

SCHOOLWIDE

LITERACY SAMPLER

2023-24



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ABOUT SCHOOLWIDE





To our partners, educators, and school leaders,

We are pleased to share with you our complete Literacy Sampler for the 2023–24 school year. As we look forward to a new year, we are excited about all of the possibilities to partner with you and your school communities. In many ways, there has never been a greater focus on literacy instruction than there is today. We at Schoolwide are committed to supporting you with effective, research-backed resources, meaningful professional learning experiences, and practices that always put the needs of your students first, as you navigate change inside and outside your classrooms.

What you'll find in the following pages . . .

More than simply creating a catalog of our resources, we have curated this sampler to demonstrate the many important components of literacy instruction today. Together they lead to the rich, engaging reading and writing experiences that cultivate the skills for, and a love for, reading, writing, and communicating.

Through our resources and professional learning methods, Schoolwide seeks to address the important need for personalized, differentiated student learning. Many of our resources can serve both as your primary curriculum or as supplemental materials to help in solving challenges in your classrooms, filling gaps in individualized student instruction, and adding something new and enriching to your literacy block.

As literacy experts and practitioners, we are also committed to following and applying the latest research to our resources and professional learning methodologies, in support of how students learn best. And as your partners, our goal is to ensure you always have the tools and knowledge required to create effective and joyful reading and writing experiences in your schools and classrooms.

Here's to a great school year ahead.

– Your Team at Schoolwide

Meet Our Team

At Schoolwide, our mission is to enrich students' learning by increasing the tools teachers can use to teach effectively.

Our network of literacy consultants and education experts represents a wide variety of experience in education, including as classroom teachers, coaches, district leaders, authors, and professors. We are caring, dynamic, motivated, responsive, skilled, and passionate about children and the education profession. What brings us together as a team is an enthusiasm for effective innovation and a belief in children and our profession.

We have unique expertise to bring to all school and district stakeholders, including administrator and school and district leadership development, coach and specialist training and enrichment, multilingual learner instruction support, and general teaching instruction. Visit our website to meet our full team of educators.



Rory Cohen
Director of Education



Eileen Hodrinsky
Senior Program
Developer



Pat Pollack
National Senior Director
of Professional Learning
Partnerships



Sandy Szczepanski
Professional Learning
Coordinator



Stephanie Klempler
Vice President of Sales,
Training, & Partnerships



Danielle Custodio
Sales Development
Representative



Nicole Petrucco
Customer Success
Manager



Sara Pollack
Head of Marketing



Jess Cohen
President & CEO

Joanna Reed
Accounting Clerk

Susan Tierney
Executive Editor

Christine Pamatat
Customer Success
Representative



SCHOOLWIDE PROFESSIONAL LEARNING

Schoolwide Professional Learning

“We believe literacy has the power to advance equity and empower student and adult learners. We envision a world where transformative learning is within everyone’s reach.”

– The Schoolwide Professional Learning Team

Transformational,
evidence-based
approach

Responsive instruction
that creates an open,
communicative
learning exchange

Continual access
and partnership
from Schoolwide

The Schoolwide Professional Development Team is a K–8 literacy educational consultancy, whose members work collaboratively to innovate ways to help educators learn best. For almost two decades, Schoolwide has partnered with schools and districts across the country to promote highly effective literacy practices that positively impact student learning and growth.

Partners for Progress: A Collaborative Framework to Support Teaching, Learning, & Student Improvement

One of Schoolwide’s new professional learning offerings, Partners for Progress, comprises an annual plan designed with specific themes or areas of improvement. With our partners, we collaboratively identify, act on, track, and measure these areas across the span of a year, or more. Our plans are grounded in a common vision and strategy that connects all stakeholders, in order to create synergy and foster a deeper sense of community and celebration of shared successes.

All Partners for Progress plans include:



Immersive
Kick-Off



In-Person & Virtual
Learning Cycles



365-Day Virtual
“Office Hours”
Support



Total Access to
Digital Learning
Platform, FundU

Interested in having a conversation with one of our consultants to discuss your needs or a new vision for professional learning? Contact professionallearning@schoolwide.com

The Pillars **for Progress**

We help educators imagine what's possible. And we're invested in every stage of your journey to get there.

Our annual plans, and our other professional learning programs, are led by a vision that we collaboratively define, and customize to your goals, by centering on key themes—we call these “Pillars for Progress.” Partners for Progress plans are available at all educator levels (administrators and school and district leadership, coaches and specialists, teachers) and can be led jointly or concurrently. Thematically, the focus may be on:



Connections and growth inside and outside the classroom



Educator knowledge enrichment for specific roles or groups of learners



Specialized literacy expertise, using Schoolwide Fundamentals and/or other resources

How We Work

We deliver a strategic mix of well-structured courses, coaching, modeling, and mentoring, including:

- Consultations for problem-solving
- Learning walks
- All-school workshops
- Half-day and full-day sessions
- Multi-day institutes
- Job-embedded coaching and audits
- Parent education sessions
- Action research



Professional Learning **in Practice**

We believe there is no greater professional development than hands-on practice and conversation in the company of engaged educators.

Exploring New Resources That Support Literacy Initiatives & Professional Learning Best Practices

Connections & Growth

To create an engaging and effective learning environment, districts need to set a clear vision for why, what, and how they want learning to occur and what resources and professional learning best practices support this vision.

Schoolwide's team of experts leads Curriculum Audit Reviews to assist schools and districts to think through and align their written, taught, and assessed curriculum for the maximum student benefit. Beyond a curriculum audit, we explore several key areas, including SEL Awareness, Leadership Mindset, School Community Connection, Professional Learning Best Practices, and Assessment and Accountability, to ensure all important factors are considered in implementing positive, sustainable change.

Building a Responsive Culture

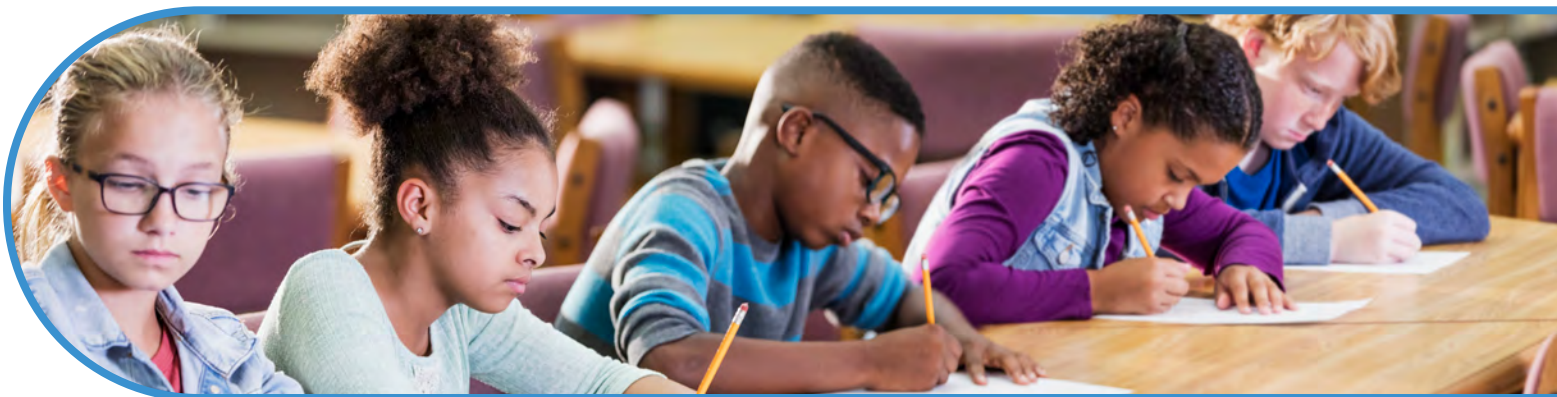
Administrator Knowledge Enrichment

We work alongside administrators and leadership to set a strong foundation for a responsive culture. We start by defining a vision to enhance that literacy culture: What are your current attitudes and relationships to literacy? What should you look and listen for? How can you establish and optimize opportunities for improvement? Together we then create a literacy framework, leveraging best practices. The goal is to build a stronger culture of literacy—including community and family literacy engagement. We collaborate to develop a road map of short-term, long-range, and future goals and the actionable steps to get there. We walk beside you in both the ideation and delivery of your vision.

Identity & Goal Setting for Readers & Writers

Specialized Literacy Expertise

Identity work is crucial for the development of self-awareness and for learning discovery. It also creates connection in the school community. We work with school and district leaders, teachers, and students along many avenues of identity development and understanding. One is Schoolwide's reading and writing workshops, which inspire students to discover their reader and writer identity, encouraging student confidence, affirmation, and growth.



Additional Professional Learning **Areas**



Specialized Literacy Expertise

- Content literacy
- Formative & summative assessment
- Foundational skills
- Grammar & language conventions
- Responsive small-group instruction
- Vocabulary
- Writing workshop



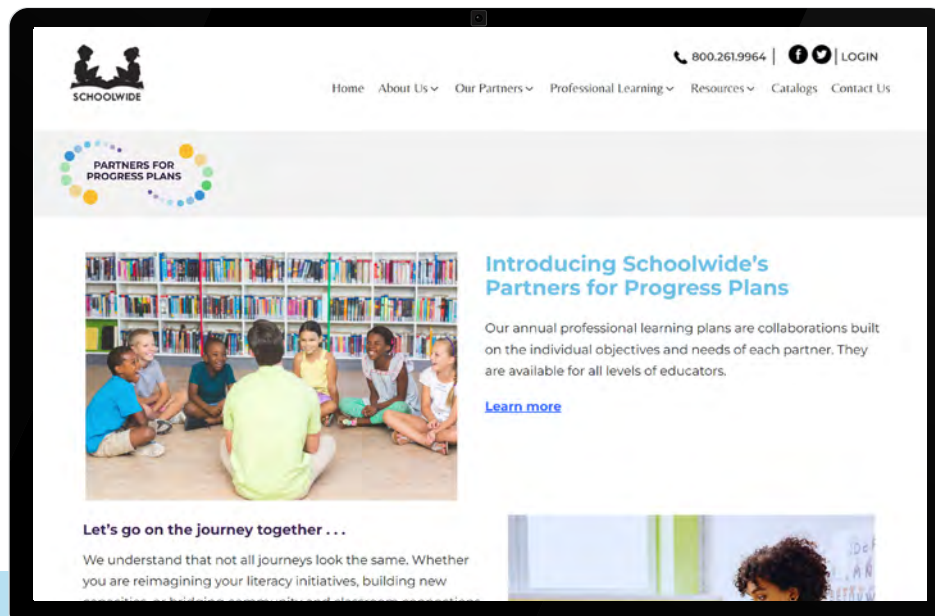
Educator Expertise

- Administrator/leadership expertise
- Bilingual & multilingual expertise
- Classroom teacher expertise
- Literacy coach expertise
- Special education expertise
- Intervention specialist expertise



Connections & Growth Inside & Outside the Classroom

- Activating new teacher groups
- Activating new administrator groups
- Connecting curriculum to professional learning
- Curating culturally responsive school & classroom libraries
- Family literacy engagement
- School improvement methods
- Train-the-trainer methods



Get an in-depth view of Partners for Progress by visiting
www.schoolwide.com/partners-for-progress/



FUNDAMENTALS UNLIMITED

Meet Fundamentals Unlimited!

Fundamentals Unlimited (FundU) is Schoolwide's comprehensive, easy-to-use digital learning and educational resources platform. With FundU, educators have online access to Schoolwide's full suite of literacy curriculum products for Grades K–8, including:

120+
Fundamentals
Units

10k+
Lesson Plans, Appendices,
& Assessments

1.5k+
eBooks & Digital
Short Texts

Digital Educational Resources Unlocked

FundU not only provides supplemental materials that support the implementation of Schoolwide's suite of curriculum products, but also additional resources that can integrate seamlessly with, and provide added value to, other core curriculum—giving educators access to a variety of supportive resources, guides, assessments, appendices, additional texts, and more, all just a few clicks away! Find resources like:



Administrator Resources & Coaching Practices



Phonics & Foundational Skills Assessments



Multilingual Learner Supports

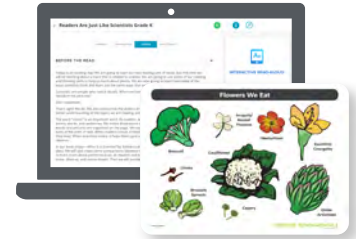
Empowering Teachers With Differentiated Instruction

With access to several quality, diverse, and research-driven resources, teachers can select the materials best suited for their individual students' needs to encourage more personalized literacy instruction.



Request a demo or a free trial of FundU by contacting sales@schoolwide.com

What's Included?



Schoolwide Fundamentals: All Units Accessible Online

Phonics & Foundational Skills resources

- **New** Decodable Texts & Teaching Plans

Reading

Writing

Student Writing Scoring & Assessment Platform

- (included with purchase of Writing Fundamentals)

Grammar, Language Structures, and Conventions

Content Area Literacy: Science and Social Studies

Unit Overviews & Planning Tools

Individual unit planners & recommended pacing guides

Instructional videos & presentations for professional learning

Teaching & Student-Facing Resources & Assessments

Ready-to-use unit lessons & Mini-Lessons

Short shared texts & eBooks

New resources to support multilingual learners

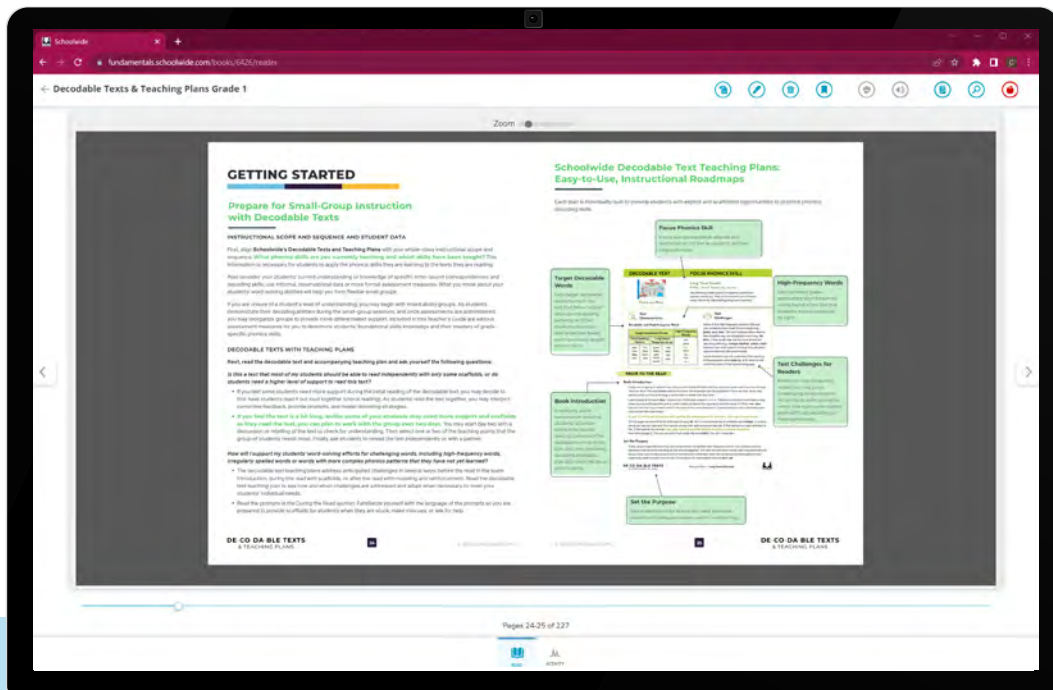
Anchor charts

Graphic organizers

Kid-watching tools

Benchmark assessments with running records

Unit formative & summative assessments & quizzes



Key Features



Single Sign-On

Integrated with both Google Classroom and ClassLink

Seamlessly share resources, assessments, and texts with students



Folders & Libraries

Add resources to customized libraries for easy access

Build and share folders for seamless location and collaboration



eReader for eBooks & Short Texts

Easily search by reading level, genre, theme, or topic

Support independent practice and small-group work

Open and share via Google Classroom



FundU can be purchased as 1-, 3-, and 5-year subscriptions.
Contact sales@schoolwide.com for your subscription!



CURATED & CUSTOMIZED BOOK COLLECTIONS





Curated & Customized Book Collections

“Reading is important, because if you can read, you can learn anything about everything and everything about anything.”
– Tomie dePaola

Engaging the Whole Reader

During the earliest stages of a reader’s journey, it is essential to establish a positive attitude toward reading and to equip the student with the necessary skills to read with confidence and independence. Books are our tools to provide meaningful reading, writing, and speaking experiences that empower and motivate students to read.

Family Literacy Engagement



Whole-Class Interactive Read-Alouds

“Reading like a reader” & “Reading like a writer”
Mentor Texts



Independent Reading

Leveled Library, Author Studies, Decodable Texts, Genre, Series, Authors, Craft Techniques



Responsive Small Groups

Leveled Texts, Decodable Texts, Books for Skills & Strategies



Book Clubs

Theme, Topic, Genre, Author Studies



Partner Practice

Genre, Series, Authors, Author Studies, Craft Techniques, Decodable Texts



How We Select **Mentor Texts**

RICH, DIVERSE, & ENGAGING LITERATURE

“We read with the very real understanding that a great mentor text may be waiting just a page-turn away. We read with the sense of possibility because everything we teach is grounded in the writing we love.”

– Rebekah O'Dell, *Writing with Mentors: How to Reach Every Writer in the Room Using Current, Engaging Mentor Texts*



Bringing the Joy of Reading & Writing to Our Students

Mentor texts are carefully selected pieces of writing we turn to, and often return to, in order to model how authors craft texts and how readers engage with texts. When we use mentor texts, we think about the writer's process, noticing the author's craft and imagining the teaching possibilities. When students study a mentor text, they have already enjoyed it first as a reader—reading or listening to it read aloud. Once the text is familiar, it can be reread with the lens of reading like a writer, and we can ask our students questions like, “How was the author able to put the words together in a way that stirred emotion, caught the reader's attention, or somehow changed your mind?”

Windows, Mirrors, & Sliding Glass Doors

In support of Rudine Sims Bishop's thinking surrounding books as windows, mirrors, and sliding glass doors, we believe it is extremely important for children to see themselves in books, and to learn about the lives, cultures, and experiences of others through literature. Our mission is to always choose diverse books by diverse authors, curate inclusive classroom libraries, and partner with publishers that place a strong emphasis on the intersection of identity and diversity.



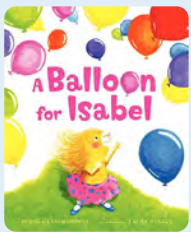

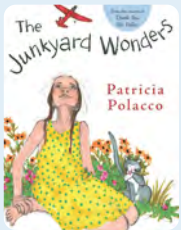
Browse our [Building a Literacy-Rich Classroom Library collections in our index](#), with books that spotlight and celebrate identity, diversity, and inclusion.

Mentor Text **Spotlights**

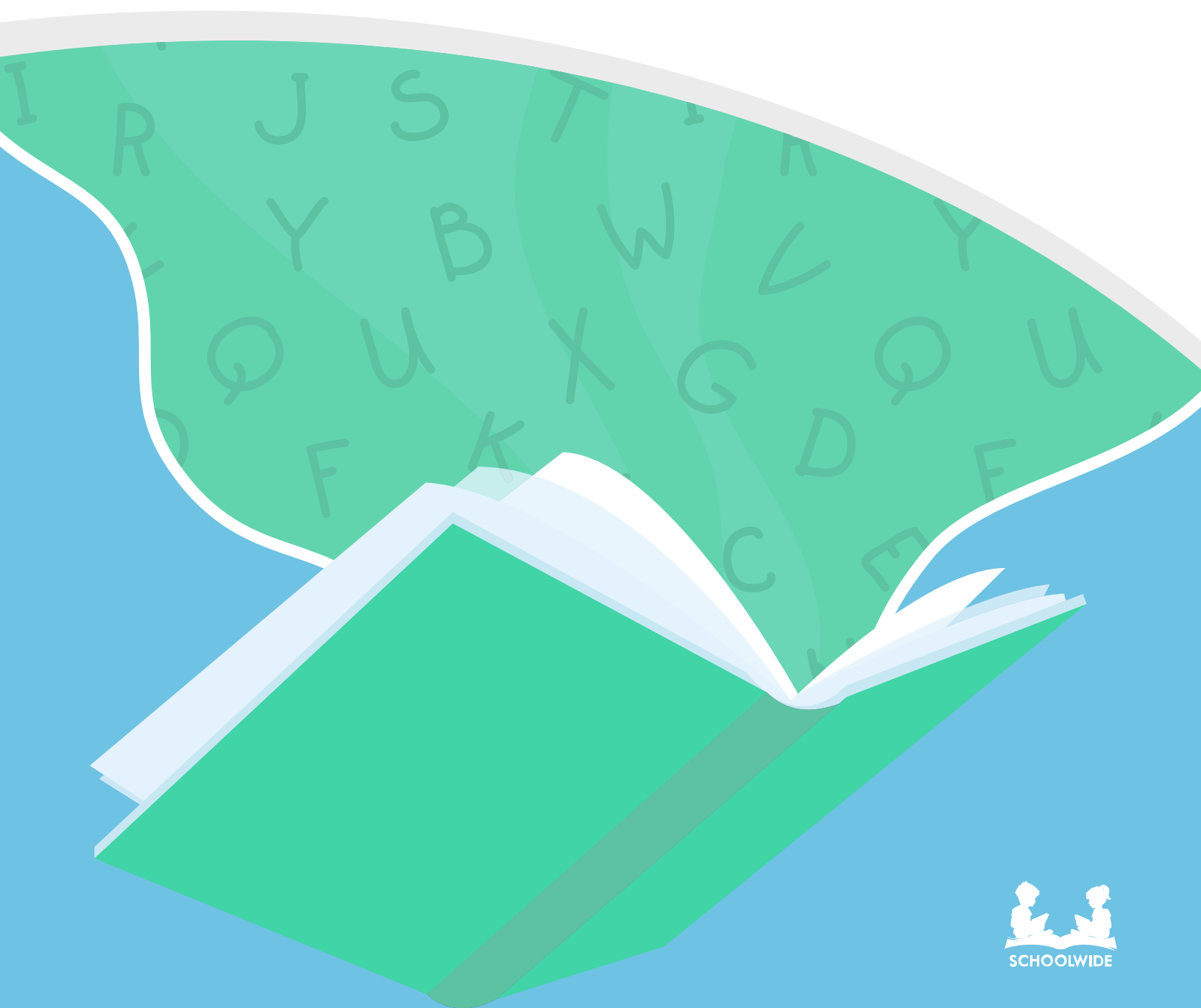


Texts That Live Across & Throughout Reading, Writing, & Grammar Instruction

Schoolwide has a comprehensive set of criteria for selecting our mentor texts, including diversity, complexity, and important qualitative and quantitative measures. We also select texts based on their ability to connect and emphasize the integrated nature of literacy learning experiences across reading, writing, and grammar.

Mentor Text	Reading Connection	Writing Connection	Grammar Connection
 <p>A Balloon for Isabel Unit: Grade K Reading Fundamentals Fiction Grades K–2</p>	<p>Students join Isabel to solve a BIG problem with her friend Walter. These two porcupines will do anything and everything to get a balloon for kindergarten graduation. Learning about problems and solutions in fictional texts has never been this fun!</p>	<p>Imagine being offered a bookmark instead of a balloon!? Students see and listen to the emotive expressions and word choices of Walter and Isabel throughout this mentor text. They come to understand the benefits in their own writing of varying their illustrations and words in order to convey strong emotions.</p>	<p>Short and long sentences with interesting uses of punctuation create opportunities for students to notice how writers make choices with sentence composition. Commas and ellipses and simple and complex structures are all embedded in this engaging read-aloud.</p>
 <p>Come On, Rain! Unit: Grade 5 How Writers Work Grades 3–5</p>	<p>This story is about the experience of a much-needed “quenching rainstorm on a sweltering summer day” that brings together family and friends. Through exquisite language and acute observation, Karen Hesse recreates the experience, thematically showing the tenderness of a mother-daughter relationship, the rhythms of urban society, and the power of nature to transform and reinvigorate all forms of life.</p>	<p>Through a combination of figurative language, imagery, and dialogue that enhances the dialect of the characters, students capture the anticipation and exhilaration of the moment when rain finally arrives. A perfect book for reading like a writer, as students have a wide variety of craft techniques to emulate.</p>	<p>Noticing descriptive adjectives and vivid verbs has never been this fun, as Karen Hesse incorporates words like <i>parched</i>, <i>drooping</i>, <i>sizzling</i>, <i>descends</i>, <i>glistening</i>, and <i>tromping</i>. Taking time to notice the different forms of pause punctuation also supports students with recognizing the pacing of their own sentences as time passes on a sweltering day.</p>
 <p>The Junkyard Wonders Unit: Grade 7 How Writers Work Grades 6–8</p>	<p>Studying theme in realistic fiction becomes relatable in this mentor text. Believing in yourself regardless of others' opinions and overcoming obstacles are easy-to-understand and accessible motifs for any adolescent reader.</p>	<p>Students will study a narrative structure that follows a chronological order in this engaging text, as they also learn the power of figurative language and precise vocabulary. A bonus is the opportunity to study the author's note.</p>	<p>Studying mentor sentences is a great way to inspire middle school students to vary their sentence lengths and types. In this mentor text, students will also observe how the author uses quotation marks in her dialogue and how she correctly punctuates her varied uses of dialogue tags.</p>

PHONICS & FOUNDATIONAL SKILLS



Phonics & Foundational Skills

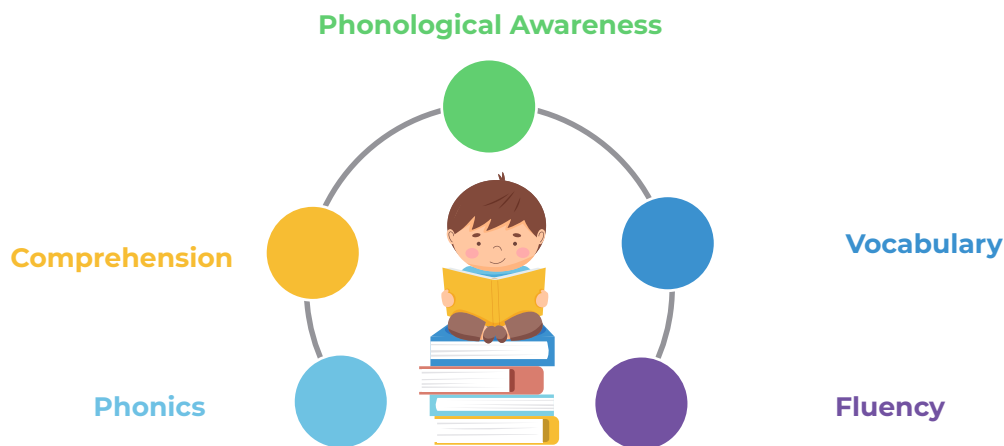
“Foundational Skills are self-defining. They are the knowledge and abilities that provide a strong basis for literacy learning.”

– Schoolwide



What the Science Tells Us

Early readers need explicit and systematic instruction that follows a research-based progression of skills:



Phonics & Foundational Skills Resources for Differentiated Teaching

Schoolwide’s newest Phonics & Foundational Skills offerings provide a range of engaging resources that give teachers the differentiated instruction opportunities needed most in the important stages of emergent reader development.

With the increased focus on the **Science of Reading** in classrooms, we’ve thoughtfully designed our Phonics & Foundational Skills resources to bring specific science-based skills and strategies to life. We combine robust instructional guides that emphasize teacher professional learning and student support, with carefully curated, skills-focused decodable texts collections, short texts, student activities, progression assessments, and more to empower students with real practice.

Guiding the Path to Real Reading & Writing Experiences

Our resources place the emphasis on **phonics skills**, **differentiation**, and **comprehension strategies**—all of which are essential in the development of early readers. Our goal is to create a bridge from systematic, skill-based instruction to authentic reading and writing experiences, where students are confidently reading with meaning.

What's Included?

Schoolwide offers many exciting **new** resources for Phonics & Foundational Skills, to supplement your core phonics curricula and empower you with tools to embrace the Science of Reading with effective and integrated practice with your students.



NEW: Coming Soon! **Foundational Footsteps Phonics Skill Builders**

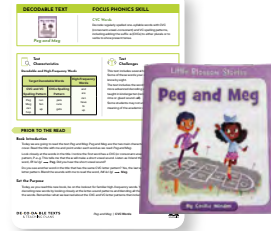
Designed for Grades K–3 teachers to guide students through their progression of phonics & reading comprehension focus phonics skills

- Focus phonics skill for each workbook
- Corresponding introductory lesson
- Family literacy engagement activities & supports
- Independent & partner learning activities
- Decodable texts
- Anchor charts
- Cumulative reviews & assessments



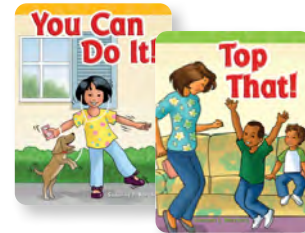
NEW! **Foundational Footsteps Supplemental Decodable Text Collections**

Complete collections for Grades K–3 of skill-specific decodable texts, aligned with *Foundational Footsteps Phonics Skill Builders*



Grades K–2 Decodable Texts & Teaching Plans for Small-Group Instruction

Complete collections of skill-specific decodable texts and in-depth teaching plans to support small-group work and tier 2 intervention. See page 23 for more details.



Grades K–3 Decodable Text Collections for Independent & Partner Practice

Complete collections of skill-specific decodable texts for independent & partner practice



Digital Resources

FundU total access

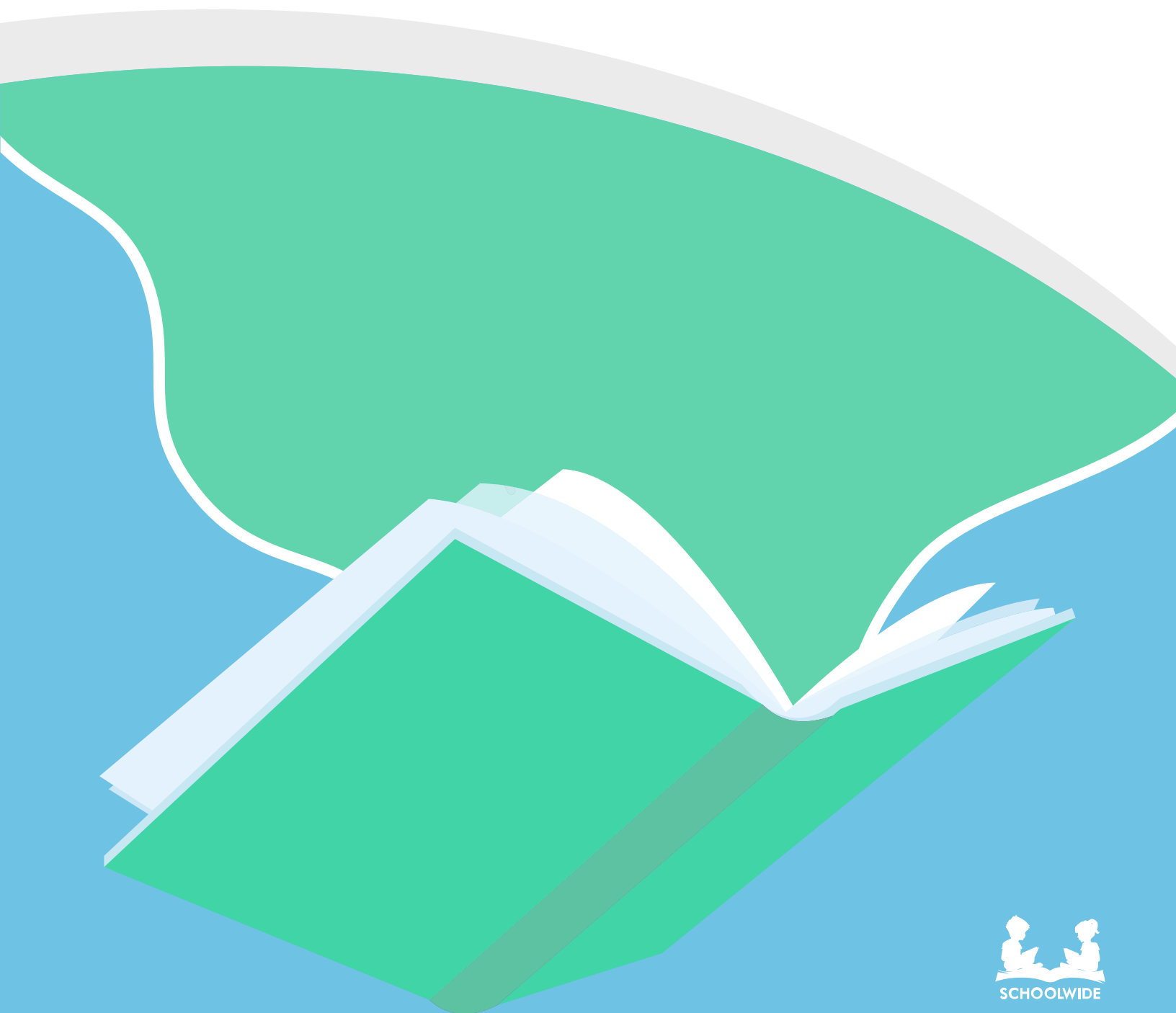
- Includes additional decodable texts, activities, & assessments

Connection to Guided Reading Plans

Looking for a full picture of our new Phonics & Foundational Skills resources? See page 109 in our catalog and contact sales@schoolwide.com to learn more!

PHONICS & FOUNDATIONAL SKILLS

DECODABLE TEXTS & TEACHING PLANS



Decodable Texts & Teaching Plans

“Controlled, decodable text (also known as accountable text) at the beginning level of reading instruction helps students develop a sense of comfort in and control over their reading growth and should be a key learning tool in early phonics instruction. . . . These accountable (phonics-based) texts need to be reread to build fluency, discussed to develop comprehension, and written about to provide opportunities for students to apply their growing phonics skills in writing.”

– International Literacy Association (2019)



What the Science Tells Us

Research supports the benefits of using decodable texts during the early stages of reading instruction to ensure that students have ample opportunities to apply their developing phonics skills while reading real texts. Close connections between what students learn in phonics and what they read builds a strong foundation of word-reading and word-solving.

Designed to Build Confidence in Teachers & Student Learners

Schoolwide's newly launched Decodable Texts Teaching Plans are easy-to-use, instructional roadmaps designed to connect what the research tells us about what skilled reading looks like to how students learn best. Aligned with grade- and skill-specific decodable texts, our plans also give teachers and intervention specialists the tools they need to set the optimal learning conditions to listen, observe strengths and weaknesses, and respond to student needs as they advance their learning and mastery of reading skills.

Curated Collections of Engaging, Instructive, & Comprehensible Texts

Our decodable text collections were curated by literacy experts and selected from different publishers to ensure a rich variety of text formats with engaging stories. When analyzing and selecting our decodable text collections, we consider if they are instructive, comprehensible, and engaging, in order for young readers to get the most benefit from the reading experience. In addition, our collections are designed to easily align with any phonics and word-recognition instructional sequence, to ensure the teaching of decodable texts systematically follows a logical order of skills, from simple to complex.

The screenshot shows a teaching plan for the book 'Rice Farms' by Monica Davies. It is organized into several sections:

- DECODABLE TEXT**: Includes the book cover and the title 'Rice Farms'.
- FOCUS PHONICS SKILL**: Labeled 'R-Controlled Vowels', it states: 'Decode regularly spelled one-syllable words with r-controlled vowels.'
- Text Characteristics**: A table with two columns: 'Target Decodable Words' and 'High-Frequency Words'.

Target Decodable Words	High-Frequency Words
r-controlled vowels: ar, er, ir, or, ur	you, we, it, is, on, at, the, of, this, that, but, from, under, over, they, now, when, dark, few, a, not, to, in, on
- Text Challenges**: A paragraph explaining that the text includes many high-frequency words and some grade-appropriate words that students may not yet know by sight (e.g., water, people, easy).
- PRIOR TO THE READ**:
 - Book Introduction**: A paragraph about the book 'Rice Farms' and a task: 'Look closely at the words in the title. Do you see any words that rhyme? Which words in the title include the r-controlled vowel a-c which says /ar/?'.
 - Set the Purpose**: A paragraph about the book and a task: 'Today as you read this new book, be on the lookout for all the words that have the r-controlled vowel a-c. Circle the words that have the r-controlled vowel a-c. Write the words that have the r-controlled vowel a-c in the box below.'
- DE CODABLE TEXTS & TEACHING PLANS**: A footer with the Schoolwide logo.

What's Included?



NEW! Grades K–2 Teacher's Guides

Robust instructional knowledge

- What are decodable texts and why do we use them?
- Essential understandings about the components of skilled reading

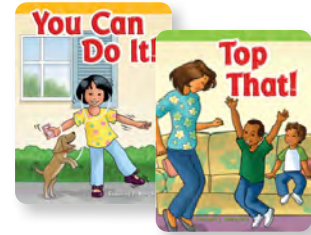
Scope & Sequence

Annotated teaching plans

Customizable/blank teaching plans

Frequently asked questions with focus on Science of Reading alignment

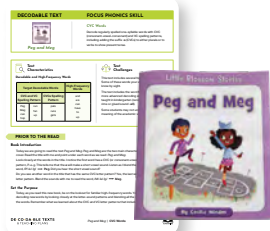
Grade-specific assessments and appendices



Grades K–3 Decodable Text Collections for Independent & Partner Practice

Grade-specific collections curated & sequenced to follow a research-based Scope & Sequence

Additional skill-specific decodable texts for independent & partner practice



NEW! Grades K–2 Decodable Texts & Teaching Plans for Small-Group Instruction (plans included within our Teacher's Guides)

Easy-to-use instructional roadmaps to support small-group & tier 2 intervention

Text characteristics: target decodable & high-frequency words

Text challenges to listen for & respond to

Before, during, & after the reading routine prompts for scaffolding independent application

Connection to additional independent & partner practice opportunities



Digital Resources

FundU total access to Decodable Texts & Teaching Plans

Access to additional decodable texts for independent & partner practice

Optional activities & student assessment forms

Interested in exploring our decodable text collections and resources for your classroom? [View our complete offering on page 109.](#)

DECODABLE TEXT



When Red Hen Fell

FOCUS PHONICS SKILL

CVC Words

Decode regularly spelled one-syllable words with CVC (consonant-vowel-consonant), CVCs, and CVCC spelling patterns.



Text Characteristics

Decodable and High-Frequency Words

Target Decodable Words				High-Frequency Words	
CVC, CVCs, and CVCC Spelling Patterns				is	in
red	leg	well	Nell	can	a
hen	Meg	Ben	bell	my	they
fell	get	cab	Jed	said	two
wet	vet	met	sat	the	have
can	got	pals	bed	she	up
hop	Ted	jam		at	when
				see	



Text Challenges

The text includes many high-frequency words. Some of these words your students may not yet know by sight (e.g., **said, they, have, two**).

This text includes several different types of punctuation marks (quotation marks, exclamation point, period, comma, question mark). Readers may need support to use the punctuation cues to read with appropriate fluency and understanding.

Some students may not recognize the abbreviation **Dr.** for the word **doctor**.

PRIOR TO THE READ

Book Introduction

Today we are going to read the text *When Red Hen Fell*. Read the title with me and point under each word as we read: *When Red Hen Fell*. We can see from the cover illustration that it was a rainy day and poor Red Hen has fallen.

Look closely at the words in the title. The first word is a familiar high-frequency word, **when**. We can also blend the letter sounds to read /wh/ /e/ /n/ → **when**. I notice the next word has a CVC (or consonant-vowel-consonant) letter pattern, R-e-d. This tells me that the **e** will make a short vowel sound. Listen as I blend the sounds to read the word, /R/ /e/ /d/ → **Red**. Did you hear the short vowel sound? Do you see another word in the title that has a CVC letter pattern? Yes, the next word, **Hen**. The last word has a CVCC letter pattern. Blend the sounds with me to read the words /h/ /e/ /n/ → **hen** and /f/ /e/ /l/ → **fell**.

