

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 Children's Books	Volcano Dreams	Janet Fox	9780988330382	Fiction	0	3	K-5		n/a		Science fiction, lyrical prose, Life and Earth Science: A Story of Yellowstone; ecosystems, animals, geological time periods, volcanoes, Comprehension Strategies: Identify cause and effect relationships, changes from beginning to end of the story, sequencing events. Vivid illustrations enhance meaning and tone; paintings, ask and answer questions, imagery, figurative language: idiom, simile, metaphor. Informational text features: map, glossary and narrative non-fiction back matter. Theme: Our nations oldest natural park

BookTitle	ISBN	Grade	Guided Reading Level	Grade Level Equivalent	ATOS	RRL	LEXILE	CCSSStrand	Next Generation Science Standards
Volcano Dreams	9780988330382	3	O	3		n/a		W.3.2,2a,2b,2c,2d,4,7,8,10	3-PS2-1 Motion and Stability: Forces and Interactions
Volcano Dreams	9780988330382	3	O	3		n/a		SL.3.1,1c,1d,2,3,4,6	3-LS2-1 Ecosystems: Interactions, Energy, and Dynamics
Volcano Dreams	9780988330382	3	O	3		n/a		RF.3.3,3b,3c,3d,4,4a,4b,4c	3-LS4-1 Biological Evolution: Unity and Diversity
Volcano Dreams	9780988330382	3	O	3		n/a		L.3.3,3a,3b,4,4a,4d,5,5a,5b,5c	3-ESS2-1 Earth's Systems
Volcano Dreams	9780988330382	3	O	3		n/a		RI.3.1,2,3,4,5,7,8,9,10	3-ESS3-1 Earth and Human Activity
Volcano Dreams	9780988330382	3	O	3		n/a		RL.3.1,4,5,7,10	

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GRL: O	GLE: 3	ATOS:	RRL: n/a LEXILE:
Grade: 3	Language	CCSS.ELA-Literacy.L.3.3,3a,3b,4,4a,4d,5,5a,5b,5c	
3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
3a	Choose words and phrases for effect.		
3b	Recognize and observe differences between the conventions of spoken and written standard English.		
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.		
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.		
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).		
Grade: 3	Reading: Foundation Skills	CCSS.ELA-Literacy.RF.3.3,3b,3c,3d,4,4a,4b,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.		
4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
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.3.1,2,3,4,5,7,8,9,10	
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.		
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	Reading: Literature	CCSS.ELA-Literacy.RL.3.1,4,5,7,10	
1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
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)		
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,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.		
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.		
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' = WebOfLifeVolcanoDreams (1 Book Title)



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