

## Common Core Standards & Reading-tutors

### Common Core State Standards

#### Language Arts

#### Grade K

#### CC.RL.K: Reading Standards for Literature

##### *:Key Ideas and Details*

#### **RL.K.1. - With prompting and support, ask and answer questions about key details in a text.**

##### *Baby Animals* , Level A, NF - Concept book

What child--or what adult, for that matter--can resist the charm of a puppy, a lion cub, or a lamb? Simple and adorable photos accompany the repeated text patterns. While new vocabulary such as foal and kid may challenge students, the high-interest subject will keep them reading.

##### *I Can* , Level A, F-Realistic

What can your early readers do? The children in *I Can* can hop, jump, ride, and play. Every child can do something. The repeated text patterns, high-frequency words, and familiar verbs in this text give students another accomplishment to add to their list: reading.

##### *My Hair* , Level A, F-Personal Narrative

Just as in real life, each child's hair is as unique as he or she is: curly, straight, dark, or light. Students will learn the concept of diversity, new adjective vocabulary, and reinforced high-frequency words.

##### *On the Farm* , Level B, F-Realistic

*On the Farm* gives students a glimpse of familiar animals enjoying their favorite places on the farm. Fun illustrations of chickens in the hay, pigs in the mud, and a cow in the barn help students decode two new vocabulary words on each page.

#### **RL.K.2.: With prompting and support, retell familiar stories, including key details.**

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##### *I Read a Book* , Level B, F-Realistic

The little girl in this book loves to read so much that she reads with every member of her family,

including her dog. The book gives practice with high-frequency words and vocabulary while reinforcing the idea that reading is fun and enjoyable.

***In and Out*** , Level A, F-Realistic

Cats, dogs, and cows leap in and then out of a big mud puddle. Next, cows leap in and out of the mud puddle. Readers will delight in what happens when the final visitors, the pigs, jump into the mud.

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***Who, Who, Who?*** , Level C, F-Fantasy

Who? is the question asked again and again by a little owl as it tries to find friends with whom to fly, hunt, play, read, sing, and eat. Unfortunately, the most willing character is not the one the little owl was hoping for. The repetitive text pattern is supported by delightful illustrations.

**RL.K.3.: With prompting and support, identify characters, settings, and major events in a story.**

***In and Out*** , Level A, F-Realistic

Cats, dogs, and cows leap in and then out of a big mud puddle. Next, cows leap in and out of the mud puddle. Readers will delight in what happens when the final visitors, the pigs, jump into the mud.

***Open and Close*** , Level C, F-Realistic

Open and Close is a story about two girls who open and close a variety of objects. The surprise ending adds an element of fun for students. Early readers will enjoy the playful illustrations that accompany the predictable text pattern.

***:Craft and Structure***

**RL.K.4.: Ask and answer questions about unknown words in a text.**

**RL.K.5.: Recognize common types of texts (e.g., storybooks, poems).**

**Bird Goes Home** , Level A, F-Realistic

The little bird has a long way to go to get back to her nest. She has to cross a city, a farm, mountains, and other obstacles. Touching illustrations accompany a text with repeated sentence patterns to make decoding easier.

**Go, Go, Go** , Level aa, F-Fantasy

Readers can follow the animals as they Go, Go, Go in the back of a speeding pickup truck. Each successive page shows additional animals jumping into the truck. Eventually, the truck becomes so jam-packed with animals, the reader may wonder how it can go at all!

**I Can** , Level A, F-Realistic

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**I Read a Book** , Level B, F-Realistic

The little girl in this book loves to read so much that she reads with every member of her family, including her dog. The book gives practice with high-frequency words and vocabulary while reinforcing the idea that reading is fun and enjoyable.

**In** , Level aa, F-Fantasy

The enthusiastic monkey can't resist jumping into everything--the boat, the grass, the mud, and finally the bathtub. The humorous illustrations provide support for new vocabulary, and young readers will enjoy the monkey's antics.

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**My Family** , Level aa, F-Personal

My Family is a simple book that presents the familiar and comforting subject of family. It teaches and reinforces the printed vocabulary for various immediate family members. Charming illustrations

accompany each page of text.

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**Out** , Level aa, F-Concept

Unlike the monkey from the book In, the little dog loves to leap out of things, including cars, wagons, and the bathtub. Students will enjoy the dynamic action in this text while they practice high-frequency words and learn new vocabulary.

**We Make Cookies** , Level B, F-Realistic

We Make Cookies tells the story of a girl and her father making cookies. As students read the book, they learn what ingredients are used to make the cookies. The whimsical illustrations are sure to delight readers.

**We Make a Snowman** , Level C, F-Personal Recount

We Make a Snowman is a story about three children who go outside together on a snowy day. The friends play in the snow and make a snowman. At the end of the book they go inside the house and eat soup. The repetitive text pattern in this book is supported by delightful illustrations.

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**Yummy, Yummy** , Level C, F-Personal

Who doesn't have food preferences? In this simple, repetitive text, readers find out what kinds of foods the boy in the story finds delicious. Each page introduces a different food and an affirmative response, Yummy yummy." The end of the story reveals a food that the boy doesn't find so yummy."

**RL.K.6.: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.**

***:Integration of Knowledge and Ideas***

**RL.K.7.: With prompting and support, describe the relationship between illustrations and the story which they appear (e.g., what moment in a story an illustration depicts.).**

**RL.K.8.: (Not applicable to literature)**

**RL.K.9.: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.**

***:Range of Reading and Level of Text Complexity***

**RL.K.10.: Actively engage in group reading activities with purpose and understanding.**

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**CC.RL.K: Reading Standards for Informational Text**

***:Key Ideas and Details***

**RI.K.1.: With prompting and support, ask and answer questions about key details of a text.**

**Animal Sounds** , Level B, NF- Factual Description

Meow! Oink! Moo! Students will read about many animal sounds, including a surprising animal at the end - a human!

**Baby Animals** , Level A, NF - Concept book

What child--or what adult, for that matter--can resist the charm of a puppy, a lion cub, or a lamb? Simple and adorable photos accompany the repeated text patterns. While new vocabulary such as foal and kid may challenge students, the high-interest subject will keep them reading.

**Bananas Sometimes** , Level B, NF- Factual Description

This book builds on student imagination by showing a child envisioning everyday objects as made from bananas. Predictable sentence patterns and pictures support the students as they read.



**Farm Animals** , Level aa, NF - Concept book

Farm Animals is a simple book that introduces seven charming farm animals, most of which will be familiar to the reader. The playful illustrations support one-to-one picture to text correspondence.

**It Is Spring** , Level B, NF - Concept book

There's something special about springtime. Things pop up and out all over the place. It Is Spring shows readers the varied and wonderful things that happen during springtime. Imaginative illustrations accompany the text.

**Spring** , Level aa, NF- Factual Description

In the book Spring, students learn about some of the animals, plants, activities, and types of weather associated with spring. The simple repetitive text, supportive pictures, and use of the high-frequency word the support beginning readers.

**What Is at the Zoo?** , Level C, NF-Informational

What Is at the Zoo? introduces students to the interrogative sentence form by asking them which animals are at the zoo. Although students may wish it were so, the last animal isn't seen in zoos these days. Pictures support early readers.

**RI.K.2.: With prompting and support, ask and answer questions about key details of a text.**

**Animal Sounds** , Level B, NF- Factual Description

Meow! Oink! Moo! Students will read about many animal sounds, including a surprising animal at the end - a human!

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**RI.K.3.: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.**

**Big** , Level aa, NF - Concept book

What's the biggest thing a young reader can think of? A house? A tree? A plane? A dinosaur? They are all featured in this adorable book Big, the companion book to Little. Repeated high-frequency words assist in decoding, and new vocabulary is introduced with one-to-one picture correspondence.

**Busy at School** , Level C, NF- Factual Description

Have you ever stopped to think about all the things you do at school everyday? In Busy At School, readers learn about the many things busy students do at school. Engaging photos support the text.

**RI.K.4.: With prompting and support, ask and answer questions about key details of a text.**

**I Read a Book** , Level B, F-Realistic

The little girl in this book loves to read so much that she reads with every member of her family, including her dog. The book gives practice with high-frequency words and vocabulary while reinforcing the idea that reading is fun and enjoyable.

**It Is Spring** , Level B, NF - Concept book

There's something special about springtime. Things pop up and out all over the place. *It Is Spring* shows readers the varied and wonderful things that happen during springtime. Imaginative illustrations accompany the text.

**We Make a Snowman** , Level C, F-Personal Recount

*We Make a Snowman* is a story about three children who go outside together on a snowy day. The friends play in the snow and make a snowman. At the end of the book they go inside the house and eat soup. The repetitive text pattern in this book is supported by delightful illustrations.

**RI.K.5.: Identify the front cover, back cover, and title page of book.**

**RI.K.6.: Name the author and illustrator of a text and define the role of each in presenting information in a text.**

***:Integration of Knowledge and Ideas***

**RI.K.7.: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).**

**RI.K.8.: With prompting and support, identify the reasons an author gives to support points in a text.**

**Animal Sounds** , Level B, NF- Factual Description

Meow! Oink! Moo! Students will read about many animal sounds, including a surprising animal at the end - a human!

**Baby Animals** , Level A, NF - Concept book

What child--or what adult, for that matter--can resist the charm of a puppy, a lion cub, or a lamb? Simple and adorable photos accompany the repeated text patterns. While new vocabulary such as foal and kid may challenge students, the high-interest subject will keep them reading.

**Bananas Sometimes** , Level B, NF- Factual Description

This book builds on student imagination by showing a child envisioning everyday objects as made from bananas. Predictable sentence patterns and pictures support the students as they read.

**Farm Animals** , Level aa, NF - Concept book

*Farm Animals* is a simple book that introduces seven charming farm animals, most of which will be familiar to the reader. The playful illustrations support one-to-one picture to text correspondence.

**It Is Spring** , Level B, NF - Concept book

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**Spring** , Level aa, NF- Factual Description

In the book *Spring*, students learn about some of the animals, plants, activities, and types of weather associated with spring. The simple repetitive text, supportive pictures, and use of the high-frequency word the support beginning readers.

**What Is at the Zoo?** , Level C, NF-Informational

*What Is at the Zoo?* introduces students to the interrogative sentence form by asking them which animals are at the zoo. Although students may wish it were so, the last animal isn't seen in zoos these days. Pictures support early readers.

**RI.K.9.: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**

**: Range of Reading and Level of Text Complexity**

**RI.K.10.: Actively engage in group reading activities with purpose and understanding.**

**Animal Sounds** , Level B, NF- Factual Description

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**Farm Animals** , Level aa, NF - Concept book

Farm Animals is a simple book that introduces seven charming farm animals, most of which will be familiar to the reader. The playful illustrations support one-to-one picture to text correspondence.

**Fruit** , Level A, NF - Concept book

This informational text introduces students to the printed vocabulary that names examples of nutritious foods. Students may be surprised to find the tomato, which is a large berry, included alongside lemons, apples, and bananas. Repeated high-frequency words reinforce fluency and support the decoding of new vocabulary.

**Going Places** , Level A, NF-Informational

This simple early-level reader shows students different ways they can get around, from planes to horses. Photos accompany the text in one-to-one correspondence for easy reading.

**How Many Legs?** , Level B, NF - Concept book

While most familiar land animals have legs, they don't all have the same number. This book introduces students to the different numbers of legs that animals use to get around, from two to too many to count. Clear photographs accompany the text for reinforcement of counting skills.

***How Many?*** , Level C, NF-Informational

How Many? invites students to count different objects in the pictures and learn to recognize number words. Pictures support the text.

***It Is Spring*** , Level B, NF - Concept book

There's something special about springtime. Things pop up and out all over the place. It Is Spring shows readers the varied and wonderful things that happen during springtime. Imaginative illustrations accompany the text.

***Little*** , Level aa, NF - Concept book

Introduces children to a variety of smaller things, including a little bug, a single-engine plane, a bonsai tree, and a Chihuahua. Cute illustrations emphasize the concept of "little" and keep readers interested.

***Making Salsa!*** , Level C, NF- Factual Description

What do you need to make salsa? In Making Salsa, a boy shows all the ingredients and the sequence needed to make salsa. At the end, the boy and his mom enjoy what he made. Repetitive phrases and high-frequency words support early readers.

***Spring*** , Level aa, NF- Factual Description

In the book Spring, students learn about some of the animals, plants, activities, and types of weather associated with spring. The simple repetitive text, supportive pictures, and use of the high-frequency word the support beginning readers.

***What Animals Eat*** , Level C, NF-Informational

Cows eat grass, birds eat seeds, and monkeys eat fruit. This is no surprise, but the goat's diet is sure to surprise and delight readers. Patterned text repeats essential high-frequency words while introducing readers to new words.

**CC.RF.K.: Reading Standards: Foundational Skills**

***: Print Concepts***

**RF.K.1.: Demonstrate understanding of the organization and basic features of print.**

**RF.K.1(a): Follow words from left to right, top to bottom, and page by page.**

**RF.K.1(b): Recognize that spoken words are represented in written language by specific sequences of letters.**

**RF.K.1(c): Understand that words are separated by spaces in print.**

***In and Out*** , Level A, F-Realistic

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***We Make a Snowman*** , Level C, F-Personal Recount

*We Make a Snowman* is a story about three children who go outside together on a snowy day. The friends play in the snow and make a snowman. At the end of the book they go inside the house and eat soup. The repetitive text pattern in this book is supported by delightful illustrations.

**RF.K.1(d): Recognize and name all upper- and lowercase letters of the alphabet.**

***: Phonological Awareness***

**RF.K.2.: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

**RF.K.2(a): Recognize and produce rhyming words.**

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Unlike the monkey from the book In, the little dog loves to leap out of things, including cars, wagons, and the bathtub. Students will enjoy the dynamic action in this text while they practice high-frequency words and learn new vocabulary.

**RF.K.2(b): Count, pronounce, blend, and segment syllables in spoken words.**

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*How Many?* invites students to count different objects in the pictures and learn to recognize number words. Pictures support the text.

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**RF.K.2(c): Blend and segment onsets and rimes of single-syllable spoken words.**

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**RF.K.2(d): Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)**

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Who? is the question asked again and again by a little owl as it tries to find friends with whom to fly, hunt, play, read, sing, and eat. Unfortunately, the most willing character is not the one the little owl was hoping for. The repetitive text pattern is supported by delightful illustrations.

**RF.K.2(e): Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**

***: Phonics and Word Recognition***

**RF.K.3.: Know and apply grade-level phonics and word analysis skills in decoding words.**

**RF.K.3(a): Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.**

**Baby Animals** , Level A, NF - Concept book

What child--or what adult, for that matter--can resist the charm of a puppy, a lion cub, or a lamb? Simple and adorable photos accompany the repeated text patterns. While new vocabulary such as foal and kid may challenge students, the high-interest subject will keep them reading.

**Big** , Level aa, NF - Concept book

What's the biggest thing a young reader can think of? A house? A tree? A plane? A dinosaur? They are all featured in this adorable book Big, the companion book to Little. Repeated high-frequency words assist in decoding, and new vocabulary is introduced with one-to-one picture correspondence.

**Bird Goes Home** , Level A, F-Realistic

The little bird has a long way to go to get back to her nest. She has to cross a city, a farm, mountains, and other obstacles. Touching illustrations accompany a text with repeated sentence patterns to make decoding easier.

**Fruit** , Level A, NF - Concept book

This informational text introduces students to the printed vocabulary that names examples of nutritious foods. Students may be surprised to find the tomato, which is a large berry, included alongside lemons, apples, and bananas. Repeated high-frequency words reinforce fluency and support the decoding of new vocabulary.

**Go, Go, Go** , Level aa, F-Fantasy

Readers can follow the animals as they Go, Go, Go in the back of a speeding pickup truck. Each successive page shows additional animals jumping into the truck. Eventually, the truck becomes so jam-packed with animals, the reader may wonder how it can go at all!

**How Many?** , Level C, NF-Informational

How Many? invites students to count different objects in the pictures and learn to recognize number words. Pictures support the text.

**I Read a Book** , Level B, F-Realistic

The little girl in this book loves to read so much that she reads with every member of her family, including her dog. The book gives practice with high-frequency words and vocabulary while reinforcing the idea that reading is fun and enjoyable.

**In and Out** , Level A, F-Realistic

Cats, dogs, and cows leap in and then out of a big mud puddle. Next, cows leap in and out of the mud puddle. Readers will delight in what happens when the final visitors, the pigs, jump into the mud.

**Little** , Level aa, NF - Concept book

Introduces children to a variety of smaller things, including a little bug, a single-engine plane, a bonsai tree, and a Chihuahua. Cute illustrations emphasize the concept of "little" and keep readers interested.

**My Family** , Level aa, F-Personal

My Family is a simple book that presents the familiar and comforting subject of family. It teaches and reinforces the printed vocabulary for various immediate family members. Charming illustrations accompany each page of text.

**My Hair** , Level A, F-Personal Narrative

Just as in real life, each child's hair is as unique as he or she is: curly, straight, dark, or light. Students will learn the concept of diversity, new adjective vocabulary, and reinforced high-frequency words.

**On the Farm** , Level B, F-Realistic

On the Farm gives students a glimpse of familiar animals enjoying their favorite places on the farm. Fun illustrations of chickens in the hay, pigs in the mud, and a cow in the barn help students decode two new vocabulary words on each page.

**Open and Close** , Level C, F-Realistic

Open and Close is a story about two girls who open and close a variety of objects. The surprise ending adds an element of fun for students. Early readers will enjoy the playful illustrations that accompany the predictable text pattern.

**Out** , Level aa, F-Concept

Unlike the monkey from the book In, the little dog loves to leap out of things, including cars, wagons, and the bathtub. Students will enjoy the dynamic action in this text while they practice high-frequency words and learn new vocabulary.

**We Make a Snowman** , Level C, F-Personal Recount

We Make a Snowman is a story about three children who go outside together on a snowy day. The friends play in the snow and make a snowman. At the end of the book they go inside the house and eat soup. The repetitive text pattern in this book is supported by delightful illustrations.

**What Animals Eat** , Level C, NF-Informational

Cows eat grass, birds eat seeds, and monkeys eat fruit. This is no surprise, but the goat's diet is sure to surprise and delight readers. Patterned text repeats essential high-frequency words while introducing readers to new words.

**What Is at the Zoo?** , Level C, NF-Informational

What Is at the Zoo? introduces students to the interrogative sentence form by asking them which animals are at the zoo. Although students may wish it were so, the last animal isn't seen in zoos these days. Pictures support early readers.

**Who, Who, Who?** , Level C, F-Fantasy

Who? is the question asked again and again by a little owl as it tries to find friends with whom to fly, hunt, play, read, sing, and eat. Unfortunately, the most willing character is not the one the little owl was hoping for. The repetitive text pattern is supported by delightful illustrations.

**Yummy, Yummy** , Level C, F-Personal

Who doesn't have food preferences? In this simple, repetitive text, readers find out what kinds of foods the boy in the story finds delicious. Each page introduces a different food and an affirmative response, "Yummy yummy." The end of the story reveals a food that the boy doesn't find so yummy."

**RF.K.3(b): Associate the long and short sounds with common spellings (graphemes) for the five major vowels.**

***Animal Sounds***, Level B, NF- Factual Description

Meow! Oink! Moo! Students will read about many animal sounds, including a surprising animal at the end - a human!

***Go Animals Go***, Level B, F-Fantasy

All of the animals want to go somewhere, and they all want to use something different to get there. Students will love the humorous actions of the animals, such as a pig on a bike and a bird on skates. Repeated high-frequency words and patterned text balance the challenge of new vocabulary and word changes from page to page.

***How Many Legs?***, Level B, NF - Concept book

While most familiar land animals have legs, they don't all have the same number. This book introduces students to the different numbers of legs that animals use to get around, from two to too many to count. Clear photographs accompany the text for reinforcement of counting skills.

***It Is Spring***, Level B, NF - Concept book

There's something special about springtime. Things pop up and out all over the place. It Is Spring shows readers the varied and wonderful things that happen during springtime. Imaginative illustrations accompany the text.

***We Make Cookies***, Level B, F-Realistic

We Make Cookies tells the story of a girl and her father making cookies. As students read the book, they learn what ingredients are used to make the cookies. The whimsical illustrations are sure to delight readers.

**RF.K.3(c): Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).**

***Bananas Sometimes***, Level B, NF- Factual Description

This book builds on student imagination by showing a child envisioning everyday objects as made from bananas. Predictable sentence patterns and pictures support the students as they read.

**How Many?** , Level C, NF-Informational

How Many? invites students to count different objects in the pictures and learn to recognize number words. Pictures support the text.

**Making Salsa!** , Level C, NF- Factual Description

What do you need to make salsa? In Making Salsa, a boy shows all the ingredients and the sequence needed to make salsa. At the end, the boy and his mom enjoy what he made. Repetitive phrases and high-frequency words support early readers.

**Spring** , Level aa, NF- Factual Description

In the book Spring, students learn about some of the animals, plants, activities, and types of weather associated with spring. The simple repetitive text, supportive pictures, and use of the high-frequency word the support beginning readers.

**RF.K.3(d): Distinguish between similarly spelled words by identifying the sounds of the letters that differ**

**: Fluency**

**RF.K.4.: Read emergent-reader texts with purpose and understanding.**

**Animal Sounds** , Level B, NF- Factual Description

Meow! Oink! Moo! Students will read about many animal sounds, including a surprising animal at the end - a human!

**Baby Animals** , Level A, NF - Concept book

What child--or what adult, for that matter--can resist the charm of a puppy, a lion cub, or a lamb? Simple and adorable photos accompany the repeated text patterns. While new vocabulary such as foal and kid may challenge students, the high-interest subject will keep them reading.

**Bananas Sometimes** , Level B, NF- Factual Description

This book builds on student imagination by showing a child envisioning everyday objects as made from bananas. Predictable sentence patterns and pictures support the students as they read.

**Big** , Level aa, NF - Concept book

What's the biggest thing a young reader can think of? A house? A tree? A plane? A dinosaur? They are all featured in this adorable book Big, the companion book to Little. Repeated high-frequency words assist in decoding, and new vocabulary is introduced with one-to-one picture correspondence.

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The little bird has a long way to go to get back to her nest. She has to cross a city, a farm, mountains, and other obstacles. Touching illustrations accompany a text with repeated sentence patterns to make decoding easier.

**Farm Animals** , Level aa, NF - Concept book

Farm Animals is a simple book that introduces seven charming farm animals, most of which will be familiar to the reader. The playful illustrations support one-to-one picture to text correspondence.

**Fruit** , Level A, NF - Concept book

This informational text introduces students to the printed vocabulary that names examples of nutritious foods. Students may be surprised to find the tomato, which is a large berry, included alongside lemons, apples, and bananas. Repeated high-frequency words reinforce fluency and support the decoding of new vocabulary.

**Go Animals Go** , Level B, F-Fantasy

All of the animals want to go somewhere, and they all want to use something different to get there. Students will love the humorous actions of the animals, such as a pig on a bike and a bird on skates. Repeated high-frequency words and patterned text balance the challenge of new vocabulary and word changes from page to page.

**Go, Go, Go** , Level aa, F-Fantasy

Readers can follow the animals as they Go, Go, Go in the back of a speeding pickup truck. Each successive page shows additional animals jumping into the truck. Eventually, the truck becomes so jam-packed with animals, the reader may wonder how it can go at all!

**Going Places** , Level A, NF-Informational

This simple early-level reader shows students different ways they can get around, from planes to horses. Photos accompany the text in one-to-one correspondence for easy reading.



**How Many Legs?** , Level B, NF - Concept book

While most familiar land animals have legs, they don't all have the same number. This book introduces students to the different numbers of legs that animals use to get around, from two to too many to count. Clear photographs accompany the text for reinforcement of counting skills.

**How Many?** , Level C, NF-Informational

How Many? invites students to count different objects in the pictures and learn to recognize number words. Pictures support the text.

**I Can** , Level A, F-Realistic

What can your early readers do? The children in I Can can hop, jump, ride, and play. Every child can do something. The repeated text patterns, high-frequency words, and familiar verbs in this text give students another accomplishment to add to their list: reading.

**I Read a Book** , Level B, F-Realistic

The little girl in this book loves to read so much that she reads with every member of her family, including her dog. The book gives practice with high-frequency words and vocabulary while reinforcing the idea that reading is fun and enjoyable.

**In** , Level aa, F-Fantasy

The enthusiastic monkey can't resist jumping into everything--the boat, the grass, the mud, and finally the bathtub. The humorous illustrations provide support for new vocabulary, and young readers will enjoy the monkey's antics.

**In and Out** , Level A, F-Realistic

Cats, dogs, and cows leap in and then out of a big mud puddle. Next, cows leap in and out of the mud puddle. Readers will delight in what happens when the final visitors, the pigs, jump into the mud.

**It Is Spring** , Level B, NF - Concept book

There's something special about springtime. Things pop up and out all over the place. It Is Spring shows readers the varied and wonderful things that happen during springtime. Imaginative illustrations accompany the text.

**Little** , Level aa, NF - Concept book

Introduces children to a variety of smaller things, including a little bug, a single-engine plane, a bonsai tree, and a Chihuahua. Cute illustrations emphasize the concept of "little" and keep readers interested.

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**On the Farm** , Level B, F-Realistic

On the Farm gives students a glimpse of familiar animals enjoying their favorite places on the farm. Fun illustrations of chickens in the hay, pigs in the mud, and a cow in the barn help students decode two new vocabulary words on each page.

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Unlike the monkey from the book In, the little dog loves to leap out of things, including cars, wagons, and the bathtub. Students will enjoy the dynamic action in this text while they practice high-frequency words and learn new vocabulary.

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In the book Spring, students learn about some of the animals, plants, activities, and types of weather associated with spring. The simple repetitive text, supportive pictures, and use of the high-frequency word the support beginning readers.

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We Make Cookies tells the story of a girl and her father making cookies. As students read the book, they learn what ingredients are used to make the cookies. The whimsical illustrations are sure to delight readers.

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We Make a Snowman is a story about three children who go outside together on a snowy day. The friends play in the snow and make a snowman. At the end of the book they go inside the house and eat soup. The repetitive text pattern in this book is supported by delightful illustrations.

**What Animals Eat** , Level C, NF-Informational

Cows eat grass, birds eat seeds, and monkeys eat fruit. This is no surprise, but the goat's diet is sure to surprise and delight readers. Patterned text repeats essential high-frequency words while introducing readers to new words.

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What Is at the Zoo? introduces students to the interrogative sentence form by asking them which animals are at the zoo. Although students may wish it were so, the last animal isn't seen in zoos these days. Pictures support early readers.

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Who doesn't have food preferences? In this simple, repetitive text, readers find out what kinds of foods the boy in the story finds delicious. Each page introduces a different food and an affirmative response, "Yummy yummy." The end of the story reveals a food that the boy doesn't find so yummy."