You will see many different punctuation marks as you read this book. Turn to page 3. The first sentence ends with an exclamation mark, which tells you to read the words with a louder voice. The quotation marks that begin and end the next sentence tell you that someone is talking. **If you have not taught the high-frequency word said, point it out since it is repeated throughout the book.** The comma on page 3 tells you to pause or take a breath before reading the rest of the sentence.

Set the Purpose

Today, as you read this new book, be on the lookout for familiar high-frequency words. You will also practice decoding new words by looking closely at the letter-sound patterns and blending all the sounds together to read the words. Be sure to notice the punctuation marks, which tell you when someone is talking, as well as when to pause or stop, and how your voice should sound.

DURING THE READ

If students have difficulty reading decodable words or recognizing high-frequency words that they have studied, initially give them time to problem-solve on their own. Then use the following prompts, questions, and explanations to scaffold independent application of word-solving skills.

Prompts to Support: Word-Solving (Phonics)

- Look carefully at the word. Look at every letter. Make every sound.
- Blend the letter sounds. Now put the sounds together and smooth it out.

*I'm stuck.
Can you tell me
this word?*

If the student has difficulty, you may prompt further:

- Notice the CVC pattern in that word. It tells you that the vowel makes a short vowel sound, /o/. Now try blending the sounds to read the word: **hop** (page 2).
- Does that word also have a CVC pattern? Blend the sounds to read the word: **vet** (page 3). The **vet** is a doctor who takes care of animals.
- Notice this word begins with a capital letter, which tells us it's someone's name. The letter pattern is CVCC, ending with the bonus spelling rule **-ll**, which makes the sound /l/. Blend the sounds to read the word: **Nell** (page 6).

Prompts to Support: Self-Monitoring and Self-Correcting

- Is that a real word? What word does that sound like?
- Does that word sound right and make sense?
- Reread the sentence.

Once students have self-corrected at a word level, ask them to go back to reread the sentence to hear the word in context and enhance their understanding.

Prompts to Support: Word-Solving (Word Recognition)

- Is that a word you know by sight?
- We have been practicing that word. Look at each letter. Have you seen that word before?
- The word is _____.

If students do not recognize an irregularly spelled and previously taught high-frequency word, quickly support their recall or, if necessary, tell them the word so as not to interrupt fluency. Go back to the high-frequency word after the read and practice word-learning strategies.

AFTER THE READ

Discuss and revisit the text.

Check for Understanding

- What was this story about?

Invite students to retell or briefly summarize what happened in the story, using the words and illustrations to support meaning-making.

Celebrate or Recognize the Use of Specific Word-Solving Strategies

- Find a page where you were able to decode a new word by blending all the sounds together.
- Find some high-frequency words that you were able to read by sight.

RESPONDING & REINFORCING

If you notice your students have difficulty while reading this text, model one or two of the following strategies to reinforce these essential reading skills.

Self-Monitoring and Self-Correcting

Select a page on which an error was made and model how to cross-check for accuracy and sense making. See example below.

Let's turn back to page 5. Some of you read, "Meg can see Ben in a car!" **Car** is a real word, and it makes sense in this sentence, but let's see if it looks right. Let's take a closer look at the word (*write the word cab on a dry erase board or chart paper*). The letters are c-a-b.

/c/ /a/ /b/
cab

Now let's blend the sounds together to read the word, /c/ /a/ /b/ → **cab**. A **cab** is a car with a driver whom you pay to take you where you want to go. Some people call it a taxi cab. Now let's reread the sentence, "Meg can see Ben in a cab!" Does that sound right, make sense, and look right in the sentence? Yes!

Word-Solving: Phonics

Select a page on which students had difficulty decoding or asked for help reading a word. Then model how to look closely at the tricky word, guiding students how to decode, and blend the sounds together. See examples below:

Let's revisit page 7. Some of you had trouble reading the word on that page that starts with the letter **b**. Let's take a closer look at that word. What do you notice? Yes, that word has a CVCC spelling pattern. It ends with I-I, which makes the // sound. Let's blend all the sounds together to read the word, /b/ /e/ // → **bell**.

/b/ /e/ //
bell

You may also use a dry erase board or chart paper to write the letters for each sound. Guide students in blending each sound in the word and then read it smoothly so it sounds like the written word.



Optional Independent/Partner Practice

[Word Bingo \(S and G\)](#)

[Dan and His Van](#)

Word-Solving: Word Recognition by Sight

If students have trouble quickly recalling a high-frequency word, use the following word-learning routine to build automaticity:

- We will practice learning an important word by heart. The word is _____ (e.g., **they**). Turn to page ____ (e.g., 6), and let's read this important word in a sentence.
- Put your finger under the word _____ (e.g., **they**) and say the letters with me (e.g., t-h-e-y).
- Let's listen to the sounds in the word **they** /th/ /ay/.
- Now let's notice the letters for each sound as I write the word **they**.



Model writing the letters as you say each sound aloud and slowly stretch out the word. Point out any unfamiliar or odd spelling pattern. (e.g., Did you notice the letters e-y make the /ay/ sound?)

- Now, you will write the word **they** to help you remember this word by heart. Say each letter aloud as you write it. *Students may use a dry erase board, a piece of paper, or write the word in the air.*
- I can use the word **they** in a sentence. "**They** are my best friends!" Now you give it a try. Turn to your partner and use the word **they** in a sentence.

Word-Solving: Vocabulary

If the text includes an academic or content-specific word that is outside your students' language comprehension, go back to the page where the word is used, reread the sentence, and then use context clues (including illustrations), synonyms, and kid-friendly explanations/definitions to build students' word knowledge. See example below:

Let's turn back to page 4 and reread the words in the first sentence, "Meg got Dr. Ted." Have you seen this word spelled D-r before? Do you know what it means? *Allow student responses. This is a good way to assess and build on their word knowledge and schema. Dr.* is an abbreviation or a shortened way to spell the word **doctor**.

Dr. → doctor

Sometimes the illustration gives us clues about the meaning of a word. We can see from this illustration that the bear coming out of the house is a **doctor**. He is wearing a white coat and has a stethoscope. This makes me think that the word **Dr.** means **doctor**.

Read Again



Invite students to reread the text independently or with a partner. If possible, send the text home for students to reread with a family member. Repeated readings of a text are an effective strategy for developing students' fluency skills.

A Cloudy Day



Clouds are drifting across the sky.

The birds are flapping as they fly by.

What's going on? What can this be?

This is not how the sky is supposed to be.

A clap of thunder . . . a very loud sound . . .

Scares the birds as they fly toward the ground.

The rain is here! The drops are falling hard!

The birds land right in the center of my yard.

The next thing I see out my window is an
unexpected surprise.

The birds turn a puddle into a swimming
pool . . . right before my eyes!



37 Common Phonograms (Rimes)

After conducting extensive research, Wylie and Durrell (1970) identified the following 37 most common English spelling patterns, which they called basic phonograms, but can also be referred to as rimes. These rimes appear in almost 500 high-frequency words taught in the primary grades and help young readers decode not only one-syllable words, but longer words as well.

an ran	at cat	aw saw	ay say	it sit	op top	ot pot
ug mug	ack back	ank thank	ash flash	ell smell	ick sick	ill still
ing sing	ink think	ock clock	unk junk	ail pail	ain rain	eat seat
ake take	ale whale	ate gate	ice mice	ide ride	ine line	oke joke
ore more	ap map	est best	uck duck	ip tip	in pin	ump jump
ight light	ame name					

Name of Student: _____ Date: _____

Phonics Assessment: Decoding CVC Words

Directions: Give the student the CVC Words List. Then, invite each student to read the ten CVC words on the list provided and record their responses below. Mark with a ✓ if correct and an ✗ if incorrect.

1. man _____
2. red _____
3. fun _____
4. box _____
5. let _____
6. sit _____
7. pot _____
8. cut _____
9. nap _____
10. him _____

Number Correct (accuracy) _____/10

Notes:

(continued)

CVC Word List

1. man

2. red

3. fun

4. box

5. let

6. sit

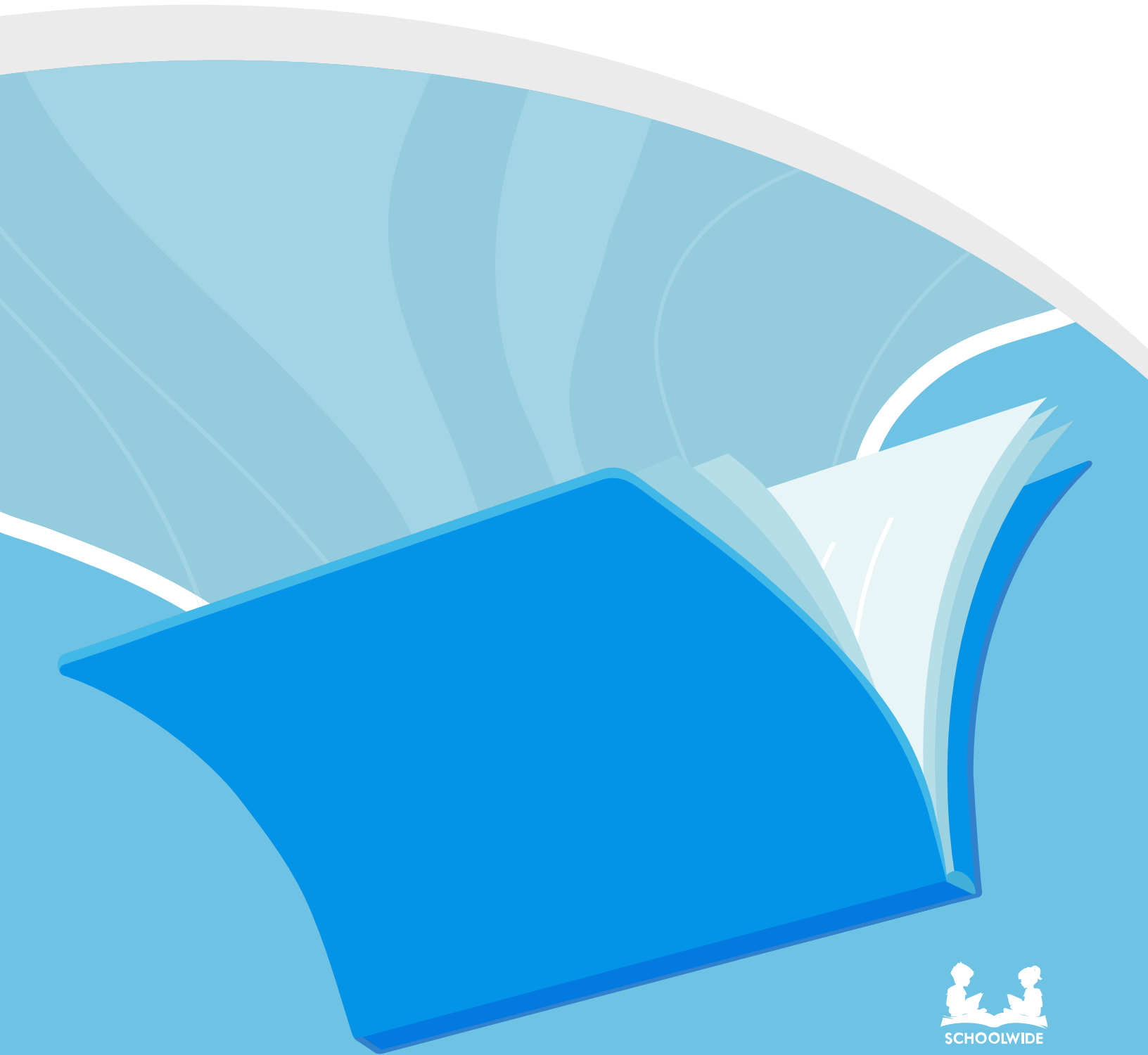
7. pot

8. cut

9. nap

10. him

READING FUNDAMENTALS





Reading Fundamentals

“*Becoming a reader takes time and is part of a child’s journey towards being a reader, which is a lifelong practice where learning never ends.*”

– Rory Cohen, Director of Education, Schoolwide



What the Science Tells Us

“Engaging with text—whether through reading widely and in volume, discussing and analyzing texts read, or writing about or in response to texts read—is central to developing students’ reading comprehension.”

– Nell K. Duke, Assandra E. Ward, P. David Pearson,
The Science of Reading Comprehension Instruction

Schoolwide’s Reading Fundamentals are aligned to:

Depth of Knowledge (DOK) and higher-level thinking strategies

The Gradual Release of Responsibility Model

Research-based practices and standards

Cultivating Students as Confident, Independent Readers

Reading Fundamentals develops, expands, and enhances the skills, strategies, and tools students can use to make meaning of and interact with text. Within the Reading Fundamentals framework are opportunities to read to students (Mentor Texts), to read with students (Shared Texts), and to have students read independently (books or texts at their independent reading levels).

Connecting With Authentic Literature

At the core of Reading Fundamentals are high-quality, authentic pieces of literature. These texts give students the experiences not only to practice their skills and develop reading comprehension, but also to grow their passion for reading and learning.

What's Included?



Grades K–8 Genre Units Core Collection

Launching, Nonfiction, Fiction, Poetry

Unit Introductions & Overviews

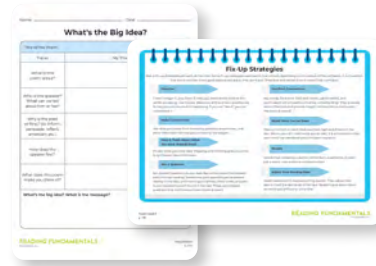
- Unit Scope & Sequence
- Lesson rationales & objectives with student outcomes
- Instructional beliefs & components
- Comprehension strategies
- Academic & domain-specific vocabulary
- Teacher preparation & classroom environment recommendations
- Reader's Notebooks

Grade-specific anchor/mentor texts & short shared texts

Interactive Read-Aloud Lessons

Mini-Lessons

Standards alignment & correlation chart

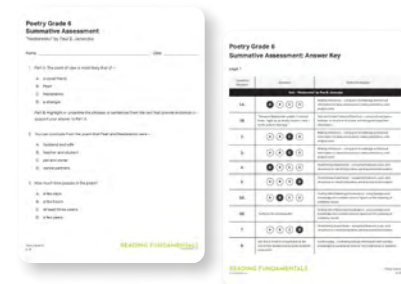


Appendices

Sample anchor charts

Parent letters

Graphic organizers



Assessments (Formative & Summative Grades 2–8) & Assessment Tools

Kid-watching tools

Student performance checklist

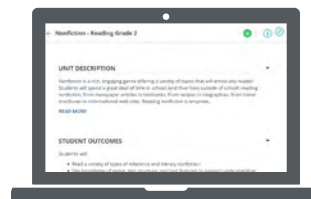


Supplemental Resources & Lesson Extensions

Response to reading

Homework & family literacy engagement connections

Connection to Writing Fundamentals

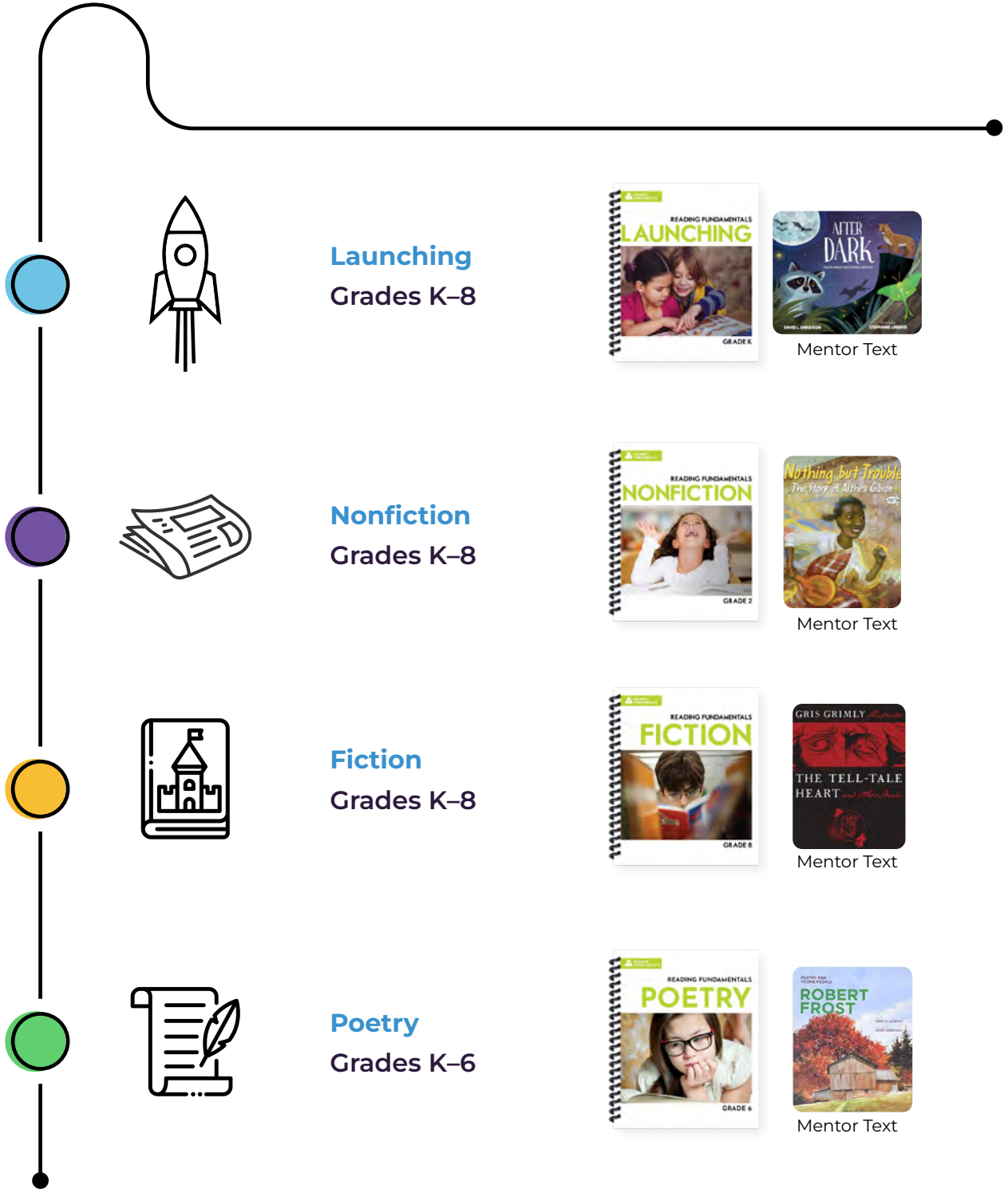


Digital Resources

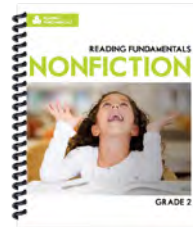
FundU total access

Reading Fundamentals

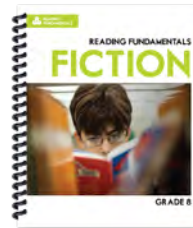
K-8 UNITS ACROSS THE SCHOOL YEAR



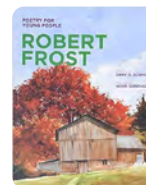
Mentor Text



Mentor Text



Mentor Text

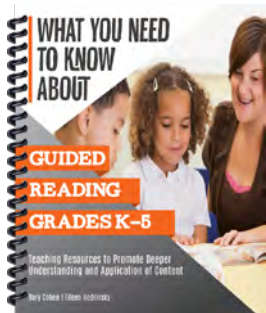


Mentor Text

Guided Reading: **What's Included?**

Emphasizing Individualized Student Learning

We use Guided Reading to facilitate our students' growth as independent readers. This gives them opportunities to read more challenging texts, which become vehicles to build and enhance students' reading strategies. Schoolwide's Guided Reading Plans and leveled collections, as well as our other texts for small-group instruction, are designed to support teachers in meeting students where they are in their individual development of reading skills. Our detailed Teacher's Manual and Guided Reading Plans provide prompts to help identify gaps in reading skills in order to appropriately group and support students with the right reading levels and skill-building opportunities.



Teacher's Manual: *What You Need to Know About Guided Reading, Grades K-5*

Robust instructional knowledge

- What do effective readers do when processing texts?

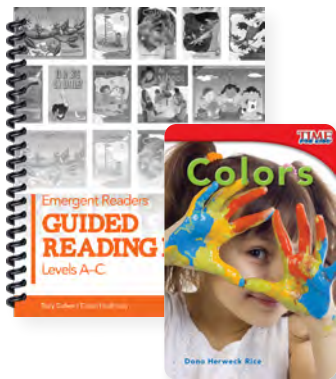
Summarized learning theories

Guidance for assessing books & reading levels

Before, during, & after the reading routine prompts for scaffolding independent application

Sample Guided Reading Plans with student reading profiles

Assessments & assessment tools: rubrics, kid-watching tools, continuums, & prompts

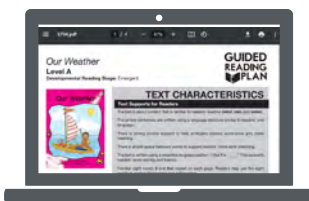


Grades K-5 Guided Reading Collections & Guided Reading Plan Companion Books

Leveled text collections with fiction & nonfiction titles

- Emergent Levels A-C
- Emergent Levels D-G
- Transitional I Levels H-J
- Transitional II Levels K-M
- Fluent Levels N-Q

Guided Reading Plans with supports & challenges for each text (with ability to customize)



Digital Resources

FundU total access

Nonfiction Grade 4 Overview

Mentor Texts

Can You Fly High, Wright Brothers?
by Melvin and Gilda Berger

Climate Change and Air Quality
by Linda Crotta Brennan

A Drop Around the World
by Barbara Shaw McKinney

Everything Reptiles
by Blake Hoena

Just a Second: A Different Way to Look at Time
by Steve Jenkins

Young Pelé: Soccer's First Star
by Lesa Cline-Ransome

Launching Shared Texts

"Back to the Tap"
by Jodie Mangor from
Cobblestone (Lexile Level:
900L)

"Being Squirrelly"
by Diana Vela (Lexile Level:
880L)

"E-Trash: What Happens to
Our Old Electronics"
by Rachel H. (Lexile Level:
920L)

"Getting Back Up With Lindsey
Vonn"
by Andrew D.
(Lexile Level: 840L)

"Recycling?"
by Linday Haynie (Lexile Level:
1040L)

"Tiny Oysters Do a Big Job"
by Lela Nargi from *Highlights*
(Lexile Level: 820L)

Zoobooks®: Butterflies
by Beth Wagner Brust
(Lexile Level: 1040L)

Zoobooks®: Snakes
by John Bonnett Wexo (Lexile
Level 970L)

Nonfiction Grade 4
p. 6

Interactive Read-Aloud Lessons

- **Lesson 1: Why and How Do We Read Nonfiction?**

uses *A Drop Around the World* by Barbara Shaw McKinney, *Can You Fly High, Wright Brothers?* by Melvin and Gilda Berger, and *Everything Reptiles* by Blake Hoena.

Rationale: Readers understand why we read nonfiction and how reading nonfiction is different from reading fiction. Students will learn to recognize the three different types of nonfiction and how to use this information and their own background knowledge about a topic to make sense of new information.

Skills and Strategies: Using Schema, Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

- **Lesson 2: Nonfiction Text Features**

uses *Everything Reptiles* by Blake Hoena.

Rationale: Readers of nonfiction understand how text features can help them navigate informational texts. Students will learn how to identify common nonfiction text features and use them to sort and deepen their understanding of the content.

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 3: Take Your Time**

uses *Just a Second: A Different Way to Look at Time* by Steve Jenkins.

Rationale: Readers of nonfiction understand how to interact with a text in order to deepen their understanding of a topic. Students will learn that reading nonfiction is often a slower, more deliberate, and recursive process than reading fiction.

Skills and Strategies: Using Schema, Text and Genre Features/Structure, Determining Importance, Questioning, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 4: Organization Is the Key!**

uses *Can You Fly High, Wright Brothers?* by Melvin and Gilda Berger.

Rationale: Readers of nonfiction understand how to use text structures to identify important information. Students will learn how writers organize information to help readers navigate fact-filled texts.

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Making Inferences, Visualizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 5: What's the Problem?**
uses *Climate Change and Air Quality* by Linda Crotta Brennan.

Rationale: Readers of nonfiction understand how writers choose different text structures to help readers deepen their understanding. Students will continue their study of nonfiction text structures and learn how to use these structures to deepen their understanding of a topic.

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Making Inferences, Visualizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 6: Be a Word Detective!**
uses *Everything Reptiles* by Blake Hoena.

Rationale: Readers monitor their reading of a text at the sentence and word levels to notice when meaning is breaking down. Students will learn to stop and use “fix-up” strategies when what they are reading does not make sense or includes unfamiliar words or phrases.

Skills and Strategies: Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Using Schema, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 7: Determining the Author's Purpose**
uses *Young Pelé: Soccer's First Star* by Lesa Cline-Ransome.

Rationale: Readers understand that reading nonfiction helps them appreciate different perspectives and points of view about various subjects and topics. Students will learn how to identify the author's purpose for writing a text in order to better analyze the content and make inferences.

Skills and Strategies: Determining Importance, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 8: Summarizing Like a Reporter**
uses *Climate Change and Air Quality* by Linda Crotta Brennan.

Rationale: Readers of nonfiction know how to summarize important information from the text. Students will learn how to demonstrate their understanding of a text by summarizing key ideas like an investigative reporter.

Skills and Strategies: Determining Importance, Questioning, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

- **Lesson 1: Reading Like a Nonfiction Expert!**
uses an excerpt from *Zoobooks®: Snakes* by John Bonnett Wexo from the Nonfiction Shared Texts.

Rationale: Readers use their schema about the types of nonfiction, as well as the text's subject, to enhance their understanding of nonfiction texts. Students will learn how to follow a step-by-step process to activate their prior knowledge, generate questions, and locate answers to build content understandings.

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 2: Follow the Text Map to Understanding**

uses *Can You Fly High, Wright Brothers?* by Melvin and Gilda Berger.

Rationale: Readers of nonfiction use the components of the genre to enhance their understanding of a subject and learn new information. Students will learn how to combine information from text features and key sentences in descriptive paragraphs to enhance understanding of a text’s big ideas.

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 3: Hey, Look at Me!**

uses *Everything Reptiles* by Blake Hoena.

Rationale: Readers use the components of nonfiction texts to enhance their understanding and learn new information. Students will learn how to use text features, or graphic aids, to help them determine the meaning of key vocabulary and locate facts or supporting details.

Skills and Strategies: Text and Genre Features/Structure, Finding Word Meaning (Vocabulary), Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 4: Sorting It Out!**

uses “Tiny Oysters Do a Big Job” by Lela Nargi from *Highlights* from the Nonfiction Shared Texts.

Rationale: Readers use their knowledge of nonfiction text structures to help sort and chunk information. Students will learn how to use various nonfiction text structures to determine what is important to pay attention to when reading nonfiction texts filled with many real-world facts.

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 5: When Did That Happen?**

uses “Getting Back Up With Lindsey Vonn” by Andrew D. from the Nonfiction Shared Texts.

Rationale: Readers use their knowledge of nonfiction text structures to sort through information to determine important details. Students will learn how to read a biographical nonfiction text and utilize the chronological text structure to comprehend the sequence of important events in the subject’s life.

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 6: How Do These Compare?**

uses an excerpt from *Zoobooks: Snakes* by John Bonnett Wexo and “Back to the Tap” by Jodie Mangor from *Cobblestone* from the Nonfiction Shared Texts.

Rationale: Readers use their knowledge of nonfiction text structures to help sort and chunk information. Students will learn about key signal words and phrases that will help them identify the compare and contrast text structure in order to determine what is important.

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 7: Putting the Parts Together**

uses *A Drop Around the World* by Barbara Shaw McKinney.

Rationale: Readers monitor for meaning and use “fix-up” strategies when what they are reading does not make sense or seems unfamiliar. Students will learn how to notice when meaning is breaking down and figure out the meaning of words by using context clues and morphological cues (meaningful word parts).

Skills and Strategies: Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 8: What’s the Author’s Message?**

uses an excerpt from *Zoobooks®: Butterflies* by Beth Wagner Brust from the Nonfiction Shared Texts.

Rationale: Readers understand that nonfiction writers use evidence to support their message or particular points in a text. Students will learn how to determine why a writer wrote a text and to identify the important points that he or she wants readers to remember about the subject or topic.

Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 9: Sum It Up!**

uses “Being Squirrely” by Diana Vela from the Nonfiction Shared Texts.

Rationale: Readers read nonfiction texts and summarize or state the key ideas concisely in their own words. Students will learn how to use text features and paragraph structure cues to sort, prioritize, and summarize key details in an informational text.

Skills and Strategies: Determining Importance, Making Inferences, Synthesizing, Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 10: Integrating Ideas Across Texts**

uses “E-Trash: What Happens to Our Old Electronics?” by Rachel H. and “Recycling” by Linda Haynie from the Nonfiction Shared Texts.

Rationale: Readers integrate information from multiple texts on the same topic or subject to deepen their content understandings. Students will learn how to note important details from two texts about a common subject and to integrate key ideas to deepen their learning and prepare them to speak knowledgeably about the subject.

Skills and Strategies: Determining Importance, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Summative Assessment

Students will read the articles “All Animals Are Star Quality” and “Each Animal’s Physical Structure” from *Zoobooks®: Animal All-Stars* in order to answer selected and constructed response questions.

Nonfiction Grade 4 Reading, Speaking, and Listening Skills and Strategies

Skills and Strategies	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Text and Genre Features/Structure: Good readers are better able to recognize and retain important information and appreciate and understand text when they are familiar with text structure and genre features (e.g., story elements, characters, plot, setting, problem/solution, cause/effect, temporal sequence, illustrations, Table of Contents, headings, bold print, Index, captions, etc.).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Using Schema: Good readers make connections and retrieve and activate prior knowledge to connect to what is known and deepen understanding of the texts they read.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Questioning: Good readers ask and answer questions as they interact with texts and construct meaning.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Visualizing: Good readers use their background knowledge and the author's words to create mental images as they read, to enhance understanding, and to bring the text to life.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Making Inferences: Good readers use prior knowledge and textual information to draw conclusions, make predictions, and form interpretations.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Determining Importance: Good readers identify key ideas, themes, or topics and distinguish between important and unimportant information.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Synthesizing: Good readers synthesize or combine important textual information with existing knowledge to summarize what was read and form new ideas or opinions.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Monitoring and Repairing Comprehension: Good readers are aware of their understanding of text while reading and have a repertoire of fix-up strategies when meaning breaks down.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Finding Word Meaning (Vocabulary): Good readers use context clues to find the meaning of unfamiliar words. Good readers possess a broad range of domain- and academic-specific vocabulary, fostering deeper understanding of topics and subjects.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Speaking to Communicate (Speaking and Listening): Effective speakers consider their audience and purpose, using appropriate tone, voice, and vocabulary to express their ideas, experiences, and/or opinions clearly.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Listening and Responding (Speaking and Listening): Active listeners pay attention through eye contact and body language and respond to what others say through relevant comments and questions.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Engaging in Discussion/Collaborating (Speaking and Listening): Individuals engage in collaborative discussions with agreed-upon rules, building on and evaluating others' ideas, points of view, and use of evidence.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Getting Back Up with Lindsey Vonn

By Andrew D.

Lindsey Vonn knows all about falling. It's an unavoidable part of skiing as fast as you can down a snow-covered mountain. But what made Lindsey the most successful female ski racer in United States history was learning how to get back up again.

"Setbacks help you concentrate to," she says. "When successes fall into your lap, you lose sight of your goals."

In the Beginning . . .

Lindsey started setting goals at a young age. When she was 10, she set a goal of winning an Olympic medal after champion skier Picabo Street showed her the silver medal she won in 1994. Lindsey knew that winning the Olympics would take a lot of work, but that didn't bother her.

"If you work hard," Lindsey says, "it will pay off in the end."

It Pays to Work Hard

Her hard work started paying off almost immediately. First, Lindsey became the first American girl to win an important youth race in Italy. Then she won three Junior World Championships and two U.S. titles. By the time she was 17, Lindsey was on the 2002 U.S. Olympic team. She didn't win any medals, but she gained valuable experience.

Determination and Success

Four years later, Lindsey was on track to achieve her goal in the 2006 Olympics. Then, during a practice run, Lindsey suffered a terrifying fall. Some people thought she might never be able to ski again. But after a trip to the hospital, Lindsey was back on the slopes.

Skiing through terrible pain in her legs and back, Lindsey failed to win a medal. Although disappointed, she was able to see the bright side. "That happened for a reason," she said. "It was a missed opportunity, but it gave me the fuel and motivation that I needed." Lindsey set a new goal for herself: to win a medal in the 2010 Olympics.

It would not be easy. In late 2009, Lindsey severely bruised her right arm in another crash. Then, as she was training for the 2010 Winter Olympics, yet another crash left her with a deep shin bruise. But amazingly, Lindsey never lost sight of her goals and remained focused on the Olympic Games ahead of her. Despite her painful injury, Lindsey became the first American woman to win a gold medal in a downhill event. What an unbelievable triumph!



Downhill skiers like Lindsey Vonn sometimes reach speeds of up to 75mph on the slopes—faster than the speed limit on most U.S.

More Ups and Downs

For almost a decade more, Lindsey won medals and broke records. She also suffered many more serious injuries. She became one of only four women ever to win in all five alpine skiing categories (the downhill, super-G, slalom, giant slalom, and combined). But 2013 may have been the hardest year of all.

That year, she crashed in the downhill in February but competed again by August. In November, she fell hard but returned in December—only to tear her knee ligament. She would not ski at the 2014 Olympics. After two years off, Lindsey came back strong, winning big at the World Cup. In a November 2016 training accident, she broke her upper arm.

Lindsey had not seen her last Olympics. She qualified for the 2018 games in Korea, where she won a bronze medal in the downhill. When she retired from skiing the next year, Lindsey was a four-time Olympian and had won 16 World Cup Crystal Globes—the American record holder.

A Lesson to Learn

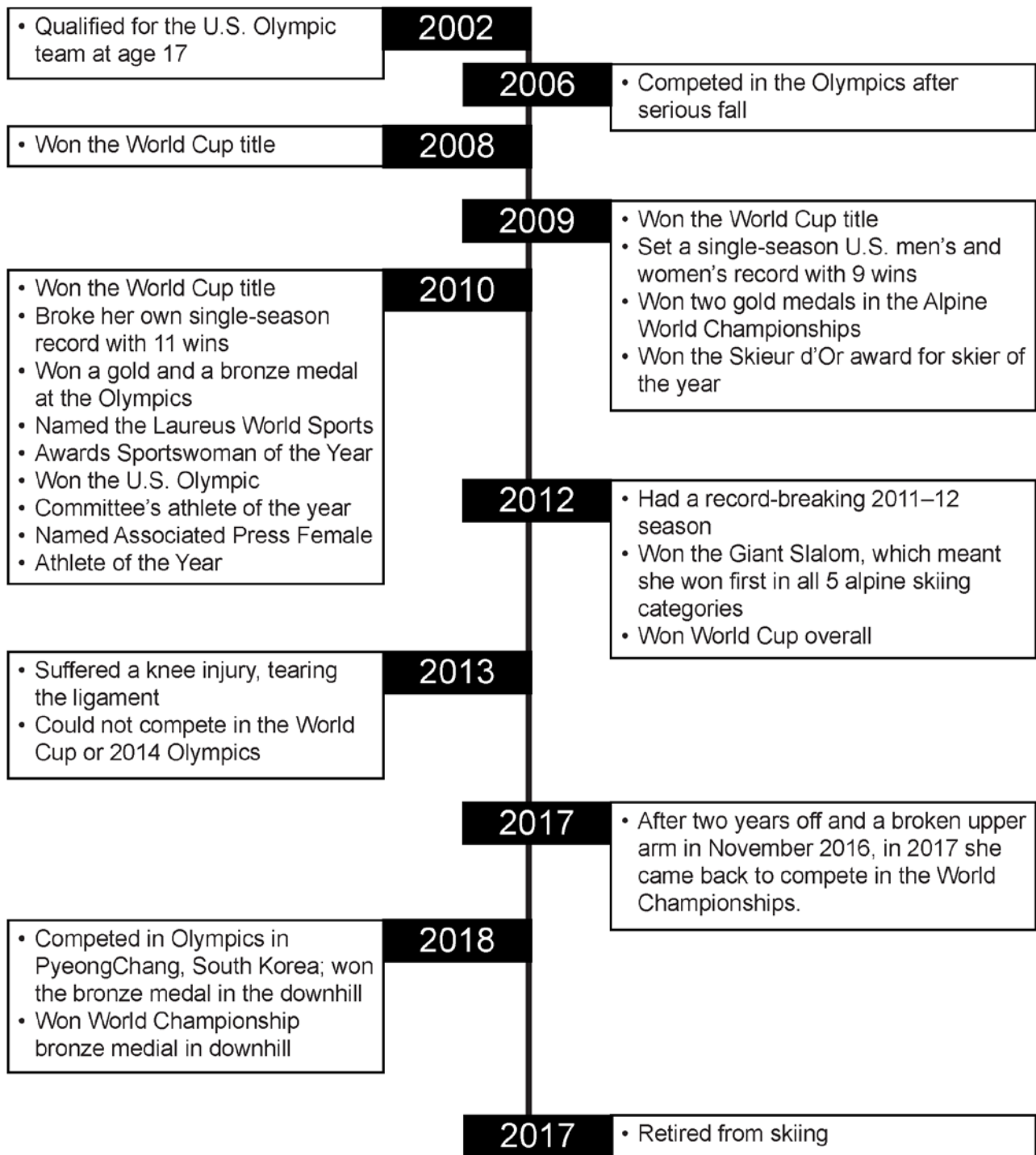
Much can be learned from looking at Lindsey’s course in life and the challenges she overcame. She called her 2022 biography *Rise*, a title that suggests the value of her lifelong motto: “When you fall down, just get up again.” Who can’t learn a lesson from Lindsey?



Downhill skiing can be a very dangerous sport. Skiers sometimes bump into each other, causing one or both of them to fall and suffer serious injuries.



Lindsey Vonn's Career Achievements, 2002–2019





Recycling

by Linda Haynie

Recycling is the reprocessing of used materials into new products. It means taking a product or material at the end of its useful life and turning it into a usable, raw material to make another product.

The goal of recycling is preventing the waste of **potentially** useful materials, reducing the **consumption** of fresh raw materials, reducing energy usage, and reducing air and water pollution by reducing the need for conventional waste disposal.

Recycling shrinks the amount of waste that ends up in landfills and pollutes the environment.

Although Americans only make up 5% of the world's population, we create 30% of the world's garbage.

America's recycling rate is about 28%. Eighty percent of what we throw away could and should be recycled.

It is important for everyone to recycle!



Recyclables

Recyclable materials are also known as recyclables. They may originate from home, industry, or business. Recyclables include paper, plastics, glass, electronics, metals, and textiles.

There are three major steps in the recycling process: 1) collecting recyclable materials, 2) manufacturing recycled-content products, and 3) purchasing recycled products. These three steps create a circle or loop that ensures the overall success and value of recycling.

Within the next three years, Americans will be throwing away 130 million cell phones per year.

Collecting

The methods of collection vary from one community to another. There are four primary methods: drop-off centers, curbside pick-up, buyback centers, and deposit/refund programs.

Recyclables are sent to a material recovery facility to be sorted and prepared into marketable commodities for manufacturing.

In 1988, there were only 600 curbside recycling programs available in the U.S. Today, there are more than 9,340 programs, over 12,000 drop-off centers, and 480 material recovery facilities.

Nonfiction Grade 4 Lesson 2:

Nonfiction Text Features

Rationale

Interactive Read-Aloud | 20–30 min.

Readers of nonfiction understand how text features can help them navigate informational texts. Students will learn how to identify common nonfiction text features and use them to sort and deepen their understanding of the content.

