

**BAYPORT-BLUE POINT UNION FREE SCHOOL DISTRICT
BAYPORT, NEW YORK**

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 K-12

ELEMENTARY LEVEL

ELA Standard 1

Language for Information and Understanding

A. *Listening and Reading* to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

<i>Elementary Indicators</i>	<i>Content/Curriculum - Where do you address this in your teaching?</i>	<i>Classroom Activities - How do you address this in your teaching?</i>	<i>Assessment - How do you assess that students have achieved competency in this area?</i>
<ul style="list-style-type: none"> Gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media, presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams 	Language Arts Math Social Studies Library Science Technology	Interpreting graphs Reading maps CD ROM encyclopedia Point-out familiar words in print Listening/present info. in variety of formats	Observation
<ul style="list-style-type: none"> select information appropriate to the purpose of their investigation and relate ideas from one text to another 	Language Arts Library	Comparing diff. versions of similar books, details of story, characters, setting Choose fiction or nonfiction books according to purpose	Observing answers to questions Question and Answer
<ul style="list-style-type: none"> select and use strategies they have been taught for note-taking, organizing, and categorizing information 	All areas Library	Sorting-color, pattern, shape, size, gift wrap, buttons, apples, keys, teddy bears Order events sequentially	Observation of small groups Children sort a group of objects and explain their criteria
<ul style="list-style-type: none"> ask specific questions to clarify and extend meaning 	Language Arts Thematic units Asking with questions Relating to teacher Read Story Library	Animal guess: Children ask questions: what color is it: how many legs? Twenty questions-guiding children to ask questions Recalling information Class discussion Participate in retelling stories	Observation and monitoring children's ability to ask questions that will provide information they need

<ul style="list-style-type: none"> • make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words 	<p>All areas Library</p>	<p>Use pictures to enhance meaning Repeat short rhymes in unison Morning message LEA stories Shared reading of Big Books Finding common words and language patterns in text</p>	<p>Observation LEA-Children read words they know with teacher</p>
<ul style="list-style-type: none"> • support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns 	<p>Language Arts</p>	<p>Asking questions while teacher reads story Circling words in LEA stories or other text</p>	<p>Observation</p>

ELEMENTARY LEVEL

ELA Standard 1

Language for Information and Understanding

B. *Speaking and Writing* to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

<i>Elementary Indicators</i>	<i>Content/Curriculum - Where do you address this in your teaching?</i>	<i>Classroom Activities - How do you address this in your teaching?</i>	<i>Assessment - How do you assess that students have achieved competency in this area?</i>
<ul style="list-style-type: none"> Present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts 	All areas Writers' Workshop Making language Experience Stories, preview, class trips Words of songs on charts Library	Retell stories Create picture, tell about it; title, write about it with invented spelling Mini lessons on picture matching story Dictated writing, words of songs on charts	Conferencing Going word by word through songs and stories Children read individual words pointed out Observation
<ul style="list-style-type: none"> select a focus, organization and point of view or oral and written presentations 	Language Arts Library	Show and Tell Read story, follow up with writing/drawing exercise Fractured fairy tales Order events sequentially	Observation Drawing and words relate to theme of story
<ul style="list-style-type: none"> use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference 	Retelling stories All areas Compare versions of books List characters, background etc. Library	Sorting, classifying Sequencing events Retelling stories Discussing experiments Comparing Lists on chart paper, predict ending, asking with questions	Observation Cut and paste Children answering in a logical/creative way
<ul style="list-style-type: none"> use details, examples, anecdotes, or personal experiences to explain or clarify information 	All areas Library	Retelling story Questioning re stories, experiments Noting specific details Anticipatory set Communicate experiences to others	Observation Children's questions Child answering "why" or "how did you know" questions Children's attention answering questions, recall information

<ul style="list-style-type: none"> include relevant information and exclude extraneous material 	Language Arts Library	State main idea, recall details Story Sharing Pick books that give information, noting exact information, necessary Writer's Workshop-conferencing to keep child on topic Question and answer as part of discussion	Question and Answer Observation
<ul style="list-style-type: none"> use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts 	Language Arts	Writers' Workshop Star of the Week Book	Observation
<ul style="list-style-type: none"> observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms 	Language Arts	Writers' Workshop Star of the Week Book Morning Message-Modeling	Observation Children writing their names

ELEMENTARY LEVEL

ELA Standard 2

Language for Literary Response and Expression

A. *Listening and Reading* for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

<i>Elementary Indicators</i>	<i>Content/Curriculum - Where do you address this in your teaching?</i>	<i>Classroom Activities - How do you address this in your teaching?</i>	<i>Assessment - How do you assess that students have achieved competency in this area?</i>
<ul style="list-style-type: none"> Read a variety of literature of different genres; picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and non-fiction intended for young readers 	Content areas Library	Read variety of literature to children Choose book which reflect reading interests Enjoy nursery rhymes, finger plays, etc. Listen to recorded stories	Question and Answer Story recall Observation
<ul style="list-style-type: none"> recognize some features that distinguish the genres and use those features to aid comprehension 	Language Arts Library	Note facts Compare fiction and non-fiction in terms of real and make-believe Listening comprehension Recognize Caldecott medal	Observation Question and answer
<ul style="list-style-type: none"> understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives 	Language arts Library	Book Discussion Comparing stories to our lives Story mapping Listening Author/Illustrator studies Book Sharing	Question and answer Observation
<ul style="list-style-type: none"> use inference and deduction to understand the text 	Language Arts Library	Predicting text from illustrations Question details What Will happen next?	Question and Answer Observation

<ul style="list-style-type: none"> • read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning 	Language Arts	Ability to read morning message Morning message-group Language Experience Stories Language-group/individual Taped Reading-individual	Read with children, observe abilities Observation Listening to child's tape
<ul style="list-style-type: none"> • evaluate literary merit 	Language Arts	Book discussion What did you see/hear that you liked? didn't like? Draw a picture of favorite part	Child's comments relate to story, picture related to story

ELEMENTARY LEVEL

ELA Standard 2

Language for Literary Response and Expression

B. *Speaking and Writing* for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. *Speaking and Writing* for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multi-layered.

<i>Elementary Indicators</i>	<i>Content/Curriculum - Where do you address this in your teaching?</i>	<i>Classroom Activities - How do you address this In your teaching?</i>	<i>Assessment - How do you assess that students have achieved competency in this area?</i>
<ul style="list-style-type: none"> Present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure 	Making Big Books	Oral retelling Draw and write about story e.g. favorite part Children illustrate their own version of the story Theme and dictate their response	Observation of child's ability to follow directions and complete task independently
<ul style="list-style-type: none"> explain the meaning of literary works with some attention to meanings beyond the literal level 	Language Arts Book Discussion	why questions How questions Discussion Why do you think he said that?	Question and answer Observation
<ul style="list-style-type: none"> create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary 	Language Arts Writers' Workshop Library	Create Big Books based on story read Write about an event Create pictures to tell stories	Observation-picture relating to theme of story -Child's ability to follow directions and complete task independently
<ul style="list-style-type: none"> observe the conventions of grammar and usage, spelling, and punctuation 	Language Arts	Point out conventions: question marks, exclamations points, upper case letters in LEA, morning message Reading aloud to students Invented spelling	Observation

ELEMENTARY LEVEL

ELA Standard 3

Language for Critical Analysis and Evaluation

A. *Listening and Reading* to analyze and evaluate experiences, ideas, information and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

<i>Elementary Indicators</i>	<i>Content/Curriculum - Where do you address this in your teaching?</i>	<i>Classroom Activities - How do you address this in your teaching?</i>	<i>Assessment - How do you assess that students have achieved competency in this area?</i>
<ul style="list-style-type: none"> Read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor 	Library	Communicate reading, viewing, and listening experiences to others	Observation
<ul style="list-style-type: none"> make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement 	Language Arts Library	Book Discussion-note illustrations Pick author-compare Wordless picture books	Question and Answer Observation
<ul style="list-style-type: none"> recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis 	All areas	Encourage a variety of points of view Acknowledge child's information about a subject	Informally Teacher Observation
<ul style="list-style-type: none"> evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully 	Lang. Arts	Book Discussions Tall tales	Question and Answer

ELEMENTARY LEVEL

ELA Standard 3

Language for Critical Analysis and Evaluation

B. *Speaking and Writing* for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

<i>Elementary Indicators</i>	<i>Content/Curriculum - Where do you address this in your teaching?</i>	<i>Classroom Activities - How do you address this in your teaching.</i>	<i>Assessment - How do you assess that students have achieved competency in this area?</i>
<ul style="list-style-type: none"> Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence 	Library	Class discussion of story	Observation
<ul style="list-style-type: none"> present arguments for certain views or actions with reference to specific criteria that support the argument (e.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost) 			
<ul style="list-style-type: none"> monitor and adjust their own oral and written presentations to meet criteria for competent performance (e.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact) 	Writer's Workshop Library	Child edits picture while telling the story it represents Book Sharing	Observation
<ul style="list-style-type: none"> use effective vocabulary and follow the rules of grammar, usage, spelling and punctuation in persuasive writing 			

ELEMENTARY LEVEL

ELA Standard 4
Language for Social Interaction

A. Listening and Speaking: Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

<i>Elementary Indicators</i>	<i>Content/Curriculum - Where do you address this in your teaching?</i>	<i>Classroom Activities - How do you address this in your teaching?</i>	<i>Assessment - How do you assess that students have achieved competency in this area?</i>
<ul style="list-style-type: none"> Listen attentively and recognize when it is appropriate for them to speak 	All areas	Show and Tell Group Discussion and Taking Turns Circle Time Demonstrate consideration for others	Teacher Observation Following directions
<ul style="list-style-type: none"> take turns speaking and respond to others' ideas in conversations on familiar topics 	All content areas Library	Star of the week Homework Activ. Book Sharing	Teacher Observation
<ul style="list-style-type: none"> recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations 	All content Areas Library	Establishing ground rules Become familiar with staff Demonstrate consideration for others	Following class rules Teacher Observation

ELEMENTARY LEVEL

ELA Standard 4
Language for Social Interaction

B. Reading and Writing: Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

<i>Elementary Indicators</i>	<i>Content/Curriculum - Where do you address this in your teaching?</i>	<i>Classroom Activities - How do you address this in your teaching?</i>	<i>Assessment - How do you assess that students have achieved competency in this area?</i>
<ul style="list-style-type: none"> Exchange friendly notes, cards, and letters with friends, relatives and pen pals to keep in touch and to commemorate special occasions 	Lang. Experience Activities Art All subject areas	Group thank you notes Holiday Cards Birthday Cards	Participation Being able to complete the activity independently Questions and Answers
<ul style="list-style-type: none"> adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message 	Lang. Arts	Star of the week	Work must represent the criteria
<ul style="list-style-type: none"> read and discuss published letters, diaries, and journals to learn the conventions of social writing 	Lang. Arts	Picture books Book discussions	Observation

**Bayport-Blue Point UFSD
Bayport, New York**

***English/Language Arts
Kindergarten Checklist***

STANDARD 1: Language for Information and Understanding

A. Listening and Reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

❖ The following materials can be used as sources of information:

- Reference books
- Magazines
- Textbooks
- Electronic data bases
- Audio and media presentations
- Oral interviews
- Charts
- Graphs
- Maps
- Texts
- Diagrams
- Non-fiction

- ❖ Gather and interpret information
- ❖ Select information appropriate to the purpose of their investigation and relate ideas from one text or media to another
- ❖ Select and use strategies they have been taught for recording, organizing, categorizing information, sequencing
- ❖ Ask questions to enhance understanding of vocabulary and the text
- ❖ Use strategies to construct meaning from print, including:

- prior knowledge
- structural clues
- context clues

- ❖ Use letter-sound relationships to decode difficult words.
- ❖ Relate information and ideas to text features, such as vocabulary and organizational patterns.

B. Speaking and Writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

- ❖ Present information clearly in a variety of oral and written forms such as using pictures and words to retell stories, posters, charts, dictated stories, and reports.
- ❖ Select a focus, organization, and point of view or oral and written presentations.
- ❖ Use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference.
- ❖ Use details, examples, anecdotes, or personal experiences to explain or clarify information.
- ❖ Include relevant information and exclude extraneous material.
- ❖ Use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts.
- ❖ Develop an awareness of basic writing conventions, such as developmental spelling, experiments with punctuation and capitalization as well as sentence structure.

STANDARD 2—Language for Literary Response and Expression

A. Listening and Reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical, and cultural features of the text.

- ❖ The following materials can be used as a source of genre:

- mystery
- biography
- autobiography
- historical fiction
- science fiction/fantasy
- myth/legend
- poetry
- fairy tales
- fables
- newspaper

- realistic fiction
- drama
- essays, journals, personal accounts
- historical documents, speeches
- electronic based communication
- epic literature

- ❖ Recognize the features that distinguish the genres and use those features to aid comprehension.
- ❖ Understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works to personal experience.
- ❖ Use inference and deduction to understand the text.
- ❖ Use phonics and context clues to attempt pronunciation and meaning.
- ❖ Evaluate literary merit

B. Speaking and Writing for literary response involves presenting Interpretations, analyses, and reactions to the content and language of a text. Speaking and Writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and possible multi-layered.

- ❖ Present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure.
- ❖ Explain the meaning of literary works with some attention to meanings beyond the literal level, such as making personal connections, emotional response, and pictorial interpretation
- ❖ Create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary
- ❖ Develop an awareness of the conventions of grammar and usage, spelling, and punctuation.

STANDARD 3—Language for Critical Analysis and Evaluation

A. Listening and Reading to analyze and evaluate experiences, Ideas, information and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

- ❖ Read and form opinions about a variety of literary and informational texts and presentations.

- ❖ Make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book.
- ❖ Develop an awareness that point of view and purpose are criteria that one uses to analyze and evaluate.
- ❖ Develop their own strategies for reading and listening critically.

B. Speaking and Writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information and issues clearly, logically and persuasively with reference to specific criteria on which the opinion or judgment is based.

- ❖ Express opinions about events, books, issues, and experiences, supporting their opinions with some evidence.
- ❖ Present arguments for certain views or actions with reference to specific criteria that support the argument (e.g., choice of class activities).
- ❖ Monitor and adjust their own oral presentations to meet criteria for competent performance. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact.
- ❖ Use effective vocabulary and follow the rules of grammar and usage.

STANDARD 4—Language for Social Interaction

A. Listening and Speaking: Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

- ❖ Listen attentively and recognize when it is appropriate for them to speak.
- ❖ Take turns speaking and responding to others' ideas in conversations on familiar topics.
- ❖ Recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one to one conversations.

B. Reading and Writing: Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others

- ❖ Exchange friendly notes, cards, and letters with friends, relatives and pen pals to keep in touch and to commemorate special occasions.
- ❖ Adjust their vocabulary and style to the audience.
- ❖ Read and discuss published letters, diaries, and journals to develop an awareness of the conventions of social writing.

LANGUAGE ARTS ASSESSMENT

Teacher Booklet Cover Sheet

EXEMPLAR-KINDERGARTEN

NYS Elementary English Language Arts Assessment
Teacher version, Spring

KINDERGARTEN

Dear Teacher,

Prior to administration of this assessment, please read over all the directions, in both the teacher guide and student booklet, so that you will be familiar with all aspects of what is involved.

This assessment contains tasks to evaluate the standards articulated in the New York State's Learning Standards for English Language Arts:

- 1) Language for Information and Understanding
- 2) Language for Literary Response and Expression
- 3) Language for Critical Analysis and Evaluation
- 4) Language for Social Interaction

The English Language Arts assessment consists of two parts: this "sit-down" examination your students are taking (consisting of three tasks which take place over the course of four days) and an extended task. It is our belief that these two components will together provide a more accurate description of student achievement. We hope that you find this exam useful as a means to informing you about your students and as a support to teaching more demanding, complex skills and knowledge.

We encourage you to inform your students of this shift in how learning will be assessed in our State and to let them know they will be playing an important role in the State's assessment development process. They should know that this is a research project that is trying to look at their reading and writing in new ways.

NYS Elementary English Language Arts Assessment
Teacher version, Spring 1996

For the next few days, your class will be reading, listening, talking and writing about animal disguises.

On the first day, your students will be asked to listen to a poem.

On the second day, your students will be asked to reflect upon two stories about friendship and compare them in writing using a Venn diagram.

On the third day, the teacher will read a short story about siblings. The students will be asked to use the information to complete a sequence chain.