**CC.W.K.: Writing Standards**

***: Text Types and Purposes***

**W.K.1.: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).**

**W.K.2.: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.**

**W.K.3.: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.**

***: Production and Distribution of Writing***

**W.K.4.: (Begins in grade 3)**

**W.K.5.: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.**

**W.K.6.: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**

***: Research to Build and Present Knowledge***

**W.K.7.: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).**

**W.K.8.: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**

**W.K.9.: (Begins in grade 4)**

***: Range of Writing***

**W.K.10.: (Begins in grade 3)**

**CC.SL.K.: Speaking and Listening Standards**

***: Comprehension and Collaboration***

**SL.K.1.: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**

**SL.K.1(a): Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).**

**SL.K.1(b): Continue a conversation through multiple exchanges.**

**SL.K.2.: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.**

**SL.K.3.: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**

***: Presentation of Knowledge and Ideas***

**SL.K.4.: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.**

**SL.K.5.: Add drawings or other visual displays to descriptions as desired to provide additional detail.**

**SL.K.6.: Speak audibly and express thoughts, feelings, and ideas clearly.**

**CC.L.K.: Language Standards**

***: Conventions of Standard English***

**L.K.1.: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.K.1(a): Print many upper- and lowercase letters.**

**L.K.1(b): Use frequently occurring nouns and verbs.**

**Bananas Sometimes , Level B, NF- Factual Description**

This book builds on student imagination by showing a child envisioning everyday objects as made from bananas. Predictable sentence patterns and pictures support the students as they read.

**Big , Level aa, NF - Concept book**

What's the biggest thing a young reader can think of? A house? A tree? A plane? A dinosaur? They are all featured in this adorable book Big, the companion book to Little. Repeated high-frequency words assist in decoding, and new vocabulary is introduced with one-to-one picture correspondence.

**Farm Animals , Level aa, NF - Concept book**

Farm Animals is a simple book that introduces seven charming farm animals, most of which will be familiar to the reader. The playful illustrations support one-to-one picture to text correspondence.

**Fruit** , Level A, NF - Concept book

This informational text introduces students to the printed vocabulary that names examples of nutritious foods. Students may be surprised to find the tomato, which is a large berry, included alongside lemons, apples, and bananas. Repeated high-frequency words reinforce fluency and support the decoding of new vocabulary.

**Go, Go, Go** , Level aa, F-Fantasy

Readers can follow the animals as they Go, Go, Go in the back of a speeding pickup truck. Each successive page shows additional animals jumping into the truck. Eventually, the truck becomes so jam-packed with animals, the reader may wonder how it can go at all!

**I Can** , Level A, F-Realistic

What can your early readers do? The children in I Can can hop, jump, ride, and play. Every child can do something. The repeated text patterns, high-frequency words, and familiar verbs in this text give students another accomplishment to add to their list: reading.

**In** , Level aa, F-Fantasy

The enthusiastic monkey can't resist jumping into everything--the boat, the grass, the mud, and finally the bathtub. The humorous illustrations provide support for new vocabulary, and young readers will enjoy the monkey's antics.

**Little** , Level aa, NF - Concept book

Introduces children to a variety of smaller things, including a little bug, a single-engine plane, a bonsai tree, and a Chihuahua. Cute illustrations emphasize the concept of "little" and keep readers interested.

**On the Farm** , Level B, F-Realistic

*On the Farm* gives students a glimpse of familiar animals enjoying their favorite places on the farm. Fun illustrations of chickens in the hay, pigs in the mud, and a cow in the barn help students decode two new vocabulary words on each page.

**Out** , Level aa, F-Concept

Unlike the monkey from the book *In*, the little dog loves to leap out of things, including cars, wagons, and the bathtub. Students will enjoy the dynamic action in this text while they practice high-frequency words and learn new vocabulary.

**Spring** , Level aa, NF- Factual Description

In the book Spring, students learn about some of the animals, plants, activities, and types of weather associated with spring. The simple repetitive text, supportive pictures, and use of the high-frequency word the support beginning readers.

**What Animals Eat** , Level C, NF-Informational

Cows eat grass, birds eat seeds, and monkeys eat fruit. This is no surprise, but the goat's diet is sure to surprise and delight readers. Patterned text repeats essential high-frequency words while introducing readers to new words.

**L.K.1(c): Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).**

**How Many Legs?** , Level B, NF - Concept book

While most familiar land animals have legs, they don't all have the same number. This book introduces students to the different numbers of legs that animals use to get around, from two to too many to count. Clear photographs accompany the text for reinforcement of counting skills.

**L.K.1(d): Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).**

**L.K.1(e): Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).**

**L.K.1(f): Produce and expand complete sentences in shared language activities.**

**L.K.2.: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.K.2(a): Capitalize the first word in a sentence and the pronoun I.**

**Animal Sounds** , Level B, NF- Factual Description

Meow! Oink! Moo! Students will read about many animal sounds, including a surprising animal at the end - a human!

**Baby Animals** , Level A, NF - Concept book

What child--or what adult, for that matter--can resist the charm of a puppy, a lion cub, or a lamb? Simple and adorable photos accompany the repeated text patterns. While new vocabulary such as foal and kid may challenge students, the high-interest subject will keep them reading.

**Go Animals Go** , Level B, F-Fantasy

All of the animals want to go somewhere, and they all want to use something different to get there. Students will love the humorous actions of the animals, such as a pig on a bike and a bird on skates. Repeated high-frequency words and patterned text balance the challenge of new vocabulary and word changes from page to page.

**Going Places** , Level A, NF-Informational

This simple early-level reader shows students different different ways they can get around, from planes to horses. Photos accompany the text in one-to-one correspondence for easy reading.

**I Read a Book** , Level B, F-Realistic

The little girl in this book loves to read so much that she reads with every member of her family, including her dog. The book gives practice with high-frequency words and vocabulary while reinforcing the idea that reading is fun and enjoyable.

**In and Out** , Level A, F-Realistic

Cats, dogs, and cows leap in and then out of a big mud puddle. Next, cows leap in and out of the mud puddle. Readers will delight in what happens when the final visitors, the pigs, jump into the mud.

**It Is Spring** , Level B, NF - Concept book

There's something special about springtime. Things pop up and out all over the place. It Is Spring shows readers the varied and wonderful things that happen during springtime. Imaginative illustrations accompany the text.

**L.K.2(b): Recognize and name end punctuation.**

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**L.K.2(c): Write a letter or letters for most consonant and short-vowel sounds (phonemes).**

**Animal Sounds** , Level B, NF- Factual Description

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**How Many Legs?** , Level B, NF - Concept book

While most familiar land animals have legs, they don't all have the same number. This book introduces students to the different numbers of legs that animals use to get around, from two to too many to count. Clear photographs accompany the text for reinforcement of counting skills.

**We Make Cookies** , Level B, F-Realistic

We Make Cookies tells the story of a girl and her father making cookies. As students read the book, they learn what ingredients are used to make the cookies. The whimsical illustrations are sure to delight readers.

**L.K.2(d): Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**

**: Knowledge of Language**

**L.K.3.: (Begins in grade 2)**

**: Vocabulary Acquisition and Use**

**L.K.4.: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**

**L.K.4(a): Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).**

**L.K.5.: With guidance and support from adults, explore word relationships and nuances in word meanings.**

**L.K.5(a): Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.**

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*Farm Animals* is a simple book that introduces seven charming farm animals, most of which will be familiar to the reader. The playful illustrations support one-to-one picture to text correspondence.

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This informational text introduces students to the printed vocabulary that names examples of nutritious foods. Students may be surprised to find the tomato, which is a large berry, included alongside lemons, apples, and bananas. Repeated high-frequency words reinforce fluency and support the decoding of new vocabulary.

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**What Animals Eat** , Level C, NF-Informational

Cows eat grass, birds eat seeds, and monkeys eat fruit. This is no surprise, but the goat's diet is sure to surprise and delight readers. Patterned text repeats essential high-frequency words while introducing readers to new words.

**L.K.5(b): Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).**

**Big** , Level aa, NF - Concept book

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*Open and Close* is a story about two girls who open and close a variety of objects. The surprise ending adds an element of fun for students. Early readers will enjoy the playful illustrations that accompany the predictable text pattern.

**Out** , Level aa, F-Concept

Unlike the monkey from the book *In*, the little dog loves to leap out of things, including cars, wagons, and the bathtub. Students will enjoy the dynamic action in this text while they practice high-frequency words and learn new vocabulary.

**We Make Cookies** , Level B, F-Realistic

*We Make Cookies* tells the story of a girl and her father making cookies. As students read the book, they learn what ingredients are used to make the cookies. The whimsical illustrations are sure to delight readers.

**L.K.5(c): Identify real-life connections between words and their use (e.g., note places at school that are colorful).**

**L.K.5(d): Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.**

**L.K.6.: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**

**I Read a Book** , Level B, F-Realistic

The little girl in this book loves to read so much that she reads with every member of her family, including her dog. The book gives practice with high-frequency words and vocabulary while reinforcing the idea that reading is fun and enjoyable.

**We Make a Snowman** , Level C, F-Personal Recount

*We Make a Snowman* is a story about three children who go outside together on a snowy day. The friends play in the snow and make a snowman. At the end of the book they go inside the house and eat soup. The repetitive text pattern in this book is supported by delightful illustrations.

**Common Core State Standards**  
**Language Arts**  
**Grade 1**

**CC.RL.1.: Reading Standards for Literature**

***: Key Ideas and Details***

**RL.1.1.: Ask and answer questions about key details in a text.**

**Friends Around the World, Level H, F-Realistic**

*Friends Around the World* focuses on children from various countries around the world. All of the children in the book tell their names and where they live. They also share something about what they like to do for entertainment and a type of food they like to eat. Illustrations and a map support the text.

**RL.1.2.: Retell stories, including key details, and demonstrate understanding of their central message or lesson.**

**Friends Around the World, Level H, F-Realistic**

*Friends Around the World* focuses on children from various countries around the world. All of the children in the book tell their names and where they live. They also share something about what they like to do for entertainment and a type of food they like to eat. Illustrations and a map support the text.

**Hugs, Level E, F-Realistic**

*Hugs* tells the story of a group of friends, all but one of whom is having a bad day and needs a hug. The unexpected conclusion ends the book on an uplifting note. Hugs reinforces the validity of both good and bad feelings and the importance of receiving hugs for either kind. The simple story structure presents situations with which most students will be familiar. Charming illustrations support the text.

**I Bet I Can, Level G, F-Fantasy**

*I Bet I Can* is about a bear that attempts to overcome a variety of obstacles. Unfortunately, he doesn't achieve any of the goals he sets for himself until the end of the book.

**Smaller and Smaller, Level H, F-Fantasy**

A group of farm animals notice that their friends appear smaller and smaller as they go to a barn far away. Cow, who believes that each animal has disappeared, is the last to go to the barn. When she gets to the barn, she discovers something unexpected.

**The Sky Is Falling**, Level D, F-Fantasy

The classic tale of rumor and panic is retold in this hilarious book. Students will delight in the snowballing effect of the story and the comic illustrations.

**What?**, Level D, F-Fantasy

*What?* tells the story of Curious Cat, who is tired of eating the same thing for breakfast, lunch, and dinner. The questions he asks will be familiar to early readers. The repetitive sentence pattern is supported by engaging illustrations.

**RL.1.3.: Describe characters, settings, and major events in a story, using key details.**

**Mother's Day**, Level F, F-Realistic

*Mother's Day* is a delightful story about a boy who, with the help of his father, prepares breakfast for his mom on Mother's Day. Illustrations reinforce the repetitive text pattern.

**: Craft and Structure**

**RL.1.4.: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**

**RL.1.5.: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.**

**RL.1.6.: Identify who is telling the story at various points in a text.**

**: Integration of Knowledge and Ideas**

**RL.1.7.: Use illustrations and details in a story to describe its characters, setting, or events.**

**Friends Around the World**, Level H, F-Realistic

*Friends Around the World* focuses on children from various countries around the world. All of the children in the book tell their names and where they live. They also share something about what they like to do for entertainment and a type of food they like to eat. Illustrations and a map support the text.

**Mother's Day**, Level F, F-Realistic

*Mother's Day* is a delightful story about a boy who, with the help of his father, prepares breakfast for his mom on Mother's Day. Illustrations reinforce the repetitive text pattern.

**RL.1.8.: (Not applicable to literature)**

**RL.1.9.: Compare and contrast the adventures and experiences of characters in stories.**

**: Range of Reading and Level of Text Complexity**

**RL.1.10.: With prompting and support, read prose and poetry of appropriate complexity for grade**

**CC.RF.1.: Reading Standards: Foundational Skills**

**: Print Concepts**

**RF.1.1.: Demonstrate understanding of the organization and basic features of print.**

**RF.1.1(a): Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).**

**Animals, Animals, Level H, NF-Informational**

You may have seen a hippo in a zoo, but did you know that it has almost no hair? *Animals, Animals* is about some of the many fascinating animals in our world. Each page describes interesting facts and brings the wonderful world of animals to the reader. Detailed pictures enhance the text.

**Can You Say Pterodactyl?, Level J, F-Humorous**

*Can You Say Pterodactyl?* is about a young pterodactyl who cannot say her own name. She encounters a duck and a wren that want to meet her and become her friends. She tries to say her name and scares the animals that she's trying to meet. Then an owl helps her learn to pronounce her name, and she successfully introduces herself.

**Firefighters, Level J, NF-Informational**

Firefighting is serious business. Readers learn about the many challenges firefighters face and the kinds of equipment they use to do their job. It's a challenging undertaking and a very important one. Firefighters work to keep people and property safe. Informative photographs support the text.

**Friends Around the World, Level H, F-Realistic**

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**Getting Around the City, Level D, F-Realistic**

Everyone in the family uses a different mode of transportation to get where they are going. Mom uses the car, while Grandpa takes a taxi. The story ends with a mode of transportation almost anyone can

enjoy.

**I Bet I Can**, Level G, F-Fantasy

*I Bet I Can* is about a bear that attempts to overcome a variety of obstacles. Unfortunately, he doesn't achieve any of the goals he sets for himself until the end of the book.

**Let's Make Shapes!**, Level J, NF-Procedural

*Let's Make Shapes* is an interactive book that introduces children to geometric shapes. As children learn about these shapes, they discover ways to use the shapes to draw various things, as well as vocabulary for their developing drawing skills.

**Math Test Mix-Up**, Level H, F-Realistic

*Math Test Mix-Up* describes the dilemma two students experience when they don't follow directions to write their names on their tests. Both children end up learning an important lesson and become better students in the process.

**Mike's Good Bad Day**, Level I, F-Realistic

Many things go wrong during Mike's day, both at home and at school. Every time something bad happens, someone helps him out. Mike discovers that it makes him feel good when others help him, so he learns to be helpful to others. Pictures support the text.

**Ships and Boats**, Level H, NF-Informational

From a simple canoe to a flashy cruise ship, students learn about all kinds of watercraft in this informative book. The book traces the history and development of boats used for both work and play. Book and lessons also available at Levels K and R.

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supported by engaging illustrations.

**Where Is Cub?**, Level F, F-Fantasy

*Where Is Cub?* tells the story of a mother bear who awakens to find her cub missing. She visits several animal friends to learn if they have seen the little bear. Finally, she asks a buzzing bee. The bee has indeed seen her cub and is not at all happy about it. Strong illustrations support the story structure.

**Where Plants Grow**, Level D, NF - Descriptive

*Where Plants Grow* is an informational book that explains the different conditions under which plants can grow. The familiar topic, repeated text, and picture-to-text correspondence make this an easy book for early readers.

**: Phonological Awareness**

**RF.1.2.: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

**RF.1.2(a): Distinguish long from short vowel sounds in spoken single-syllable words.**

**Animals, Animals**, Level H, NF-Informational

You may have seen a hippo in a zoo, but did you know that it has almost no hair? *Animals, Animals* is about some of the many fascinating animals in our world. Each page describes interesting facts and brings the wonderful world of animals to the reader. Detailed pictures enhance the text.

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**Firefighters**, Level J, NF-Informational

Firefighting is serious business. Readers learn about the many challenges firefighters face and the kinds of equipment they use to do their job. It's a challenging undertaking and a very important one. Firefighters work to keep people and property safe. Informative photographs support the text.

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*Friends Around the World* focuses on children from various countries around the world. All of the children in the book tell their names and where they live. They also share something about what they like to do for entertainment and a type of food they like to eat. Illustrations and a map support the text.

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**Where Is Cub?**, Level F, F-Fantasy

*Where Is Cub?* tells the story of a mother bear who awakens to find her cub missing. She visits several animal friends to learn if they have seen the little bear. Finally, she asks a buzzing bee. The bee has indeed seen her cub and is not at all happy about it. Strong illustrations support the story structure.

**Where Plants Grow**, Level D, NF - Descriptive

*Where Plants Grow* is an informational book that explains the different conditions under which plants can grow. The familiar topic, repeated text, and picture-to-text correspondence make this an easy book for early readers.

**RF.1.2(b): Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.**

**Animal Eyes**, Level G, NF-Informational

*Animal Eyes* gives the reader an up-close look at the eyes of some familiar animals. Readers are encouraged to guess what kind of animal has the type of eyes presented before turning the page to find out. Photographs provide clues that help readers decode unfamiliar words.

**Bear and Kangaroo**, Level E, F-Fantasy

*Bear and Kangaroo* tells the story of two animal friends who are always trying to outdo each other. Charming illustrations show that the competition is good-natured. Repeated sentence patterns and character dialogue make this a fun book to read.

**Birds**, Level I, NF-Informational

Students will love learning about their feathered friends, from familiar owls to exotic emus. Each page of text has interesting information and engaging photos.

**Changing Seasons**, Level F, NF-Informational

In *Changing Seasons*, readers learn about the changes that occur with each season. The lengths of day and night, as well as the cycle of plant growth and the change in temperatures, are explained by a young narrator. Engaging illustrations supplement the text.

**City Places**, Level E, NF-Informational

*City Places* is a nonfiction book about various places typically found in a city and what people do in those places. Detailed illustrations support the text.

**Community Helpers**, Level D, NF-Informational

*Community Helpers* is an informational book that presents photographs of a diverse group of people in various occupations. Most, if not all, of the occupations will be familiar to students. The book helps students understand that many kinds of workers and jobs are important to a community. The repetitive sentence pattern reinforces key vocabulary words.

**Families**, Level I, NF-Informational

This informational text explains how family members are related and introduces students to vocabulary for extended family members. The text, which explains that family structures vary widely, uses a family tree to help readers understand different family configurations. The author points out that, no matter what someone's family tree looks like, every family is special. Photographs and diagrams support the text.

**Firefighters**, Level J, NF-Informational

Firefighting is serious business. Readers learn about the many challenges firefighters face and the kinds of equipment they use to do their job. It's a challenging undertaking and a very important one. Firefighters work to keep people and property safe. Informative photographs support the text.

**Friends Around the World**, Level H, F-Realistic

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**Friends in the Stars**, Level F, F-Concept

In *Friends in the Stars*, a mother dog and her pup play a game with the stars while sitting in the backyard. Students will enjoy connecting the dots (stars) on each page to reveal the different pictures Momma and Puppy are seeing in the stars. Along with creative illustrations, early readers are supported by high-frequency words and a repeated phrase throughout the story.

**How Do They Move?**, Level F, NF-Informational

*How Do They Move?* is an informational book that explains the ways in which a variety of animals move. Readers are presented with word and picture clues that help them identify the animals illustrated on each page. The repetitive word pattern, simple sentence structure, and use of high-frequency vocabulary make this an enjoyable book for early readers.

**Hugs**, Level E, F-Realistic

*Hugs* tells the story of a group of friends, all but one of whom is having a bad day and needs a hug. The unexpected conclusion ends the book on an uplifting note. Hugs reinforces the validity of both good and bad feelings and the importance of receiving hugs for either kind. The simple story structure presents situations with which most students will be familiar. Charming illustrations support the text.

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*I Bet I Can* is about a bear that attempts to overcome a variety of obstacles. Unfortunately, he doesn't achieve any of the goals he sets for himself until the end of the book.

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In *Josh Gets Glasses*, a boy named Josh finds out that he needs glasses. Josh is not happy about the prospect of wearing glasses because he's afraid he'll look silly. Josh's eye doctor explains that wearing glasses helps people perform their jobs more successfully and helps children do better in school. In the end, Josh decides that he might like wearing glasses after all.

**Maria's Thanksgiving**, Level H, F-Realistic

If you've ever looked forward to a big holiday event and had it canceled due to weather, you'll relate to this realistic fiction book. At the start of the story, Maria reminisces about past Thanksgivings. She remembers relatives gathering at her home, the foods family members brought, and the activities that everyone shared. Then a big snowstorm prevents the traditional family gathering. At first Maria and her neighbors fear that Thanksgiving is ruined. Then Maria comes up with a plan that honors the true meaning of Thanksgiving.

**Mother's Day**, Level F, F-Realistic

*Mother's Day* is a delightful story about a boy who, with the help of his father, prepares breakfast for his mom on Mother's Day. Illustrations reinforce the repetitive text pattern.

**Places People Live**, Level G, NF-Informational

In *Places People Live*, readers learn about some of the different and unusual places people choose to call home. Photos accompany the text, proving that these amazing homes really do exist!

**Senses**, Level D, NF - Descriptive

A girl uses every sense to enjoy the beauty of a garden. Lovely illustrations bring the sensory details to

life. Readers learn to observe and experience the world around them as fully as possible.

**Sharks**, Level J, NF-Informational

*Sharks* describes the physical appearances, eating habits, and attack capabilities of sharks. The author points out that although sharks generally are thought of as dangerous killers, only a small percentage actually are. Some kinds of sharks are in danger of becoming extinct and need protection. The text is supported by photographs and illustrations.

**The Storm**, Level E, F-Realistic

*The Storm* takes the reader through the sights and sounds of a coming thunderstorm. The pictures and narrative text heightens the suspense.

**What?**, Level D, F-Fantasy

*What?* tells the story of Curious Cat, who is tired of eating the same thing for breakfast, lunch, and dinner. The questions he asks will be familiar to early readers. The repetitive sentence pattern is supported by engaging illustrations.

**Where Is Cub?**, Level F, F-Fantasy

*Where Is Cub?* tells the story of a mother bear who awakens to find her cub missing. She visits several animal friends to learn if they have seen the little bear. Finally, she asks a buzzing bee. The bee has indeed seen her cub and is not at all happy about it. Strong illustrations support the story structure.

**Whose Eggs Are These?**, Level G, NF-Informational

While reading descriptions of different eggs, students are encouraged to guess the types of eggs in *Whose Eggs Are These?* After reading each description, students can find the answer on the following page.

**RF.1.2(c): Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.**

**A Clown Face**, Level F, NF - How to

*A Clown Face* outlines the steps involved in dressing up to look like a clown. Early readers will enjoy the detailed illustrations that correspond with the repetitive text pattern. They may even be inspired to use the book as a guide to dress up as a clown.

**Birds**, Level I, NF-Informational

Students will love learning about their feathered friends, from familiar owls to exotic emus. Each page of

text has interesting information and engaging photos.

**City Places**, Level E, NF-Informational

*City Places* is a nonfiction book about various places typically found in a city and what people do in those places. Detailed illustrations support the text.

**Discovering Dinosaurs**, Level I, NF-Informational

People often ask, "How do we know dinosaurs lived on Earth?" This informational book answers this question. Students learn that scientists have found the fossilized remains of dinosaur bones, footprints, teeth, nests, and eggs. They also learn how scientists dig up, wrap, transport, and study dinosaur remains. The text is supported by fascinating photos and illustrations.

**Frog Is Hungry**, Level D, F-Fantasy

A boy takes his pet frog outside. Frog decides he is hungry. He tries several things before he finds the right kind of frog food. Supportive pictures and high-frequency words make this humorous book perfect for emerging readers.

**Getting Around the City**, Level D, F-Realistic

Everyone in the family uses a different mode of transportation to get where they are going. Mom uses the car, while Grandpa takes a taxi. The story ends with a mode of transportation almost anyone can enjoy.

**How Do They Move?**, Level F, NF-Informational

*How Do They Move?* is an informational book that explains the ways in which a variety of animals move. Readers are presented with word and picture clues that help them identify the animals illustrated on each page. The repetitive word pattern, simple sentence structure, and use of high-frequency vocabulary make this an enjoyable book for early readers.

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A group of farm animals notice that their friends appear smaller and smaller as they go to a barn far away. Cow, who believes that each animal has disappeared, is the last to go to the barn. When she gets to the barn, she discovers something unexpected.

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The classic tale of rumor and panic is retold in this hilarious book. Students will delight in the snowballing effect of the story and the comic illustrations.

**Time For Bed**, Level E, F-Realistic

*Time for Bed* tells a story with which all young readers will be familiar--getting ready for bed. The little boy's bedtime routine is presented in a simple, repetitive text pattern. The picture-to-text correspondence supports the story.

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While reading descriptions of different eggs, students are encouraged to guess the types of eggs in *Whose Eggs Are These?* After reading each description, students can find the answer on the following page.

**RF.1.2(d): Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).**

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**: Phonics and Word Recognition**

**RF.1.3.: Know and apply grade-level phonics and word analysis skills in decoding words.**

**RF.1.3(a): Know the spelling-sound correspondences for common consonant digraphs.**

**Animal Eyes**, Level G, NF-Informational

*Animal Eyes* gives the reader an up-close look at the eyes of some familiar animals. Readers are encouraged to guess what kind of animal has the type of eyes presented before turning the page to find out. Photographs provide clues that help readers decode unfamiliar words.

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In *Changing Seasons*, readers learn about the changes that occur with each season. The lengths of day and night, as well as the cycle of plant growth and the change in temperatures, are explained by a young narrator. Engaging illustrations supplement the text.

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*Community Helpers* is an informational book that presents photographs of a diverse group of people in various occupations. Most, if not all, of the occupations will be familiar to students. The book helps students understand that many kinds of workers and jobs are important to a community. The repetitive sentence pattern reinforces key vocabulary words.

**Country Animals**, Level E, NF-Informational

This book teaches students about the types of animals that live in the country. Students learn some of the eating habits and activities of these animals. Detailed photographs and repetitive phrases support early readers.

**Darby's Birthday Party**, Level J, F-Personal Narrative

*Darby's Birthday Party* is about a dog named Darby who is going to be 15 years old. His human friends, Mia and Mike, decide to have a special birthday party for Darby, but they are not sure where it should take place. They consider many locations and finally settle on a place that is Darby's favorite--the zoo.

**Friends in the Stars**, Level F, F-Concept

In *Friends in the Stars*, a mother dog and her pup play a game with the stars while sitting in the backyard. Students will enjoy connecting the dots (stars) on each page to reveal the different pictures Momma and Puppy are seeing in the stars. Along with creative illustrations, early readers are supported by high-frequency words and a repeated phrase throughout the story.

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*I Bet I Can* is about a bear that attempts to overcome a variety of obstacles. Unfortunately, he doesn't achieve any of the goals he sets for himself until the end of the book.

**I'd Like To Be**, Level H, F-Poetry

This story explores some of the wonderful possibilities children have before them when thinking about growing up. Written in poetry form, various occupations, both real and fantasy, are described in clear language and depicted through amusing photos

**Josh Gets Glasses**, Level F, F-Realistic

In *Josh Gets Glasses*, a boy named Josh finds out that he needs glasses. Josh is not happy about the prospect of wearing glasses because he's afraid he'll look silly. Josh's eye doctor explains that wearing glasses helps people perform their jobs more successfully and helps children do better in school. In the end, Josh decides that he might like wearing glasses after all.

**Making Pizza**, Level E, NF-Informational/Procedural

How do you make a pizza? A girl and her mom show the ingredients and sequence needed to make a yummy pizza. At the end of the story, the girl enjoys the pepperoni pizza she and her mom made. Photographs and high-frequency words support early readers.