Preparation

- *Everything Reptiles* by Blake Hoena
- Appendix 1 “Nonfiction Text Features” (for display)
- Appendix 2 “Identifying Nonfiction Text Features” (for display; optional copies for students for extension)
- Appendix 3 “Identifying Nonfiction Text Features (Teacher Reference)”

Before the Read

Nonfiction uses some very special text features to help us as readers navigate the text and make connections to the new information we gather. These text features or characteristics make nonfiction different from other types of texts. So, what do I mean when I say text features? Can you think of any examples you know?

Elicit student responses. This is a quick way to assess what students know about the purpose of various text features, as well as what examples they can name.

Text features are basically “clues” that help us uncover new information. A text is defined as “the actual wording of anything written or printed.” A feature is defined as “an important part of something.” Text features help us organize and identify information, determine what is important in the text, and find answers to our questions. When we looked at the reference text *Everything Reptiles*, we noticed some of these helpful features, like the close-up photographs with captions and a contents page.

Quickly show these examples in Everything Reptiles.

Display and discuss Appendix 1 “Nonfiction Text Features.”

As we continue to explore *Everything Reptiles*, let’s look for some of the clues that help us navigate the text, answer our questions, and build our knowledge and understanding of reptiles.

Display Appendix 2 “Identifying Nonfiction Text Features” and write the title of the text on the line. Then under “Text Feature” add the contents page and jot down its purpose. This was looked at and discussed in the first lesson. You may also add any other features you previously noticed, such as photographs and captions.

Let’s begin by reading the Introduction.

An Introduction is a text feature found in some nonfiction texts. I love when an author includes an introduction because it helps readers to understand the big ideas of the book and gets us curious by giving us some interesting information about the topic. An introduction gets us thinking about the topic and what we may already know, right from the start.

Read the Introduction on page 7.

I can tell the author finds reptiles fascinating and wants us to learn all about these “mighty and magnificent reptiles.” I am curious already and can’t wait to learn more!

Read the Explorer’s Corner.

Nonfiction Grade 4 Lesson 2:

Nonfiction Text Features

During the Read (cont.)

The Explorer's Corner is another unique feature we find in this book. This is where a reptile scientist, called a herpetologist, will share his experiences with us. We can be on the lookout for the Explorer's Corner as we read this book.

On the chart "Identifying Nonfiction Text Features," add Introduction and Explorer's Corner (Text Box). See Appendix 3 "Identifying Nonfiction Text Features (Teacher Reference)."

Turn to pages 8 and 9.

The first thing I notice is the section or chapter title, which is in very large font or print: Reptiles Revealed. This tells us what the chapter is going to be about. I am guessing the next few pages will explain how reptiles reveal or show themselves, like the alligator in the photograph. Does anyone else notice any other nonfiction text features on pages 8 and 9?

Elicit responses, such as close-up photograph and caption. Read the caption, then chart the text features and their purposes. Use Appendix 3 "Identifying Nonfiction Text Features (Teacher Reference)."

Let's turn and look at pages 10 and 11. Wow, there is a lot of information on these two pages. I notice at the top of page 10 there is a question in large, bold font or print: What is a REPTILE? This is the heading and it tells us what this particular section will be about.

Read page 10. Think aloud about how the subheadings tell you the main idea of each smaller section or paragraph. As you read, point out the content-specific vocabulary, which is often defined within the sentence or paragraph. Make sure to also read the labels, which tell the names of different reptiles, and the captions, which include a short description.

What text features do you notice on page 11? Do you notice a new feature?

Elicit responses, which might include photographs, labels, subheadings, captions, and a chart. You may add these features and their purposes to the class chart "Identifying Nonfiction Text Features."

Read page 11 and discuss what new vocabulary and information was learned from the text and visual features.

I never heard of the words squamata or testudines. Now I know from reading this chart about reptilia what those terms mean. Squamata are a class or group of reptiles made up of snakes and lizards. Testudines are turtles and tortoises.

Today we learned how to look for "clues" in nonfiction texts. These clues, called text features, are important to us as readers because they give us information, help guide us through the text, and answer our questions.

You may review the nonfiction text features you noticed and noted on the class chart, "Identifying Nonfiction Text Features."

As readers of nonfiction, we understand how useful these text features are to us as we read and determine what is important to pay attention to throughout the text. As we continue our study of nonfiction, we will uncover some more clues that help us navigate the text and understand the information presented.

After the Read

Nonfiction Grade 4

Lesson 2:

Nonfiction Text Features

Independent Reading & Guided Practice | 20–30 min.

Transition to Independent Reading and Guided Practice

It is essential that your students have time to read books of their choice on a daily basis. Send your students off to read independently, practice the strategies and skills taught, and engage with texts. Confer with students to support their progress. This is also the time to meet with students in small groups to provide guided practice and reinforcement of the focus strategies.

Partnership or Small Group

Distribute copies of Appendix 2. Provide students with a selection of nonfiction texts from the classroom or school library. Have pairs or small groups select one of the books and skim through it to look for and identify nonfiction text features and then add their findings to their handouts. Have students keep their handouts in their Reading Notebooks for future use.

Assign one of the nonfiction text features to pairs of students and then have them go on a scavenger hunt to look for a nonfiction text that includes their assigned feature. Ask partners to share their selected text with the class, pointing out examples of their assigned text feature and explaining its purpose.

Assessment

Take observational notes during whole-group share sessions, recording how students contribute to discussions and demonstrate understanding of new skills and strategies.

During independent reading time, have one-on-one conferences with students and note how they are applying what they learned about text features when reading nonfiction texts independently.

Extension(s)

Writing Fundamentals

If you are working with the Writing Fundamentals Nonfiction Unit of Study, use the Immersion Day 2 lesson “Nonfiction Features” to allow students to further examine how nonfiction texts include features that organize the text logically, emphasize key ideas, and list sources used to research the topic.

Homework or Home-School Connection

Ask students to continue to search for examples of nonfiction text features in other informational texts at home (e.g., newspapers, magazines, travel brochures, etc.). Have them bring the texts to class with explanatory labels to display on a class bulletin board.

Nonfiction Grade 4 Lesson 2:

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Nonfiction Grade 4

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Nonfiction Text Features

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20–30 min.

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Objects in the Sky

Level K

Developmental Reading Stage: Transitional



TEXT CHARACTERISTICS

Text Supports for Readers

The text is about a topic that many students should find interesting: outer space.

The text includes several nonfiction text features, including photographs, captions, labels, a contents page, headings, bold print, an index, and a glossary, that signal importance and help readers build understanding.

The text's glossary not only defines important content-specific vocabulary words but also includes pronunciation guides (e.g., **constellation** [kahn-stuh-LAY-shun]).

Important content-specific vocabulary words are defined within the text (e.g., "The sun comes up in the morning. This is called a sunrise").

Most of the text is written in easily understandable declarative sentences (i.e., states information) and interrogative sentences (i.e., asks a question).

Most sentences contain ten words or fewer, and there is ample spacing between lines of text.

The text includes questions, such as "Do you ever look up at the sky?" The author's questions invite students to use their schema to help them make connections as they read the text.

Text Challenges for Readers

There are many facts about outer space for students to process and recall. Students may need support using text features, such as the headings and bold words, to help them determine key ideas.

Some of the scientific concepts, such as how Earth's rotation causes the sky to change, may be challenging for readers to understand. Readers may need to slow down their pace and use the photographs and illustrations to confirm and build meaning.

The text includes several longer, multisyllabic words (e.g., **constellations**, **telescopes**, **backyard**, **something**, **different**, **bigger**, **brightest**) that may be challenging to decode. Students may need support in order to flexibly apply a repertoire of word-solving strategies, such as breaking words into syllables, finding the smaller words in compound words, and noticing inflectional endings (e.g., **er**, **est**).

PRIOR TO THE READ:

BOOK INTRODUCTION: The book *Objects in the Sky* is nonfiction. Nonfiction books teach facts about a topic. Look at the cover photograph, which shows some objects we can see in the sky, such as the moon and clouds. What other things have you seen in the sky? Thinking about what you know about a topic will help you make sense as you read. However, you also need to notice when the facts are unfamiliar and meaning breaks down. When what you are reading doesn't make sense, you may need to reread sections of the text more slowly and use text features, such as photographs, to help you gain meaning.



GUIDED READING PLAN

Objects in the Sky / Level K

1

PRIOR TO THE READ: *(continued)*

Let's take a quick look through the pages of this book to see what text features the author included to help you learn about objects in the sky. Turn to page 3. The contents page lists the big ideas we will be exploring and the pages where each new section begins. (*Read the contents page.*) Which topic seems most interesting to you? Why? Notice that the last two items on the contents page are additional text features to help you: a glossary, which lists important science words, and an index, which tells you where in the book you can locate specific information.

Now check out the rest of the book to see other text features that will help you learn about different objects in the sky. There are photographs, illustrations, captions, headings, and bold print.

VOCABULARY: Let's turn to page 7. The author wrote the science word **orbit** in bold print to capture your attention and signal importance. Let's read the sentence and see if we can infer the meaning of the word **orbit** from the other words in the sentence, or the context clues. "A solar system is made up of a star and the planets and moons that **orbit** it." The illustration can also help us. It looks like the planets in the illustration are going around in circles. I think **orbit** means to go around something. Let's reread the sentence and see if that makes sense. We can also check if we are correct because the author included the definitions of all the bold words in the glossary on page 23. Find the word **orbit**. Do you notice that the author included how to pronounce the word as well as the definition?

As you read this book, remember to use context clues, as well as the photographs and illustrations, to help you understand the meaning of new vocabulary words. You can also check the glossary for additional support.

SET THE PURPOSE: As you read this text, you will learn interesting facts about different objects in the sky. Think about what you already know about the topic and what new information you learn. Pause after reading a section of text to check for understanding. Are you able to retell in your own words what you just read? If not, check the photograph or illustration and then go back and reread more slowly. After you finish reading, be prepared to share what you learned.

DURING THE READ:

Scaffold with prompts, questions, explanations, and modeling.

SELF-MONITORING/SELF-CORRECTING: As you read, make sure that the words make sense, sound right, and look right. If not, go back and reread to self-correct.

Do you remember the meaning of the word **orbit** from our discussion before? If not, what can you try?

Do you understand what you are reading? Remember to reread when necessary to regain meaning.

Do you want to read on to see if it makes sense?

WORD-SOLVING: When you come to a tricky word, you can break it into smaller parts or syllables, such as **dif-fer-ent**.

The word **brightest** was tricky. I covered the ending and noticed that the first part looks like the word **night**. I read **bright** and added the ending chunk, **est**. When you are stuck, try covering the end of a word and finding a part you know.

What do you know in this word that could help you figure it out?

Were you able to figure out the meaning of the important word **reflects**, which is written in bold letters? What could you try?



GUIDED READING PLAN

Objects in the Sky / Level K

2

DURING THE READ: *(continued)*

COMPREHENSION: The author begins the text with a question, “Do you ever look up at the sky?” This invites you to think about your own experiences and make connections. I like to look up at the sky to see the different kinds of clouds during the day and the different patterns of stars at night. Do you look at the sky too?

Notice how the topics listed on the contents page become the headings for the different sections of the book. The heading “Planets” tells you what this section of text is about.

As you read, be sure to take note of surprising facts.

I knew that the sky changes from day to night, but I learned a new fact: The sky changes because Earth spins in a circle. Did you know that? Remember to pause and think about new facts you are learning.

Look closely at the photographs on page 9. The author included a text feature called captions, which are words that help explain a picture. The captions tell you that one photograph shows Venus from Earth, and the other shows Venus from space. Compare the photos. What do you notice?

Can you restate in your own words what you learned about the planet Mars?

This illustration of the solar system includes labels that tell you the names of the eight planets. Are you able to read the names of the planets and compare how they look?

Use the photographs, as well as key words in the text, such as **reflects**, to explain what you are learning about the moon.

What is the section titled “Stars” about?

How do telescopes help us?

FLUENCY (PHRASING AND EXPRESSION): Do you recognize some familiar sight words, such as **there**, **things**, and **night**? Finding sight words, or words that you know without sounding them out, helps you read more smoothly.

The author included punctuation cues, such as commas, to tell you how to phrase or group the words in a sentence in order to build meaning. Be sure to pause when you see a comma. Listen to how I read this: “During the day, the sky is big and blue.”

Try rereading this page fluently, paying attention to the punctuation cues.

AFTER THE READ:

Discuss and revisit the text.

CHECK FOR UNDERSTANDING: What have you learned about objects or things we see in the sky? You may wish to use the headings and pictures to help you recall important details.

CELEBRATE OR RECOGNIZE THE USE OF SPECIFIC PROCESSING STRATEGIES: Find a page where you did “good reading work.” What did you do?



GUIDED READING PLAN

Objects in the Sky / Level K

3

POSSIBLE TEACHING POINTS:

Self-Monitoring, Word-Solving, Comprehension, and Fluency

Depending on your individual students' reading work during this guided reading session, reinforce one of the strategies that students needed most in order to comprehend this text. This strategy should also support the students when reading future texts.

WORD-SOLVING:

USING CONTEXT CLUES AND SCHEMA TO DETERMINE WORD MEANING: Were you able to figure out the meaning of the word **guide** on page 17: "A long time ago, people used the stars as a **guide**"? Let's read ahead and see if the context clues help us understand the meaning. It seems **guide** means to help people travel or "figure out directions when they [are] in new places." That reminds me of a travel guide, or someone who shows you around new places you visit.

SEARCHING FOR VISUAL CLUES (TAKING WORDS APART, INFLECTIONAL ENDINGS): Let's review some inflectional endings added to words in this book. Recognizing ending chunks can help you read longer words. Let's turn back to page 9 and find the words that end with the chunk **est**. Yes, **easiest** and **brightest**. Now turn to page 10 and find a word that ends with the chunk **er**. Did you find the word **brighter**? Look on page 19 for another word that ends with **er**. Yes, **bigger**.

USING NONFICTION TEXT FEATURES TO DETERMINE PRONUNCIATIONS OF CONTENT-SPECIFIC WORDS: Let's revisit the glossary and learn how to use the pronunciation guide, written in parentheses, to pronounce these important scientific vocabulary words. The word in parentheses is divided into syllables and written using phonetic spelling. You pronounce and blend each syllable and read the part in all capital letters a bit louder. For example, say **kahn-stuh-LAY-shun**.

COMPREHENSION:

USING SCHEMA TO MAKE CONNECTIONS AND ENHANCE UNDERSTANDING: Let's think about the author's question at the end of the book: "What things do you see in the sky?" Making personal connections to things you have observed in the sky will deepen your understanding. For example, as the author says, "We see something new every day." I thought about how I once saw a rainbow in the sky after a thunderstorm. This helped me understand exactly what the author means: There are so many things to see in the sky; you just have to look! As you read this book, did you make any text-to-self connections or think about your own experiences in connection with what you read? How did this help you better understand what the book describes?

POSSIBLE INDEPENDENT WORK:

It is usually recommended that readers at the emergent, early, and transitional stages reread their guided reading texts to practice reading fluently, with proper phrasing and expression. Students may be invited to reread the book on their own or with a partner.

READER RESPONSE:

Paint or draw a picture of objects you have seen in the sky. Be sure to add labels and/or captions to explain what is in the picture.

CONSTRUCTED RESPONSE:

This book taught you many facts about different objects you can see in the sky. Write two new facts you have learned and explain one way in which your thinking or understanding has changed. Use your background knowledge as well as details from the text to support your response.



GUIDED READING PLAN

Objects in the Sky / Level K

4

CONTENT LITERACY FUNDAMENTALS



Content Literacy Fundamentals

“Teachers that build background knowledge are bringing the world into their classrooms.”

– StandardsWork



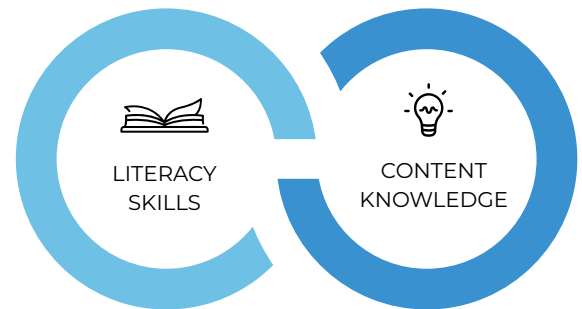
What the Science Tells Us

“Building students’ content knowledge—knowledge about the natural and human world—is a critical linchpin to helping them become strong readers and creative problem solvers.”

– National Council on Teacher Quality

An Interdisciplinary Approach to Building Content Knowledge

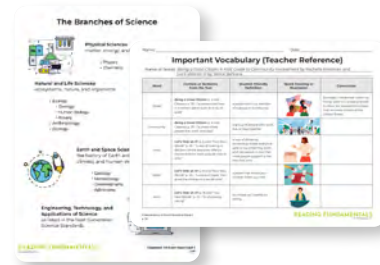
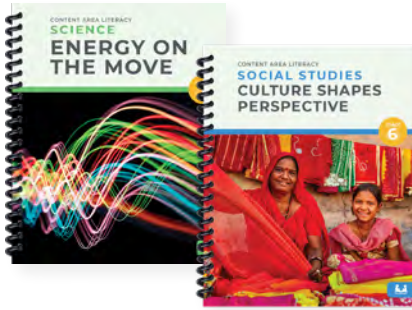
Our Content Literacy units integrate knowledge-building and literacy skills, immersing students in real reading, writing, and research experiences that deepen their understanding of the world around them. Through inquiry-based lessons, Content Literacy Fundamentals supports students in their growing content knowledge of science and social studies topics, in alignment with the Next Gen Science Standards and the the National Curriculum Standards of Social Studies. Our resources complement both literacy and general science and social studies classroom curricula.



Supporting All Students in Discovering Reader & Writer Identity

Schoolwide Content Literacy units include multiple text types and genres, so that students can discover new language, vocabulary, and subject matter that connects with their diverse backgrounds. Teaching with these units enables educators to understand how students access content, practice language, and obtain knowledge best, whether through distinct genres or specific high-interest topics. This is particularly important for creating a supportive and authentic learning environment for multilingual learners. The units build literacy learning while empowering students to bring their own background knowledge into the process of developing their reading and writing identities.

What's Included?



Grades K–8 Units

Science and Social Studies

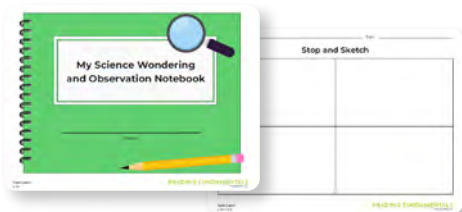
- Unit Introduction & Overview
- Lesson rationales & objectives with student outcomes
- Teacher preparation & classroom environment recommendations
- Content literacy skills & strategies
- Academic & domain-specific vocabulary

Grade-specific anchor/mentor texts & short shared texts

Interactive Read-Aloud Lessons

Mini-Lessons

Real-world writing tasks



Supplemental Resources & Lesson Extensions

Response to reading - firsthand investigation extensions

Science Wondering and Observation Notebook

Homework & family literacy engagement connections

Connection to Writing Fundamentals

Appendices

Sample anchor charts

Student forms

Feature article references

Parent letters

Graphic organizers

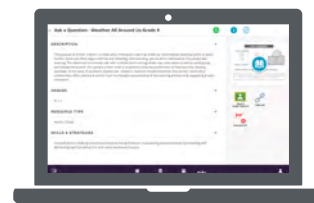


Assessments & Assessment Tools

Kid-watching tools

Student performance checklist

Student self-reflection



Digital Resources

FundU total access

Contact us to explore the ways that Schoolwide Content Literacy Fundamentals can support multilingual learners in your classroom.

Content Literacy **Fundamentals**

K-8 UNITS ACROSS THE SCHOOL YEAR

	Science	Social Studies
Grade K	Plants Weather All Around Us	My Place in the World Schools Help Us Learn
Grade 1	Life Cycles of Animals Energy on the Move: Light and Sound	Communities, Families, and Traditions Rules and Laws
Grade 2	Patterns in the Natural World Earth's Systems: Processes That Shape the Earth	Communities: Urban, Suburban, and Rural Characteristics of Good Citizenship
Grade 3	Plants and Animals Adapt to Survive Forces and Interactions: Force, Motion, and Magnetism	Communities Past and Present U.S. Government: Fundamental Concepts
Grade 4	Roles of Plants and Animals in Ecosystems Energy: Electric, Sound, Light, and Heat	Communities Adapt to Their Environment Colonial America
Grade 5	Ecosystems: The Human Impact Our Solar System	Geography: How Human Action Affects the Environment The American Revolution
Grade 6	Cells Extreme Weather	Culture Shapes Perspective Roots of Democracy
Grade 7	The Human Brain	U.S. Immigration: 1840–1920
Grade 8	Genetics	Women's Suffrage Movement

Communities: Urban, Suburban, and Rural Grade 2 Overview

Mentor Texts

City Green
by DyAnne DiSalvo-Ryan

City Homes
by Nicola Barber

*Community Helpers from
A to Z*
by Bobbie Kalman

Homes Around the World
by Bobbie Kalman

The Journey
by Sarah Stewart

Life in a Farming Community
by Lizann Flatt

Shared Texts and Documents

"Aerial View of Manhattan"

"Building Levittown" (Lexile
Level: 840L)

"Last Night in the City"
by Ed Combs

Interactive Read-Aloud Lessons

- Lesson 1: Setting a Purpose**
uses *Life in a Farming Community* by Lizann Flatt.

Rationale: Readers establish goals and purposes when reading to learn new information in content areas. Students will learn how essential questions help them to read purposefully and critically to build content knowledge.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Determining Importance, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating, Researching to Build and Present Knowledge
- Lesson 2: Building Meaning Through Learning Vocabulary**
uses *Life in a Farming Community* by Lizann Flatt and *City Homes* by Nicola Barber.

Rationale: Readers must be able to determine the meaning of content-specific and academic vocabulary to comprehend social studies texts. Students will learn how to link the meanings of new words explicitly taught to their own background knowledge and to use context clues and text features to independently determine the meaning of new words.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating, Researching to Build and Present Knowledge
- Lesson 3: Building Content Knowledge**
uses *Life in a Farming Community* by Lizann Flatt and *City Homes* by Nicola Barber.

Rationale: Readers who are seeking to deepen their content understanding need to evaluate the ideas in a text to determine what is important to remember. Students will learn how to take notes to keep track of their learning and build enduring understanding.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Questioning, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating, Researching to Build and Present Knowledge
- Lesson 4: Deepening Our Understanding**
uses *The Journey* by Sarah Stewart.

Rationale: Readers read a variety of different genres, such as fiction, nonfiction, and poetry, to build their knowledge about a topic. Students will learn how to note the supports and challenges in a fiction text to deepen their understanding about aspects of the topic of study.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating, Researching to Build and Present Knowledge

- **Lesson 5: Generating Questions While Reading**
uses *Homes Around the World* by Bobbie Kalman.

Rationale: Readers ask questions for different purposes when reading in the content areas. Students will learn how to generate questions to clarify and monitor their comprehension, acquire or challenge information, seek explanations, and analyze ideas.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Questioning, Determining Importance, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge

- **Lesson 6: Let's Take a Closer Look**
uses *City Homes* by Nicola Barber.

Rationale: Readers reread portions of complex texts to clarify and deepen their understanding of key concepts. Students will learn how to engage in careful and purposeful rereading of a text and to notice text features and language used to convey key details and build content knowledge.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Questioning, Determining Importance, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge

- **Lesson 7: Knowledge Building Blocks**
uses *Community Helpers from A to Z* by Bobbie Kalman.

Rationale: Readers read a variety of texts to deepen their knowledge and develop enduring content understanding. Students will learn how to locate, analyze, and evaluate details from various sources.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Determining Importance, Making Inferences, Synthesizing, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge

- **Lesson 8: Let's Put It All Together!**
uses *City Green* by DyAnne DiSalvo-Ryan.

Rationale: Readers summarize and reflect upon important facts after doing extensive reading in a content area. Students will learn how to revisit their notes and identify the key ideas as they think about what the new facts they have learned mean to them.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Determining Importance, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge

Mini-Lessons

- **Lesson 1: Analyzing Information From Multiple Sources**
uses "Last Night in the City" by Ed Combs from the Shared Texts and Documents.

Rationale: Readers classify factual information and organize key ideas related to a topic. Students will learn how to compare and contrast information from various sources about urban communities.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Visualizing, Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge

- Lesson 2: Interpreting Information From Visual Sources**
uses *City Homes* by Nicola Barber and "Aerial View of Manhattan" from the Shared Texts and Documents.

Rationale: Readers use information presented visually to deepen their understanding of a content topic. Students will learn how to interpret information from primary source photographs of urban communities.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge
- Lesson 3: Analyzing Visual Images to Build Meaning**
uses *Homes Around the World* by Bobbie Kalman and *Life in a Farming Community* by Lizann Flatt.

Rationale: Readers identify and analyze important information from both print and visual sources. Students will learn how to identify relevant information gleaned from photographs about life in rural communities.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge
- Lesson 4: Reviewing and Reflecting: Do We Know Enough?**
uses *City Homes* by Nicola Barber and "Building Levittown" from the Shared Texts and Documents.

Rationale: Readers review their knowledge about a topic to evaluate the adequacy of the information. Students will restate the major ideas they have learned about life in suburban communities and generate additional clarifying questions to deepen understanding.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge
- Lesson 5: Making Our Own Interpretations**
uses "Building Levittown" from the Shared Texts and Documents and *The Journey* by Sarah Stewart.

Rationale: Readers use information gleaned from print and visual sources to draw conclusions about what they have learned. Students will learn how to analyze historical photos to form interpretations about what life was like in a suburban community.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge
- Lesson 6: Digging Deeper**
uses "Aerial View of Manhattan" and "Building Levittown" from the Shared Texts and Documents.

Rationale: Readers critically examine relationships among elements related to a topic. Students will learn how to analyze information from print and digital sources to draw conclusions and identify cause and effect relationships.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge

- **Lesson 7: Sorting Our Information**

uses all of the mentor and shared texts from the unit.

Rationale: Readers sort factual information to deepen understanding. Students will learn how to revisit the essential question and sub-questions to summarize and categorize key ideas.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Determining Importance, Making Inferences, Synthesizing, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge

- **Lesson 8: I Used to Think . . . But Now!**

uses *City Homes* by Nicola Barber, *The Journey* by Sarah Stewart, *City Green* by DyAnne DiSalvo-Ryan, and “Aerial View of Manhattan” and “Last Night in the City” from the Shared Texts and Documents.

Rationale: Readers synthesize information by combining important ideas from texts and visual sources with their own thoughts and experiences. Students will learn how to reflect upon their new learning and identify how their thinking has changed.

Content Literacy Skills and Strategies: Using Schema, Questioning, Determining Importance, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge

- **Lesson 9: Let's Evaluate Our Findings**

uses all of the mentor texts from the unit.

Rationale: Readers make and defend judgments about key content understandings. Students will learn how to evaluate what information is important to remember and why.

Content Literacy Skills and Strategies: Determining Importance, Making Inferences, Synthesizing, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge, Writing Informative/Explanatory Texts Focused on Discipline-Specific Content

- **Lesson 10: In My Opinion . . .**

uses all of the mentor texts from the unit.

Rationale: Readers formulate and are able to express opinions about key content understandings. Students will learn how to write an opinion piece that demonstrates their understanding of the topic of study.

Content Literacy Skills and Strategies: Determining Importance, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge, Writing Informative/Explanatory Texts Focused on Discipline-Specific Content

Summative Assessment

Students will read the articles “Farm Kids” by Jeanie Mebane and “Visiting the Big Apple” by Lily Wildrick, as told to Annabel Wildrick, from *Appleseeds* in order to answer selected and constructed response questions.

Communities: Urban, Suburban, and Rural Grade 2 Content Literacy Skills and Strategies

Skills and Strategies	Interactive Read-Aloud Lessons						Mini-Lessons											
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Text and Genre Features/Structure: Content readers know and use various text and genre features to locate and identify important information and integrate visual information with print and/or digital text to demonstrate understanding (e.g., headings, table of contents, glossary, charts, time lines, photographs, web sites).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Using Schema: Content readers use their prior knowledge and the text itself to build understanding of key concepts. They make text-to-text connections, comparing and contrasting key points or information and/or the presentation or structure of two or more texts on the same topic.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Questioning: Content readers ask and answer questions as they interact with texts and use essential questions to focus on and clarify key ideas as they make meaning and build content knowledge.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Visualizing: Content readers use their prior knowledge and the writer's words to create mental images as they read, enhance understanding, and learn from the texts.								•										
Determining Importance: Content readers distinguish between unimportant and important details in a text. They identify and recall key ideas, as well as categorize and summarize important information.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Making Inferences: Content readers use prior knowledge and textual information to differentiate fact from opinion, support analysis of primary and secondary sources, draw conclusions, build theories, and form interpretations. Content readers analyze cause and effect relationships between and among key ideas.									•									
Synthesizing: Content readers synthesize or combine important textual information with existing knowledge to summarize what was read, integrate and evaluate information to form new ideas, and construct a reasoned argument or opinion.									•									
Monitoring and Repairing Comprehension: Content readers are aware of their understanding of texts while reading and have a repertoire of fix-up strategies when meaning breaks down. Content readers engage in close reading—a careful and purposeful rereading of portions of complex texts. They utilize text features and context clues to make sense of key details and build content knowledge.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Finding Word Meaning (Vocabulary): Content readers use context clues to determine the meaning of unknown words. They also look for morphology or word structure cues, such as meaningful word parts (e.g., prefixes, suffixes, and root words) to infer the meaning of unfamiliar words. Content readers build a broad range of domain-specific and academic vocabulary through reading widely, fostering deeper understanding of topics and subjects. They define and apply discipline-based conceptual vocabulary.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Communities: Urban, Suburban, and Rural Grade 2

Communities: Urban, Suburban, and Rural Grade 2

Content Literacy Skills and Strategies

Skills and Strategies (cont.)	Interactive Read-Aloud Lessons								Mini-Lessons									
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10
Speaking to Communicate (Speaking and Listening): Effective speakers consider their audience and purpose, using appropriate tone, intonation, voice, and vocabulary to express their ideas, experiences, and/or opinions clearly.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Listening and Responding (Speaking and Listening): Active listeners pay attention through eye contact and body language and respond to what others say through relevant comments and questions.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Engaging in Discussion/Collaborating (Speaking and Listening): Individuals engage in collaborative conversations with agreed-upon rules, building on and evaluating others' ideas, points of view, and use of evidence.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Researching to Build and Present Knowledge (Writing): Effective writers recall, research, and record information from experiences and from primary and/or secondary sources to build content understanding. They take notes to categorize and summarize important information for later reflection and analysis.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Writing Informative/Explanatory Texts Focused on Discipline-Specific Content (Writing): Students demonstrate content understanding by composing responses to essential questions with comprehension and clarity. Effective writers compose informative/explanatory pieces on content-specific topics while including relevant facts, definitions, concrete details, or other information and examples from various sources.																		•

Communities: Urban, Suburban, and Rural Grade 2

Lesson 3: Building Content Knowledge

Rationale

Preparation

- *Life in a Farming Community* by Lizann Flatt
- *City Homes* by Nicola Barber
- Appendix "Note-Taking: Gathering Information About Different Communities" (for display; make copies for students for Partnership or Small Group work; optional copies for students for extension)

Before the Read

We are going to read many different books about our topic: life in different communities. As we read, we will continue to focus on the essential question: How does *where* we live influence *how* we live? We've seen that it's important to stop and think about the information that we find important. We have placed sticky notes on pages that address our essential question, and we have stopped to study new and important vocabulary words. Each text will teach us something different or new and deepen our understanding of our topic. Today we will learn how to take notes to keep track of our learning. Some information might be interesting, but not necessarily important to our focus. Learning how to research a topic by reading a variety of texts, sifting through the information, and determining what is important are essential strategies that you will use for the rest of your lives. Learning how to do these things now will enhance your reading journey as well as your learning journey!

So far we've been exploring and discussing information from two books: *Life in a Farming Community* and *City Homes*. Today we're going to revisit the pages where we have placed sticky notes and see how we can use them to write information and then organize them to use as a

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Interactive Read-Aloud | 20–30 min.

Readers who are seeking to deepen their content understanding need to evaluate the ideas in a text to determine what is important to remember. Students will learn how to take notes to keep track of their learning and build enduring understanding.

learning tool. We will learn to sort our information and see how it helps us answer our essential question.

During the Read

Display the Appendix "Note-Taking: Gathering Information About Different Communities." Use the sticky notes placed on the pages of the texts during Interactive Read-Aloud Lessons 1 and 2 to model writing the important information from the pages on the notes. Turn to p. 4 in *Life in a Farming Community*.

Here is a sticky note that I placed on this page about the homes in rural communities. I remember that homes in rural communities are usually surrounded by land called countryside, so I'm going to write this information on my sticky note and place it on our chart.

Write "rural homes: surrounded by countryside" on the sticky note and place it in the first column of the Appendix.

Because our essential question is about how where we live influences our lives, I want to always note whether the information I read is about an urban, suburban, or rural community.

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Communities: Urban, Suburban, and Rural Grade 2

Lesson 3: Building Content Knowledge

During the Read (cont.)

Model filling in the second column with "rural," and then read the heading of the third column.

In this column I could draw a house with a large yard to quickly recall what I learned. I remember that I also learned something about homes in the book *City Homes*. I'm going to look at the pages where I placed sticky notes in this book.

Turn to p. 6 in City Homes and point out the sticky note.

It says here that city homes have little or no yards at all and that they are close together. I'm going to write this information on my sticky note and add it to our chart.

Write the information from p. 6 on the sticky note and add it to the chart.

After the Read

By organizing my notes, I am able to better think about the similarities and differences between homes in rural and urban communities. I understand better how where you live, in the city or in the country, really can determine how much land or space you have around you. Let's take a look at a few more pages where I placed notes.

Turn to pp. 6 and 7 of Life in a Farming Community.

Who remembers what farming means and how it contributes to what people do in farming communities?

Allow brief student answers and model completing the chart.

Flip to p. 20.

On this page, we are reminded about the kinds of transportation farmers may use. In this case, tractors play an important role in the lives of farmers because they help farmers move things like hay around.

In *City Homes* the author tells us how people in cities get around!

Display pp. 24 and 25.

They use subways, streetcars, and regular cars, but the streets are very, very crowded and the cars move slowly. How can we write this on our chart?

Allow student volunteers to help fill in the chart for "getting around" in the urban community.

We have read about the similarities and differences between homes and transportation in rural and urban communities. Then we used our notes to organize this information so we could better understand, remember, and compare these two types of communities. We are becoming great note takers!

Communities: Urban, Suburban, and Rural Grade 2

Lesson 3: Building Content Knowledge

Independent Reading & Guided Practice | 20–30 min.

Transition to Independent Reading and Guided Practice

It is essential that your students have time to read books of their choice on a daily basis. Send your students off to read independently, practice the strategies and skills taught, and engage with texts. Confer with students to support their progress. This is also the time to meet with students in small groups to provide guided practice and reinforcement of the focus strategies.

Independent Reading

Invite students to revisit their self-selected books about rural and urban life to review important information indicated with sticky notes placed after Interactive Read-Aloud Lessons 1 and 2.

Partnership or Small Group

Have students share with a partner the important information they learned by referring to the pages where they placed sticky notes in their selected texts. Distribute copies of the Appendix "Note-Taking: Gathering Information About Different Communities" and have students complete the first two columns.

Assessment

Confer with students one-on-one to assess their ability to determine important information in the texts they read during independent reading that is relevant to the topic of study.

Collect students' completed "Note-Taking: Gathering Information About Different Communities" handouts to assess their ability to note important, relevant information when reading in the content area.

Extension(s)

Response to Reading

Invite students to create illustrations in the third column of their "Note-Taking" handouts for each of the important pieces of information that they transcribed during Partnership or Small Group work.

Homework or Home-School Connection

Invite students to interview family members about the kind of community they grew up in or currently live in. Ask them to add one or two additional pieces of information to their "Note-Taking" handouts based upon their family member's firsthand accounts. If family members have photos of their urban, suburban, or rural community, have students add copies to the "Illustration" column of the handout. (You may need to provide students with a new copy of the handout.)

Communities: Urban, Suburban, and Rural Grade 2

Lesson 5: Making Our Own Interpretations

Rationale

Mini-Lesson | 10–15 min.

Readers use information gleaned from print and visual sources to draw conclusions about what they have learned. Students will learn how to analyze historical photos to form interpretations about what life was like in a suburban community.

Preparation

- "Building Levittown" from the Shared Texts and Documents
- *The Journey* by Sarah Stewart
- Appendix "Photo Analysis Worksheet" (for display)
- Students completed "Put It All Together!" handouts from previous lessons

Inform

As we have continued to learn about how where we live influences how we live, we noticed that the special way the homes and communities are built in the suburbs influences how people live their daily lives. Today, we'll continue to analyze historical photos from Levittown, NY, focusing on how the special community structure makes suburban living unique from both urban and rural living.

Present

In Sarah Stewart's book *The Journey*, Hannah travels from her rural home to the big city.

Open to the page where Hannah is looking from the skyscraper.

The buildings are crowded together and very tall.

Turn the page.

In her rural life, the neighbors are very far away.

Display "Building Levittown."

If Hannah were to visit Levittown and see this boy on his tricycle, I wonder what she would write in her diary.

Levittown isn't like Hannah's rural home, nor is it like the crowded city. Let's look at this photo and study the details to see if we can draw some conclusions about how life in the suburbs is different from urban and rural life. Could this boy ride his tricycle on Hannah's farm? In the city?

Allow student sharing (e.g., probably not on the farm because there's no cement, and probably not in the city because there are too many people, etc.).

I think you're right. The long sidewalk and the lack of traffic provide a perfect place for this boy to ride a tricycle and play in his front yard. What conclusions can we make about how the suburban community structure influences daily life?

Elicit student responses (e.g., the homes are near each other, not like in Hannah's rural home, yet each family has a space where they can spend time outside, etc.).

Levittown provides outdoor spaces for children to safely play with bikes, other toys, and each other. What other details do you notice?

Allow sharing.

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Communities: Urban, Suburban, and Rural Grade 2

Lesson 5: Making Our Own Interpretations

Engage Display the page in *The Journey* where Hannah is visiting the aquarium in the city.

Remember how Hannah marveled that children go to the aquarium to see fish in the city?

Turn the page.

Hannah caught her own fish in the river in her rural life!

Display the photo of the children in the pool from "Building Levittown."

There isn't an aquarium or a river in Levittown. In this photo, how do the suburban children enjoy water? Turn and talk with your partner about the photo and the details that you notice.

Allow time for students to analyze the photo.

What conclusions can we draw from this historical photo about suburban life?

Allow sharing (e.g., children play in their own yards, homes have their own pools, neighbors can come to play because the homes are near, etc.). Use the Appendix "Photo Analysis Worksheet" and the "Put It All Together" chart to organize and add the new information.

This photo is historical, from the 1950s. Do you think

children in the suburbs still enjoy this kind of activity? How might suburban life be different today?

Allow sharing.

Reiterate

These images in the form of historical photos really help me understand what life is like in the suburbs for these families. The illustrations in *The Journey* showed us how different Hannah's rural life was from the city, and these photos reveal how suburban life is different from both urban and rural life. Taking the time to look at visual sources can really teach us a lot and allow us to draw conclusions about our topic.

Communities: Urban, Suburban, and Rural Grade 2

Lesson 5: Making Our Own Interpretations

Independent Reading & Guided Practice

30–40 min.

Transition to Independent Reading and Guided Practice

It is essential that your students have time to read books of their choice on a daily basis. Send your students off to read independently, practice the strategies and skills taught, and engage with texts. Confer with students to support their progress. This is also the time to meet with students in small groups to provide guided practice and reinforcement of the focus strategies.

Independent Reading

Invite students to focus on the visual sources presented in their independent reading, carefully studying the details to see what information they can glean and what conclusions they can draw about how where the characters live influences their actions in the book.

Partnership or Small Group

Have partners imagine what it would be like to be Hannah, from the book The Journey, if she were taking a journey to visit her cousin in the suburb of Levittown. Using the photos from "Building Levittown," invite students to write a journal entry similar to the ones Hannah wrote in The Journey, this time describing how different life in the suburbs is from life in her rural home.