On the fourth day, students will share their sequence chains with a partner to check if the necessary information was included. Then they will complete the attached worksheet.

This exam is to be administered under conditions that most closely replicate the natural learning environment of your classroom. While working independently to complete the tasks, students should be able to use whatever resources they are accustomed to. Testing modifications can be provided as needed to all students, but *must* be provided to students with disabilities as indicated on their individualized education program (IEP). Please record any testing modifications that are provided to a student on that student's exam booklet.

Each day's activities should take between 30 minutes-45 minutes. You may find that some of your students need more or less time. Please allow them whatever time they need.

Please have *all* students in your class take this assessment. In the event that students are absent, please allow them sufficient make-up time in school to complete the tasks.

NYS Elementary English Language Arts Assessment
Teacher version, Spring 1996

Scoring of these assessments will be based on the guidelines in the "Reminder" boxes provided in the student booklets. These guidelines are reminders to students of the important dimensions in reading and writing. We are making this information available to students out of the belief that when students know the criteria for assessment in advance, they have fairer and better opportunities to develop richer, more thoughtful responses.

Let them know that their work will span several days and that what they do on any given day builds on the work of the previous days. Please make it clear to your students that their work is very important.

Thank you for your assistance in this important project.

DAY 1—TASK 1

Listening and Responding to a Story
(Silverstein, Sister for Sale; Ezra Jack Keats, Peter's Chair; Arthur, Honeybear)

STANDARDS ASSESSED:

- ❖ Listening and writing for information and understanding
- ❖ Listening and writing for critical analysis and evaluation

PURPOSE:

- ❖ To assess, through writing, students' abilities to understand, analyze, and evaluate the events in a poem they have heard.

TASK OVERVIEW:

- ❖ The teacher reads Shel Silverstein's "For Sale". After a discussion of personal experiences (activities I like to do with my brother or sister and those in which we have problems), students create stick puppets to play-act brother-sister (or brother-brother, sister-sister, or self-cousin, etc.). Then students identify qualities that they like in a sibling and design an award for one of those qualities.

TIME:

- ❖ One sitting, about ½ hour

TEXT:

- ❖ "For Sale", from Where the Sidewalk Ends, by Shel Silverstein.

BEFORE YOU BEGIN:

- ❖ Read the story prior to the exam so that you feel comfortable reading it aloud.
- ❖ Allow students as much time as needed to complete the activities.
- ❖ Provide materials (paper, pencils, crayons, markers).

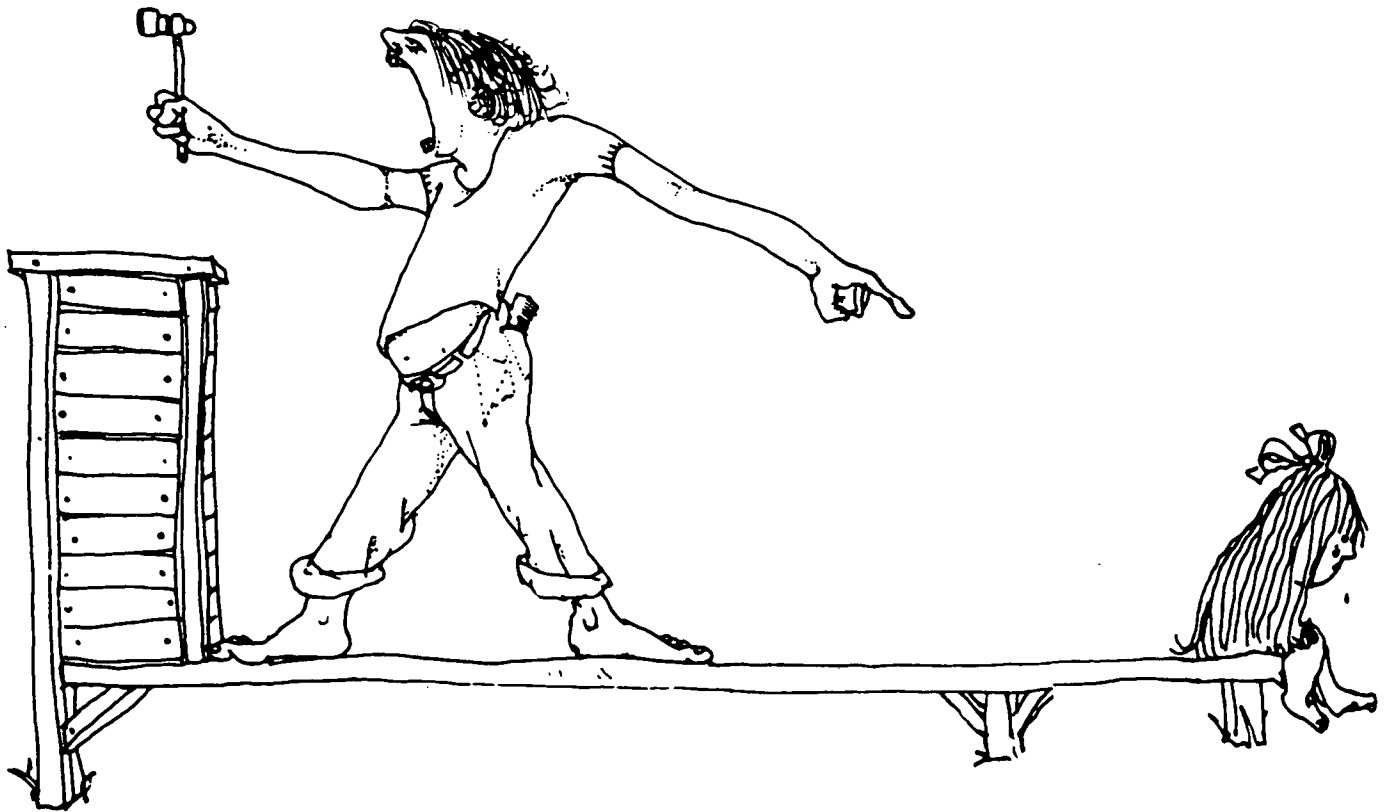
STEPS FOR ADMINISTERING THE TASK:

- ❖ Explain the purpose of this task to the students: *"This task asks you to show, through your drawing, how well you understand a poem you have heard."*
- ❖ Give students an overview of what they will do: *"In this task you will listen to a poem that I will read. Then you will write a response that shows how well you understand the poem."*
- ❖ Read the poem two times.
- ❖ Discuss personal experiences (annoying characteristics of siblings). Create stick puppets of self and a brother or sister (or cousin) and allow children time for play-acting.
- ❖ Point out that we have been talking about annoying things. Now let's think about likeable qualities in our brothers or sisters. Write students' input on a chart.
- ❖ Students design an award for one likeable quality of his/her brother or sister. For example:



FOR SALE

One sister for sale!
One sister for sale!
One crying and spying young sister for sale!
I'm really not kidding,
So who'll start the bidding?
Do I hear a dollar?
A nickel?
A penny?
Oh, isn't there, isn't there, isn't there any
One kid who will buy this old sister for sale,
This crying and spying young sister for sale?



DAY 2—TASK 2

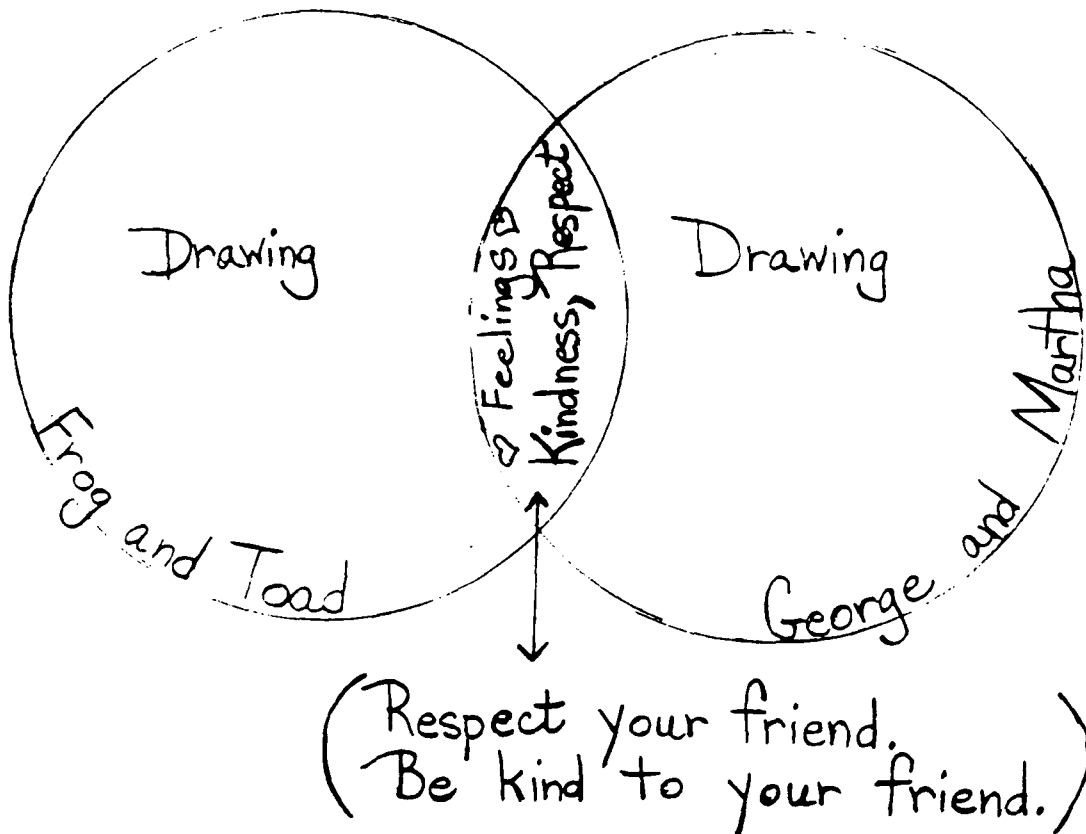
Listening, Reading and Responding to Two Stories

PURPOSE:

- ❖ To assess students' ability to interpret and analyze the content and literary technique in two stories.

TASK OVERVIEW:

- ❖ In this task the teacher reads "Split Pea Soup", from George and Martha, by James Marshall. After a brief discussion of the message of the story (don't hurt a friend's feelings) read "Alone" from Days With Frog and Toad. Following a brief discussion of this story's message (Sometimes a friend needs "space". That does not mean he does not like his friend anymore!), lead children to the creation of a Venn diagram showing that the two stories have a common friendship theme.



TIME NEEDED:

- ❖ About 45 minutes

TEXTS:

- ❖ "Split Pea Soup," from George and Martha, by James Marshall, Boston, Massachusetts, Houghton Mifflin, 1972.

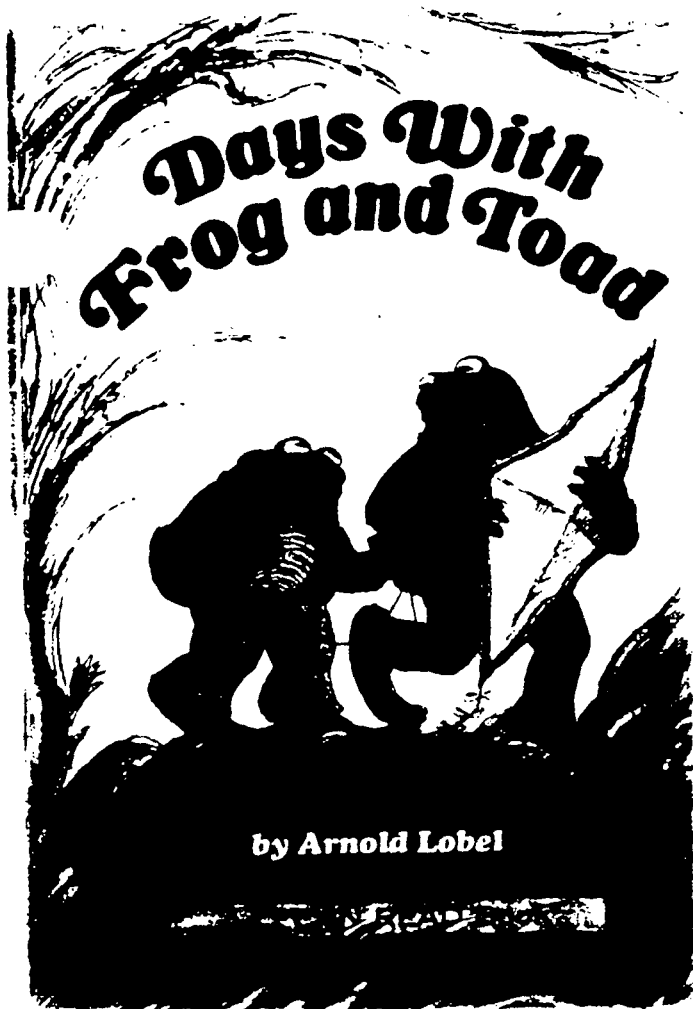
"Alone," from Days with Frog and Toad, by Arnold Lobel, New York: Harper and Row, 1979.

BEFORE YOU BEGIN:

- ❖ Teacher reads two selections for familiarity.

STEPS FOR ADMINISTERING THE TASK:

- ❖ Explain the purpose of the task to your students: *"This task asks you to talk about and show how two friendship stories have the same points."*
- ❖ Provide an overview of the task: *"In this task you will listen to two friendship stories. We will talk about them and make a Venn diagram to show the characters and the important messages that the stories tell."*



Alone

Toad went to Frog's house.
 He found a note on the door.
 The note said,
 "Dear Toad, I am not at home.
 I went out.
 I want to be alone."
 "Alone?" said Toad.
 "Frog has me for a friend.
 Why does he want to be alone?"

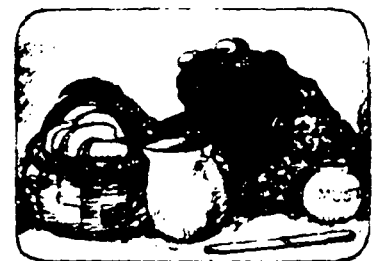


Toad looked through the windows.
 He looked in the garden.
 He did not see Frog.

Toad went to the woods.
 Frog was not there.
 He went to the meadow.
 Frog was not there.
 Toad went down to the river.
 There was Frog.
 He was sitting on an island
 by himself.



"Poor Frog," said Toad.
 "He must be very sad.
 I will cheer him up."
 Toad ran home.
 He made sandwiches.
 He made a pitcher of iced tea.



He put everything
 in a basket.

Toad hurried
back to the river.
"Frog," he shouted,
"it's me.
It's your best friend, Toad!"
Frog was too far away to hear.
Toad took off his jacket
and waved it like a flag.
Frog was too far away to see.
Toad shouted and waved,
but it was no use.



Frog sat on the island.
He did not see or hear Toad.



A turtle swam by.
Toad climbed on the turtle's back.
"Turtle," said Toad,
"carry me to the island.
Frog is there.
He wants to be alone."



"If Frog wants to be alone,"
said the turtle,
"why don't you leave him alone?"
"Maybe you are right," said Toad.
"Maybe Frog does not
want to see me.
Maybe he does not want me
to be his friend anymore."
"Maybe," said the turtle
as he swam to the island.

"Frog!" cried Toad.
"I am sorry for all
the dumb things I do.
I am sorry for all
the silly things I say.
Please be my friend again!"
Toad slipped off the turtle.
With a splash, he fell in the river.



Frog pulled Toad
up onto the island.
Toad looked in the basket.
The sandwiches were wet.
The pitcher of iced tea was empty.
"Our lunch is spoiled," said Toad.
"I made it for you, Frog,
so that you would be happy."

"But Toad," said Frog.

"I *am* happy. I am very happy.

This morning

when I woke up

I felt good because

the sun was shining.

I felt good because

I was a frog.

And I felt good because

I have you for a friend.

I wanted to be alone.

I wanted to think about

how fine everything is."



"Oh," said Toad.

"I guess that is a very good reason
for wanting to be alone."

"Now," said Frog.

"I will be glad *not* to be alone.
Let's eat lunch."