**Maria's Thanksgiving**, Level H, F-Realistic

If you've ever looked forward to a big holiday event and had it canceled due to weather, you'll relate to this realistic fiction book. At the start of the story, Maria reminisces about past Thanksgivings. She remembers relatives gathering at her home, the foods family members brought, and the activities that everyone shared. Then a big snowstorm prevents the traditional family gathering. At first Maria and her neighbors fear that Thanksgiving is ruined. Then Maria comes up with a plan that honors the true

meaning of Thanksgiving.

**Mother's Day**, Level F, F-Realistic

*Mother's Day* is a delightful story about a boy who, with the help of his father, prepares breakfast for his mom on Mother's Day. Illustrations reinforce the repetitive text pattern.

**Ocean Animals**, Level J, NF-Informational

In this informative book, students learn about many kinds of animals that live in the ocean. Students will be fascinated to learn what these animals look like, what they like to eat, and other interesting facts.

**Places People Live**, Level G, NF-Informational

In *Places People Live*, readers learn about some of the different and unusual places people choose to call home. Photos accompany the text, proving that these amazing homes really do exist!

**Sharks**, Level J, NF-Informational

*Sharks* describes the physical appearances, eating habits, and attack capabilities of sharks. The author points out that although sharks generally are thought of as dangerous killers, only a small percentage actually are. Some kinds of sharks are in danger of becoming extinct and need protection. The text is supported by photographs and illustrations.

**Ships and Boats**, Level H, NF-Informational

From a simple canoe to a flashy cruise ship, students learn about all kinds of watercraft in this informative book. The book traces the history and development of boats used for both work and play. Book and lessons also available at Levels K and R.

**The Food We Eat**, Level G, NF-Informational

Have you ever wondered where pizza or eggs or bagels come from? *The Food We Eat* informs readers about the origins of some of our favorite foods. While introducing vocabulary words, the book shows that food comes from living things, not just from the supermarket.

**The Storm**, Level E, F-Realistic

*The Storm* takes the reader through the sights and sounds of a coming thunderstorm. The pictures and narrative text heightens the suspense.

**Time For Bed**, Level E, F-Realistic

*Time for Bed* tells a story with which all young readers will be familiar--getting ready for bed. The little boy's bedtime routine is presented in a simple, repetitive text pattern. The picture-to-text correspondence supports the story.

**Where Animals Live**, Level D, NF-Informational

*Where Animals Live* presents various animals and the places in which they live. The text and illustrations provide a way to introduce early readers to the concept of habitats.

**White House Pets**, Level F, NF-Informational

The residents of the White House include not only presidents and their families, but also their pets. Students will learn that the White House has been home to not only dogs and cats, but farm animals, woodland creatures, and even an alligator.

**Whose Eggs Are These?**, Level G, NF-Informational

While reading descriptions of different eggs, students are encouraged to guess the types of eggs in *Whose Eggs Are These?* After reading each description, students can find the answer on the following page.

**RF.1.3(b): Decode regularly spelled one-syllable words.**

**RF.1.3(c): Know final -e and common vowel team conventions for representing long vowel sounds.**

**Animals, Animals**, Level H, NF-Informational

You may have seen a hippo in a zoo, but did you know that it has almost no hair? *Animals, Animals* is about some of the many fascinating animals in our world. Each page describes interesting facts and brings the wonderful world of animals to the reader. Detailed pictures enhance the text.

**Can You Say Pterodactyl?**, Level J, F-Humorous

*Can You Say Pterodactyl?* is about a young pterodactyl who cannot say her own name. She encounters a duck and a wren that want to meet her and become her friends. She tries to say her name and scares

the animals that she's trying to meet. Then an owl helps her learn to pronounce her name, and she successfully introduces herself.

**Firefighters**, Level J, NF-Informational

Firefighting is serious business. Readers learn about the many challenges firefighters face and the kinds of equipment they use to do their job. It's a challenging undertaking and a very important one. Firefighters work to keep people and property safe. Informative photographs support the text.

**Let's Make Shapes!**, Level J, NF-Procedural

*Let's Make Shapes* is an interactive book that introduces children to geometric shapes. As children learn about these shapes, they discover ways to use the shapes to draw various things, as well as vocabulary for their developing drawing skills.

**Math Test Mix-Up**, Level H, F-Realistic

*Math Test Mix-Up* describes the dilemma two students experience when they don't follow directions to write their names on their tests. Both children end up learning an important lesson and become better students in the process.

**Mike's Good Bad Day**, Level I, F-Realistic

Many things go wrong during Mike's day, both at home and at school. Every time something bad happens, someone helps him out. Mike discovers that it makes him feel good when others help him, so he learns to be helpful to others. Pictures support the text.

**Ships and Boats**, Level H, NF-Informational

From a simple canoe to a flashy cruise ship, students learn about all kinds of watercraft in this informative book. The book traces the history and development of boats used for both work and play. Book and lessons also available at Levels K and R.

**Where Is Cub?**, Level F, F-Fantasy

*Where Is Cub?* tells the story of a mother bear who awakens to find her cub missing. She visits several animal friends to learn if they have seen the little bear. Finally, she asks a buzzing bee. The bee has indeed seen her cub and is not at all happy about it. Strong illustrations support the story structure.

**RF.1.3(d): Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.**

***Animals, Animals***, Level E, NF-Informational

You may have seen a hippo in a zoo, but did you know that it has almost no hair? *Animals, Animals* is about some of the many fascinating animals in our world. Each page describes interesting facts and brings the wonderful world of animals to the reader. Detailed pictures enhance the text.

***Animals, Animals***, Level H, NF-Informational

You may have seen a hippo in a zoo, but did you know that it has almost no hair? *Animals, Animals* is about some of the many fascinating animals in our world. Each page describes interesting facts and brings the wonderful world of animals to the reader. Detailed pictures enhance the text.

***I'd Like To Be***, Level H, F-Poetry

This story explores some of the wonderful possibilities children have before them when thinking about growing up. Written in poetry form, various occupations, both real and fantasy, are described in clear language and depicted through amusing photos.

***Josh Gets Glasses***, Level F, F-Realistic

In *Josh Gets Glasses*, a boy named Josh finds out that he needs glasses. Josh is not happy about the prospect of wearing glasses because he's afraid he'll look silly. Josh's eye doctor explains that wearing glasses helps people perform their jobs more successfully and helps children do better in school. In the end, Josh decides that he might like wearing glasses after all.

***The Three Little Pigs***, Level F, F-Fairy Tale

The classic folktale *The Three Little Pigs* is retold with rich description--featuring the big, bad wolf huffing and puffing to blow down the straw house, the stick house, and the brick house. As expected, the three little pigs live happily ever after in the brick house. Illustrations support the text.

***The Three Little Pigs***, Level I, F-Fairy Tale

the three little pigs live happily ever after in the brick house. Book and lesson also available at Levels F and M."

**White House Pets**, Level F, NF-Informational

The residents of the White House include not only presidents and their families, but also their pets. Students will learn that the White House has been home to not only dogs and cats, but farm animals, woodland creatures, and even an alligator.

**RF.1.3(e): Decode two-syllable words following basic patterns by breaking the words into syllables.**

**Animals, Animals**, Level E, NF-Informational

You may have seen a hippo in a zoo, but did you know that it has almost no hair? *Animals, Animals* is about some of the many fascinating animals in our world. Each page describes interesting facts and brings the wonderful world of animals to the reader. Detailed pictures enhance the text.

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the three little pigs live happily ever after in the brick house. Book and lesson also available at Levels F and M."

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The residents of the White House include not only presidents and their families, but also their pets. Students will learn that the White House has been home to not only dogs and cats, but farm animals, woodland creatures, and even an alligator.

**RF.1.3(f): Read words with inflectional endings.**

**RF.1.3(g): Recognize and read grade-appropriate irregularly spelled words.**

**Bear and Kangaroo**, Level E, F-Fantasy

*Bear and Kangaroo* tells the story of two animal friends who are always trying to outdo each other. Charming illustrations show that the competition is good-natured. Repeated sentence patterns and character dialogue make this a fun book to read.

**Community Helpers**, Level D, NF-Informational

*Community Helpers* is an informational book that presents photographs of a diverse group of people in various occupations. Most, if not all, of the occupations will be familiar to students. The book helps students understand that many kinds of workers and jobs are important to a community. The repetitive sentence pattern reinforces key vocabulary words.

**Friends in the Stars**, Level F, F-Concept

In *Friends in the Stars*, a mother dog and her pup play a game with the stars while sitting in the backyard. Students will enjoy connecting the dots (stars) on each page to reveal the different pictures Momma and Puppy are seeing in the stars. Along with creative illustrations, early readers are supported by high-frequency words and a repeated phrase throughout the story.

**Where Is Cub?**, Level F, F-Fantasy

*Where Is Cub?* tells the story of a mother bear who awakens to find her cub missing. She visits several animal friends to learn if they have seen the little bear. Finally, she asks a buzzing bee. The bee has indeed seen her cub and is not at all happy about it. Strong illustrations support the story structure.

**Whose Eggs Are These?**, Level G, NF-Informational

While reading descriptions of different eggs, students are encouraged to guess the types of eggs in *Whose Eggs Are These?* After reading each description, students can find the answer on the following page.

**: Fluency**

**RF.1.4.: Read with sufficient accuracy and fluency to support comprehension.**

**RF.1.4(a): Read on-level text with purpose and understanding.**

**RF.1.4(b): Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**

**RF.1.4(c): Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

**A Clown Face**, Level F, NF - How to

*A Clown Face* outlines the steps involved in dressing up to look like a clown. Early readers will enjoy the detailed illustrations that correspond with the repetitive text pattern. They may even be inspired to use the book as a guide to dress up as a clown.

**Animal Eyes**, Level G, NF-Informational

*Animal Eyes* gives the reader an up-close look at the eyes of some familiar animals. Readers are encouraged to guess what kind of animal has the type of eyes presented before turning the page to find out. Photographs provide clues that help readers decode unfamiliar words.

**Animals, Animals**, Level E, NF-Informational

You may have seen a hippo in a zoo, but did you know that it has almost no hair? *Animals, Animals* is about some of the many fascinating animals in our world. Each page describes interesting facts and brings the wonderful world of animals to the reader. Detailed pictures enhance the text.

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*Bear and Kangaroo* tells the story of two animal friends who are always trying to outdo each other. Charming illustrations show that the competition is good-natured. Repeated sentence patterns and

character dialogue make this a fun book to read.

**Birds**, Level I, NF-Informational

Students will love learning about their feathered friends, from familiar owls to exotic emus. Each page of text has interesting information and engaging photos.

**Building a Bridge**, Level I, NF-Informational

Have you ever looked at a bridge and wondered how it was built? *Building a Bridge* is a great photo book that shows some of the amazing bridges that exist. It explains various types of bridges and details how a bridge is built.

**Can You Say Pterodactyl?**, Level J, F-Humorous

*Can You Say Pterodactyl?* is about a young pterodactyl who cannot say her own name. She encounters a duck and a wren that want to meet her and become her friends. She tries to say her name and scares the animals that she's trying to meet. Then an owl helps her learn to pronounce her name, and she successfully introduces herself.

**Changing Seasons**, Level F, NF-Informational

In *Changing Seasons*, readers learn about the changes that occur with each season. The lengths of day and night, as well as the cycle of plant growth and the change in temperatures, are explained by a young narrator. Engaging illustrations supplement the text.

**City Places**, Level E, NF-Informational

*City Places* is a nonfiction book about various places typically found in a city and what people do in those places. Detailed illustrations support the text.

**Community Helpers**, Level D, NF-Informational

*Community Helpers* is an informational book that presents photographs of a diverse group of people in various occupations. Most, if not all, of the occupations will be familiar to students. The book helps students understand that many kinds of workers and jobs are important to a community. The repetitive sentence pattern reinforces key vocabulary words.

**Country Animals**, Level E, NF-Informational

This book teaches students about the types of animals that live in the country. Students learn some of the eating habits and activities of these animals. Detailed photographs and repetitive phrases support

early readers.

**Darby's Birthday Party**, Level J, F-Personal Narrative

*Darby's Birthday Party* is about a dog named Darby who is going to be 15 years old. His human friends, Mia and Mike, decide to have a special birthday party for Darby, but they are not sure where it should take place. They consider many locations and finally settle on a place that is Darby's favorite--the zoo.

**Discovering Dinosaurs**, Level I, NF-Informational

People often ask, "How do we know dinosaurs lived on Earth?" This informational book answers this question. Students learn that scientists have found the fossilized remains of dinosaur bones, footprints, teeth, nests, and eggs. They also learn how scientists dig up, wrap, transport, and study dinosaur remains. The text is supported by fascinating photos and illustrations.

**Families**, Level I, NF-Informational

This informational text explains how family members are related and introduces students to vocabulary for extended family members. The text, which explains that family structures vary widely, uses a family tree to help readers understand different family configurations. The author points out that, no matter what someone's family tree looks like, every family is special. Photographs and diagrams support the text.

**Firefighters**, Level J, NF-Informational

Firefighting is serious business. Readers learn about the many challenges firefighters face and the kinds of equipment they use to do their job. It's a challenging undertaking and a very important one. Firefighters work to keep people and property safe. Informative photographs support the text.

**Friends Around the World**, Level H, F-Realistic

*Friends Around the World* focuses on children from various countries around the world. All of the children in the book tell their names and where they live. They also share something about what they like to do for entertainment and a type of food they like to eat. Illustrations and a map support the text.

**Friends in the Stars**, Level F, F-Concept

In *Friends in the Stars*, a mother dog and her pup play a game with the stars while sitting in the backyard. Students will enjoy connecting the dots (stars) on each page to reveal the different pictures Momma and Puppy are seeing in the stars. Along with creative illustrations, early readers are supported by high-frequency words and a repeated phrase throughout the story.

**Frog Is Hungry**, Level D, F-Fantasy

A boy takes his pet frog outside. Frog decides he is hungry. He tries several things before he finds the right kind of frog food. Supportive pictures and high-frequency words make this humorous book perfect for emerging readers.

**Getting Around the City**, Level D, F-Realistic

Everyone in the family uses a different mode of transportation to get where they are going. Mom uses the car, while Grandpa takes a taxi. The story ends with a mode of transportation almost anyone can enjoy.

**Hippo's Toothache**, Level I, F-Humorous

*Hippo's Toothache* is about Harry the Hippo, who lives in the jungle and has a horrible toothache. His animal friends try to help him and decide that they should pull out his tooth. One by one, they try unsuccessfully to extract the tooth. Finally, the tooth is pulled. The story has a surprise ending.

**How Do They Move?**, Level F, NF-Informational

*How Do They Move?* is an informational book that explains the ways in which a variety of animals move. Readers are presented with word and picture clues that help them identify the animals illustrated on each page. The repetitive word pattern, simple sentence structure, and use of high-frequency vocabulary make this an enjoyable book for early readers.

**How Glooskap Found Summer**, Level I, F-Folktale

In this Native American tale, Glooskap, the leader of his people, seeks a way to end the perilous winter that has gripped the land. He finds that a giant named Winter has caused the cold weather. After escaping from Winter's spells, Glooskap travels far to the south and finds a woman named Summer who can defeat the giant and bring warmth to the land.

**Hugs**, Level E, F-Realistic

*Hugs* tells the story of a group of friends, all but one of whom is having a bad day and needs a hug. The unexpected conclusion ends the book on an uplifting note. Hugs reinforces the validity of both good and bad feelings and the importance of receiving hugs for either kind. The simple story structure presents situations with which most students will be familiar. Charming illustrations support the text.

**I Bet I Can**, Level G, F-Fantasy

*I Bet I Can* is about a bear that attempts to overcome a variety of obstacles. Unfortunately, he doesn't achieve any of the goals he sets for himself until the end of the book.

**I'd Like To Be**, Level H, F-Poetry

This story explores some of the wonderful possibilities children have before them when thinking about growing up. Written in poetry form, various occupations, both real and fantasy, are described in clear language and depicted through amusing photos.

**In the Sea**, Level E, NF-Informational

Simple adjectives and action verbs describe animals that live in the sea as students try to connect the descriptions with other sea creatures they know.

**Josh Gets Glasses**, Level F, F-Realistic

In *Josh Gets Glasses*, a boy named Josh finds out that he needs glasses. Josh is not happy about the prospect of wearing glasses because he's afraid he'll look silly. Josh's eye doctor explains that wearing glasses helps people perform their jobs more successfully and helps children do better in school. In the end, Josh decides that he might like wearing glasses after all.

**Maria's Thanksgiving**, Level H, F-Realistic

If you've ever looked forward to a big holiday event and had it canceled due to weather, you'll relate to this realistic fiction book. At the start of the story, Maria reminisces about past Thanksgivings. She remembers relatives gathering at her home, the foods family members brought, and the activities that everyone shared. Then a big snowstorm prevents the traditional family gathering. At first Maria and her neighbors fear that Thanksgiving is ruined. Then Maria comes up with a plan that honors the true meaning of Thanksgiving.

**Math Test Mix-Up**, Level H, F-Realistic

*Math Test Mix-Up* describes the dilemma two students experience when they don't follow directions to write their names on their tests. Both children end up learning an important lesson and become better students in the process.

**Mike's Good Bad Day**, Level I, F-Realistic

Many things go wrong during Mike's day, both at home and at school. Every time something bad happens, someone helps him out. Mike discovers that it makes him feel good when others help him, so he learns to be helpful to others. Pictures support the text.

**Mother's Day**, Level F, F-Realistic

*Mother's Day* is a delightful story about a boy who, with the help of his father, prepares breakfast for his mom on Mother's Day. Illustrations reinforce the repetitive text pattern.

**Ocean Animals**, Level J, NF-Informational

In this informative book, students learn about many kinds of animals that live in the ocean. Students will be fascinated to learn what these animals look like, what they like to eat, and other interesting facts.

**Places People Live**, Level G, NF-Informational

In *Places People Live*, readers learn about some of the different and unusual places people choose to call home. Photos accompany the text, proving that these amazing homes really do exist!

**Senses**, Level D, NF - Descriptive

A girl uses every sense to enjoy the beauty of a garden. Lovely illustrations bring the sensory details to life. Readers learn to observe and experience the world around them as fully as possible.

**Sharks**, Level J, NF-Informational

*Sharks* describes the physical appearances, eating habits, and attack capabilities of sharks. The author points out that although sharks generally are thought of as dangerous killers, only a small percentage actually are. Some kinds of sharks are in danger of becoming extinct and need protection. The text is supported by photographs and illustrations.

**Ships and Boats**, Level H, NF-Informational

From a simple canoe to a flashy cruise ship, students learn about all kinds of watercraft in this informative book. The book traces the history and development of boats used for both work and play. Book and lessons also available at Levels K and R.

**Smaller and Smaller**, Level H, F-Fantasy

A group of farm animals notice that their friends appear smaller and smaller as they go to a barn far away. Cow, who believes that each animal has disappeared, is the last to go to the barn. When she gets to the barn, she discovers something unexpected.

**The Food We Eat**, Level G, NF-Informational

Have you ever wondered where pizza or eggs or bagels come from? *The Food We Eat* informs readers about the origins of some of our favorite foods. While introducing vocabulary words, the book shows

that food comes from living things, not just from the supermarket.

**The Sky Is Falling**, Level D, F-Fantasy

The classic tale of rumor and panic is retold in this hilarious book. Students will delight in the snowballing effect of the story and the comic illustrations.

**The Storm**, Level E, F-Realistic

*The Storm* takes the reader through the sights and sounds of a coming thunderstorm. The pictures and narrative text heightens the suspense.

**The Three Little Pigs**, Level F, F-Fairy Tale

The classic folktale *The Three Little Pigs* is retold with rich description--featuring the big, bad wolf huffing and puffing to blow down the straw house, the stick house, and the brick house. As expected, the three little pigs live happily ever after in the brick house. Illustrations support the text

**The Three Little Pigs**, Level I, F-Fairy Tale

the three little pigs live happily ever after in the brick house. Book and lesson also available at Levels F and M."

**Time For Bed**, Level E, F-Realistic

*Time for Bed* tells a story with which all young readers will be familiar--getting ready for bed. The little boy's bedtime routine is presented in a simple, repetitive text pattern. The picture-to-text correspondence supports the story.

**What?**, Level D, F-Fantasy

*What?* tells the story of Curious Cat, who is tired of eating the same thing for breakfast, lunch, and dinner. The questions he asks will be familiar to early readers. The repetitive sentence pattern is supported by engaging illustrations.

**Where Animals Live**, Level D, NF-Informational

*Where Animals Live* presents various animals and the places in which they live. The text and illustrations provide a way to introduce early readers to the concept of habitats.



**Where Is Cub?**, Level F, F-Fantasy

*Where Is Cub?* tells the story of a mother bear who awakens to find her cub missing. She visits several animal friends to learn if they have seen the little bear. Finally, she asks a buzzing bee. The bee has indeed seen her cub and is not at all happy about it. Strong illustrations support the story structure.

**Where Plants Grow**, Level D, NF - Descriptive

*Where Plants Grow* is an informational book that explains the different conditions under which plants can grow. The familiar topic, repeated text, and picture-to-text correspondence make this an easy book for early readers.

**White House Pets**, Level F, NF-Informational

The residents of the White House include not only presidents and their families, but also their pets. Students will learn that the White House has been home to not only dogs and cats, but farm animals, woodland creatures, and even an alligator.

**Whose Eggs Are These?**, Level G, NF-Informational

While reading descriptions of different eggs, students are encouraged to guess the types of eggs in *Whose Eggs Are These?* After reading each description, students can find the answer on the following page.

**RF.1.4(b): Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**

**RF.1.4(c): Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

**CC.W.1.: Writing Standards**

***: Text Types and Purposes***

**W.1.1.: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**

**W.1.2.: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**

**W.1.3.: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.**

***: Production and Distribution of Writing***

**W.1.4.:** (Begins in grade 3)

**W.1.5.:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**W.1.6.:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

***: Research to Build and Present Knowledge***

**W.1.7.:** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

**W.1.8.:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**W.1.9.:** (Begins in grade 4)

***: Range of Writing***

**W.1.10.:** (Begins in grade 3)

**CC.SL.1.: Speaking and Listening Standards**

***: Comprehension and Collaboration***

**SL.1.1.:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**SL.1.1(a):** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

**SL.1.1(b):** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**SL.1.1(c):** Ask questions to clear up any confusion about the topics and texts under discussion.

**SL.1.2.:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

***Animals, Animals, Level E, NF-Informational***

You may have seen a hippo in a zoo, but did you know that it has almost no hair? *Animals, Animals* is

about some of the many fascinating animals in our world. Each page describes interesting facts and brings the wonderful world of animals to the reader. Detailed pictures enhance the text.

**City Places**, Level E, NF-Informational

*City Places* is a nonfiction book about various places typically found in a city and what people do in those places. Detailed illustrations support the text.

**Community Helpers**, Level D, NF-Informational

*Community Helpers* is an informational book that presents photographs of a diverse group of people in various occupations. Most, if not all, of the occupations will be familiar to students. The book helps students understand that many kinds of workers and jobs are important to a community. The repetitive sentence pattern reinforces key vocabulary words.

**Country Animals**, Level E, NF-Informational

This book teaches students about the types of animals that live in the country. Students learn some of the eating habits and activities of these animals. Detailed photographs and repetitive phrases support early readers.

**Discovering Dinosaurs**, Level I, NF-Informational

People often ask, "How do we know dinosaurs lived on Earth?" This informational book answers this question. Students learn that scientists have found the fossilized remains of dinosaur bones, footprints, teeth, nests, and eggs. They also learn how scientists dig up, wrap, transport, and study dinosaur remains. The text is supported by fascinating photos and illustrations.

**Firefighters**, Level J, NF-Informational

Firefighting is serious business. Readers learn about the many challenges firefighters face and the kinds of equipment they use to do their job. It's a challenging undertaking and a very important one. Firefighters work to keep people and property safe. Informative photographs support the text.

**Friends Around the World**, Level H, F-Realistic

*Friends Around the World* focuses on children from various countries around the world. All of the children in the book tell their names and where they live. They also share something about what they like to do for entertainment and a type of food they like to eat. Illustrations and a map support the text.

**Ocean Animals**, Level J, NF-Informational

In this informative book, students learn about many kinds of animals that live in the ocean. Students will

be fascinated to learn what these animals look like, what they like to eat, and other interesting facts.

**Places People Live**, Level G, NF-Informational

In *Places People Live*, readers learn about some of the different and unusual places people choose to call home. Photos accompany the text, proving that these amazing homes really do exist!

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*Sharks* describes the physical appearances, eating habits, and attack capabilities of sharks. The author points out that although sharks generally are thought of as dangerous killers, only a small percentage actually are. Some kinds of sharks are in danger of becoming extinct and need protection. The text is supported by photographs and illustrations.

**Ships and Boats**, Level H, NF-Informational

From a simple canoe to a flashy cruise ship, students learn about all kinds of watercraft in this informative book. The book traces the history and development of boats used for both work and play. Book and lessons also available at Levels K and R.

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**Where Plants Grow**, Level D, NF - Descriptive

*Where Plants Grow* is an informational book that explains the different conditions under which plants can grow. The familiar topic, repeated text, and picture-to-text correspondence make this an easy book for early readers.

**White House Pets**, Level F, NF-Informational

The residents of the White House include not only presidents and their families, but also their pets. Students will learn that the White House has been home to not only dogs and cats, but farm animals,

woodland creatures, and even an alligator.

**Whose Eggs Are These?**, Level G, NF-Informational

While reading descriptions of different eggs, students are encouraged to guess the types of eggs in *Whose Eggs Are These?* After reading each description, students can find the answer on the following page.

**SL.1.3.: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.**

***: Presentation of Knowledge and Ideas***

**SL.1.4.: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.**

**SL.1.5.: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.**

**SL.1.6.: Produce complete sentences when appropriate to task and situation.**

**CC.L.1.: Language Standards**

***: Conventions of Standard English***

**L.1.1.: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.1.1(a): Print all upper- and lowercase letters.**

**L.1.1(b): Use common, proper, and possessive nouns.**

**Animals, Animals**, Level H, NF-Informational

You may have seen a hippo in a zoo, but did you know that it has almost no hair? *Animals, Animals* is about some of the many fascinating animals in our world. Each page describes interesting facts and brings the wonderful world of animals to the reader. Detailed pictures enhance the text.

**Animals, Animals**, Level E, NF-Informational

You may have seen a hippo in a zoo, but did you know that it has almost no hair? *Animals, Animals* is about some of the many fascinating animals in our world. Each page describes interesting facts and

brings the wonderful world of animals to the reader. Detailed pictures enhance the text.

**Community Helpers**, Level D, NF-Informational

*Community Helpers* is an informational book that presents photographs of a diverse group of people in various occupations. Most, if not all, of the occupations will be familiar to students. The book helps students understand that many kinds of workers and jobs are important to a community. The repetitive sentence pattern reinforces key vocabulary words.

**Families**, Level I, NF-Informational

This informational text explains how family members are related and introduces students to vocabulary for extended family members. The text, which explains that family structures vary widely, uses a family tree to help readers understand different family configurations. The author points out that, no matter what someone's family tree looks like, every family is special. Photographs and diagrams support the text.

**Frog Is Hungry**, Level D, F-Fantasy

A boy takes his pet frog outside. Frog decides he is hungry. He tries several things before he finds the right kind of frog food. Supportive pictures and high-frequency words make this humorous book perfect for emerging readers.

