

Book Title	ISBN	Grade	Guided Reading Level	Grade Level Equivalent	ATOS	RRL	LEXILE	CCSSStrand	Next Generation Science Standards for The Web of Life list grade 2-3
At Home with the Gopher Tortoise	9780977753956	3	N	3		n/a		RF.3.3,3b,3c,3d,4,4a,4c	3-LS1- From molecules to Organisms: Structures and Processes
At Home with the Gopher Tortoise	9780977753956	3	N	3		n/a		L.3.3,4,4a,4b,4c,5,5a,5b,5c,6	3-LS2-Ecosystems: Interactions, Energy, and Dynamics
At Home with the Gopher Tortoise	9780977753956	3	N	3		n/a		SL.3.1,1c,1d,2,3,4,6	3-LS3-Heredity: Inheritance and Variation of Traits
At Home with the Gopher Tortoise	9780977753956	3	N	3		n/a		W.3.2,2a,2b,2c,2d,3,4,7,8,10	3-LS4-Biological Evolution: Unity and Diversity
At Home with the Gopher Tortoise	9780977753956	3	N	3		n/a		RI.3.1,2,3,4,6,7,8,9,10	3-ESS3-Earth and Human Activity

Book Publisher	Book Title	Author	ISBN	Book Category	Guided Reading Level	Grade Level Equivalent	Interest Level By Grade	ATOS	RRL	LEXILE	Educational Description
Web of Life	At Home with the Gopher Tortoise	Madeleine Dunphy	9780977753956	non-fiction	N	3	K-5			n/a	Picture book, Narrative non fiction prose, life science: Keystone species, interdependent between plant and animals, threats, behavior and characteristics of Gopher Tortoise, predator and prey, shelter, habitats and ecosystems; map, illustrations enhance meaning and tone, vivid, descriptive language, Comprehension strategies: identify author's purpose, cause and effect relationships, make inferences, draw conclusions, compare and contrast, make text to text connections. Back matter: More About the Gopher Tortoise narrative, labeled illustrations. Themes: Keystone species, survival, threatened species

Job List

JobID: 604

Job Number: WebOfLife3-18-20

Book Title	Job Date	Vendor	ISBN
<u>At Home with the Gopher Tortoise</u>	3/18/2020	Web Of Life	9780977753956
GRL: N	GLE: 3	ATOS:	RRL: n/a
			LEXILE:
Grade: 3	Language	CCSS.ELA-Literacy.L.3.3,4,4a,4b,4c,5,5a,5b,5c,6	
3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.		
4a	Use sentence-level context as a clue to the meaning of a word or phrase.		
4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).		
4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).		
5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		
5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).		
5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).		
5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).		
6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
Grade: 3	Reading: Foundation Skills	CCSS.ELA-Literacy.RF.3.3,3b,3c,3d,4,4a,4c	
3	Know and apply grade-level phonics and word analysis skills in decoding words.		
3b	Decode words with common Latin suffixes.		
3c	Decode multisyllable words.		
3d	Read grade-appropriate irregularly spelled words.		
4	Read with sufficient accuracy and fluency to support comprehension.		
4a	Read grade-level text with purpose and understanding.		
4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

Book Title	Job Date	Vendor	ISBN
Grade: 3	Reading: Informational Text	CCSS.ELA-Literacy.RI.3.1,2,3,4,6,7,8,9,10	
1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
2	Determine the main idea of a text; recount the key details and explain how they support the main idea.		
3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		
4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		
6	Distinguish their own point of view from that of the author of a text.		
7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		
8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		
9	Compare and contrast the most important points and key details presented in two texts on the same topic.		
10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.		
Grade: 3	Speaking & Listening	CCSS.ELA-Literacy.SL.3.1,1c,1d,2,3,4,6	
1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		
1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		
1d	Explain their own ideas and understanding in light of the discussion.		
2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)		

Book Title	Job Date	Vendor	ISBN
Grade: 3	Writing	CCSS.ELA-Literacy.W.3.2,2a,2b,2c,2d,3,4,7,8,10	
2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		
2b	Develop the topic with facts, definitions, and details.		
2c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.		
2d	Provide a concluding statement or section.		
3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
7	Conduct short research projects that build knowledge about a topic.		
8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		

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