Frog and Toad

stayed on the island

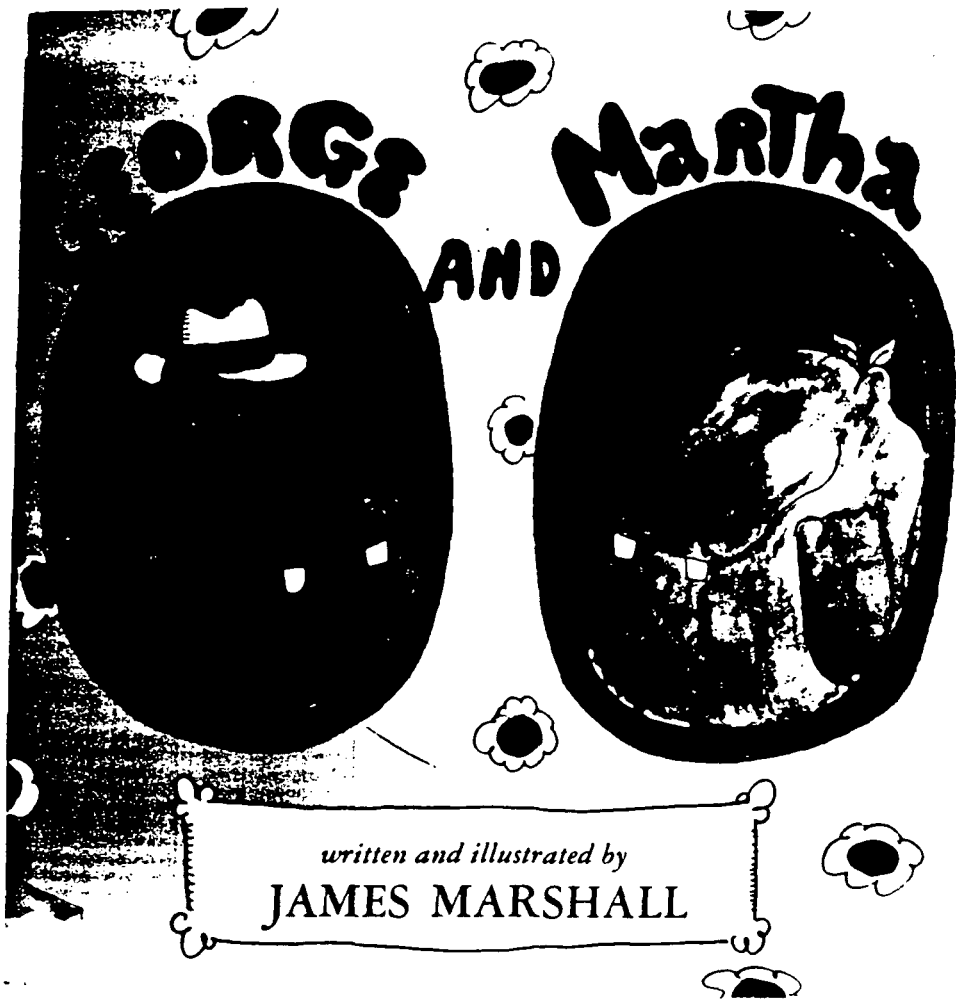
all afternoon.

They ate wet sandwiches

without iced tea.

They were two close friends

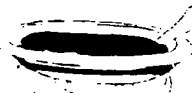
sitting alone together.



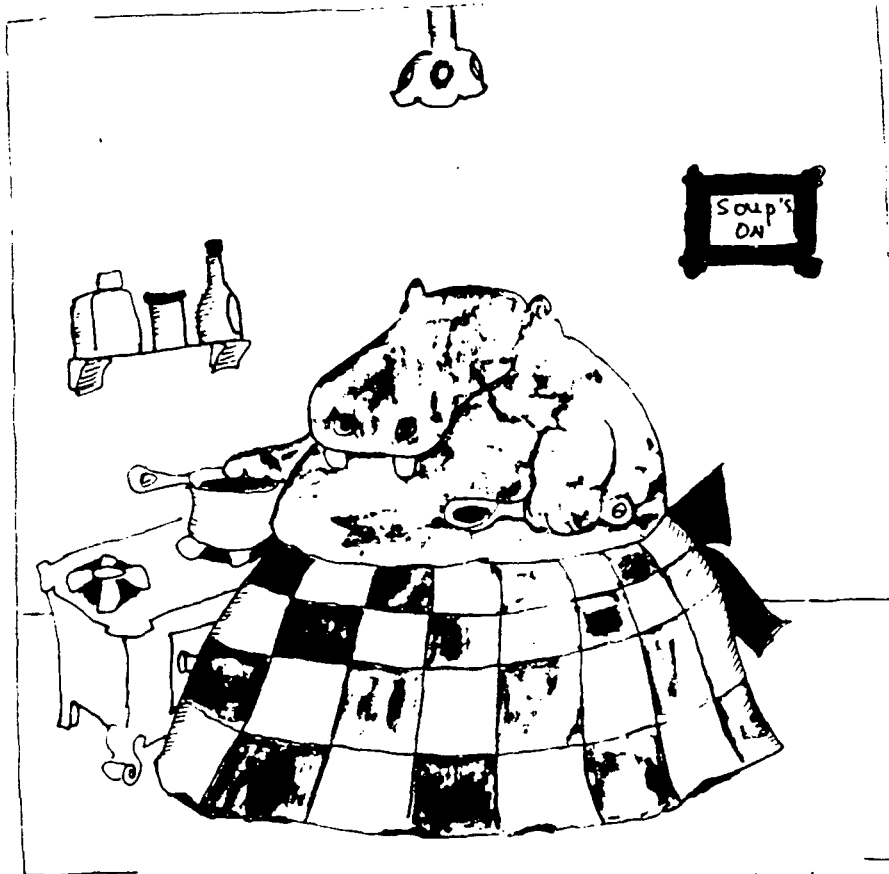
FIVE
STORIES ABOUT
TWO GREAT
FRIENDS



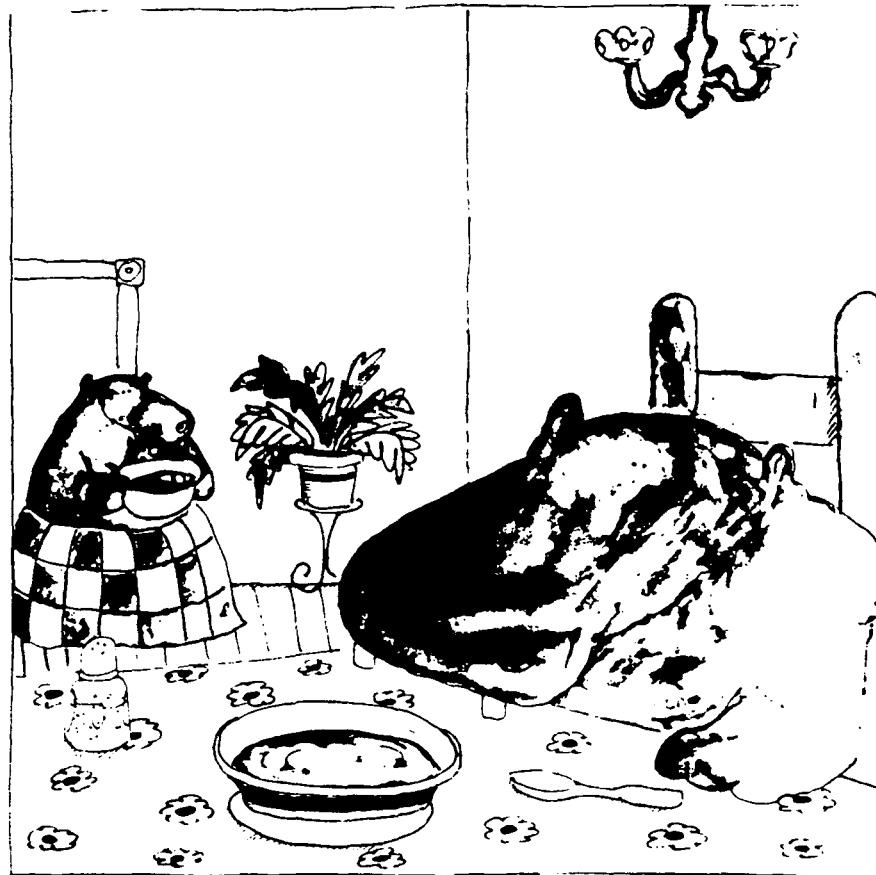
STORY
NUMBER
ONE



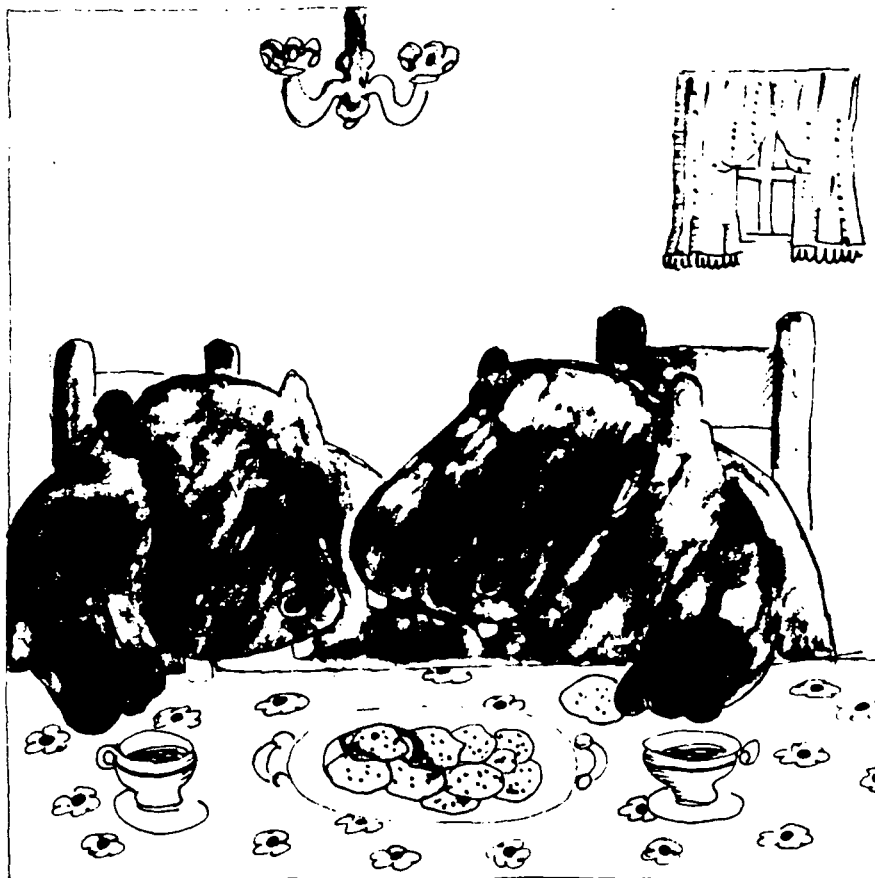
SPLIT PEA SOUP



Martha was very fond of making split pea soup. Sometimes she made it all day long. Pots and pots of split pea soup.



If there was one thing that George was *not* fond of, it was split pea soup. As a matter of fact, George hated split pea soup more than anything else in the world. But it was so hard to tell Martha.



"How do you expect to walk home with your loafers full of split pea soup?" she asked George.

"Oh dear," said George. "You saw me."

"And why didn't you tell me that you hate my split pea soup?"

"I didn't want to hurt your feelings," said George.

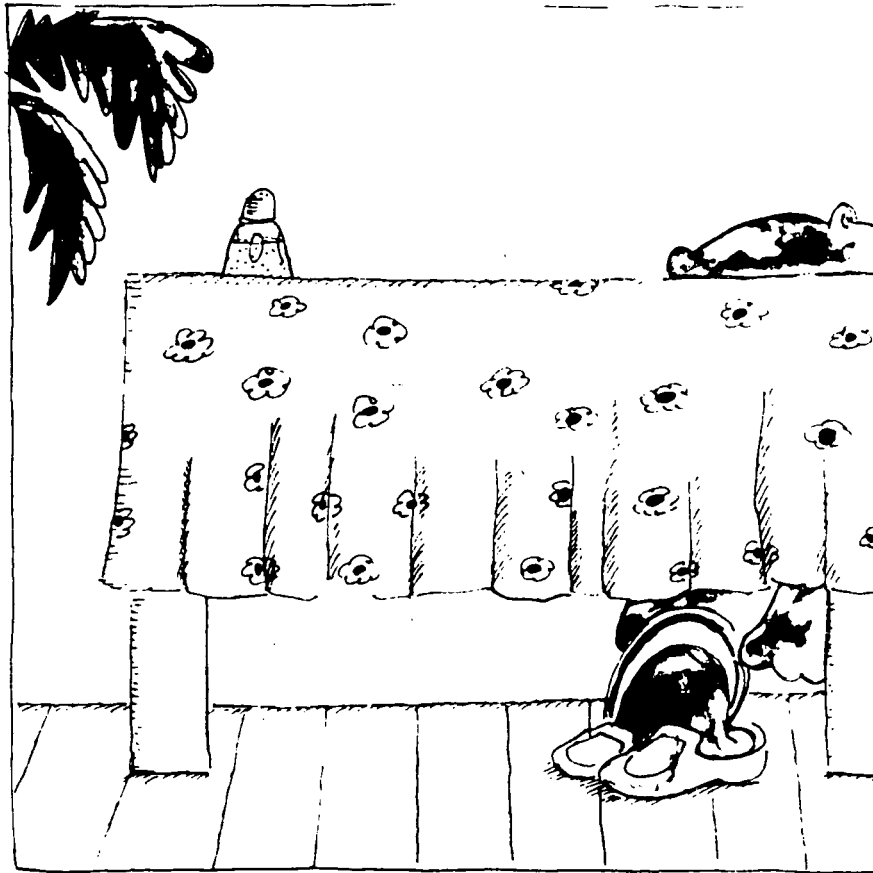
"That's silly," said Martha. "Friends should always tell each other the truth. As a matter of fact, I don't like split pea soup very much myself. I only like to make it. From now on, you'll never have to eat that awful soup again."

"What a relief!" George sighed.

"Would you like some chocolate chip cookies instead?" asked Martha.

"Oh, that would be lovely," said George.

"Then you shall have them," said his friend.



One day after George had eaten ten bowls of Martha's soup, he said to himself, "I just can't stand another bowl. Not even another spoonful."

So, while Martha was out in the kitchen, George carefully poured the rest of his soup into his loafers under the table. "Now she will think I have eaten it."

But Martha was watching from the kitchen.

DAY 3—TASK 3

Listening and Responding to Text

STANDARDS ASSESSED:

- ❖ Listening for information and understanding
- ❖ Writing for critical analysis and evaluation

PURPOSE:

- ❖ To assess through writing, students' abilities to understand, analyze, and evaluate text that they have heard.

TASK OVERVIEW:

- ❖ In this task, the teacher will read a partial story, stopping just short of the ending. The students will then sequence the events of the story and then add their own ending. At the culmination of the lesson, the ending can be read and students can share their work.

TIME NEEDED:

- ❖ One sitting, approximately 30-45 minutes

TEXT:

- ❖ Fox and His Friends, Edward Marshall, Dial Books for Young Readers, New York, New York, 1982.

BEFORE YOU BEGIN:

- ❖ Please read the story prior to the exam, so that you will feel comfortable reading it aloud to the class.
- ❖ Allow students enough time to finish.
- ❖ Provide students with the graphic organizer attached along with drawing materials, such as pencils, crayons, etc.

STEPS FOR ADMINISTERING THE TASK:

- ❖ Explain the purpose of this task to the students: *“This task asks you to show, through your writing, how well you understand a story you have heard.”*
- ❖ Give students an overview of what they will do: *“In this task you will listen to part of a story that I will read. I will stop just before the ending. Next you will write the first two important things that happened and then write what you think happened at the end. After you are finished, I will read the real ending to the story.”*
- ❖ Read the story to the class to page _____. During the reading, show the accompanying illustrations.
- ❖ After the reading, discuss the events of the story. Have students share their predictions of the ending with their peers.
- ❖ Instruct the students to draw what happened at the beginning and middle of the story in the first two story boxes of the graphic organizer. Then draw and/or write the predicted ending in the last story box.
- ❖ Re-read the entire story to the class and discuss the real ending. Compare the true ending with the predicted ending.
- ❖ At the end of these activities, collect all materials and store them for later use.

For Christian and Juretta

This special edition for Education Reading Services, Inc.
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Dial Books for Young Readers
A Division of E. P. Dutton
A Division of New American Library
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New York, New York 10016

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Library of Congress Cataloging in Publication Data
Marshall, Edward. Fox and his friends.

Summary: In three separate episodes Fox wants to play
with his friends, but duty in one form or another interferes.

[1. Foxes—Fiction. 2. Humorous stories]

I. Marshall, James, 1942—ill. II. Title.

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The art for each picture consists of a black ink
line-drawing with three pencil overlays reproduced
in black, red, and green halftone.

