

**Junior Great Books Implementation Charts  
Suggested Alignment with Curriculum 2.0**

**Second Grade – Fifth Grade**

## Grade 2 Junior Great Books Implementation – Suggested Alignment with Curriculum 2.0

Begin With	Connect To	Instructional Focus
Sample Learning Task	Junior Great Books Selection	Students Will
<b>Marking Period 1 Week 3</b>	“The Red Balloon” Series 2: Second Semester	<ul style="list-style-type: none"> <li>• Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</li> <li>• Follow agreed upon rules for discussion</li> <li>• Build on others’ talk in conversations by linking their comments to the remarks of others</li> <li>• Describe how characters in a story respond to major events and challenges.</li> </ul>
<b>Marking Period 1 Week 5</b>	“How Coyote Stole the Sun” Series 2: Second Semester	<ul style="list-style-type: none"> <li>• Build on others’ talk in conversations by linking their comments to the remarks of others</li> <li>• Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> </ul>
<b>Marking Period 2 Week 5</b>	“The Magic Listening Cap” Series 2: First Semester	<ul style="list-style-type: none"> <li>• Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies:</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase</li> </ul>
<b>Marking Period 2 Week 6</b>	“Cinderella” Series 2: Second Semester	<ul style="list-style-type: none"> <li>• Build on others’ talk in conversations by linking their comments to the remarks of others</li> <li>• Ask for clarification and further explanation as needed about the topics and texts under discussion</li> <li>• Compare and contrast two or more versions of the same story by different authors or from different cultures.</li> </ul>

\*The Junior Great Books selection is identified as an alternative text that may be used during the week.

## Continued...Grade 2 Junior Great Books Implementation – Suggested Alignment with Curriculum 2.0

Begin With	Connect To	Instructional Focus
Sample Learning Task	Junior Great Books Selection	Students Will
*Marking Period 3 Week 1	“The Other Side of the Hill“ Series 2: Second Semester	<ul style="list-style-type: none"> <li>• Describe how characters in a story respond to major events and challenges.</li> <li>• Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> </ul>
*Marking Period 3 Week 4	“How the Elephant Became” Series 2: Second Semester	<ul style="list-style-type: none"> <li>• Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</li> <li>• Follow agreed-upon rules for discussions.</li> <li>• Build on others’ talk in conversations by linking their comments to the remarks of others.</li> <li>• Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> <li>• Demonstrate understanding of word relationships and nuances in word meanings.</li> </ul>
*Marking Period 4 Week 1 (Small Group)	“Anancy and Dog and Puss and Friendship” Series 2: First Semester	<ul style="list-style-type: none"> <li>• Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</li> <li>• Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>• Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</li> </ul>
*Marking Period 4 Week 3 (Small Group)	“The Tale of Squirrel Nutkin” Series 2: First Semester	<ul style="list-style-type: none"> <li>• Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</li> <li>• Demonstrate understanding of word relationships and nuances in word meanings.</li> </ul>

\* The Junior Great Books selection is identified in the “Note to Teacher” as an alternative text.

## Grade 3 Junior Great Books Implementation – Suggested Alignment with Curriculum 2.0

Begin With	Connect To	Instructional Focus
Sample Learning Task	Junior Great Books Selection	Students Will
<b>Marking Period 1 Week 3</b>	“Ooka and the Honest Thief” Series 3: Book One (new) Series 3: Second Semester (old)	<ul style="list-style-type: none"> <li>• Describe characters in a story and explain how their actions contribute to the sequence of events.</li> <li>• Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> <li>• Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>• Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• Demonstrate understanding of word relationships and nuances in word meanings.</li> </ul>
<b>*Marking Period 1 Week 4</b>	“The Fisherman and his Wife” Series 3: Book One (new) Series 3: First Semester (old)	<ul style="list-style-type: none"> <li>• Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> <li>• Come to discussions prepared; having read or studied required material; explicitly draw on that preparation and other information known about the topic and texts under discussion.</li> <li>• Explain their own ideas and understanding in light of the discussion.</li> <li>• Determine the main ideas and supporting details of a text read aloud.</li> </ul>
<b>*Marking Period 2 Week 2 (Small Group)</b>	“Two Wise Children” Series 3: Book One (new) Series 3: First Semester (old)	<ul style="list-style-type: none"> <li>• Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> <li>• Explain their own ideas and understanding in light of the discussion.</li> </ul>

\*The Junior Great Books selection is identified as an alternative text that may be used during the week.