Conference Questions

What new conclusions were you able to draw based on the visual sources?

How does this new information deepen your understanding of the topic?

Assessment

Ask students to compare how they were able to learn from the historical photos of "Building Levittown," and compare that to how they were able to learn from visual sources in a text, such as The Journey. Assess their ability to draw conclusions based on the new information.

Extension(s)

Response to Reading

Have small groups of students write and perform a short play in which Hannah visits Levittown to meet her cousins. They should have a few lines about how different suburban life seems for Hannah, as well as enact a few activities that they would do in the suburbs.

My Neighborhood, My World (Teacher Reference)

Key Idea: Neighborhoods, like families, are diverse (full of unique people). Madlenka’s neighborhood has people from all over the world.

Neighborhood helpers	What do they do?	How are they unique? (use textual evidence)	Illustrations or notes
Mr. Gaston	<ul style="list-style-type: none"> baker 	<ul style="list-style-type: none"> is French greet Madlenka by saying, "Bonjour, Madeleine" bakes bread and desserts talks about Paris and France 	
Mr. Singh	<ul style="list-style-type: none"> newspaper kiosk vendor 	<ul style="list-style-type: none"> is from India greet Madlenka by saying, "Sathsariakal, Madela" 	
Mr. Ciao	<ul style="list-style-type: none"> sells ice cream 	<ul style="list-style-type: none"> is from Italy greet Madlenka by saying, "Buon giorno, Maddalena" 	
Mrs. Grimm	<ul style="list-style-type: none"> neighbor and friend tells stories 	<ul style="list-style-type: none"> is from Germany greet Madlenka by saying, "Guten Tag, Magda" 	
Mr. Eduardo	<ul style="list-style-type: none"> sells fruit, vegetables, flowers, trees, and plants 	<ul style="list-style-type: none"> is from Latin America greet Madlenka by saying, "Hola, Magdalena" store feels like a rain forest 	
Cleopatra	<ul style="list-style-type: none"> school friend plays with Madlenka 	<ul style="list-style-type: none"> named after Egyptian queen has a big imagination when playing and imagines animals everywhere 	
Mrs. Kham	<ul style="list-style-type: none"> store owner 	<ul style="list-style-type: none"> is from Asia greet Madlenka by saying, "Tashi delek, Mandala" sells interesting items from Asia, like lucky dragons and masks 	

Communities: Urban, Suburban, and Rural Grade 2 Summative Assessment

Directions: Read the article below and then respond to questions 9–15 on your answer sheet.

Visiting the Big Apple

by Lily Wildrick, as told to Annabel Wildrick

I've been visiting New York City all my life. That's because my Gram lives there. I've been there more times than I can count!

When we go to New York, we stay in Gram's apartment on the 10th floor. It's the same apartment my mom grew up in when she was a kid.

Every day starts with a trip to Central Park. My brother and I go with Gram and her dog, William. He loves to romp with his dog friends!

I like being in New York because it's so different from where I live. (I live in a house in a town in Massachusetts.) One of the things that's different is how you get outside. Here's what you do:

- Walk out your apartment door.
- Go down the hall to the back elevator. (Dogs are not allowed in the front one.)
- Push the button and wait.
- Get in, push another button, and go down.
- Walk through a hallway, down a few steps, through a door, across the lobby, through the front door (that the doorman has opened), and finally, you're outside. It can take a while!

Sometimes, before we leave, Gram calls the doorman on a special phone to ask him how cold it is. In New York we walk a lot. But I've also ridden the subway, buses, and taxis many times. I really like the subway, but sometimes it hurts my ears. You go down stairs to get underground, stick your Metro Card into a slot, go through the turnstile, and wait for the train.



Sometimes when I go to New York, I do touristy things. One really fun day we went to a show called JUMP!, then to the top of the Rockefeller Center Building, then out to a Japanese restaurant for dinner, then to Times Square. I was really tired at the end of that day!

One thing I don't like about New York is how noisy it is at night. Sometimes it's hard for me to get to sleep. But after a busy day, not even the Big Apple's noises can keep me awake!

From *Appleseeds* issue: You Are There . . . In the City, © 2009 Carus Publishing Company, published by Cobblestone Publishing, 30 Grove Street, Suite C, Peterborough, NH 03458. All Rights Reserved.
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Communities: Urban, Suburban, and Rural Grade 2 Summative Assessment

"Visiting the Big Apple" by Lily Wildrick

Name: _____

Date: _____

9. The text "Visiting the Big Apple" is an example of—
- A. a nonfiction article
 - B. a letter
 - C. a fiction story
 - D. an advertisement

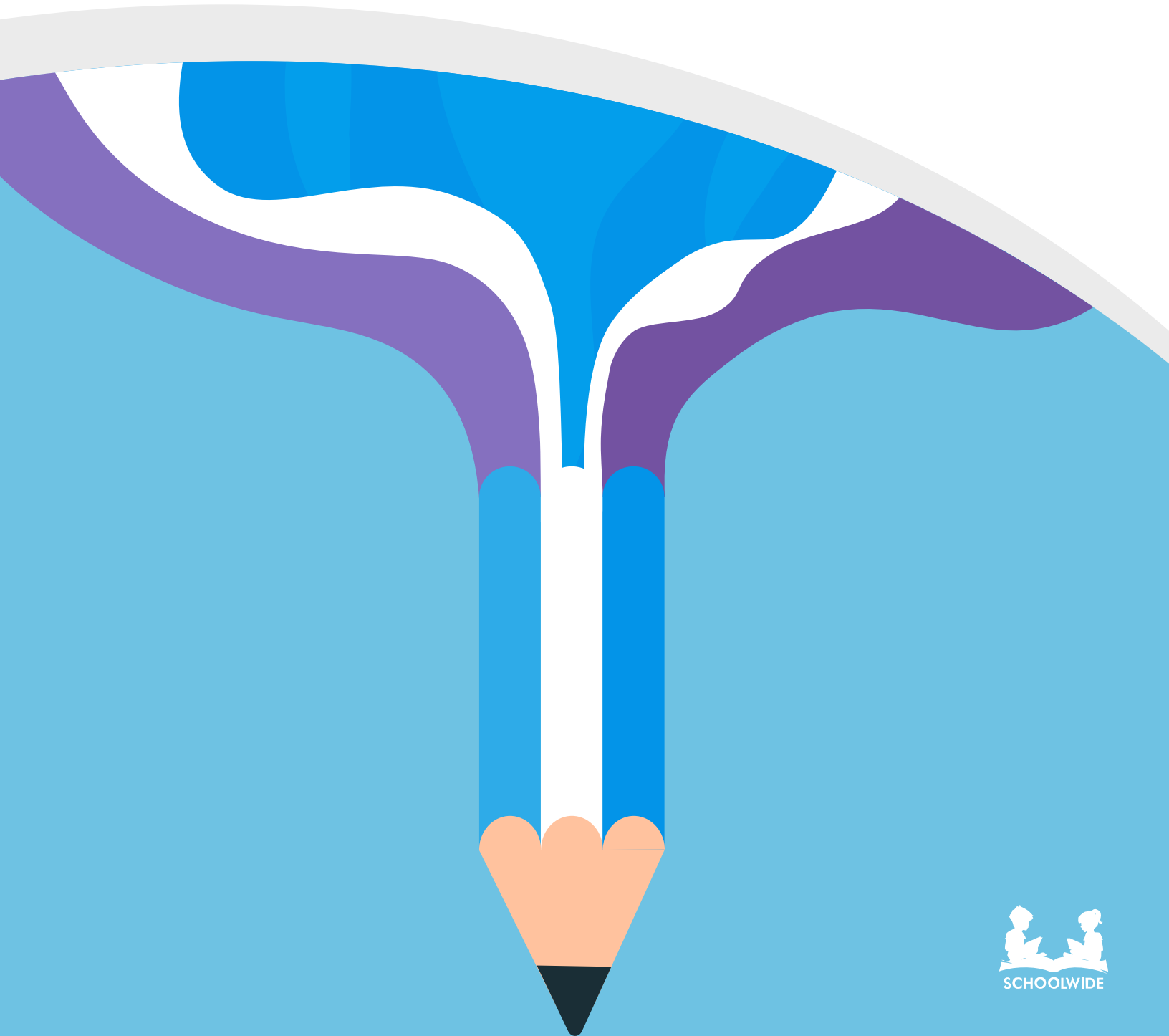
10. Part A: Why does the author visit New York City so often?
- A. she lives close by
 - B. her friends live in New York City
 - C. she likes riding the subway
 - D. her Gram lives there

Part B: Highlight or underline a sentence in the text that provides evidence to support your answer to Part A.

11. The author tells readers, step by step, how to—
- A. walk your dog in the city
 - B. get outside from your apartment in the city
 - C. stay warm in the big city
 - D. go to sleep when it is noisy in the city

12. Based on the text, what do you think “the Big Apple” refers to?
- A. New York City
 - B. a town in Massachusetts
 - C. what dogs like to eat
 - D. Gram’s apartment house
13. How does the author travel around New York City?
- A. walking
 - B. riding the subway
 - C. riding a bus
 - D. all of the above
14. Based upon the photo of Times Square, New York City, how would you describe this part of the city?
- A. crowded
 - B. peaceful
 - C. quiet
 - D. roomy
15. **Constructed Response** – Write a paragraph about things to do in New York City. Include details from the text to support your response.

WRITING FUNDAMENTALS



Writing Fundamentals

“Writing not only helps students master new material, but it also serves as a tool for self-expression, reflection, and community building. Writing can create new worlds and bring imagination to life.”

– EdSource



What the Science Tells Us

“Explicit writing instruction not only improves students’ writing skills but also helps build and deepen their content knowledge, boosts reading comprehension and oral language ability, and fosters habits of critical and analytical thinking.”

– Thomas B. Fordham Institute

Establishing an Effective Writing Process

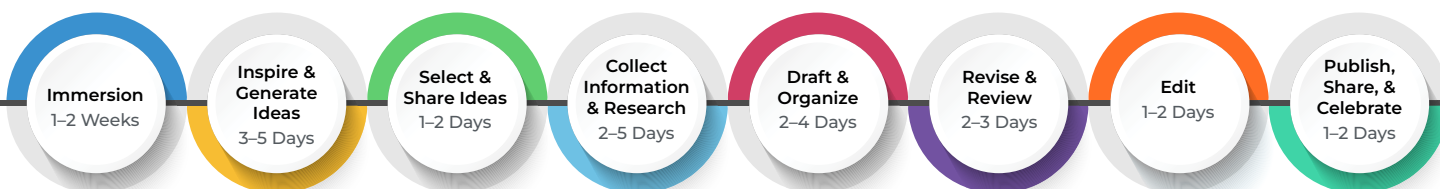
Schoolwide’s Writing Fundamentals is designed to empower teachers to establish predictable routines, where students take ownership of their writing, share work with peers, and learn to plan, revise, and edit. The overarching goal is to lead students to discover their writing identities, while finding joy and building confidence with the process of crafting their own pieces of writing.



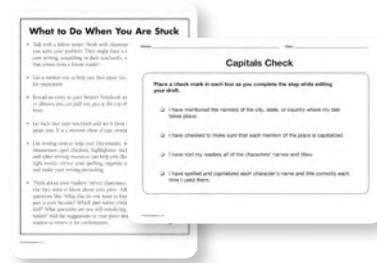
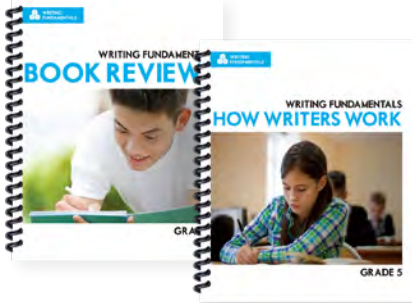
Mentor Texts as Powerful Writing Tools

In order for students to write with power and purpose, the Writing Fundamentals units use quality literature and informational texts to provide authentic examples of various genres and text types. With these texts, teachers can encourage students to adopt a writer’s mindset by focusing on important questions: Why are books structured and organized a particular way? What are the authors thinking and feeling when they write? How do authors incorporate personal experiences and emotions to positively impact the reader’s experience? How can I borrow from, or emulate, techniques from mentor authors?

The Writing Process



What's Included?



Grades K-8 Units

How Writers Work (Launching), Narrative, Informational/Explanatory, Opinion/Argument

- Digital access to K-5 Poetry Writing units via FundU

Unit Introduction & Overview

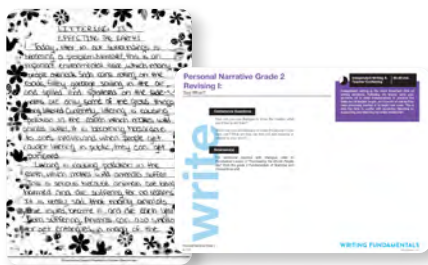
- Unit Scope & Sequence
- Lesson rationales & objectives with student outcomes
- Instructional beliefs & components
- Academic & domain-specific vocabulary
- Teacher preparation & classroom environment recommendations
- Writer's Notebooks

Grade-specific anchor/mentor texts & short shared texts: genres, authors, cultures, & content

Interactive Read-Aloud Lessons during immersion

Mini-Lessons

ELL/MLL supports (with adapted appendices)



Supplemental Resources & Lesson Extensions

Student benchmark pieces (digital access via EVAL and FundU)

Home-school connections

“Connections Between Writing Fundamentals and Grammar Fundamentals: Language Structures and Conventions” - alignment chart

Follow-up Mini-Lessons

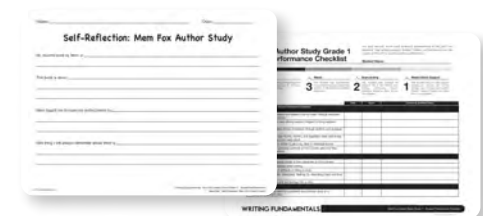
Conference questions for independent writing

Appendices

Sample anchor charts

Parent letters

Graphic organizers



Assessments & Assessment Tools

Kid-watching tools

Student performance checklist

Student self-reflection questionnaire

Writer's Notebook

Rubrics

Student-friendly writing rubrics (digital access via EVAL and FundU)



Digital Resources

FundU total access

EVAL: Student Writing Scoring and Assessment Tool

Writing Fundamentals

K-8 UNITS ACROSS THE SCHOOL YEAR

	Launching	Narrative	Informational/ Explanatory	Opinion/Argument
Grade K	How Writers Work	Donald Crews Author Study Personal Narrative	List and Label Books How-To Writing	FUNctional Writing
Grade 1	How Writers Work	Mem Fox Author Study Personal Narrative	Nonfiction All-About Books	Fiction With Book Reviews (Narrative and Opinion)
Grade 2	How Writers Work	Personal Narrative Folktales, Fables, and Fairy Tales	Gail Gibbons Author Study	Letter Writing
Grade 3	How Writers Work	Patricia Polacco Author Study	Nonfiction	Biography
Grade 4	How Writers Work	Cynthia Rylant Author Study	Nonfiction	Feature Article With Editorial (Informational/ Explanatory and Opinion)
Grade 5	How Writers Work	Memoir	Biography	Essay
Grade 6	How Writers Work	Personal Narrative	Feature Article	Argumentative Essay
Grade 7	How Writers Work	Memoir	Photo Essay	Book Reviews
Grade 8	How Writers Work	Multi-Genre Memoir	Research Report	Argumentative Essay (Content Areas)

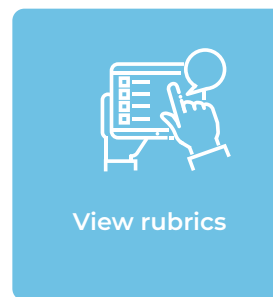
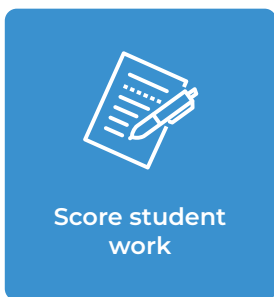
EVAL



Meet EVAL!

EVAL is Schoolwide’s student-centered digital scoring and assessment platform for writing. It includes several action-oriented resources, a suite of standards-aligned rubrics, and so much more. EVAL was created to support teachers in accurately assessing students’ writing progress, while celebrating new techniques and skills that students gain as they learn and grow into successful writers.

With EVAL you can:



Your Go-To Tool for Designing Instructional Next Steps for Writing

When it comes to analyzing student writing through the different qualities or stages, EVAL supports teachers in answering the ever-famous question, “Now what?” By digging into the data and understanding where individual students fall in their mastery of the skills embedded in the stages of the writing process, teachers can more accurately pinpoint where students are thriving, and conversely, where more support is needed.



What's Included?



Student Writing Benchmarks

Grade-level & genre-specific student exemplars

Scored and annotated benchmarks with expert commentary & instructional suggestions



Reporting

Robust reporting system to track individual student scoring & progress

Data analysis by qualities of writing, with relevant feedback



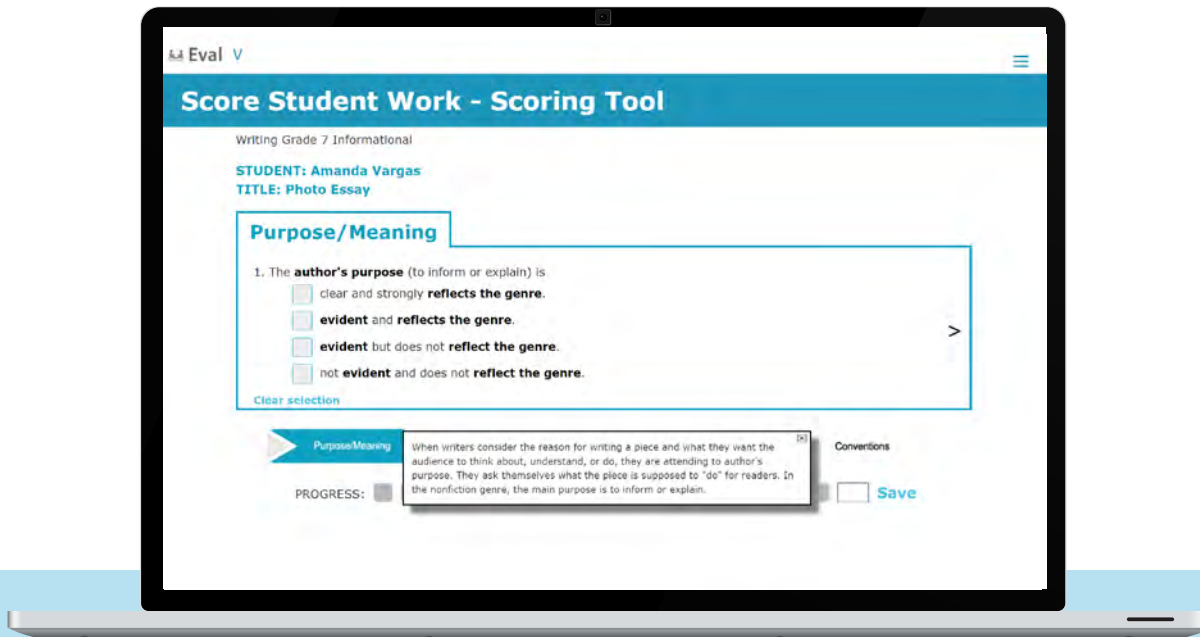
Rubrics

Standards-based grade-level & genre/text type-specific rubrics



Knowledge-Building Resources

Access to instructional writing terminology in the "Score Student Work" view



Need a deep dive into how to analyze student writing? Contact our [Professional Learning consultants](#) to schedule an interactive workshop, which can be conducted with you, or side-by-side with your students.

Biography Grade 3 Overview

Mentor Texts

The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss
by Kathleen Krull

Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote
by Tanya Lee Stone

If a Bus Could Talk: The Story of Rosa Parks
by Faith Ringgold

Lou Gehrig: The Luckiest Man
by David A. Adler

Manfish: A Story of Jacques Cousteau
by Jennifer Berne

Mother to Tigers
by George Ella Lyon

Night Flight: Amelia Earhart Crosses the Atlantic
by Robert Burleigh

A Picture Book of Cesar Chavez
by David A. Adler and Michael S. Adler

Roberto Clemente: Pride of the Pittsburgh Pirates
by Jonah Winter

The Watcher: Jane Goodall's Life with the Chimps
by Jeanette Winter

Immersion: Interactive Read-Aloud Lessons

- **Day 1:**
Biography: What's It All About?
 uses all of the mentor texts from the unit, particularly *The Watcher* by Jeanette Winter.

Rationale: Display the unit books (and any other examples you want to show students). Students will define biography and begin to explore the features and purposes of the genre.
- **Day 2:**
The Features of Biography
 uses *The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss* by Kathleen Krull.

Rationale: Use *The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss* by Kathleen Krull. Students will continue their exploration of the features of biographies.
- **Day 3:**
What's So Important?
 uses *Mother to Tigers* by George Ella Lyon and *Lou Gehrig: The Luckiest Man* by David A. Adler.

Rationale: Use *Mother to Tigers* by George Ella Lyon and *Lou Gehrig: The Luckiest Man* by David A. Adler to demonstrate for students the reasons why writers write biographies. Students will discuss each author's purpose and what inspired them to write the biographies they did.
- **Day 4:**
Important Events
 uses *Night Flight: Amelia Earhart Crosses the Atlantic* by Robert Burleigh and *If a Bus Could Talk: The Story of Rosa Parks* by Faith Ringgold.

Rationale: Use *Night Flight: Amelia Earhart Crosses the Atlantic* by Robert Burleigh and/or *If a Bus Could Talk: The Story of Rosa Parks* by Faith Ringgold. Students will discuss how biography writers highlight important events in their subjects' lives.
- **Days 5 & 6:**
Different Styles of Biography
 uses *Roberto Clemente: Pride of the Pittsburgh Pirates* by Jonah Winter and *A Picture Book of Cesar Chavez* by David A. and Michael S. Adler.

Rationale: Use *Roberto Clemente: Pride of the Pittsburgh Pirates* by Jonah Winter and *A Picture Book of Cesar Chavez* by David A. and Michael S. Adler. Students will compare and contrast styles and features of biographies.

Mini-Lessons

- **Generating Ideas I: Inspirational Subjects: Fighting for What's Right**
uses *A Picture Book of Cesar Chavez* by David A. and Michael S. Adler and *Elizabeth Leads the Way* by Tanya Lee Stone.
Rationale: Biographers often write about subjects who have ignited a cause and improved the lives of many. Students will generate ideas to find subjects whom they feel changed the world for the better by fighting for what they believed in.
- **Generating Ideas II: Inspirational Subjects: Changing the Way the World Works**
uses *Manfish: A Story of Jacques Cousteau* by Jennifer Beme.
Rationale: Biographers often write about people who changed the way the world works through their inventions and explorations. Students will brainstorm possible subjects who have used scientific investigation to help change the way the world works.
- **Generating Ideas III: Inspirational Subjects: A Personal Connection**
uses *Lou Gehrig: The Luckiest Man* by David A. Adler, *Roberto Clemente: Pride of the Pittsburgh Pirates* by Jonah Winter, *The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss* by Kathleen Krull, *The Watcher* by Jeanette Winter, and *Mother to Tigers* by George Ella Lyon.
Rationale: Biographers often choose to write about people to whom they feel personally connected. Students will brainstorm potential subjects for their biographies by thinking of their own interests, passions, and identities.
- **Selecting: Making My Final Selection**
uses *Mother to Tigers* by George Ella Lyon and *Night Flight: Amelia Earhart Crosses the Atlantic* by Robert Burleigh.
Rationale: Biographers choose inspirational subjects about whom they have strong opinions and want to research further. Students will select subjects they feel their readers should learn about, and they will consider how their research will support their opinions and show readers why this subject is important.
- **Collecting I: Making Lists of Lives**
uses *The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss* by Kathleen Krull and *Mother to Tigers* by George Ella Lyon.
Rationale: Information is the key to a biographer's success. Students will develop strategies for collecting facts in the form of lists.
- **Collecting II: Describing Challenges**
uses *Roberto Clemente: Pride of the Pittsburgh Pirates* by Jonah Winter and *The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss* by Kathleen Krull.
Rationale: Biographers often describe challenges or obstacles their subjects have faced. They also identify attributes and express opinions about their subjects. Students will do the same as they continue to collect important information for their biographies.

- **Collecting III: Who Else Matters?**

uses *If a Bus Could Talk: The Story of Rosa Parks* by Faith Ringgold and *Lou Gehrig: The Luckiest Man* by David A. Adler.

Rationale: Biographers know the friends and family members of their subjects are important to telling the story of a person's life. Students will work on collecting more facts and details about the other important people they need to include in a biography.

- **Collecting IV: The Importance of a Quote**

uses *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote* by Tanya Lee Stone and *The Watcher: Jane Goodall's Life with the Chimps* by Jeanette Winter.

Rationale: Biographers often use quotations from their subjects or from important people in their subjects' lives to show their impact on society and relevance to readers. Students will compile quotations from the resources they have gathered to show why their subjects are important to the world and to readers' own lives.

- **Drafting I: Introducing My Subject**

uses *Roberto Clemente: Pride of the Pittsburgh Pirates* by Jonah Winter and *Mother to Tigers* by George Ella Lyon.

Rationale: Biographers create engaging leads that capture readers' attention and express their feelings or beliefs about their subjects. Students will create leads for their biographies that hold their readers' attention and state their opinions about their subjects.

- **Drafting II: The Body**

uses *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote* by Tanya Lee Stone and students' drafts.

Rationale: Biographies are organized in chronological order, making them easy to follow. Students will write the body paragraphs of their biographies using a chronological structure.

- **Drafting III: Ending Your Biography**

uses several mentor texts from the unit and students' drafts.

Rationale: Every biography ends differently, depending on the reason behind the writer's choice of his or her subject. Students will consider various ways to conclude their biographies.

- **Revising I: Linking It All**

uses students' drafts.

Rationale: Biographers revise their work to make sure that the ideas in their drafts connect to one another from beginning to end. Students will revise their drafts to ensure that they are using appropriate words to link opinions, reasons, and facts.

- **Revising II: Dates and Details**

uses *A Picture Book of Cesar Chavez* by David A. and Michael S. Adler and students' drafts.

Rationale: Biographers revise their work to include details and dates to help readers learn more about their subjects. Students will revise their work to include additional details and dates.

- **Revising III: Do I Have It All?**
uses students' drafts.

Rationale: A revision checklist is a helpful tool for writers to use before they edit and publish their writing. Students will use a revision checklist to make certain their pieces contain techniques taught throughout the unit.

- **Editing I: Proofread Like a Biographer**
uses *Night Flight: Amelia Earhart Crosses the Atlantic* by Robert Burleigh and students' drafts.

Rationale: Biographers proofread in a special way. Like other writers, they check for capitalization and punctuation mistakes, but they also look specifically for any errors they may have made with biographical information, such as dates, names, and places. Students will proofread their writing like biographers do.

- **Editing II: Checking Professional and Social Titles**
uses several mentor texts from the unit and students' drafts.

Rationale: Often biographers find they will write about people who have professional or social titles, and they know they need to abbreviate these and use them correctly. Students will work on their drafts to check for correct usage of titles.

- **Publishing: Cover Me!**
uses several mentor texts from the unit and students' drafts.

Rationale: Biographers create a cover that includes a title that often tells the subject's name, as well as additional information underneath. They also include an illustration, which reveals something about the subject, as well. Students will consider how to create titles and covers for their biographies.

- **Student Self-Reflection**
uses a self-reflection questionnaire.

Rationale: At the end of a writing project, students will spend time reflecting on their work, the process, and the product.

Biography Grade 3 Immersion:

Day 4 Important Events

Rationale

Interactive Read-Aloud | 20–30 min.

Use *Night Flight: Amelia Earhart Crosses the Atlantic* by Robert Burleigh and/or *If a Bus Could Talk: The Story of Rosa Parks* by Faith Ringgold. Students will discuss how biography writers highlight important events in their subjects' lives.

Preparation

- *Night Flight: Amelia Earhart Crosses the Atlantic* by Robert Burleigh
- *If a Bus Could Talk: The Story of Rosa Parks* by Faith Ringgold
- Chart Paper
- Appendix 5 "Keeping Track of Our Biographies" (for teacher reference)
- Make copies for students (optional) of Appendix 3 "Reading Response to Biography." (for Independent Writing & Small-Group Work)

NOTE: You might read both biographies on consecutive days rather than the same day.

Before the Read

When writing biographies, writers focus on the important event or events that their subjects have experienced in order to teach readers important details about their lives. Often they are positive events or accomplishments, such as winning an award, having children, or discovering something new. Sometimes they are negative events or struggles, such as sickness, losing a loved one, or battling against others who tried to hurt them or their causes. These events are what make the subjects so special and influential to the world. Let's review some of the texts we've already read and name some important events that took place in the subjects' lives.

these grab readers' attention, often explain or reinforce what the text says, or can provide additional information.

Now let's read *Night Flight* to learn about this fascinating event that made Amelia Earhart one of the most influential people in the world of aviation.

Read the text aloud, stopping occasionally to point out how Burleigh describes the details of the event (starts with the date, time, and place; uses similes and strong verbs; describes each moment; uses chronology; describes the struggles and successes of the flight; and uses dialogue).

Orally review some important events, both positive and negative, in the lives of Jane Goodall, Lou Gehrig, Cesar Chavez, and others.

During the Read

Night Flight by Robert Burleigh covers one important event from Amelia Earhart's life. Robert puts this event in the book's title.

Share the inside book cover with students to give some background information about the flight before the story begins. Ask students why Burleigh might have included that drawing and time line in the book. Allow students time to share their ideas. Make sure to note how visuals like

It's incredible how the author can take just one thrilling event from Amelia's life to show how brave and courageous she was. Even though he doesn't include it in the actual story, Robert makes sure to tell us about the other important events in Amelia's life by including an Afterword.

Share the Afterword with students and ask them to think about the accomplishments and struggles Earhart had in her life outside of the flight across the Atlantic.

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Biography Grade 3

Immersion:

Day 4 Important Events

Independent Writing &
Small-Group Work

20-30 min.

During the Read (cont.)

leader, but her biography contains many events, starting with the day Rosa was born and ending with her accomplishments as an older woman. Faith opens up her book with a fictional little girl who is introduced to Rosa Parks on a not-so-ordinary bus ride that she takes one day.

Share the Dedication before you read through the book, noting multiple events, Parks's struggles, and her accomplishments.

After the Read

You can see how biographies often focus on the important events that make the subject relevant, inspirational, and important to our society. Some writers choose to focus on one event while others share a multitude of events. Writing about the accomplishments and struggles of a person gives readers a true understanding of why the subject is an influential individual.

Add to the "Keeping Track of Our Biographies" chart started on Day 3 (see Appendix 5).



ELL Support(s)

Before the read, you might share simple biographies of Rosa Parks and Amelia Earhart to help build background knowledge and to help students understand the important events in these two women's lives.

After the read during independent writing and small-group work, provide and/or co-create with your students a list of attributes for them to choose from when describing Parks and Earhart.

During independent writing, students can brainstorm attributes to describe the two women and see if there are any that could be used to describe both.

Additionally, these two books lend themselves very nicely to Appendix 3 "Reading Response to Biography." You might distribute copies of Appendix 3 for students to complete.

During the immersion phase, make sure to read about Elizabeth Leads the Way, as it ties in with the other two books about strong, influential women in U.S. history.

Biography Grade 3 Generating Ideas III:

Inspirational Subjects: A Personal Connection

Mini-Lesson | 10–15 min.

Rationale

Biographers often choose to write about people to whom they feel personally connected. Students will brainstorm potential subjects for their biographies by thinking of their own interests, passions, and identities.

Preparation

- Chart Paper
- Students' Writers' Notebooks
- *Lou Gehrig: The Luckiest Man* by David A. Adler
- *Roberto Clemente: Pride of the Pittsburgh Pirates* by Jonah Winter
- *The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss* by Kathleen Krull
- *The Watcher* by Jeanette Winter
- *Mother to Tigers* by George Ella Lyon
- Make copies for students of the Appendix, "My Passion, My Person." (for Reiterate)

Inform

Many biographers are inspired to write about a particular person, because they feel a deep connection to that person. The writer's feelings and opinions about his or her subject can make his or her biography a very special and powerful piece. Today you will think about people who inspire you and whom you admire.

Present

A number of the authors of our unit books describe their own connections to and opinions about their subjects. They give readers great insight into why writing biographies about their subjects was particularly important to them. In an interview, David A. Adler said, "I've been a Yankees and a Lou Gehrig fan for decades, so I wrote *Lou Gehrig: The Luckiest Man*. It's more the story of his great courage than of his baseball playing. Children face all sorts of challenges, and it's my hope that some will be inspired by the courage of Lou Gehrig." David's love of baseball and the New York Yankees led him to write a book about one of the most famous Yankees. Raúl Cobán, the illustrator of *Roberto Clemente: Pride of the Pittsburgh Pirates*, speaks of his inspiration in the "About the Illustrator" blurb on the back jacket cover.

Share the blurb about Cobán with students.

Raúl's personal connection to Roberto inspired him to illustrate the pages of this poetic biography with personal appreciation and strong emotion.

In the books *The Watcher* and *Mother to Tigers*, Jeanette Winter and George Ella Lyon write about women who have protected animals. We can see from their Authors' Notes how connected they felt to their subjects.

Read the second-to-last paragraph of "A Note About This Story" in *The Watcher*. Also share the last three paragraphs of the Author's Note in *Mother to Tigers*.

You can tell how Jeanette and George felt a strong connection to the work of Jane Goodall and Helen Martini to protect and save animals. We also get insight into why Kathleen Krull wrote her biography about Ted Geisel or, as he is more commonly known, Dr. Seuss. In her Dedication, she writes, "To Andy Krull, for reading me *Green Eggs and Ham*." I bet that Andy Krull is Kathleen's father and that, when she was little, her dad read her lots of Dr. Seuss books, with *Green Eggs and Ham* being one of her favorites. Kathleen was inspired to write a biography about one of her favorite authors.

Biography Grade 3 Generating Ideas III:

Inspirational Subjects: A Personal Connection

Engage

Let's start a list of hobbies, passions, and interests that you have and the people who share those interests and inspire you. We can start by using the passions discussed in our unit books.

Use chart paper to record students' ideas. Start with sports, reading, writing, art, or animal protection and conservation. Have students turn and talk to a partner to share other passions they would like to explore further. Ask a few students to share. Add other ideas from your own knowledge of your students' talents and passions.

Reiterate

Thinking about the passions that fill your own lives can lead you to think of people who inspire you. Writing about subjects to whom you feel personally connected can make for a very powerful and meaningful biography and, like the biographies we have read, inspire your readers to feel the way you do!

Students can use copies of the Appendix "My Passion, My Person" to brainstorm more ideas and then choose one to write about in their Writers' Notebooks.



ELL Support(s)

During the "Engage" portion of the lesson while listing hobbies, passions, and interests, try to illustrate or provide a visual for as many ideas as possible. If you know of particular interests, hobbies, or talents of your students, make sure to add them to your chart.

After the lesson, work with English language learners in a small group to help them brainstorm ideas and answer the questions on the Appendix. Some of the vocabulary words that you might want to focus on to help create meaning include the following: inspire, role models, passionate, issues, activists, environmental protectors, admire.

Biography Grade 3 Generating Ideas III:

Inspirational Subjects: A Personal Connection

Independent Writing &
Teacher Conferencing

20–40 min.

Independent writing is the most important time of writing workshop. Following the lesson, send your students off to write independently, to practice the skills and strategies taught, and to work on pieces they have previously started or to begin new ones. This is also the time to confer with students—listening to, supporting, and teaching the writer inside them.

Conference Questions

Who has taught you something about your interest?

Who do you watch or study in order to help you get better at your hobbies?

Extension(s)

Group students who have similar interests and allow them to discuss their heroes and inspirations.

Biography Grade 3
p. 64

WRITING FUNDAMENTALS
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Dear Parents,

Today, during our reading workshop time, our class began an exciting content reading unit. Throughout this unit, we will be learning essential reading, thinking, and note-taking strategies for deepening our understanding of a variety of texts, which all focus on the characteristics of different communities: urban, suburban, and rural. We will reflect on how where we live can influence how we live. For example, today students read a book about farm communities and learned that in general, most homes in farm communities have large yards or a lot of land around them.

In our Social Studies unit, we will read nonfiction, fiction, and poetry to learn about life in different communities. *Life in a Farming Community* by Lizann Flatt is a nonfiction book about life in the rural United States. We will take a look at city life when we read *City Homes*, another nonfiction title, by Nicola Barber. Students will take a look at the differences and similarities between rural and city life as they read *The Journey* by Sarah Stewart, a fictional story about a young girl's journey from her rural home in the Amish country to the big city of Chicago.

In an alphabet book, *Community Helpers from A to Z* by Bobbie Kalman, students will learn about how people help each other in different communities. *City Green* by DyAnne DiSalvo-Ryan is a realistic fiction story based on the author's own volunteer experience showing how one community turned a dilapidated city block into a productive community garden. The students will take a journey around the world as they study the ways people live in different countries and environments as they read *Homes Around the World* by Bobbie Kalman.

At home, you can discuss your community with your child, as well as the different communities that you have known in your lifetime. Take the time to discuss with your child the communities that you together notice are represented in books, movies, television shows, or advertising. In each instance, talk with your child about our unit's essential question: How does where we live influence how we live?

I appreciate your support as our students learn how to read complex texts and build enduring understandings about different types of communities here and around the world.

Sincerely,

GRAMMAR

FUNDAMENTALS:

LANGUAGE STRUCTURES & CONVENTIONS



Grammar Fundamentals: Language Structures & Conventions

“Sentences live—they move, they reach out, and they breathe.”

– Jeff Anderson



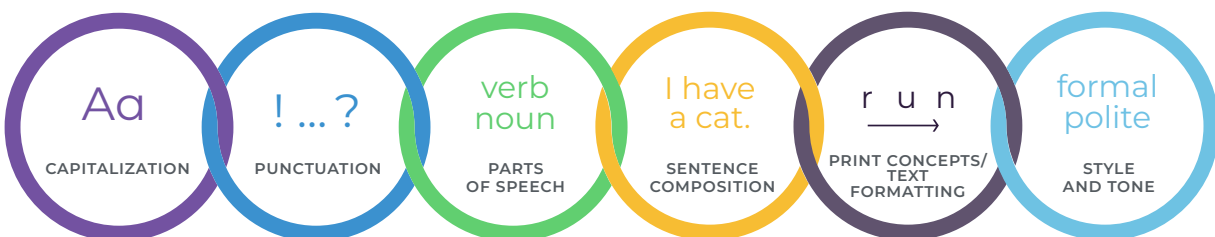
What the Science Tells Us

When students recognize the connections between language, writing, speaking, reading, and listening, they become more aware of grammatical and conventional decisions that writers (or themselves) make. As with Dr. Hollis Scarborough's Reading Rope, which demonstrates the interconnected elements of skilled reading, the connection between reading and language leads students to glean meaning and enhance their comprehension.

Teaching Grammar in Context

We strongly believe that the teaching and learning of grammar, language, and conventions are most successful when they happen in context, not in isolation. In other words, **we want students to experience and understand language both consciously**, through teaching and modeling, **and unconsciously**, through their own language development. Schoolwide's grammar resources always begin with strong mentor literature through Interactive Read-Aloud lessons to invite students to notice, and later identify, how conventions are used and sentences are composed. This process then connects to Mini-Lessons and real writing practice, where students can build and enhance their understanding of grammatical structures and conventions, to strengthen their use of language as readers, writers, listeners, and speakers.

The Strands of Grammar, Language Structures, & Conventions



COMING
SOON!

We are excited to share that in **early 2024**, we will be releasing the next generation of Grammar Fundamentals, with changes to our strand titles in Grades K–5. These changes will be reflective of the skills that are mentioned in the top of Scarborough's Reading Rope, along with a renewed and focused emphasis on language, syntax, sentence formation and composition, and structures of many different texts.

What's Included?