Reading Level 1.8

FOX IN TROUBLE



“Fox, dear,” said Fox’s mom.

“Just where do you think you are going?”

“Out to have fun with the gang,” said Fox.

“It’s Saturday.”

“But today you must take care of little Louise,” said Mom.

“You’re joking,” said Fox.

“I am *not* joking!” said Mom.

And she gave Fox a look.

“Come on, Louise,” said Fox.

Fox went to see his friend Dexter.
But Dexter's mom came to the door.



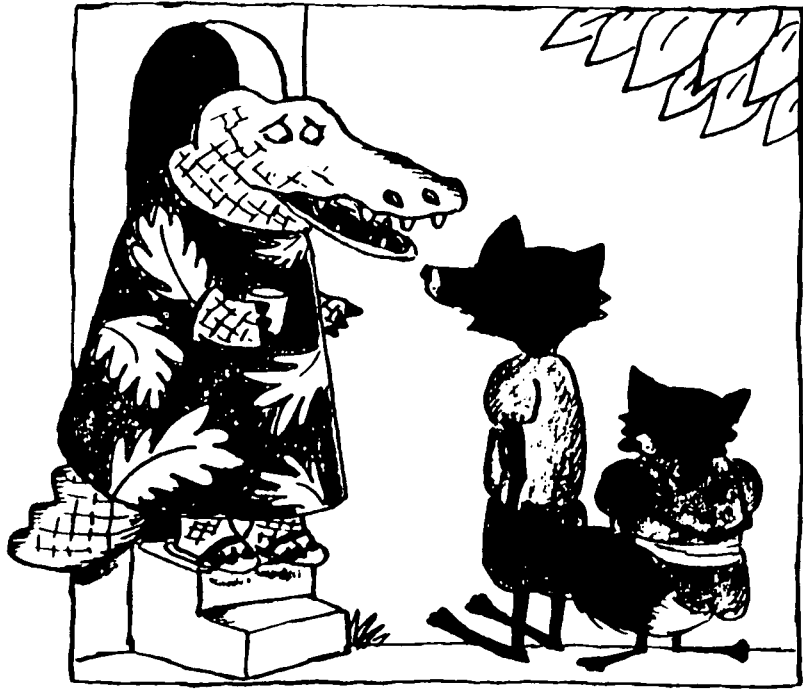
"Sorry, Fox," she said.
"Dexter has to help at home all day."

"That's no fun," said Fox.
"Come on, Louise."



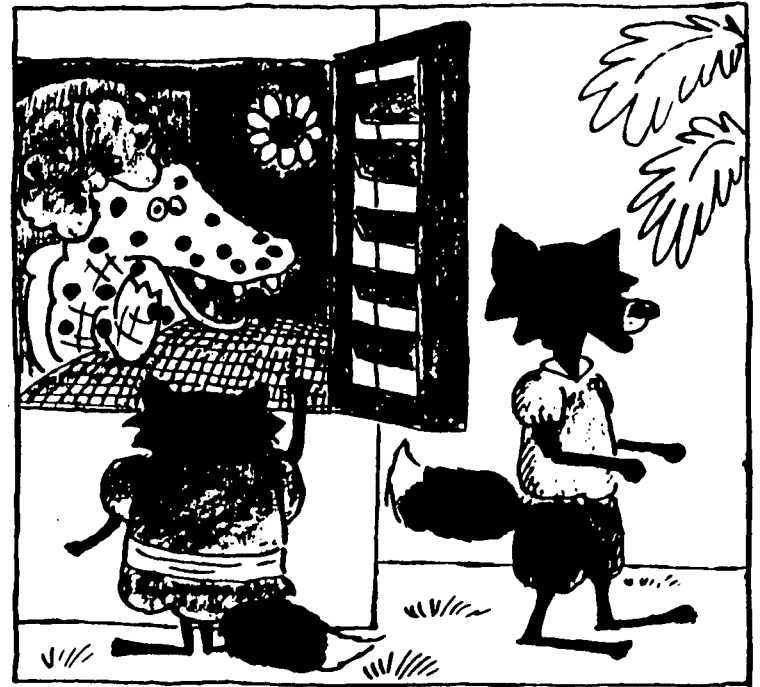
Dexter watched from the window.
"Sorry, Fox," he said.

Next Fox went to Betty's house.
"Betty has chicken pox,"
said her mom.



"Can she still play?" asked Fox.
"Of course not," said Betty's mom.

"Poor Betty," said Fox.
"Come on, Louise."
"Okay," said Louise.

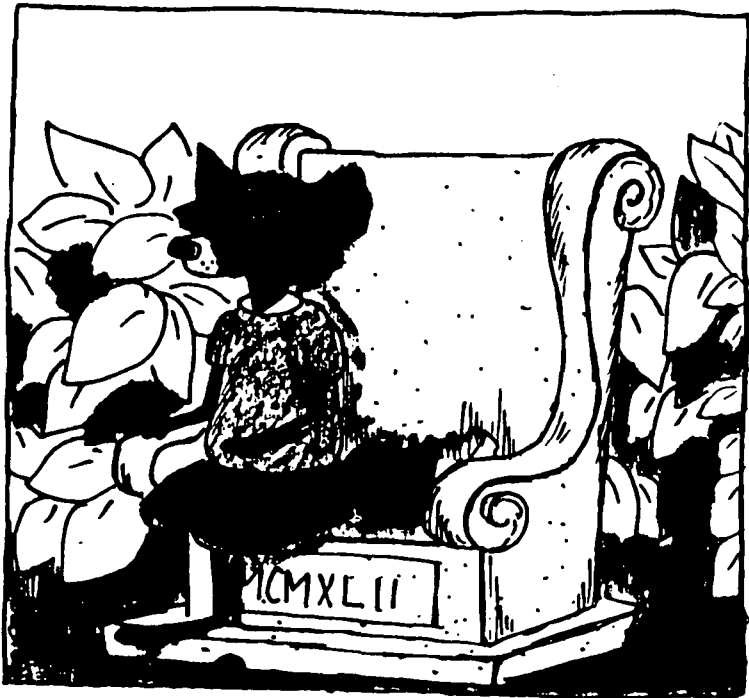


"Sorry, Fox," said Betty.
"You can't help it," said Fox.

Fox went to the park
and sat down on a bench.
“This is awful!” he said.
“Today is Saturday.
But there is no one
to have fun with.
No one at all.”

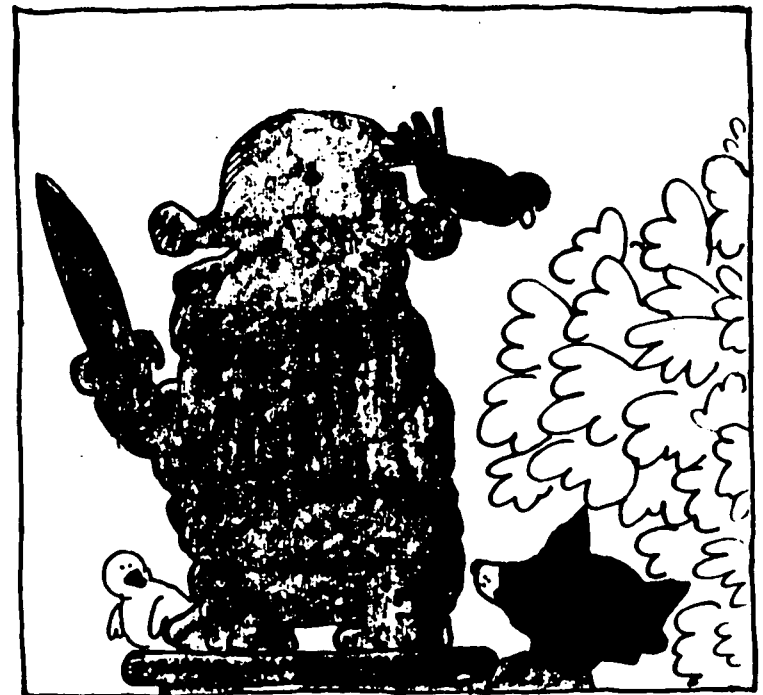


Fox thought long and hard.
“Nothing to do here,” he said.
“Come on, Louise.”
But Louise did not answer.



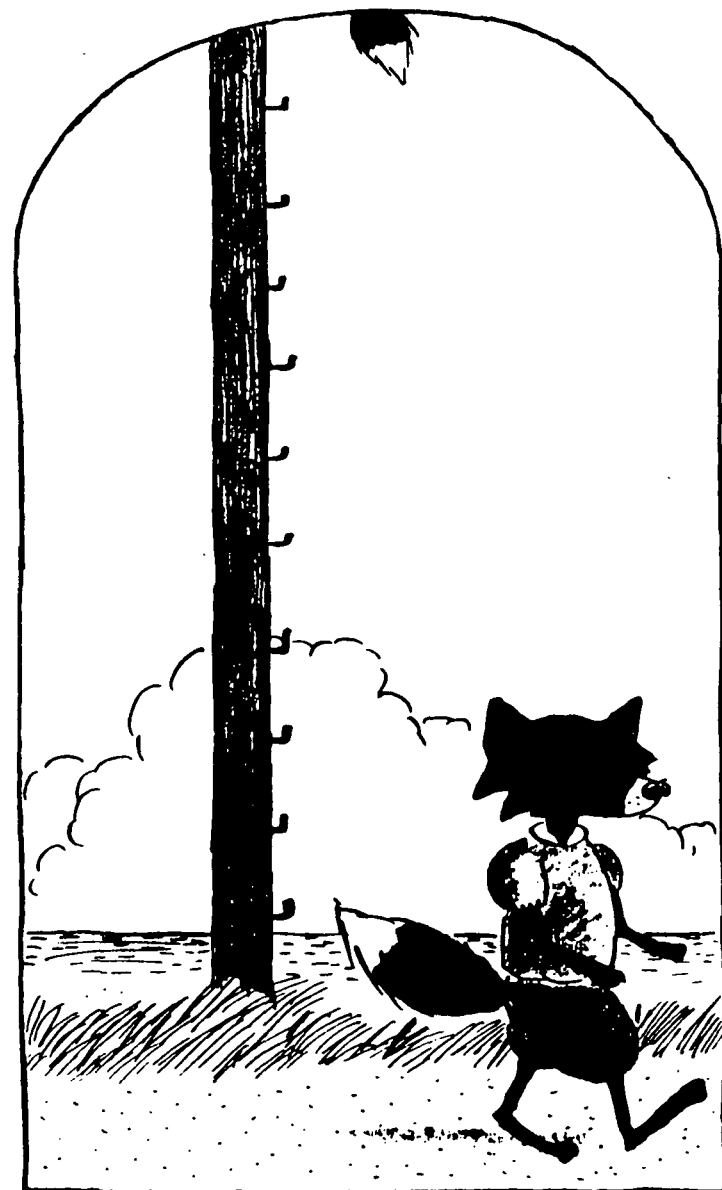
“She must be hiding,” said Fox.

And he looked around.
But Louise was not there.
“This is serious,” said Fox.
Then he looked all over the park.

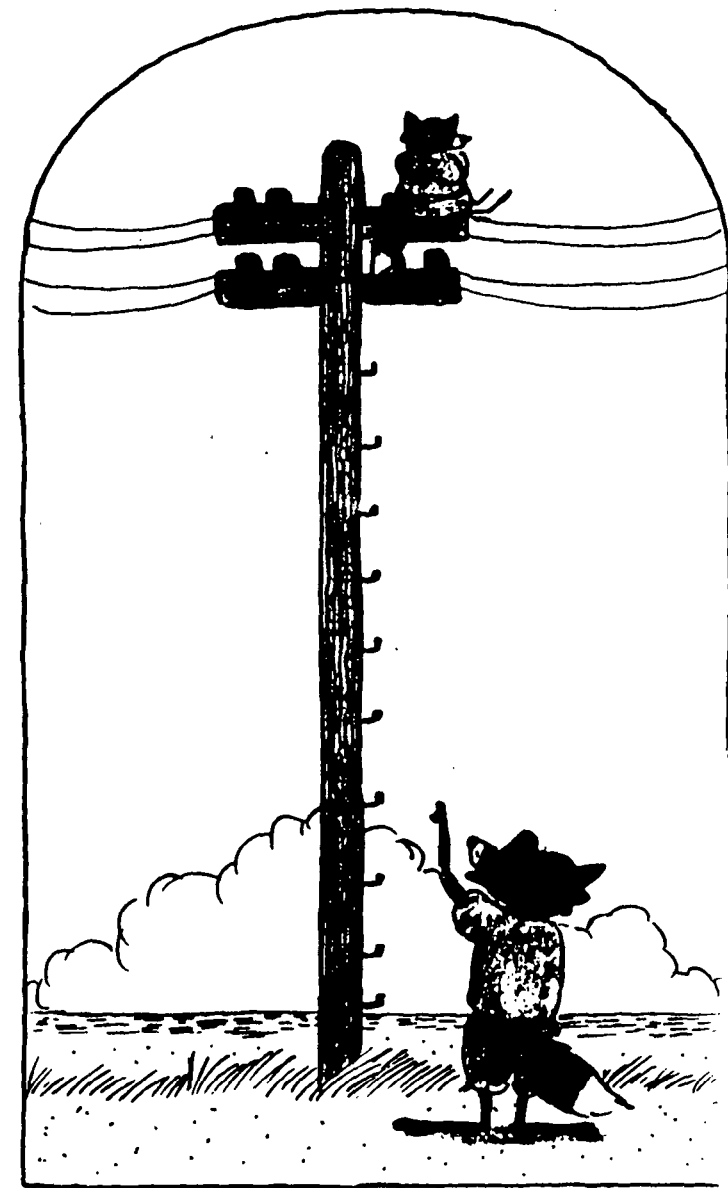


Louise was gone.

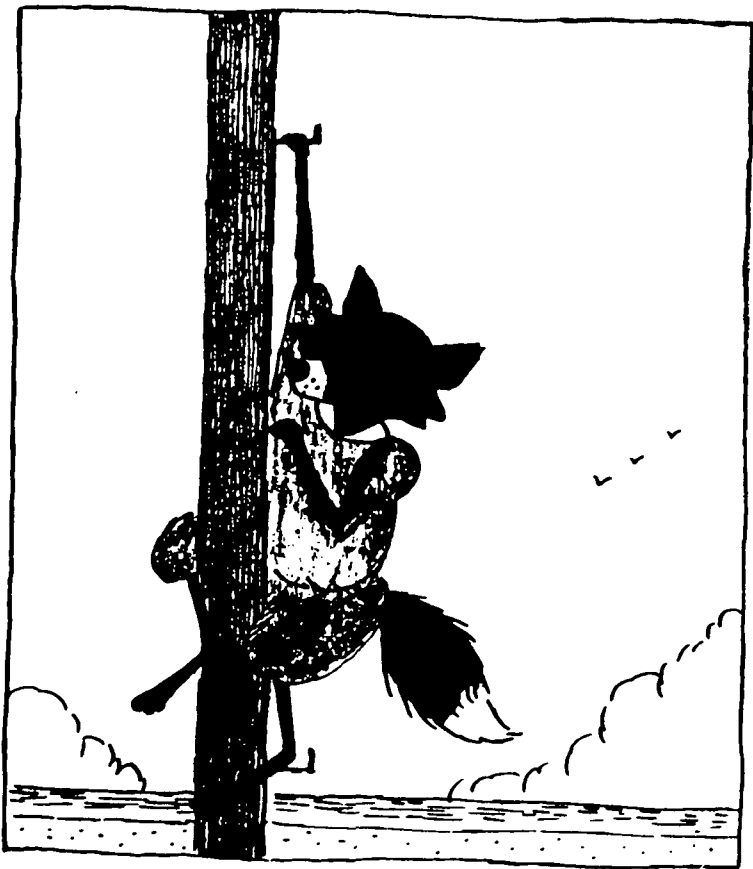
“Oh, dear,” said Fox.
“This is *very* serious.”
Fox left the park.
“Mom will be really mad.
I have lost Louise!”
“Yoo-hoo,” said a voice.
Fox looked up.



It was Louise.
"Come down this minute,"
said Fox.
"Come and get me," said Louise.
"Come down right *now*!"
said Fox.
"No!" said Louise.
"All right," said Fox.
"I'm coming up!"