## Continued...Grade 3 Junior Great Books Implementation – Suggested Alignment with Curriculum 2.0

Begin With	Connect To	Instructional Focus
Sample Learning Task	Junior Great Books Selection	Students Will
<p><b>*Marking Period 2</b> <b>Week 4 (Small Group)</b></p>	<p>“The Monster Who Grew Small” Series 3: Book One (new)</p> <p>“The Mousewife” Series 3: Book Two (new) Series 3: Second Semester (old)</p>	<ul style="list-style-type: none"> <li>• Describe characters in a story and explain how their actions contribute to the sequence of events.</li> <li>• Distinguish their own point of view from that of the narrator or those of the characters.</li> </ul>
<p><b>*Marking Period 3</b> <b>Week 2</b></p>	<p>“The Green Man” Series 3: Book Two (new) Series 3: Second Semester (old)</p> <p><i>“The Green Man” is also included in grade 3 William &amp; Mary</i></p>	<ul style="list-style-type: none"> <li>• Describe characters in a story and explain how their actions contribute to the sequence of events.</li> <li>• Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> <li>• Follow agreed-upon rules for discussions.</li> <li>• Ask and answer about information from a speaker, offering appropriate elaboration and detail.</li> </ul>
<p><b>*Marking Period 3</b> <b>Week 4</b></p>	<p>“The Ugly Duckling” Series 3: Book Two (new) Series 3: Second Semester (old)</p> <p><i>“The Ugly Duckling” is also included in grade 3 William &amp; Mary</i></p>	<ul style="list-style-type: none"> <li>• Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>• Determine the meaning of the new word formed when a known affix is added to a known word.</li> </ul>
<p><b>Marking Period 4</b> <b>Week 3</b></p>	<p>“White Wave” Series 3: Book Two (new)</p>	<ul style="list-style-type: none"> <li>• Describe characters in a story and explain how their actions contribute to the sequence of events.</li> <li>• Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• Distinguish the literal and nonliteral meanings of words and phrases in context.</li> </ul>
<p><b>Marking Period 4</b> <b>Week 4</b></p>	<p>“The Banza” Series 2: Book One (new)</p>	<ul style="list-style-type: none"> <li>• Refer to parts of stories when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier actions.</li> <li>• Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>• Determine the main idea and supporting details of a text read aloud.</li> <li>• Determine the meaning of the new word formed when a known affix is added to a known word.</li> </ul>

\*The Junior Great Books selection is identified as an alternative text that may be used during the week.

## Grade 4 Junior Great Books Implementation – Suggested Alignment with Curriculum 2.0

Begin With	Connect To	Instructional Focus
Sample Learning Task	Junior Great Books Selection	Students Will
<b>*Marking Period 1</b> <b>Week 3</b>	<p style="text-align: center;">“The Gold Coin” Series 4: Book One (new)</p> <p style="text-align: center;">“Thank You, M’am” Series 4: Book One (new) Series 4: First Semester (old)</p>	<ul style="list-style-type: none"> <li>• Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• Compare and contrast similar the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures.</li> <li>• Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>• Use context as a clue to the meaning of a word or phrase.</li> </ul>
<b>Marking Period 1</b> <b>Week 4</b>	<p style="text-align: center;">“Fresh” Series 4: Book One (new) Series 4: First Semester (old)</p>	<ul style="list-style-type: none"> <li>• Identify the reasons and evidence a speaker provides to support particular points.</li> <li>• Explain ideas, or concepts in a scientific text, including what happened and why, based on specific information in the text.</li> <li>• Explain how an author uses reasons and evidence to support particular points in a text.</li> <li>• Review the key ideas expressed and explain their own ideas and understanding in light of the discussion</li> </ul>
<b>*Marking Period 2</b> <b>Week 1</b>	<p style="text-align: center;">“The Goldfish” Series 4: Book Two (new) Series 4: Second Semester (old)</p>	<ul style="list-style-type: none"> <li>• Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</li> <li>• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>• Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>
<b>Marking Period 2</b> <b>Week 4</b>	<p style="text-align: center;">“Prot and Krot” Series 4: Book One (new)/ Series 4: Second Semester (old)</p>	<ul style="list-style-type: none"> <li>• Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• Compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures.</li> <li>• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</li> </ul>

\*The Junior Great Books selection is identified as an alternative text that may be used during the week.