Grade K–8 Units

Lessons organized by each standards-aligned strand

Unit Introductions & Overviews

- Lesson Scope & Sequence
- Instructional beliefs & components
- Teacher preparation & classroom environment recommendations
- Lesson rationales & objectives

Interactive Read-Aloud Lessons during immersion

Mini-Lessons

Standards alignment & correlation chart



Grade-Specific Mentor Texts & Short Texts

Rich, authentic literature

Grammar/convention focus embedded in stories

Upcoming Changes

Grades K–5 New Strand Titles:

- Moving from “Sentence Structure” to “Sentence Composition” with a focus on composing
- Moving from “Text Layout” to “Print Concepts” in the primary grades to align with Foundational Skills
- Moving from “Text Layout” to “Text Formatting” in the intermediate grades with a focus on different types of sentences, paragraphs, and texts

Multilingual learner supports & strategies

What's **Included?**



Supplemental Resources & Lesson Extensions

Lesson extensions:

- ELL/MLL Supports: Oracy, Total Physical Response (TPR), & Stems
- Shared Writing
- Small-Group Work in Reading & Writing
- Independent Reading & Writing
- Writer's Notebook
- Partner Work
- Home-School Connections
- Reader's Theater



Appendices

Parent letters

Graphic organizers

Grammar checklists

Paper choice(s)

Suggested organizers & supports for multilingual learners

Graphic & visual supports for multilingual learners



Assessments & Assessment Tools

Rubrics

Checklists

Kid-watching tools

Peer editing

Formative assessments



Digital Resources

FundU total access

“Connections Between Writing Fundamentals and Grammar Fundamentals: Language Structures and Conventions” – alignment chart

Ready to change your thinking about grammar, while inspiring your students to embrace revision and editing? [Contact us to learn more!](#)




PRINT CONCEPTS

Lesson 1 – Looking at Letters



INTERACTIVE
READ-ALoud

PREPARATION

- *Matthew A.B.C.* by Peter Cataloanotto
- Chart paper
- Appendix 1 “Alphabet Chart”
- Appendix 2 “ English/Spanish Alphabet Cognates Chart”
- Appendix 3 “ Total Physical Response”
- Appendix 4 “ *Matthew A.B.C.* Visual Vocabulary”
- Appendix 5 “Taking a Closer Look at Letters”
- Appendix 6 “Hunting for Capitals”
- Appendix 7 “Starting Right”

RATIONALE

Developing readers and writers begin to notice and analyze the differences between capital or uppercase letters and lowercase letters. Students will identify capital and lowercase letters and compare and contrast their different shapes and sizes.

BEFORE THE READ

Start this lesson by displaying Appendix 1 “Alphabet Chart.” Note: The shaded letters are vowels. You may use this same chart for teaching and reinforcing vowel and consonant sounds.



SUPPORTS AND SCAFFOLDS: Display Appendix 2 “ English/Spanish Alphabet Cognates Chart.”

We have so many things in our classroom that will help us read, write, and learn this year. Our alphabet chart is going to be so helpful to us! Let’s take a look at all the letters in the alphabet. What do you notice? What can you see and tell me about these letters?

Allow students time to look at the alphabet chart, and then encourage them to share their observations. You may prompt them to say, “I see . . .” or “I notice . . .”

Did anyone notice that the letters on our alphabet chart appear as pairs (*show two fingers together*) and are different shapes and sizes? Let’s take a look. Some letters are taller than others. The first letter of each pair is called a “capital” or **uppercase letter**. The second letter in each pair is called a **lowercase letter**. Most of the lowercase letters look a bit smaller or shaped differently from the capital letters.

Today we are going to explore these two kinds of letters by sharing a fun book.

*Display the cover of *Matthew A.B.C.**



SUPPORTS AND SCAFFOLDS: Use hand gestures to emphasize the difference in size between uppercase and lowercase letters. Use those same gestures each time you refer to uppercase or lowercase letters and encourage students to do the same. (See Appendix 3 “Total Physical Response.”)

The name of this book is *Matthew A.B.C.* It’s about a class of boys all named Matthew! As in all alphabet books, the pages follow the order of the alphabet—starting with the letter **A** and ending with the letter **Z**.

After showing students the cover, flip through some pages, pointing to the top corners where the letters of the alphabet appear in pairs showing uppercase and lowercase.

As we read this alphabet book, we will get a peek into Mrs. Tuttle’s classroom and learn all about the different Matthews in her class and how she tells them apart.

DURING THE READ

As you read, pause occasionally to discuss capital and lowercase letters. Pause after reading the first page.



SUPPORTS AND SCAFFOLDS: Point to the capital and lowercase letters every time you reference them to reinforce the difference in sizes. Additionally, to support comprehension of key vocabulary, reference Appendix 4 “Matthew A.B.C. Visual Vocabulary” as you read and/or after the read.

There are a lot of Matthews! I wonder how Mrs. Tuttle can call on one Matthew in the class when so many of the students have the same name. I'll bet she uses the letters of the alphabet to help her!

Pause on the next few pages and point out the pairs of letters in the upper-right corner of each page. Stop at the page with the letters Gg.

Who knows what letters these are?

Give students time to respond.

Which one is the uppercase letter? How do you know?

Give students time to respond.

Let's all stand up and skywrite the uppercase, or capital, **G**. Stretch your arm straight up in the air.

Model how to skywrite the uppercase G.

Can you feel how your arm reaches up high and is tall when you make the capital **G**? We do the same thing when we write on paper. We stretch the letter to the top of the writing line. It is tall, and it uses the writing space from the top of the line to the bottom.

You may model writing a capital G on lined chart paper for your students.

“Matthew G. has trouble with glue.” I can see a capital **G** in this sentence for Matthew **G**.'s last name, and I can see a lowercase **g** for the word **glue**.

As you read, continue pointing out the letters in the top corners, as well as the words that begin with those letters. On each page, encourage students to identify the letters in each pair and determine which one is uppercase and which one is lowercase.



SUPPORTS AND SCAFFOLDS: Using thumbs up/thumbs down, have students answer as you point and ask, “Is this a capital letter? Is this a lowercase letter?”

AFTER THE READ

Mrs. Tuttle sure does have a lot of Matthews in her class! She uses words that start with all the letters of the alphabet to describe her students. The pages of this book are set up just like our alphabet chart and have the same kinds of letters, uppercase and lowercase. Some uppercase and lowercase letters have the same shape, just different sizes. Other upper and lowercase letters have different sizes and different shapes.

Display Appendix 5 “Taking a Closer Look at Letters” and compare and contrast how the pairs of letters in the alphabet are similar and different. You may also model writing these letters.

Today we are going to continue to look around the room to hunt for these two styles or types of letters. Then we are going to use our arms and hands to stretch and move so we can feel how each letter is formed.

PRACTICE

GUIDED/INDEPENDENT PRACTICE

Have students complete Appendix 6 "Hunting for Capitals." Make sure to explain the two parts of this activity.


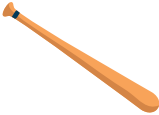



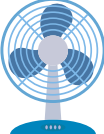













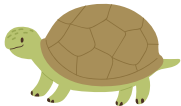






EXTENSION

Set up literacy centers that have sandpaper letters, shaving cream, or a sand table so your students can practice forming these two types of letters. Using multisensory activities is a great way for your students to feel the different ways that uppercase and lowercase letters are formed.



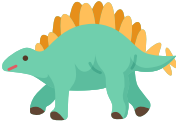



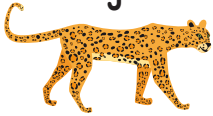

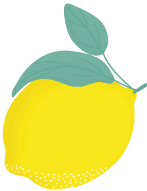









FAMILY ENGAGEMENT

Hand out copies of Appendix 7 "Starting Right" for students to complete at home.

Alphabet Chart

	<p>A a</p>  <p>apple</p>	<p>B b</p>  <p>bat</p>	<p>C c</p>  <p>cat</p>	
<p>D d</p>  <p>dog</p>	<p>E e</p>  <p>elephant</p>	<p>F f</p>  <p>fan</p>	<p>G g</p>  <p>goat</p>	<p>H h</p>  <p>hand</p>
<p>I i</p>  <p>igloo</p>	<p>J j</p>  <p>jam</p>	<p>K k</p>  <p>kite</p>	<p>L l</p>  <p>leaf</p>	<p>M m</p>  <p>moon</p>
<p>N n</p>  <p>nuts</p>	<p>O o</p>  <p>octopus</p>	<p>P p</p>  <p>pig</p>	<p>Q q</p>  <p>question</p>	<p>R r</p>  <p>rock</p>
<p>S s</p>  <p>sun</p>	<p>T t</p>  <p>turtle</p>	<p>U u</p>  <p>umbrella</p>	<p>V v</p>  <p>van</p>	<p>W w</p>  <p>watermelon</p>
	<p>X x</p>  <p>box</p>	<p>Y y</p>  <p>yarn</p>	<p>Z z</p>  <p>zebra</p>	

English-Spanish Alphabet Cognates Chart

<p>Aa</p>  <p>artist artista</p>	<p>Bb</p>  <p>baby bebé</p>	<p>Cc</p>  <p>car carro</p>	<p>Dd</p>  <p>dinosaur dinosaurio</p>	<p>Ee</p>  <p>elephant elefante</p>
<p>Ff</p>  <p>flowers flores</p>	<p>Gg</p>  <p>gorilla gorila</p>	<p>Hh</p>  <p>hammock hamaca</p>	<p>Ii</p>  <p>insect insecto</p>	<p>Jj</p>  <p>jaguar jaguar</p>
<p>Kk</p>  <p>karate kárate</p>	<p>Ll</p>  <p>lemon limón</p>	<p>Mm</p>  <p>mountain montaña</p>	<p>Nn</p> <p>1 2 3</p> <p>numbers números</p>	<p>Oo</p>  <p>ocean océano</p>
<p>Pp</p>  <p>penguin pingüino</p>	<p>Qq</p>  <p>quintet quinteto</p>	<p>Rr</p>  <p>rose rosa</p>	<p>Ss</p>  <p>solar solar</p>	<p>Tt</p>  <p>tomato tomate</p>
<p>Uu</p>  <p>unicorn unicornio</p>	<p>Vv</p>  <p>violin violín</p>	<p>Ww</p>  <p>website sitio web</p>	<p>Xx</p>  <p>xylophone xilófono</p>	<p>Yy</p>  <p>yoyo yoyó</p>
<p>Zz</p>  <p>zigzag zigzag</p>	<p>Ch ch</p>  <p>chocolate chocolate</p>	<p>Ll ll</p>  <p>llama llama</p>	<p>Ññ</p>  <p>ostrich ñandu</p>	<p>Rr rr</p>  <p>donkey burro</p>

A pink shaded square indicates an additional letter in the Spanish alphabet. A blue shaded square indicates a digraph in the Spanish language.

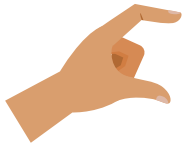


Total Physical Response

Many teachers use body language, facial expressions, and gestures to support meaning-making, especially at the elementary level. This approach, called **Total Physical Response (TPR)**, is also an effective method of teaching language or vocabulary concepts to multilingual learners.

Consider using the hand gestures or signs below when teaching these concepts during this lesson and throughout the unit. These hand gestures can be introduced and used systematically, giving students the opportunity to understand a concept not only by hearing the explanation and seeing an example, but also by seeing and performing the movement.

Print Concepts



Uppercase Letters: Show size of letters by holding index finger and thumb on one hand wide apart.



Lowercase Letters: Show size of letters by holding index finger and thumb on one hand close together.

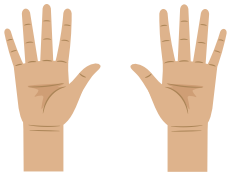
Academic Vocabulary



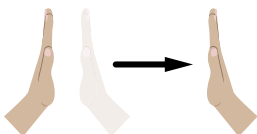
Notice: Hands over the eyes to show "looking."



Compare (Same/Similar): Hands together fingers entwined, palms down.



Contrast (Not the Same/Different): Open hands, spread apart.

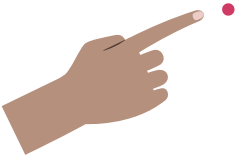


Grow Ideas/Sentences: Palms facing each other close together in front of the chest, then move the right hand away to show growth. (The horizontal movement mimics the way a sentence is written.)

Punctuation



Comma: Use your index finger to make a scooping gesture, like the curve of a comma.



Period: Use your index finger to make a pointing, stabbing gesture.



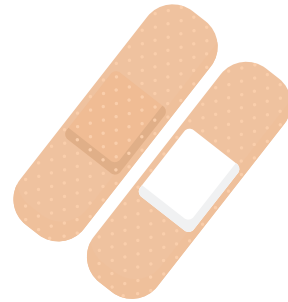
Exclamation Mark: Clap your hands.



Question Mark: Shoulder shrug with arms out, hands facing up.



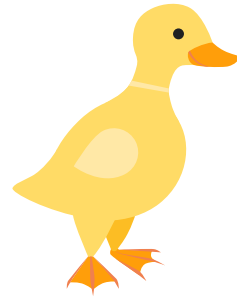
affectionate



bandaids



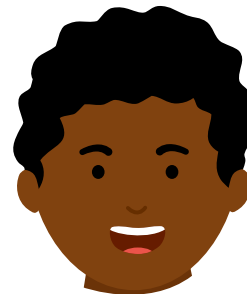
cowlicks



duck



eat



face



glue



incognito



CATALOG

Decodable Text Collections

Curated from a range of publishers to provide a rich variety of text formats, engaging stories, and ample opportunities for students to practice and apply targeted decoding skills in small groups, and independent and partner practice.

Decodable Texts & Teaching Plans for K-2

Each kit contains a selection of grade- and skill-specific decodable texts and corresponding teaching plans, and 2-3 portable canvas book totes. View complete title listings in our index.



Item Number	Description	Price
R016BSMA0054	Decodable Texts & Teaching Plans for Small-Group Work, Gr K (54 total books)	\$500.22



Item Number	Description	Price
R116BSMA00180	Decodable Texts & Teaching Plans for Small-Group Work, Gr 1 (192 total books)	\$1,587.06



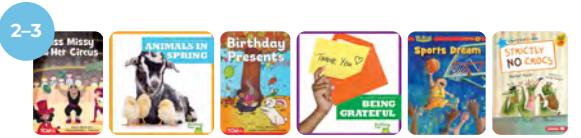
Item Number	Description	Price
R216BSMA00020	Decodable Texts & Teaching Plans for Small-Group Work, Gr 2 (120 total books)	\$1,005.72

Decodable Text Libraries

Carefully curated decodable texts, ideal for independent and partner practice, that build and reinforce students' phonological decoding skills. Each library includes 2 copies of each book and 2 portable canvas book totes. View complete title listings in our index.



Item Number	Description	Price
R116BIND00122	Decodable Text Library for Independent and Partner Practice, Gr 1-3 (120 total books)	\$894.42



Item Number	Description	Price
R216BIND00026	Decodable Text Library for Independent and Partner Practice, Gr 2-3 (52 total books)	\$355.08

Schoolwide's *Foundational Footsteps Phonics Skill Builders* are coming soon!



Our *Foundational Footsteps* series is designed for K-3 teachers to guide students through their progression of key phonics and reading comprehension skills—including consonants and short vowel sounds, digraphs and blends, long vowel teams, r-controlled vowels, diphthongs and variant vowel teams, and syllable types, compounds, and affixes—and serve as supplemental resources to support students in the practical application of these skills.

Each *Foundational Footsteps* guide is grounded by a skill-specific introductory lesson created by literacy experts, professional learning content for teachers, engaging activities for in-school and at-home, assessments, and many more resources! They will be sold separately, as well as in a package alongside collections of decodable texts with corresponding skills. *Foundational Footsteps* is part of Schoolwide's exciting new supplemental Phonics and Foundational Skills resources, created to support you in bringing the Science of Reading to life in your classrooms!

\$18.95 each (shipping included) - More information coming soon!

Word Recognition - High-Frequency Words

This kit includes 12 titles that support the teaching of high-frequency words during independent and partner practice. Includes 2 copies of each book.



Item Number	Description	Price
R016BHIG0024	Word Recognition - High-Frequency Words, Gr K	\$167.76

Phonological Awareness: Rhyming, Alliteration, and Manipulation of Sounds

This kit offers 17 titles that support the teaching of phonological awareness during read-alouds.



Item Number	Description	Price
R016BPHO0017	Phonological Awareness: Rhyming, Alliteration, and Manipulation of Sounds, Gr K	\$186.79

Letter ID and Sound

This kit offers 30 titles that support teaching isolated letter-sounds and letter-sound relationships during independent and partner practice. Includes 2 copies of each book.



Item Number	Description	Price
R016BLET0060	Letter ID and Sound, Gr K	\$419.40

Guided Reading Book Collections

Facilitate students' reading growth with our curated leveled text collections. Each collection includes a set of Guided Reading Plans.

Emergent Readers: Levels A-C

This kit offers 12 leveled texts with accompanying teaching plans. Includes 6 copies of each book. Includes 6 copies per title.



Item Number	Description	Price
RM4AKEME0740	Guided Collection: Emergent Readers Levels A-C	\$546.40

Early Readers: Levels D-G

This kit offers 15 leveled texts with accompanying teaching plans. Includes 6 copies of each book. Includes 6 copies per title.



Item Number	Description	Price
RM4AKEAR0920	Guided Collection: Early Readers Levels D-G	\$697.18

Transitional Readers I: Levels H-J

This kit offers 11 leveled texts with accompanying teaching plans. Includes 6 copies of each book.



Item Number	Description	Price
RM4AKTRA0680	Guided Collection: Transitional Readers I Levels H-J	\$560.74

Transitional Readers II: Levels K-M

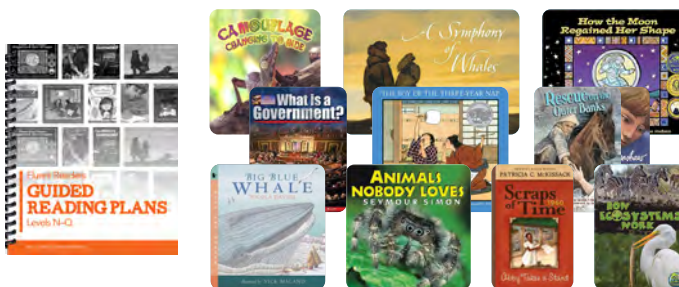
This kit offers 8 leveled texts with accompanying teaching plans. Includes 6 copies of each book.



Item Number	Description	Price
RM4AKTRB0500	Guided Collection: Transitional Readers II Levels K-M	\$435.70

Fluent Readers: Levels N-Q

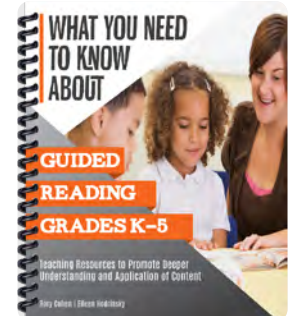
This kit offers 11 leveled texts with accompanying teaching plans. Includes 6 copies of each book.



Item Number	Description	Price
RM4AKFLU0620	Guided Collection: Fluent Readers Levels N-Q	\$662.38

What You Need to Know About Guided Reading: Grades K-5

This professional book, written by Schoolwide literacy experts, provides practical guidance on how to prepare for and effectively facilitate guided reading sessions in your classroom.



Item Number	Description	Price
PMD0BGU10010	What You Need to Know About Guided Reading: Grades K-5 (Professional Book)	\$39.99

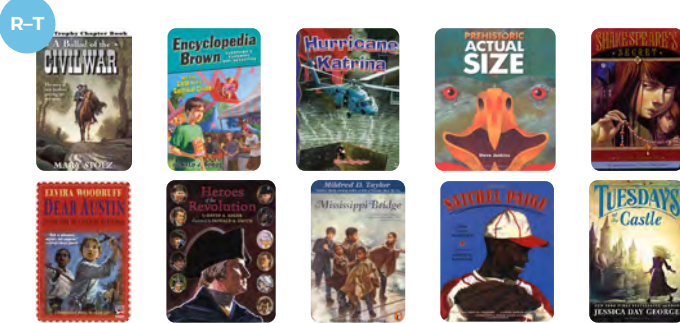
Engaging Collections for Advanced Readers

Create opportunities for students to read and engage with more challenging texts across a variety of genres and important themes.

Guided and Book Club Collections

Popular Genres for Advanced Readers

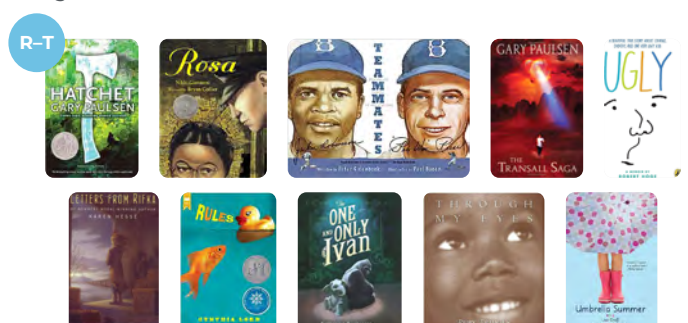
Each collection includes a selection of titles focusing on popular genres like historical fiction, mystery, horror, biography, memoir, expository, dystopian fiction, and poetry/verse novels. View complete title listings in our index.



Item Number	Description	Price
R4850BPGA172	Guided and Book Club Collection: Popular Genres for Advanced I Readers Levels R-T	\$611.04

Popular Themes for Advanced Readers

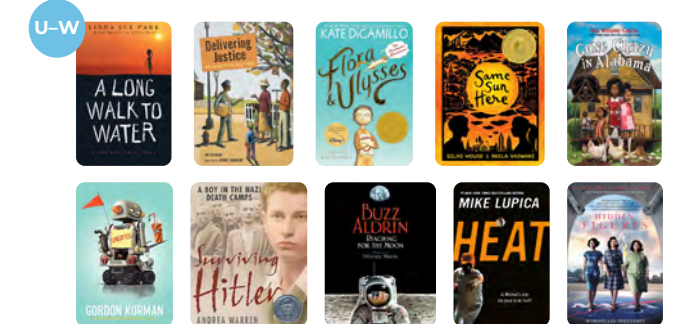
Each Guided and Book Club collection includes a selection of titles focusing on popular themes such as empathy, bigotry and prejudice, relationship skills, acceptance and friendship, survival and courage, and overcoming challenges. View complete title listings in our index.



Item Number	Description	Price
R4850BPTA172	Guided and Book Club Collection: Popular Themes for Advanced I Readers Levels R-T	\$737.28



Item Number	Description	Price
R4850BPGA272	Guided and Book Club Collection: Popular Genres for Advanced II Readers Levels U-W	\$713.28



Item Number	Description	Price
R4850BPTA272	Guided and Book Club Collection: Popular Themes for Advanced II Readers Levels U-W	\$689.04



Item Number	Description	Price
R4850BPGA372	Guided and Book Club Collection: Popular Genres for Advanced III Readers Levels X-Z	\$713.04



Item Number	Description	Price
R4850BPTA372	Guided and Book Club Collection: Popular Themes for Advanced III Readers Levels X-Z	\$647.40

Decodable Text Collections

Curated from a range of publishers to provide a rich variety of text formats, engaging stories, and ample opportunities for students to practice and apply targeted decoding skills in small groups, and independent and partner practice.

Decodable Texts & Teaching Plans for K-2

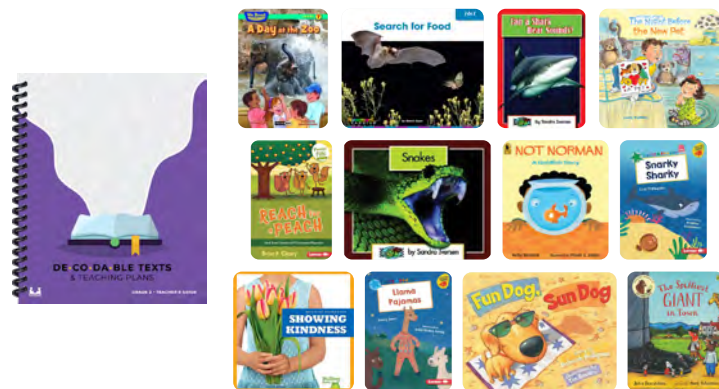
Each kit contains a selection of grade- and skill-specific decodable texts and corresponding teaching plans, and 2-3 portable canvas book totes. View complete title listings in our index.



Item Number	Description	Price
R016BSMA0054	Decodable Texts & Teaching Plans for Small-Group Work, Gr K (54 total books)	\$500.22



Item Number	Description	Price
R116BSMA00180	Decodable Texts & Teaching Plans for Small-Group Work, Gr 1 (192 total books)	\$1,587.06



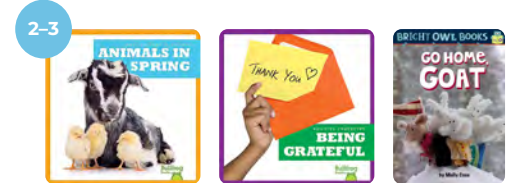
Item Number	Description	Price
R216BSMA00020	Decodable Texts & Teaching Plans for Small-Group Work, Gr 2 (120 total books)	\$1,005.72

Decodable Text Libraries

Carefully curated decodable texts, ideal for independent and partner practice, that build and reinforce students' phonological decoding skills. Each library includes 2 copies of each book and 2 portable canvas book totes. View complete title listings in our index.



Item Number	Description	Price
R116BIND00122	Decodable Text Library for Independent and Partner Practice, Gr 1-3	\$894.42



Item Number	Description	Price
R216BIND00026	Decodable Text Library for Independent and Partner Practice, Gr 2-3 (52 total books)	\$355.08

Bring the **Science of Reading** to life in your classroom libraries with our curated decodable text collections!

Reading Units: Genres Core Collection

Reading units build literacy knowledge and develop vocabulary, language, and reading comprehension. **Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.**

Launching

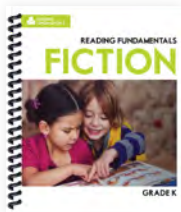


Item Number	Description	Price
R011KLAU0080	Launching Complete Kit, Gr K	\$198.00
R011BLAU0060	Launching Mentor Texts Only, Gr K	\$98.94

Launching Mentor Texts

- *After Dark* by David L. Harrison
- *Apples* by Gail Gibbons
- *Charlie and Lola: But Excuse Me That Is My Book* by Lauren Child
- *How Rocket Learned to Read* by Tad Hills
- *How to Read a Story* by Kat Messner
- *Wild About Books* by Judy Sierra

Fiction

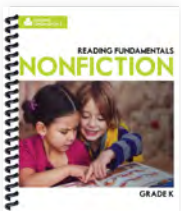


Item Number	Description	Price
R012KFIC0080	Fiction Complete Kit, Gr K	\$198.00
R012BFIC0060	Fiction Mentor Texts Only, Gr K	\$67.94

Fiction Mentor Texts

- *A Balloon for Isabel* by Deborah Underwood
- *Could Be Worse!* by James Stevenson
- *Goldilocks and the Three Bears* by James Marshall
- *I Broke My Trunk!* by Mo Willems
- *The Three Billy Goats Gruff* by Paul Gadone
- *Wave* by Suzy Lee

Nonfiction



Item Number	Description	Price
R013KNON0080	Nonfiction Complete Kit, Gr K	\$198.00
R013BNON0060	Nonfiction Mentor Texts Only, Gr K	\$70.16

Nonfiction Mentor Texts

- *An Animal Community* by Bobbie Kalman
- *Glow: Animals With Their Own Night Lights* by W. H. Beck
- *Healthy Habitats* by Rebecca Weber
- *I See a Kookaburra: Discovering Animal Habitats Around the World* by Steve Jenkins and Robin Page
- *Me... Jane* by Patrick McDonnell
- *What We Wear: Dressing Up Around the World* by Maya Ajmera, et al.

Poetry



Item Number	Description	Price
R014KPOE0080	Poetry Complete Kit, Gr K	\$198.00
R014BPOE0060	Poetry Mentor Texts Only, Gr K	\$90.86

Poetry Mentor Texts

- *A Stick Is an Excellent Thing: Poems Celebrating Outdoor Play* by Marilyn Singer
- *Dirt on My Shirt* by Jeff Foxworthy
- *I See the Moon: Rhymes for Bedtime* by Nosy Crow
- *Read-Aloud Rhymes for Bedtime* by Jack Prelutsky, Ed.
- *Shout!* by Brod Bagert
- *When I Was a Grown Up and Other Poems* by Nichole Hansen

Reading Units: Genres Core Collection

Reading units build literacy knowledge and develop vocabulary, language, and reading comprehension. Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.

Launching



Item Number	Description	Price
R111KLAU0080	Launching Complete Kit, Gr 1	\$198.00
R111BLAU0060	Launching Mentor Texts Only, Gr 1	\$82.94



Launching Mentor Texts

- *The Best Place to Read* by Debbie Bertram and Susan Bloom
- *Ice Cream: The Full Scoop* by Gail Gibbons
- *Library Mouse: A World to Explore* by Daniel Kirk
- *Miss Smith's Incredible Storybook* by Michael Garland
- *Red Sings From Treetops: A Year in Colors* by Joyce Sidman
- *Waiting for the Biblioburro* by Monica Brown

Fiction



Item Number	Description	Price
R112KFIC0080	Fiction Complete Kit, Gr 1	\$198.00
R112BFIC0060	Fiction Mentor Texts Only, Gr 1	\$72.94



Fiction Mentor Texts

- *Blackout* by John Rocco
- *The Lion and the Mouse* by Jerry Pinkney
- *The Mightiest* by Keiko Kasza
- *Poppleton* by Cynthia Rylant
- *The Three Little Daisies* by Jan Brett
- *The Three Little Pigs* by James Marshall

Nonfiction



Item Number	Description	Price
R113KNON0080	Nonfiction Complete Kit, Gr 1	\$198.00
R113BNON0060	Nonfiction Mentor Texts Only, Gr 1	\$51.97



Nonfiction Mentor Texts

- *Are You a Butterfly?* by Judy Allen
- *Atlantic* by G. Brian Karas
- *Dr. Seuss* by Kari Schuetz
- *Living or Nonliving?* by Kelli Hicks
- *A Rainforest Habitat* by Molly Aloian and Bobbie Kalman
- *Seeds Go, Seeds Grow* by Mark Weakland

Poetry



Item Number	Description	Price
R114KPOE0080	Poetry Complete Kit, Gr 1	\$198.00
R114BPOE0060	Poetry Mentor Texts Only, Gr 1	\$65.90



Poetry Mentor Texts

- *The Bill Martin Jr. Big Book of Poetry* by Bill Martin Jr., et al.
- *Did You See What I Saw?* by Kay Winters
- *Good Books, Good Times* by Lee Bennett Hopkins, Ed.
- *In the Wild* by David Elliott
- *One Big Rain: Poems for Every Season* by Rita Gray, Ed.
- *Our Big Home: An Earth Poem* by Linda Glaser

Genre Studies

Supplement your classroom libraries with these collections of carefully chosen titles.

Fiction

These collections include 12 books. View complete title listings in our index.



Item Number	Description	Price
9781541580831	Gr K Fiction (12-Book Set)	\$87.88
9781541580848	Gr 1 Fiction (12-Book Set)	\$88.88

Classic Stories



Item Number	Description	Price
B0110BCLA7	Classic Stories (7-Book Set)	\$38.19

Nonfiction Wordless Books



Item Number	Description	Price
9780743911177	Nonfiction Wordless Books (10-Book Set)	\$69.90

Poetry



Item Number	Description	Price
9781541581029	Poetry (6-Book Set)	\$71.94

Nonfiction

These collections include 10 books. View complete title listings in our index.



Item Number	Description	Price
9781541580237	Gr K Nonfiction (10-Book Set)	\$51.90
9781541580251	Gr 1 Nonfiction (10-Book Set)	\$81.90

Fables and Folktales




Item Number	Description	Price
B0110BFAB10	Fables and Folktales (10-Book Set)	\$76.90

Ready-to-Read Nonfiction Stories of Famous Americans



Item Number	Description	Price
BK1100REA10	Ready-to-Read Nonfiction Stories of Famous Americans (10-Book Set)	\$49.90



Differentiate with Fundamentals Unlimited!

Access all Reading Fundamentals content digitally and customize based on your students' individual needs.

Reading Units: Genres Core Collection

Reading units build literacy knowledge and develop vocabulary, language, and reading comprehension. Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.

Launching



Item Number	Description	Price
R211KLAU0080	Launching Complete Kit, Gr 2	\$198.00
R211BLAU0060	Launching Mentor Texts Only, Gr 2	\$45.94



Launching Mentor Texts

- *Hungry, Hungry Sharks* by Joanna Cole
- *Interrupting Chicken* by David Ezra Stein
- *King of the Playground* by Phyllis Reynolds Naylor
- *Miss Brooks Loves Books (And I Don't)* by Barbara Bottner
- *Splish Splash* by Joan Bransfield Graham
- *A Story for Bear* by Dennis Haseley

Fiction



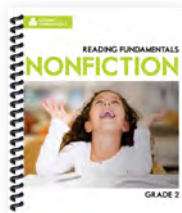
Item Number	Description	Price
R212KFIC0080	Fiction Complete Kit, Gr 2	\$198.00
R212BFIC0060	Fiction Mentor Texts Only, Gr 2	\$80.94



Fiction Mentor Texts

- *Little Red Riding Hood: A Newfangled Prairie Tale* by Lisa Campbell Ernst
- *A Sick Day for Amos McGee* by Phillip Christian Stead
- *Super-Completely and Totally the Messiest* by Judith Viorst
- *Tony's Bread* by Tomie dePaola
- *The Ugly Duckling* by Hans Christian Andersen
- *The Wolf's Story* by Toby Forward

Nonfiction



Item Number	Description	Price
R213KNON0080	Nonfiction Complete Kit, Gr 2	\$198.00
R213BNON0060	Nonfiction Mentor Texts Only, Gr 2	\$78.94



Nonfiction Mentor Texts

- *Are You a Grasshopper?* by Judy Allen
- *The Crayon Man: The True Story of the Invention of Crayola Crayons* by Natascha Biebow
- *Look Out for Turtles!* by Melvin Berger
- *Nothing But Trouble: The Story of Althea Gibson* by Sue Stauffacher
- *Pop! The Invention of Bubble Gum* by Meghan McCarthy
- *Tell Me, Tree: All About Trees for Kids* by Gail Gibbons

Poetry



Item Number	Description	Price
R214KPOE0080	Poetry Complete Kit, Gr 2	\$198.00
R214BPOE0060	Poetry Mentor Texts Only, Gr 2	\$71.94



Poetry Mentor Texts

- *Dear World* by Takayo Nado
- *Good Sports: Poems About Running, Jumping, Throwing, and More* by Jack Prelutsky
- *Guyku: A Year of Haiku for Boys* by Bob Raczka
- *If You're Not Here, Please Raise Your Hand* by Kalli Dakos
- *Lizards, Frogs, and Polliwogs: Poems and Paintings* by Douglas Florian
- *Sharing the Seasons* by Lee Bennet Hopkins, Ed.

Reading Units: Genres Core Collection

Reading units build literacy knowledge and develop vocabulary, language, and reading comprehension. Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.

Launching



Launching Mentor Texts

- *Balloons Over Broadway: The True Story of the Puppeteer of Macy's Parade* by Melissa Sweet
- *The Bee Tree* by Patricia Polacco
- *The Day You Begin* by Jacqueline Woodson
- *The Girl Who Hated Books* by Manjusha Pawagi
- *The Plot Chickens* by Mary Jane Auch
- *Swirl By Swirl: Spirals in Nature* by Joyce Sidman

Item Number	Description	Price
R311KLAU0080	Launching Complete Kit, Gr 3	\$198.00
R311BLAU0060	Launching Mentor Texts Only, Gr 3	\$81.90

Fiction



Fiction Mentor Texts

- *Anansi Does the Impossible: An Ashanti Tale* by Verna Aardema
- *Anansi the Spider: A Tale From the Ashanti* by Gerald McDermott
- *Fables* by Arnold Lobel
- *Mirette on the High Wire* by Emily Arnold McCully
- *The Mary Celeste: An Unsolved Mystery From History* by Jane Yolen
- *Zen Shorts* by Jon Muth

Item Number	Description	Price
R312KFIC0080	Fiction Complete Kit, Gr 3	\$198.00
R312BFIC0060	Fiction Mentor Texts Only, Gr 3	\$59.94

Nonfiction



Nonfiction Mentor Texts

- *A Butterfly Is Patient* by Dianna Hutts Aston
- *Amazing Animals: Chimpanzees* by Sarah Albee
- *Face to Face with Polar Bears* by Norbert Rosing with Elizabeth Carney
- *Look to the North: A Wolf Pup Diary* by Jean C. George
- *Snowflake Bentley* by Jacqueline Briggs Martin
- *Waiting for Ice* by Sandra Markle

Item Number	Description	Price
R313KNON0080	Nonfiction Complete Kit, Gr 3	\$198.00
R313BNON0060	Nonfiction Mentor Texts Only, Gr 3	\$59.41

Poetry



Poetry Mentor Texts

- *Dogku* by Andrew Clements
- *Falling Down the Page* by Georgia Heard, Ed.
- *Out of Wonder: Poems Celebrating Poets* by Kwame Alexander
- *Reading, Writing, and 'Rithmetic* by Dave Crawley
- *The Underwear Salesman* by J. Patrick Lewis
- *A Whiff of Pine, A Hint of Skunk* by Deborah Ruddell

Item Number	Description	Price
R314KPOE0080	Poetry Complete Kit, Gr 3	\$198.00
R314BPOE0060	Poetry Mentor Texts Only, Gr 3	\$106.90

Genre Studies

Supplement your classroom libraries with these collections of carefully chosen titles.

Fiction

Each collection includes 12 books. View complete title listings in our index.



Item Number	Description	Price
9781541580855	Gr 2 Fiction (12-Book Set)	\$119.88
9781541580862	Gr 3 Fiction (12-Book Set)	\$100.84

Nonfiction

These collections include 10 books. View complete title listings in our index.



Item Number	Description	Price
9781541580312	Gr 2 Nonfiction (10-Book Set)	\$88.90
9781541580282	Gr 3 Nonfiction (10-Book Set)	\$88.82

Biography

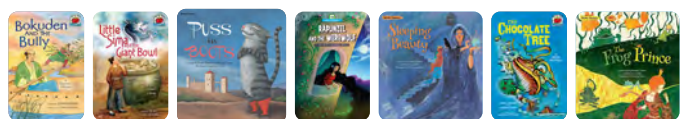
These collections include a selection of biographies about influential people throughout history. View complete title listings in our index.



Item Number	Description	Price
9781541581005	Biography, Gr 2-3 (16-Book Set)	\$137.84
9780743910729	Biography, Gr 2-3 (8-Book Set)	\$78.92

Traditional Literature

This collection includes 20 books. View complete title listings in our index.



Item Number	Description	Price
9781541581012	Traditional Literature, Gr 2-3 (20-Book Set)	\$163.80

Read and Wonder: Literary Nonfiction

This collection includes 17 books. View complete title listings in our index.