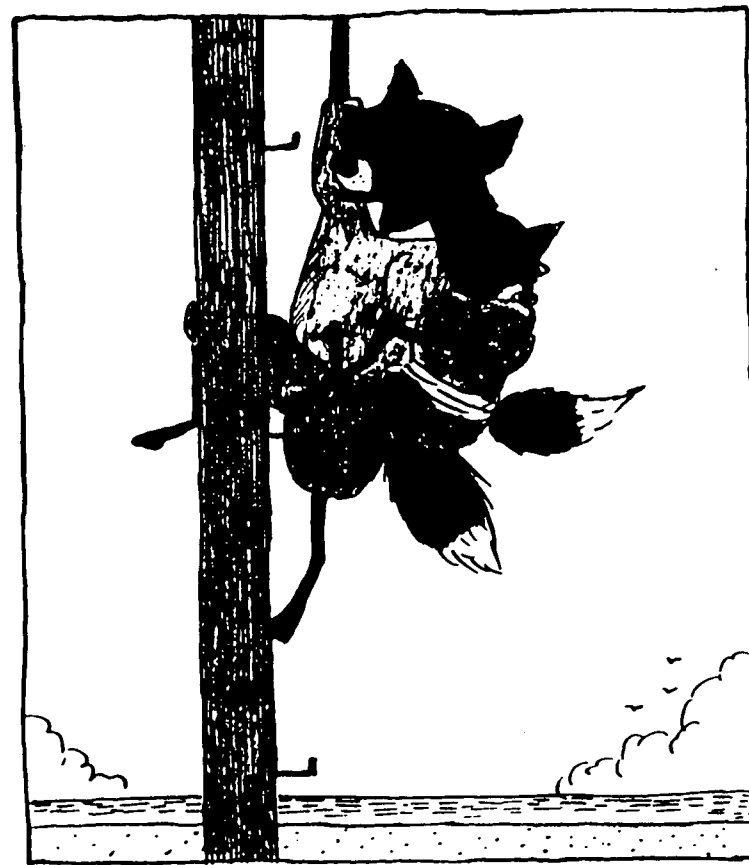
Fox took a deep breath
and climbed the telephone pole.



"I don't like high places," he said.

K-26

Fox and Louise came down
the telephone pole together.



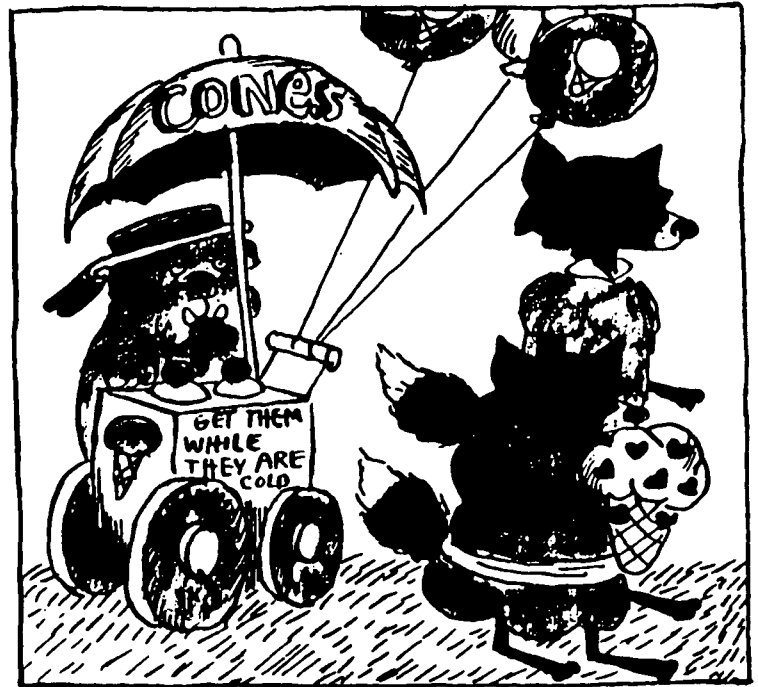
"You are trouble," said Fox.

On the way home
Fox had a terrible thought.



“What if Louise tells?”
he said to himself.
“I will really get it!”

Fox bought Louise the biggest
ice cream cone he could buy.

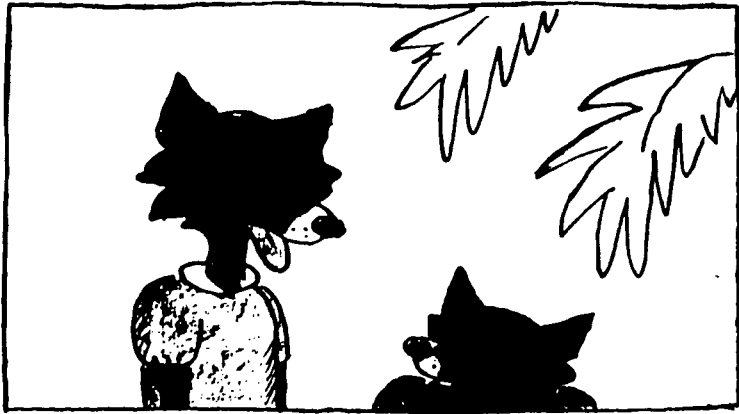


“You must not tell,” he said.
“Maybe I will and maybe I won’t,”
said Louise.

“What have you two been up to?”
asked Mom.
Fox held his breath.
“We went to the park,” said Louise.
“And?” said Mom.
“And Fox bought me
an ice cream cone,” said Louise.
“And?” said Mom.
“And then we came home,”
said Louise.
“How sweet, Fox,” said Mom.



"You're okay, Louise," said Fox.



FOX
ALL WET

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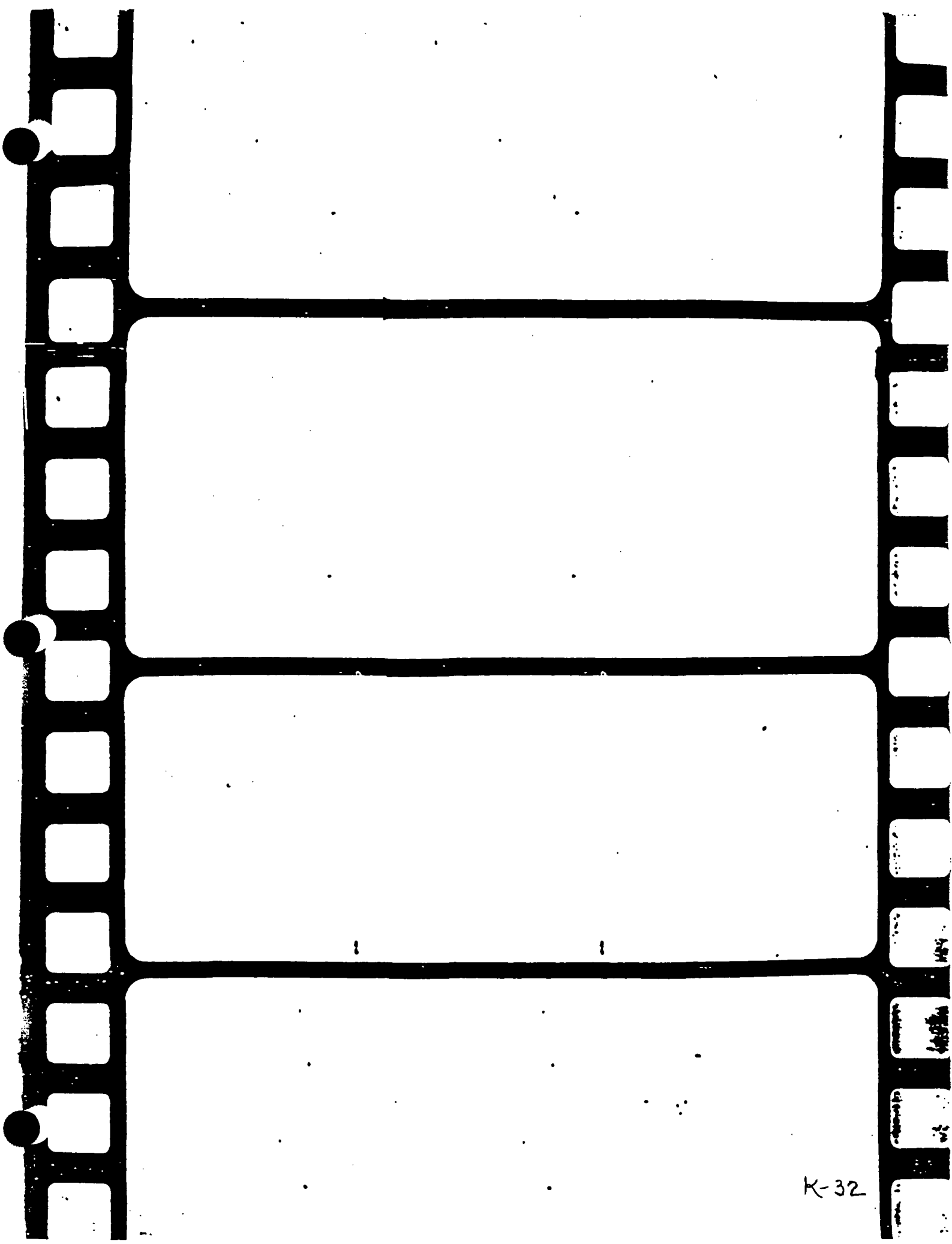
DAY 4—TASK 4

PEER REVIEW:

- ❖ Students should be assigned to a partner. This team will review each other's work.
- ❖ As the review process proceeds, you may encourage and guide reluctant or uneasy students.
- ❖ The review process should take approximately 15 minutes.

STEPS FOR ADMINISTERING THE TASK:

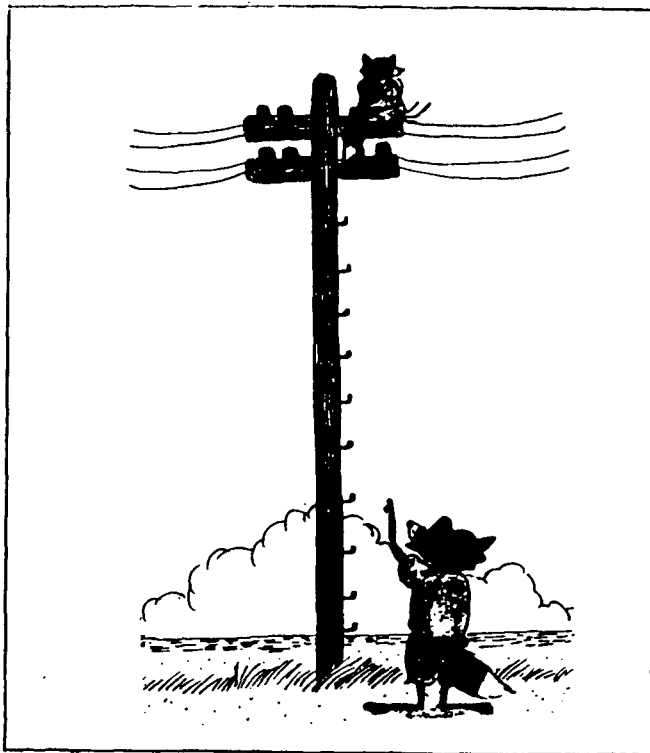
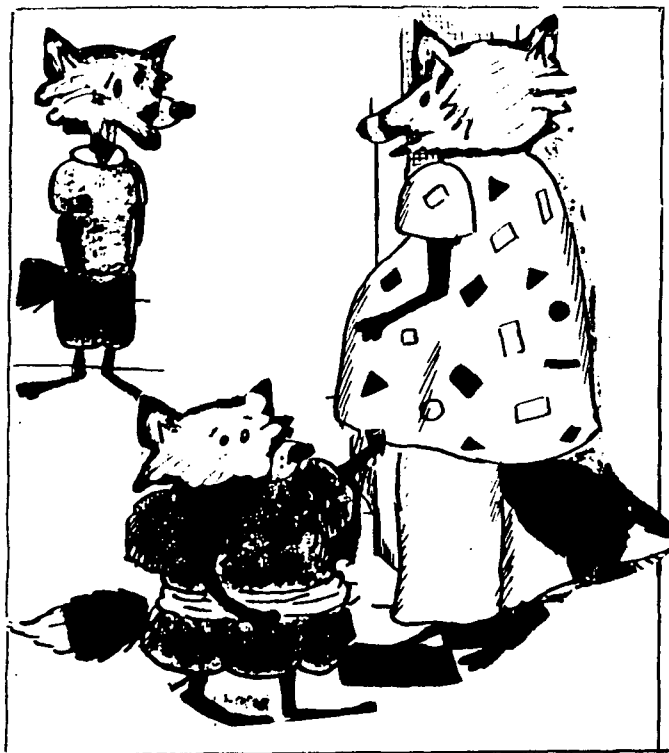
- ❖ Explain the directions: *"When you look at your partner's first picture, if you see Fox's mother telling Fox to take care of Louise color the happy face. If you don't see that, color the sad face. When you look at the second picture, if your partner has Louise getting into trouble, color another smile face on your worksheet. If they don't, color the sad face. In the last box, if you see Louise talking to her mother, color in the happy face. If you don't see Louise, color in the sad face."*
- ❖ Pair students together.
- ❖ Pass out the sequence charts, worksheets, and crayons.
- ❖ Monitor student progress.
- ❖ Collect papers.



K-32

fox in trouble

K-33



Name _____

Partner's Name _____

Kindergarten

ELA

Listening Tasks

Tomie dePaola's

Favorite

Nursery

Tales

FOX

AND

THE GRAPES

Kindergarten
The Fox and the Grapes

A. Explain what these two quotations from the fable "The Fox and the Grapes" mean.

<u>Quotation</u>	<u>Meaning</u>
"Oh " said the fox, "I'll bet those grapes are good and sweet."	
"I'll bet those grapes are sour anyway!"	

Discuss the question: If you were the fox and you couldn't reach the grapes, what would you do?

Art Project: cut out fox, glue to paper. Draw what you would do?

**TORTOISE
AND
THE HARE**

Kindergarten
The Tortoise and the Hare

A. Explain what these two quotations from the fable "The Tortoise and the Hare" mean.

<u>Quotation</u>	<u>Meaning</u>
"And that will be the easiest race I've ever won," thought the hare.	
"I am so far ahead that I think I'll just lie down under this tree and take a nap. "I'll be able to catch up to the tortoise with no trouble at all."	

Activities: CD Rom Living Books : The Tortoise and the Hare. Use the program

Kid Pix to illustrate the story.

THE SHEPHERD

WHO

CRIED WOLF

Kindergarten
“The Shepherd Who Cried Wolf”

Explain what these two quotations from the fable “The Shepherd Who Cried Wolf” mean.

<u>Quotation</u>	<u>Meaning</u>
“The villagers all went back to their houses and their work, not too pleased that the shepherd boy had fooled them.”	
“The shepherd boy thought this was a great joke.”	

Activities: Class discussion:

1. Why didn't the villagers come when the wolf was really there?
2. If you were the shepherd boy, what would you do?

Art project: Color the shepherd boy. Add cotton ball sheep. Record individual responses to discussion questions on art project.

VERSION 1:

DOG

AND

THE SHADOW

Kindergarten
“Dog and His Shadow”

A. Explain what these two quotations from the fable mean.

<u>Quotation</u>	<u>Meaning</u>
Why do you think the dog wanted the bigger bone? How is the water like a mirror?	

Why did the bone in the river look bigger?	
--	--

Explain why the dog lost his bone. _____

B. Activity

The children will be listening and speaking using the mirrors to experiment and observe to reinforce the idea of reflection. The teacher will have the children look at themselves in the mirror to and describe what they see using descriptive words and details. Using a small dog biscuit, the teacher will ask the students what they think will happen when the object is moved closer

and further away. Open –ended questions will enable the children to think critically about the story and it’s introductory concepts. This will reinforce kindergarten appropriate concepts by having the children as a whole group discuss concepts such as smaller, bigger, same, different, closer and farther away. The children will work in pairs freely exploring with the mirrors and dog biscuits to discuss the reflection of the dog biscuit and what happens to the size as the mirror is moved to and from the object.

VERSION 2:

DOG

AND

THE SHADOW

KINDERGARTEN
“Dog and His Shadow”

A. Explain what these two quotations from the fable mean.

<u>Quotation</u>	<u>Meaning</u>
Why do you think the dog wanted the bigger bone? How is the water like a mirror?	
Why did the bone in the river look bigger?	

Explain why the dog lost his bone. _____

B. Activity

The children will be listening and speaking using the mirrors to experiment and observe to reinforce the idea of reflection. The teacher will have the children look at themselves in the mirror to and describe what they see using descriptive words and details. Using a small dog biscuit, the teacher will ask the students what they think will happen when the object is moved closer

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English Language Arts

PART I.B

Selecting Instructional Materials	2
Literature.....	6
New York State Teachers	7
American Library Association	19
New Standards Project.....	24

NOTE: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: English Language Arts Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).