**Getting Around the City**, Level D, F-Realistic

Everyone in the family uses a different mode of transportation to get where they are going. Mom uses the car, while Grandpa takes a taxi. The story ends with a mode of transportation almost anyone can enjoy.

**I'd Like To Be**, Level H, F-Poetry

This story explores some of the wonderful possibilities children have before them when thinking about growing up. Written in poetry form, various occupations, both real and fantasy, are described in clear language and depicted through amusing photos.

**Josh Gets Glasses**, Level F, F-Realistic

In *Josh Gets Glasses*, a boy named Josh finds out that he needs glasses. Josh is not happy about the prospect of wearing glasses because he's afraid he'll look silly. Josh's eye doctor explains that wearing glasses helps people perform their jobs more successfully and helps children do better in school. In the end, Josh decides that he might like wearing glasses after all.

**Maria's Thanksgiving**, Level H, F-Realistic

If you've ever looked forward to a big holiday event and had it canceled due to weather, you'll relate to this realistic fiction book. At the start of the story, Maria reminisces about past Thanksgivings. She remembers relatives gathering at her home, the foods family members brought, and the activities that everyone shared. Then a big snowstorm prevents the traditional family gathering. At first Maria and her neighbors fear that Thanksgiving is ruined. Then Maria comes up with a plan that honors the true meaning of Thanksgiving.

**Mother's Day**, Level F, F-Realistic

*Mother's Day* is a delightful story about a boy who, with the help of his father, prepares breakfast for his mom on Mother's Day. Illustrations reinforce the repetitive text pattern.

**The Storm**, Level E, F-Realistic

*The Storm* takes the reader through the sights and sounds of a coming thunderstorm. The pictures and narrative text heightens the suspense.

**L.1.1(c): Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).**

**L.1.1(d): Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).**

**Country Animals**, Level E, NF-Informational

This book teaches students about the types of animals that live in the country. Students learn some of the eating habits and activities of these animals. Detailed photographs and repetitive phrases support early readers.

**Families**, Level I, NF-Informational

This informational text explains how family members are related and introduces students to vocabulary for extended family members. The text, which explains that family structures vary widely, uses a family tree to help readers understand different family configurations. The author points out that, no matter what someone's family tree looks like, every family is special. Photographs and diagrams support the text.

**Firefighters**, Level J, NF-Informational

Firefighting is serious business. Readers learn about the many challenges firefighters face and the kinds of equipment they use to do their job. It's a challenging undertaking and a very important one. Firefighters work to keep people and property safe. Informative photographs support the text.

**How Do They Move?**, Level F, NF-Informational

*How Do They Move?* is an informational book that explains the ways in which a variety of animals move. Readers are presented with word and picture clues that help them identify the animals illustrated on each page. The repetitive word pattern, simple sentence structure, and use of high-frequency vocabulary make this an enjoyable book for early readers.

**Maria's Thanksgiving**, Level H, F-Realistic

If you've ever looked forward to a big holiday event and had it canceled due to weather, you'll relate to this realistic fiction book. At the start of the story, Maria reminisces about past Thanksgivings. She remembers relatives gathering at her home, the foods family members brought, and the activities that everyone shared. Then a big snowstorm prevents the traditional family gathering. At first Maria and her neighbors fear that Thanksgiving is ruined. Then Maria comes up with a plan that honors the true meaning of Thanksgiving.

**Mother's Day**, Level F, F-Realistic

*Mother's Day* is a delightful story about a boy who, with the help of his father, prepares breakfast for his mom on Mother's Day. Illustrations reinforce the repetitive text pattern.

**L.1.1(e): Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).**

**How Glooskap Found Summer**, Level I, F-Folktale

In this Native American tale, Glooskap, the leader of his people, seeks a way to end the perilous winter that has gripped the land. He finds that a giant named Winter has caused the cold weather. After escaping from Winter's spells, Glooskap travels far to the south and finds a woman named Summer who can defeat the giant and bring warmth to the land.

**I Bet I Can**, Level G, F-Fantasy

*I Bet I Can* is about a bear that attempts to overcome a variety of obstacles. Unfortunately, he doesn't



achieve any of the goals he sets for himself until the end of the book.

**The Three Little Pigs**, Level I, F-Fairy Tale

the three little pigs live happily ever after in the brick house. Book and lesson also available at Levels F and M."

**The Three Little Pigs**, Level F, F-Fairy Tale

The classic folktale *The Three Little Pigs* is retold with rich description--featuring the big, bad wolf huffing and puffing to blow down the straw house, the stick house, and the brick house. As expected, the three little pigs live happily ever after in the brick house. Illustrations support the text.

**L.1.1(f): Use frequently occurring adjectives.**

**A Clown Face**, Level F, NF - How to

*A Clown Face* outlines the steps involved in dressing up to look like a clown. Early readers will enjoy the detailed illustrations that correspond with the repetitive text pattern. They may even be inspired to use the book as a guide to dress up as a clown.

**Animal Eyes**, Level G, NF-Informational

*Animal Eyes* gives the reader an up-close look at the eyes of some familiar animals. Readers are encouraged to guess what kind of animal has the type of eyes presented before turning the page to find out. Photographs provide clues that help readers decode unfamiliar words.

**Animals, Animals**, Level E, NF-Informational

You may have seen a hippo in a zoo, but did you know that it has almost no hair? *Animals, Animals* is about some of the many fascinating animals in our world. Each page describes interesting facts and brings the wonderful world of animals to the reader. Detailed pictures enhance the text.

**Animals, Animals**, Level H, NF-Informational

You may have seen a hippo in a zoo, but did you know that it has almost no hair? *Animals, Animals* is about some of the many fascinating animals in our world. Each page describes interesting facts and brings the wonderful world of animals to the reader. Detailed pictures enhance the text.

**Birds**, Level I, NF-Informational

Students will love learning about their feathered friends, from familiar owls to exotic emus. Each page of

text has interesting information and engaging photos.

**Hugs**, Level E, F-Realistic

*Hugs* tells the story of a group of friends, all but one of whom is having a bad day and needs a hug. The unexpected conclusion ends the book on an uplifting note. Hugs reinforces the validity of both good and bad feelings and the importance of receiving hugs for either kind. The simple story structure presents situations with which most students will be familiar. Charming illustrations support the text.

**Ocean Animals**, Level J, NF-Informational

In this informative book, students learn about many kinds of animals that live in the ocean. Students will be fascinated to learn what these animals look like, what they like to eat, and other interesting facts.

**Places People Live**, Level G, NF-Informational

In *Places People Live*, readers learn about some of the different and unusual places people choose to call home. Photos accompany the text, proving that these amazing homes really do exist!

**Senses**, Level D, NF - Descriptive

A girl uses every sense to enjoy the beauty of a garden. Lovely illustrations bring the sensory details to life. Readers learn to observe and experience the world around them as fully as possible.

**Sharks**, Level J, NF-Informational

*Sharks* describes the physical appearances, eating habits, and attack capabilities of sharks. The author points out that although sharks generally are thought of as dangerous killers, only a small percentage actually are. Some kinds of sharks are in danger of becoming extinct and need protection. The text is supported by photographs and illustrations.

**Whose Eggs Are These?**, Level G, NF-Informational

While reading descriptions of different eggs, students are encouraged to guess the types of eggs in *Whose Eggs Are These?* After reading each description, students can find the answer on the following page.

**L.1.1(g): Use frequently occurring conjunctions (e.g., and, but, or, so, because).**

**L.1.1(h): Use determiners (e.g., articles, demonstratives).**

**L.1.1(i): Use frequently occurring prepositions (e.g., during, beyond, toward).**

**L.1.1(j): Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.**

**L.1.2.: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.1.2(a): Capitalize dates and names of people.**

**L.1.2(b): Use end punctuation for sentences.**

***Where Plants Grow*, Level D, NF - Descriptive**

*Where Plants Grow* is an informational book that explains the different conditions under which plants can grow. The familiar topic, repeated text, and picture-to-text correspondence make this an easy book for early readers.

**L.1.2(c): Use commas in dates and to separate single words in a series.**

***Let's Make Shapes!*, Level J, NF-Procedural**

*Let's Make Shapes* is an interactive book that introduces children to geometric shapes. As children learn about these shapes, they discover ways to use the shapes to draw various things, as well as vocabulary for their developing drawing skills.

**L.1.2(d): Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.**

**L.1.2(e): Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.**

***: Knowledge of Language***

**L.1.3.: (Begins in grade 2)**

***: Vocabulary Acquisition and Use***

**L.1.4.: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**

**L.1.4(a): Use sentence-level context as a clue to the meaning of a word or phrase.**

**L.1.4(b): Use frequently occurring affixes as a clue to the meaning of a word.**

**L.1.4(c): Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).**

**L.1.5.: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**

**L.1.5(a): Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.**

**Getting Around the City**, Level D, F-Realistic

Everyone in the family uses a different mode of transportation to get where they are going. Mom uses the car, while Grandpa takes a taxi. The story ends with a mode of transportation almost anyone can enjoy.

**Where Animals Live**, Level D, NF-Informational

*Where Animals Live* presents various animals and the places in which they live. The text and illustrations provide a way to introduce early readers to the concept of habitats.

**White House Pets**, Level F, NF-Informational

The residents of the White House include not only presidents and their families, but also their pets. Students will learn that the White House has been home to not only dogs and cats, but farm animals, woodland creatures, and even an alligator.

**L.1.5(b): Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).**

**Getting Around the City**, Level D, F-Realistic

Everyone in the family uses a different mode of transportation to get where they are going. Mom uses the car, while Grandpa takes a taxi. The story ends with a mode of transportation almost anyone can enjoy.

**Where Animals Live**, Level D, NF-Informational

*Where Animals Live* presents various animals and the places in which they live. The text and illustrations provide a way to introduce early readers to the concept of habitats.

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The residents of the White House include not only presidents and their families, but also their pets. Students will learn that the White House has been home to not only dogs and cats, but farm animals, woodland creatures, and even an alligator.

**L.1.5(c): Identify real-life connections between words and their use (e.g., note places at home that are cozy).**

**L.1.5(d): Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.**

***Sharks***, Level J, NF-Informational

*Sharks* describes the physical appearances, eating habits, and attack capabilities of sharks. The author points out that although sharks generally are thought of as dangerous killers, only a small percentage actually are. Some kinds of sharks are in danger of becoming extinct and need protection. The text is supported by photographs and illustrations.

***Ships and Boats***, Level H, NF-Informational

From a simple canoe to a flashy cruise ship, students learn about all kinds of watercraft in this informative book. The book traces the history and development of boats used for both work and play. Book and lessons also available at Levels K and R.

**L.1.6.: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).**

## Common Core State Standards

### Language Arts

#### Grade 2

#### CC.RL.2.: Reading Standards for Literature

##### *:Key Ideas and Details*

**RL.2.1.: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**

***The Buffalo Hunt***, Level N, F-Historical

Wind-in-the-Treetops is going on his first buffalo hunt with the men of his tribe. This short narrative describes the preparation for and the events of the hunt, and what the hunt means for the family. The illustrations bring the story to life.

**RL.2.2.: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**

***Aesop's Fables***, Level M, F-Folktale

These short fables offer children a collection of simple yet valuable life lessons. Each tale uses animal characters to tell the story, and a moral is clearly stated at the end. This book is a great introduction to fables. The classic illustrations enrich the stories.

***How Zebras Got Their Stripes***, Level K, F-Folktale

How Zebras Got Their Stripes is a Ugandan folktale about two donkeys who are tired of working and want an easier life. They meet a wise man who turns the donkeys into zebras by painting them. The idea catches on, but some of the donkeys run out of patience and pay the price.

***The Three Little Pigs***, Level M, F-Fairy Tale

The classic folktale The Three Little Pigs is retold with rich description--featuring the big, bad wolf huffing and puffing to blow down the straw house, the stick house, and the brick house. Memorable lines such as "Not by the hair of my chinny chin chin!" add to the fun and the story ends with a breathless wolf toppling over in defeat. As expected the three little pigs live happily ever after in the brick house.

Illustrations support the text."

**RL.2.3.: Describe how characters in a story respond to major events and challenges.**

**Aesop's Fables**, Level M, F-Folktale

These short fables offer children a collection of simple yet valuable life lessons. Each tale uses animal characters to tell the story, and a moral is clearly stated at the end. This book is a great introduction to fables. The classic illustrations enrich the stories.

**Anna and the Magic Coat**, Level K, F-Fantasy

It looks like Anna's school picnic will be ruined by rain. But Oma tells Anna about Opa's magic coat, which can change the weather. Anna dons the enormous coat and commands the sun to shine. In the beautiful weather, everyone has fun at the picnic--everyone except Anna. How can she enjoy a picnic while wearing a coat that makes her too slow to play and too hot to eat?

**Irma's Sandwich Shop**, Level O, F-Humorous

Who can resist a customized sandwich? This book takes the reader to Irma's Sandwich Shop, where Irma will make any kind of sandwich that is ordered for anyone--from little boys to vultures. Humorous illustrations support the text

**Max**, Level P, F-Realistic

Max is very angry because he wants to be the boss" of something instead of being told what to do all the time. His parents work with him to find a solution to his anger but the solution ends up creating another problem--his parents become angry! Finally Max and his parents sit down to discuss the situation. They find a solution for managing anger that works for everyone."

**: Craft and Structure**

**RL.2.4.: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**

**RL.2.5.: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**

**Colleen and the Leprechaun**, Level N, F-Fantasy

*Colleen and the Leprechaun* is the story of an eight-year-old girl who takes a trip to Ireland to meet her grandparents for the first time. On the way to her grandparents' home, her grandfather fascinates her with stories of Celtic fairies and Irish legends, mysteriously warning her to watch for little people."

Illustrations and maps support the text."

**Landon's Pumpkins**, Level P, F-Realistic

Landon remembers last Halloween when he really messed up his pumpkin while trying to carve a jack-o'-lantern. This Halloween, he works with his dad on a plan to plant, grow, and harvest his own pumpkins so he will have enough for himself and his younger brother to practice carving. Landon successfully carries out his plan and ends up using the three R's--*reduce*, *reuse*, and *recycle*--in the process.

**The Homework Lesson**, Level P, F-Fantasy

Ms. Rose's fifth grade class is a fun place to learn, but make sure you do your homework! It's true that no one likes to do homework, but what happens when you put it off? The pile grows and grows, Ms. Rose turns into a real monster, and life is not fun. The kids learn their lesson, and they never put off their homework again. Readers will enjoy the amusing way this message is expressed.

**The Three Little Pigs**, Level M, F-Fairy Tale

The classic folktale *The Three Little Pigs* is retold with rich description--featuring the big, bad wolf huffing and puffing to blow down the straw house, the stick house, and the brick house. Memorable lines such as "Not by the hair of my chinny chin chin!" add to the fun and the story ends with a breathless wolf toppling over in defeat. As expected the three little pigs live happily ever after in the brick house. Illustrations support the text."

**RL.2.6.: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**

***: Integration of Knowledge and Ideas***

**RL.2.7.: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**

**Aesop's Fables**, Level M, F-Folktale

These short fables offer children a collection of simple yet valuable life lessons. Each tale uses animal characters to tell the story, and a moral is clearly stated at the end. This book is a great introduction to fables. The classic illustrations enrich the stories.

**Anna and the Magic Coat**, Level K, F-Fantasy

It looks like Anna's school picnic will be ruined by rain. But Oma tells Anna about Opa's magic coat, which can change the weather. Anna dons the enormous coat and commands the sun to shine. In the beautiful weather, everyone has fun at the picnic--everyone except Anna. How can she enjoy a picnic



while wearing a coat that makes her too slow to play and too hot to eat?

**Irma's Sandwich Shop**, Level O, F-Humorous

Who can resist a customized sandwich? This book takes the reader to Irma's Sandwich Shop, where Irma will make any kind of sandwich that is ordered for anyone--from little boys to vultures. Humorous illustrations support the text

**Max**, Level P, F-Realistic

Max is very angry because he wants to be the boss" of something instead of being told what to do all the time. His parents work with him to find a solution to his anger but the solution ends up creating another problem--his parents become angry! Finally Max and his parents sit down to discuss the situation. They find a solution for managing anger that works for everyone."

**RL.2.8.: (Not applicable to literature)**

**RL.2.9.: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.**

**Ancient Egypt**, Level L, NF-Informational

*Ancient Egypt* describes the fascinating lives and customs of Egyptians long ago. Readers learn about the ancient Egyptians' strong beliefs regarding death and the afterlife. The book also provides readers with an introduction to the famous Egyptian pyramids. The text is enhanced with photographs, diagrams, and illustrations.

**Animals, Animals**, Level K, NF-Informational

You may have seen a hippo in a zoo, but did you know that it has almost no hair? *Animals, Animals* is about some of the many fascinating animals in our world. Each page describes interesting facts and brings the wonderful world of animals to the reader. Detailed illustrations enhance the text.

**Bats**, Level O, NF-Informational

Bats are fascinating, but often misunderstood, creatures of the night. This book dispels myths and sheds light on the true nature of bats. It provides an overview of the many types of bats, as well as discussing their habitat, how they fly, feed, and raise their young, and special features that make bats unique. The book even gives detailed directions for building a bat house.

**Coral Reefs**, Level N, NF-Informational

Coral reefs are massive undersea communities where one quarter of all plants and animals in the ocean make their homes. Readers are invited to explore the diverse but fragile world of the coral reef. The

author helps us learn more about why these unique communities are in need of our protection. Photographs, diagrams, captions, and a map support the text.

**Extreme Animals**, Level K, NF-Informational

*Extreme Animals* introduces readers to some fascinating members of the animal kingdom. These animals aren't your usual variety. Read to discover which fish can climb a tree and which creature tastes food with its feet! Amazing information is conveyed through both explicit text and entertaining, clever illustrations.

**Fantastic Flying Machines**, Level L, NF-Informational

*Fantastic Flying Machines* is an informational book about the history behind the human flight. Photographs and illustrations support the text.

**Inside Your Body**, Level M, NF-Informational

*Inside Your Body* teaches children about some of the wonders of the human body. It explains the various systems that keep the body functioning like an amazing machine, from the skeletal system to the digestive system and more.

**Puppets**, Level N, NF-Informational

Have you ever wondered how puppets are made? Are you interested in learning how to make puppets yourself? *Puppets* is a book that teaches the reader about the four basic kinds of puppets and how they are operated. The book also contains detailed instructions for making several puppets.

**Sharks**, Level M, NF-Informational

*Sharks* describes the physical appearances, eating habits, and attack capabilities of sharks. The author points out that although sharks generally are thought of as dangerous killers, only a small percentage actually are. Some kinds of sharks are in danger of becoming extinct and need protection. The text is supported by photographs and illustrations.

**The Story of Jeans**, Level M, NF-Informational

Blue jeans are as American as it gets, but do you know who invented them, how they became fashionable, or how they are made? *The Story of Jeans* answers these questions, taking the reader from the San Francisco Gold Rush to modern-day closets.

**Whales**, Level O, NF-Informational

*Whales* is a factual text with photos that includes types of whales, feeding habits, sounds, reproduction, and migration. The author points out that many whales are endangered and in need of our respect and protection.

**: Range of Reading and Level of Text Complexity**

**RL.2.10.: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

**Aesop's Fables**, Level M, F-Folktale

These short fables offer children a collection of simple yet valuable life lessons. Each tale uses animal characters to tell the story, and a moral is clearly stated at the end. This book is a great introduction to fables. The classic illustrations enrich the stories.

**Anna and the Magic Coat**, Level K, F-Fantasy

It looks like Anna's school picnic will be ruined by rain. But Oma tells Anna about Opa's magic coat, which can change the weather. Anna dons the enormous coat and commands the sun to shine. In the beautiful weather, everyone has fun at the picnic--everyone except Anna. How can she enjoy a picnic while wearing a coat that makes her too slow to play and too hot to eat?

**Arthur's Bad News Day**, Level M, F-Realistic

Arthur has been an only child for eight years and has just found out that a little sister is on the way. At first, Arthur is unhappy about the many ways in which her arrival will disrupt his life. He changes his tune after he holds her for the first time. Illustrations support the text.

**Colleen and the Leprechaun**, Level N, F-Fantasy

*Colleen and the Leprechaun* is the story of an eight-year-old girl who takes a trip to Ireland to meet her grandparents for the first time. On the way to her grandparents' home, her grandfather fascinates her with stories of Celtic fairies and Irish legends, mysteriously warning her to watch for little people." Illustrations and maps support the text."

**How Zebras Got Their Stripes**, Level K, F-Folktale

*How Zebras Got Their Stripes* is a Ugandan folktale about two donkeys who are tired of working and want an easier life. They meet a wise man who turns the donkeys into zebras by painting them. The idea catches on, but some of the donkeys run out of patience and pay the price.

**Irma's Sandwich Shop**, Level O, F-Humorous

Who can resist a customized sandwich? This book takes the reader to Irma's Sandwich Shop, where Irma will make any kind of sandwich that is ordered for anyone--from little boys to vultures. Humorous illustrations support the text

**Jessica Loves Soccer**, Level L, F-Realistic

*Jessica Loves Soccer* is a story about a girl who loves to play soccer. One day the young heroine gets the chance to help her older brothers' soccer team, though few of the players believe she is up to the task. In the end Jessica is acknowledged as being a good soccer player, even by her brothers.

**Landon's Pumpkins**, Level P, F-Realistic

Landon remembers last Halloween when he really messed up his pumpkin while trying to carve a jack-o'-lantern. This Halloween, he works with his dad on a plan to plant, grow, and harvest his own pumpkins so he will have enough for himself and his younger brother to practice carving. Landon successfully carries out his plan and ends up using the three R's--*reduce*, *reuse*, and *recycle*--in the process.

**Marcus Loses Patches**, Level M, F-Realistic

*Marcus Loses Patches* is about a little boy who loves playing video games. One day, he gets so wrapped up in his game that he forgets to feed his dog, Patches. When he finally gets around to feeding her, he realizes that he has also forgotten to latch the gate and Patches has escaped. Mom and Grandpa helped Marcus find Patches, and he realizes that although video games are fun, they are not more important than his dog or his family. Illustrations support the text.

**Max**, Level P, F-Realistic

Max is very angry because he wants to be the boss" of something instead of being told what to do all the time. His parents work with him to find a solution to his anger but the solution ends up creating another problem--his parents become angry! Finally Max and his parents sit down to discuss the situation. They find a solution for managing anger that works for everyone."

**Sammy Stuffit**, Level N, F-Narrative

*Sammy Stuffit* is about a little boy who likes to collect and save lots of stuff. By the time he is an adult, he has collected so much stuff that he has to find places to store it all. Sammy finally realizes that all his

stuff does not really make him happy, so he decides to give it all away. Readers will enjoy the illustrations, which humorously show just how much stuff Sammy has collected over the years.

**The Buffalo Hunt**, Level N, F-Historical

Wind-in-the-Treetops is going on his first buffalo hunt with the men of his tribe. This short narrative describes the preparation for and the events of the hunt, and what the hunt means for the family. The illustrations bring the story to life.

**The Homework Lesson**, Level P, F-Fantasy

Ms. Rose's fifth grade class is a fun place to learn, but make sure you do your homework! It's true that no one likes to do homework, but what happens when you put it off? The pile grows and grows, Ms. Rose turns into a real monster, and life is not fun. The kids learn their lesson, and they never put off their homework again. Readers will enjoy the amusing way this message is expressed.

**The Three Little Pigs**, Level M, F-Fairy Tale

The classic folktale *The Three Little Pigs* is retold with rich description--featuring the big, bad wolf huffing and puffing to blow down the straw house, the stick house, and the brick house. Memorable lines such as "Not by the hair of my chinny chin chin!" add to the fun and the story ends with a breathless wolf toppling over in defeat. As expected the three little pigs live happily ever after in the brick house. Illustrations support the text."

**Three Little Pigs: The Wolf's Story**, Level O, F-Fantasy

This retelling of the *The Three Little Pigs* is told from the wolf's point of view. Readers will sympathize with the homeless, freezing wolf as he suffers a cold and can't stop sneezing. Illustrations support the text.

**Troika: Canine Superhero**, Level O, F-Adventure

*Troika: Canine Superhero* recounts the adventures of a boy and his dog. Troika got his name after saving his master's life on three separate occasions. Despite losing a leg protecting his master from a grizzly bear, Troika becomes the lead dog in their dogsled team. He saves his owner repeatedly during dangerous Artic adventures. Because of Troika's bravery, his master calls him a superhero.

**CC.RF.2.: Reading Standards: Foundational Skills**

**: Phonics and Word Recognition**

**RF.2.3.: Know and apply grade-level phonics and word analysis skills in decoding words.**

**RF.2.3(a): Distinguish long and short vowels when reading regularly spelled one-syllable words**

***Ancient Egypt***, Level L, NF-Informational

*Ancient Egypt* describes the fascinating lives and customs of Egyptians long ago. Readers learn about the ancient Egyptians' strong beliefs regarding death and the afterlife. The book also provides readers with an introduction to the famous Egyptian pyramids. The text is enhanced with photographs, diagrams, and illustrations.

***Animals, Animals***, Level K, NF-Informational

You may have seen a hippo in a zoo, but did you know that it has almost no hair? *Animals, Animals* is about some of the many fascinating animals in our world. Each page describes interesting facts and brings the wonderful world of animals to the reader. Detailed illustrations enhance the text.

**RF.2.3(b): Know spelling-sound correspondences for additional common vowel teams.**

**RF.2.3(c): Decode regularly spelled two-syllable words with long vowels.**

**RF.2.3(d): Decode words with common prefixes and suffixes.**

***Daniel Boone***, Level P, NF-Biography

"Daniel Boone" is a name that brings the wild frontier to mind and with good reason. Daniel Boone lived in the early days of the United States when the country was still young and growing. The push to move west was led by men like Daniel Boone who had excellent hunting and tracking skills and knew how to survive in the wilderness. His amazing life story provides a glimpse of the wild frontier days of post-Revolution America."

***Landon's Pumpkins***, Level P, F-Realistic

Landon remembers last Halloween when he really messed up his pumpkin while trying to carve a jack-o'-lantern. This Halloween, he works with his dad on a plan to plant, grow, and harvest his own pumpkins so he will have enough for himself and his younger brother to practice carving. Landon successfully carries out his plan and ends up using the three R's--*reduce*, *reuse*, and *recycle*--in the process.

***Puppets***, Level N, NF-Informational

Have you ever wondered how puppets are made? Are you interested in learning how to make puppets

yourself? *Puppets* is a book that teaches the reader about the four basic kinds of puppets and how they are operated. The book also contains detailed instructions for making several puppets.

**RF.2.3(e): Identify words with inconsistent but common spelling-sound correspondences.**

**RF.2.3(f): Recognize and read grade-appropriate irregularly spelled words.**

**: Fluency**

**RF.2.4.: Read with sufficient accuracy and fluency to support comprehension.**

**RF.2.4(a): Read on-level text with purpose and understanding.**

***Aesop's Fables*, Level M, F-Folktale**

These short fables offer children a collection of simple yet valuable life lessons. Each tale uses animal characters to tell the story, and a moral is clearly stated at the end. This book is a great introduction to fables. The classic illustrations enrich the stories.