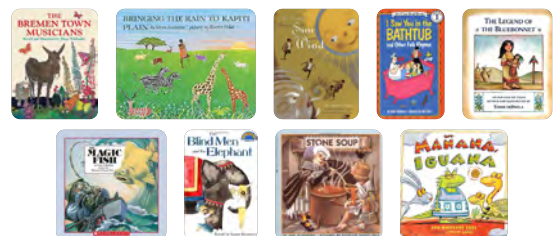
Item Number	Description	Price
B2A0BREA017	Read and Wonder, Gr 2-3 (17-Book Set)	\$142.83

Poetry



Item Number	Description	Price
9781541580954	Poetry, Gr 2-3 (6-Book Set)	\$86.94

Fables and Folktales



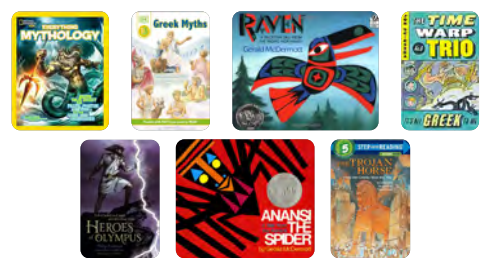
Item Number	Description	Price
B23110BFAB9	Fables and Folktales, Gr 2-3 (9-Book Set)	\$58.87

Historical Fiction



Item Number	Description	Price
B23110BHI10	Historical Fiction, Gr 2-3 (10-Book Set)	\$54.90

Mythology



Item Number	Description	Price
B23110BMYT7	Mythology, Gr 2-3 (7-Book Set)	\$58.93

Reading Units: Genres Core Collection

Reading units build literacy knowledge and develop vocabulary, language, and reading comprehension. **Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.**

Launching



Launching Mentor Texts

- *Albert* by Donna Jo Napoli
- *The Lonely Book* by Kate Bernheimer
- *Moonshot: The Flight of Apollo 22* by Brian Floca
- *Planting the Trees of Kenya* by Claire A. Nivola
- *Thomas and the Library Lady* by Pat Mora
- *A Whiff of Pine, A Hint of Skunk* by Deborah Ruddell

Item Number	Description	Price
R411KLAU0080	Launching Complete Kit, Gr 4	\$198.00
R411BLAU0060	Launching Mentor Texts Only, Gr 4	\$93.94

Fiction

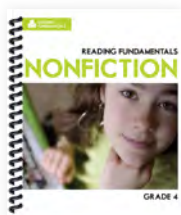


Fiction Mentor Texts

- *The Adventures of Spider* by Joyce C. Arkhurst
- *The Gods and Goddesses of Olympus* by Alike
- *Jalapeño Bagels* by Natasha Wing
- *King Midas and the Golden Touch* by Charlotte Craft
- *The Korean Cinderella* by Shirley Climo
- *The Rough-Face Girl* by Rafe Martin

Item Number	Description	Price
R412KFIC0080	Fiction Complete Kit, Gr 4	\$198.00
R412BFIC0060	Fiction Mentor Texts Only, Gr 4	\$61.94

Nonfiction



Nonfiction Mentor Texts

- *Can You Fly High, Wright Brothers?* by Melvin and Gilda Berger
- *Climate Change and Air Quality* by Linda Crotta Brennan
- *A Drop Around the World* by Barbara Shaw McKinney
- *Everything Reptiles* by Blake Hoena
- *Just a Second: A Different Way to Look at Time* by Steve Jenkins
- *Young Pele* by Lesa Cline-Ransome

Item Number	Description	Price
R413KNON0080	Nonfiction Complete Kit, Gr 4	\$198.00
R413BNON0060	Nonfiction Mentor Text, Gr 4	\$52.94

Poetry



Poetry Mentor Texts

- *Forest Has a Song: Poems* by Amy Ludwig VanDerwater
- *Mirror Mirror: A Book of Reversible Verse* by Marilyn Singer
- *Please Bury Me in the Library* by J. Patrick Lewis
- *Smile Out Loud* by Joseph Coelho
- *Thanks a Million* by Nikki Grimes
- *Zombies! Evacuate the School!* by Sara Holbrook

Item Number	Description	Price
R414KPOE0080	Poetry Complete Kit, Gr 4	\$198.00
R414BPOE0060	Poetry Mentor Texts Only, Gr 4	\$97.94

Reading Units: Genres Core Collection

Reading units build literacy knowledge and develop vocabulary, language, and reading comprehension. Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.

Launching



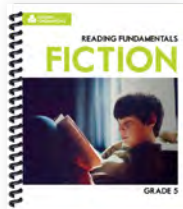
Item Number	Description	Price
R511KLAU0080	Launching Complete Kit, Gr 5	\$198.00
R511BLAU0060	Launching Mentor Texts Only, Gr 5	\$59.94



Launching Mentor Texts

- *A Day's Work* by Eve Bunting
- *For the Love of the Game: Michael Jordan and Me* by Eloise Greenfield
- *My Life in Dog Years* by Gary Paulsen
- *Old Henry* by Joan W. Blos
- *The Hard Times Jar* by Ethel Footman Smothers
- *When Jessie Came Across the Sea* by Amy Hest

Fiction



Item Number	Description	Price
R512KFIC0080	Fiction Complete Kit, Gr 5	\$198.00
R512BFIC0060	Fiction Mentor Texts Only, Gr 5	\$51.90



Fiction Mentor Texts

- *Birthday Surprises* by Johanna Hurwitz, Ed.
- *The Can Man* by Laura E. William
- *Hewitt Anderson's Great Big Life* by Jerdine Nolen
- *Journey* by Patricia MacLachlan
- *Peppe the Lamplighter* by Elisa Bartone
- *The Raft* by Jim LaMarche

Nonfiction



Item Number	Description	Price
R513KNON0080	Nonfiction Complete Kit, Gr 5	\$198.00
R513BNON0060	Nonfiction Mentor Texts Only, Gr 5	\$63.86



Nonfiction Mentor Texts

- *Henry's Freedom Box* by Ellen Levine
- *I Is for Idea: An Inventions Alphabet* by Marcia Schonberg
- *Snead B. Collard III's Most Fun Book You'll Ever Want to Read About Lizards* by Snead B. Collard III
- *A Warmer World: From Polar Bears to Butterflies, How Climate Change Affects Wildlife* by Caroline Arnold
- *Wisdom, the Midway Albatross* by Darcy Pattison
- *Women Explorers* by Julia Cummins

Poetry



Item Number	Description	Price
R514KPOE0080	Poetry Complete Kit, Gr 5	\$198.00
R514BPOE0060	Poetry Mentor Texts Only, Gr 5	\$85.94



Poetry Mentor Texts

- *Imagine a Place* by Sarah L. Thomson
- *Locomotion* by Jacqueline Woodson
- *A Maze Me: Poems for Girls* by Naomi Shihab Nye
- *The Place My Words Are Looking for* by Paul B. Janeczko
- *Poetry for Young People: Langston Hughes* by David Roessel and Arnold Rampersad, Eds.
- *Swimming Upstream: Middle School Poems* by Kristine O'Connell George

Genre Studies

Supplement your classroom libraries with these collections of carefully chosen titles.

Fiction

These collections include 12 books. View complete title listings in our index.



Item Number	Description	Price
9781541580879	Gr 4 Fiction (12-Book Set)	\$90.68
9781541580893	Gr 5 Fiction (12-Book Set)	\$113.83

Nonfiction

These collections include 10 books. View complete title listings in our index.



Item Number	Description	Price
9781541580244	Gr 4 Nonfiction (10-Book Set)	\$119.56
9781541580268	Gr 5 Nonfiction (10-Book Set)	\$93.90

Biography

These collections include 12 books. View complete title listings in our index.



Item Number	Description	Price
9780743910736	Biography, Gr 4-5 (8-Book Set)	\$75.92
9781541581036	Biography, Gr 4-5 (14-Book Set)	\$136.86

Historical Fiction



Item Number	Description	Price
9781541580886	Historical Fiction, Gr 4-5 (8-Book Set)	\$73.88

Mythology



Item Number	Description	Price
B45110BMYT8	Mythology, Gr 4-5 (8-Book Set)	\$86.90

Poetry



Item Number	Description	Price
9781541580985	Poetry, Gr 4-5 (6-Book Set)	\$96.94

Short Stories



Item Number	Description	Price
B45110BSHO5	Short Stories, Gr 4-5 (5-Book Set)	\$45.91

Reading Units: Genres Core Collection

Reading units build literacy knowledge and develop vocabulary, language, and reading comprehension. Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.

Launching



Item Number	Description	Price
R611KLAU0080	Launching Complete Kit, Gr 6	\$198.00
R611BLAU0060	Launching Mentor Texts Only, Gr 6	\$85.90

Launching Mentor Texts

- *Aunt Chip and the Great Triple Creek Dam Affair* by Patricia Polacco
- *Extreme Animals* by Nicola Davies
- *Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull
- *Richard Wright and the Library Card* by William Miller
- *Sad Underwear and Other Complications* by Judith Viorst
- *Shelf Life: Original Stories to Benefit Literacy Volunteers of America* by Gary Paulsen, Ed.

Fiction



Item Number	Description	Price
R612KFIC0080	Fiction Complete Kit, Gr 6	\$198.00
R612BFIC0060	Fiction Mentor Texts Only, Gr 6	\$62.94

Fiction Mentor Texts

- *The Circuit: Stories From the Life of a Migrant Child* by Francisco Jimenez
- *Grandma's Pride* by Becky Birtha
- *I Can Hear the Sun* by Patricia Polacco
- *Just a Dream* by Chris Van Allsburg
- *The Lily Cupboard: A Story of the Holocaust* by Shulamith L. Oppenheim
- *Seedfolks* by Paul Fleischman

Nonfiction



Item Number	Description	Price
R613KNON0080	Nonfiction Complete Kit, Gr 6	\$198.00
R613BNON0060	Nonfiction Mentor Texts Only, Gr 6	\$59.90

Nonfiction Mentor Texts

- *A Black Hole Is NOT a Hole* by Carolyn Cinami DeCristofano
- *Can We Save the Tiger?* by Martin Jenkins
- *Girls Who Looked Under Rocks* by Jeannine Atkins
- *Sky Boys: How They Built the Empire State Building* by Deborah Hopkinson
- *The Universe* by Seymour Simon
- *You Never Heard of Sandy Koufax?!* by Jonah Winter

Poetry



Item Number	Description	Price
R614KPOE0080	Poetry Complete Kit, Gr 6	\$198.00
R614BPOE0060	Poetry Mentor Texts Only, Gr 6	\$84.86

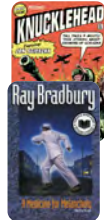
Poetry Mentor Texts

- *Amazing Faces* by Lee Bennett Hopkins, Ed.
- *Dark Emperor and Other Poems of the Night* by Joyce Kilmer
- *Heroes and She-Roes: Poems of Amazing and Everyday Heroes* by J. Patrick Lewis
- *Pieces of Georgia* by Jennifer Bryant
- *The Path to Kindness* by James Crews
- *Robert Frost* by Gary D. Schmidt

Reading Units: Genres Core Collection

Reading units build literacy knowledge and develop vocabulary, language, and reading comprehension. **Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.**

Launching



Item Number	Description	Price
R711KLAU0080	Launching Complete Kit, Gr 7	\$198.00
R711BLAU0060	Launching Mentor Texts Only, Gr 7	\$77.86



Launching Mentor Texts

- *A Medicine for Melancholy and Other Stories* by Ray Bradbury
- *First Crossing: Stories About Teen Immigrants* by Donald Gallo, Ed.
- *Knucklehead: Tall Tales and Almost-True Stories of Growing Up* Scieszka by Jon Scieszka
- *Phineas Gage: A Gruesome but True Story About Brain Science* by John Fleischman
- *Quilting the Black-Eyed Pea* by Nikki Giovanni
- *Yes! We Are Latinos* by Alma Flor Ada and F. Isabel Campoy

Fiction



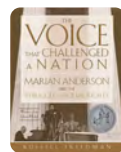
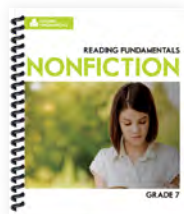
Item Number	Description	Price
R712KFIC0080	Fiction Complete Kit, Gr 7	\$198.00
R712BFIC0060	Fiction Mentor Texts Only, Gr 7	\$72.91



Fiction Mentor Texts

- *America Street: A Multicultural Anthology of Stories, Revised Edition* by Anne Mazer, Ed.
- *I, Robot* by Isaac Asimov
- *Instead of Three Wishes: Magical Short Stories* by Megan Whalen Turner
- *Rose Blanche* by Cristophe Gallaz
- *The Miracle Worker* by William Gibson
- *The Mostly True Adventures of Homer P. Figg* by Rodman Philbrick

Nonfiction



Item Number	Description	Price
R713KNON0060	Nonfiction Complete Kit, Gr 7	\$198.00
R713BNON0040	Nonfiction Mentor Texts Only, Gr 7	\$76.92



Nonfiction Mentor Texts

- *Moonbird: A Year on the Wind With the Great Survivor B95* by Phillip Hoose
- *My Lord, What a Morning* by Marian Anderson
- *The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights* by Russell Freedman
- *When Marian Sang: The True Recital of Marian Anderson* by Pam Muñoz Ryan

Reading Fundamentals puts the emphasis on giving students opportunities to connect with high-quality, authentic literature. Discuss your reading curricula goals with our literacy experts today!

Reading Units: Genres Core Collection

Reading units build literacy knowledge and develop vocabulary, language, and reading comprehension. **Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.**

Launching



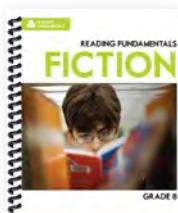
Item Number	Description	Price
R811KLAU0080	Launching Complete Kit, Gr 8	\$198.00
R811BLAU0060	Launching Mentor Texts Only, Gr 8	\$74.91



Launching Mentor Texts

- *145th Street: Short Stories* by Walter Dean Myers
- *Cars on Mars: Roving the Red Planet* by Alexandra Siy
- *Guys Read: Funny Business* by Jon Scieszka, Ed.
- *How Reading Changed My Life* by Anna Quindlen
- *Knock at a Star: A Child's Introduction to Poetry* by X. J. Kennedy, Ed.
- *This Same Sky: A Collection of Poems From Around the World* by Naomi Shihab Nye, Ed.

Fiction



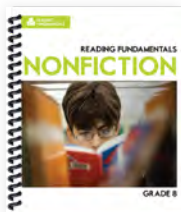
Item Number	Description	Price
R812KFIC0070	Fiction Complete Kit, Gr 8	\$198.00
R812BFIC0050	Fiction Mentor Texts Only, Gr 8	\$56.95



Fiction Mentor Texts

- *13: Thirteen Stories That Capture the Agony and Ecstasy of Being Thirteen* by James Howe, Ed.
- *Along the River* by Adeline Yen Mah
- *Patrol: An American Soldier in Vietnam* by Walter Dean Myers
- *A Sound of Thunder and Other Stories* by Ray Bradbury
- *The Tell-Tale Heart and Other Stories* by Edgar Allan Poe

Nonfiction



Item Number	Description	Price
R813KNON0070	Nonfiction Complete Kit, Gr 8	\$198.00
R813BNON0050	Nonfiction Mentor Texts Only, Gr 8	\$49.23



Nonfiction Mentor Texts

- *Don't Sweat It: Regulating Body Temperature* by Mary Carson
- *Roughing It* by Mark Twain
- *Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance* by Jennifer Armstrong
- *The Trouble Begins at 8: A Life of Mark Twain in the Wild, Wild West* by Sid Fleischman

Genre Studies

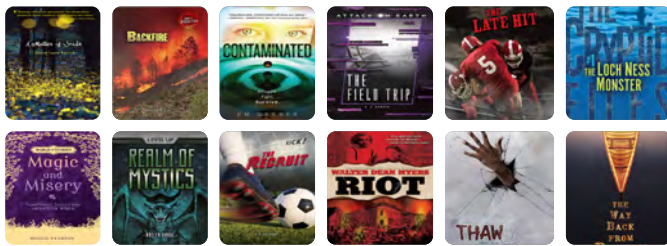
Supplement your classroom libraries with these collections of carefully chosen titles.

Fiction

These collections include 12 books. View complete title listings in our index.



Item Number	Description	Price
9781541580923	Gr 6 Fiction (12-Book Set)	\$113.88



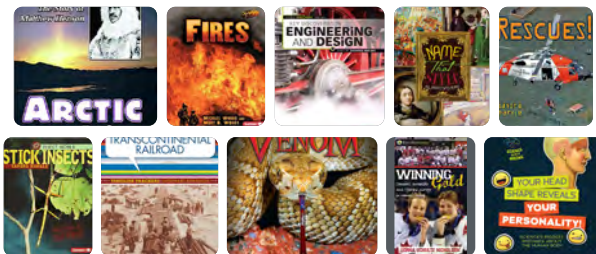
Item Number	Description	Price
9781541580930	Gr 7-8 Fiction (12-Book Set)	\$113.80

Nonfiction

These collections include 10 books. View complete title listings in our index.



Item Number	Description	Price
9781541580275	Gr 6 Nonfiction (10-Book Set)	\$94.90



Item Number	Description	Price
9781541580299	Gr 7-8 Nonfiction (10-Book Set)	\$108.90

Graphic Novels



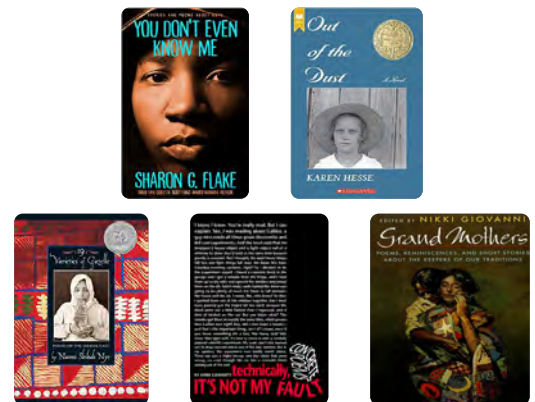
Item Number	Description	Price
9781541580947	Graphic Novels, Gr 6-8 (12-Book Set)	\$132.88

Biography



Item Number	Description	Price
9780743910743	Biography, Gr 6-8 (8-Book Set)	\$79.92

Poetry

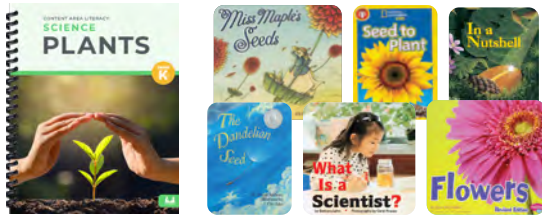


Item Number	Description	Price
B68110BPOE6	Poetry, Gr 6-8 (5-Book Set)	\$55.95

Integrated Science and Literacy Units

Build knowledge, vocabulary, language, reading, and writing skills while teaching students how to think and act like scientists. Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.


Plants



Item Number	Description	Price
R017KPLA0080	Plants Complete Kit, Gr K	\$229.00
R017BPLA0060	Plants Mentor Texts Only, Gr K	\$47.16

Plants Mentor Texts

- *The Dandelion Seed* by Joseph Anthony
- *Flowers* by Vijaya Khisty Bodach
- *In a Nutshell* by Joseph Anthony
- *Miss Maple's Seeds* by Eliza Wheeler
- *Seed to Plant* by Kristin Baird Rattini
- *What Is a Scientist?* by Barbara Lehn

 **Writing Tasks:** All-about book with how-to section, descriptive poem, Science Observation Notebook


Weather All Around Us



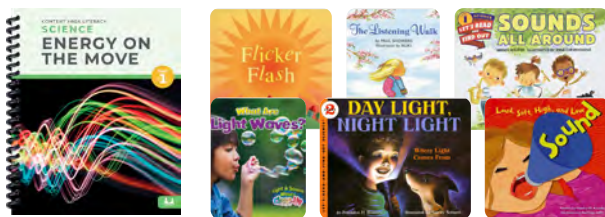
Item Number	Description	Price
R017KWEA0080	Weather All Around Us Complete Kit, Gr K	\$229.00
R017BWEA0060	Weather All Around Us Mentor Texts Only, Gr K	\$51.90

Weather All Around Us Mentor Texts

- *I Face the Wind (Vicki Cobb Science Play)* by Vicki Cobb
- *Shapes in the Sky: A Book About Clouds* by Josepha Sherman
- *Weather* by Kristin Baird Rattini
- *Weather: Poems for All Seasons* by Lee Bennett Hopkins (Ed.)
- *Weather Words and What They Mean* by Gail Gibbons
- *What Will the Weather Be?* by Lynda DeWitt

 **Writing Tasks:** Descriptive poem, narrative story, Science Observation Notebook


Energy on the Move



Item Number	Description	Price
R117KENE0080	Energy on the Move Complete Kit, Gr 1	\$229.00
R117BENE0060	Energy on the Move Mentor Texts Only, Gr 1	\$46.86

Energy on the Move Mentor Texts

- *Day Light, Night Light: Where Light Comes From* by Franklyn M. Branley
- *Flicker Flash* by Joan Bransfield Graham
- *The Listening Walk* by Paul Showers
- *Sound: Loud, Soft, High, and Low* by Natalie M. Rosinsky
- *Sounds All Around* by Wendy Pfeffer
- *What Are Light Waves?* by Robin Johnson

 **Writing Tasks:** Concrete poem, persuasive letter, narrative story (listening walk)


Life Cycles of Animals



Item Number	Description	Price
R117KLIF0080	Life Cycles of Animals Complete Kit, Gr 1	\$229.00
R117BLIF0060	Life Cycles of Animals Mentor Texts Only, Gr 1	\$61.82

Life Cycles of Animals Mentor Texts

- *Bug Off! Creepy, Crawly Poems* by Jane Yolen
- *Chicks and Chickens* by Gail Gibbons
- *From Tadpole to Frog* by Wendy Pfeffer
- *A Ladybug's Life* by John Himmelman
- *The Life Cycle of an Emperor Penguin* by Bobbie Kalman
- *Life Cycles* by Wendy Conklin

 **Writing Tasks:** Picture Dictionary, Science Observation Notebook

Independent Leveled Libraries

Plants and Insects

This leveled library includes 40 independent reading books, levels A–F, and 1 portable canvas book tote. View complete title listings in our index.



Item Number	Description	Price
B020BELE040	Plants and Insects: Independent Leveled Library	\$272.14

Life Cycles

This leveled library includes 36 independent reading books, levels A–M, and 1 portable canvas book tote. View complete title listings in our index.



Item Number	Description	Price
B120BELE036	Life Cycles: Independent Leveled Library	\$284.44

Book Sets

Plants



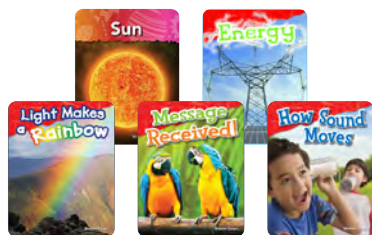
Item Number	Description	Price
9780743910583	Plants (5-Book Set)	\$37.95
9781541581333	Plants (10-Book Set)	\$76.90

Weather All Around Us



Item Number	Description	Price
9780743915519	Weather All Around Us (5-Book Set)	\$33.45
9781541581319	Weather All Around Us (10-Book Set)	\$58.92

Light and Sound



Item Number	Description	Price
9781728459547	Light and Sound (5-Book Set)	\$46.95

Life Cycles of Animals

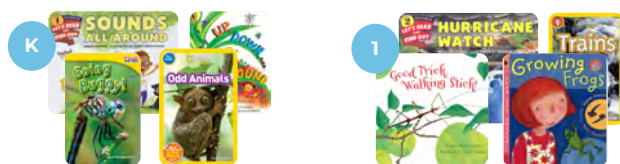


Item Number	Description	Price
9780743910606	Life Cycles of Animals (6-Book Set)	\$40.94
9781541581357	Life Cycles of Animals (10-Book Set)	\$73.90

Family Literacy Engagement High-Interest Science & STEM

Learn-at-Home Packs

Each Learn-at-Home Pack includes 4 high-interest titles for students to enjoy at home with family and caregivers.



Item Number	Description	Price
B060BHIG004	High-Interest Science & STEM Pack, Gr K	\$28.96
B160BHIG004	High-Interest Science & STEM Pack, Gr 1	\$29.96

Mini Classroom Libraries

Each library includes 40 high-interest science books. View complete title listings in our index.



Item Number	Description	Price
B020BHIG035	High-Interest Science & STEM Mini-Library, Gr K	\$307.46
B120BHIG035	High-Interest Science & STEM Mini-Library, Gr 1	\$366.40

Integrated Science and Literacy Units


Build knowledge, vocabulary, language, reading, and writing skills while teaching students how to think and act like scientists. Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.

Patterns in the Natural World



Patterns in the Natural World Mentor Texts

- *Bird, Butterfly, Eel* by James Prosek
- *Hurricane Watch* by Melissa Stewart
- *Outside Your Window* by Nicola Davies
- *The Reasons for Seasons* by Gail Gibbons
- *What Makes Day and Night?* by Franklyn M. Branley
- *When Will It Rain? Noticing Weather Patterns* by Martha Rustad

 **Writing Task:** Friendly letter (informative/explanatory text type)


Item Number	Description	Price
R217KPAT0080	Patterns in the Natural World Complete Kit, Gr 2	\$229.00
R217BPAT0060	Patterns in the Natural World Mentor Texts Only, Gr 2	\$73.95

Processes That Shape the Earth



Processes That Shape the Earth Mentor Texts

- *Earthquakes* by Franklyn M. Branley
- *Earthshake: Poems From the Ground Up* by Lisa Westberg Peters
- *Gopher to the Rescue! A Volcano Recovery Story* by Terry Catusus Jennings
- *How Mountains Are Made* by Kathleen Weidner Zoehfeld
- *Weathering and Erosion* by Torrey Maloof
- *What Shapes the Land?* by Bobbie Kalman

 **Writing Task:** Persuasive call to action poster


Item Number	Description	Price
R217KEAR0080	Processes That Shape the Earth Complete Kit, Gr 2	\$229.00
R217BEAR0060	Processes That Shape the Earth Mentor Texts Only, Gr 2	\$63.86

Forces and Interactions



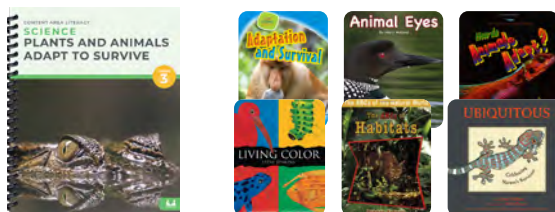
Forces and Interactions Mentor Texts

- *Forces Make Things Move* by Kimberly Brubaker Bradley
- *In the Spin of Things* by Rebecca Kai Dotlich
- *Magnetism* by Leon Gray
- *Newton and Me* by Lynne Mayer
- *Pull It, Push It* by Buffy Silverman
- *The Thrills and Chills of Amusement Parks* by Jordan D. Brown

 **Writing Task:** Nonfiction picture book chapter


Item Number	Description	Price
R317KFOR0080	Forces and Interactions Complete Kit, Gr 3	\$229.00
R317BFOR0060	Forces and Interactions Mentor Texts Only, Gr 3	\$58.88

Plants and Animals Adapt to Survive



Plants and Animals Adapt to Survive Mentor Texts

- *The ABCs of Habitats* by Bobbie Kalman
- *Adaptation and Survival* by Richard Spilsbury
- *Animal Eyes* by Mary Holland
- *How Do Animals Adapt?* by Bobbie Kalman and Niki Walker
- *Living Color* by Steve Jenkins
- *Ubiquitous: Celebrating Nature's Survivors* by Joyce Sidman

 **Writing Task:** Nature trail signage

Item Number	Description	Price
R317KPLA0080	Plants and Animals Adapt to Survive Complete Kit, Gr 3	\$229.00
R317BPLA0060	Plants and Animals Adapt to Survive Mentor Texts Only, Gr 3	\$66.33

Independent Leveled Libraries

Earth's Systems

This leveled library includes 34 independent reading books, levels I–O, and 1 portable canvas book tote. View complete title listings in our index.



Item Number	Description	Price
B220BELE034	Earth's Systems: Independent Leveled Library	\$282.28

Animals Adapt

This leveled library includes 36 independent reading books, levels L–Q, and 1 portable canvas book tote. View complete title listings in our index.



Item Number	Description	Price
B320BELE036	Animals Adapt: Independent Leveled Library	\$280.98

Book Sets

Patterns in the Natural World



Item Number	Description	Price
9780743910620	Patterns in the Natural World (5-Book Set)	\$46.95

Processes That Shape the Earth



Item Number	Description	Price
9781541581432	Processes That Shape the Earth (5-Book Set)	\$42.95
9780743915557	Processes That Shape the Earth (10-Book Set)	\$79.86

Force, Motion, and Magnetism



Item Number	Description	Price
9781541581159	Force, Motion, and Magnetism (4-Book Set)	\$39.96
9780743915571	Force, Motion, and Magnetism (7-Book Set)	\$53.81

Plants and Animals Adapt to Survive



Item Number	Description	Price
9780743910644	Plants and Animals Adapt to Survive (6-Book Set)	\$58.94

Family Literacy Engagement High-Interest Science & STEM

Learn-at-Home Packs

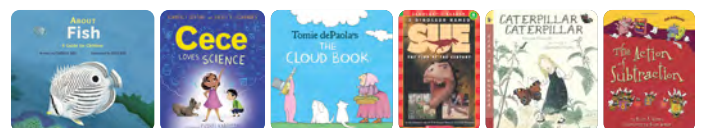
Each Learn-at-Home Pack includes 3 high-interest titles for students to enjoy at home with family and caregivers.



Item Number	Description	Price
B260BHIG003	High-Interest Science & STEM Pack, Gr 2	\$21.97
B360BHIG003	High-Interest Science & STEM Pack, Gr 3	\$22.97

Mini Classroom Libraries

Each library includes 40 high-interest science books. View complete title listings in our index.



Item Number	Description	Price
B220BHIG035	High-Interest Science & STEM Mini-Library, Gr 2	\$334.56
B320BHIG035	High-Interest Science & STEM Mini-Library, Gr 3	\$342.60

Integrated Science and Literacy Units

Build knowledge, vocabulary, language, reading, and writing skills while teaching students how to think and act like scientists. Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.

Roles of Plants and Animals in Ecosystems



Item Number	Description	Price
R417KROL0080	Roles of Plants and Animals in Ecosystems Complete Kit, Gr 4	\$229.00
R417BROL0060	Roles of Plants and Animals in Ecosystems Mentor Texts Only, Gr 4	\$48.83

Roles of Plants and Animals in Ecosystems Mentor Texts

- *Ecosystems* by William Rice
- *Food Chains and You* by Bobbie Kalman
- *Pass the Energy, Please!* by Barbara Shaw McKinney
- *What Is a Top Predator?* by Bobbie Kalman
- *What's for Dinner? Quirky, Squirmy Poems From the Animal World* by Katherine B. Hauth

Writing Task: Feature article (opinion text type)

Energy: Electric, Sound, Light, and Heat



Item Number	Description	Price
R417KENE0080	Energy: Electric, Sound, Light, and Heat Complete Kit, Gr 4	\$229.00
R417BENE0060	Energy: Electric, Sound, Light, and Heat Mentor Texts Only, Gr 4	\$67.06

Energy: Electric, Sound, Light, and Heat Mentor Texts

- *Electrical Wizard: How Nikola Tesla Lit Up the World* by Elizabeth Rusch
- *Energy Island: How One Community Harnessed the Wind and Changed Their World* by Allan Drummond
- *Forms of Energy* by Anna Claybourne
- *Heat* by Ian F. Mahaney
- *My Light: How Sunlight Becomes Electricity* by Molly Bang
- *Sound* by Anna Claybourne

Writing Task: Persuasive essay

Ecosystems: The Human Impact



Item Number	Description	Price
R517KECO0080	Ecosystems: The Human Impact Complete Kit, Gr 5	\$229.00
R517BECO0060	Ecosystems: The Human Impact Mentor Texts Only, Gr 5	\$74.62

Ecosystems: The Human Impact Mentor Texts

- *Analyzing Disappearing Habitats* by Philip Steele
- *The Frog Scientist* by Pamela S. Turner
- *Global Warming* by Shelly Buchanan
- *How We Know What We Know About Our Changing Climate: Scientists and Kids Explore Global Warming* by Lynne Cherry
- *Polar Bear, Why Is Your World Melting?* by Robert E. Wells

Writing Task: Persuasive call to action alert

Our Solar System



Item Number	Description	Price
R517KSOL0080	Our Solar System Complete Kit, Gr 5	\$229.00
R517BSOL0060	Our Solar System Mentor Texts Only, Gr 5	\$72.86

Our Solar System Mentor Texts

- *Comets, Stars, the Moon, and Mars: Space Poems and Paintings* by Douglas Florian
- *Exploring the Night Sky: The Equinox Astronomy Guide for Beginners* by Terence Dickinson
- *Exploring the Solar System: A History With 22 Activities (Revised Edition)* by Mary Kay Carson
- *Gravity* by Matt Mullins
- *How Many Planets Circle the Sun?* by Mary Kay Carson
- *Postcards From Pluto* by Loreen Leedy

Writing Task: Persuasive essay

Independent Leveled Libraries

Plants and Animals in Ecosystems

This leveled library includes 32 independent reading books, levels O-T, and 1 portable canvas book tote. View complete title listings in our index.



Item Number	Description	Price
B420BELE032	Plants and Animals in Ecosystems: Independent Leveled Library	\$287.58

Ecosystems: The Human Impact

This leveled library includes 30 independent reading books, levels Q-X, and 1 portable canvas book tote. View complete title listings in our index.



Item Number	Description	Price
B520BELE030	Ecosystems: The Human Impact: Independent Leveled Library	\$291.85

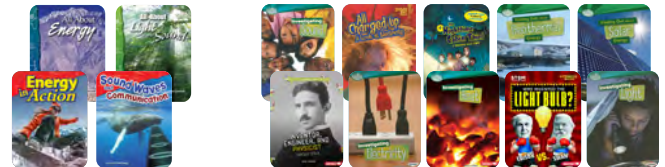
Book Sets

Roles of Plants and Animals in Ecosystems



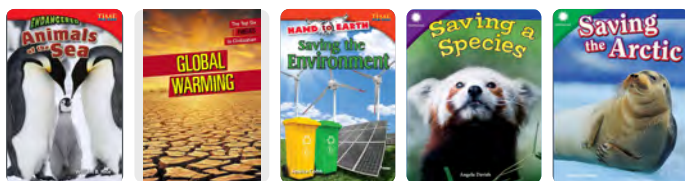
Item Number	Description	Price
9780743910668	Roles of Plants and Animals in Ecosystems (6-Book Set)	\$61.94

Energy: Electric, Sound, Light, and Heat



Item Number	Description	Price
9781541581388	Energy: Electric, Sound, Light, and Heat (10-Book Set)	\$94.86
9780743915595	Energy: Electric, Sound, Light, and Heat (4-Book Set)	\$39.96

Ecosystems: The Human Impact



Item Number	Description	Price
9780743910682	Ecosystems: The Human Impact (5-Book Set)	\$52.95

Solar System

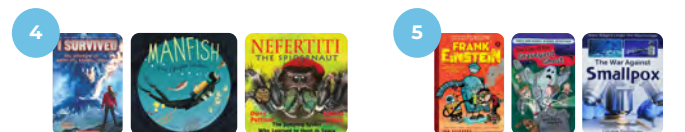


Item Number	Description	Price
9781541581340	Solar System (8-Book Set)	\$72.88
9780743915618	Solar System (5-Book Set)	\$51.95

Family Literacy Engagement High-Interest Science & STEM

Learn-at-Home Packs

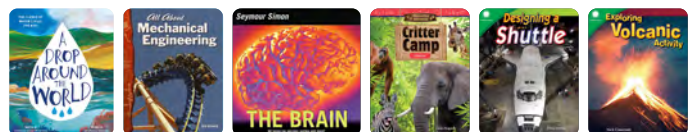
Each Learn-at-Home Pack includes 3 high-interest titles for students to enjoy at home with family and caregivers.



Item Number	Description	Price
B460BHIG003	High-Interest Science & STEM Pack, Gr 4	\$27.97
B560BHIG003	High-Interest Science & STEM Pack, Gr 5	\$24.85

Mini Classroom Libraries

Each library includes 40 high-interest science books. View complete title listings in our index.

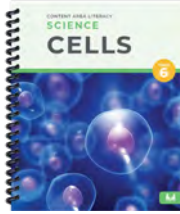


Item Number	Description	Price
B420BHIG035	High-Interest Science & STEM Mini-Library, Gr 4	\$341.51
B520BHIG035	High-Interest Science & STEM Mini-Library, Gr 5	\$411.32

Integrated Science and Literacy Units

Build knowledge, vocabulary, language, reading, and writing skills while teaching students how to think and act like scientists. Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.

Cells



Cells Mentor Texts

- *The Basics of Cell Life With Max Axiom, Super Scientist* by Amber J. Keyser
- *Cell Scientists: Discovering How Cells Work* by Kimberly Fekany Lee
- *Cells* by Marina Cohen
- *Cells* by Stephanie Herweck
- *Cells, Tissues, and Organs* by Richard Spilsbury

Writing Task: Friendly letter (informative/explanatory text type)

Item Number	Description	Price
R617KCEL0080	Cells Complete Kit, Gr 6	\$229.00
R617BCEL0060	Cells Mentor Text, Gade 6	\$53.17

Extreme Weather



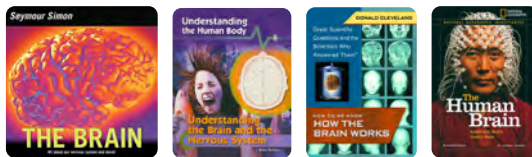
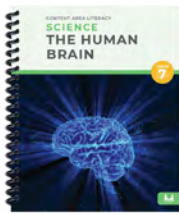
Extreme Weather Mentor Texts

- *Extreme Weather* by H. Michael Mogil and Barbara G. Levine
- *Extreme Weather Science Tackles Global Warming and Climate Change* by Kathleen Simpson
- *Hurricanes* by Seymour Simon
- *Tsunamis* by Kimiko Kajikawa
- *Tsunamis* by David and Patricia Armentrout

Writing Task: Persuasive call to action poster

Item Number	Description	Price
R617KEXT0080	Extreme Weather Complete Kit, Gr 6	\$229.00
R617BEXT0060	Extreme Weather Mentor Texts Only, Gr 6	\$73.87

The Human Brain



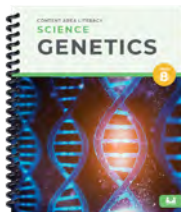
The Human Brain Mentor Texts

- *The Brain: Our Nervous System* by Seymour Simon
- *How Do We Know How the Brain Works* by Donald Cleveland
- *National Geographic Investigates the Human Brain* by Kathleen Simpson
- *Understanding the Brain and the Nervous System* by Robert Snedden

Writing Task: Nonfiction picture book chapter

Item Number	Description	Price
R717KHUM0070	The Human Brain Complete Kit, Gr 7	\$229.00
R717BHUM0050	The Human Brain Mentor Texts Only, Gr 7	\$76.79

Genetics



Genetics Mentor Texts

- *DNA* by Natalie Hyde
- *Genetic Engineering* by Marina Cohen
- *Gregor Mendel: The Friar Who Grew Peas* by Cheryl Bardoe
- *Science Detectives: How Scientists Solved Six Real-Life Mysteries* by Yes Magazine, Eds.
- *Variation in Living Things* by Robert Snedden

Writing Task: Nature trail signage

Item Number	Description	Price
R817KGEN0070	Genetics Complete Kit, Gr 8	\$229.00
R817BGEN0050	Genetics Mentor Texts Only, Gr 8	\$52.29

Book Sets

Cells



Item Number	Description	Price
9780743910705	Cells (4-Book Set)	\$39.96

Extreme Weather



Item Number	Description	Price
9780743915632	Extreme Weather (6-Book Set)	\$60.94

Family Literacy Engagement High-Interest Science & STEM

Learn-at-Home Packs

Each Learn-at-Home Pack includes 2 high-interest titles for students to enjoy at home with family and caregivers.



Item Number	Description	Price
B660BHIG002	High-Interest Science & STEM Learn-at-Home Pack, Gr 6	\$17.98



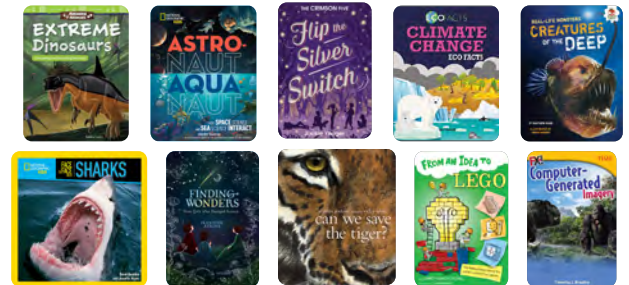
Item Number	Description	Price
B760BHIG002	High-Interest Science & STEM Learn-at-Home Pack, Gr 7	\$18.94



Item Number	Description	Price
B860BHIG002	High-Interest Science & STEM Learn-at-Home Pack, Gr 8	\$19.94

Mini Classroom Libraries

Each library includes 40 high-interest science books. View complete title listings in our index.



