

| Book Title | ISBN | Grade | Guided Reading Level | Grade Level Equivalent | ATOS | RRL | LEXILE | CCSSStrand |
|------------------------|---------------|-------|----------------------|------------------------|------|-----|--------|-------------------------------|
| The Peregrines Journey | 9780977753925 | 3 | N | 3 | | n/a | | RI.3.1,2,3,4,5,7,9,10 |
| The Peregrines Journey | 9780977753925 | 3 | N | 3 | | n/a | | L.3.3,4,4a,4b,4c,5,5a,5b,5c,6 |
| The Peregrines Journey | 9780977753925 | 3 | N | 3 | | n/a | | RF.3.3,3b,3c,3d,4,4a,4c |
| The Peregrines Journey | 9780977753925 | 3 | N | 3 | | n/a | | SL.3.1,1c,1d,2,3,4,6 |
| The Peregrines Journey | 9780977753925 | 3 | N | 3 | | n/a | | W.3.2,2a,2b,2c,2d,3,5,7,8,10 |

Next Generation Science Standards for The Web of Life list grade 2-3

| 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 | The Peregrines Journey | Madeleine Dunphy | 9780977753925 | fiction | N | 3 | K-5 | | n/a | | Picture book, Narrative, based on a true story a tracked Peregrine, life science context: Behavior and characteristics of Peregrine Falcon, migration, instinct, predator and prey, habitats and ecosystems, migration map, Earth and human activity, Story elements: setting; from Alaska to Argentina, plot and character development: Tundra Peregrine, illustrations enhance meaning and tone, vivid, descriptive, figurative language, Comprehension strategies: sequence events, 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 Peregrine Falcon, narrative, labeled illustrations. Themes: migration, survival |

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| <u>The Peregrines Journey</u> | 3/18/2020 | Web Of Life | 9780977753925 |
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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.

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| Grade: 3 | Reading: Literature | CCSS.ELA-Literacy.RL.3.1,2,3,4,5,7,9,10 | |
| 1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | |
| 2 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | | |
| 3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events | | |
| 4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | | |
| 5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | | |
| 7 | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) | | |
| 9 | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) | | |
| 10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. | | |
| 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.) | | |

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| Grade: 3 | Writing | CCSS.ELA-Literacy.W.3.2,2a,2b,2c,2d,3,5,7,8,10 | |
| 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. | | |
| 5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) | | |
| 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. | | |

Book List for 'JobNumber' = WebOfLife3-18-20 (9 Book Titles)

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