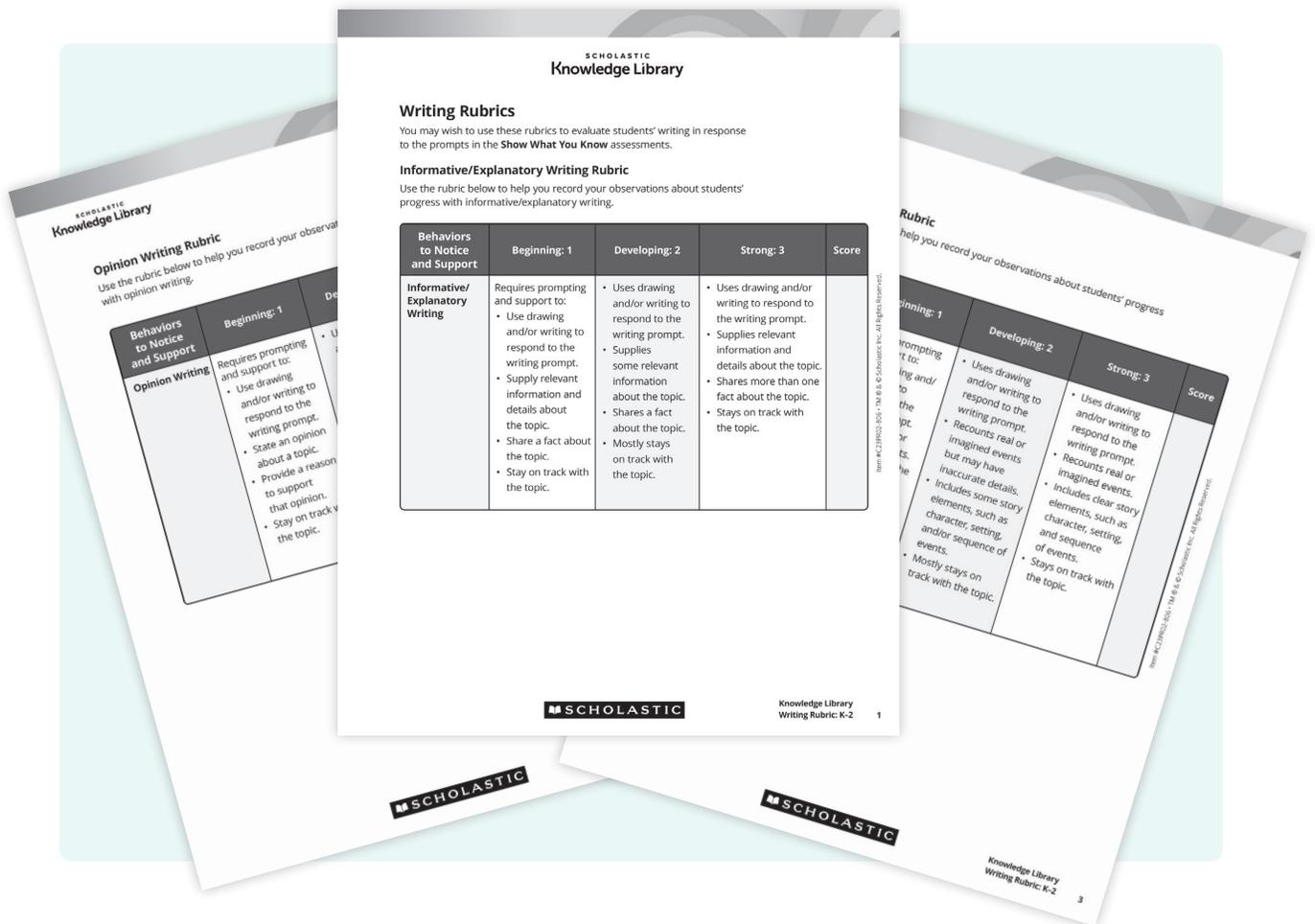
Download and print a copy for each student and administer the assessment. Students read aloud the relevant list of words on the Student Form as you keep track of their decoding responses using the Performance Tracker form. Note that the Check-Ins for Kindergarten have some pictures as well as words.