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It looks like Anna's school picnic will be ruined by rain. But Oma tells Anna about Opa's magic coat, which can change the weather. Anna dons the enormous coat and commands the sun to shine. In the beautiful weather, everyone has fun at the picnic--everyone except Anna. How can she enjoy a picnic while wearing a coat that makes her too slow to play and too hot to eat?

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*Breeds of Dogs* introduces the reader to seven different dog breeds. These include working and sporting breeds. The beloved family mutt is also discussed. Special features of various dogs are highlighted, and photos show the range of size, shape, and hair quality.

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*Colleen and the Leprechaun* is the story of an eight-year-old girl who takes a trip to Ireland to meet her grandparents for the first time. On the way to her grandparents' home, her grandfather fascinates her with stories of Celtic fairies and Irish legends, mysteriously warning her to watch for little people." Illustrations and maps support the text."

**Coral Reefs**, Level N, NF-Informational

Coral reefs are massive undersea communities where one quarter of all plants and animals in the ocean make their homes. Readers are invited to explore the diverse but fragile world of the coral reef. The author helps us learn more about why these unique communities are in need of our protection. Photographs, diagrams, captions, and a map support the text.

**Crocs and Gators**, Level L, NF-Informational

*Crocs and Gators* is a factual text that provides information about crocodilians. It describes their physical characteristics, habitats, and eating habits, as well as the four main types of crocodilians. The book also



discusses why some crocodilians are becoming endangered and what is being done to save them.

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*How Zebras Got Their Stripes* is a Ugandan folktale about two donkeys who are tired of working and want an easier life. They meet a wise man who turns the donkeys into zebras by painting them. The idea catches on, but some of the donkeys run out of patience and pay the price.

**Inside Your Body**, Level M, NF-Informational

*Inside Your Body* teaches children about some of the wonders of the human body. It explains the various systems that keep the body functioning like an amazing machine, from the skeletal system to the digestive system and more.

**Irma's Sandwich Shop**, Level O, F-Humorous

Who can resist a customized sandwich? This book takes the reader to Irma's Sandwich Shop, where Irma will make any kind of sandwich that is ordered for anyone--from little boys to vultures. Humorous illustrations support the text

**Jessica Loves Soccer**, Level L, F-Realistic

*Jessica Loves Soccer* is a story about a girl who loves to play soccer. One day the young heroine gets the chance to help her older brothers' soccer team, though few of the players believe she is up to the task. In the end Jessica is acknowledged as being a good soccer player, even by her brothers.

**Lance and His Bicycle**, Level K, NF-Biography

Lots of people like to ride bicycles, so what makes Lance Armstrong different? He is the only cyclist in the world to win the Tour de France, a difficult three-week-long bike race, seven times! His story of courage and determination inspires readers of all ages.

**Landon's Pumpkins**, Level P, F-Realistic

Landon remembers last Halloween when he really messed up his pumpkin while trying to carve a jack-o'-lantern. This Halloween, he works with his dad on a plan to plant, grow, and harvest his own pumpkins so he will have enough for himself and his younger brother to practice carving. Landon successfully carries out his plan and ends up using the three R's--*reduce*, *reuse*, and *recycle*--in the process.

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*Making Rice* is an informational text about rice and its importance in China. The book provides instructions on how to prepare and cook rice. Also included is a detailed, step-by-step recipe for chicken-fried rice that the whole family can enjoy

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Manatees are large, gentle sea mammals that are shaped like chubby dolphins and have pudgy, wrinkled faces. This book describes the various species of manatees, where they can be found, and their behaviors. It concludes with a discussion of the threats to manatee survival and steps being taken to protect these endangered animals.

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**Max**, Level P, F-Realistic

Max is very angry because he wants to be the boss" of something instead of being told what to do all the time. His parents work with him to find a solution to his anger but the solution ends up creating another problem--his parents become angry! Finally Max and his parents sit down to discuss the situation. They find a solution for managing anger that works for everyone."

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*Migrating Geese* explains how geese migrate from cold climates to warmer ones in the fall. Students will learn many amazing facts about geese and how they help each other on the long journey of migration. Informative illustrations accompany the text.

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At age 32 Sally Ride was not only the first American woman in space, she was also the youngest astronaut in NASA's history--male or female. This book highlights her accomplishments and describes her training. Other women astronauts are introduced, and the Challenger's excursions are described. NASA photographs and captions support the text.

**Sammy Stuffit**, Level N, F-Narrative

*Sammy Stuffit* is about a little boy who likes to collect and save lots of stuff. By the time he is an adult, he has collected so much stuff that he has to find places to store it all. Sammy finally realizes that all his stuff does not really make him happy, so he decides to give it all away. Readers will enjoy the illustrations, which humorously show just how much stuff Sammy has collected over the years.

**Sharks**, Level M, NF-Informational

*Sharks* describes the physical appearances, eating habits, and attack capabilities of sharks. The author points out that although sharks generally are thought of as dangerous killers, only a small percentage actually are. Some kinds of sharks are in danger of becoming extinct and need protection. The text is supported by photographs and illustrations.

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will help them understand the features that distinguish each group. Children will enjoy the images of exotic frogs, snakes, and lizards as they learn about them.

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Wind-in-the-Treetops is going on his first buffalo hunt with the men of his tribe. This short narrative describes the preparation for and the events of the hunt, and what the hunt means for the family. The illustrations bring the story to life.

**The Homework Lesson**, Level P, F-Fantasy

Ms. Rose's fifth grade class is a fun place to learn, but make sure you do your homework! It's true that no one likes to do homework, but what happens when you put it off? The pile grows and grows, Ms. Rose turns into a real monster, and life is not fun. The kids learn their lesson, and they never put off their homework again. Readers will enjoy the amusing way this message is expressed.

**The Story of Jeans**, Level M, NF-Informational

Blue jeans are as American as it gets, but do you know who invented them, how they became fashionable, or how they are made? *The Story of Jeans* answers these questions, taking the reader from the San Francisco Gold Rush to modern-day closets.

**The Three Little Pigs**, Level M, F-Fairy Tale

The classic folktale *The Three Little Pigs* is retold with rich description--featuring the big, bad wolf huffing and puffing to blow down the straw house, the stick house, and the brick house. Memorable lines such as "Not by the hair of my chinny chin chin!" add to the fun and the story ends with a breathless wolf toppling over in defeat. As expected the three little pigs live happily ever after in the brick house. Illustrations support the text."

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This retelling of the *The Three Little Pigs* is told from the wolf's point of view. Readers will sympathize with the homeless, freezing wolf as he suffers a cold and can't stop sneezing. Illustrations support the text.

**Troika: Canine Superhero**, Level O, F-Adventure

*Troika: Canine Superhero* recounts the adventures of a boy and his dog. Troika got his name after saving his master's life on three separate occasions. Despite losing a leg protecting his master from a grizzly

bear, Troika becomes the lead dog in their dogsled team. He saves his owner repeatedly during dangerous Arctic adventures. Because of Troika's bravery, his master calls him a superhero.

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People all over the world celebrate holidays rich in traditions. Celebrations include preparing and eating food, playing games, and telling stories. In this informational text, students learn about seven holidays from around the world and how each one is celebrated.

**RF.2.4(b): Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**

**RF.2.4(c): Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

**CC.W.2.: Writing Standards**

***: Text Types and Purposes***

**W.2.1.: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.**

**W.2.2.: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**

**W.2.3.: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**

***: Production and Distribution of Writing***

**W.2.4.: (Begins in grade 3)**

**W.2.5.: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**

**W.2.6.: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**

***: Research to Build and Present Knowledge***

**W.2.7.: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).**

**W.2.8.: Recall information from experiences or gather information from provided sources to answer a question.**

**W.2.9.: (Begins in grade 4)**

**: *Range of Writing***

**W.2.10.: (Begins in grade 3)**

**CC.SL.2.: Speaking and Listening Standards**

**: *Comprehension and Collaboration***

**SL.2.1.: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**

**SL.2.1(a): Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**

**SL.2.1(b): Build on others' talk in conversations by linking their comments to the remarks of others.**

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**SL.2.2.: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**

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**Fantastic Flying Machines**, Level P, NF-Informational

*Fantastic Flying Machines* is an informational book about the history behind the human fascination with flight. It describes the differences between the ways many human-made things fly: airplanes, helicopters, blimps, hot-air balloons, rockets, and spaceships. The author poses questions to readers, offering opportunities for self-reflection. Photographs and illustrations support the text.

**Puppets**, Level N, NF-Informational

Have you ever wondered how puppets are made? Are you interested in learning how to make puppets yourself? *Puppets* is a book that teaches the reader about the four basic kinds of puppets and how they are operated. The book also contains detailed instructions for making several puppets.

**Sharks**, Level M, NF-Informational

*Sharks* describes the physical appearances, eating habits, and attack capabilities of sharks. The author points out that although sharks generally are thought of as dangerous killers, only a small percentage actually are. Some kinds of sharks are in danger of becoming extinct and need protection. The text is supported by photographs and illustrations.

**The Buffalo Hunt**, Level N, F-Historical

Wind-in-the-Treetops is going on his first buffalo hunt with the men of his tribe. This short narrative describes the preparation for and the events of the hunt, and what the hunt means for the family. The illustrations bring the story to life.

**The Story of Jeans**, Level M, NF-Informational

Blue jeans are as American as it gets, but do you know who invented them, how they became fashionable, or how they are made? *The Story of Jeans* answers these questions, taking the reader from the San Francisco Gold Rush to modern-day closets.

**Whales, Level O, NF-Informational**

*Whales* is a factual text with photos that includes types of whales, feeding habits, sounds, reproduction, and migration. The author points out that many whales are endangered and in need of our respect and protection.

**SL.2.3.: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**

***: Presentation of Knowledge and Ideas***

**SL.2.4.: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**

**SL.2.5.: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.**

**SL.2.6.: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**

**CC.L.2.: Language Standards**

***: Conventions of Standard English***

**L.2.1.: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.2.1(a): Use collective nouns (e.g., group).**

**L.2.1(b): Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).**

**L.2.1(c): Use reflexive pronouns (e.g., myself, ourselves).**

## Common Core State Standards

### Language Arts

#### Grade 3

#### CC.RL.3.: Reading Standards for Literature

##### *: Key Ideas and Details*

**RL.3.1.: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**

##### ***A Big League for Little Players***, Level S, NF-Informational

*A Big League for Little Players* is an informational book about the history of Little League Baseball. It tells about the beginnings of baseball in America and how a league of young players was formed. Also highlighted is the Little League World Series, from its roots to the 2006 champions. Photographs support the text.

##### ***Exploring Tide Pools***, Level R, NF-Informational

A small pool of water in the rocks near the ocean's edge might not seem like an interesting place. But tide pools are natural aquariums, and there's plenty to explore. This informative leveled reader explains what causes the tides, how tide pools form, and which amazing creatures have adapted to life in these constantly changing environments.

##### ***Fireworks***, Level Q, NF-Informational

*Fireworks* is an informational text that provides an interesting history of fireworks. It also gives details about how fireworks are made and about the intense planning required to create professional fireworks displays. Fireworks safety is also addressed.

##### ***Monkey Business***, Level S, NF-Informational

Monkeys are fascinating animals. People love watching them, perhaps because they are so much like humans. *Monkey Business* discusses the distinctions between monkeys and apes, and between Old World and New World monkeys. Readers will also learn about the many different types of monkeys, where and how they live, and how they interact with people.

**Our Solar System**, Level S, NF-Informational

*Our Solar System* is an informational book that compares and contrasts the planets, and describes comets, asteroids, and other space features. Space related terminology and concepts in the book are supported by interesting photographs and fact boxes.

**Rattlers**, Level R, NF-Informational

The rattle of a rattlesnake can be a chilling sound, and we often think of rattlesnakes as the enemy. This book provides a balanced look at these snakes, how they live, and the good that they do. It also offers advice on how to avoid being bitten and what to do if you are bitten.

**Severe Weather**, Level T, NF-Informational

*Severe Weather* is a factual text that discusses temperature, air pressure, wind, and moisture, which combine to form various kinds of weather patterns. Thunderstorms, tornadoes, hurricanes, and blizzards are all forms of extreme weather that are discussed in this book. The book also talks about safety precautions that people can take to minimize the risk of injury during severe weather.

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*Sharks* describes the physical appearances, eating habits, and attack capabilities of sharks. The author points out that although sharks generally are thought of as dangerous killers, only a small percentage actually are. Some kinds of sharks are in danger of becoming extinct and need protection. The text is supported by photographs and illustrations.

**Speed**, Level R, NF-Informational

*Speed* is a fascinating book that describes how speed affects our everyday lives. Included are facts about the history of speed, animals that move at incredible speeds, and speeds of past and present--and perhaps future--modes of transportation. Exceptional photographs and illustrations support and enhance the text.

**RL.3.2.: 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.**



**Caribou Man**, Level T, F-Folktale

*Caribou Man* is an adaptation of an Eskimo folktale. Onhgarouk is an Eskimo man who lives in a village near the sea with his wife and two sons. After hearing his wife's father say that he is a terrible husband, Onhgarouk decides to leave home and learn how to become a better man. He becomes many different animals during his search. After many years, Onhgarouk returns home and becomes human again. He then devotes the rest of his life to applying the lessons he learned on his journey.

**Chinzaemon the Silent**, Level Q, F-Folktale

*Chinzaemon the Silent* is a Japanese folktale. Chinzaemon is the best armorer in the kingdom, and his swords make no sound when drawn. He goes to court to serve a good prince and plays jokes that seem quite silly but are in fact very wise. Beautiful, historically accurate illustrations accompany the text.

**How the Robin Stole Fire**, Level R, F-Folktale

*How the Robin Stole Fire* is a retelling of an Australian Aboriginal folktale. The story begins when a travel-weary old man shares the secret of fire with a group of hunter birds. The birds then set out to steal the fire from the cockatoo who hoards it. The tale explains both the origins of useful fire and the brush fires that periodically sweeps the grasslands of the Australian outback. Whimsical illustrations support the text.

**Murdoch's Path**, Level R, F-Folktale

In this folktale-style story by famous Irish author Juliana Horatia Ewing, poor Pat finds himself dancing with the fairies after he accidentally takes the infamous *Murdoch's Path*. Fortunately, Pat knows his manners, and the fairies richly reward him despite his trespasses. But when a greedy shoemaker tries to duplicate Pat's success, he finds that the fairies aren't so generous to those who would trick them.

**The Golden Flute**, Level Q, F-Folktale

A traditional Chinese folktale, *The Golden Flute* recounts the story of a little girl who is taken from her mother by an evil dragon. A series of magical events lead up to the girl's rescue. Readers will follow along as the girl's brother travels on the age-old journey of good versus evil to conquer the dragon and rescue his sister.

**RL.3.3.: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**

**Losing Grandpa**, Level S, F-Realistic

Hannah's grandpa has lived with Hannah and her mother since Hannah was two years old. One day while she is at school, Grandpa has a stroke. Hannah is able to visit him in the hospital and talks to him even though he is in a coma. With her mother's help, Hannah learns how to cope with her feelings while her grandfather is sick and when he eventually dies. This thoughtful book offers young readers a realistic look at loving--and--losing--someone they care deeply about.

**The Thesaurus**, Level R, F-Realistic

When the students in Mrs. Ellis's class are asked to bring a thesaurus to class, Angie Jarrett is thrilled and amazed. Thrilled that she can bring what she believes to be a dinosaur to class, and amazed that, according to Mrs. Ellis, one lives in the home of every student in the class. When Angie's mother gives her a book instead of a dinosaur, Angie is terribly disappointed. But Angie learns to love the book and the words she discovers inside. *The Thesaurus* provides a charming introduction to using resource materials.

**The Trouble with English**, Level S, F-Personal Recount

*The Trouble with English* is the story of a girl named Ting Yao who moves from China to the United States. The book is a first-person account of her experiences learning English at school. She has many difficulties with the unfamiliar idioms, pronunciations, and spellings of the English language. Ting Yao relates her frustrations with learning this new language but realizes that she will eventually master English.

**RL.3.4.: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**

**RL.3.5.: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**

**RL.3.6.: Distinguish their own point of view from that of the narrator or those of the characters.**

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Hannah's grandpa has lived with Hannah and her mother since Hannah was two years old. One day while she is at school, Grandpa has a stroke. Hannah is able to visit him in the hospital and talks to him even though he is in a coma. With her mother's help, Hannah learns how to cope with her feelings while her grandfather is sick and when he eventually dies. This thoughtful book offers young readers a realistic look at loving--and--losing--someone they care deeply about.

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**: *Integration of Knowledge and Ideas***

**RL.3.7.: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).**

**RL.3.8.: (Not applicable to literature)**

**RL.3.9.: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).**

**RL.3.10.: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.**

**: Range of Reading and Level of Text Complexity**

**Caribou Man**, Level T, F-Folktale

*Caribou Man* is an adaptation of an Eskimo folktale. Onhgarouk is an Eskimo man who lives in a village near the sea with his wife and two sons. After hearing his wife's father say that he is a terrible husband, Onhgarouk decides to leave home and learn how to become a better man. He becomes many different animals during his search. After many years, Onhgarouk returns home and becomes human again. He then devotes the rest of his life to applying the lessons he learned on his journey.

**Chinzaemon the Silent**, Level Q, F-Folktale

*Chinzaemon the Silent* is a Japanese folktale. Chinzaemon is the best armorer in the kingdom, and his swords make no sound when drawn. He goes to court to serve a good prince and plays jokes that seem quite silly but are in fact very wise. Beautiful, historically accurate illustrations accompany the text.

**How the Robin Stole Fire**, Level R, F-Folktale

*How the Robin Stole Fire* is a retelling of an Australian Aboriginal folktale. The story begins when a travel-weary old man shares the secret of fire with a group of hunter birds. The birds then set out to steal the fire from the cockatoo who hoards it. The tale explains both the origins of useful fire and the brush fires that periodically sweeps the grasslands of the Australian outback. Whimsical illustrations support the text.

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**Ricardo's Dilemma**, Level T, F-Realistic

Ricardo loves to play soccer. He is very good at the game, and his team is one of the contenders for the championship. One day, his class goes on a field trip to see the ballet. Ricardo is so impressed by the dancers' performance and ability that he decides to take ballet classes. The trouble is, he is afraid to tell his friends. In the end, Ricardo's ballet training helps him become a hero.

**The Golden Flute**, Level Q, F-Folktale

A traditional Chinese folktale, *The Golden Flute* recounts the story of a little girl who is taken from her mother by an evil dragon. A series of magical events lead up to the girl's rescue. Readers will follow along as the girl's brother travels on the age-old journey of good versus evil to conquer the dragon and rescue his sister.

**The International T-Shirt Challenge**, Level S, F-Realistic

*The International T-Shirt Challenge* features two friends who challenge each other with weekly questions. This week's puzzler, labeled the International T-Shirt Challenge, challenges one of the friends to spend \$500 on T-shirts in five different countries. Using his weblog, he attempts to get information from kids all around the world to help complete the challenge. Photographs, illustrations, and charts support the text.

**The Thesaurus**, Level R, F-Realistic

When the students in Mrs. Ellis's class are asked to bring a thesaurus to class, Angie Jarrett is thrilled and amazed. Thrilled that she can bring what she believes to be a dinosaur to class, and amazed that, according to Mrs. Ellis, one lives in the home of every student in the class. When Angie's mother gives her a book instead of a dinosaur, Angie is terribly disappointed. But Angie learns to love the book and the words she discovers inside. *The Thesaurus* provides a charming introduction to using resource materials.

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**CC.RI.3.: Reading Standards for Informational Text**

***: Key Ideas and Details***

**RI.3.1.: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**

**A Big League for Little Players**, Level S, NF-Informational

*A Big League for Little Players* is an informational book about the history of Little League Baseball. It tells about the beginnings of baseball in America and how a league of young players was formed. Also highlighted is the Little League World Series, from its roots to the 2006 champions. Photographs support the text.

**Castles**, Level Q, NF-Informational

*Castles* is a factual text that describes castle building from early times through recently constructed castles. Details about interior and exterior features are included. The reader also learns about the people who lived in and around medieval castles. Both photos and illustrations support this informative text.

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**Our Solar System**, Level S, NF-Informational

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**Rattlers**, Level R, NF-Informational

The rattle of a rattlesnake can be a chilling sound, and we often think of rattlesnakes as the enemy. This book provides a balanced look at these snakes, how they live, and the good that they do. It also offers advice on how to avoid being bitten and what to do if you are bitten.

**Severe Weather**, Level T, NF-Informational

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**Sharks**, Level Q, NF-Informational

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**Skydiving**, Level R, NF - Interview

Expert skydiver Bob Gates answers questions about his experiences as a skydiver in this interesting and informative interview. Readers who are unfamiliar with the interview format will find it engaging and easy to read. Many of the photos in *Skydiving* are quite dramatic and are sure to pique the reader's curiosity about the sport.

**Speed**, Level R, NF-Informational

*Speed* is a fascinating book that describes how speed affects our everyday lives. Included are facts about the history of speed, animals that move at incredible speeds, and speeds of past and present--and perhaps future--modes of transportation. Exceptional photographs and illustrations support and enhance the text.

**RI.3.2.: Determine the main idea of a text; recount the key details and explain how they support the main idea**

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**RI.3.3.: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.**

***: Craft and Structure***

**RI.3.4.: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.**

***Castles***, Level Q, NF-Informational

*Castles* is a factual text that describes castle building from early times through recently constructed castles. Details about interior and exterior features are included. The reader also learns about the people who lived in and around medieval castles. Both photos and illustrations support this informative text.

***How the Robin Stole Fire***, Level R, F-Folktale

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**RI.3.5.: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.**

**RI.3.6.: Distinguish their own point of view from that of the author of a text.**

***: Integration of Knowledge and Ideas***

**RI.3.7.: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).**

**RI.3.8.: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).**

**Camouflage**, Level T, NF-Biography

*Camouflage* is a factual book that gives descriptions and examples of some of the fascinating kinds of camouflage used by animals. Why animals need camouflage and how they use it are some of the details presented in this book. It also discusses the development of camouflage.

**Holidays Around the World**, Level T, NF-Informational

People around the world express themselves most joyfully through their holidays. This book takes a look at many of the major holidays that take place from November through March, one of the busiest holiday seasons. Students will learn through sensitive text and photographs how kids just like them celebrate Hanukkah, Ramadan, Christmas, Kwanzaa, Chinese New Year, Holi, and the international celebration of the new year.

**Martin Luther King, Jr., Level S, NF-Biography**

Martin Luther King, Jr., was an African American who worked hard for the rights of black people and for freedom for all people. This book recounts his courageous and principled life, from his birth in Atlanta, Georgia, in 1929 to his death in Memphis, Tennessee, in 1968.

**Severe Weather, Level T, NF-Informational**

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**Speed, Level R, NF-Informational**

*Speed* is a fascinating book that describes how speed affects our everyday lives. Included are facts about the history of speed, animals that move at incredible speeds, and speeds of past and present--and perhaps future--modes of transportation. Exceptional photographs and illustrations support and enhance the text.

**RI.3.9.: Compare and contrast the most important points and key details presented in two texts on the same topic.**

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**: Range of Reading and Level of Text Complexity**

**RI.3.10.: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.**

**A Big League for Little Players**, Level S, NF-Informational

*A Big League for Little Players* is an informational book about the history of Little League Baseball. It tells about the beginnings of baseball in America and how a league of young players was formed. Also highlighted is the Little League World Series, from its roots to the 2006 champions. Photographs support the text.

**Art Around Us**, Level T, NF-Informational

*Art Around Us* is an informational book that teaches readers about different kinds of artists and the varied and sometimes unusual art they create. Painters, sculptors, potters, glass blowers, and fiber artists are highlighted. Photographs and captions support the text.

**Camouflage**, Level T, NF-Biography

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**Exploring Tide Pools**, Level R, NF-Informational

A small pool of water in the rocks near the ocean's edge might not seem like an interesting place. But tide pools are natural aquariums, and there's plenty to explore. This informative leveled reader explains what causes the tides, how tide pools form, and which amazing creatures have adapted to life in these constantly changing environments.

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**Lance Armstrong**, Level T, NF-Biography

This biography of Lance Armstrong tells the story of his determination to be a world-class athlete and cyclist. It talks about his childhood and training, and how Lance Armstrong overcame serious obstacles, especially cancer, to win the Tour de France cycling race a record seven years in a row. His strongest message to the world is, "Don't give up."

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**Our Solar System**, Level S, NF-Informational

*Our Solar System* is an informational book that compares and contrasts the planets, and describes comets, asteroids, and other space features. Space related terminology and concepts in the book are supported by interesting photographs and fact boxes.

**Rattlers**, Level R, NF-Informational

The rattle of a rattlesnake can be a chilling sound, and we often think of rattlesnakes as the enemy. This book provides a balanced look at these snakes, how they live, and the good that they do. It also offers advice on how to avoid being bitten and what to do if you are bitten.

**Severe Weather**, Level T, NF-Informational

*Severe Weather* is a factual text that discusses temperature, air pressure, wind, and moisture, which combine to form various kinds of weather patterns. Thunderstorms, tornadoes, hurricanes, and blizzards are all forms of extreme weather that are discussed in this book. The book also talks about safety precautions that people can take to minimize the risk of injury during severe weather.

**Sharks**, Level Q, NF-Informational

*Sharks* describes the physical appearances, eating habits, and attack capabilities of sharks. The author points out that although sharks generally are thought of as dangerous killers, only a small percentage actually are. Some kinds of sharks are in danger of becoming extinct and need protection. The text is supported by photographs and illustrations.

**Skydiving**, Level R, NF - Interview

Expert skydiver Bob Gates answers questions about his experiences as a skydiver in this interesting and informative interview. Readers who are unfamiliar with the interview format will find it engaging and easy to read. Many of the photos in *Skydiving* are quite dramatic and are sure to pique the reader's curiosity about the sport.

**Speed**, Level R, NF-Informational

*Speed* is a fascinating book that describes how speed affects our everyday lives. Included are facts about the history of speed, animals that move at incredible speeds, and speeds of past and present--and perhaps future--modes of transportation. Exceptional photographs and illustrations support and enhance the text.

**CC.RF.3.: Reading Standards: Foundational Skills**

**: *Phonics and Word Recognition***

**RF.3.3.: Know and apply grade-level phonics and word analysis skills in decoding words.**

**RF.3.3(a): Identify and know the meaning of the most common prefixes and derivational suffixes.**

**Camouflage**, Level T, NF-Biography

*Camouflage* is a factual book that gives descriptions and examples of some of the fascinating kinds of camouflage used by animals. Why animals need camouflage and how they use it are some of the details presented in this book. It also discusses the development of camouflage.

**Holidays Around the World**, Level T, NF-Informational

People around the world express themselves most joyfully through their holidays. This book takes a look at many of the major holidays that take place from November through March, one of the busiest holiday seasons. Students will learn through sensitive text and photographs how kids just like them celebrate Hanukkah, Ramadan, Christmas, Kwanzaa, Chinese New Year, Holi, and the international celebration of the new year.

**Rattlers**, Level R, NF-Informational

The rattle of a rattlesnake can be a chilling sound, and we often think of rattlesnakes as the enemy. This book provides a balanced look at these snakes, how they live, and the good that they do. It also offers advice on how to avoid being bitten and what to do if you are bitten.

