

New Standards Performance Standards— New York City and 100 Book Challenge®

The following charts outline the numerous, direct, and productive connections between New York City’s New Standards Performance Standards and the 100 Book Challenge. Although these charts concentrate on the connections for the K–3 standards in English Language Arts, essentially the same supportive statements are relevant to the English Language Arts standards in grades 4 through 12.

English Language Arts K–3

The elementary school standards are set at a level of performance approximately equivalent to the end of fourth grade. It is expected that some students might achieve this level earlier and others later than this grade.

Reading

New Standards Component

- a* Read twenty-five books of the quality and complexity illustrated in the sample reading list.

- b* Read and comprehend at least four books on the same subject, by the same author, or in the same genre.

100 Book Challenge Connection

100 Book Challenge focuses all students on accomplishing large volumes of reading. The minimum 100 Book Challenge goal of 100 hours of independent reading per year correlates with the 25 book NYC goal. The 100 Book Challenge book collections contain nearly all of the books on the sample reading lists and many, many more—at all reading levels K-12, multicultural, fiction, and nonfiction.

In addition to multiple titles by acclaimed authors (e.g., Gary Paulsen, Walter Dean Myers), 100 Book Challenge offers subject area collections in science (e.g., marine life, space, bugs), and social studies (e.g., Native Americans, World War II, Colonial America) and genre collections (e.g., traditional tales, biographies, historical fiction).

100 Book Challenge Reading Workshops emphasize both volume of reading and comprehension.

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| <i>c</i> Read and comprehend informational materials. | All regular 100 Book Challenge book collections contain about one-third nonfiction with informational texts on all types of subjects. In addition, 100 Book Challenge offers subject area collections in science (e.g., marine life, space, bugs), and social studies (e.g., Native Americans, World War II, Colonial America). 100 Book Challenge Reading Workshops emphasize comprehension of both fiction and informational materials. |
| <i>d</i> Read aloud fluently. | In 100 Book Challenge Readers' Workshops, students are regularly afforded the opportunity to read aloud one-on-one with the teacher. Teachers may also have students read aloud to the class or to partners as part of daily sharing time. |

Writing

New Standards Component

100 Book Challenge Connection

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| <i>a</i> Produce a report of information. | In 100 Book Challenge thematic investigations, students produce researched reports on topics of their own interest within the larger content area focus chosen by the teacher (e.g., Marine Life, Space, Colonial America, Civil War). |
| <i>b</i> Produce a response to literature. | 100 Book Challenge teachers often ask students to respond to the many different books they read in the course of a year. The reading accomplished in 100 Book Challenge Readers' Workshops can be easily connected to writing in Writers' Workshops. |
| <i>c</i> Produce a narrative account (fictional or autobiographical).
<i>e</i> | Students use the books they read in 100 Book Challenge Readers' Workshops as models for the writing they do themselves—fictional, autobiographical, procedural. |
| <i>d</i> Produce a narrative procedure. | |

Speaking, Listening, and Viewing

New Standards Component

100 Book Challenge Connection

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| <i>a</i> Participate in one-to-one conferences with the teacher. | Teachers conduct one-on-one conferences with students every day in 100 Book Challenge Reading. |
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| <i>b</i> Participate in group meetings. | 100 Book Challenge students share ideas and reactions to their reading in duos, small groups, and large groups. |
| <i>c</i> Prepare and deliver an individual presentation. | 100 Book Challenge students who engage in thematic investigations in content areas often demonstrate their learning by preparing and delivering individual presentations. |
| <i>d</i> Make informed judgments about TV, radio, film. | The more students read, the better informed they are about the quality of entertainment offerings. Students read a lot in the 100 Book Challenge. |

Conventions, Grammar, and Usage of the English Language

New Standards Component

100 Book Challenge Connection

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| <i>a</i> Demonstrate a basic understanding of the rules of the English language in written and oral work. | 100 Book Challenge Readers' Workshops provide frequent, regular opportunities for students to demonstrate use of the English language both orally (daily in sharing) and in writing (weekly in written responses to reading). |
| <i>b</i> Analyze and subsequently revise work to improve its clarity and effectiveness. | 100 Book Challenge students immerse themselves in excellent examples of clear and effective writing in the many books they read. When Writers' Workshop is connected to the 100 Book Challenge Readers' Workshop, students refine their writing with these author-models in mind. |

Literature

New Standards Component

100 Book Challenge Component

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| <i>a</i> Respond to nonfiction, fiction, poetry, and drama using interpretive and critical processes. | 100 Book Challenge regular and genre collections provide excellent examples of nonfiction, fiction, poetry, and drama that students read and can use as basis for interpretive and critical responses. Students offer critical and interpretive responses orally during sharing time and during one-on-one conferences with their teachers. Teachers can also ask students to respond regularly in writing. |
| <i>b</i> Produce work in at least one genre that follows the conventions of the genre. | 100 Book Challenge students are afforded the luxury of many excellent examples of literature in many different genres. These works are used as models so that students can learn and emulate genre-specific conventions. |