Item Number	Description	Price
B620BHIG035	High-Interest Science & STEM Mini-Library, Gr 6	\$318.52



Item Number	Description	Price
B720BHIG035	High-Interest Science & STEM Mini-Library, Gr 7	\$335.12



Item Number	Description	Price
B820BHIG035	High-Interest Science & STEM Mini-Library, Gr 8	\$350.12

Integrated Social Studies and Literacy Units

Build knowledge, vocabulary, language, reading, and writing skills while teaching students how to think and act like members of a global community. Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.


My Place in the World



Item Number	Description	Price
R016KMP0080	My Place in the World Complete Kit, Gr K	\$229.00
R016BMP0060	My Place in the World Mentor Texts Only, Gr K	\$48.86

My Place in the World Mentor Texts

- *A House Is a House for Me* by Mary Ann Hoberman
- *Fancy Nancy: My Family History* by Jane O'Connor
- *Helpers in My Community* by Bobbie Kalman
- *Me and My Family Tree* by Joan Sweeney
- *Me on the Map* by Joan Sweeney
- *Whose Hat Is This? A Look at Hats Workers Wear—Hard, Tall, and Shiny* by Sharon Katz Cooper

 **Writing Tasks:** Thank you card to a community worker, persuasive postcard, family album (narrative text type)


Schools Help Us Learn



Item Number	Description	Price
R016KSCH0080	Schools Help Us Learn Complete Kit, Gr K	\$229.00
R016BSCH0060	Schools Help Us Learn Mentor Texts Only, Gr K	\$58.86

Schools Help Us Learn Mentor Texts

- *Everyone Goes to School* by J. Jean Robertson
- *A Fine, Fine School* by Sharon Creech
- *Friends at School* by Rochelle Bunnett
- *Rocking in My School Shoes* by Eric Litwin
- *This Is the Way We Go to School* by Laine Falk
- *What a Day It Was at School!* by Jack Prelutsky

 **Writing Tasks:** Explanatory reflection about school, persuasive advertisement


Communities, Families, and Traditions



Item Number	Description	Price
R116KCOM0080	Communities, Families, and Traditions Complete Kit, Gr 1	\$229.00
R116BCOM0060	Communities, Families, and Traditions Mentor Texts Only, Gr 1	\$64.86

Communities, Families, and Traditions Mentor Texts

- *Be My Neighbor* by Maya Ajmera
- *Duck for Turkey Day* by Jacqueline Jules
- *Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems* by Mary Ann Hoberman
- *Follow That Map! A First Book of Mapping Skills* by Scot Ritchie
- *Madlenka* by Peter Sis
- *My Family* by Sheila Kinkade

 **Writing Tasks:** Persuasive advertisement, Thanksgiving tradition description (narrative text type)


Rules and Laws



Item Number	Description	Price
R116KRUL0080	Rules and Laws Complete Kit, Gr 1	\$229.00
R116BRUL0060	Rules and Laws Mentor Texts Only, Gr 1	\$78.10

Rules and Laws Mentor Texts

- *Back-To-School Rules* by Laurie Friedman
- *I Am a Good Citizen* by Mary Ann Hoffman
- *Lilly's Purple Plastic Purse* by Kevin Henkes
- *Officer Buckle and Gloria* by Peggy Rathmann
- *Rules and Laws* by Ann-Marie Kishel
- *We the Kids: The Preamble to the Constitution of the United States* by David Catrow

 **Writing Tasks:** Persuasive letter to the city council, interview

Book Sets

Supplement your classroom libraries with these collections of carefully chosen titles that integrate knowledge-building of social studies topics and literacy skills.

School

These collections include a selection of books about the first experiences of school.



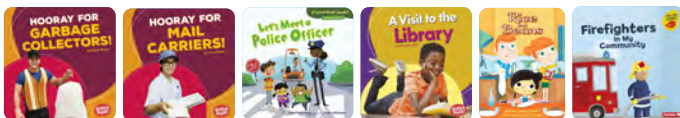
Item Number	Description	Price
9781541581401	School (10-Book Set)	\$81.86



Item Number	Description	Price
9780743915526	School (4-Book Set)	\$33.96

Communities, Families, and Traditions

These collections include a selection of books about the intersection of communities, cultures, and identity.



Item Number	Description	Price
9781541581135	Communities, Families, and Traditions (12-Book Set)	\$108.88



Item Number	Description	Price
9780743910613	Communities, Families, and Traditions (6-Book Set)	\$48.94

Rules and Laws

These collections include a selection of books about foundational rules and laws that young children will learn.



Item Number	Description	Price
9781541581425	Rules and Laws (8-Book Set)	\$77.92



Item Number	Description	Price
9780743915540	Rules and Laws (4-Book Set)	\$32.46

Communities: My Place in the World

These collections include a selection of books about building identity through communities.



Item Number	Description	Price
9780743910590	Communities: My Place in the World (6-Book Set)	\$37.44

Key themes such as **identity**, **community connection**, and **early "real world" experiences** are central to our K-1 book collections. Contact sales@schoolwide.com to learn more!

Integrated Social Studies and Literacy Units

Build knowledge, vocabulary, language, reading, and writing skills while teaching students how to think and act like members of a global community. Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.

Citizenship



Item Number	Description	Price
R216KCHA0080	Citizenship Complete Kit, Gr 2	\$229.00
R216BCHA0060	Citizenship Mentor Texts Only, Gr 2	\$57.86

Citizenship Mentor Texts

- *Being a Good Citizen: A Kid's Guide to Community Involvement* by Rachelle Kreisman
- *Benjamin Franklin: Writer, Inventor, Statesman* by Pamela Hill Nettleton
- *The Flag We Love* by Pam Muñoz Ryan
- *Let's Vote on It!* by Janice Behrens
- *Uncle Willie and the Soup Kitchen* by DyAnne DiSalvo-Ryan
- *Voices of Justice: Poems About People Working for a Better World* by George Ella Lyon

Writing Task: Travel brochure (opinion text type)

Urban, Suburban, and Rural Communities



Item Number	Description	Price
R216KCOM0080	Urban, Suburban, and Rural Communities Complete Kit, Gr 2	\$229.00
R216BCOM0060	Urban, Suburban, and Rural Communities Mentor Texts Only, Gr 2	\$57.78

Urban, Suburban, and Rural Communities Mentor Texts

- *City Green* by Dyanne Disalvo-Ryan
- *City Homes* by Nicola Barber
- *Community Helpers From A to Z* by Bobbie Kalman
- *Homes Around the World* by Bobbie Kalman
- *The Journey* by Sarah Stewart
- *Life in a Farming Community* by Lizann Flatt

Writing Task: Friendly letter (informative/explanatory text type)

Communities Past and Present



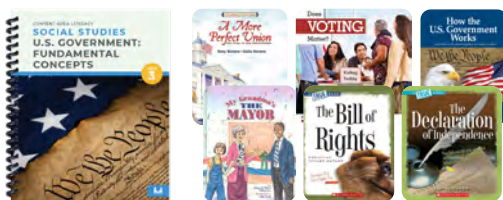
Item Number	Description	Price
R316KCOM0080	Communities Past and Present Complete Kit, Gr 3	\$229.00
R316BCOM0060	Communities Past and Present Mentor Texts Only, Gr 3	\$62.86

Communities Past and Present Mentor Texts

- *Games From Long Ago* by Bobbie Kalman
- *If You Lived 100 Years Ago* by Ann McGovern
- *My Chinatown: One Year in Poems* by Kam Mak
- *My Community Long Ago* by Bobbie Kalman
- *Old Penn Station* by William Low
- *The House on Maple Street* by Bonnie Pryor

Writing Task: Tri-fold display (opinion text type)

U.S. Government: Fundamental Concepts



Item Number	Description	Price
R316KUSG0080	U.S. Gov't: Fundamental Concepts Complete Kit, Gr 3	\$229.00
R316BUSG0060	U.S. Gov't: Fundamental Concepts Mentor Texts Only, Gr 3	\$56.08

U.S. Government: Fundamental Concepts Mentor Texts

- *A More Perfect Union: The Story of Our Constitution* by Betsy Maestro
- *Does Voting Matter?* by Leslie Beckett
- *How the U.S. Government Works and How It All Comes Together* by Syl Sobel
- *My Grandma's the Mayor* by Marjorie White Pellegrino
- *The Bill of Rights* by Christine Taylor-Butler
- *The Declaration of Independence* by Elaine Landau

Writing Task: Brochure about government (informative/explanatory text type)

Book Sets

Supplement your classroom libraries with these collections of carefully chosen titles that integrate knowledge-building of social studies topics and literacy skills.

Citizenship

These collections include a selection of books about becoming a good citizen.



Item Number	Description	Price
9780743915564	Characteristics of Good Citizenship (5-Book Set)	\$46.95



Item Number	Description	Price
9781541585010	Characteristics of Good Citizenship (4-Book Set)	\$31.96

Communities Past and Present

These collections include a selection of books about the shared experiences and connections of communities across generations.



Item Number	Description	Price
9781541581456	Communities Past and Present (6-Book Set)	\$49.94



Item Number	Description	Price
9780743910651	Communities Past and Present (5-Book Set)	\$49.95

Communities: Urban, Suburban, and Rural

These collections include a selection of books about a variety of diverse community environments.



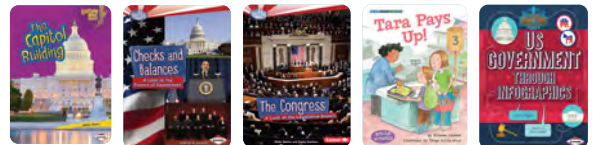
Item Number	Description	Price
9780743910637	Communities Urban, Suburban, and Rural (5-Book Set)	\$39.95



Item Number	Description	Price
9781541581371	Communities Urban, Suburban, and Rural (4-Book Set)	\$28.96

U.S. Government: Fundamental Concepts

These collections include a selection of books about some foundational facts about the U.S. government.



Item Number	Description	Price
9781541581128	U.S. Gov't: Fundamental Concepts (10-Book Set)	\$98.90



Item Number	Description	Price
9780743915588	U.S. Gov't: Fundamental Concepts (5-Book Set)	\$49.95

Integrated Social Studies and Literacy Units

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Colonial America



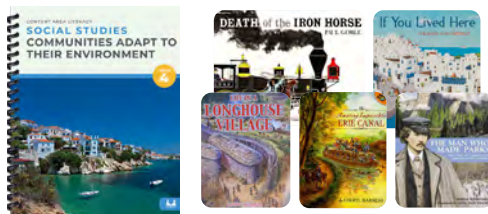
Item Number	Description	Price
R416KCOL0080	Colonial America Complete Kit, Gr 4	\$229.00
R416BCOL0060	Colonial America Mentor Texts Only, Gr 4	\$55.12

Colonial America Mentor Texts

- *Colonial Voices* by Kay Winters
- *Katie's Trunk* by Ann Turner
- *The New Americans: Colonial Times: 1620-1689* by Betsy Maestro
- *A Primary Source History of the Colony of Rhode Island* by Joan Axelrod-Contrada
- *The Real Story About Government and Politics in Colonial America* by Kristine Carlson Asselin
- *The Truth About Colonial America* by Charlotte Taylor

Writing Task: Brochure about government (informative/explanatory text type)

Communities Adapt to Their Environment



Item Number	Description	Price
R416KCOM0080	Communities Adapt to Their Environ Complete Kit, Gr 4	\$229.00
R416BCOM0060	Communities Adapt to Their Environ Mentor Texts Only, Gr 4	\$67.86

Communities Adapt to Their Environment Mentor Texts

- *The Amazing Impossible Erie Canal* by Cheryl Harness
- *Death of the Iron Horse* by Paul Goble
- *If You Lived Here: Houses of the World* by Giles Laroche
- *Life in a Longhouse Village* by Bobbie Kalman
- *The Man Who Made Parks* by Frieda Wishinsky
- *The Ten Mile Day and the Building of the Transcontinental Railroad* by Mary Ann Fraser

Writing Task: Business/persuasive letter to an editor

The American Revolution



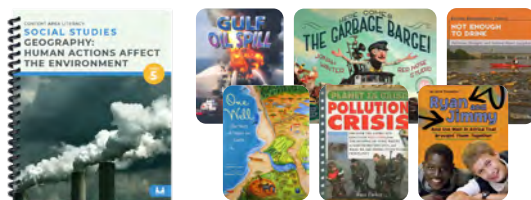
Item Number	Description	Price
R516KAME0080	The American Revolution Complete Kit, Gr 5	\$229.00
R516BAME0060	The American Revolution Mentor Texts Only, Gr 5	\$78.82

The American Revolution Mentor Texts

- *The Crossing: How George Washington Saved the American Revolution* by Jim Murphy
- *Independent Dames: What You Never Knew About the Women and Girls of the American Revolution* by Laurie Halse Anderson
- *Let It Begin Here! Lexington and Concord: First Battles of the American Revolution* by Dennis Brindell Fradin
- *The Revolutionary War* by Josh Gregory
- *The Scarlet Stockings Spy* by Trinka Hakes Noble
- *The Split History of the American Revolution: A Perspectives Flip Book* by Michael Burgan

Writing Task: Newspaper article

Geography: Human Actions Affect the Environment



Item Number	Description	Price
R516KHUM0080	Geography: Human Actions Affect the Environ Complete Kit, Gr 5	\$229.00
R516BHUM0060	Geography: Human Actions Affect the Environ Mentor Texts Only, Gr 5	\$80.87

Geography: Human Actions Affect the Environment Mentor Texts

- *Gulf Oil Spill* by Lynn Peppas
- *Here Comes the Garbage Barge!* by Jonah Winter
- *Not Enough to Drink* by Laura La Bella
- *One Well: The Story of Water on Earth* by Rochelle Strauss
- *Pollution Crisis* by Russ Parker
- *Ryan and Jimmy: And the Well in Africa That Brought Them Together* by Herb Shoveller

Writing Task: Open letter

Book Sets

Supplement your classroom libraries with these collections of carefully chosen titles that integrate knowledge-building of social studies topics and literacy skills.

The American Revolution

These collections include a selection of books about key figures and their roles in the American Revolution.



Item Number	Description	Price
9781541581364	The American Revolution (10-Book Set)	\$102.90



Item Number	Description	Price
9780743915625	The American Revolution (6-Book Set)	\$57.94

Humans Affect the Environment

These collections include a selection of books that help young readers understand human impact on the environment.



Item Number	Description	Price
9781541581142	Humans Affect the Environ (9-Book Set)	\$87.91



Item Number	Description	Price
9780743910699	Humans Affect the Environ (4-Book Set)	\$42.96

Colonial America

These collections include a selection of books that tell stories of Colonial times.



Item Number	Description	Price
9781541581326	Colonial America (6-Book Set)	\$55.94



Item Number	Description	Price
9780743915601	Colonial America (5-Book Set)	\$48.95

Communities Adapt to Their Environment

These collections include a selection of books about how different communities have lived and evolved alongside their environments.



Item Number	Description	Price
9780743910675	Communities Adapt to Their Environ (5-Book Set)	\$49.95

Neatly organize and transport your classroom libraries with our foldable canvas totes.



Item Number	Description	Price
BNM001	Black canvas book tote 11.5" L x 9" W x 8.5" D with window graphic included	\$8.00

Integrated Social Studies and Literacy Units

Build knowledge, vocabulary, language, reading, and writing skills while teaching students how to think and act like members of a global community. Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.


Culture Shapes Perspective



Item Number	Description	Price
R616KCU0080	Culture Shapes Perspective Complete Kit, Gr 6	\$229.00
R616BCU0060	Culture Shapes Perspective Mentor Texts Only, Gr 6	\$77.78

Culture Shapes Perspective Mentor Texts

- *America Street: A Multicultural Anthology of Stories*, Revised Edition by Anne Mazer, Ed.
- *Any Small Goodness: A Novel of the Barrio* by Tony Johnston
- *Changing Cultural Landscapes* by Marina Cohen
- *India: The Culture* by Bobbie Kalman
- *Only the Mountains Do Not Move* by Jan Reynolds
- *What the World Eats* by Faith D'Aluisio

 **Writing Task:** Persuasive essay


Roots of Democracy



Item Number	Description	Price
R616KRO0080	Roots of Democracy Complete Kit, Gr 6	\$229.00
R616BRO0060	Roots of Democracy Mentor Texts Only, Gr 6	\$68.24

Roots of Democracy Mentor Texts

- *America at War* by Lee Bennett Hopkins, Ed.
- *D Is for Democracy: A Citizen's Alphabet* by Elissa Grodin
- *The Democratic Process* by Mark Friedman
- *Politics and Government in Ancient Greece* by Melanie Ann Apel
- *Thomas Paine Writes Common Sense* by Gary Jeffrey
- *The U.S. Constitution* by Michael Burgan

 **Writing Task:** Feature article


U.S. Immigration: 1840–1920



Item Number	Description	Price
R716KUSI0070	U.S. Immigration: 1840–1920 Complete Kit, Gr 7	\$229.00
R716BUSI0050	U.S. Immigration: 1840–1920 Mentor Texts Only, Gr 7	\$66.91

U.S. Immigration: 1840–1920 Mentor Texts

- *Angel Island: Gateway to Gold Mountain* by Russell Freedman
- *Breaking Through* by Francisco Jimenez
- *Flesh and Blood So Cheap: The Triangle Fire and Its Legacy* by Albert Marrin
- *Immigration* by Natalie Hyde
- *Shutting Out the Sky: Life in the Tenements of New York, 1880–1924* by Deborah Hopkinson

 **Writing Task:** Argumentative essay


Women's Suffrage Movement



Item Number	Description	Price
R816KWOM0070	Women's Suffrage Movement Complete Kit, Gr 8	\$229.00
R816BWOM0050	Women's Suffrage Movement Mentor Texts Only, Gr 8	\$63.93

Women's Suffrage Movement Mentor Texts

- *Great Speeches by American Women* by James Daley, Ed.
- *Rightfully Ours: How Women Won the Right to Vote* by Kerrie Logan Hollihan
- *Sojourner Truth: Ain't I a Woman?* by Patricia and Fredrick McKissack
- *With Courage and Cloth: Winning the Fight for a Woman's Right to Vote* by Ann Bausum
- *Women's Suffrage* by Jennifer Macbain-Stephens

 **Writing Task:** Argumentative speech

Book Sets

Supplement your classroom libraries with these collections of carefully chosen titles that integrate knowledge-building of social studies topics and literacy skills.

U.S. Immigration: 1840–1920

This book set includes various stories and accounts of those who immigrated to the United States between 1840 and 1920.



Women's Suffrage Movement

This book set includes stories of influential women who contributed to the Women's Suffrage movement.



Item Number	Description	Price
9780743910712	U.S. Immigration: 1840–1920 (4-Book Set)	\$37.96

Item Number	Description	Price
9780743915649	Women's Suffrage Movement (4-Book Set)	\$39.96

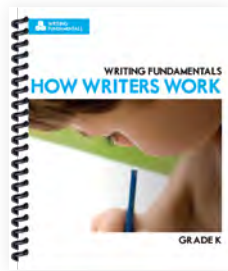


Schoolwide's Content Literacy units are designed to enable students to develop their content knowledge, while also empowering them to bring their own background knowledge to reading and writing experiences. Connect with our team to learn more about how this approach is key to supporting multilingual learners.

Writing Units: Core Writing Collection

These units emphasize developing students as writers, giving them opportunities to both read and write like writers so that they can confidently craft their own texts. Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.

How Writers Work



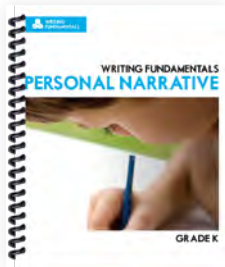
How Writers Work Mentor Texts

Text Type: Launching

- *The Art Lesson* by Tomie dePaola
- *Library Mouse* by Daniel Kirk
- *Taking a Bath With the Dog and Other Things That Make Me Happy* by Scott Menchin
- *This Quiet Lady* by Charlotte Zolotow
- *To Be a Kid* by Maya Ajmera

Item Number	Description	Price
W011KHW0070	How Writers Work Complete Kit, Gr K	\$198.00
W011BHW0050	How Writers Work Mentor Texts Only, Gr K	\$51.91

Personal Narrative



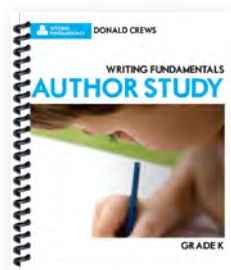
Personal Narrative Mentor Texts

Text Type: Narrative

- *The Chalk Doll* by Charlotte Pomerantz
- *Dream Weaver* by Jonathan London
- *Hello Ocean* by Pam Muñoz Ryan
- *I Know a Lady* by Charlotte Zolotow
- *Knuffle Bunny: A Cautionary Tale* by Mo Willems
- *Let's Go Home: The Wonderful Things About a House* by Cynthia Rylant
- *The Moon Was the Best* by Charlotte Zolotow
- *Roller Coaster* by Marla Frazee
- *Snow* by Uri Shulevitz
- *Watch Out for the Chicken Feet in Your Soup* by Tomie dePaola

Item Number	Description	Price
W012KPER0120	Personal Narrative Complete Kit, Gr K	\$198.00
W012BPER0100	Personal Narrative Mentor Texts Only, Gr K	\$110.86

Donald Crews Author Study



Donald Crews Author Study Mentor Texts

Text Type: Narrative

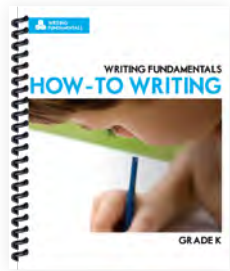
- *Bigmama's*
- *Flying*
- *Freight Train*
- *Harbor*
- *Night at the Fair*
- *Parade*
- *Sail Away*
- *School Bus*
- *Shortcut*
- *Truck*

Item Number	Description	Price
W012KDON0120	Donald Crews Author Study Complete Kit, Gr K	\$198.00
W012BDON0100	Donald Crews Author Study Mentor Texts Only, Gr K	\$93.90

Writing Units: Core Writing Collection

These units emphasize developing students as writers, giving them opportunities to both read and write like writers so that they can confidently craft their own texts. Each complete kit includes a **Teacher's Guide**, a **selection of mentor texts**, and 1 **portable canvas book tote**.

How-To Writing



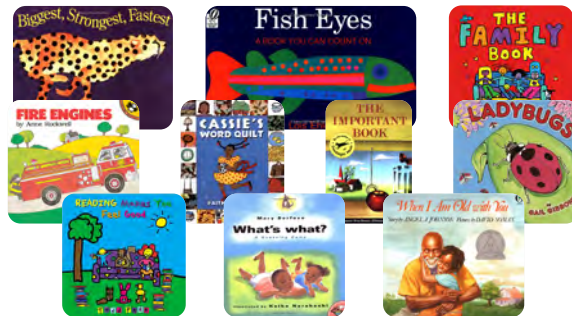
How-To Writing Mentor Texts

Text Type: Informational/Explanatory

- *All You Need for a Snowman* by Alice Schertie
- *Building a House* by Byron Barton
- *Growing Vegetable Soup* by Lois Ehlert
- *How to Be* by Lisa Brown
- *How to Lose All Your Friends* by Nancy Carlson
- *I Can Draw People* by Ray Gibson and Fiona Watt
- *If You Decide to Go to the Moon* by Faith McNulty
- *The Pizza That We Made* by Joan Holub
- *Road Builders* by B. G. Hennessy
- *Walk On! A Guide for Babies of All Ages* by Marla Frazee

Item Number	Description	Price
W013KHOW0120	How-To Writing Complete Kit, Gr K	\$198.00
W013BHOW0100	How-To Writing Mentor Texts Only, Gr K	\$106.86

List and Label Books



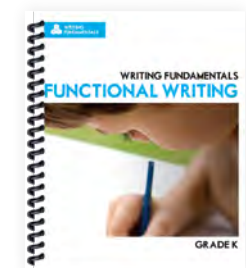
List and Label Books Mentor Texts

Text Type: Informational

- *Biggest, Strongest, Fastest* by Steve Jenkins
- *Cassie's Word Quilt* by Faith Ringgold
- *The Family Book* by Todd Parr
- *Fire Engines* by Anne Rockwell
- *Fish Eyes: A Book You Can Count On* by Lois Ehlert
- *The Important Book* by Margaret Wise Brown
- *Ladybugs* by Gail Gibbons
- *Reading Makes You Feel Good* by Todd Parr
- *What's What?* by Mary Serfozo
- *When I Am Old With You* by Angela Johnson

Item Number	Description	Price
W013KLIS0120	List and Label Books Complete Kit, Gr K	\$198.00
W013BLIS0100	List and Label Books Mentor Texts Only, Gr K	\$83.90

FUNctional Writing



FUNctional Writing Mentor Texts

Text Type: Opinion/Argument

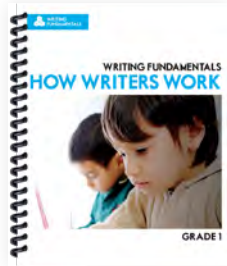
- *Bunny Cakes* by Rosemary Wells
- *Click, Clack, Moo* by Doreen Cronin
- *Dear Juno* by Soyung Pak
- *Fancy Nancy* by Jane O'Connor
- *I Wanna Iguana* by Karen Kaufman Orloff
- *The Jolly Postman* by Allan Ahlberg
- *My New York* by Kathy Jakobsen
- *Thank You, Omu!* by Oge Mora
- *We Are Best Friends* by Aliki
- *With Love, Little Red Hen* by Alma Flor Ada

Item Number	Description	Price
W015KFUN0120	FUNctional Writing Complete Kit, Gr K	\$198.00
W015BFUN0100	FUNctional Writing Mentor Texts Only, Gr K	\$141.90

Writing Units: Core Writing Collection

These units emphasize developing students as writers, giving them opportunities to both read and write like writers so that they can confidently craft their own texts. Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.

How Writers Work



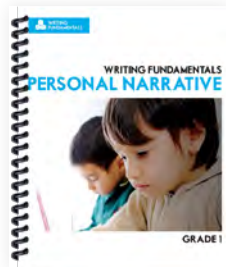
How Writers Work Mentor Texts

Text Type: Launching

- *I Am an Artist* by Patricia Lowery Collins
- *I Like to Be Little* by Charlotte Zolotow
- *Ish* by Peter H. Reynolds
- *Puddles* by Jonathan London
- *Written Anything Good Lately?* by Susan Allen and Jane Lindaman

Item Number	Description	Price
W111KHW0070	How Writers Work Complete Kit, Gr 1	\$198.00
W111BHW0050	How Writers Work Mentor Texts Only, Gr 1	\$47.96

Personal Narrative



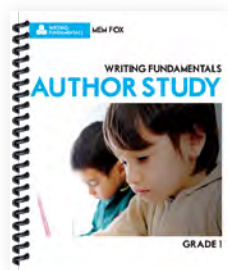
Personal Narrative Mentor Texts

Text Type: Narrative

- *Diary of a Spider* by Doreen Cronin
- *Do Like Kyla* by Angela Johnson
- *I Love My Hair!* by Natasha Tarpley
- *The Keeping Quilt* by Patricia Polacco
- *Little Nino's Pizzeria* by Karen Barbour
- *My Big Brother* by Valorie Fisher
- *My Little Island* by Frane Lessac
- *My Steps* by Sally Derby
- *My Visit to the Aquarium* by Alikei
- *When I Was Five* by Arthur Howard

Item Number	Description	Price
W112KPER0120	Personal Narrative Complete Kit, Gr 1	\$198.00
W112BPER0100	Personal Narrative Mentor Texts Only, Gr 1	\$106.86

Mem Fox Author Study



Mem Fox Author Study Mentor Texts

Text Type: Narrative

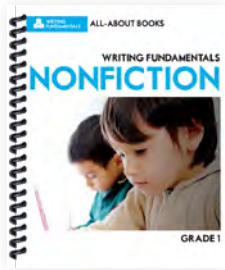
- *Early One Morning*
- *Harriet, You'll Drive Me Wild*
- *Koala Lou*
- *Night Noises*
- *Sleepy Bears*
- *Sophie*
- *Tough Boris*
- *Where Is the Green Sheep?*
- *Whoever You Are*
- *Wilfrid Gordon McDonald Partridge*

Item Number	Description	Price
W112KMEM0120	Mem Fox Author Study Complete Kit, Gr 1	\$198.00
W112BMEM0100	Mem Fox Author Study Mentor Texts Only, Gr 1	\$99.90

Writing Units: Core Writing Collection

These units emphasize developing students as writers, giving them opportunities to both read and write like writers so that they can confidently craft their own texts. Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.

Nonfiction All-About Books



Nonfiction All-About Books Mentor Texts

Text Type: Informational/Explanatory

- *About Birds: A Guide for Children* by Cathryn Sill
- *Life in an Ocean* by Carol Lindeen
- *Move!* by Steve Jenkins and Robin Page
- *Raising Babies: What Animal Parents Do* by Dona Herweck Rice
- *The Life Cycle of a Frog* by Bobbie Kalman and Kathryn Smithyman
- *The Vegetables We Eat* by Gail Gibbons
- *Trains on the Go* by Anne J. Spaight
- *What Is It Made From?* by Bobbie Kalman
- *When Rain Falls* by Melissa Stewart
- *Why Do Horses Neigh?* by Joan Holub

Item Number	Description	Price
W113KALL0120	Nonfiction All-About Books Complete Kit, Gr 1	\$198.00
W113BALL0100	Nonfiction All-About Books Mentor Texts Only, Gr 1	\$81.08

Fiction With Book Review




Fiction With Book Review Mentor Texts

Text Type: Narrative & Opinion/Argument

- *Big Al* by Andrew Clements
- *Big Sister and Little Sister* by Charlotte Zolotow
- *Don't Let the Pigeon Stay Up Late!* by Mo Willems
- *Good Boy, Fergus!* by David Shannon
- *A Letter to Amy* by Ezra Jack Keats
- *The Perfect Pet* by Margie Palatini
- *Stand Tall, Molly Lou Melon* by Patty Lovell
- *A Weekend With Wendell* by Kevin Henkes
- *When Sophie Gets Angry—Really, Really Angry...* by Molly Bang
- *You Can Do It, Sam* by Amy Hest

Item Number	Description	Price
W115KFIC0120	Fiction With Book Review Complete Kit, Gr 1	\$229.00
W115BFIC0100	Fiction With Book Review Mentor Texts Only, Gr 1	\$111.90

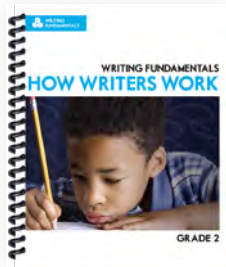


How can teachers help students see themselves as writers? **Contact us** to learn more about our professional learning opportunities that focus on how to nurture students' writing identities.

Writing Units: Core Writing Collection

These units emphasize developing students as writers, giving them opportunities to both read and write like writers so that they can confidently craft their own texts. Each complete kit includes a **Teacher's Guide**, a **selection of mentor texts**, and 1 **portable canvas book tote**.

How Writers Work



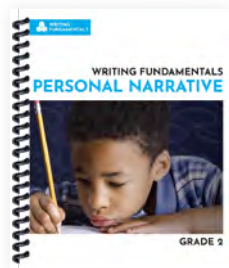
How Writers Work Mentor Texts

Text Type: Launching

- *Author: A True Story* by Helen Lester
- *The Best Story* by Eileen Spinelli
- *Fireflies!* by Julie Brinckloe
- *Let's Do Nothing!* by Tony Fucile
- *Nothing Ever Happens on 90th Street* by Roni Schotter

Item Number	Description	Price
W211KHWW0070	How Writers Work Complete Kit, Gr 2	\$198.00
W211BHWW0050	How Writers Work Mentor Texts Only, Gr 2	\$50.95

Personal Narrative



Personal Narrative Mentor Texts

Text Type: Narrative

- *Dancing in the Wings* by Debbie Allen
- *The Day of Ahmed's Secret* by Florence Parry Heide
- *How My Parents Learned to Eat* by Ina Friedman
- *The Keeping Quilt* by Patricia Polacco
- *Looking Back: A Book of Memories* by Lois Lowry
- *Ma Dear's Aprons* by Patricia McKissack
- *My Abuelita* by Tony Johnston
- *Owl Moon* by Jane Yolen
- *Powwow Day* by Traci Sorell
- *Up North at the Cabin* by Marsha Chall

Item Number	Description	Price
W212KPER0120	Personal Narrative Complete Kit, Gr 2	\$198.00
W212BPER0100	Personal Narrative Mentor Texts Only, Gr 2	\$124.90

Folktales, Fables, and Fairy Tales



Folktales, Fables, and Fairy Tales Mentor Texts

Text Type: Narrative

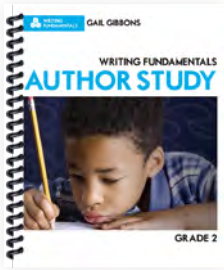
- *Anansi Goes Fishing* by Eric A. Kimmel
- *Babushka Baba Yaga* by Patricia Polacco
- *The Boy of the Three-Year Nap* by Dianne Snyder
- *Cinder Edna* by Ellen Jackson
- *It Could Always Be Worse* by Margot Zemach
- *Jack and the Beanstalk* by Steven Kellogg
- *The Old Man and His Door* by Gary Soto
- *Sleeping Ugly* by Jane Yolen
- *A Story, a Story* by Gail E. Haley
- *The Tortoise and the Hare* by Aesop

Item Number	Description	Price
W212KFOL0120	Folktales, Fables, and Fairy Tales Complete Kit, Gr 2	\$198.00
W212BFOL0100	Folktales, Fables, and Fairy Tales Mentor Texts Only, Gr 2	\$80.90

Writing Units: Core Writing Collection

These units emphasize developing students as writers, giving them opportunities to both read and write like writers so that they can confidently craft their own texts. Each complete kit includes a Teacher's Guide, a selection of mentor texts, and 1 portable canvas book tote.

Gail Gibbons Author Study



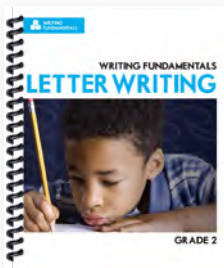
Gail Gibbons Author Study Mentor Texts

Text Type: Informational/Explanatory

- *Bats*
- *Caves and Caverns*
- *How a House Is Built*
- *My Baseball Book*
- *Nature's Green Umbrella*
- *Planet Earth, Inside Out*
- *Recycle!*
- *Sun Up, Sun Down*
- *Sunken Treasure*
- *Zoo*

Item Number	Description	Price
W213KGA10120	Gail Gibbons Author Study Complete Kit, Gr 2	\$198.00
W213BGA10100	Gail Gibbons Author Study Mentor Texts Only, Gr 2	\$82.90

Letter Writing



Letter Writing Mentor Texts

Text Type: Opinion/Argument

- *The Day the Crayons Quit* by Drew Daywalt
- *Dear Abuelo* by Grecia Huesca Dominguez
- *Dear Mr. Henshaw* by Beverly Cleary
- *Dear Mrs. LaRue: Letters From Obedience School* by Mark Teague
- *Dear Peter Rabbit* by Alma Flor Ada
- *The Gardener* by Sarah Stewart
- *I Wanna New Room* by Karen Kaufman Orloff
- *A Letter From Phoenix Farm* by Jane Yolen
- *Plantzilla* by Jerdine Nolen
- *Yours Truly, Goldilocks* by Alma Flor Ada

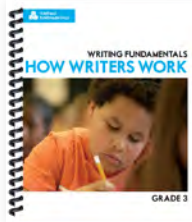
Item Number	Description	Price
W215KLET0120	Letter Writing Complete Kit, Gr 2	\$198.00
W215BLET0100	Letter Writing Mentor Texts Only, Gr 2	\$111.87

Learn about our systematic writing process, from immersion through publishing, sharing, celebrating, and assessing writers' work, on [page 78](#).