Writing Rubrics

You may wish to use the Writing Rubrics to evaluate students' writing in response to the writing prompts under Write About Reading or Show What You Know. Writing prompts for Grade K–2 may ask students to write in any of these modes: Informative/Explanatory, Narrative, or Opinion writing.

Use the rubrics shown below to record your observations about students' writing progress. The rubrics may be downloaded from the Knowledge Library Teacher Hub.



Oral Reading Rubric

You may wish to use the Oral Reading Rubric for formative assessments to monitor students' progress and identify their level of skills mastery. Choose sections of a text that are accessible to students, avoiding uses of content-area words or challenging language that has not been introduced.

Regular formative assessment of oral reading fluency skills can be helpful as a means of evaluating a student's facility with the specific skills they have been learning and practicing so that you can assess mastery and determine the need for additional support.

Use the rubric shown below to record your observations about a student's oral reading progress. The rubric may be downloaded from the Knowledge Library Teacher Hub.

SCHOLASTIC Knowledge Library

Oral Reading Rubric

Using an Oral Reading Rubric for Formative Assessment

Formative assessment involves monitoring students' progress during the course of learning so that you can identify their level of skills mastery. Regular formative assessment of oral reading fluency skills can be highly useful as a means of evaluating students' facility with the specific skills they've been learning and practicing so that you can assess mastery and determine needs for additional support.

Procedures for Formative Assessment

Identify Texts You may wish to choose a section from a Short Reads Decodables card that aligns with your instruction and a student's progress. Choose sections of text that are accessible to students, avoiding uses of content-area words or challenging language students have not been introduced to.

Set Expectations Let each student know that he or she will be reading aloud to you. Explain that he or she can ask for help as needed and that you will give clues to help as needed.

Follow a Consistent Routine

Use this Oral Reading Rubric to guide you as you record observations.

- Provide the student with time to preview the section of the card and pre-read it on his or her own as time allows.
- If you want to time the student's reading, begin timing after he or she reads the title. To calculate words correct per minute (WCPM), subtract the number of errors from the total number of words read. Then divide by the total time in minutes.
- Ask the student to read aloud to you at his or her own pace. If the student asks for help, provide strategic guidance, such as asking him or her to try sounding out a word or to notice familiar word parts.
- Give reminders as needed for content-area words, story words, other challenging words, and high-frequency words.
- Once the student is accurately reading the text, you may further coach him or her to try using expression and natural phrasing to read with fluency.
- If the student struggles, consider reading the section of text together, noting the student's specific needs for additional instruction and practice (e.g., figures of words that are not mastered, lack of fluency in reading connected text, or other specifics).

ORAL READING RUBRIC • 1

SCHOLASTIC Knowledge Library

Oral Reading Rubric

Student's Name: _____

	1 Applying	2 Practicing	3 Learning
Concepts of Print/ Text Navigation	Student independently tracks text and appropriately attends to punctuation.	Student demonstrates understanding of how to follow text, but may not attend to punctuation.	Student has difficulty identifying where to read or how to attend to punctuation.
Word Recognition	Student consistently demonstrates knowledge of letter-sound relationships and correctly read and pronounce written words.	Student demonstrates knowledge of letter-sound relationships to correctly read and pronounce words but does so inconsistently.	Student does not yet demonstrate knowledge of letter-sound relationships to correctly read and pronounce written words.
High-Frequency Word Recognition	Student recognizes most common and recently taught high-frequency words.	Student recognizes some common and recently taught high-frequency words.	Student does not reliably recognize common and recently taught high-frequency words.
Phrasing/ Expression	Student sometimes reads at an appropriate rate and is beginning to use sentences, phrasing and expression while still often reading word by word.	Student reads slowly and word by word, struggling with accuracy and not using sentence phrasing.	Student does not yet demonstrate knowledge of reading with accuracy.
Comprehension	Student derives meaning from emergent level texts to demonstrate comprehension.	Student is beginning to derive meaning from emergent level texts to demonstrate comprehension.	Student is unable to derive meaning from emergent level texts to demonstrate comprehension.