**RF.3.3(b): Decode words with common Latin suffixes.**

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**RF.3.3(c): Decode multisyllable words.**

**RF.3.3(d): Read grade-appropriate irregularly spelled words.**

**: Fluency**

**RF.3.4.: Read with sufficient accuracy and fluency to support comprehension.**

**RF.3.4(a): Read on-level text with purpose and understanding.**

**A Big League for Little Players**, Level S, NF-Informational

*A Big League for Little Players* is an informational book about the history of Little League Baseball. It tells about the beginnings of baseball in America and how a league of young players was formed. Also highlighted is the Little League World Series, from its roots to the 2006 champions. Photographs support the text.

**Art Around Us**, Level T, NF-Informational

*Art Around Us* is an informational book that teaches readers about different kinds of artists and the varied and sometimes unusual art they create. Painters, sculptors, potters, glass blowers, and fiber artists are highlighted. Photographs and captions support the text.

**Camouflage**, Level T, NF-Biography

*Camouflage* is a factual book that gives descriptions and examples of some of the fascinating kinds of camouflage used by animals. Why animals need camouflage and how they use it are some of the details presented in this book. It also discusses the development of camouflage.

**Caribou Man**, Level T, F-Folktale

*Caribou Man* is an adaptation of an Eskimo folktale. Onhgarouk is an Eskimo man who lives in a village near the sea with his wife and two sons. After hearing his wife's father say that he is a terrible husband, Onhgarouk decides to leave home and learn how to become a better man. He becomes many different animals during his search. After many years, Onhgarouk returns home and becomes human again. He then devotes the rest of his life to applying the lessons he learned on his journey.

**Castles**, Level Q, NF-Informational

*Castles* is a factual text that describes castle building from early times through recently constructed castles. Details about interior and exterior features are included. The reader also learns about the people who lived in and around medieval castles. Both photos and illustrations support this informative text.

**Chinzaemon the Silent**, Level Q, F-Folktale

*Chinzaemon the Silent* is a Japanese folktale. Chinzaemon is the best armorer in the kingdom, and his swords make no sound when drawn. He goes to court to serve a good prince and plays jokes that seem quite silly but are in fact very wise. Beautiful, historically accurate illustrations accompany the text.



**Exploring Tide Pools**, Level R, NF-Informational

A small pool of water in the rocks near the ocean's edge might not seem like an interesting place. But tide pools are natural aquariums, and there's plenty to explore. This informative leveled reader explains what causes the tides, how tide pools form, and which amazing creatures have adapted to life in these constantly changing environments.

**Fireworks**, Level Q, NF-Informational

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**Lance Armstrong**, Level T, NF-Biography

This biography of Lance Armstrong tells the story of his determination to be a world-class athlete and cyclist. It talks about his childhood and training, and how Lance Armstrong overcame serious obstacles, especially cancer, to win the Tour de France cycling race a record seven years in a row. His strongest message to the world is, "Don't give up."

**Losing Grandpa**, Level S, F-Realistic

Hannah's grandpa has lived with Hannah and her mother since Hannah was two years old. One day while she is at school, Grandpa has a stroke. Hannah is able to visit him in the hospital and talks to him even though he is in a coma. With her mother's help, Hannah learns how to cope with her feelings while her grandfather is sick and when he eventually dies. This thoughtful book offers young readers a realistic look at loving--and--losing--someone they care deeply about.

**Martin Luther King, Jr.**, Level S, NF-Biography

Martin Luther King, Jr., was an African American who worked hard for the rights of black people and for freedom for all people. This book recounts his courageous and principled life, from his birth in Atlanta, Georgia, in 1929 to his death in Memphis, Tennessee, in 1968.

**Monkey Business**, Level S, NF-Informational

Monkeys are fascinating animals. People love watching them, perhaps because they are so much like humans. *Monkey Business* discusses the distinctions between monkeys and apes, and between Old World and New World monkeys. Readers will also learn about the many different types of monkeys, where and how they live, and how they interact with people.

**Murdoch's Path**, Level R, F-Folktale

In this folktale-style story by famous Irish author Juliana Horatia Ewing, poor Pat finds himself dancing with the fairies after he accidentally takes the infamous *Murdoch's Path*. Fortunately, Pat knows his manners, and the fairies richly reward him despite his trespasses. But when a greedy shoemaker tries to duplicate Pat's success, he finds that the fairies aren't so generous to those who would trick them.

**Our Solar System**, Level S, NF-Informational

*Our Solar System* is an informational book that compares and contrasts the planets, and describes comets, asteroids, and other space features. Space related terminology and concepts in the book are supported by interesting photographs and fact boxes.

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**Ricardo's Dilemma**, Level T, F-Realistic

Ricardo loves to play soccer. He is very good at the game, and his team is one of the contenders for the championship. One day, his class goes on a field trip to see the ballet. Ricardo is so impressed by the dancers' performance and ability that he decides to take ballet classes. The trouble is, he is afraid to tell his friends. In the end, Ricardo's ballet training helps him become a hero.

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**Skydiving**, Level R, NF - Interview

Expert skydiver Bob Gates answers questions about his experiences as a skydiver in this interesting and informative interview. Readers who are unfamiliar with the interview format will find it engaging and easy to read. Many of the photos in *Skydiving* are quite dramatic and are sure to pique the reader's curiosity about the sport.

**The Golden Flute**, Level Q, F-Folktale

A traditional Chinese folktale, *The Golden Flute* recounts the story of a little girl who is taken from her mother by an evil dragon. A series of magical events lead up to the girl's rescue. Readers will follow along as the girl's brother travels on the age-old journey of good versus evil to conquer the dragon and rescue his sister.

**The International T-Shirt Challenge**, Level S, F-Realistic

*The International T-Shirt Challenge* features two friends who challenge each other with weekly questions. This week's puzzler, labeled the International T-Shirt Challenge, challenges one of the friends to spend \$500 on T-shirts in five different countries. Using his weblog, he attempts to get information from kids all around the world to help complete the challenge. Photographs, illustrations, and charts support the text.

**The Trouble with English**, Level S, F-Personal Recount

*The Trouble with English* is the story of a girl named Ting Yao who moves from China to the United States. The book is a first-person account of her experiences learning English at school. She has many difficulties with the unfamiliar idioms, pronunciations, and spellings of the English language. Ting Yao relates her frustrations with learning this new language but realizes that she will eventually master English.

**RF.3.4(b): Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings**

**RF.3.4(c): Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

***The Trouble with English*, Level S, F-Personal Recount**

*The Trouble with English* is the story of a girl named Ting Yao who moves from China to the United States. The book is a first-person account of her experiences learning English at school. She has many difficulties with the unfamiliar idioms, pronunciations, and spellings of the English language. Ting Yao relates her frustrations with learning this new language but realizes that she will eventually master English.

**CC.W.3.: Writing Standards**

***: Text Types and Purposes***

**W.3.1.: Write opinion pieces on topics or texts, supporting a point of view with reasons.**

**W.3.1(a): Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.**

**W.3.1(b): Provide reasons that support the opinion.**

**W.3.1(c): Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.**

**W.3.1(d): Provide a concluding statement or section.**

**W.3.2.: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

**W.3.2(a): Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.**

**W.3.2(b): Develop the topic with facts, definitions, and details.**

**W.3.2(c): Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.**

**W.3.2(d): Provide a concluding statement or section.**

**W.3.3.: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

**W.3.3(a): Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**

**W.3.3(b): Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.**

**W.3.3(c): Use temporal words and phrases to signal event order.**

**W.3.3(d): Provide a sense of closure.**

***: Production and Distribution of Writing***

**W.3.4.: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)**

**W.3.5.: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**

**W.3.6.: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.**

***: Research to Build and Present Knowledge***

**W.3.7.: Conduct short research projects that build knowledge about a topic.**

**W.3.8.: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.**

**W.3.9.: (Begins in grade 4)**

***: Range of Writing***

**W.3.10.: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

**CC.SL.3.: Speaking and Listening Standards**

***: Comprehension and Collaboration***

**SL.3.1.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**

**SL.3.1(a): 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.**

**SL.3.1(b): Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**

**SL.3.1(c): Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.**

**SL.3.1(d): Explain their own ideas and understanding in light of the discussion.**

**SL.3.2.: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**

***A Big League for Little Players, Level S, NF-Informational***

*A Big League for Little Players* is an informational book about the history of Little League Baseball. It tells about the beginnings of baseball in America and how a league of young players was formed. Also highlighted is the Little League World Series, from its roots to the 2006 champions. Photographs support the text.

***Castles, Level Q, NF-Informational***

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**SL.3.3.: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.**

**: Presentation of Knowledge and Ideas**

**SL.3.4.: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.**

**SL.3.5.: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.**

**SL.3.6.: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**

**CC.L.3.: Language Standards**

***: Conventions of Standard English***

**L.3.1.: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.3.1(a): Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.**

***Camouflage*, Level T, NF-Biography**

*Camouflage* is a factual book that gives descriptions and examples of some of the fascinating kinds of camouflage used by animals. Why animals need camouflage and how they use it are some of the details presented in this book. It also discusses the development of camouflage.

***Chinzaemon the Silent*, Level Q, F-Folktale**

*Chinzaemon the Silent* is a Japanese folktale. Chinzaemon is the best armorer in the kingdom, and his swords make no sound when drawn. He goes to court to serve a good prince and plays jokes that seem quite silly but are in fact very wise. Beautiful, historically accurate illustrations accompany the text.

***Martin Luther King, Jr.*, Level S, NF-Biography**

Martin Luther King, Jr., was an African American who worked hard for the rights of black people and for freedom for all people. This book recounts his courageous and principled life, from his birth in Atlanta, Georgia, in 1929 to his death in Memphis, Tennessee, in 1968.

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**Ricardo's Dilemma**, Level T, F-Realistic

Ricardo loves to play soccer. He is very good at the game, and his team is one of the contenders for the championship. One day, his class goes on a field trip to see the ballet. Ricardo is so impressed by the dancers' performance and ability that he decides to take ballet classes. The trouble is, he is afraid to tell his friends. In the end, Ricardo's ballet training helps him become a hero.

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**Speed**, Level R, NF-Informational

*Speed* is a fascinating book that describes how speed affects our everyday lives. Included are facts about the history of speed, animals that move at incredible speeds, and speeds of past and present--and perhaps future--modes of transportation. Exceptional photographs and illustrations support and enhance the text.

**L.3.1(b): Form and use regular and irregular plural nouns.**

**The Golden Flute**, Level Q, F-Folktale

A traditional Chinese folktale, *The Golden Flute* recounts the story of a little girl who is taken from her mother by an evil dragon. A series of magical events lead up to the girl's rescue. Readers will follow along as the girl's brother travels on the age-old journey of good versus evil to conquer the dragon and rescue his sister.

**L.3.1(c): Use abstract nouns (e.g., childhood).**

**L.3.1(d): Form and use regular and irregular verbs.**

**Camouflage**, Level T, NF-Biography

*Camouflage* is a factual book that gives descriptions and examples of some of the fascinating kinds of camouflage used by animals. Why animals need camouflage and how they use it are some of the details presented in this book. It also discusses the development of camouflage.

**L.3.1(e): Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.**

**Art Around Us**, Level T, NF-Informational

*Art Around Us* is an informational book that teaches readers about different kinds of artists and the varied and sometimes unusual art they create. Painters, sculptors, potters, glass blowers, and fiber artists are highlighted. Photographs and captions support the text.

**L.3.1(f): Ensure subject-verb and pronoun-antecedent agreement.**

**The Thesaurus**, Level R, F-Realistic

When the students in Mrs. Ellis's class are asked to bring a thesaurus to class, Angie Jarrett is thrilled and amazed. Thrilled that she can bring what she believes to be a dinosaur to class, and amazed that, according to Mrs. Ellis, one lives in the home of every student in the class. When Angie's mother gives her a book instead of a dinosaur, Angie is terribly disappointed. But Angie learns to love the book and the words she discovers inside. *The Thesaurus* provides a charming introduction to using resource materials.

**L.3.1(g): Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.**

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**L.3.1(h): Use coordinating and subordinating conjunctions.**

**Caribou Man**, Level T, F-Folktale

*Caribou Man* is an adaptation of an Eskimo folktale. Onhgarouk is an Eskimo man who lives in a village near the sea with his wife and two sons. After hearing his wife's father say that he is a terrible husband, Onhgarouk decides to leave home and learn how to become a better man. He becomes many different animals during his search. After many years, Onhgarouk returns home and becomes human again. He then devotes the rest of his life to applying the lessons he learned on his journey.

**L.3.1(i): Produce simple, compound, and complex sentences.**

**L.3.2.: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.3.2(a): Capitalize appropriate words in titles.**

**L.3.2(b): Use commas in addresses.**

**Fireworks**, *Level Q, NF-Informational*

*Fireworks* is an informational text that provides an interesting history of fireworks. It also gives details about how fireworks are made and about the intense planning required to create professional fireworks displays. Fireworks safety is also addressed.

**Losing Grandpa**, *Level S, F-Realistic*

Hannah's grandpa has lived with Hannah and her mother since Hannah was two years old. One day while she is at school, Grandpa has a stroke. Hannah is able to visit him in the hospital and talks to him even though he is in a coma. With her mother's help, Hannah learns how to cope with her feelings while her grandfather is sick and when he eventually dies. This thoughtful book offers young readers a realistic look at loving--and--losing--someone they care deeply about.

**Severe Weather**, *Level T, NF-Informational*

*Severe Weather* is a factual text that discusses temperature, air pressure, wind, and moisture, which combine to form various kinds of weather patterns. Thunderstorms, tornadoes, hurricanes, and blizzards are all forms of extreme weather that are discussed in this book. The book also talks about safety precautions that people can take to minimize the risk of injury during severe weather.

**L.3.2(c): Use commas and quotation marks in dialogue.**

**Exploring Tide Pools**, *Level R, NF-Informational*

A small pool of water in the rocks near the ocean's edge might not seem like an interesting place. But tide pools are natural aquariums, and there's plenty to explore. This informative leveled reader explains what causes the tides, how tide pools form, and which amazing creatures have adapted to life in these constantly changing environments.

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**How the Robin Stole Fire**, Level R, F-Folktale

*How the Robin Stole Fire* is a retelling of an Australian Aboriginal folktale. The story begins when a travel-weary old man shares the secret of fire with a group of hunter birds. The birds then set out to steal the fire from the cockatoo who hoards it. The tale explains both the origins of useful fire and the brush fires that periodically sweeps the grasslands of the Australian outback. Whimsical illustrations support the text.

**Losing Grandpa**, Level S, F-Realistic

Hannah's grandpa has lived with Hannah and her mother since Hannah was two years old. One day while she is at school, Grandpa has a stroke. Hannah is able to visit him in the hospital and talks to him even though he is in a coma. With her mother's help, Hannah learns how to cope with her feelings while her grandfather is sick and when he eventually dies. This thoughtful book offers young readers a realistic look at loving--and--losing--someone they care deeply about.

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**L.3.2(d): Form and use possessives.**

**A Big League for Little Players**, Level S, NF-Informational

*A Big League for Little Players* is an informational book about the history of Little League Baseball. It tells about the beginnings of baseball in America and how a league of young players was formed. Also highlighted is the Little League World Series, from its roots to the 2006 champions. Photographs support the text.

**Murdoch's Path**, Level R, F-Folktale

In this folktale-style story by famous Irish author Juliana Horatia Ewing, poor Pat finds himself dancing with the fairies after he accidentally takes the infamous *Murdoch's Path*. Fortunately, Pat knows his manners, and the fairies richly reward him despite his trespasses. But when a greedy shoemaker tries to duplicate Pat's success, he finds that the fairies aren't so generous to those who would trick them.

**L.3.2(e): Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).**

**Holidays Around the World**, Level T, NF-Informational

People around the world express themselves most joyfully through their holidays. This book takes a look at many of the major holidays that take place from November through March, one of the busiest holiday seasons. Students will learn through sensitive text and photographs how kids just like them celebrate Hanukkah, Ramadan, Christmas, Kwanzaa, Chinese New Year, Holi, and the international celebration of the new year.

**Rattlers**, Level R, NF-Informational

The rattle of a rattlesnake can be a chilling sound, and we often think of rattlesnakes as the enemy. This book provides a balanced look at these snakes, how they live, and the good that they do. It also offers advice on how to avoid being bitten and what to do if you are bitten.

**L.3.2(f): Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.**

**L.3.2(g): Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**

***: Knowledge of Language***

**L.3.3.: Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

**L.3.3(a): Choose words and phrases for effect.**

**L.3.3(b): Recognize and observe differences between the conventions of spoken and written standard English.**

***: Vocabulary Acquisition and Use***

**L.3.4.: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**

**L.3.4(a): Use sentence-level context as a clue to the meaning of a word or phrase**

***The Trouble with English***, Level S, F-Personal Recount

*The Trouble with English* is the story of a girl named Ting Yao who moves from China to the United States. The book is a first-person account of her experiences learning English at school. She has many difficulties with the unfamiliar idioms, pronunciations, and spellings of the English language. Ting Yao relates her frustrations with learning this new language but realizes that she will eventually master English.

**L.3.4(b): Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).**

***Camouflage***, Level T, NF-Biography

*Camouflage* is a factual book that gives descriptions and examples of some of the fascinating kinds of camouflage used by animals. Why animals need camouflage and how they use it are some of the details presented in this book. It also discusses the development of camouflage.

**L.3.4(c): Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).**

**L.3.4(d): Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.**

**L.3.5.: Demonstrate understanding of word relationships and nuances in word meanings.**

**L.3.5(a): Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).**

***The Trouble with English***, Level S, F-Personal Recount

*The Trouble with English* is the story of a girl named Ting Yao who moves from China to the United States. The book is a first-person account of her experiences learning English at school. She has many difficulties with the unfamiliar idioms, pronunciations, and spellings of the English language. Ting Yao relates her frustrations with learning this new language but realizes that she will eventually master English.

**L.3.5(b): Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).**

**L.3.5(c): Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).**

**Sharks**, Level Q, NF-Informational

*Sharks* describes the physical appearances, eating habits, and attack capabilities of sharks. The author points out that although sharks generally are thought of as dangerous killers, only a small percentage actually are. Some kinds of sharks are in danger of becoming extinct and need protection. The text is supported by photographs and illustrations.

**Speed**, Level R, NF-Informational

*Speed* is a fascinating book that describes how speed affects our everyday lives. Included are facts about the history of speed, animals that move at incredible speeds, and speeds of past and present--and perhaps future--modes of transportation. Exceptional photographs and illustrations support and enhance the text.

**L.3.6.: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).**

**Castles**, Level Q, NF-Informational

*Castles* is a factual text that describes castle building from early times through recently constructed castles. Details about interior and exterior features are included. The reader also learns about the people who lived in and around medieval castles. Both photos and illustrations support this informative text.

**How the Robin Stole Fire**, Level R, F-Folktale

*How the Robin Stole Fire* is a retelling of an Australian Aboriginal folktale. The story begins when a travel-weary old man shares the secret of fire with a group of hunter birds. The birds then set out to steal the fire from the cockatoo who hoards it. The tale explains both the origins of useful fire and the brush fires that periodically sweeps the grasslands of the Australian outback. Whimsical illustrations support the text.

**Monkey Business**, Level S, NF-Informational

Monkeys are fascinating animals. People love watching them, perhaps because they are so much like humans. *Monkey Business* discusses the distinctions between monkeys and apes, and between Old World and New World monkeys. Readers will also learn about the many different types of monkeys, where and how they live, and how they interact with people.

**Our Solar System**, Level S, NF-Informational

*Our Solar System* is an informational book that compares and contrasts the planets, and describes comets, asteroids, and other space features. Space related terminology and concepts in the book are supported by interesting photographs and fact boxes.

**Rattlers**, Level R, NF-Informational

The rattle of a rattlesnake can be a chilling sound, and we often think of rattlesnakes as the enemy. This book provides a balanced look at these snakes, how they live, and the good that they do. It also offers advice on how to avoid being bitten and what to do if you are bitten.

**Severe Weather**, Level T, NF-Informational

*Severe Weather* is a factual text that discusses temperature, air pressure, wind, and moisture, which combine to form various kinds of weather patterns. Thunderstorms, tornadoes, hurricanes, and blizzards are all forms of extreme weather that are discussed in this book. The book also talks about safety precautions that people can take to minimize the risk of injury during severe weather.



## Common Core State Standards

### Language Arts

#### Grade 4

#### CCSS.ELA-Literacy.RL.4: Reading Standards for Literature

**CCSS.ELA-Literacy.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

***Don't Wake the Mummy*, Level U, F-Adventure**

*Don't Wake the Mummy* is a fictional story about a fourth-grade girl and boy who go to Egypt on a class trip. While touring a pyramid, they accidentally waken a mummy in a burial chamber, which begins a humorous and exciting adventure. The children strategize to solve the problem and to avoid getting in trouble with their teacher.

**CCSS.ELA-Literacy.RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.**

***Robin Hood Wins the Sheriff's Golden Arrow*, Level U, F-Folktale**

In this tale about Robin Hood and his band of Merry Men, the Sheriff of Nottingham sets out to trick and capture the famous thief. Knowing that Robin Hood is the best archer in the kingdom, the Sheriff arranges an archery contest--with a prize that is hard to resist. Little does he know that Robin Hood is wise to his plan and is about to trick the Sheriff at his own game.

***Robin Hood and the King*, Level W, F-Folktale**

In this tale about Robin Hood and his band of Merry Men, the king sets out to meet Robin Hood. He loves all sports and knows Robin Hood and his men are the best archers in the kingdom. So he disguises himself as an abbot and heads through Sherwood Forest with a hundred pounds in his pouch. Robin Hood and his men take his gold but promise the king a show of fine archery, wrestling, and swordplay.

***Samson: A Horse Story*, Level U, F-Narrative**

*Samson: A Horse Story* is written from the point of view of a ten-year-old girl's journal entries. She is devastated when her parents inherit a farm and she has to leave her friends to stay there for the summer. Not until she secretly reads her deceased aunt's journal does she realize the reason she's

there. She grows to appreciate the farm as she becomes attached to Samson, the horse that was left to her. Illustrations support the text.

**CCSS.ELA-Literacy.RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).**

***Ocean Quiz***, Level W, F-Folktale

Maggie and her best friend, Caroline, have been picked to join the team that will represent their school at the annual Kid Quiz Bowl. As they research the topic of oceans, Tad, the school know-it-all, acts as though he doesn't even need to study. But when the pressure is on at the quiz bowl, Tad sings a very different tune.

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***The Lost Dutchman***, Level V, F-Adventure

*The Lost Dutchman* is a fictional story about two boys, Billy and Jacob, and their teacher, Mr. Martinez. The boys are learning about Arizona in the 1800s, and in particular the Gold Rush and a legend from that time. However, something goes funny, and the boys and their teacher end up searching for the gold from the legend. All is back to normal when Billy realizes he has just been daydreaming. Or has he?

**: *Craft and Structure***

**CCSS.ELA-Literacy.RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).**

**CCSS.ELA-Literacy.RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.**

**The Mystery of Granville Library**, Level W, F-Mystery

In *The Mystery of Granville Library*, three friends discover mysterious clues in a library book. The boys put their heads together to solve the mystery, and in the end they discover a very special place.

**CCSS.ELA-Literacy.RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.**

**: *Integration of Knowledge and Ideas***

**CCSS.ELA-Literacy.RL.4.7: 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.**

**CCSS.ELA-Literacy.RL.4.8: (Not applicable to literature)**

**CCSS.ELA-Literacy.RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.**

**: *Range of Reading and Level of Text Complexity***

**CCSS.ELA-Literacy.RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

**Don't Wake the Mummy**, Level U, F-Adventure

*Don't Wake the Mummy* is a fictional story about a fourth-grade girl and boy who go to Egypt on a class trip. While touring a pyramid, they accidentally waken a mummy in a burial chamber, which begins a humorous and exciting adventure. The children strategize to solve the problem and to avoid getting in trouble with their teacher.

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arranges an archery contest--with a prize that is hard to resist. Little does he know that Robin Hood is wise to his plan and is about to trick the Sheriff at his own game.

**Robin Hood and the King**, Level W, F-Folktale

In this tale about Robin Hood and his band of Merry Men, the king sets out to meet Robin Hood. He loves all sports and knows Robin Hood and his men are the best archers in the kingdom. So he disguises himself as an abbot and heads through Sherwood Forest with a hundred pounds in his pouch. Robin Hood and his men take his gold but promise the king a show of fine archery, wrestling, and swordplay.

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**The Case of the Vanishing Anasazi**, Level V, F-Mystery

While on a field trip to the Anasazi ruins in Colorado, Stanley DeCapers is determined to solve the mystery of the vanishing Anasazi. With a friend's help, he manages to slip away from the group and strike out on his own to search for clues. He meets a mysterious man who helps him learn about how the Anasazi left these dwellings to move to another place. When Stanley asks why they moved, the man tells him there are some mysteries the sky will never reveal."

**The Lost Dutchman**, Level V, F-Adventure

*The Lost Dutchman* is a fictional story about two boys, Billy and Jacob, and their teacher, Mr. Martinez. The boys are learning about Arizona in the 1800s, and in particular the Gold Rush and a legend from that time. However, something goes funny, and the boys and their teacher end up searching for the gold from the legend. All is back to normal when Billy realizes he has just been daydreaming. Or has he?

**The Mystery of Granville Library**, Level W, F-Mystery

In *The Mystery of Granville Library*, three friends discover mysterious clues in a library book. The boys

put their heads together to solve the mystery, and in the end they discover a very special place.

**Word Smith, Private I**, Level V, F-Narrative

Word Smith, Private I is a mystery story filled with wordplay, including anagrams, palindromes, Hinky Pinkys, tongue twisters, knock-knock jokes, and spoonerisms. When Hannah Eve Hannah receives three warnings in the form of riddles, she enlists the help of Word Smith, the famous Private I. They work together to crack the case and catch the PUNisher at his own game. Illustrations support the text.

**CCSS.ELA-Literacy.RI.4: Reading Standards for Informational Text**

**: Key Ideas and Details**

**CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

**Mummies**, Level W, NF-Informational

*Mummies* is a factual text that discusses the history of preserving bodies and discusses in detail the ancient Egyptian practice of mummification. This book explains the importance of human and animal mummies in the ancient world. The tomb of the King Tutankhamen is also discussed.

**The Mighty Saguaro Cactus**, Level U, NF-Informational

The desert might not seem like a place where plants can grow and flourish, but it is. One such plant is the saguaro cactus. This informational book offers facts about this giant cactus, including physical characteristics, where it lives, how it grows, and ways it can be used. The text is peppered with details about this unique cactus and is filled with exceptional photographs.

**CCSS.ELA-Literacy.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.**

**Female Sports Stars**, Level V, NF-Biography

*Female Sports Stars* is a biographical text that focuses on the inspiration and motivation of four young ladies: Mia Hamm, Venus and Serena Williams, and Bethany Hamilton. Each story provides students with positive messages that inspire them to succeed. Photographs support the text.

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***Pyramids*, Level V, NF-Informational**

*Pyramids* explains why, how, and by whom the Egyptian pyramids were built. It also explains how bodies were prepared for burial inside the pyramids. The book discusses the importance of studying the pyramids as a way of learning about ancient Egyptians and their culture. Pyramids built by other cultures, such as the Aztecs and the Mayans, are also discussed. Illustrations and photographs enhance the text.