## Continued... Grade 4 Junior Great Books Implementation – Suggested Alignment with Curriculum 2.0

Begin With	Connect To	Instructional Focus
Sample Learning Task	Junior Great Books Selection	Students Will
<p><b>*Marking Period 3 Week 3</b></p>	<p style="text-align: center;">“Beauty and the Beast” Series 4: Book One (new) Series 4: Second Semester (old)</p>	<ul style="list-style-type: none"> <li>• Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• Determine a theme of a story, drama, or poem from details in the text; summarize the text.</li> <li>• Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</li> <li>• Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>
<p><b>*Marking Period 3 Week 5</b></p>	<p style="text-align: center;">“The Enchanted Sticks” Series 4: Book Two (new) Series 4: First Semester (old)</p>	<ul style="list-style-type: none"> <li>• Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• Compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures.</li> <li>• Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> <li>• Explain the meaning of simple similes and metaphors in context.</li> </ul>
<p><b>*Marking Period 4 Week 2</b></p>	<p style="text-align: center;">“The Hemulen who Loved Silence” Series 4: Book Two (new) Series 4: Second Semester (old)</p>	<ul style="list-style-type: none"> <li>• Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>
<p><b>*Marking Period 4 Week 4</b></p>	<p style="text-align: center;">“Mr. Singer’s Nicknames” Series 4: Book Two (new) Series 4: First Semester (old)</p> <p style="text-align: center;">“Ghost Cat” Series 5: Book Two (new) Series 5: First Semester (old)</p> <p style="text-align: center;"><i>“Ghost Cat” is also included in grade 4 William &amp; Mary</i></p>	<ul style="list-style-type: none"> <li>• Determine a theme of a story, drama, or poem from details in the text; summarize the text.</li> <li>• Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</li> <li>• Paraphrase portions of a text read aloud.</li> </ul>

\*The Junior Great Books selection is identified as an alternative text that may be used during the week.

## Grade 5 Junior Great Books Implementation – Suggested Alignment with Curriculum 2.0

Begin With	Connect To	Instructional Focus
Sample Learning Task	Junior Great Books Selection	Students Will
<p><b>*Marking Period 1 Week 2</b></p>	<p>“A Bad Road for Cats” Series 5: Book Two (new)</p>	<ul style="list-style-type: none"> <li>• Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</li> <li>• Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>grade 5 topic or subject area</i>.</li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.</li> </ul>
<p><b>*Marking Period 1 Week 3</b></p>	<p>“Charles” Series 5: Book Two (new) Series 5: First Semester (old)</p> <p><i>“Charles” is also included in grade 4 William &amp; Mary</i></p>	<ul style="list-style-type: none"> <li>• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• Determine a theme of a story from details in the text, including how characters in a story respond to challenges; summarize the text.</li> <li>• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> </ul>
<p><b>Marking Period 2 Week 1</b></p>	<p>“Turquoise Horse” Series 5: Book One (new) Series 5: First Semester (old)</p>	<ul style="list-style-type: none"> <li>• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</li> <li>• Describe how a speaker’s point of view influences how events are described.</li> </ul>
<p><b>*Marking Period 2 Week 4 (Small Group)</b></p>	<p>“Maurice’s Room” Series 5: Book Two (new) Series 5: First Semester (old)</p> <p><i>“Maurice’s Room” is also referenced in grade 5 William &amp; Mary.</i></p>	<ul style="list-style-type: none"> <li>• Compare and contrast two or more settings in a story or drama, drawing on specific details in the text.</li> <li>• Compare and contrast stories in the same genre on their approaches to similar themes and topics.</li> <li>• Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> <li>• Summarize a written text read aloud.</li> </ul>

\*The Junior Great Books selection is identified as an alternative text that may be used during the week.



## Continued... Grade 5 Junior Great Books Implementation – Suggested Alignment with Curriculum 2.0

Begin With	Connect To	Instructional Focus
Sample Learning Task	Junior Great Books Selection	Students Will
<b>Marking Period 3 Week 3</b>	“Lenny’s Red-Letter Day” Series 5: Book Two (new) Series 5: First Semester (old)	<ul style="list-style-type: none"> <li>• Quote accurately from a text when explaining what the text says explicitly and when drawing inference from the text.</li> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>• Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
<b>Marking Period 3 Week 4</b>	“The No-Guitar Blues” Series 5: Book One (new)	<ul style="list-style-type: none"> <li>• Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</li> <li>• Compare and contrast stories in the same genre on their approaches to similar themes and topics.</li> <li>• Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> </ul>
<b>Marking Period 4 Week 5</b>	“The Bat Poet” Series 5: Book One (new) Series 5: First Semester (old)	<ul style="list-style-type: none"> <li>• Analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent.</li> <li>• Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>• Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> </ul>
<b>*Marking Period 4 Week 8 (Small Group)</b>	“Kaddo’s Wall” Series 5: Book One (new) Series 5: Second Semester (old)	<ul style="list-style-type: none"> <li>• Determine a theme of a story from details in the text, including how characters in a story respond to challenges; summarize the text.</li> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>• Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>• Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>

\*The Junior Great Books selection is identified as an alternative text that may be used during the week.