Student's Score: _____

ORAL READING RUBRIC • 2

The Knowledge Library Teacher Hub

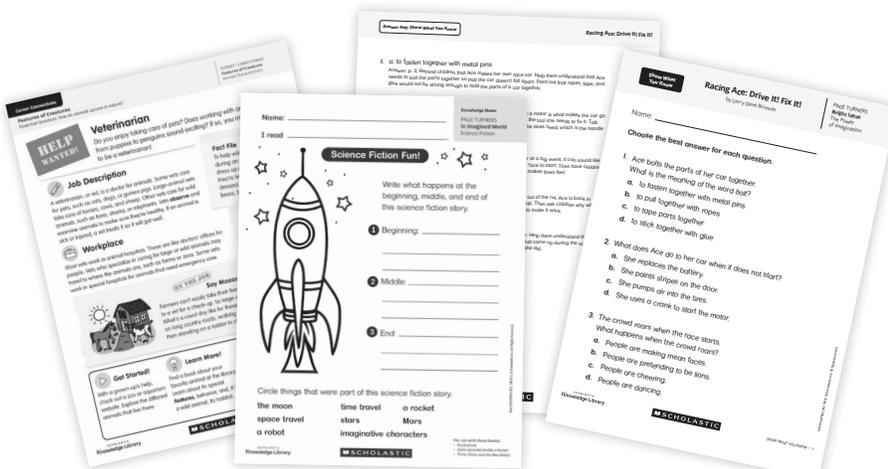
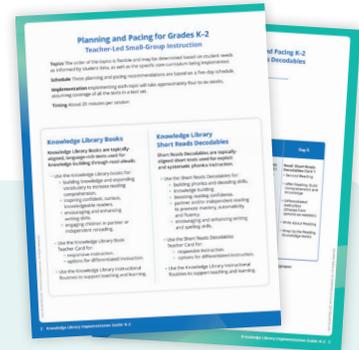
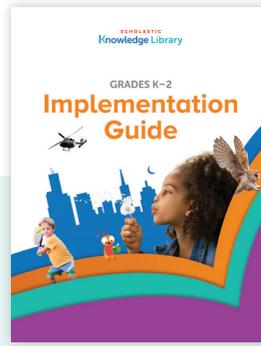
The Knowledge Library Teacher Hub, accessed through the Scholastic Education Platform, is where educators can find all the digital components of the Knowledge Library by topic. The Teacher Hub is comprehensive and navigable, ensuring that you have the resources you need and can locate them quickly.

Teachers can find digital versions of the Knowledge Library Book Teacher Cards, Short Reads Decodables Teacher Cards, and Alphabet Knowledge Teacher Cards, along with a wealth of printable materials to ensure they have the resources needed at point of use.



