

General ideas based on the Common Core to use with any book or any nominated CYRM book

Have your students determine the theme(s) of the book.

CCSS.ELA-Literacy.RL (Key Ideas and Details) 4.2 and 5.2

Have your students conduct short research projects that use several sources to build their knowledge about a time, person, or event mentioned in the book. Final product could take a variety of forms, including PowerPoints, Prezis, websites.

CCSS.ELA-Literacy.W (Research to Build and Present Knowledge) 4.7 and 5.7

Do a Reader's Theater with your students.

CCSS.ELA-Literacy.RL (Range of Reading and Level of Text Complexity) 4.10 and 5.10

Have students read poems aloud on themes or issues related to the nominated book.

CCSS.ELA-Literacy.RL (Range of Reading and Level of Text Complexity) 4.10 and 5.10

CCSS.ELA-Literacy.RF (Fluency) 4.4b and 5.4b

Have students rewrite a chapter from the viewpoint of a different character.

Have students write a journal entry or a letter from the viewpoint of a specific character.

CCSS.ELA-Literacy.RL (Craft and Structure) 4.6 and 5.6

Have students read newspaper articles published by different papers about the same historical event mentioned in the novel.

CCSS.ELA-Literacy.RI (Integration of Knowledge and Ideas) 4.4 and 5.4

Have students compare and contrast a first person and a second person account of the same historical event mentioned in the novel (eyewitness account of the bombing on a church vs. newspaper account or pioneer diary vs. informational paragraph on Westward expansion).

CCSS.ELA-Literacy.RI (Craft and Structure) 4.6 and 5.6

Have students read informational texts, including biographies, related to the nominated novel.

CCSS.ELA-Literacy.RI (Range of Reading and Level of Text Complexity) 4.10 and 5.10

CCSS.ELA-Literacy.W (Research to Build and Present Knowledge) 4.9 and 5.9

Show a movie based on the book; have students compare and contrast the two versions of the story.

CCSS.ELA-Literacy.RL (Integration of Knowledge and Ideas) 4.7 and 5.7

CCSS.ELA-Literacy.SL (Presentation of Knowledge and Ideas) 4.5 and 5.5

Using the figurative language found within a specific chapter of a nominated book as a starting point for discussion, challenge your students to write a paragraph that contains one example of figurative language in the style found in the book.

CCSS.ELA-Literacy.RL (Craft and Structure) 4.4 and 5.4

Have students write a persuasive essay or a paragraph supporting the position that figurative language enhances each chapter, character description, and/or the final story. Make sure to have students include examples from the story to support their position.

CCSS.ELA-Literacy.RL (Craft and Structure) 4.4 and 5.4

CCSS.ELA-Literacy.W (Text Types and Purposes) 4.1 and 5.1

CCSS.ELA-Literacy.RL (Key Ideas and Details) 4.1 and 5.1

CCSS.ELA-Literacy.W (Range of Writing) 4.10 and 5.10

Have your students write a persuasive essay stating why one character is the most noble, most evil, most important, most giving (whatever fits one of the main themes of the book). Make sure students include quotations and page references.

CCSS.ELA-Literacy.W (Text Types and Purposes) 4.1 and 5.1

CCSS.ELA-Literacy.RL (Key Ideas and Details): 4.1 and 5.1

Have students compare and contrast two or more characters, either in partners or individually. This can be in general or how they respond to the same event.

CCSS.ELA-Literacy.RL (Key Ideas and Details) 4.3 and 5.3

CCSS.ELA-Literacy.RL (Craft and Structure) 4.4 and 5.4

CCSS.ELA-Literacy.SL (Comprehension and Collaboration) 4.1 and 5.1

Have students compare and contrast two events from the novel and provide an opinion as to which event is most crucial to the novel. Students must provide reasons to support their opinion.

CCSS.ELA-Literacy.RL (Key Ideas and Details) 4.3 and 5.3

CCSS.ELA-Literacy.W (Text Types and Purposes) 4.1 and 5.1

After reading one nominated novel, read another novel in the same genre and have students compare/contrast the characters, settings, events or themes.

CCSS.ELA-Literacy.RL (Integration of Knowledge and Ideas) 4.9 and 5.9

Have students compare and contrast the fictional portrayal of characters from a time period to the historical accounts of the same period in order to gain a deeper understanding of how authors use historical sources to create a sense of time and place as well as to make fictional characters lifelike and real.

Have students compare and contrast a poem or story to a multimedia map or movie on a similar theme or topic. Make sure students compare and contrast the specific techniques used in each medium.

CCSS.ELA-Literacy.RL (Integration of Knowledge and Ideas) 4.7 and 5.7

For a poem contained within the nominated book, have students analyze the overall impact of specific word choices by the poet and determine how they contribute to the overall meaning and tone of the poem.

CCSS.ELA-Literacy.RL (Integration of Knowledge and Ideas) 4.7 and 5.7

CCSS.ELA-Literacy.RL (Craft and Structure) 4.4 and 5.4

Read a graphic novel and the novel upon which it was based. Have students compare and contrast the two and analyze how the visual elements of the graphic novel contribute to the meaning, tone, or beauty of the story.

CCSS.ELA-Literacy. RL (Integration of Knowledge and Ideas) 4.7 and 5.7

Have students choose an inanimate object from the nominated book and write a narrative from the point of view of the object.

CCSS.ELA-Literacy.W (Text Types and Purposes) 4.3 and 5.3

CCSS.ELA-Literacy.RL (Craft and Structure) 4.6 and 5.6

CCSS.ELA-Literacy.RL (Range of Reading and Level of Text Complexity) 4.10 and 5.10