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**CCSS.ELA-Literacy.RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.**

***Mummies*, Level W, NF-Informational**

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***: Craft and Structure***

**CCSS.ELA-Literacy.RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.**

**Don't Wake the Mummy, Level U, F-Adventure**

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In this tale about Robin Hood and his band of Merry Men, the king sets out to meet Robin Hood. He loves all sports and knows Robin Hood and his men are the best archers in the kingdom. So he disguises himself as an abbot and heads through Sherwood Forest with a hundred pounds in his pouch. Robin Hood and his men take his gold but promise the king a show of fine archery, wrestling, and swordplay.

**The Amazing Amazon, Level U, NF-Informational**

In this informational book, students learn what rainforests are and their locations on Earth. This book focuses on the largest--the Amazon rainforest. Readers will learn the four distinct layers that make up this incredible ecosystem and the animals that live in each one. Humorous interviews" with some of these unusual creatures provide interesting insights into life in the rainforest. Photographs support the text."

**The Inuit: Northern Living, Level U, NF-Informational**

This book provides a summary of the Inuit way of life in the past and present. It describes how they are able to survive in the extreme environment of the Arctic by using natural resources: driftwood, snow, and ice to make their homes; animal fat for heat; and parts of whales, caribou, seals, and walrus for food and clothing.

**The Lost Dutchman, Level V, F-Adventure**

*The Lost Dutchman* is a fictional story about two boys, Billy and Jacob, and their teacher, Mr. Martinez.

The boys are learning about Arizona in the 1800s, and in particular the Gold Rush and a legend from that time. However, something goes funny, and the boys and their teacher end up searching for the gold from the legend. All is back to normal when Billy realizes he has just been daydreaming. Or has he?

**CCSS.ELA-Literacy.RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.**

***Pyramids*, Level V, NF-Informational**

*Pyramids* explains why, how, and by whom the Egyptian pyramids were built. It also explains how bodies were prepared for burial inside the pyramids. The book discusses the importance of studying the pyramids as a way of learning about ancient Egyptians and their culture. Pyramids built by other cultures, such as the Aztecs and the Mayans, are also discussed. Illustrations and photographs enhance the text.

***The Yanomami: Deep in the Amazon*, Level W, NF-Informational**

*The Yanomami: Deep in the Amazon* is a factual text about the Yanomami people who live in the Amazon. The book describes Yanomami traditional ways of life, including what they eat, how they hunt, what they wear, and how they build their houses. Also included is a section on how outsiders are changing the Yanomami way of life.

**CCSS.ELA-Literacy.RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.**

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***: Integration of Knowledge and Ideas***



**CCSS.ELA-Literacy.RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.**

**CCSS.ELA-Literacy.RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.**

***Mummies*, Level W, NF-Informational**

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**CCSS.ELA-Literacy.RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**

**: *Range of Reading and Level of Text Complexity***

**CCSS.ELA-Literacy.RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

***Discovery in the Americas?*, Level W, NF-Informational**

This book describes the cultures of the ancient Maya, Inca, and Anasazi, and discusses the question of whether or not the Europeans were the first people to discover the Americas. The author concludes that when discussing the contribution of the Europeans, the word "explored" rather than "discovered" might be more appropriate.

***Female Sports Stars*, Level V, NF-Biography**

*Female Sports Stars* is a biographical text that focuses on the inspiration and motivation of four young ladies: Mia Hamm, Venus and Serena Williams, and Bethany Hamilton. Each story provides students with positive messages that inspire them to succeed. Photographs support the text.

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**The Last Great Race**, Level V, NF-Informational

In 1925, a sled-dog team made a heroic trip across Alaska carry life-saving medicine to Nome. To commemorate this event, the Iditarod race was established. Each year mushers, with the help of their sled dogs, race across Alaska's rugged and wild terrain from Anchorage to Nome. They compete for nearly \$70,000 in prize money.

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characteristics, where it lives, how it grows, and ways it can be used. The text is peppered with details about this unique cactus and is filled with exceptional photographs.

**The World of NASCAR**, Level W, NF-Informational

Imagine riding in a car at a speed of 200 miles per hour! This is the speed at which NASCAR drivers move. Their incredible custom-built cars are part of a major class of competitive events that has evolved over time. Readers will learn about these specialized vehicles and racing techniques that lead to NASCAR championships. Photographs support the text.

**The Yanomami: Deep in the Amazon**, Level W, NF-Informational

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**CCSS.ELA-Literacy.RF.4: Reading Standards: Foundational Skills**

***: Phonics and Word Recognition***

**CCSS.ELA-Literacy.RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.**

**CCSS.ELA-Literacy.RF.4.3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.**

***: Fluency***

**CCSS.ELA-Literacy.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.**

**CCSS.ELA-Literacy.RF.4.4a: Read on-level text with purpose and understanding.**

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Maggie and her best friend, Caroline, have been picked to join the team that will represent their school at the annual Kid Quiz Bowl. As they research the topic of oceans, Tad, the school know-it-all, acts as though he doesn't even need to study. But when the pressure is on at the quiz bowl, Tad sings a very different tune.

**Pyramids**, Level V, NF-Informational

*Pyramids* explains why, how, and by whom the Egyptian pyramids were built. It also explains how bodies were prepared for burial inside the pyramids. The book discusses the importance of studying the pyramids as a way of learning about ancient Egyptians and their culture. Pyramids built by other cultures, such as the Aztecs and the Mayans, are also discussed. Illustrations and photographs enhance the text.

**Robin Hood Wins the Sheriff's Golden Arrow**, Level U, F-Folktale

In this tale about Robin Hood and his band of Merry Men, the Sheriff of Nottingham sets out to trick and capture the famous thief. Knowing that Robin Hood is the best archer in the kingdom, the Sheriff arranges an archery contest--with a prize that is hard to resist. Little does he know that Robin Hood is wise to his plan and is about to trick the Sheriff at his own game.

**Robin Hood and the King**, Level W, F-Folktale

In this tale about Robin Hood and his band of Merry Men, the king sets out to meet Robin Hood. He loves all sports and knows Robin Hood and his men are the best archers in the kingdom. So he disguises

himself as an abbot and heads through Sherwood Forest with a hundred pounds in his pouch. Robin Hood and his men take his gold but promise the king a show of fine archery, wrestling, and swordplay.

**Samson: A Horse Story**, Level U, F-Narrative

*Samson: A Horse Story* is written from the point of view of a ten-year-old girl's journal entries. She is devastated when her parents inherit a farm and she has to leave her friends to stay there for the summer. Not until she secretly reads her deceased aunt's journal does she realize the reason she's there. She grows to appreciate the farm as she becomes attached to Samson, the horse that was left to her. Illustrations support the text.

**The Amazing Amazon**, Level U, NF-Informational

In this informational book, students learn what rainforests are and their locations on Earth. This book focuses on the largest--the Amazon rainforest. Readers will learn the four distinct layers that make up this incredible ecosystem and the animals that live in each one. Humorous interviews" with some of these unusual creatures provide interesting insights into life in the rainforest. Photographs support the text."

**The Case of the Vanishing Anasazi**, Level V, F-Mystery

While on a field trip to the Anasazi ruins in Colorado, Stanley DeCapers is determined to solve the mystery of the vanishing Anasazi. With a friend's help, he manages to slip away from the group and strike out on his own to search for clues. He meets a mysterious man who helps him learn about how the Anasazi left these dwellings to move to another place. When Stanley asks why they moved, the man tells him there are some mysteries the sky will never reveal.""

**The Inuit: Northern Living**, Level U, NF-Informational

This book provides a summary of the Inuit way of life in the past and present. It describes how they are able to survive in the extreme environment of the Arctic by using natural resources: driftwood, snow, and ice to make their homes; animal fat for heat; and parts of whales, caribou, seals, and walrus for food and clothing.

**The Last Great Race**, Level V, NF-Informational

In 1925, a sled-dog team made a heroic trip across Alaska carry life-saving medicine to Nome. To commemorate this event, the Iditarod race was established. Each year mushers,with the help of their

sled dogs, race across Alaska's rugged and wild terrain from Anchorage to Nome. They compete for nearly \$70,000 in prize money.

**The Lost Dutchman**, Level V, F-Adventure

*The Lost Dutchman* is a fictional story about two boys, Billy and Jacob, and their teacher, Mr. Martinez. The boys are learning about Arizona in the 1800s, and in particular the Gold Rush and a legend from that time. However, something goes funny, and the boys and their teacher end up searching for the gold from the legend. All is back to normal when Billy realizes he has just been daydreaming. Or has he?

**The Mighty Saguaro Cactus**, Level U, NF-Informational

The desert might not seem like a place where plants can grow and flourish, but it is. One such plant is the saguaro cactus. This informational book offers facts about this giant cactus, including physical characteristics, where it lives, how it grows, and ways it can be used. The text is peppered with details about this unique cactus and is filled with exceptional photographs.

**The Mystery of Granville Library**, Level W, F-Mystery

In *The Mystery of Granville Library*, three friends discover mysterious clues in a library book. The boys put their heads together to solve the mystery, and in the end they discover a very special place.

**The World of NASCAR**, Level W, NF-Informational

Imagine riding in a car at a speed of 200 miles per hour! This is the speed at which NASCAR drivers move. Their incredible custom-built cars are part of a major class of competitive events that has evolved over time. Readers will learn about these specialized vehicles and racing techniques that lead to NASCAR championships. Photographs support the text.

**The Yanomami: Deep in the Amazon**, Level W, NF-Informational

*The Yanomami: Deep in the Amazon* is a factual text about the Yanomami people who live in the Amazon. The book describes Yanomami traditional ways of life, including what they eat, how they hunt, what they wear, and how they build their houses. Also included is a section on how outsiders are changing the Yanomami way of life.

**Word Smith, Private I**, Level V, F-Narrative

*Word Smith, Private I* is a mystery story filled with wordplay, including anagrams, palindromes, Hinky Pinkys, tongue twisters, knock-knock jokes, and spoonerisms. When Hannah Eve Hannah receives three warnings in the form of riddles, she enlists the help of Word Smith, the famous Private I. They work

together to crack the case and catch the PUNisher at his own game. Illustrations support the text.

**CCSS.ELA-Literacy.RF.4.4b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**

**CCSS.ELA-Literacy.RF.4.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

***The Last Great Race**, Level V, NF-Informational*

In 1925, a sled-dog team made a heroic trip across Alaska carry life-saving medicine to Nome. To commemorate this event, the Iditarod race was established. Each year mushers, with the help of their sled dogs, race across Alaska's rugged and wild terrain from Anchorage to Nome. They compete for nearly \$70,000 in prize money.

**CCSS.ELA-Literacy.W.4: Writing Standards**

***: Text Types and Purposes***

**CCSS.ELA-Literacy.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**

**CCSS.ELA-Literacy.W.4.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.**

**CCSS.ELA-Literacy.W.4.1b: Provide reasons that are supported by facts and details.**

**CCSS.ELA-Literacy.W.4.1c: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).**

**CCSS.ELA-Literacy.W.4.1d: Provide a concluding statement or section related to the opinion presented.**

**CCSS.ELA-Literacy.W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

**CCSS.ELA-Literacy.W.4.2a: Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**

**CCSS.ELA-Literacy.W.4.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**

**CCSS.ELA-Literacy.W.4.2c: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).**

**CCSS.ELA-Literacy.W.4.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.**

**CCSS.ELA-Literacy.W.4.2e: Provide a concluding statement or section related to the information or explanation presented.**

**CCSS.ELA-Literacy.W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

**CCSS.ELA-Literacy.W.4.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**

**CCSS.ELA-Literacy.W.4.3b: Use dialogue and description to develop experiences and events or show the responses of characters to situations.**

**CCSS.ELA-Literacy.W.4.3c: Use a variety of transitional words and phrases to manage the sequence of events.**

**CCSS.ELA-Literacy.W.4.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.**

**CCSS.ELA-Literacy.W.4.3e: Provide a conclusion that follows from the narrated experiences or events.**

***: Production and Distribution of Writing***

**CCSS.ELA-Literacy.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)**

**CCSS.ELA-Literacy.W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**

**CCSS.ELA-Literacy.W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.**

***: Research to Build and Present Knowledge***



**CCSS.ELA-Literacy.W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.**

**CCSS.ELA-Literacy.W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.**

**CCSS.ELA-Literacy.W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.**

**CCSS.ELA-Literacy.W.4.9a: Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").**

**Ocean Quiz**, Level W, F-Folktale

Maggie and her best friend, Caroline, have been picked to join the team that will represent their school at the annual Kid Quiz Bowl. As they research the topic of oceans, Tad, the school know-it-all, acts as though he doesn't even need to study. But when the pressure is on at the quiz bowl, Tad sings a very different tune.

**Samson: A Horse Story**, Level U, F-Narrative

*Samson: A Horse Story* is written from the point of view of a ten-year-old girl's journal entries. She is devastated when her parents inherit a farm and she has to leave her friends to stay there for the summer. Not until she secretly reads her deceased aunt's journal does she realize the reason she's there. She grows to appreciate the farm as she becomes attached to Samson, the horse that was left to her. Illustrations support the text.

**The Lost Dutchman**, Level V, F-Adventure

*The Lost Dutchman* is a fictional story about two boys, Billy and Jacob, and their teacher, Mr. Martinez. The boys are learning about Arizona in the 1800s, and in particular the Gold Rush and a legend from that time. However, something goes funny, and the boys and their teacher end up searching for the gold from the legend. All is back to normal when Billy realizes he has just been daydreaming. Or has he?

**CCSS.ELA-Literacy.W.4.9b: Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").**

**Mummies, Level W, NF-Informational**

*Mummies* is a factual text that discusses the history of preserving bodies and discusses in detail the ancient Egyptian practice of mummification. This book explains the importance of human and animal mummies in the ancient world. The tomb of the King Tutankhamen is also discussed.

**The Mighty Saguaro Cactus, Level U, NF-Informational**

The desert might not seem like a place where plants can grow and flourish, but it is. One such plant is the saguaro cactus. This informational book offers facts about this giant cactus, including physical characteristics, where it lives, how it grows, and ways it can be used. The text is peppered with details about this unique cactus and is filled with exceptional photographs.

***: Range of Writing***

**CCSS.ELA-Literacy.W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

**CCSS.ELA-Literacy.SL.4: Speaking and Listening Standards**

***: Comprehension and Collaboration***

**CCSS.ELA-Literacy.SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**

**CCSS.ELA-Literacy.SL.4.1a: 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.**

**CCSS.ELA-Literacy.SL.4.1b: Follow agreed-upon rules for discussions and carry out assigned roles.**

**CCSS.ELA-Literacy.SL.4.1c: 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.**

**CCSS.ELA-Literacy.SL.4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.**

**CCSS.ELA-Literacy.SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**

**Female Sports Stars**, Level V, NF-Biography

*Female Sports Stars* is a biographical text that focuses on the inspiration and motivation of four young ladies: Mia Hamm, Venus and Serena Williams, and Bethany Hamilton. Each story provides students with positive messages that inspire them to succeed. Photographs support the text.

**How Little John Joined Robin Hood**, Level V, F-Folktale

In the retelling of this classic tale, readers learn how Robin Hood came to steal from the wealthy and give back to the poor. Readers are also given insight into how John Little met, challenged, and later joined Robin Hood and his band of Merry Men. Readers also learn how Robin Hood's strong and faithful friend came to be called Little John.

**Mummies**, Level W, NF-Informational

*Mummies* is a factual text that discusses the history of preserving bodies and discusses in detail the ancient Egyptian practice of mummification. This book explains the importance of human and animal mummies in the ancient world. The tomb of the King Tutankhamen is also discussed.

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**Robin Hood Wins the Sheriff's Golden Arrow**, Level U, F-Folktale

In this tale about Robin Hood and his band of Merry Men, the Sheriff of Nottingham sets out to trick and capture the famous thief. Knowing that Robin Hood is the best archer in the kingdom, the Sheriff arranges an archery contest--with a prize that is hard to resist. Little does he know that Robin Hood is wise to his plan and is about to trick the Sheriff at his own game.

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In this tale about Robin Hood and his band of Merry Men, the king sets out to meet Robin Hood. He loves all sports and knows Robin Hood and his men are the best archers in the kingdom. So he disguises himself as an abbot and heads through Sherwood Forest with a hundred pounds in his pouch. Robin Hood and his men take his gold but promise the king a show of fine archery, wrestling, and swordplay.

**Samson: A Horse Story**, Level U, F-Narrative

*Samson: A Horse Story* is written from the point of view of a ten-year-old girl's journal entries. She is devastated when her parents inherit a farm and she has to leave her friends to stay there for the summer. Not until she secretly reads her deceased aunt's journal does she realize the reason she's there. She grows to appreciate the farm as she becomes attached to Samson, the horse that was left to her. Illustrations support the text.

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**CCSS.ELA-Literacy.SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.**

**: Presentation of Knowledge and Ideas**

**CCSS.ELA-Literacy.SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.**

**CCSS.ELA-Literacy.SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.**

**CCSS.ELA-Literacy.SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.**

**CCSS.ELA-Literacy.L.4: Language Standards**

**: Conventions of Standard English**

**CCSS.ELA-Literacy.L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**CCSS.ELA-Literacy.L.4.1a: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).**

**Don't Wake the Mummy, Level U, F-Adventure**

*Don't Wake the Mummy* is a fictional story about a fourth-grade girl and boy who go to Egypt on a class trip. While touring a pyramid, they accidentally waken a mummy in a burial chamber, which begins a humorous and exciting adventure. The children strategize to solve the problem and to avoid getting in trouble with their teacher.

**Robin Hood Wins the Sheriff's Golden Arrow, Level U, F-Folktale**

In this tale about Robin Hood and his band of Merry Men, the Sheriff of Nottingham sets out to trick and capture the famous thief. Knowing that Robin Hood is the best archer in the kingdom, the Sheriff arranges an archery contest--with a prize that is hard to resist. Little does he know that Robin Hood is wise to his plan and is about to trick the Sheriff at his own game.

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**CCSS.ELA-Literacy.L.4.1b: Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.**

**How Little John Joined Robin Hood, Level V, F-Folktale**

In the retelling of this classic tale, readers learn how Robin Hood came to steal from the wealthy and give back to the poor. Readers are also given insight into how John Little met, challenged, and later joined Robin Hood and his band of Merry Men. Readers also learn how Robin Hood's strong and faithful friend came to be called Little John.

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In this tale about Robin Hood and his band of Merry Men, the king sets out to meet Robin Hood. He loves all sports and knows Robin Hood and his men are the best archers in the kingdom. So he disguises himself as an abbot and heads through Sherwood Forest with a hundred pounds in his pouch. Robin Hood and his men take his gold but promise the king a show of fine archery, wrestling, and swordplay.

**CCSS.ELA-Literacy.L.4.1c: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.**

**CCSS.ELA-Literacy.L.4.1d: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).**

***Mummies***, Level W, NF-Informational

*Mummies* is a factual text that discusses the history of preserving bodies and discusses in detail the ancient Egyptian practice of mummification. This book explains the importance of human and animal mummies in the ancient world. The tomb of the King Tutankhamen is also discussed.

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***The Case of the Vanishing Anasazi***, Level V, F-Mystery

While on a field trip to the Anasazi ruins in Colorado, Stanley DeCapers is determined to solve the mystery of the vanishing Anasazi. With a friend's help, he manages to slip away from the group and strike out on his own to search for clues. He meets a mysterious man who helps him learn about how the Anasazi left these dwellings to move to another place. When Stanley asks why they moved, the man tells him there are some mysteries the sky will never reveal.""

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In 1925, a sled-dog team made a heroic trip across Alaska carry life-saving medicine to Nome. To commemorate this event, the Iditarod race was established. Each year mushers, with the help of their sled dogs, race across Alaska's rugged and wild terrain from Anchorage to Nome. They compete for nearly \$70,000 in prize money.

**Word Smith, Private I**, Level V, F-Narrative

Word Smith, Private I is a mystery story filled with wordplay, including anagrams, palindromes, Hinky Pinkys, tongue twisters, knock-knock jokes, and spoonerisms. When Hannah Eve Hannah receives three warnings in the form of riddles, she enlists the help of Word Smith, the famous Private I. They work together to crack the case and catch the PUNisher at his own game. Illustrations support the text.

**CCSS.ELA-Literacy.L.4.1e: Form and use prepositional phrases.**

**CCSS.ELA-Literacy.L.4.1f: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.**

**Female Sports Stars**, Level V, NF-Biography

*Female Sports Stars* is a biographical text that focuses on the inspiration and motivation of four young ladies: Mia Hamm, Venus and Serena Williams, and Bethany Hamilton. Each story provides students with positive messages that inspire them to succeed. Photographs support the text.

**CCSS.ELA-Literacy.L.4.1g: Correctly use frequently confused words (e.g., to, too, two; there, their).**

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**CCSS.ELA-Literacy.L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**CCSS.ELA-Literacy.L.4.2a: Use correct capitalization.**

**CCSS.ELA-Literacy.L.4.2b: Use commas and quotation marks to mark direct speech and quotations from a text.**

***Ocean Quiz***, Level W, F-Folktale

Maggie and her best friend, Caroline, have been picked to join the team that will represent their school at the annual Kid Quiz Bowl. As they research the topic of oceans, Tad, the school know-it-all, acts as though he doesn't even need to study. But when the pressure is on at the quiz bowl, Tad sings a very different tune.

***The Lost Dutchman***, Level V, F-Adventure

*The Lost Dutchman* is a fictional story about two boys, Billy and Jacob, and their teacher, Mr. Martinez. The boys are learning about Arizona in the 1800s, and in particular the Gold Rush and a legend from that time. However, something goes funny, and the boys and their teacher end up searching for the gold from the legend. All is back to normal when Billy realizes he has just been daydreaming. Or has he?



**CCSS.ELA-Literacy.L.4.2c: Use a comma before a coordinating conjunction in a compound sentence.**

***The World of NASCAR***, Level W, NF-Informational

Imagine riding in a car at a speed of 200 miles per hour! This is the speed at which NASCAR drivers move. Their incredible custom-built cars are part of a major class of competitive events that has evolved over time. Readers will learn about these specialized vehicles and racing techniques that lead to NASCAR championships. Photographs support the text.

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*The Yanomami: Deep in the Amazon* is a factual text about the Yanomami people who live in the Amazon. The book describes Yanomami traditional ways of life, including what they eat, how they hunt, what they wear, and how they build their houses. Also included is a section on how outsiders are changing the Yanomami way of life.

**CCSS.ELA-Literacy.L.4.2d: Spell grade-appropriate words correctly, consulting references as needed.**

**: Knowledge of Language**

**CCSS.ELA-Literacy.L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

**CCSS.ELA-Literacy.L.4.3a: Choose words and phrases to convey ideas precisely.**

**CCSS.ELA-Literacy.L.4.3b: Choose punctuation for effect.**

**CCSS.ELA-Literacy.L.4.3c: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).**

**: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**

**CCSS.ELA-Literacy.L.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.**

***The Last Great Race***, Level V, NF-Informational

In 1925, a sled-dog team made a heroic trip across Alaska carry life-saving medicine to Nome. To commemorate this event, the Iditarod race was established. Each year mushers, with the help of their sled dogs, race across Alaska's rugged and wild terrain from Anchorage to Nome. They compete for nearly \$70,000 in prize money.

**CCSS.ELA-Literacy.L.4.4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).**

**CCSS.ELA-Literacy.L.4.4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**

**CCSS.ELA-Literacy.L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**CCSS.ELA-Literacy.L.4.5a: Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.**

***The Mystery of Granville Library*, Level W, F-Mystery**

In *The Mystery of Granville Library*, three friends discover mysterious clues in a library book. The boys put their heads together to solve the mystery, and in the end they discover a very special place.

***Word Smith, Private I*, Level V, F-Narrative**

Word Smith, Private I is a mystery story filled with wordplay, including anagrams, palindromes, Hinky Pinkys, tongue twisters, knock-knock jokes, and spoonerisms. When Hannah Eve Hannah receives three warnings in the form of riddles, she enlists the help of Word Smith, the famous Private I. They work together to crack the case and catch the PUNisher at his own game. Illustrations support the text.

**CCSS.ELA-Literacy.L.4.5b: Recognize and explain the meaning of common idioms, adages, and proverbs.**

**CCSS.ELA-Literacy.L.4.5c: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).**

***Female Sports Stars*, Level V, NF-Biography**

*Female Sports Stars* is a biographical text that focuses on the inspiration and motivation of four young ladies: Mia Hamm, Venus and Serena Williams, and Bethany Hamilton. Each story provides students

with positive messages that inspire them to succeed. Photographs support the text.

**Robin Hood Wins the Sheriff's Golden Arrow**, Level U, F-Folktale

In this tale about Robin Hood and his band of Merry Men, the Sheriff of Nottingham sets out to trick and capture the famous thief. Knowing that Robin Hood is the best archer in the kingdom, the Sheriff arranges an archery contest--with a prize that is hard to resist. Little does he know that Robin Hood is wise to his plan and is about to trick the Sheriff at his own game.

**The Yanomami: Deep in the Amazon**, Level W, NF-Informational

*The Yanomami: Deep in the Amazon* is a factual text about the Yanomami people who live in the Amazon. The book describes Yanomami traditional ways of life, including what they eat, how they hunt, what they wear, and how they build their houses. Also included is a section on how outsiders are changing the Yanomami way of life.

**CCSS.ELA-Literacy.L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).**

**Don't Wake the Mummy**, Level U, F-Adventure

*Don't Wake the Mummy* is a fictional story about a fourth-grade girl and boy who go to Egypt on a class trip. While touring a pyramid, they accidentally waken a mummy in a burial chamber, which begins a humorous and exciting adventure. The children strategize to solve the problem and to avoid getting in trouble with their teacher.

**How Little John Joined Robin Hood**, Level V, F-Folktale

In the retelling of this classic tale, readers learn how Robin Hood came to steal from the wealthy and give back to the poor. Readers are also given insight into how John Little met, challenged, and later joined Robin Hood and his band of Merry Men. Readers also learn how Robin Hood's strong and faithful friend came to be called Little John.

**Pyramids**, Level V, NF-Informational

*Pyramids* explains why, how, and by whom the Egyptian pyramids were built. It also explains how bodies

were prepared for burial inside the pyramids. The book discusses the importance of studying the pyramids as a way of learning about ancient Egyptians and their culture. Pyramids built by other cultures, such as the Aztecs and the Mayans, are also discussed. Illustrations and photographs enhance the text.

**Robin Hood and the King**, Level W, F-Folktale

In this tale about Robin Hood and his band of Merry Men, the king sets out to meet Robin Hood. He loves all sports and knows Robin Hood and his men are the best archers in the kingdom. So he disguises himself as an abbot and heads through Sherwood Forest with a hundred pounds in his pouch. Robin Hood and his men take his gold but promise the king a show of fine archery, wrestling, and swordplay.

**The Amazing Amazon**, Level U, NF-Informational

In this informational book, students learn what rainforests are and their locations on Earth. This book focuses on the largest--the Amazon rainforest. Readers will learn the four distinct layers that make up this incredible ecosystem and the animals that live in each one. Humorous interviews" with some of these unusual creatures provide interesting insights into life in the rainforest. Photographs support the text."

**The Inuit: Northern Living**, Level U, NF-Informational

This book provides a summary of the Inuit way of life in the past and present. It describes how they are able to survive in the extreme environment of the Arctic by using natural resources: driftwood, snow, and ice to make their homes; animal fat for heat; and parts of whales, caribou, seals, and walrus for food and clothing.