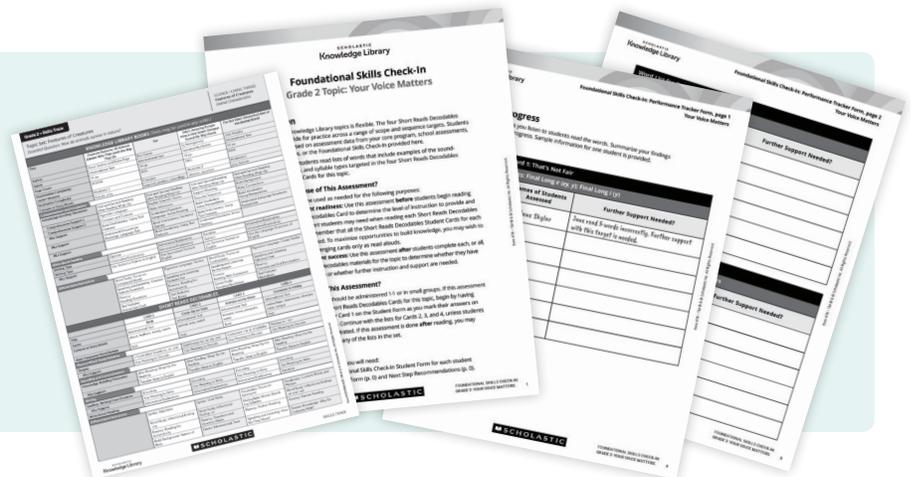
Downloadable Resources Available on the Teacher Hub

- Scholastic Knowledge Library Implementation Guide Grades K-2
- Planning and Pacing for Grades K-2: Teacher-Led Small-Group Instruction
- Knowledge Library Instructional Routines Card
- Topic Launch Media



- Career Connections Cards
- Knowledge Notes
- Show What You Know Assessments and Answer Keys
- Writing and Oral Reading Rubrics

- Skills Traces
- Foundational Skills Check-Ins



The Knowledge Library for Families

The Knowledge Library provides materials that students can take home to share with their families. The 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 their printable **Knowledge Notes** pages, encourage them to share them 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.
- As the year progresses, add your own ideas of ways to get families involved with their children's growing knowledge and reading skills.



Tips for Reinforcing Knowledge Building and Literacy at Home

You may wish to share this list of tips with the families of students in your class.

Show your child that you believe that reading is important.

- Read aloud to your child.
- Invite your child to read aloud to you.

Share informational texts and storybooks.

- Find books at your local library about subjects that interest your child.
- Find books with stories that will delight your child.
- Make a paper train with the titles of the books your child has read to keep track of his or her progress.

Write encouraging notes to your child.

- Praise your child for his or her reading successes.
- Congratulate your child on any new reading accomplishments.
- Provide materials so your child can write little notes to you.

Keep a wide variety of reading materials in your home.

- Make available books, recipes, lists, and game directions to read together.
- Read special cards and notes that come to the family from friends and relatives.

Support your early reader's decoding skills.

- Model identifying letters and the sounds they spell. For example, the letter *a* spells the /a/ sound in *tap*.
- Model sounding out simple words. For example, /d/ /o/ /g/ is *dog* and /k/ /a/ /t/ is *cat*.
- Ask children to “play detective” and look for things that begin with a certain letter or sound.

Talk about the topics your child is learning about in class.

- Discuss topics of interest to your child.
- Engage in chats that will help to build vocabulary and language skills.

Create together.

- Draw and write books together.
- Invent new games, especially those that leverage books, book characters, and recent classroom explorations.
- Invite children to share in baking and cooking tasks.
- Make up stories by taking turns and adding ideas.
- Make a “how-to video” with your child about something he or she knows how to do and send it to a friend or family member.

Overview of Topics and Titles

These charts provide an overview of the topics and titles that are a part of each subject area from Grade K to Grade 2. The listings of the Short Reads Decodables titles include the targeted phonics elements. You can find information about the text complexity of each book by referring to the Knowledge Library Book Teacher Card that accompanies each book or the Topic Card for the text set.

