

BookPublisher	BookTitle	Author	ISBN	BookCategory	Guided Reading Level	Grade Level Equivalent	Interst Level By Grade	ATOS	RRL	LEXILE	Educational Description
Web Of Life Children's Books	Hawk Mother	Kara Hagedorn	9780988330375	Non-Fiction	0	3	1-5		n/a		Non-fiction narrative, point of view; Kara Hagedorn: zoologist/author, story of a Red-tailed Hawk who hatched chickens, Life science: behaviors and characteristics of hawks and chickens, life cycle, heredity, predator and prey, earth and human activity, illustrations enhance meaning and tone; photographs, new vocabulary; bold print, glossary, Comprehension strategies: sequence of events, cause and effect relationships, problem and solution. Back matter: Author's Note, More About Hawks. Themes: overcoming challenges, animal rescue and protection, birds

BookTitle	ISBN	Grade	Guided Reading Level	Grade Level Equivalent	ATOS	RRL	LEXILE	CCSS/ instructional Strand
Hawk Mother	9780988330375	3	0	3		n/a		W.3.1,2,3,4,7,8,10
Hawk Mother	9780988330375	3	0	3		n/a		SL.3.1,1c,1d,2,3,4,6
Hawk Mother	9780988330375	3	0	3		n/a		RF.3.3,3c,4,4a,4c
Hawk Mother	9780988330375	3	0	3		n/a		L.3.1,3,4,4a,4b,4c,4d,5,5b,6
Hawk Mother	9780988330375	3	0	3		n/a		RI.3.1,2,3,4,6,7,8,9,10

Book Title	Job Date	Vendor	ISBN
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**Hawk Mother** 2/7/2017 **Web Of Life Children's** 9780988330375

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

**Grade:** 3      Language      CCSS.ELA-Literacy.L.3.1,3,4,4a,4b,4c,4d,5,5b,6

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 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).
- 4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- 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.3.3,3c,4,4a,4c

- 3 Know and apply grade-level phonics and word analysis skills in decoding words.
- 3c Decode multisyllable 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.3.1,2,3,4,6,7,8,9,10	
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.		
<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.)		
<b>Grade: 3</b>	Writing	CCSS.ELA-Literacy.W.3.1,2,3,4,7,8,10	
1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		
2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
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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**Book List for 'JobNumber' = WebofLifeHawkMother (1 Book Title)**



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