

Book Publisher	Book Title	Author	ISBN	Book Category	Guided Reading Levels	Grade Level Equivalent	Interest Level by Grade	ATOS	RRL	LEXILE	Educational Description
Web Of Life	Turtle Dove's Journey	Madelein Dunphy	9781970039016	Fiction	P	3	6-Jan		n/a		Picture book, narrative fiction, Life science context: behaviors and characteristics of Turtle Doves; migration, instinct, predator and prey, habitat, camouflage, informational text features: map, side text, back matter- More about Turtle Doves, figurative language; simile, metaphor, Story elements: setting, plot and character development, illustrations enhance meaning and tone, Comprehension strategies: identify cause and effect relationships, main idea and details, and sequence of events. Themes: Turtle Doves, survival, home, and conservation

Book Title	ISBN	Grade	Guided Reading Level	Grade Level Equivalent	ATOS	RRL	LEXILE	CCSS/ Instructional Strand	Next Generation Science Standards
Turtle Dove's Journey	9781970039016	3	P	3		n/a		W.3.2,2a,2a,2c,2d,4,7,8,10	3-LS1- From molecules to Organisms: Structures and Processes
Turtle Dove's Journey	9781970039016	3	P	3		n/a		SL.3.1,1c,1d,2,3,4,6	3-LS3-Heredity: Inheritance and Variation of Traits
Turtle Dove's Journey	9781970039016	3	P	3		n/a		RF.3.3,3b,3c,3d,4,4a,4c	3-LS4-Biological Evolution: Unity and Diversity
Turtle Dove's Journey	9781970039016	3	P	3		n/a		L.3.3,4,4a,4b,4c,5,5a,5b,6	3-ESS3-Earth and Human Activity
Turtle Dove's Journey	9781970039016	3	P	3		n/a		RI.3.1,2,3,4,6,7,8,10	
Turtle Dove's Journey	9781970039016	3	P	3		n/a		RL.3.1,2,3,4,7,9,10	

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<b>GRL:</b> P	<b>GLE:</b> 3	<b>ATOS:</b>	<b>RRL:</b> n/a <b>LEXILE:</b>
<b>Grade:</b> 3	Language	CCSS.ELA-Literacy.L.3.3,4,4a,4b,4c,5,5a,5b,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).		
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).		
<b>Grade:</b> 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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<b>Grade: 3</b>	Reading: Informational Text	CCSS.ELA-Literacy.RI.3.1,2,3,4,6,7,8,10	
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).		
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.		
<b>Grade: 3</b>	Reading: Literature	CCSS.ELA-Literacy.RL.3.1,2,3,4,7,9,10	
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.		
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.		
<b>Grade: 3</b>	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,2a,2c,2d,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.		
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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.		
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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**Book List for 'JobNumber' = WebofLifeTurtleDove (1 Book Title)**

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