	Social Studies		
	Our World: Civics & Community		
	Topic	Books	Short Reads Decodables
Grade K	Making a Difference: Being a Good Citizen	<ul style="list-style-type: none"> • <i>Career Day</i> • <i>I Promise</i> • <i>Jayden’s Impossible Garden</i> • <i>They’re Heroes Too: A Celebration of Community</i> 	Alphabet Knowledge <ul style="list-style-type: none"> • Helping Hands: Alphabet Review Short Reads Decodables <ul style="list-style-type: none"> • The Pet Van: CVC Words With Short Vowels <i>a, e, i, o, u</i> • The Kindness Club: Beginning <i>/</i>-Blends • Chet Makes Lunch: Beginning Digraph <i>ch</i>
Grade 1	Neighborhood Adventures: Exploring Where We Live	<ul style="list-style-type: none"> • <i>The Adventure Friends: Treasure Map</i> • <i>Dear Street</i> • <i>Helpers in Your Neighborhood</i> • <i>Song in the City</i> 	Short Reads Decodables <ul style="list-style-type: none"> • On the Map!: CVC Words With Short Vowels <i>a, e, i, o, u</i> • In My Neighborhood: Final Blends • Spring Hill Fair: Long Vowels With Final <i>e</i> • Grandpop’s Map: Two-Syllable Words—Closed Syllables
Grade 2	Your Voice Matters: Sharing Your Ideas	<ul style="list-style-type: none"> • <i>Grace Goes to Washington</i> • <i>Owl Diaries: Eva for President</i> • <i>Say Something!</i> • <i>A Vote Is a Powerful Thing</i> 	Short Reads Decodables <ul style="list-style-type: none"> • That’s Not Fair: Final Long <i>e</i> (<i>ey, y</i>) Final Long <i>i</i> (<i>y</i>) • Science Stars: <i>/aw/</i> (<i>al, au, aw</i>) • We Get Along!: Schwa in Unstressed Syllables • Writing Is Powerful!: Suffixes <i>-ful, -less</i>

Social Studies			
Yesterday & Today: History & More			
	Topic	Books	Short Reads Decodables
Grade K	Sharing Family Stories: With Family and Friends	<ul style="list-style-type: none"> • <i>Amy Wu and the Patchwork Dragon</i> • <i>Grandpa Across the Ocean</i> • <i>I Can Be All Three</i> • <i>This Is Me: A Story of Who We Are & Where We Came From</i> 	<p>Alphabet Knowledge</p> <ul style="list-style-type: none"> • Family Time: Alphabet Review <p>Short Reads Decodables</p> <ul style="list-style-type: none"> • Nan Makes Buns: CVC Words With Short Vowels <i>a, e, i, o, u</i> • We Can!: Beginning <i>r</i>-Blends • Shep Builds a Ship: Beginning Digraph <i>sh</i>
Grade 1	Across America: Landmarks and Symbols	<ul style="list-style-type: none"> • <i>Gateway Arch</i> • <i>The Statue of Liberty</i> • <i>The United States Flag</i> • <i>The Washington Monument</i> 	<p>Short Reads Decodables</p> <ul style="list-style-type: none"> • The Empire State Building: CVC Words With Short Vowels <i>a, e, i, o, u</i> • Our Flag: Beginning Digraphs <i>ch, sh, th, wh</i> • To the Space Needle!: Long <i>o</i> (<i>ow, oa</i>) Long <i>u</i> (<i>ue, ew</i>) • The Bald Eagle: Compound Words
Grade 2	Taking Flight: Amazing Air and Space Travels	<ul style="list-style-type: none"> • <i>Hot Air: The (Mostly) True Story of the First Hot-Air Balloon Ride</i> • <i>One Giant Leap</i> • <i>Mae C. Jemison (Women in Science & Technology)</i> • <i>The Wright Brothers</i> 	<p>Short Reads Decodables</p> <ul style="list-style-type: none"> • Hello, Helicopters!: Final Long <i>e</i> (<i>ey, y</i>) Final Long <i>i</i> (<i>y</i>) • Reach for the Stars!: Short <i>oo</i> (<i>oo, u</i>) Long <i>oo</i> (<i>oo, u, ue, ew</i>) • Amazing First Flights: Schwa in Unstressed Syllables • Exploring Space: Suffixes <i>-able, -ible</i>