Writing Units: Core Writing Collection

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How Writers Work



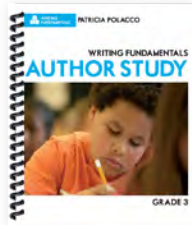
How Writers Work Mentor Texts

Text Type: Launching

- *I Wanna Iguana* by Karen Kaufman Orloff
- *If You Were a Writer* by Joan Lowery Nixon
- *Miz Berlin Walks* by Jane Yolen
- *Our Tree Named Steve* by Alan Zweibel
- *You Have to Write* by Janet S. Wong

Item Number	Description	Price
W311KHW0070	How Writers Work Complete Kit, Gr 3	\$198.00
W311BHW0050	How Writers Work Mentor Texts Only, Gr 3	\$61.95

Patricia Polacco Author Study



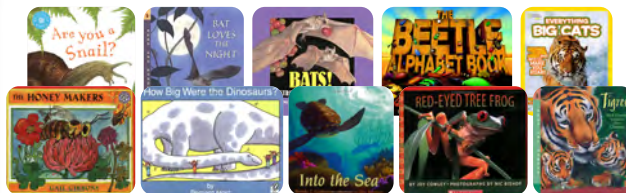
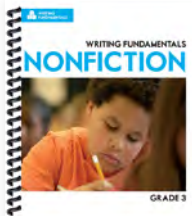
Patricia Polacco Author Study Mentor Texts

Text Type: Narrative

- *Bobushka's Doll*
- *Chicken Sunday*
- *Emma Kate*
- *John Philip Duck*
- *Just Plain Fancy*
- *Rotten Richie and the Ultimate Dare*
- *Something About Hensley's*
- *Thank You, Mr. Falker*
- *Thunder Cake*
- *When Lightning Comes in a Jar*

Item Number	Description	Price
W312KPAT0120	Patricia Polacco Author Study Complete Kit, Gr 3	\$198.00
W312BPAT0100	Patricia Polacco Author Study Mentor Texts Only, Gr 3	\$126.90

Nonfiction



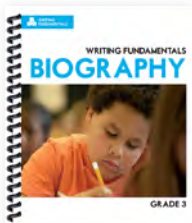
Nonfiction Mentor Texts

Text Type: Informational/Explanatory

- *Are You a Snail?* by Judy Allen
- *Bat Loves the Night* by Nicola Davies
- *Bats! Strange and Wonderful* by Laurence Pringle
- *The Beetle Alphabet Book* by Jerry Pallotta
- *Big Cats* by Elizabeth Carney
- *Honey Makers* by Gail Gibbons
- *How Big Were the Dinosaurs?* by Bernard Most
- *Into the Sea* by Brenda Z. Guiberson
- *Red-Eyed Tree Frog* by Joy Cowley
- *Tigress* by Nick Dowson

Item Number	Description	Price
W313KNON0120	Nonfiction Complete Kit, Gr 3	\$198.00
W313BNON0100	Nonfiction Mentor Texts Only, Gr 3	\$89.82

Biography



Biography Mentor Texts

Text Type: Opinion/Argument

- *The Boy on Fairfield Street: How Ted Geisel Grew up to Become Dr. Seuss* by Kathleen Krull
- *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote* by Tanya Lee Stone
- *If a Bus Could Talk: The Story of Rosa Parks* by Faith Ringgold
- *Lou Gehrig: The Luckiest Man* by David A. Adler
- *Manfish: A Story of Jacques Cousteau* by Jennifer Berne
- *Mother to Tigers* by George Ella Lyon
- *Night Flight: Amelia Earhart Crosses the Atlantic* by Robert Burleigh
- *A Picture Book of Cesar Chavez* by David A. Adler
- *Roberto Clemente: The Pride of the Pittsburgh Pirates* by Jonah Winter
- *The Watcher* by Jeanette Winter

Item Number	Description	Price
W315KBIO0120	Biography Complete Kit, Gr 3	\$198.00
W315BBIO0100	Biography Mentor Texts Only, Gr 3	\$116.90

Writing Units: Core Writing Collection

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How Writers Work



How Writers Work Mentor Texts

Text Type: Launching

- *Amelia Writes Again* by Marissa Moss
- *A Desert Scrapbook: Dawn to Dusk in the Sonoran Desert* by Virginia Wright-Frierson
- *I'm in Charge of Celebrations* by Byrd Baylor
- *Saturdays and Tea Cakes* by Lester L. Laminack
- *A Writer's Notebook: Unlocking the Writer Within You* by Ralph Fletcher

Item Number	Description	Price
W411KHW0070	How Writers Work Complete Kit, Gr 4	\$198.00
W411BHW0050	How Writers Work Mentor Texts Only, Gr 4	\$50.95

Cynthia Rylant Author Study



Cynthia Rylant Author Study Mentor Texts

Text Type: Narrative

- *An Angel for Solomon Singer*
- *Appalachia: The Voices of Sleeping Birds*
- *Best Wishes*
- *Boris*
- *Every Living Thing*
- *Long Night Moon*
- *Missing May*
- *Night in the Country*
- *The Relatives Came*
- *Scarecrow*

Item Number	Description	Price
W412KCY0120	Cynthia Rylant Author Study Complete Kit, Gr 4	\$198.00
W412BCYN0100	Cynthia Rylant Author Study Mentor Texts Only, Gr 4	\$88.87

Nonfiction



Nonfiction Mentor Texts

Text Type: Informational/Explanatory

- *Ape* by Martin Jenkins
- *A Drop of Water: A Book of Science and Wonder* by Walter Wick
- *Everglades* by Jean Craighead George
- *Exploding Ants: Amazing Facts About How Animals Adapt* by Joanne Settel
- *The Great Fire* by Jim Murphy
- *How to Talk to Your Dog* by Jean C. George
- *If You Decide to Go to the Moon* by Faith McNulty
- *Into the Sea* by Brenda Z. Guiberson
- *The Top of the World: Climbing Mt. Everest* by Steve Jenkins
- *A Walk in the Rainforest* by Kristin Joy Pratt-Serafini

Item Number	Description	Price
W413KNON0120	Nonfiction Complete Kit, Gr 4	\$198.00
W413BNON0100	Nonfiction Mentor Texts Only, Gr 4	\$123.90

Feature Article With Editorial



Feature Article With Editorial Mentor Texts

Text Type: Informational & Opinion/Argument

- *And So They Build* by Bert Kitchen
- *Animal Minis! What Kids Really Want to Know About Tiny Animals* by Cherie Winner
- *Basketball in Action* by John Crossingham
- *George Washington's Teeth* by Deborah Chandra and Madeleine Comora
- *Ice Bear: In the Steps of the Polar Bear* by Nicola Davies
- *The Life and Times of the Peanut* by Charles Micucci
- *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* by Doreen Rappaport
- *Secrets of the Mummies* by Harriet Griffey
- *Soccer in Action* by Niki Walker
- *The Story of Salt* by Mark Kurlansky

Item Number	Description	Price
W415KFEA0120	Feature Article With Editorial Complete Kit, Gr 4	\$229.00
W415BFEA0101	Feature Article With Editorial Mentor Texts Only, Gr 4	\$83.78

Writing Units: Core Writing Collection

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How Writers Work



Item Number	Description	Price
W511KHW0070	How Writers Work Complete Kit, Gr 5	\$198.00
W511BHW0050	How Writers Work Mentor Texts Only, Gr 5	\$67.95

How Writers Work Mentor Texts

Text Type: Launching

- *Amelia's 5th-Grade Notebook* by Marissa Moss
- *Come On, Rain!* by Karen Hesse
- *How Writers Work: Finding a Process That Works for You* by Ralph Fletcher
- *The Other Side* by Jacqueline Woodson
- *The Other Way to Listen* by Byrd Baylor

Memoir



Item Number	Description	Price
W512KMEM0120	Memoir Complete Kit, Gr 5	\$198.00
W512BMEM0100	Memoir Mentor Texts Only, Gr 5	\$96.86

Memoir Mentor Texts

Text Type: Narrative

- *19 Varieties of Gazelle: Poems of the Middle East* by Naomi Shihab Nye
- *Bigmama's* by Donald Crews
- *The Chalk Doll* by Charlotte Pomerantz
- *Childtimes: A Three-Generation Memoir* by Eloise Greenfield
- *Family Pictures/Cuadros de familia* by Carmen Lomas Garza
- *Home: A Collection of Thirty Distinguished Authors and Illustrators* by Michael J. Rosen
- *Letting Swift River Go* by Jane Yolen
- *My Rotten, Redheaded, Older Brother* by Patricia Polacco
- *Sitti's Secrets* by Naomi Shihab Nye
- *When I Was Your Age: Original Stories About Growing Up* by Amy Ehrlich, Ed.

Biography



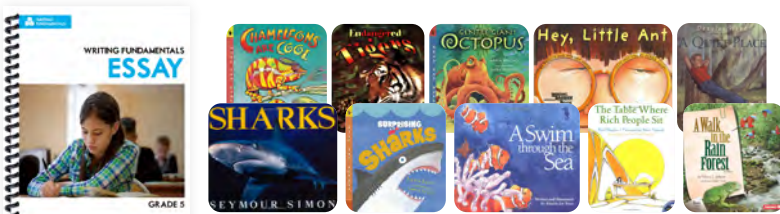
Item Number	Description	Price
W513KBIO0120	Biography Complete Kit, Gr 5	\$198.00
W513BBIO0100	Biography Mentor Texts Only, Gr 5	\$116.86

Biography Mentor Texts

Text Type: Informational/Explanatory

- *Abe Lincoln: The Boy Who Loved Books* by Kay Winters
- *Alvin Ailey* by Andrea Davis Pinkney
- *Celia Cruz, Queen of Salsa* by Veronica Chambers
- *Ladies First: Women Athletes Who Made a Difference* by Ken Rappoport
- *Lives of the Athletes: Thrills, Spills (And What the Neighbors Thought)* by Kathleen Krull
- *Maya Lin: Artist-Architect of Light and Lines* by Jeanne Walker Harvey
- *Ruth Objects: The Life of Ruth Bader Ginsburg* by Doreen Rappaport
- *Salt in His Shoes: Michael Jordan in Pursuit of a Dream* by Deloris and Roslyn Jordan
- *Talkin' About Bessie: The Story of Aviator Elizabeth Coleman* by Nikki Grimes
- *Who Was George Washington?* by Roberta Edwards

Essay



Item Number	Description	Price
W515KESS0120	Essay Complete Kit, Gr 5	\$198.00
W515BESS0100	Essay Mentor Texts Only, Gr 5	\$102.82

Essay Mentor Texts

Text Type: Opinion/Argument

- *A Quiet Place* by Douglas Wood
- *A Swim Through the Sea* by Kristin Joy Pratt-Serafini
- *Chameleons Are Cool* by Martin Jenkins
- *Endangered Tigers* by Bobbie Kalman
- *Gentle Giant Octopus* by Karen Wallace
- *Hey, Little Ant* by Phillip M. and Hannah Hoose
- *Sharks* by Seymour Simon
- *Surprising Sharks* by Nicola Davies
- *The Table Where Rich People Sit* by Byrd Baylor
- *A Walk in the Rain Forest* by Rebecca Johnson

Writing Units: Core Writing Collection

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How Writers Work



How Writers Work Mentor Texts

Text Type: Launching

- *Hey World, Here I Am!* by Jean Little
- *Jimi: Sounds Like a Rainbow: A Story of the Young Jimi Hendrix* by Gary Golio
- *This Is Just to Say: Poems of Apology and Forgiveness* by Joyce Kilmer
- *Twelve Impossible Things Before Breakfast: Stories* by Jane Yolen
- *Writer to Writer: From Think to Ink* by Gail Carson Levine

Item Number	Description	Price
W611KHW0070	How Writers Work Complete Kit, Gr 6	\$198.00
W611BHW0050	How Writers Work Mentor Texts Only, Gr 6	\$47.95

Personal Narrative



Personal Narrative Mentor Texts

Text Type: Narrative

- *Boy: Tales of Childhood* by Roald Dahl
- *Calling the Doves/El canto de las palomas* by Juan Felipe Herrera
- *Guys Write for Guys Read* by Jon Scieszka, Ed.
- *Looking Back: A Book of Memories* by Lois Lowry
- *Sister Anne's Hands* by Marybeth Lorbiecki
- *Skin Deep and Other Teenage Reflections* by Angela Shelf Medearis
- *When I Was Your Age: Original Stories About Growing Up* by Amy Ehrlich, Ed.

Item Number	Description	Price
W612KPER0090	Personal Narrative Complete Kit, Gr 6	\$198.00
W612BPER0070	Personal Narrative Mentor Texts Only, Gr 6	\$74.90

Feature Article



Feature Article Mentor Texts

Text Type: Informational/Explanatory

- *The Greatest Moments in Sports* by Len Berman
- *Heroes of the Environment* by Harriet Rohmer
- *Real Kids, Real Stories, Real Change: Courageous Actions Around the World* by Garth Sundem
- *Rescues* by Sandra Markle
- *Team Moon: How 400,000 People Landed Apollo 11 on the Moon* by Catherine Thimmesh
- *Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion* by Loree Griffin Burns
- *Whaling Season: A Year in the Life of an Arctic Whale Scientist* by Peter Lourie

Item Number	Description	Price
W613KFEA0090	Feature Article Complete Kit, Gr 6	\$198.00
W613BFEA0070	Feature Article Mentor Texts Only, Gr 6	\$96.93

Argumentative Essay



Argumentative Essay Mentor Texts

Text Type: Opinion/Argument

- *Athletic Shorts: Six Short Stories* by Chris Crutcher
- *Breakfast on Mars and 37 Other Delectable Essays* by Brad Wolfe and Rebecca Stern
- *Father Water, Mother Woods: Essays on Fishing and Hunting in the North Woods* by Gary Paulsen
- *Feathers and Fools* by Mem Fox
- *The Lorax* by Dr. Seuss
- *Read All About It!* by Jim Trelease, Ed.
- *Voices From the Fields: Children of Migrant Farmworkers Tell Their Stories* by S. Beth Atkin

Item Number	Description	Price
W615KARG0090	Argumentative Essay Complete Kit, Gr 6	\$198.00
W615BARG0070	Argumentative Essay Mentor Texts Only, Gr 6	\$92.94

Writing Units: Core Writing Collection

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How Writers Work



How Writers Work Mentor Texts

Text Type: Launching

- *A Fire in My Hands* by Gary Soto
- *Local News* by Gary Soto
- *The Junkyard Wonders* by Patricia Polacco
- *A Writer's Notebook* by Ralph Fletcher
- *Writing Magic: Creating Stories That Fly* by Gail Carson Levine

Item Number	Description	Price
W711KHWW0070	How Writers Work Complete Kit, Gr 7	\$198.00
W711BHWW0050	How Writers Work Mentor Texts Only, Gr 7	\$67.95

Memoir



Memoir Mentor Texts

Text Type: Narrative

- *Baseball, Snakes, and Summer Squash: Poems About Growing Up* by Donald Graves
- *A Different Pond* by Bao Phi
- *Knots in My Yo-Yo String: The Autobiography of a Kid* by Jerry Spinelli
- *Marshfield Dreams: When I Was a Kid* by Ralph Fletcher
- *The Other Side* by Jacqueline Woodson
- *Thank You, Mr. Falker* by Patricia Polacco
- *When I Was Your Age: Original Stories About Growing Up* by Amy Ehrlich, Ed.

Item Number	Description	Price
W712KMEM0090	Memoir Complete Kit, Gr 7	\$198.00
W712BMEM0070	Memoir Mentor Texts Only, Gr 7	\$91.93

Photo Essay



Photo Essay Mentor Texts

Text Type: Informational/Explanatory

- *A Cool Drink of Water* by Barbara Kerley
- *Every Human Has Rights* by National Geographic, Eds.
- *Hungry Planet: What the World Eats* by Peter Menzel and Faith D'Alusio
- *One World, One Day* by Barbara Kerley
- *Onward: A Photobiography of African-American Polar Explorer Matthew Henson* by Dolores Johnson
- *Project Seahorse* by Pamela S. Turner
- *When the Wolves Returned* by Dorothy Hinshaw Patent

Item Number	Description	Price
W713KPHO0090	Photo Essay Complete Kit, Gr 7	\$198.00
W713BPHO0070	Photo Essay Mentor Texts Only, Gr 7	\$117.77

Book Reviews



Book Reviews Mentor Texts

Text Type: Opinion/Argument

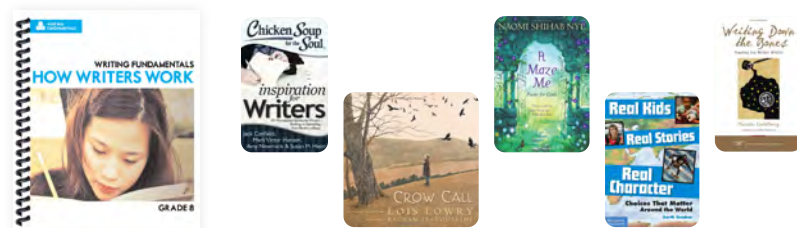
- *Crazy Lady!* by Jane Leslie Conly
- *Mailing May* by Michael O. Tunnell
- *Maniac Magee* by Jerry Spinelli
- *Pink and Say* by Patricia Polacco
- *Poetry for Young People: Langston Hughes* by David Roessel and Arnold Rampersad
- *The Tales of Beedle the Bard* by J. K. Rowling
- *Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion* by Loree Griffin Burns

Item Number	Description	Price
W715KBOO0090	Book Reviews Complete Kit, Gr 7	\$198.00
W715BBOO0070	Book Reviews Mentor Texts Only, Gr 7	\$86.93

Writing Units: Core Writing Collection

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How Writers Work



Item Number	Description	Price
W811KHW0070	How Writers Work Complete Kit, Gr 8	\$198.00
W811BHW0050	How Writers Work Mentor Texts Only, Gr 8	\$75.87



How Writers Work Mentor Texts

Text Type: Launching

- *Chicken Soup for the Soul: Inspiration for Writers: 101 Motivational Stories for Writers—Budding or Bestselling—From Books to Blogs* by Jack Canfield
- *Crow Call* by Lois Lowry
- *A Maze Me: Poems for Girls* by Naomi Shihab Nye
- *Real Kids, Real Stories, Real Character: Choices That Matter Around the World* by Garth Sundem
- *Writing Down the Bones: Freeing the Writer Within* by Natalie Goldberg

Multi-Genre Memoir



Item Number	Description	Price
W812KMUL0090	Multi-Genre Memoir Complete Kit, Gr 8	\$198.00
W812BMUL0070	Multi-Genre Memoir Mentor Texts Only, Gr 8	\$71.93



Multi-Genre Memoir Mentor Texts

Text Type: Narrative

- *Bad Boy: A Memoir* by Walter Dean Myers
- *The Bat Boy and His Violin* by Gavin Curtis
- *Erika's Story* by Ruth Vander Zee
- *Guys Read: The Sports Page* by Jon Scieszka, Ed.
- *Little White Duck: A Childhood in China* by Na Liu and Andrés Vera Martínez
- *Lives Turned Upside Down* by Jim Hubbard
- *So Far From the Sea* by Eve Bunting

Research Report



Item Number	Description	Price
W813KRES0090	Research Report Complete Kit, Gr 8	\$198.00
W813BRES0070	Research Report Mentor Texts Only, Gr 8	\$92.94



Research Report Mentor Texts

Text Type: Informational/Explanatory

- *The Front Steps Project* by Kristen Collins
- *Girls Think of Everything: Stories of Ingenious Inventions by Women* by Catherine Thimmesh
- *Gorilla Doctors: Saving Endangered Great Apes* by Pamela S. Turner
- *Hand in Hand: Ten Black Men Who Changed America* by Andrea Davis Pinkney
- *Harlem Stomp: A Cultural History of the Harlem Renaissance* by Laban Carrick Hill
- *A Street Through Time* by Anne Millard

Argumentative Essay (Content Areas)



Item Number	Description	Price
W815KARG0090	Argumentative Essay (Content Areas) Complete Kit, Gr 8	\$198.00
W815BARG0070	Argumentative Essay (Content Areas) Mentor Texts Only, Gr 8	\$80.85



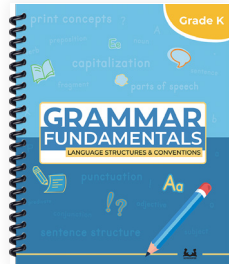
Argumentative Essay (Content Areas) Mentor Texts

Text Type: Opinion/Argument

- *Faithful Elephants: A True Story of Animals, People, and War* by Yukio Tsuchiya
- *Kakapo Rescue: Saving the World's Strangest Parrot* by Sy Montgomery
- *Life in a Bucket of Soil* by Alvin Silverstein
- *Remember: The Journey to School Integration* by Toni Morrison
- *The Shallows: What the Internet Is Doing to Our Brains* by Nicholas Carr
- *Smoky Night* by Eve Bunting
- *The Yellow Star: The Legend of King Christian X of Denmark* by Carmen Agra Deedy

Grammar Fundamentals: Language Structures & Conventions

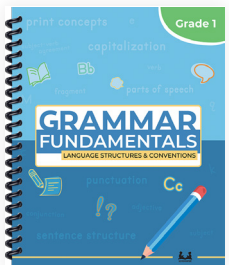
Our grammar units promote integrated teaching and learning of language structures and conventions, with strong mentor literature and authentic writing practice. Each complete kit includes a Teacher's Guide and a selection of mentor texts.



Grade K Mentor Texts

- *David Gets in Trouble* by David Shannon
- *If You Were a Capital Letter* by Trisha Speed Shaskan
- *If You Were a Noun* by Michael Dahl
- *Lucky Song* by Vera B. Williams
- *Matthew A.B.C.* by Peter Catalanotto
- *Max's Words* by Kate Banks
- *My Mom* by Anthony Browne
- *So Much!* by Trish Cooke
- *The Pigeon Wants a Puppy!* by Mo Willems
- *Yo! Yes?* by Chris Raschka

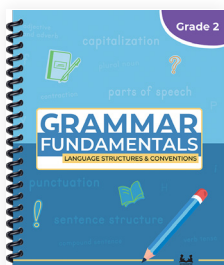
Item Number	Description	Price
G01AKGRA012024	Grammar: Language Structures & Conventions Complete Kit, Gr K	\$269.00
G01ABGRA012024	Grammar: Language Structures & Conventions Mentor Texts Only, Gr K	\$130.90



Grade 1 Mentor Texts

- *Giraffes Can't Dance* by Giles Andreae
- *How Are You Feeling? Foods With Moods* by Saxton Freymann and Joost Elffers
- *I Love My New Toy!* by Mo Willems
- *If You Were a Preposition* by Nancy Loewen
- *If You Were an Adjective* by Michael Dahl
- *Knuffle Bunny Free: An Unexpected Diversion* by Mo Willems
- *My Big Brother* by Valorie Fisher
- *Paletero Man* by Lucky Diaz
- *Rain* by Manya Stojic
- *Read Anything Good Lately?* by Susan Allen and Jane Lindaman

Item Number	Description	Price
G11AKGRA012024	Grammar: Language Structures & Conventions Complete Kit, Gr 1	\$269.00
G11ABGRA012024	Grammar: Language Structures & Conventions Mentor Texts Only, Gr 1	\$130.90



Grade 2 Mentor Texts

- *Can I Be Your Dog?* by Troy Cummings
- *Fabulous Frogs* by Martin Jenkins
- *I Love Saturdays y Domingos* by Alma Flor Ada
- *If You Were a Plural Word* by Trisha Speed Shaskan
- *Jabari Jumps* by Gaia Cornwall
- *Punctuation Takes a Vacation* by Robin Pulver

Item Number	Description	Price
G21AKGRA012024	Grammar: Language Structures & Conventions Complete Kit, Gr 2	\$269.00
G21ABGRA012024	Grammar: Language Structures & Conventions Mentor Texts Only, Gr 2	\$ 59.94

Schoolwide, Inc.

33 Walt Whitman Rd., Suite 202E,
Huntington Station, NY 11746

Phone: 1.800.261.9964 • Fax: 1.866.333.1130
Contact: sales@schoolwide.com • www.schoolwide.com • shop.schoolwide.com

Grammar Fundamentals: Language Structures & Conventions

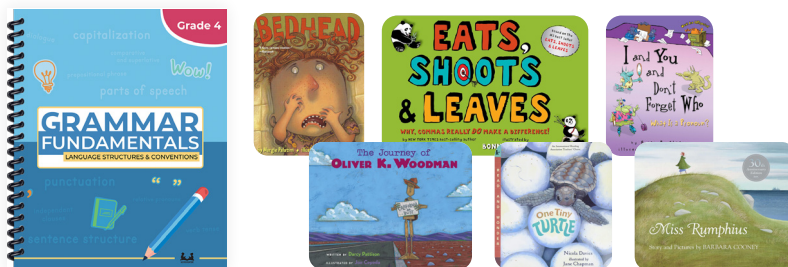
Our grammar units promote integrated teaching and learning of language structures and conventions, with strong mentor literature and authentic writing practice. Each complete kit includes a Teacher's Guide and a selection of mentor texts.



Grade 3 Mentor Texts

- *Nouns and Verbs Have a Field Day* by Robin Pulver
- *On the Same Day in March: A Tour of the World's Weather* by Marilyn Singer
- *Soccer Star* by Mina Javaherbin
- *Someday* by Eileen Spinelli
- *The Girl's Like Spaghetti: Why, You Can't Manage Without Apostrophes!* by Lynne Truss
- *The Great Fuzz Frenzy* by Susan Stevens Crummel and Janet Stevens

Item Number	Description	Price
G31AKGRA012024	Grammar: Language Structures & Conventions Complete Kit, Gr 3	\$229.00
G31ABGRA012024	Grammar: Language Structures & Conventions Mentor Texts Only, Gr 3	\$71.94



Grade 4 Mentor Texts

- *Bedhead* by Margie Palatini
- *Eats, Shoots & Leaves: Why, Commas Really Do Make a Difference!* by Lynne Truss
- *I and You and Don't Forget Who: What Is a Pronoun?* by Barbara Cooney
- *Miss Rumphius* by Barbara Cooney
- *One Tiny Turtle* by Nicola Davies
- *The Journey of Oliver K. Woodman* by Darcy Pattison

Item Number	Description	Price
G41AKGRA012024	Grammar: Language Structures & Conventions Complete Kit, Gr 4	\$229.00
G41ABGRA012024	Grammar: Language Structures & Conventions Mentor Texts Only, Gr 4	\$61.94



Grade 5 Mentor Texts

- *An Angel for Solomon Singer* by Cynthia Rylant
- *Dancing in the Wings* by Debbie Allen
- *Down the Road* by Alice Schertle
- *Hot Day on Abbott Avenue* by Karen English
- *Twenty-Odd Ducks* by Lynne Truss
- *White Owl, Barn Owl* by Nicola Davies

Item Number	Description	Price
G41AKGRA012024	Grammar: Language Structures & Conventions Complete Kit, Gr 5	\$229.00
G41ABGRA012024	Grammar: Language Structures & Conventions Mentor Texts Only, Gr 5	\$57.94

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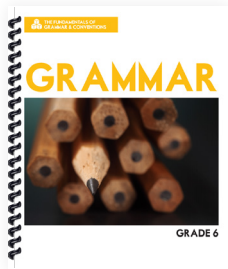
33 Walt Whitman Rd., Suite 202E,
Huntington Station, NY 11746

Phone: 1.800.261.9964 • Fax: 1.866.333.1130
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Grammar Fundamentals: Language Structures & Conventions

Our grammar units promote integrated teaching and learning of language structures and conventions, with strong mentor literature and authentic writing practice. Each complete kit includes a Teacher's Guide and a selection of mentor texts.

*Grades 6-8 will be not yet revised.

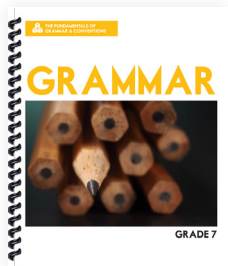


Item Number	Description	Price
G61AKGRA0080	Grammar: Language Structures & Conventions Complete Kit, Gr 6	\$258.00
G61ABGRA0060	Grammar: Language Structures & Conventions Mentor Texts Only, Gr 6	\$60.94



Grade 6 Mentor Texts

- *A Pocketful of Goobers: A Story About George Washington Carver* by Barbara Mitchell
- *Eats, Shoots & Leaves: Why, Commas Really Do Make a Difference!* by Lynne Truss
- *Flight: The Journey of Charles Lindbergh* by Robert Burleigh
- *One Last Word: Wisdom From the Harlem Renaissance* by Nikki Grimes
- *Twelve Impossible Things Before Breakfast: Stories* by Jane Yolen
- *White Socks Only* by Evelyn Coleman

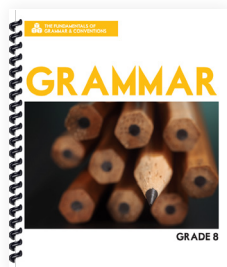


Item Number	Description	Price
G71AKGRA0080	Grammar: Language Structures & Conventions Complete Kit, Gr 7	\$258.00
G71ABGRA0060	Grammar: Language Structures & Conventions Mentor Texts Only, Gr 7	\$79.90



Grade 7 Mentor Texts

- *Balloons Over Broadway: The True Story of the Puppeteer of Macy's Parade* by Melissa Sweet
- *Guys Read: Funny Business* by Jon Scieszka, Ed.
- *Henry's Freedom Box* by Ellen Levine
- *Swimming Upstream: Middle School Poems* by Kristine O'Connell George
- *The Stranger* by Chris Van Allsburg
- *What Do Fish Have to Do With Anything?* by Avi



Item Number	Description	Price
G81AKGRA0080	Grammar: Language Structures & Conventions Complete Kit, Gr 8	\$258.00
G81ABGRA0060	Grammar: Language Structures & Conventions Mentor Texts Only, Gr 8	\$74.86



Grade 8 Mentor Texts

- *Coming Home: From the Life of Langston Hughes* by Floyd Cooper
- *Heroes and She-Roes: Poems of Amazing and Everyday Heroes* by J. Patrick Lewis
- *Kids on Strike!* by Susan Campbell Bartoletti
- *Rent Party Jazz* by William Miller
- *Shelf Life: Original Stories to Benefit Literacy Volunteers of America* by Gary Paulsen, Ed.
- *The Harmonica* by Tony Johnston

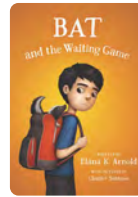
Schoolwide, Inc.

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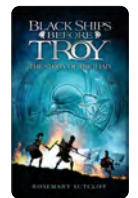
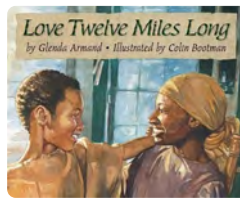
Leveled Libraries

Each collection comes with a range of 120–200 books and 5 portable canvas book totes. View complete title listings in our index.



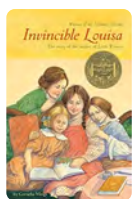
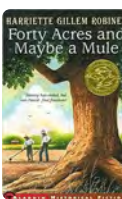
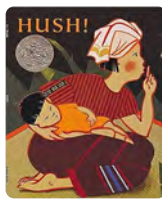
Item Number	Description	Price
B020BCLA200A	Gr K Leveled Library, Levels A–E (200-Book Set)	\$1,532.68

Item Number	Description	Price
B520BCLA200A	Gr 5 Leveled Library, Levels R–W (180-Book Set)	\$1,817.38



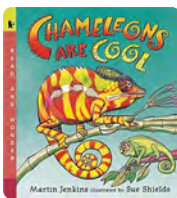
Item Number	Description	Price
B120BCLA200A	Gr 1 Leveled Library, Levels C–K (200-Book Set)	\$1,641.26

Item Number	Description	Price
B620BCLA200A	Gr 6 Leveled Library, Levels T–Y (150-Book Set)	\$1,612.05



Item Number	Description	Price
B220BCLA200A	Gr 2 Leveled Library, Levels I–N (200-Book Set)	\$1,668.84

Item Number	Description	Price
B720BCLA200A	Gr 7 Leveled Library, Levels U–Z (120-Book Set)	\$1,314.47



Item Number	Description	Price
B320BCLA200A	Gr 3 Leveled Library, Levels L–Q (200-Book Set)	\$1,683.79

Item Number	Description	Price
B820BCLA200A	Gr 8 Leveled Library, Levels U–Z (120-Book Set)	\$1,338.08



Item Number	Description	Price
B420BCLA200A	Gr 4 Leveled Library, Levels O–T (180-Book Set)	\$1,744.04

Interested in exploring our **classroom library collections** and titles across a variety of important themes, genres, and skill levels? Contact our team!

Leveled Mini-Libraries and Hi-Lo Collections

Leveled Mini-Libraries

Each mini-library includes 40 books. View complete title listings in our index.

A-F

Item Number	Description	Price
9781728459042	Gr K Leveled Mini-Library, Levels A-F	\$345.60

C-K

Item Number	Description	Price
9781728459059	Gr 1 Leveled Mini-Library, Levels C-K	\$337.60

I-N

Item Number	Description	Price
9781728459066	Gr 2 Leveled Mini-Library, Levels I-N	\$361.60

L-Q

Item Number	Description	Price
9781728459073	Gr 3 Leveled Mini-Library, Levels L-Q	\$364.56

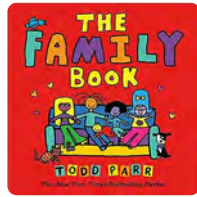
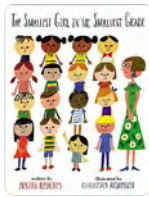
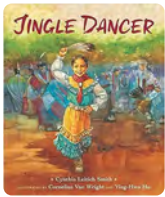
Hi-Lo Collections

Below features a selection of our 10-set book collections of compelling, high-interest, low readability topics at accessible reading levels. View complete title listings in our index.

Item Number	Description	Price
B15GLL3HILO	Hi-Lo Collection, Gr 3	\$71.90
B15GLL4HILO	Hi-Lo Collection, Gr 4	\$58.90
B15GLL5HILO	Hi-Lo Collection, Gr 5	\$67.90
B15GLL6HILO	Hi-Lo Collection, Gr 6	\$106.90
B15GLL7HILO	Hi-Lo Collection, Gr 7	\$94.91
B15GLL8HILO	Hi-Lo Collection, Gr 8	\$90.74

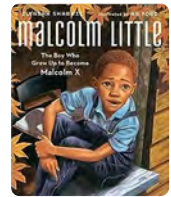
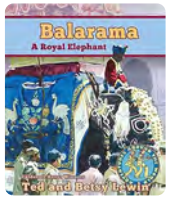
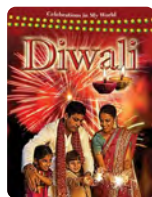
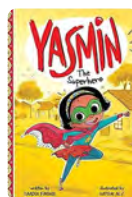
Mirrors, Windows, and Sliding Glass Doors: Diverse Classroom Libraries

These collections each include over 100 books per grade and 4 portable canvas book totes. View complete title listings in our index.



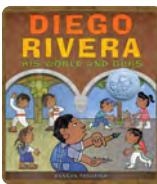
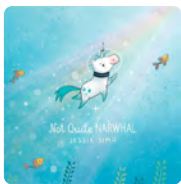
Item Number	Description	Price
CUSTPREKLIBS	Mirrors, Windows, and Sliding Glass Doors: Diverse Classroom Library, Gr Pre-K (111-Book Set)	\$1,647.74

Item Number	Description	Price
B420BCUL145A	Mirrors, Windows, and Sliding Glass Doors: Diverse Classroom Library, Gr 4 (127-Book Set)	\$1,608.37



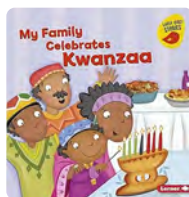
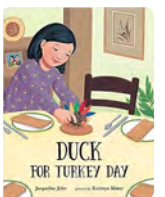
Item Number	Description	Price
B020BCUL149A	Mirrors, Windows, and Sliding Glass Doors: Diverse Classroom Library, Gr K (129-Book Set)	\$1,710.88

Item Number	Description	Price
B520BCUL150A	Mirrors, Windows, and Sliding Glass Doors: Diverse Classroom Library, Gr 5 (128-Book Set)	\$1,653.73



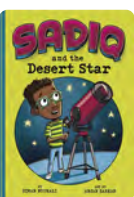
Item Number	Description	Price
B120BCUL142A	Mirrors, Windows, and Sliding Glass Doors: Diverse Classroom Library, Gr 1 (119-Book Set)	\$1,624.18

Item Number	Description	Price
B620BCUL148A	Mirrors, Windows, and Sliding Glass Doors: Diverse Classroom Library, Gr 6 (132-Book Set)	\$1,506.10



Item Number	Description	Price
B220BCUL140A	Mirrors, Windows, and Sliding Glass Doors: Diverse Classroom Library, Gr 2 (128-Book Set)	\$1,704.22

Item Number	Description	Price
B720BCUL144A	Mirrors, Windows, and Sliding Glass Doors: Diverse Classroom Library, Gr 7 (131-Book Set)	\$1,587.05

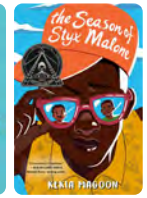


Item Number	Description	Price
B320BCUL140A	Mirrors, Windows, and Sliding Glass Doors: Diverse Classroom Library, Gr 3 (117-Book Set)	\$1,636.90

Item Number	Description	Price
B820BCUL140A	Mirrors, Windows, and Sliding Glass Doors: Diverse Classroom Library, Gr 8 (126-Book Set)	\$1,554.24

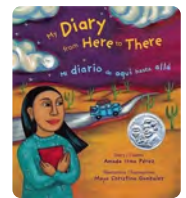
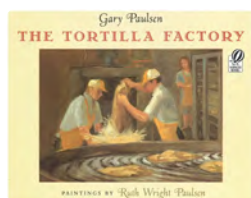
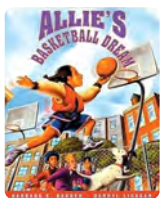
Celebrating Diversity Mini-Libraries

Each mini-library includes 40 books that celebrate diverse characters and stories, and promote equity and inclusion. They are designed to support whole class instruction, as well as independent and guided practice. View complete title listings in our index.



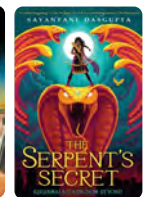
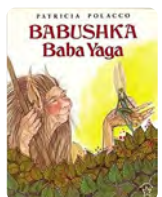
Item Number	Description	Price
B020BCELO35	Celebrating Diversity Mini-Library, Gr K	\$444.77

Item Number	Description	Price
B520BCELO35	Celebrating Diversity Mini-Library, Gr 5	\$424.17



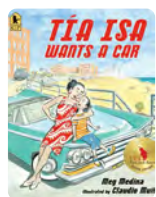
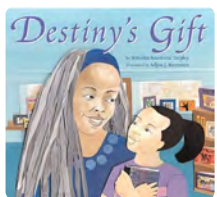
Item Number	Description	Price
B120BCELO35	Celebrating Diversity Mini-Library, Gr 1	\$413.54

Item Number	Description	Price
B620BCELO35	Celebrating Diversity Mini-Library, Gr 6	\$403.41



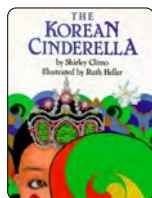
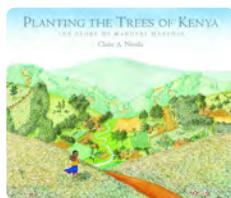
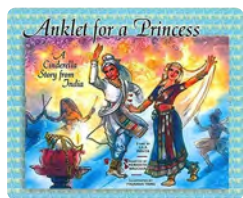
Item Number	Description	Price
B220BCELO35	Celebrating Diversity Mini-Library, Gr 2	\$476.28

Item Number	Description	Price
B720BCELO35	Celebrating Diversity Mini-Library, Gr 7	\$442.48




Item Number	Description	Price
B320BCELO35	Celebrating Diversity Mini-Library, Gr 3	\$433.36

Item Number	Description	Price
B820BCELO35	Celebrating Diversity Mini-Library, Gr 8	\$422.44



Item Number	Description	Price
B420BCELO35	Celebrating Diversity Mini-Library, Gr 4	\$457.04

Neatly organize and transport your classroom libraries with our foldable canvas totes.



Item Number	Description	Price
BNM001	Black canvas book tote 11.5" L x 9" W x 8.5" D with window graphic included	\$8.00

Culturally Diverse Mentor Texts for Reading Aloud

A collection of multi-genre books to be shared through whole class instruction, promoting learning experiences that reflect and celebrate all people.



Item Number	Description	Price
BOBABCUL011	Culturally Diverse Mentor Texts for Reading Aloud, Gr K (11-Book Set)	\$192.85



Item Number	Description	Price
B4BABCUL009	Culturally Diverse Mentor Texts for Reading Aloud, Gr 4 (9-Book Set)	\$157.82



Item Number	Description	Price
B1BABCUL008	Culturally Diverse Mentor Texts for Reading Aloud, Gr 1 (8-Book Set)	\$137.88



Item Number	Description	Price
B5BABCUL008	Culturally Diverse Mentor Texts for Reading Aloud, Gr 5 (8-Book Set)	\$128.84



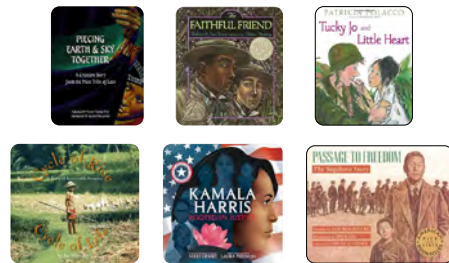
Item Number	Description	Price
B2BABCUL012	Culturally Diverse Mentor Texts for Reading Aloud, Gr 2 (12-Book Set)	\$201.71



Item Number	Description	Price
B6BABCUL006	Culturally Diverse Mentor Texts for Reading Aloud, Gr 6 (6-Book Set)	\$75.78



Item Number	Description	Price
B3BABCUL008	Culturally Diverse Mentor Texts for Reading Aloud, Gr 3 (8-Book Set)	\$123.76



Item Number	Description	Price
B7BABCUL006	Culturally Diverse Mentor Texts for Reading Aloud, Gr 7 (6-Book Set)	\$89.82



Item Number	Description	Price
B8BABCUL005	Culturally Diverse Mentor Texts for Reading Aloud, Gr 8 (5-Book Set)	\$68.95

Spanish Language Levelled Libraries

Each collection includes 80-120 titles, with popular titles, series, and authors in the Spanish language, with texts both at students' reading levels and higher levels to challenge and motivate. Each collection comes with 5 portable book totes. View complete title listings in our index.

A-E



Item Number	Description	Price
BK2C0BCLA1200S	Gr K Spanish Language Levelled Library, Levels A-E (120-Book Set)	\$1,040.37

C-K



Item Number	Description	Price
B12C0BCLA1200S	Gr 1 Spanish Language Levelled Library, Levels C-K (120-Book Set)	\$1,093.68

I-N



Item Number	Description	Price
B22C0BCLA1200S	Gr 2 Spanish Language Levelled Library, Levels I-N (120-Book Set)	\$1,261.67

L-Q



Item Number	Description	Price
B32C0BCLA1200S	Gr 3 Spanish Language Levelled Library, Levels L-Q (120-Book Set)	\$1,349.64

O-T



Item Number	Description	Price
B42C0BCLA1000S	Gr 4 Spanish Language Levelled Library, Levels O-T (100-Book Set)	\$1,183.72

R-W



Item Number	Description	Price
B52C0BCLA1000S	Gr 5 Spanish Language Levelled Library, Levels R-W (100-Book Set)	\$1,258.98

T-Y



Item Number	Description	Price
B620BCLA080S	Gr 6 Spanish Language Levelled Library, Levels T-Y (80-Book Set)	\$1,048.57

U-Z



Item Number	Description	Price
B7820BCLA080S	Gr 7-8 Spanish Language Levelled Library, Levels U-Z (80-Book Set)	\$1,127.65