

## Colorado Model Content Standards for Reading and Writing and 100 Book Challenge\*

American Reading Company's 100 Book Challenge independent reading system is fully aligned with Colorado's Model Content Standards for Reading and Writing. 100 Book Challenge explicitly and effectively addresses these standards at all grade levels, K-12.

The charts below detail the numerous, direct and productive connections between Colorado's Model Content Standards for Reading and Writing and 100 Book Challenge.

Colorado Model Content Standard: Reading and Writing	100 Book Challenge Connection
<p><b>Standard 1: Students read and understand a variety of materials</b></p> <p>In order to meet this standard, students will</p> <ul style="list-style-type: none"> <li>• use comprehension skills such as previewing, predicting, inferring, comparing and contrasting, re-reading and self-monitoring, summarizing, identifying the author's purpose, determining the main idea, and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other figures of speech;</li> <li>• make connections between their reading and what they already know, and identify what they need to know about a topic before reading about it;</li> <li>• adjust reading strategies for different purposes such as reading carefully, idea by idea; skimming and scanning; fitting materials into an organizational pattern, such as reading a novel chronologically; finding information to support particular ideas; and finding the sequence of steps in a technical publication;</li> <li>• use word recognition skills and resources such as phonics, context clues, picture clues, word origins, and word order clues; reference guides; roots, prefixes, and suffixes of words for comprehension; and</li> <li>• use information from their reading to increase vocabulary and enhance language usage</li> </ul>	<p>100 Book Challenge Readers' Workshops provide materials and structures that allow teachers to teach and students to practice essential skills using real books. Through mini-lessons, one-on-one teacher-student conferences and sharing and discussion times, teachers model and teach the full range of reading strategies, e.g., use of background knowledge and text structure to make predictions, strategies for word analysis, vocabulary development, and comprehension. Most importantly, teachers interconnect the instruction they provide in core areas to students' work in Book Challenge BC Readers' Workshops, enabling the students to practice these skills during self-selected reading and learn to use them independently.</p> <p>As students demonstrate use of these skills in their own authentic work, under the teacher's watchful eye, an essential feedback loop is created that informs the teacher as to which students can actually use each of the skills successfully.</p>

Colorado Model Content Standard: Reading and Writing (continued)	100 Book Challenge Connection
<p><b>Standard 2: Students write and speak for a variety of purposes and audiences</b></p> <p>In order to meet this standard, students will</p> <ul style="list-style-type: none"> <li>• write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading;</li> <li>• write and speak for audiences such as peers, teachers, and the community;</li> <li>• plan, draft, revise, proofread, and edit written communications;</li> <li>• use a variety of devices such as figurative language, symbolism, dialect, and precise vocabulary to convey meaning;</li> <li>• organize written and oral presentations using strategies such as lists, outlining, cause-and-effect relationships, comparison/contrast, problem-solution, and narration; and</li> <li>• use handwriting and at the most appropriate time, word processing to produce a product that is legible.</li> </ul> <p><b>Standard 3:</b></p> <p><b>Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.</b></p> <p>In order to meet this standard, students will</p> <ul style="list-style-type: none"> <li>• know and use correct grammar in speaking and writing;</li> <li>• apply correct usage in speaking and writing;</li> <li>• use correct sentence structure in writing; and</li> <li>• demonstrate correct punctuation, capitalization, and spelling.</li> </ul>	<p>100 Book Challenge students are constantly exposed to good models of writing in the many books of all different types which they read. 100 Book Challenge students regularly respond in writing to what they have read to demonstrate understanding and use of effective strategies.</p> <p>Daily 100 Book Challenge Readers' Workshops end with discussion related to students' reading and the skill or strategy focus for that day. Students speak with each other in pairs and with the whole group to retell stories, present analytical responses, explain concepts, etc.</p> <p>The largest, most effective, and most exciting application of writing and speaking in 100 Book Challenge is in Research Labs™.</p> <p>In 100 Book Challenge Research Labs, students read, write, research, and discuss within a chosen science, social studies, or literary topic, e.g., Wild Animals, Ancient Civilizations, Traditional Tales. Students generate and answer their own questions as they explore self-selected subtopics for which they want to become experts. They use the books they read as models for writing and demonstrate their learning by authoring their own books on their subtopics, using the special vocabulary they have acquired within that field of study. As they draft, revise, edit, publish, and present their books, they develop skills in all stages of the writing process—in use of English grammar, word choice, formatting and text features, adjustment to address a particular audience, correct usage and punctuation, etc.</p>

Colorado Model Content Standard: Reading and Writing (continued)	100 Book Challenge Connection
<p><b>Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing</b></p> <p>In order to meet this standard, students will</p> <ul style="list-style-type: none"> <li>• make predictions, analyze, draw conclusions, and discriminate between fact and opinion in writing, reading, speaking, listening, and viewing;</li> <li>• use reading, writing, speaking, listening, and viewing to define and solve problems;</li> <li>• recognize, express, and defend points of view orally and in writing;</li> <li>• identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director; and</li> <li>• evaluate the reliability, accuracy, and relevancy of information.</li> </ul> <p><b>Standard 5:</b></p> <p><b>Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources</b></p> <p>In order to meet this standard, students will</p> <ul style="list-style-type: none"> <li>• select relevant material for reading, writing, and speaking purposes;</li> <li>• understand the structure, organization, and use of various media, reference, and technological sources as they select information for their reading and writing;</li> <li>• paraphrase, summarize, organize, and synthesize information;</li> <li>• give credit for others' ideas, images, or information; and</li> <li>• use information to produce a quality product.</li> </ul>	<p>100 Book Challenge circulating classroom libraries include hundreds of books representing the full spectrum of genres in both fiction and nonfiction. 100 Book Challenge students, therefore, are afforded abundant opportunities to use, interpret, and analyze such texts and to express their points of view in relation to their reading. In Readers' Workshops, teachers help students become strategic readers, so students can successfully navigate through various types of informational and literary text and can recognize historical and cultural influences, aspects of authors' craft, and if information is accurate and unbiased.</p> <p>In 100 Book Challenge Research Labs in science, social studies and literature, students study both a specific topic and authors' methods of exploring and presenting that topic. Students select material relevant to their chosen area of study from all available media and sources. Students and teachers compare texts and discuss the merits and effectiveness of different forms of writing. Each student's work within Research Labs includes serious attention to the student's own writing and usually culminates in a high-quality, student-authored text.</p>

Colorado Model Content Standard: Reading and Writing (continued)	100 Book Challenge Connection
<p><b>Standard 6: Students read and recognize literature as a record of human experience</b></p> <p>In order to meet this standard, students will</p> <ul style="list-style-type: none"> <li>• know and use literary terminology;</li> <li>• read literature to investigate common issues and interests;</li> <li>• read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar;</li> <li>• read literature that reflects the uniqueness and integrity of the American experience;</li> <li>• read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world; and</li> <li>• read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups.</li> </ul>	<p>100 Book Challenge circulating classroom libraries are full of great, multicultural literature reflecting both the American experience and the experiences of many cultures throughout the world. Special collections focusing on important ethnic groups within the United States are also available, e.g., That’s Us: African Americans, That’s Us: Hispanic Americans, That’s Us: Asian Americans.</p> <p>In daily 100 Book Challenge Readers’ Workshops, during mini-lessons, one-on-one conferences and discussion, teachers and students can explore the human side of literature and how literature reflects universal and unique human experiences.</p> <p>Literary terminology, such as simile and metaphor, is clearly presented to students on a special Skills Card. Students learn and use the terminology by identifying and explaining real examples they find in their reading.</p>