Science			
Living Things: Life Science			
	Topic	Books	Short Reads Decodables
Grade K	Start With a Seed: How Plants Grow	<ul style="list-style-type: none"> • <i>Plant Secrets</i> • <i>The Amazing Life Cycle of Plants</i> • <i>Plants Can't Sit Still</i> • <i>Plants We Eat (Be an Expert!)</i> 	Alphabet Knowledge <ul style="list-style-type: none"> • Perfect Plants!: Alphabet Review Short Reads Decodables <ul style="list-style-type: none"> • Let's Plant Seeds: CVC Words With Short Vowels <i>a, e, i, o, u</i> • Seeds Drop and Grow!: Beginning <i>r</i>-Blends • Are You a Plant Whiz?: Beginning Digraph <i>wh</i>
Grade 1	Where Animals Live: Animal Habitats	<ul style="list-style-type: none"> • <i>All About Rain Forests</i> • <i>Animals of the Arctic Tundra</i> • <i>I Am Not a Giraffe: Animals in the African Savanna</i> • <i>Ocean Animals (Be an Expert!)</i> 	Short Reads Decodables <ul style="list-style-type: none"> • In the Desert: CVC Words With Short Vowels <i>a, e, i, o, u</i> • At the Pond: Beginning Digraphs <i>ch, sh, th, wh</i> • A Hike in the Forest: Long Vowels With Final <i>e</i> • Animals at Home: Two-Syllable Words—Closed Syllables
Grade 2	Features of Creatures: Animal Characteristics	<ul style="list-style-type: none"> • <i>Creature Features: 25 Animals Explain Why They Look the Way They Do</i> • <i>Fur</i> • <i>Inky's Amazing Escape</i> • <i>I've Got Feet!</i> 	Short Reads Decodables <ul style="list-style-type: none"> • Birds: <i>r</i>-Controlled Vowels (<i>ar, or, ore</i>) • Close-Up on Owls: Diphthongs (<i>oi, oy, ou, ow</i>) • Animals on the Move: Consonant + <i>le, al, el</i> Syllables • Creatures in Hiding: Prefixes <i>in-, im-</i>

Science			
Earth & Space: Physical Science			
	Topic	Books	Short Reads Decodables
Grade K	Push, Pull, Move It!: Mighty Forces	<ul style="list-style-type: none"> • <i>Cece Loves Science: Push and Pull</i> • <i>Give It a Push! Give It a Pull! A Look at Forces</i> • <i>How Do We Stay on Earth? A Gravity Mystery</i> • <i>Move It! Motion, Forces and You</i> 	Alphabet Knowledge <ul style="list-style-type: none"> • Park Fun: Alphabet Review Short Reads Decodables <ul style="list-style-type: none"> • Tugs: CVC Words With Short Vowels <i>a, e, i, o, u</i> • Frog’s Sled: Beginning <i>s</i>-Blends • Push and Pull: Beginning Digraph <i>th</i>
Grade 1	Up in the Sky: The Sun, the Moon, and the Stars	<ul style="list-style-type: none"> • <i>Day Turns Into Night</i> • <i>Does the Sun Sleep?</i> • <i>Our Stars</i> • <i>Usha and the Big Digger</i> 	Short Reads Decodables <ul style="list-style-type: none"> • Day and Night: CVC Words With Short Vowels <i>a, e, i, o, u</i> • Is Earth Spinning?: Final Digraphs <i>-ch, -sh, -th, -tch</i> • Night Moon, Day Moon: Long <i>i</i> (<i>ie, igh</i>) • A Sunshine Day: Compound Words
Grade 2	What’s the World Made Of?: Three Forms of Matter	<ul style="list-style-type: none"> • <i>Change It! Solids, Liquids, Gases and You</i> • <i>Fairy Science: Solid, Liquid, Gassy</i> • <i>Libby Loves Science: States of Matter</i> • <i>What’s the Matter in Mr. Whiskers’ Room?</i> 	Short Reads Decodables <ul style="list-style-type: none"> • Matter at the Beach: <i>r</i>-Controlled Vowels (<i>ar, or, ore</i>) • Weather Matters: <i>/aw/</i> (<i>al, au, aw</i>) • Matter Riddles: Consonant + <i>le, al, el</i> Syllables • A Matter of Batter: Prefixes <i>pre-, re-</i>

