

**SEPTEMBER**



**Let's R.A.P. Coupon  
(Let's Read As Partners)**

Student's Name: \_\_\_\_\_ Literary form: **Non-Fiction**

Book Title: \_\_\_\_\_ Author: \_\_\_\_\_

Grade: 3 Room No.: \_\_\_\_\_ Teacher: \_\_\_\_\_

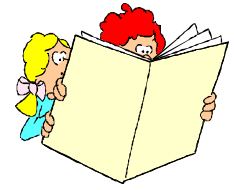
**Parent/partner: Indicate coupon activity by circling item on back page or by listing it here.**

**Parent's/Partner's Signature:** \_\_\_\_\_

**ALL R.A.P. COUPONS MUST HAVE A WRITTEN STATEMENT INCLUDED. PLEASE REFER TO THE REVERSE SIDE FOR INSTRUCTIONS.**

# Let's Read as Partners

## Non Fiction



### Hawaii Content and Performance Standards (HCPS II)

#### **General Learner Outcomes** (Encompassing goals for all grade levels and content areas)

1. The ability to be responsible for one's own learning.
2. The understanding that it is essential for human beings to work together.
3. The ability to be involved in complex thinking and problem solving.
4. The ability to recognize and produce quality performance and quality products.
5. The ability to use a variety of communication skills to function effectively in society.
6. The ability to use a variety of technologies effectively and ethically.

#### **Language Arts Standards for Reading and Literature Grades K-12**

Standard 1 – Conventions and skills – Use knowledge of the conventions of language to construct meaning for a range of literary and informational texts for a variety of purposes.

Standard 2 – Reading comprehension – Using reading strategies to construct meaning from a variety of texts

#### **Nonfiction**

Evaluating information books

1. All facts should be accurate
  - Written by qualified author(s)
  - Distinguishes fact from theory
  - Includes significant facts
  - Presents differing views on controversies
  - Present information without anthropomorphism (animals and objects acting like human beings)
2. Stereotypes, racism and sexism are not evident
3. Illustrations, diagrams, photos clarify the text
4. Analytical thinking is encouraged
  - Information may relate local problem solving and decision making
  - Using information, readers are encouraged to draw conclusions, and make generalizations
5. Organization should aid understanding
  - Use of subtitles, bold print, italics, and relevant captions support the text
  - References are included
6. Styles stimulates reader interest
  - Lively, not too difficult
  - Age-appropriate language is used
  - Uses examples in relation to reader's own daily lives
  - Encourages ideas for future decision making

#### **Dewey Decimal Classification System**

- 000 - 199 Encyclopedias, books about libraries  
300 - 399 Government, community workers, holidays  
400 - 499 Languages, dictionaries, grammar  
500 - 599 Science, math, astronomy, chemistry, weather, dinosaurs, plants and animals  
600 - 699 The human body, cars, planes, space ships, computers  
900 - 999 Countries of the world, history

#### **List of optional activities for all grades:**

1. **Write three or more sentences to describe new information you learned from this book.**
2. **Draw a picture and label it with important items you learned about from this book.**
3. **Draw and write about a problem you became aware of by reading this book. Explain how this problem could be solved or a way you think it could be solved.**
4. **Explain how the information from this book changed or deepened your understanding of the subject.**
5. **Describe the inferences and conclusions you made while reading this book.**