

| 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 | Pika Country- Climate Change At The Top Of The Wor | Patent & Garnsworthy | 9781970039023 | Non-Fiction | 0 | 3 | 2-6 | | n/a | | Non-fiction narrative prose, Story elements: setting; Yellowstone Park at the top of a mountain, informational text features: map, side text, bold type, diagram; food webs new scientific vocabulary, Life science; behaviors and characteristics, adaptations, habitat, survival of Pikas, Earth and human activity; climate change, Comprehension strategies: compare and contrast past and present, identify cause and effect relationships, author's purpose and problem and solution. Back matter: Glossary, What's Climate Change?, What You Can Do. Themes: climate change, taking action |

| Book Title | ISBN | Grade | Guided Reading Level | Grade Level Equivalent | ATOS | RRL | LEXILE | CCSS/ Instructional Strand | Next Generation Science Standards |
|--|---------------|-------|----------------------|------------------------|------|-----|--------|-------------------------------|---|
| Pika Country- Climate Change At The Top Of The World | 9781970039023 | 3 | O | 3 | | n/a | | W.3.1,2,3,4,7,8,10 | 3-LS1-From molecules to Organisms: Structures and Processes |
| Pika Country- Climate Change At The Top Of The World | 9781970039023 | 3 | O | 3 | | n/a | | SL.3.1,1c,1d,2,3,4,6 | 3-LS2-Ecosystems: Interactions, Energy, and Dynamics |
| Pika Country- Climate Change At The Top Of The World | 9781970039023 | 3 | O | 3 | | n/a | | RF.3.3,3b,3c,3d,4,4a,4c | 3-LS3-Heredity: Inheritance and Variation of Traits |
| Pika Country- Climate Change At The Top Of The World | 9781970039023 | 3 | O | 3 | | n/a | | L.3.3,4,4a,4b,4c,4d,5,5b,5c,6 | 3-LS4-Biological Evolution: Unity and Diversity |
| Pika Country- Climate Change At The Top Of The World | 9781970039023 | 3 | O | 3 | | n/a | | RI.3.1,2,3,4,5,6,7,8,9,10 | 3-ESS3-Earth and Human Activity |

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| <u>Pika Country- Climate Change At The Top Of The Wor</u> | 2/28/2020 | Web Of Life | 9781970039023 |

GRL: 0 **GLE:** 3 **ATOS:** **RRL:** n/a **LEXILE:**

Grade: 3 Language CCSS.ELA-Literacy.L.3.3,4,4a,4b,4c,4d,5,5b,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).
 - 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).
 - 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: Informational Text | CCSS.ELA-Literacy.RI.3.1,2,3,4,5,6,7,8,9,10 | |
| 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. | | |
| 5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | | |
| 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.) | | |

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| Grade: 3 | 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. | | |

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

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