English Language Arts			
Great Stories: Genre Study			
	Topic	Books	Short Reads Decodables
Grade K	Storybook Friends: Fascinating Folktales	<ul style="list-style-type: none"> • <i>Anansi’s Party Time</i> • <i>Carina Felina</i> • <i>Down the Hole</i> • <i>Grandma and the Great Gourd</i> 	<p>Alphabet Knowledge</p> <ul style="list-style-type: none"> • In a Story: Alphabet Review <p>Short Reads Decodables</p> <ul style="list-style-type: none"> • The Red Hen: CVC Words With Short Vowels <i>a, e, i, o, u</i> • The Three Billy Goats: Beginning s-Blends • The Gingerbread Man: Beginning Digraph <i>ch</i>
Grade 1	Follow the Clues!: Marvelous Mysteries	<ul style="list-style-type: none"> • <i>King & Kayla and the Case of the Gold Ring</i> • <i>The Mystery of the Snow Puppy (Katie Woo and Pedro Mysteries)</i> • <i>Stella and the Mystery of the Missing Tooth</i> • <i>Whobert Whoever, Owl Detective</i> 	<p>Short Reads Decodables</p> <ul style="list-style-type: none"> • The Big Red Mystery: CVC Words With Short Vowels <i>a, e, i, o, u</i> • Who Did It?: Beginning Blends • Follow the Footprints: Long Vowels With Final <i>e</i> • The Case of the Missing Tennis Ball: Two-Syllable Words—Closed Syllables
Grade 2	In Imagined Worlds: Science Fiction	<ul style="list-style-type: none"> • <i>Press Start!: Super Rabbit Boy’s Time Jump!</i> • <i>Rocketmole</i> • <i>Sadie Sprocket Builds a Rocket</i> • <i>The Three Little Aliens and the Big Bad Robot</i> 	<p>Short Reads Decodables</p> <ul style="list-style-type: none"> • Cory and Orby: <i>r</i>-Controlled Vowels (<i>ar, or, ore</i>) • Cooper Visits Dinosaurs: Short <i>oo</i> (<i>oo, u</i>) Long <i>oo</i> (<i>oo, u, ue, ew</i>) • Ren’s Trip to Saturn: Consonant + <i>le, al, el</i> Syllables • Rork and Rink: Prefixes <i>un-, non-, mis-</i>

English Language Arts			
Page Turners: Literary Themes & Elements			
	Topic	Books	Short Reads Decodables
Grade K	Getting to Know You: Learning From Each Other	<ul style="list-style-type: none"> • <i>Friends Are Friends, Forever</i> • <i>Masterpiece</i> • <i>My Three Best Friends and Me, Zulay</i> • <i>Same, Same but Different</i> 	Alphabet Knowledge <ul style="list-style-type: none"> • School Days: Alphabet Review Short Reads Decodables <ul style="list-style-type: none"> • Dev and Wes Get Snacks: CVC Words With Short Vowels <i>a, e, i, o, u</i> • Tim and Glen: Beginning <i>l</i>-Blends • Will Shin Run?: Beginning Digraph <i>sh</i>
Grade 1	Bright Ideas: The Power of Imagination	<ul style="list-style-type: none"> • <i>Anything Is Possible</i> • <i>Be a Maker</i> • <i>Boxitects</i> • <i>Racing Ace: Drive It! Fix It!</i> 	Short Reads Decodables <ul style="list-style-type: none"> • Gil Has Fun: CVC Words With Short Vowels <i>a, e, i, o, u</i> • Big Red Fox: Final Blends • Gabe’s Daydream: Long <i>a (ai, ay)</i>; Long <i>e (ee, ea)</i> • Monster Day Picnic: Two-Syllable Words—Closed Syllables
Grade 2	Stepping Up: Meeting Challenges	<ul style="list-style-type: none"> • <i>Baker Makers</i> • <i>Going Places</i> • <i>Powwow Day</i> • <i>Yasmin the Ice Skater</i> 	Short Reads Decodables <ul style="list-style-type: none"> • Not the Best Day Ever: <i>r</i>-Controlled Vowels (<i>er, ir, ur</i>) • The Video Project: Diphthongs (<i>oi, oy, ou, ow</i>) • Amazing Things: Schwa in Unstressed Syllables • Making the Team: Suffixes <i>-y, -ly</i>

