

Indiana Academic Standards for English/ Language Arts and 100 Book Challenge®

American Reading Company's independent reading system—100 Book Challenge—is fully aligned with Indiana's Academic Standards for English/Language Arts. 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 Indiana's Academic Standards for English/Language Arts and 100 Book Challenge.

Indiana Standard

100 Book Challenge Connection

Standard 1: READING

Word Recognition, Fluency, and Vocabulary Development

Word Recognition involves the understanding of the basic features of words: word parts, patterns, relationships, and origins. Students use phonics, context clues, and a growing knowledge of English and other languages to determine the meaning of words and become fluent readers.

Word Recognition: 100 Book Challenge books are leveled according to the scope and sequence of phonics and word recognition skills acquisition. 100 Book Challenge Skills Cards make explicit the sight words and word recognition skills to be mastered at each reading level.

Fluency: All 100 Book Challenge students are carefully matched to leveled text to ensure fluency. Students invest the majority of their time reading books at successful fluency (independent) levels. During teacher-student conferences, students practice fluent oral reading and the ability to vary intonation and timing as appropriate for the text.

Vocabulary Development: 100 Book Challenge builds vocabulary directly and effectively. Students' wide reading brings them into repeated contact with new vocabulary within a variety of meaningful contexts. Skills Cards at each reading level list word analysis skills and key and representative vocabulary for students to master. The Readers' Workshop format provides teachers with daily opportunities to teach vocabulary directly and to reinforce students' acquisition of new vocabulary to aid comprehension.

Indiana Standard**100 Book Challenge Connection****Standard 2: READING***Comprehension*

Comprehension involves understanding grade-level-appropriate material. Students develop strategies such as asking questions; making predictions; and identifying and analyzing structure, organization, perspective, and purpose. After Grade 5, the focus is on informational texts.

Comprehension and Self-Monitoring Strategies: In 100 Book Challenge, students' comprehension is expanded through wide reading at success levels. Students have continual access to grade-level-appropriate materials. Skills Cards for each reading level detail comprehension and self-monitoring strategies to practice and master. In 100 Book Challenge Readers' Workshops, teachers model, observe, and assess comprehension and self-monitoring strategies (e.g., questioning, predicting, analyzing purpose) daily. Students apply these strategies in self-selected text every day both in school and at home.

100 Book Challenge regular classroom libraries comprise one-third to one-half informational texts. Many 100 Book Challenge thematic book collections for science and social studies topics are 100% informational texts. 100 Book Challenge students, therefore, are afforded abundant opportunities to read for the purposes of learning about a subject. In Readers' Workshops, teachers help students become strategic readers of informational text.

Standard 3: READING*Literary Response and Analysis*

Response to grade-level-appropriate literature includes identifying story elements such as character, theme, plot, and setting, and making connections and comparisons across texts.

Literary response enhances students' understanding of history, culture, and the social sciences.

100 Book Challenge regular classroom libraries are multicultural and comprise the best literary texts in print, at all reading levels. Students choose their reading from among a wide variety of authors and genres. In addition, special genre collections (e.g., traditional tales, poetry, biography) allow teachers and students to conduct in-depth, focused literary studies.

In daily Readers' Workshops, teachers and students can explore literary elements, compare and contrast texts, and critique their reading to achieve deep understanding. They are aided in this work by special Skill Cards that describe the elements of literature, making them explicit and accessible to students, teachers, and parents.

Indiana Standard**100 Book Challenge Connection****Standard 4: WRITING***Process*

The writing process includes prewriting, drafting, editing, and revising. Students progress through these stages to write clear, coherent, and focused paragraphs and essays.

Standard 5: WRITING*Applications*

Through the exploration of different types of writing and the characteristics of each, students become proficient at narrative (stories), expository (informational), descriptive (sensory), persuasive (emotional appeal), argumentative (logical defense), and technical writing. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Standard 6: WRITING*English Language Conventions*

Conventions include the grade-level-appropriate mechanics of writing, such as penmanship, spelling, grammar, capitalization, punctuation, sentence structure, and manuscript form.

Standard 7: LISTENING & SPEAKING*Skills, Strategies, and Applications*

Response to oral communication includes careful listening and evaluation of content. Speaking skills, such as phrasing, pitch, and tone are developed in conjunction with such strategies as narration, exposition, description, and persuasion and are applied to students' delivery of oral presentations.

100 Book Challenge students are constantly exposed to good models of writing in the wide variety of books of different types and genre which they read. 100 Book Challenge students regularly respond in writing to what they have read to demonstrate understanding and use of effective strategies. However, the largest, most effective, and most exciting application of writing in 100 Book Challenge is in Research Labs.™

In Research Labs, students read, write and research within a chosen science, social studies, or literary topic (e.g., wild and endangered animals, ancient civilizations, traditional tales). Each student selects a subtopic about which to become an expert. Students 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, and publish their books, they develop skills in all stages of the writing process, in use of English grammar, language conventions, word choice, formatting and text features, adjustment to address a particular audience, etc.

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.