<http://www.nysed.gov>

Suggested Resources for Selecting Instructional Materials

- AAAS Science Books and Films
American Association for the Advancement of Science
- Adventuring with Books: A Booklist for PreK-Grade 6
National Council of Teachers of English
- Books for You: An Annotated Booklist for Senior High Students
National Council of Teachers of English
- Horn Book Guide to Children's and Young Adult Books
Horn Books
- Multi Media Schools: Technological Resources K-12
Online, Inc.
- Beyond Picture Books: A Guide to First Readers
Bowker Publishing Company
- Book Links
American Library Association
- Children's Books: 100 Titles for Reading and Sharing
New York Public Library
- Books for the Teenage
New York Public Library
- Notable Children's Trade Books in the Field of Social Studies
National Council for the Social Studies
- Outstanding Science Trade Books
Children's Book Council
- Teachers' Choices
International Reading Association
- Outstanding Books for the College Bound
National Council of Teachers of English
- Your Reading: An Annotated Booklist for Middle School and Junior High School
National Council of Teachers of English
- Technology and Learning
CD ROM Product Software
- Best Videos for Children and Young Adults: a Core Collection for Libraries
ABC-CLIO
- Magazines for Young People: a Children's Magazine Guide Companion Volume. 2nd Ed.
Katz, Bill and Linda Sternberg
- Multicultural Literature for Children and Young Adults
University of Wisconsin
- Portraying Persons with Disabilities: an Annotated Bibliography of Fiction for Children and Teenagers
Bowker Publishing Company

Journals that Review Instructional Materials

- Arithmetic Teacher
- Childhood Education
- Children's Software Review
- Educational Leadership
- Instructor
- Language Arts
- Media and Methods
- Parents' Choice
- Phi Delta Kappa
- Primary Voices
- Reading Teacher
- Science and Children
- Social Studies and the Young Learner
- Teaching Exceptional Children
- Teaching K-8
- Young Children

Selected Titles:

New York State Teachers

Kindergarten –
Grade 2

Fiction and Non-Fiction

<i>Title</i>	<i>Author</i>
<i>Fossils Tell of Long Ago</i>	Aliki
<i>The Ugly Duckling</i>	Andersen, Hans Christian
<i>Tree of Life</i>	Bash, Barbara
<i>The Mitten: A Ukrainian Folktale</i>	Brett, Jan
<i>An Arthur Adventure</i>	Brown, Marc
<i>Goodnight Moon</i>	Brown, Margaret Wise
<i>How Many Days to America?</i>	Bunting, Eve
<i>Cross Country Cat</i>	Calhoun, Mary
<i>The Very Hungry Caterpillar</i>	Carle, Eric
<i>Ten Little Monkeys</i>	Christelow, Eileen
<i>Muggie Maggie</i>	Cleary, Beverly
<i>The Josefina Story Quilt</i>	Coerr, Eleanor
<i>Miss Rumphius</i>	Cooney, Barbara
<i>Now One Foot, Now the Other</i>	de Paola, Tomie
<i>Shaka: King of the Zulus</i>	Diane, Stanley & Venna, Peter
<i>Q is for Duck</i>	Elting, Mary
<i>Ask Mr. Bear</i>	Flack, Marjorie
<i>Corduroy</i>	Freeman, Don
<i>The Gingerbread Man</i>	Galdone, Jean
<i>Honey I Love</i>	Greenfield, Eloise
<i>Grandpa's Face</i>	Greenfield, Eloise
<i>Dinotopia</i>	Gurney, James
<i>Ox-Cart Man</i>	Hall, Donald
<i>Arthur's Honey Bee</i>	Hoban, Lillian
<i>Amazing Grace</i>	Hoffman, Mary
<i>The Doorbell Rang</i>	Hutchins, Pat
<i>Bentley and Egg</i>	Joyce, William
<i>Snowy Day</i>	Keats, Ezra Jack
<i>Frederick</i>	Lionni, Leo
<i>Sarah Plain and Tall</i>	MacLachlan, Patricia
<i>The Discovery of America</i>	Maestro, Betsy
<i>Seven Chinese Brothers</i>	Mahy, Margaret
<i>Knots on a Counting Rope</i>	Martin Jr., Bill
<i>Blueberries for Sal</i>	McCloskey, Robert
<i>Stone Soup</i>	McGovern, Ann
<i>Winnie the Pooh</i>	Milne, A. A.

Poetry

<i>Each Peach, Pear Plum</i>	Ahlberg, Janet and Allan
<i>The Eensy Weensy Spider: Fingerplays and Action Rhymes</i>	Calmenson, Stephanie & Cole, Joanna
<i>A Treasury of Best Loved Rhymes</i>	Mother Goose
<i>Chicken Soup with Rice</i>	Sendak, Maurice
<i>Where the Sidewalk Ends</i>	Silverstein, Shel
<i>Child's Garden of Verses</i>	Stevenson, Robert Lewis
<i>The Ballad of the Pirate Queens</i>	Yolen, Jane
<i>Owl Moon</i>	Yolen, Jane

Publications

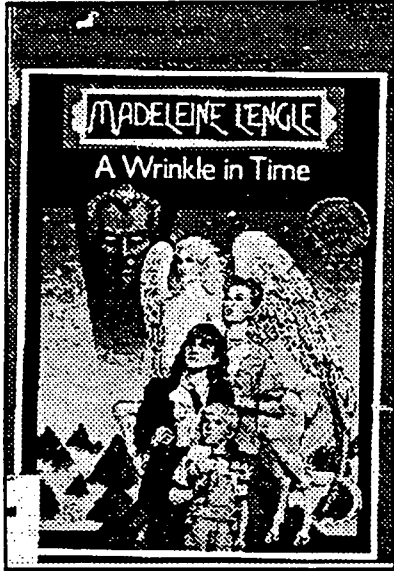
Highlights
News Pilot
Ranger Rick
World Magazine

Fiction and Non-Fiction

Title	Author
<i>Cam Janson</i>	Adler, David
<i>True Confessions of Charlotte Doyle</i>	Avi
<i>Tuck Everlasting</i>	Babbitt, Natalie
<i>Wizard of Oz</i>	Baum, L. Frank
<i>Tales of a 4th Grade Nothing</i>	Blume, Judy
<i>Freckle Juice</i>	Blume, Judy
<i>The Secret Garden</i>	Burnett, Frances Hodgson
<i>The Pinballs</i>	Byars, Betsy
<i>Stories Julian Tells</i>	Cameron, Ann
<i>The Family Under the Bridge</i>	Carlson, Natalie Savage
<i>Ramona Forever</i>	Cleary, Beverly
<i>Sadako and the Thousand Paper Cranes</i>	Coerr, Eleanor
<i>Magic School Bus Series</i>	Cole, Joanna
<i>Weasel</i>	DeFelice, Cynthia
<i>The Matchlock Gun</i>	Edmonds, Walter
<i>Hundred Dresses</i>	Estes, Eleanor
<i>Walking to the Road of Freedom</i>	Ferris, Eleanor
<i>Harriet the Spy</i>	Fitzhugh, Louise
<i>The Whipping Boy</i>	Fleischman, Sid
<i>Lincoln, A Photobiography</i>	Freedman, Russell
<i>Stone Fox</i>	Gardiner, John Reynolds
<i>Polk Street</i>	Giff, Patricia Reilly
<i>Misty of Chincoteague</i>	Henry, Marguerite
<i>Pagoo</i>	Holling, Hollis
<i>Class Clown</i>	Hurwitz, Johanna

<i>Rough Faced Girl</i>	Martin, Rafe
<i>The Talking Eggs</i>	San Souci, Robert D.
<i>Mufaro’s Beautiful Daughters</i>	Step toe, John
<i>Lon PoPo: A Red Riding Hood Story from China</i>	Young, Ed

Fantasy and Science Fiction



<i>Poppy</i>	Avi
<i>Cloudy with a Chance of Meatballs</i>	Barrett, Jan
<i>Alice in Wonderland</i>	Carroll, Lewis
<i>The White Mountains</i>	Christopher, John
<i>Monster’s Ring</i>	Coville, Bruce
<i>James and the Giant Peach</i>	Dahl, Roald
<i>This Place Has No Atmosphere</i>	Danziger, Paula
<i>The Ear, the Eye & the Arm</i>	Farmer, Nancy
<i>Wait Till Helen Comes</i>	Hahn, Mary
<i>A Wrinkle in Time</i>	L’Engle, Madeline
<i>The Fledging</i>	Langton, Jean
<i>Cat Wings</i>	Le Guin, Ursula
<i>The Lion, the Witch and the Wardrobe</i>	Lewis, C.S.
<i>The Giver</i>	Lowry, Lois
<i>Mrs. Frisby and the Rats of NIMH</i>	O’Brien, Robert C.
<i>Gooseberry Park</i>	Rylant, Cynthia
<i>Journey to the Center of the Earth</i>	Verne, Jules
<i>20000 Leagues Under the Sea</i>	Verne, Jules
<i>Time Machine</i>	Wells, H.G.

Poetry

<i>From Sea to Shining Sea</i>	Cohn, Amy T.
<i>Sing a Song of Popcorn</i>	de Regnier, Beatrice Schenk
<i>Joyful Noise—Poems for Two Voices</i>	Fleischman, Paul
<i>In a River Valley</i>	Frank, Josette
<i>Nathaniel’s Talking</i>	Greenfield, Eloise
<i>An American History Through Poetry</i>	Hopkins, Lee Bennett
<i>Bringing Me News</i>	O’Neill, Mary
<i>The New Kid on the Block</i>	Prelutsky, Jack
<i>Pierre</i>	Sendak, Maurice
<i>Where the Sidewalk Ends</i>	Silverstein, Shel
<i>Bird Watch</i>	Yolen, Jane

Publications

- Cobblestone*
- Cricket*
- Highlights*
- Kids Discover*
- Odyssey*
- Sports Illustrated for Kids*
- World Magazine*

<i>Owls in the Family</i>	Mowat, Farley
<i>Scopes Trial</i>	Murphy, Jim
<i>Fallen Angels</i>	Myers, Walter Dean
<i>Shiloh</i>	Naylor, Phyllis Reynolds
<i>Island of the Blue Dolphins</i>	O'Dell, Scott
<i>Animal Farm</i>	Orwell, George
<i>Lyddie</i>	Paterson, Katherine
<i>Hatchet</i>	Paulsen, Gary
<i>The Foxman</i>	Paulsen, Gary
<i>The Giver</i>	Paulsen, Gary
<i>Hatchet</i>	Paulsen, Gary
<i>Woodson</i>	Paulsen, Gary
<i>Westing Game</i>	Raskin, Ellen
<i>Where the Red Fern Grows</i>	Rawls, Wilson
<i>The Upstairs Room</i>	Reiss, Johanna
<i>Upstairs Room Journey Home</i>	Reiss, Johanna
<i>Killer Angels</i>	Shaara, Michael
<i>Call It Courage</i>	Sperry, Armstrong
<i>Maniac Magee</i>	Spinelli, Jerry
<i>The Pearl</i>	Steinbeck, John
<i>Roll of Thunder, Hear My Cry</i>	Taylor, Mildred
<i>The Cay</i>	Taylor, Theodore
<i>The Adventures of Tom Sawyer</i>	Twain, Mark
<i>The Adventures of Huckleberry Finn</i>	Twain, Mark
<i>The Homecoming</i>	Voight, Cynthia
<i>So Far from the Bamboo Grove</i>	Watkins, Yoko Kawashima
<i>Myths and Legends</i>	White, Terry Ann
<i>Night</i>	Wiesel, Eli
<i>Dragonwings</i>	Yep, Laurence
<i>The Pigman</i>	Zindel, Paul

Folklore

<i>The Crest and the Hide and Other African Stories</i>	Cowlander, Harold
<i>The People Could Fly</i>	Hamilton, Virginia
<i>Three Strong Women</i>	Stamm, Claus
<i>Favorite Folktales from Around the World</i>	Yolen, Jane

Fantasy and Science Fiction

<i>Book of Three</i>	Alexander, Lloyd
<i>I, Robot</i>	Asimov, Isaac
<i>The Foundation Series</i>	Asimov, Isaac
<i>Fahrenheit 451</i>	Bradbury, Ray
<i>Martian Chronicles</i>	Bradbury, Ray
<i>Moss Flower</i>	Brian, Jacques
<i>Monsters Ring</i>	Covelle, Bruce
<i>George's Marvelous Medicine</i>	Dahl, Roald
<i>The Eye, Ear and Arm</i>	Farmer, Nancy
<i>Mythical Monsters</i>	Gould, Charles
<i>Phantom Tollbooth</i>	Juster, Norton

Fiction and Non-Fiction

<i>Title</i>	<i>Author</i>
<i>Things Fall Apart</i>	Achebe, Chinua
<i>I Know Why the Caged Bird Sings</i>	Angelou, Maya
<i>Days of Grace</i>	Ashe, Arthur
<i>Pride and Prejudice</i>	Austen, Jane
<i>Growing Up</i>	Baker, Russell
<i>Forbidden City</i>	Bell, William
<i>Wuthering Heights</i>	Bronte, Charlotte
<i>My Antonia</i>	Cather, Willa
<i>Shogun</i>	Clavell, James
<i>Heart of Darkness</i>	Conrad, Joseph
<i>Prince of Tides</i>	Conroy, Pat
<i>After the First Death</i>	Cormier, Robert
<i>Maggie: Girl of the Streets</i>	Crane, Stephen
<i>The Red Badge of Courage</i>	Crane, Stephen
<i>Tale of Two Cities</i>	Dickens, Charles
<i>Crime and Punishment</i>	Dostoyevsky, Fyodor
<i>The Life and Times of Frederick Douglass</i>	Douglass, Frederick
<i>Silas Marner</i>	Elliott, George
<i>The Invisible Man</i>	Ellison, Ralph
<i>The Portable Emerson</i>	Emerson, Ralph Waldo
<i>As I Lay Dying</i>	Faulkner, William
<i>The Great Gatsby</i>	Fitzgerald, F. Scott
<i>Lord of the Flies</i>	Golding, William
<i>Waiting for the Rain</i>	Gordon, Sheila
<i>Black Like Me</i>	Griffin, John Howard
<i>Roots</i>	Haley, Alex
<i>A Raisin in the Sun</i>	Hansberry, Lorraine
<i>Tess of the D'Urbervilles</i>	Hardy, Thomas
<i>The Scarlet Letter</i>	Hawthorne, Nathaniel
<i>Pentimento</i>	Hellman, Lillian
<i>A Farewell to Arms</i>	Hemingway, Ernest
<i>The Snows of Kilimanjaro</i>	Hemingway, Ernest
<i>Lés Miserables</i>	Hugo, Victor
<i>Dust Tracks on a Road</i>	Hurston, Zora Neale
<i>Their Eyes Were Watching God</i>	Hurston, Zora Neale
<i>A Time to Speak</i>	Jackson, Jesse
<i>The Lottery</i>	Jackson, Shirley
<i>A Portrait of the Artist As a Young Man</i>	Joyce, James
<i>Profiles in Courage</i>	Kennedy, John F.
<i>Ironweed</i>	Kennedy, William
<i>Stride Toward Freedom</i>	King, Martin Luther
<i>A Separate Peace</i>	Knowles, John
<i>Dark Child</i>	Laye, Camara
<i>To Kill A Mockingbird</i>	Lee, Harper
<i>Call of the Wild</i>	London, Jack
<i>Ninety-Five Theses</i>	Luther, Martin
<i>The Prince</i>	Machiavelli, Niccolo
<i>A Death in Venice</i>	Mann, Thomas

<i>Stranger in a Strange Land</i>	Heinlein, Robert A.
<i>Brave New World</i>	Huxley, Aldous
1984.....	Orwell, George
<i>A Connecticut Yankee in King Arthur's Court</i>	Twain, Mark
<i>Sirens of the Titan</i>	Vonnegut, Kurt
<i>The Time Machine</i>	Wells, H.G.