Arts & Culture			
Art, Sports & More			
	Topic	Books	Short Reads Decodables
Grade K	Game On!: Super Sports	<ul style="list-style-type: none"> • <i>Max Explains Everything: Soccer Expert</i> • <i>Ready, Set, Go! Sports of All Sorts</i> • <i>The Thing Lenny Loves Most About Baseball</i> • <i>The Way Champs Play</i> 	<p>Alphabet Knowledge</p> <ul style="list-style-type: none"> • Good Sports!: Alphabet Review <p>Short Reads Decodables</p> <ul style="list-style-type: none"> • The Big Cats Play: CVC Words With Short Vowels <i>a, e, i, o, u</i> • Step Into Sports!: Beginning s-Blends • Whack! Wham! Whiz!: Beginning Digraph <i>wh</i>
Grade 1	Looking at Art: Arts and Crafts	<ul style="list-style-type: none"> • <i>The Artist</i> • <i>Kite Flying</i> • <i>Maybe Something Beautiful: How Art Transformed a Neighborhood</i> • <i>Niko Draws a Feeling</i> 	<p>Short Reads Decodables</p> <ul style="list-style-type: none"> • The Red Pen: CVC Words With Short Vowels <i>a, e, i, o, u</i> • Paper-Mache: Final Digraphs <i>-ch, -sh, -th, -tch</i> • Make It With Clay: Long Vowels With Final <i>e</i> • Make Art Happen: Two-Syllable Words—Closed Syllables
Grade 2	Tell Me a Story: Express Yourself in Writing	<ul style="list-style-type: none"> • <i>Emma Every Day: The Writing Contest</i> • <i>How to Write a Story</i> • <i>The Story of a Story</i> • <i>Violet and Victor Write the Most Fabulous Fairy Tale</i> 	<p>Short Reads Decodables</p> <ul style="list-style-type: none"> • Bug Party TV: <i>r</i>-Controlled Vowels (<i>ar, or, ore</i>) • Is That True?: Short <i>oo</i> (<i>oo, u</i>) Long <i>oo</i> (<i>u_e, oo, ue, ew</i>) • A Story Grows in the Garden: Schwa in Unstressed Syllables • Bringing Stories to Life: Suffixes <i>-tion, -sion</i>

Glossary

alphabet knowledge: an understanding of letter names, shapes, and sounds

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

consonant blends: two or more consonants that keep their own sounds when sounded out together

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 make 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 letter-sound spellings to write a word

formative assessment: a planned, ongoing process used during teaching and learning to determine student comprehension and to make adjustments

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

genre conventions: the expected features of something that make it part of a specific genre

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

inflectional ending: an ending given to a word to change its tense, number, or other grammatical value (ex: *walk* to *walked*; *dog* to *dogs*)

letter-sound spellings: the relationship between each letter and the specific sound or sounds it represents

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*)

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

phonemic awareness: the ability to hear and play with individual units of sound (phonemes) in words (one type of phonological awareness)

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

print concepts: the elements of printed materials (letters, words, and pictures) and the element of printed language (left to right, top to bottom)

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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