**The Lost Dutchman**, Level V, F-Adventure

*The Lost Dutchman* is a fictional story about two boys, Billy and Jacob, and their teacher, Mr. Martinez. The boys are learning about Arizona in the 1800s, and in particular the Gold Rush and a legend from that time. However, something goes funny, and the boys and their teacher end up searching for the gold from the legend. All is back to normal when Billy realizes he has just been daydreaming. Or has he?

## Common Core State Standards

### Language Arts

#### Grade 5

#### CCSS.ELA-Literacy.RL.5: Reading Standards for Literature

##### *: Key Ideas and Details*

**CCSS.ELA-Literacy.RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**

##### ***The Mystery Twin***, Level Y, F-Realistic

When Heather was an infant, she was adopted. Now, at age thirteen, she learns she is a twin. With her family's help, Heather tries to find her twin by placing ads in local and national newspapers. Once the candidates have been narrowed down to three, the family enlists the help of a geneticist to determine which one is *The Mystery Twin*.

**CCSS.ELA-Literacy.RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.**

##### ***Miltie Math-head Takes the Mound***, Level Y, F-Realistic

*Miltie Math-head Takes the Mound* is a continuation of *Miltie Math-head*, in which Milton leads his football team to victory using his mathematical abilities. This event causes Miltie's ego to swell and his teammates to overestimate his abilities to lead their baseball team to victory in the final tournament. Luckily, his friend Dan helps him realize his true strengths before it's too late. Illustrations support the text.

##### ***Odysseus and the Bag of Winds***, Level Y, F-Myth

*Odysseus and the Bag of Winds* tells about Odysseus's place in the stories of Greek mythology. He became known as one of the greatest Greek heroes after winning the Trojan War. However, his journey back home to Ithaca was doomed as he and his men were suddenly blown off course. This story shows how jealousy, greed, and distrust can lead even the most confident people astray. Illustrations and maps

support the text.

**The Message**, Level Z, F-Historical

*The Message* takes place in the 1940s in Caen, France, during Hitler's reign over Europe during World War II. Three young, brave French Resistance workers meet privately to relay important information to other Resistance workers. Using a homemade radio transmitter, they broadcast lifesaving information to help liberate France--but not without facing grave danger. Illustrations and maps support the text.

**CCSS.ELA-Literacy.RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**

***: Craft and Structure***

**CCSS.ELA-Literacy.RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**

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**CCSS.ELA-Literacy.RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.**

**CCSS.ELA-Literacy.RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.**

***: Integration of Knowledge and Ideas***

**CCSS.ELA-Literacy.RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).**

**CCSS.ELA-Literacy.RL.5.8: (Not applicable to literature)**

**CCSS.ELA-Literacy.RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**

**A Selection From Robinson Crusoe, Level Z, F-Classic**

In this selection from the classic novel by Daniel Defoe, English sailor Robinson Crusoe finds himself washed up on a deserted island. He struggles to get enough supplies from the ship before the sea destroys it and to make himself a home as he awaits rescue. This selection has been specially edited for contemporary Level Z readers and is accompanied by vivid illustrations.

**: Range of Reading and Level of Text Complexity**

**CCSS.ELA-Literacy.RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.**

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Charlotte's mother is secretly involved in the Women's Suffrage Movement, even though Charlotte's father objects to it. When Charlotte is inspired by her mother and another suffragist, Mrs. Pierce, to have a protest at her school, Charlotte puts her mother's suffrage work in jeopardy, yet she sparks the spirit and forges the ties that will allow her to vote someday herself.

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*The Eruption of Mount Shasta* is a fictional story about a boy named Kyle, his dog, Oz, and his pet crow, who, strangely enough, is named Raven. The three live with Kyle's family in Shasta City, California, which is close to an active volcano. One day, the volcano erupts. Everyone must leave quickly, but Kyle refuses to leave without first finding Oz, who has disappeared. The story is filled with suspense and includes some humor as well.

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**CCSS.ELA-Literacy.RI.5: Reading Standards for Informational Text**



***: Key Ideas and Details***

**CCSS.ELA-Literacy.RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**

**CCSS.ELA-Literacy.RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**

**CCSS.ELA-Literacy.RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**

***: Craft and Structure***

**CCSS.ELA-Literacy.RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.**

***Abraham Lincoln: From Log Cabin to the White House*, Level Z, NF-Biography**

This book tells of the life of Abraham Lincoln, including his humble childhood, his political career, and the troubled times of the nation he led. The book clearly illustrates how Lincoln's simple values of equality and freedom led the U.S. through its Civil War and made him one of the nation's greatest presidents.

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This book recounts the life and work of Cesar Chavez, from his childhood on the family farm in Arizona, to his adolescence as a migrant worker, to his dedication to the fight for dignity and justice for farm workers everywhere.

**CCSS.ELA-Literacy.RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.**

**CCSS.ELA-Literacy.RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**

***: Integration of Knowledge and Ideas***

**CCSS.ELA-Literacy.RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**

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***Money, Money, Money*, Level X, NF-Informational**

If you have ever wondered where money comes from, how it is made, and who decides its value, this book is for you. The informative text traces the development of money through bartering, natural currency, coins, paper money, and today's invisible money" of checks and credit cards. Diagrams and helpful illustrations enhance the text."

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*Seeing the Evidence: Forensic Scientists at Work* is an informational book about the science of analyzing types of evidence found at crime scenes. The book provides a historical overview of the first forensic scientists in the early 1900s. Four case files give readers the opportunity to see modern forensic science at work, ranging from DNA testing to fingerprint analysis. Photographs and diagrams support the text.

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**CCSS.ELA-Literacy.RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).**

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The text provides a summary of the history of genetics and the results of studies conducted by Gregor Mendel. It explains how some features are inherited and some are acquired. Readers learn about dominant and recessive traits and how to use a Punnett square to determine the probability of inheriting a particular characteristic.

**CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.**

***: Range of Reading and Level of Text Complexity***

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Thrilling historical details and descriptions of city life of the past enhance the stories of three major urban fires. The fires of Rome, London, and Chicago led to tragic loss of life and property, but as the text shows, they also led to reforms and the fire safety our cities use today. Fire safety tips conclude the book.

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*Ships of Discovery* is an informational book about the types of boats that explorers built and used when discovering new lands. Ships and conquests of Polynesian, Viking, European, and Chinese explorers are explained. The author also describes the people who set out to sea as well as their motivations for going. Illustrations and maps support the text.

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*Success Stories* is a collection of biographies of three famous immigrants to the United States: Albert Einstein, Gloria Estefan, and Dikembe Mutombo. They came to the United States under very different circumstances. All three have made enormous contributions in their particular areas of expertise: science, music, and sports.

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**CCSS.ELA-Literacy.RF.5: Reading Standards: Foundational Skills**

***: Phonics and Word Recognition***

**CCSS.ELA-Literacy.RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.**

**CCSS.ELA-Literacy.RF.5.3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.**

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**: Fluency**

**CCSS.ELA-Literacy.RF.5.4: Read with sufficient accuracy and fluency to support comprehension.**

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**CCSS.ELA-Literacy.RF.5.4b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**

**CCSS.ELA-Literacy.RF.5.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

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**CCSS.ELA-Literacy.W.5: Writing Standards**

**: Text Types and Purposes**

**CCSS.ELA-Literacy.W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**

**CCSS.ELA-Literacy.W.5.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.**

**CCSS.ELA-Literacy.W.5.1b: Provide logically ordered reasons that are supported by facts and details.**

**CCSS.ELA-Literacy.W.5.1c: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).**

**CCSS.ELA-Literacy.W.5.1d: Provide a concluding statement or section related to the opinion presented.**

**CCSS.ELA-Literacy.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

**CCSS.ELA-Literacy.W.5.2a: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**

**CCSS.ELA-Literacy.W.5.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**

**CCSS.ELA-Literacy.W.5.2c: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).**

**CCSS.ELA-Literacy.W.5.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.**

**CCSS.ELA-Literacy.W.5.2e: Provide a concluding statement or section related to the information or explanation presented.**

**CCSS.ELA-Literacy.W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

**CCSS.ELA-Literacy.W.5.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**

**CCSS.ELA-Literacy.W.5.3b: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.**

**CCSS.ELA-Literacy.W.5.3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.**

**CCSS.ELA-Literacy.W.5.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.**

**CCSS.ELA-Literacy.W.5.3e: Provide a conclusion that follows from the narrated experiences or events.**

***: Production and Distribution of Writing***

**CCSS.ELA-Literacy.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)**

**CCSS.ELA-Literacy.W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

**CCSS.ELA-Literacy.W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.**

***: Research to Build and Present Knowledge***

**CCSS.ELA-Literacy.W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**

**CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.**

**CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.**

**CCSS.ELA-Literacy.W.5.9a: Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").**

**CCSS.ELA-Literacy.W.5.9b: Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").**

**Abraham Lincoln: From Log Cabin to the White House**, Level Z, NF-Biography

This book tells of the life of Abraham Lincoln, including his humble childhood, his political career, and the troubled times of the nation he led. The book clearly illustrates how Lincoln's simple values of equality and freedom led the U.S. through its Civil War and made him one of the nation's greatest presidents.

**Money, Money, Money**, Level X, NF-Informational

If you have ever wondered where money comes from, how it is made, and who decides its value, this book is for you. The informative text traces the development of money through bartering, natural currency, coins, paper money, and today's invisible money" of checks and credit cards. Diagrams and helpful illustrations enhance the text."

**The Story of Immigration**, Level X, NF-Informational

*The Story of Immigration* recounts the history of immigration to the United States, both voluntary and involuntary, from the earliest wave in the early 1600s up to the present. The book explains many reasons for immigration, including the need for political asylum and the search for a better life.

**Volcanoes**, Level Z, NF-Informational

*Volcanoes* is a factual text that describes how different kinds of volcanoes are formed and how they behave. Readers also learn about ancient myths that were fueled by fear of volcanoes. The book gives details about some of the more famous volcanoes, including Mount Vesuvius, Mount St. Helens, Mauna Loa, and Mount Fuji. Photographs, maps, and diagrams support this informative text.

**What Makes You, You?**, Level X, NF-Informational

The text provides a summary of the history of genetics and the results of studies conducted by Gregor Mendel. It explains how some features are inherited and some are acquired. Readers learn about dominant and recessive traits and how to use a Punnett square to determine the probability of inheriting a particular characteristic.

***: Range of Writing***

**CCSS.ELA-Literacy.W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

## **CCSS.ELA-Literacy.SL.5: Speaking and Listening Standards**

### ***: Comprehension and Collaboration***

**CCSS.ELA-Literacy.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**

**CCSS.ELA-Literacy.SL.5.1a: 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.**

**CCSS.ELA-Literacy.SL.5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.**

**CCSS.ELA-Literacy.SL.5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.**

**CCSS.ELA-Literacy.SL.5.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.**

**CCSS.ELA-Literacy.SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**

### ***Odysseus and the Bag of Winds, Level Y, F-Myth***

*Odysseus and the Bag of Winds* tells about Odysseus's place in the stories of Greek mythology. He became known as one of the greatest Greek heroes after winning the Trojan War. However, his journey back home to Ithaca was doomed as he and his men were suddenly blown off course. This story shows how jealousy, greed, and distrust can lead even the most confident people astray. Illustrations and maps support the text.

**CCSS.ELA-Literacy.SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**

### ***: Presentation of Knowledge and Ideas***

**CCSS.ELA-Literacy.SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.**

**CCSS.ELA-Literacy.SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.**

**CCSS.ELA-Literacy.SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.**

**CCSS.ELA-Literacy.L.5: Language Standards**

***: Conventions of Standard English***

**CCSS.ELA-Literacy.L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**CCSS.ELA-Literacy.L.5.1a: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences**

***Volcanoes*, Level Z, NF-Informational**

*Volcanoes* is a factual text that describes how different kinds of volcanoes are formed and how they behave. Readers also learn about ancient myths that were fueled by fear of volcanoes. The book gives details about some of the more famous volcanoes, including Mount Vesuvius, Mount St. Helens, Mauna Loa, and Mount Fuji. Photographs, maps, and diagrams support this informative text.

**CCSS.ELA-Literacy.L.5.1b: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.**

***A Selection From Robinson Crusoe*, Level Z, F-Classic**

In this selection from the classic novel by Daniel Defoe, English sailor Robinson Crusoe finds himself washed up on a deserted island. He struggles to get enough supplies from the ship before the sea destroys it and to make himself a home as he awaits rescue. This selection has been specially edited for contemporary Level Z readers and is accompanied by vivid illustrations.

***The Story of Immigration*, Level X, NF-Informational**

*The Story of Immigration* recounts the history of immigration to the United States, both voluntary and involuntary, from the earliest wave in the early 1600s up to the present. The book explains many reasons for immigration, including the need for political asylum and the search for a better life.

**CCSS.ELA-Literacy.L.5.1c: Use verb tense to convey various times, sequences, states, and conditions.**

***A Selection From Robinson Crusoe*, Level Z, F-Classic**

In this selection from the classic novel by Daniel Defoe, English sailor Robinson Crusoe finds himself washed up on a deserted island. He struggles to get enough supplies from the ship before the sea destroys it and to make himself a home as he awaits rescue. This selection has been specially edited for

contemporary Level Z readers and is accompanied by vivid illustrations.

*The Story of Immigration, Level X, NF-Informational*

*The Story of Immigration* recounts the history of immigration to the United States, both voluntary and involuntary, from the earliest wave in the early 1600s up to the present. The book explains many reasons for immigration, including the need for political asylum and the search for a better life.

**CCSS.ELA-Literacy.L.5.1d: Recognize and correct inappropriate shifts in verb tense.**

*A Selection From Robinson Crusoe*, Level Z, F-Classic

In this selection from the classic novel by Daniel Defoe, English sailor Robinson Crusoe finds himself washed up on a deserted island. He struggles to get enough supplies from the ship before the sea destroys it and to make himself a home as he awaits rescue. This selection has been specially edited for contemporary Level Z readers and is accompanied by vivid illustrations.

*The Story of Immigration*, Level X, NF-Informational

*The Story of Immigration* recounts the history of immigration to the United States, both voluntary and involuntary, from the earliest wave in the early 1600s up to the present. The book explains many reasons for immigration, including the need for political asylum and the search for a better life.

**CCSS.ELA-Literacy.L.5.1e: Use correlative conjunctions (e.g., either/or, neither/nor).**

*Volcanoes*, Level Z, NF-Informational

*Volcanoes* is a factual text that describes how different kinds of volcanoes are formed and how they behave. Readers also learn about ancient myths that were fueled by fear of volcanoes. The book gives details about some of the more famous volcanoes, including Mount Vesuvius, Mount St. Helens, Mauna Loa, and Mount Fuji. Photographs, maps, and diagrams support this informative text.

**CCSS.ELA-Literacy.L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**CCSS.ELA-Literacy.L.5.2a: Use punctuation to separate items in a series**

*Volcanoes*, Level Z, NF-Informational

*Volcanoes* is a factual text that describes how different kinds of volcanoes are formed and how they behave. Readers also learn about ancient myths that were fueled by fear of volcanoes. The book gives details about some of the more famous volcanoes, including Mount Vesuvius, Mount St. Helens, Mauna Loa, and Mount Fuji. Photographs, maps, and diagrams support this informative text.

**CCSS.ELA-Literacy.L.5.2b: Use a comma to separate an introductory element from the rest of the sentence.**

*Volcanoes, Level Z, NF-Informational*

*Volcanoes* is a factual text that describes how different kinds of volcanoes are formed and how they behave. Readers also learn about ancient myths that were fueled by fear of volcanoes. The book gives details about some of the more famous volcanoes, including Mount Vesuvius, Mount St. Helens, Mauna Loa, and Mount Fuji. Photographs, maps, and diagrams support this informative text.

**CCSS.ELA-Literacy.L.5.2c: Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).**

*Volcanoes, Level Z, NF-Informational*

*Volcanoes* is a factual text that describes how different kinds of volcanoes are formed and how they behave. Readers also learn about ancient myths that were fueled by fear of volcanoes. The book gives details about some of the more famous volcanoes, including Mount Vesuvius, Mount St. Helens, Mauna Loa, and Mount Fuji. Photographs, maps, and diagrams support this informative text.

**CCSS.ELA-Literacy.L.5.2d: Use underlining, quotation marks, or italics to indicate titles of works.**

*Meeting Mrs. Pierce, Level X, F-Realistic*

Charlotte's mother is secretly involved in the Women's Suffrage Movement, even though Charlotte's father objects to it. When Charlotte is inspired by her mother and another suffragist, Mrs. Pierce, to have a protest at her school, Charlotte puts her mother's suffrage work in jeopardy, yet she sparks the spirit and forges the ties that will allow her to vote someday herself.

**CCSS.ELA-Literacy.L.5.2e: Spell grade-appropriate words correctly, consulting references as needed.**

*: Knowledge of Language*

**CCSS.ELA-Literacy.L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

**CCSS.ELA-Literacy.L.5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.**

**CCSS.ELA-Literacy.L.5.3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.**



**: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**

**CCSS.ELA-Literacy.L.5.4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.**

***Meeting Mrs. Pierce*, Level X, F-Realistic**

Charlotte's mother is secretly involved in the Women's Suffrage Movement, even though Charlotte's father objects to it. When Charlotte is inspired by her mother and another suffragist, Mrs. Pierce, to have a protest at her school, Charlotte puts her mother's suffrage work in jeopardy, yet she sparks the spirit and forges the ties that will allow her to vote someday herself.

***The Firefighter*, Level Y, NF - Interview**

In this exciting interview, Todd Cupell, a wildland firefighter in Arizona, recounts the most intense, frightening, and rewarding moments on the job fighting wildfires. Readers will enjoy the down-to-earth details and adventurous stories of this informative interview.

**CCSS.ELA-Literacy.L.5.4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).**

***Great City Fires*, Level Z, NF-Informational**

Thrilling historical details and descriptions of city life of the past enhance the stories of three major urban fires. The fires of Rome, London, and Chicago led to tragic loss of life and property, but as the text shows, they also led to reforms and the fire safety our cities use today. Fire safety tips conclude the book.

**CCSS.ELA-Literacy.L.5.4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**

***Abraham Lincoln: From Log Cabin to the White House*, Level Z, NF-Biography**

This book tells of the life of Abraham Lincoln, including his humble childhood, his political career, and the troubled times of the nation he led. The book clearly illustrates how Lincoln's simple values of equality and freedom led the U.S. through its Civil War and made him one of the nation's greatest presidents.

**CCSS.ELA-Literacy.L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

***Miltie Math-head Takes the Mound*, Level Y, F-Realistic**

*Miltie Math-head Takes the Mound* is a continuation of Miltie Math-head, in which Milton leads his football team to victory using his mathematical abilities. This event causes Miltie's ego to swell and his teammates to overestimate his abilities to lead their baseball team to victory in the final tournament. Luckily, his friend Dan helps him realize his true strengths before it's too late. Illustrations support the text.

***The Message*, Level Z, F-Historical**

*The Message* takes place in the 1940s in Caen, France, during Hitler's reign over Europe during World War II. Three young, brave French Resistance workers meet privately to relay important information to other Resistance workers. Using a homemade radio transmitter, they broadcast lifesaving information to help liberate France--but not without facing grave danger. Illustrations and maps support the text.

**CCSS.ELA-Literacy.L.5.5a: Interpret figurative language, including similes and metaphors, in context.**

***Miltie Math-head Takes the Mound*, Level Y, F-Realistic**

*Miltie Math-head Takes the Mound* is a continuation of Miltie Math-head, in which Milton leads his football team to victory using his mathematical abilities. This event causes Miltie's ego to swell and his teammates to overestimate his abilities to lead their baseball team to victory in the final tournament. Luckily, his friend Dan helps him realize his true strengths before it's too late. Illustrations support the text.

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**CCSS.ELA-Literacy.L.5.5b: Recognize and explain the meaning of common idioms, adages, and proverbs.**

**CCSS.ELA-Literacy.L.5.5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.**

**CCSS.ELA-Literacy.L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).**

**Abraham Lincoln: From Log Cabin to the White House, Level Z, NF-Biography**

This book tells of the life of Abraham Lincoln, including his humble childhood, his political career, and the troubled times of the nation he led. The book clearly illustrates how Lincoln's simple values of equality and freedom led the U.S. through its Civil War and made him one of the nation's greatest presidents.

**Leaving Home, Level Y, F-Realistic**

*Leaving Home* is a fictional narrative about a boy who has moved from Jamaica to the United States. The story details how it would feel to leave everything familiar behind to begin a new life. Students will personally relate to this story if they have ever moved to a new country, state, or even neighborhood.

**The Eruption of Mount Shasta, Level X, F-Adventure**

*The Eruption of Mount Shasta* is a fictional story about a boy named Kyle, his dog, Oz, and his pet crow, who, strangely enough, is named Raven. The three live with Kyle's family in Shasta City, California, which is close to an active volcano. One day, the volcano erupts. Everyone must leave quickly, but Kyle refuses to leave without first finding Oz, who has disappeared. The story is filled with suspense and includes some humor as well.

**The Life of Cesar Chavez, Level Y, NF-Biography**

This book recounts the life and work of Cesar Chavez, from his childhood on the family farm in Arizona, to his adolescence as a migrant worker, to his dedication to the fight for dignity and justice for farm workers everywhere.

## Common Core State Standards

### Language Arts

#### Grade 6

#### CCSS.ELA-Literacy.RL.6: Reading Standards for Literature

##### *: Key Ideas and Details*

**CCSS.ELA-Literacy.RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**CCSS.ELA-Literacy.RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**

**CCSS.ELA-Literacy.RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**

##### *: Craft and Structure*

**CCSS.ELA-Literacy.RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.**

**CCSS.ELA-Literacy.RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.**

**CCSS.ELA-Literacy.RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.**

##### *: Integration of Knowledge and Ideas*

**CCSS.ELA-Literacy.RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.**

**CCSS.ELA-Literacy.RL.6.8: (Not applicable to literature)**

**CCSS.ELA-Literacy.RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.**

***: Range of Reading and Level of Text Complexity***

**CCSS.ELA-Literacy.RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

**CCSS.ELA-Literacy.RI.6: Reading Standards for Informational Text**

***: Key Ideas and Details***

**CCSS.ELA-Literacy.RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**CCSS.ELA-Literacy.RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**

**CCSS.ELA-Literacy.RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).**

***: Craft and Structure***

**CCSS.ELA-Literacy.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings**

**CCSS.ELA-Literacy.RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.**

**CCSS.ELA-Literacy.RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.**

***: Integration of Knowledge and Ideas***

**CCSS.ELA-Literacy.RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.**

**CCSS.ELA-Literacy.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.**

**CCSS.ELA-Literacy.RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).**

***: Range of Reading and Level of Text Complexity***

**CCSS.ELA-Literacy.RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

**CCSS.ELA-Literacy.W.6: Writing Standards**

***: Text Types and Purposes***

**CCSS.ELA-Literacy.W.6.1: Write arguments to support claims with clear reasons and relevant evidence.**

**CCSS.ELA-Literacy.W.6.1a: Introduce claim(s) and organize the reasons and evidence clearly.**

**CCSS.ELA-Literacy.W.6.1b: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.**

**CCSS.ELA-Literacy.W.6.1c: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.**

**CCSS.ELA-Literacy.W.6.1d: Establish and maintain a formal style.**

**CCSS.ELA-Literacy.W.6.1e: Provide a concluding statement or section that follows from the argument presented.**

**CCSS.ELA-Literacy.W.6.1e: Provide a concluding statement or section that follows from the argument presented.**

**CCSS.ELA-Literacy.W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

**CCSS.ELA-Literacy.W.6.2a: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**

**CCSS.ELA-Literacy.W.6.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**

**CCSS.ELA-Literacy.W.6.2c: Use appropriate transitions to clarify the relationships among ideas and concepts.**

**CCSS.ELA-Literacy.W.6.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.**

**CCSS.ELA-Literacy.W.6.2e: Establish and maintain a formal style.**

**CCSS.ELA-Literacy.W.6.2f: Provide a concluding statement or section that follows from the information or explanation presented.**

**CCSS.ELA-Literacy.W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

**CCSS.ELA-Literacy.W.6.3a: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**

**CCSS.ELA-Literacy.W.6.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**

**CCSS.ELA-Literacy.W.6.3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.**

**CCSS.ELA-Literacy.W.6.3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.**

**CCSS.ELA-Literacy.W.6.3e: Provide a conclusion that follows from the narrated experiences or events.**

***: Production and Distribution of Writing***

**CCSS.ELA-Literacy.W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)**

**CCSS.ELA-Literacy.W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

**CCSS.ELA-Literacy.W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.**

***: Research to Build and Present Knowledge***

**CCSS.ELA-Literacy.W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**CCSS.ELA-Literacy.W.6.8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**CCSS.ELA-Literacy.W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-Literacy.W.6.9a:** Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

**CCSS.ELA-Literacy.W.6.9b:** Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

***: Range of Writing***

**CCSS.ELA-Literacy.W.6.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CCSS.ELA-Literacy.SL.6: Speaking and Listening Standards**

***: Comprehension and Collaboration***

**CCSS.ELA-Literacy.SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.6.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-Literacy.SL.6.1b:** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-Literacy.SL.6.1c:** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.



**CCSS.ELA-Literacy.SL.6.1d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.**

**CCSS.ELA-Literacy.SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.**

**CCSS.ELA-Literacy.SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.**

***: Presentation of Knowledge and Ideas***

**CCSS.ELA-Literacy.SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.**

**CCSS.ELA-Literacy.SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.**

**CCSS.ELA-Literacy.SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

**CCSS.ELA-Literacy.L.6: Language Standards**

***: Conventions of Standard English***

**CCSS.ELA-Literacy.L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**CCSS.ELA-Literacy.L.6.1a: Ensure that pronouns are in the proper case (subjective, objective, possessive).**

**CCSS.ELA-Literacy.L.6.1b: Use intensive pronouns (e.g., myself, ourselves).**

**CCSS.ELA-Literacy.L.6.1c: Recognize and correct inappropriate shifts in pronoun number and person.**

**CCSS.ELA-Literacy.L.6.1d: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).**

**CCSS.ELA-Literacy.L.6.1e: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.**

**CCSS.ELA-Literacy.L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**CCSS.ELA-Literacy.L.6.2a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.**

**CCSS.ELA-Literacy.L.6.2b: Spell correctly.**

***: Knowledge of Language***

**CCSS.ELA-Literacy.L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

**CCSS.ELA-Literacy.L.6.3a: Vary sentence patterns for meaning, reader/ listener interest, and style.**

**CCSS.ELA-Literacy.L.6.3b: Maintain consistency in style and tone.**

***: Vocabulary Acquisition and Use***

**CCSS.ELA-Literacy.L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

**CCSS.ELA-Literacy.L.6.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**

**CCSS.ELA-Literacy.L.6.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).**

**CCSS.ELA-Literacy.L.6.4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**

**CCSS.ELA-Literacy.L.6.4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**

**CCSS.ELA-Literacy.L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**CCSS.ELA-Literacy.L.6.5a: Interpret figures of speech (e.g., personification) in context.**

**CCSS.ELA-Literacy.L.6.5b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.**

**CCSS.ELA-Literacy.L.6.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).**

**CCSS.ELA-Literacy.L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**