

Book Publisher	Book Title	Author	ISBN	Book Category	Guided Reading Level	Grade Level Equivalent	Interest Level by Grade	ATOS	RRL	LEXILE	BookOtherDescription
Web Of Life Children's Books	At Home With The Beaver	Dorothy Hinshaw Patent	9781970039009	Non-Fiction	N	3	1-5		n/a		Non fiction narrative, story of a keystone species, Life science content: biodiversity, behaviors and characteristics of beavers, Ecosystems: interactions, energy and dynamics, photographs enhance meaning and tone, vivid and descriptive language, simile, metaphor, alliteration, imagery, Comprehension Strategies: Identify main idea and details and cause and effect relationships. Back Matter : more about beavers.

BookTitle	ISBN	Grade	Guided Reading Level	GLE	ATOS	RRL	LEXILE	CCSS/ Instructional Strand	Next Generation Science Standards
At Home With The Beaver	9781970039009	3	N	3		n/a		W.3.3,3a,3c,3d,4,7,8,10	3-LS2-1 Ecosystems: Interactions, Energy, and Dynamics 3-LS4-3 Biological Evolution: Unity and Diversity
At Home With The Beaver	9781970039009	3	N	3		n/a		SL.3.1,1b,1c,1d,2,3,4,6	
At Home With The Beaver	9781970039009	3	N	3		n/a		RF.3.3,3b,3c,3d,4,4a,4c	
At Home With The Beaver	9781970039009	3	N	3		n/a		L.3.3,3a,4,4a,4b,4c,5,5a,5b,6	
At Home With The Beaver	9781970039009	3	N	3		n/a		RI.3.1,2,3,4,7,8,9,10	

Book Title	Job Date	Vendor	ISBN
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At Home With The Beaver 12/3/2018 **Web Of Life Childrens** 9781970039009

GRL: N **GLE:** 3 **ATOS:** **RRL:** n/a **LEXILE:**

Grade: 3 Language CCSS.ELA-Literacy.L.3.3,3a,4,4a,4b,4c,5,5a,5b,6

- 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 3a Choose words and phrases for effect.
- 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).

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.3.1,2,3,4,7,8,9,10	
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.		
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.3.1,1b,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.		
1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
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.3.3,3a,3c,3d,4,7,8,10	
3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		
3c	Use temporal words and phrases to signal event order.		
3d	Provide a sense of closure.		
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.		

Book List for 'JobNumber' = WebofLifeBeavers (1 Book Title)



1517 Highland Valley Circle
 Wildwood, MO 63005
 516.322.9575