Poetry

<i>And Still I Rise</i>	Angelou, Maya
<i>Collected Poems</i>	Auden, W. Hugh
<i>Cry</i>	Baca, Jimmy Santiago
<i>Tiger, Tiger</i>	Blake, William
<i>Thanatopsis</i>	Bryant, William C.
<i>The Canterbury Tales</i>	Chaucer, Geoffrey
<i>The Complete Poems of Emily Dickinson</i>	Dickinson, Emily
<i>Collected Poems</i>	Eliot, Thomas S.
<i>Endless Life</i>	Ferlinghetti, Lawrence
<i>The Poetry of Robert Frost</i>	Frost, Robert
<i>My House</i>	Giovanni, Nikki
<i>Selected Poems of Langston Hughes</i>	Hughes, Langston
<i>The Iliad</i>	Homer
<i>The Odyssey</i>	Homer
<i>Poetical Works</i>	Keats, John
<i>Spoon River Anthology</i>	Masters, Edgar Lee
<i>Poems of Pablo Neruda (bilingual)</i>	Neruda, Pablo
<i>The Collected Poems</i>	Plath, Sylvia
<i>The Raven</i>	Poe, Edgar Allen
<i>Richard Cory</i>	Robinson, Edwin A.
<i>Sonnets</i>	Shakespeare, William
<i>The Poetical Works</i>	Shelley, Percy Bysshe
<i>Leaves of Grass</i>	Whitman, Walt

Drama

<i>Becket</i>	Anouilh, Jean
<i>Antigone</i>	Anouilh, Jean
<i>Waiting for Godot</i>	Beckett, Samuel
<i>The Stranger</i>	Camus, Albert
<i>Medea</i>	Euripides
<i>Julia</i>	Hellman, Lillian
<i>A Doll's House</i>	Ibsen, Henry
<i>Inherit the Wind</i>	Lawrence, Jerome
<i>Death of a Salesman</i>	Miller, Arthur
<i>The Crucible</i>	Miller, Arthur
<i>Long Day's Journey Into Night</i>	O'Neill, Eugene
<i>Twelve Angry Men</i>	Rose, Reginald
<i>Cyrano de Bergerac</i>	Rostand, Edmond
<i>As You Like It</i>	Shakespeare, William
<i>Hamlet</i>	Shakespeare, William
<i>Macbeth</i>	Shakespeare, William

Suggested Reading from the American Library Association

Notable Children's Books, 1995

A committee of the Association for Library Service to Children (ALSC), a division of the American Library Association (ALA), compiled this list of Notable Children's Books for 1995.

Young Readers

- Byars, Betsy. *The Golly Sisters Ride Again*. illus. by Sue Truesdell. HarperCollins.
Energetic, expressive cartoon-style illustrations humorously convey the joys, fears, and squabbles of two wacky sisters as they sing and dance their way through the Old West in this easy reader.
- Fleming, Denise. *Barnyard Banter*. Henry Holt.
The barnyard is alive with activity, but where is goose? An exuberant rhyming text and vibrant illustrations add to the delight of this hide-and-seek game.
- Fox, Mem. *Tough Boris*. Illus. by Kathryn Brown. Harcourt Brace.
No pirate is tougher than Boris; "but when his parrot died, he cried and cried."
- Mahy, Margaret. *The Rattlebang Picnic*. Illus. by Steven Kellogg. Dial.
Granny McTavish's homemade pizza is always too tough to eat, but it saves the day when a family outing turns into a race to escape an erupting volcano.
- Nolen, Jerdine. *Harvey Potter's Balloon Farm*. Illus. by Mark Buehner. Lothrop Lee & Shepard.
A child finds Harvey growing balloons in the middle of the night in this magical fantasy. Bold and bright illustrations seem to glow with a life of their own.
- Priceman, Marjorie. *How to make an apple pie and see the world*. Illus. Knopf.
Baking an apple pie is easy unless the grocery store is closed. In that case you only need to travel around the world to collect the ingredients. A lighthearted proof that food doesn't grow on shelves.
- Rathmann, Peggy. *Good Night, Gorilla*. Illus. Putnam's.
Mr. Zookeeper tucks all the animals in, but the reader will find he is much more sleepy than they are! A hilarious bedtime read aloud.
- Reiser, Lynn. *The Surprise Family*. Illus. Greenwillow.
Chicks and ducks wander among and beyond the vibrant illustrations in this sensitive telling of a baby chick's acceptance of a loving surrogate mother.
- Schertle, Alice. *How Now, Brown Cow?* Illus. by Amanda Schaffer. Browndeer/Harcourt.
Here is a super mix of irreverent, tender, humorous explanatory and matter of fact poems about beautiful bovines. Strong, bold, full-page illustrations with a broad stroke reflect the fanciful text.
- Scott, Ann. *Herbert Hi!*. Illus. by Glo Coalson. Philomel/Putnam.
Glowing watercolors capture the toddler's perspective as Margarita persistently attempts to greet every one standing in line at the post office.
- Silverman, Erica. *Don't Fidget a Feather!* Illus. by S.D.Schindler. Macmillan.
Duck and gander are determined combatants in a "freeze" contest that almost has fatal results in this humorous tale.
- Stoeke, Janet Morgan. *A Hat for Minerva Louise*. Illus. Dutton.
Minerva Louise, an enterprising chicken, searches for a hat to keep herself warm, but instead finds a pair of mittens fitting both tail and head.

geographer/librarian Eratosthenes, who accurately calculated the circumference of the Earth 2,000 years ago.

- Lester, Julius. *John Henry*. Illus. by Jerry Pinkney. Dial.
The strength, dignity and courage of this African-American hero have never been expressed with greater power. An outstanding match of art and text. 1995 Caldecott Honor Book.
- Lester, Julius. *The Last Tales of Uncle Remus*. Illus. by Jerry Pinkney. Dial.
The escapades and antics of Brer Rabbit, Brer Bear, Brer Possum and their friends are revisited in the storytelling language of Uncle Remus. The special voice of Lester is blended with the soft watercolor and line illustrations of Pinkney.
- Maguire, Gregory. *Seven Spiders Spinning*. Clarion.
High heroic humor pervades in this farcical tale of seven gruesome snow spiders closing in on a small Vermont town.
- Markle, Sandra. *Outside and Inside Birds*. Photos. Bradbury.
Fascinating details of bird anatomy, from internal organs to feathers and flight, are shared in this inviting photo essay.
- Mayne, William. *Hob and the Goblins*. Illus. by Norman Messenger. Dorling-Kindersley.
A house sprite adopts a new family and struggles to save them from the impending threat of goblins in a humorous blend of fantasy and reality.
- McDermott, Gerald. *Coyote: A Trickster Tale from the American Southwest*. Illus. Harcourt Brace.
Exquisitely detailed graphic designs and vibrant colors reflect the settings and rich telling of the misfortune that befalls Coyote when vanity intrudes.
- Polacco, Patricia. *My Rotten Redheaded Older Brother*. Illus. Simon & Schuster.
A wish on a falling star helps a young girl catch her brother's attention—and a glimpse of his not-so-rotten other side.
- Polacco, Patricia. *Pink and Say*. Illus. Philomel.
A former slave saves the life of a young white soldier and pays for it with his life in this poignant civil war episode of friendship and caring.
- Stanley, Diane and Peter Vennema. *Cleopatra*. Illus. by Diane Stanley. Morrow.
Mosaic designed paintings beautifully illustrate this well-researched biography of Cleopatra.

Best Books for Young Adults, 1995

- Alvarez, Julia. *In the Time of the Butterflies: A Novel*. Algonquin, Fiction.
- Bachrach, Susan, D. *Tell Them We Remember: The Story of the Holocaust*. Little Brown, Nonfiction.
- Bauer, Marion Dane (editor). *Am I Blue?: Coming Out From the Silence*. HarperCollins, Fiction.
- Beake, Lesley. *Song of Be*. Henry Holt/Edge, Fiction.
- Bennett, James. *Dakota Dream*. Scholastic, Fiction.
- Bode, Janet and Mack, Stan. *Heartbreak and Roses Real-Life Stories of Troubled Love*. Delacorte, Nonfiction.
- Bonner, Cindy. *Looking After Lily: a Novel*. Algonquin, Fiction
- Bosse, Malcolm. *The Examination*. Farrar Straus Giroux, Fiction.
- Brooks, Martha. *Traveling on into the Light: And Other Stories*. Orchard/Melanie Kroupa, Fiction.

- Reuter, Bjarne. *The Boys From St. Petri*. Dutton, Fiction.
- Reynolds, Marilyn. *Too Soon for Jeff*. Morning Glory, Fiction.
- Rivers, Glenn and Brooks, Bruce. *Those Who Love the Game: Glenn "Doc" Rivers on Life in the NBA and Elsewhere*. Henry Holt, Nonfiction.
- Rodowsky, Colby. *Hannah In Between*. Farrar Straus Giroux, Fiction.
- Ross, Stewart. *Shakespeare & MacBeth: The Story Behind the Play*. Viking, Nonfiction.
- Roybal, Laura. *Billy*. Houghton Mifflin, Fiction.
- Rylant, Cynthia & Evans, Walker. *Something Permanent*. Harcourt Brace, Nonfiction.
- Salisbury, Graham. *Under the Blood-Red Sun*. Delacorte, Fiction.
- Schulman, Audrey. *The Cage*. Algonquin, Fiction.
- Shoup, Barbara. *Wish You Were Here*. Hyperion, Fiction.
- Sinclair, April. *Coffee Will Make You Black*. Hyperion, Fiction.
- Springer, Nancy. *Toughing It*. Harcourt Brace, Fiction.
- Stolz, Mary. *Cezanne Pinto*. Knopf/Borzoi, Fiction.
- Sutton, Roger. *Hearing Us Out: Voices from the Gay & Lesbian Community*. Little Brown, Nonfiction.
- Sweeney, Joyce. *Shadow: a Novel*. Delacorte, Fiction.
- Temple, Frances. *The Ramsay Scallop*. Orchard/Richard Jackson, Fiction.
- Voigt, Cynthia. *When She Hollers*. Scholastic, Fiction.
- Watkins, Yoko Kawashima. *My Brother, My Sister, and I*. Bradbury, Fiction.
- Wilson, Robert Charles. *Mysterium*. Bantam/Spectra, Fiction.
- Wolf, Sylvia. *Focus: Five Women Photographers*. Albert Whitman, Nonfiction.
- Woodson, Jacqueline. *I Hadn't Meant to Tell You This*. Delacorte, Fiction.

Elementary**Folklore**

Griego y Maecstas, *Cuentos: Tales From the Hispanic Southwest*
 French, *Snow White in New York*
 Huck and Lobel, *Princess Furball*
 Louie and Young, *Yeh-.Shen: A Cinderella Story From China*
 Luenn, *The Dragon Kite*
 Goble, *Buffalo Woman*
 Steptoe, *Mufaro's Beautiful Daughters*
 Steptoe, *The Story of Jumping Mouse*
 Kipling, *The Elephant's Child*
 Lee, *Legend of the Milky Way*

Modern Fantasy and Science Fiction

Andersen, *The Ugly Duckling*
 Bond, *A Bear Called Paddington*
 Dahl, *James and the Giant Peach*
 Grahame, *The Wind in the Willows*
 Lewis, *The Lion, the Witch and the Wardrobe*
 Norton, *The Borrowers*
 Van Allsburg, *Jumanji*
 White, *Charlotte's Web*

Children's Magazines

Weekly Reader
Creative Classroom
Social Studies for the Young Learner
World (National Geographic)
News (Scholastic)
Action (Scholastic)

Other

Newspapers, manuals appropriate for elementary school children,
 e.g., video game instructions, computer manuals.

Drama

Blinn, *Brian's Song*
Davis, *Escape to Freedom*
Gibson, *The Miracle Worker*
Lawrence and Lee, *Inherit the Wind*
Osborn, *On Borrowed Time*
Shakespeare, *A Midsummer Night's Dream*
Stone, *Metamora, or, the Last of the Wampanoags*

Folklore/Mythology

Blair, *Tall Tale America*
Bruchac, *The First Strawberries: A Cherokee Story*
Bryan, *Beat the Story-Drum, Pum-Pum*
D'Aulaire, *Norse Gods and Giants*
Gallico, *The Snow Goose*
Lee, *Toad Is the Uncle of Heaven: A Vietnamese Folk Tale*
Pyle, *Merry Adventures of Robin Hood*

Modern Fantasy and Science Fiction

Bradbury, *Dandelion Wine*
Babbitt, *Tuck Everlasting*
Cooper, *The Grey King*
Hamilton, *The Magical Adventures of Pretty Pearl*
L'Engle, *A Wrinkle in Time*
Tolkien, *The Hobbit*
Yep, *Dragon of the Lost Sea*

Magazines/Periodicals

Scope (Scholastic)
World (National Geographic)
Junior Scholastic (Scholastic)
Science World (Scholastic)
Cobblestone (American history)
Calliope (world history)
Faces (anthropology)
Odyssey (science)

Other

Computer manuals, instructions, contracts. See also the reading lists included in award books corresponding to reading provided by the Girl Scouts of America and the Boy Scouts of America.

Drama

Christie, *And Then There Were None*
Hansberry, *A Raisin in the Sun*
McCullers, *The Member of the Wedding*
Pomerance, *The Elephant Man*
Rose, *Twelve Angry Men*
Rostand, *Cyrano de Bergerac*
Shakespeare, *Romeo and Juliet; Julius Caesar*
Van Druten, *I Remember Mama*
Wilder, *The Skin of Our Teeth*
Wilson, *The Piano Lesson*

Folklore/Mythology

Evslin, *Adventures of Ulysses*
Pinsent, *Greek Mythology*
Stewart, *The Crystal Cave*
Burland, *North American Indian Mythology*
White, *The Once and Future King*

Modern Fantasy and Science Fiction

Adams, *Watership Down*
Asimov, *Foundation*
Bradbury, *The Martian Chronicles*
Clarke, *2001: A Space Odyssey*
Clarke, *Childhood's End*
Frank, *Alas, Babylon*
Herbert, *Dune*
Lewis, *Out of the Silent Planet*
McCaffrey, *Dragonflight*
Twain, *A Connecticut Yankee in King Arthur's Court*
Verne, *20,000 Leagues Under the Sea*

Magazines and Newspapers

Omni
Sports Illustrated
Literary Cavalcade (Scholastic)
National Geographic
Smithsonian
Newsweek

Other

Computer manuals, instructions, contracts, technical materials.



English Language Arts Resource Guide

CORE CURRICULUM

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ACKNOWLEDGMENTS

The State Education Department acknowledges the assistance of teachers and school administrators from across New York State as well as resources from other states and countries in the development of the English Language Arts Core Curriculum.

INTRODUCTION

The English Language Arts Core Curriculum is an outline which provides an additional level of specificity to the learning standards for English Language Arts. It respects the tradition of local choice in New York State that empowers educators to select texts, identify products, and use a rich array of instructional strategies and activities to meet student learning needs. The Core Curriculum is designed to provide assistance while allowing for creativity in the development of local instructional materials.

PHILOSOPHY:

State Education Department staff and educators from across the State who helped in the development, review and revision of early drafts created the document based on shared beliefs. These beliefs include that the English Language Arts Core Curriculum:

- integrates with other State Education Department curriculum materials, such as *The Preliminary Draft Framework*, *The Learning Standards*, and *The Resource Guide for English Language Arts*; *The Elementary Literacy Profile*; and new assessments at Grades 4, 8, and 11
- recognizes that English Language Arts learners must be exposed to regular and varied opportunities to read (25 books or their equivalent per year), write (1000 words or more per month), listen (daily), and speak (daily)
- recognizes that teachers in all content areas share responsibility for the development of reading, writing, listening and speaking competencies
- suggests the recursive nature of language arts development across the continuum from Pre-Kindergarten to Grade 12
- affirms that all students are able to achieve competency in the presence of skilled instruction, adequate time for learning, varied and/or specialized resources, and additional support
- recognizes that equity and access to technology and other resources must be assured at state, regional, and local levels
- reflects an understanding of the developmental needs of students as they work to achieve competency in language arts
- focuses on students as active learners, responsible for and knowledgeable about their own learning.

FORMAT:

The English Language Arts Core Curriculum is organized by the following grade level clusters:

Grades PreK-1, Grades 2-4, Grades 5-6, Grades 7-8, and Grades 9-12.

Each cluster is divided into the four English Language Arts standards and each standard is further divided by the purposes for language use: reading, writing, listening, and speaking. The competencies that students should achieve are divided into two groups—those that are specific to the standard and those that cross all standards. The latter are repeated for each standard not because they are more important, but because they cross the standards and are relevant to all of them. Because the study of English Language Arts is integrated, separation into categories is, at times, artificial. However, if the core curriculum is to be helpful to all members of the school community, it is important that each standard and each purpose be emphasized separately.

Students will read, write, listen, and speak for information and understanding.

READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

WHAT STUDENTS READ, Grades PreK-1, for Information and Understanding

- Read from informational texts, such as:
 - picture books, dictionaries, and encyclopedias
 - classroom displays, charts, posters, and picture maps
 - signs and labels in the classroom or school
 - experience charts
 - how-to books
 - alphabet books
 - electronic books.

WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that PreK-1 students are developing as they learn to read include to:

- Locate and use classroom and library media center resources, with assistance, to acquire information
- Read informational texts with repetitive language and simple illustrations to begin to collect data, facts, and ideas
- Interpret information represented in pictures, illustrations, and simple charts and webs
- Recognize and interpret familiar signs and symbols from the environment; for example, labels on classroom furniture, equipment, and STOP signs
- Distinguish between texts with stories and texts with information
- Draw on prior experience to understand new data, facts, and ideas
- Use a picture dictionary as resource for vocabulary
- Select books, with teacher assistance, to meet informational needs.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students are developing as they learn to read include to:

- Distinguish between print and pictures
- Recognize the difference between letters and words
- Follow left to right and top to bottom direction when reading
- Locate parts of a book
- Recognize and identify letters of the alphabet
- Alphabetize high frequency words according to the first letter
- Distinguish the difference between vowels and consonants
- Use beginning and ending consonants as well as vowel sounds to identify words
- Recognize the different sounds that make up a word
- Point to words in a text or on a chart when read aloud, matching spoken word to print
- Recognize the singular and plural of frequently used words
- Recognize own name and the names of friends and family in print
- Recognize letter/sound correspondence (phonetic awareness)
- Recognize that words consist of a combination of sounds (phonemic awareness)
- Identify rhyming words
- Monitor own reading by applying strategies such as sounding out of letters, using context, grammar, picture clues, and rereading to determine meaning
- Read aloud with expression and fluency
- Use computer software to support early reading development.

Standard 1

Students will read, write, listen, and speak for information and understanding.

G Grades:
PreK-1

WRITING

Students will write on a daily basis across all content areas and standards.

WHAT STUDENTS WRITE, Grades PreK-1, for Information and Understanding

- Write the following in order to begin to transmit information:
 - pictures and drawings
 - letters of the alphabet
 - numbers
 - words, phrases, and factual sentences that explain or describe a picture, fact, or concept
 - lists and labels
 - names of persons, places, and things.

WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that PreK-1 students *are developing* as they learn to write include to:

- Copy words, phrases, and sentences from books, magazines, signs, charts, and own dictation
- Write own name on pictures, drawings, paintings, and written products
- Write data, facts, and ideas gathered from personal experiences
- Use graphics (for example, posters) to communicate information from personal experience
- Maintain, with teacher assistance, a portfolio of informational writings and drawings.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students *are developing* as they learn to write include to:

- Create a drawing, picture, sign, or other graphic to represent a word or concept
- Follow left to right and top to bottom direction when writing
- Use spacing between letters and words when writing on a line
- Write recognizable upper- and lowercase letters in manuscript
- Capitalize proper names and the letter "I"
- Write letters of own first and last name
- Spell high frequency words correctly
- Use the singular and plural of high frequency words
- Put words together in sentence format
- Use beginning of sentence capitalization and end punctuation
- Use classroom resources (word walls, picture dictionaries, teachers, peers) to support the writing process
- Give and seek constructive feedback in order to improve writing
- Use computer software to support development of early writing skills.

Grades: PreK-1

Standard 1

Students will read, write, listen, and speak for information and understanding.

LISTENING

Students will listen on a daily basis.

WHAT STUDENTS LISTEN TO, Grades PreK-1, for Information and Understanding

- Listen for data, facts, and ideas in, for example:
 - circle time, group discussions
 - group project reports
 - media presentations
 - role play.

WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that PreK-1 students *are developing* as they learn to listen include to:

- Listen in order to:
 - acquire information from nonfiction text
 - identify words and sentences on a chart
 - follow directions involving a few steps
 - identify and respond to environmental sounds that provide information, such as a school bell or a fire alarm
 - identify similarities and differences in information about people, places, and events.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students *are developing* as they learn to listen include to:

- Listen respectfully and responsively
- Attend to a listening activity for a specified period of time
- Avoid interrupting
- Respond with expression appropriate to what is heard.

SPEAKING

Students will speak on a daily basis.

WHEN STUDENTS SPEAK, Grades PreK-1, for Information and Understanding

- Speak to share data, facts, and ideas in, for example:
 - role play
 - small and large group discussions
 - reports on, for example, classroom projects, field trips.

WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that PreK-1 students *are developing* as they learn to speak include to:

- Speak in order to:
 - dictate information
 - report information briefly to peers and familiar adults
 - connect information from personal experiences to information from nonfiction texts
 - retell more than one piece of information in sequence
 - share observations from classroom, home, or community
 - ask questions to clarify topics, directions, and/or classroom routines
 - respond verbally to questions and/or directions
- Use appropriate visual aids (for example, puppets, toys, pictures) to illustrate a word or concept when speaking to share information.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students *are developing* as they learn to speak include to:

- Respond respectfully
- Use age-appropriate vocabulary
- Take turns speaking in a group
- Correct the pronunciation of words by using classroom resources, such as teachers, peers, audio- and video tapes, and computer software
- Speak in complete sentences when required
- Stay on topic
- Speak audibly
- Speak with expression appropriate to the occasion.

Standard 2

Students will read, write, listen, and speak for literary response and expression.

Grades:
PreK-1

READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

WHAT STUDENTS READ, Grades PreK-1, for Literary Response and Expression

- Read books with limited text, repetitive language, and simple illustrations, such as:
 - picture and concept books
 - poems and rhymes
 - dictated stories
 - beginning books
 - electronic books.

WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that PreK-1 students are developing as they learn to read include to:

- Comprehend, interpret, and respond to imaginative texts and performances
- Engage in prereading and reading activities in order to:
 - select books, tapes, and poems based on personal choice/interest or teacher-selected criteria such as a theme/topic
 - make connections between personal experiences and stories read
 - connect a picture or illustration to a story
 - predict what might happen next in a story
 - draw conclusions from a story
 - identify characters, settings, and events in a story
 - retell a story
 - distinguish between what is real and what is imaginary
- Dramatize or retell stories, using puppets, toys, and other props.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students are developing as they learn to read include to:

- Distinguish between print and pictures
- Recognize the difference between letters and words
- Follow left to right and top to bottom direction when reading
- Locate parts of a book
- Recognize and identify letters of the alphabet
- Alphabetize high frequency words according to the first letter
- Distinguish the difference between vowels and consonants
- Use beginning and ending consonants as well as vowel sounds to identify words
- Recognize the different sounds that make up a word
- Point to words in a text or on a chart when read aloud. matching spoken word to print
- Recognize the singular and plural of frequently used words
- Recognize own name and the names of friends and family in print
- Recognize letter/sound correspondence (phonetic awareness)
- Recognize that words consist of a combination of sounds (phonemic awareness)
- Identify rhyming words
- Monitor own reading by applying strategies such as sounding out of letters, using context, grammar, picture clues, and rereading to determine meaning
- Read aloud with expression and fluency
- Use computer software to support early reading development.

Students will read, write, listen, and speak for literary response and expression.

WRITING

Students will write on a daily basis across all content areas and standards.

WHAT STUDENTS WRITE, Grades PreK-1, for Literary Response and Expression

- Write original imaginative texts, such as:
 - stories
 - poems, jingles
- Write the following in order to interpret and respond to imaginative texts:
 - descriptive sentences
 - short paragraphs
 - captions under pictures or illustrations
 - names of characters, places, and events
 - original stories, poems, and songs.

WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that PreK-1 students are developing as they learn to write include to:

- Write original imaginative texts:
 - create a story with a beginning, middle, and end, using pictures/drawings and some words
 - create poems or jingles, using pictures/drawings and some words
- Write in order to respond to text:
 - express feelings about characters or events in one or more stories
 - describe characters, settings, or events
 - list a sequence of events in a story
 - retell a story, using words and pictures
 - identify the problem and solution in a simple story
- Maintain, with teacher assistance, a portfolio of writings and drawings in response to literature.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students are developing as they learn to write include to:

- Create a drawing, picture, sign, or other graphic to represent a word or concept
- Follow left to right and top to bottom direction when writing
- Use spacing between letters and words when writing on a line
- Write recognizable upper- and lowercase letters in manuscript
- Capitalize proper names and the letter "I"
- Write letters of own first and last name
- Spell high frequency words correctly
- Use the singular and plural of high frequency words
- Put words together in sentence format
- Use beginning-of-sentence capitalization and end punctuation
- Use classroom resources (word walls, picture dictionaries, teachers, peers) to support the writing process
- Give and seek constructive feedback in order to improve writing
- Use computer software to support development of early writing skills.

Standard 2

Students will read, write, listen, and speak for literary response and expression.

Grades:
PreK-1

LISTENING

Students will listen on a daily basis.

WHAT STUDENTS LISTEN TO, Grades PreK-1, for Literary Response and Expression

- Listen to comprehend, interpret, and respond to imaginative texts and performances, such as:
 - storytelling and choral reading
 - group discussions of a story, song, rhyme, finger play, or poem
 - videotape presentations
 - puppet shows
 - dramatic productions.

WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that PreK-1 students *are developing* as they learn to listen include to:

- Listen to imaginative texts and performances in order to:
 - appreciate and enjoy literary works
 - match spoken words with pictures
 - recall sequence of events from a personal experience or story
 - identify character, setting, plot
 - respond to vivid language; for example, nonsense words
 - identify specific people, places, and events
 - distinguish between a story and a poem.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students *are developing* as they learn to listen include to:

- Listen respectfully and responsively
- Attend to a listening activity for a specified period of time
- Avoid interrupting
- Respond with expression appropriate to what is heard.

SPEAKING

Students will speak on a daily basis.

WHEN STUDENTS SPEAK, Grades PreK-1, for Literary Response and Expression

- Speak to present interpretations and responses to imaginative texts in, for example:
 - book talks
 - role play / creative dramatics / choral speaking
 - circle time, group discussions
 - guided reading sessions
 - individual conferences with teacher.

WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that PreK-1 students *are developing* as they learn to speak include to:

- Speak in order to:
 - interpret words of characters in stories
 - engage in conversations with adults and peers regarding pictures, books, and experiences
 - role play characters or events from stories
 - express feelings about a work of fiction or poetry
 - respond to stories, legends, and songs from different cultural and ethnic groups
 - compare stories from personal experience with stories heard or read
 - dictate stories with a beginning, middle, and end
 - express the mood or emotion of a story by using a variety of words
 - describe the actions of characters in a story
 - tell real or imaginative stories based on response to illustrations
 - retell familiar stories in a logical sequence
 - ask for clarification of events in a story
 - describe familiar persons, places, or objects
 - recite short poems, nursery rhymes, and finger plays.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students *are developing* as they learn to speak include to:

- Respond respectfully
 - Use age-appropriate vocabulary
 - Take turns speaking in a group
 - Correct the pronunciation of words by using classroom resources, such as teachers, peers, audio- and videotapes, and computer software
 - Speak in complete sentences when required
 - Stay on topic
 - Speak audibly
 - Speak with expression appropriate to the occasion.
-

Students will read, write, listen, and speak for critical analysis and evaluation.

READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

WHAT STUDENTS READ, Grades PreK-1, for Critical Analysis and Evaluation

- Read a variety of material with limited text, repetitive language, and simple illustrations on a daily basis, including:
 - picture and concept books
 - poems and rhymes
 - simple articles
 - posters
 - electronic resources
 - advertisements, such as simple slogans or jingles
 - dictated language experience stories.

WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that PreK-1 students are developing as they learn to read include to:

- Identify, explain, and evaluate ideas, themes, and experiences from texts and performances
- Engage in pre-reading and reading activities in order to:
 - identify what they know, want to know, and have learned (KWL process) about a specific story, theme, or topic
 - use illustrations to assist in understanding the content of a text and to anticipate what will happen next
 - predict what could happen next or the outcome of a story or article
 - change the sequence of events in a story to create a different ending
 - compare a character in a story or article to a person with the same career or experience
 - form an opinion about the differences between events in a story and events in their own lives
 - evaluate and select books, poems, or tapes based on personal choice or teacher-selected criteria such as theme, topic, author, and illustrations
 - identify the characters in a story and what each contributes to the events of the story
 - recognize different plots in books by the same author
 - distinguish between real and imaginary stories.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students are developing as they learn to read include to:

- Distinguish between print and pictures
- Recognize the difference between letters and words
- Follow left to right and top to bottom direction when reading
- Locate parts of a book
- Recognize and identify letters of the alphabet
- Alphabetize high frequency words according to the first letter
- Distinguish the difference between vowels and consonants
- Use beginning and ending consonants as well as vowel sounds to identify words
- Recognize the different sounds that make up a word
- Point to words in a text or on a chart when read aloud, matching spoken word to print
- Recognize the singular and plural of frequently used words
- Recognize own name and the names of friends and family in print
- Recognize letter/sound correspondence (phonetic awareness)
- Recognize that words consist of a combination of sounds (phonemic awareness)
- Identify rhyming words
- Monitor own reading by applying strategies such as sounding out of letters, using context, grammar, picture clues, and rereading to determine meaning
- Read aloud with expression and fluency
- Use computer software to support early reading development.

Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

Grades:
PreK-1

WRITING

Students will write on a daily basis across all content areas and standards.

WHAT STUDENTS WRITE, Grades PreK-1, for Critical Analysis and Evaluation

- Write the following to begin to express opinions and make judgments:
 - experience charts
 - posters
 - advertisements, including simple slogans or jingles
 - statements about likes and dislikes.

WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that PreK-1 students *are developing* as they learn to write include to:

- Write to express opinions and judgments in order to:
 - share what they know, want to know, and have learned (KWL process) about a theme or topic
 - respond in pictures or words to an experience or event shared by a classmate
 - depict an opinion about statements, illustrations, characters, and events in written and visual texts
 - compare characters, settings, and events within and between stories
 - describe the differences between real and imaginary experiences
 - describe the connections between personal experiences, and ideas and information in written and visual texts
- Maintain, with teacher assistance, a portfolio of writings and drawings that express opinions and judgments.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students *are developing* as they learn to write include to:

- Create a drawing, picture, sign, or other graphic to represent a word or concept
- Follow left to right and top to bottom direction when writing
- Use spacing between letters and words when writing on a line
- Write recognizable upper- and lowercase letters in manuscript
- Capitalize proper names and the letter "I"
- Write letters of own first and last name
- Spell high frequency words correctly
- Use the singular and plural of high frequency words
- Put words together in sentence format
- Use beginning-of-sentence capitalization and end punctuation
- Use classroom resources (word walls, picture dictionaries, teachers, peers) to support the writing process
- Give and seek constructive feedback in order to improve writing
- Use computer software to support development of early writing skills.

Grades: PreK-1

Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

LISTENING

Students will listen on a daily basis.

WHAT STUDENTS LISTEN TO, Grades PreK-1, for Critical Analysis and Evaluation

- Listen for differences in opinions and viewpoints in, for example:
 - circle time, group discussions
 - read-aloud situations
 - individual conferences with teacher
 - paired discussions
 - role plays
 - individual or group viewing of advertisements, videos, movies.

WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that PreK-1 students *are developing* as they learn to listen include to:

- Listen in order to:
 - form an opinion or evaluate information based on information in the world around them
 - form an opinion about a book read aloud by using established criteria to judge books, such as the choice of title and vocabulary
 - recognize differences in two or more versions of a familiar story, song, or finger play
 - identify messages in advertisements by listening to the words, music, and sound effects.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students *are developing* as they learn to listen include to:

- Listen respectfully and responsively
- Attend to a listening activity for a specified period of time
- Avoid interrupting
- Respond with expression appropriate to what is heard.

SPEAKING

Students will speak on a daily basis.

WHEN STUDENTS SPEAK, Grades PreK-1, for Critical Analysis and Evaluation

- Speak to express opinions in, for example:
 - circle time
 - small and large group discussions
 - read-aloud situations
 - paired discussions
 - individual conferences with teacher
 - role play.

WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that PreK-1 students *are developing* as they learn to speak include to:

- Speak in order to:
 - share what they know, want to know, and have learned (KWL process) about a theme or topic
 - express an opinion or judgment about a story, poem, finger play, poster, or advertisement
 - compare characters, settings, or events in two or more stories
 - express an opinion about the color, form, and style of illustrations
 - explain personal criteria (for example, color, pictures, and vocabulary) for choosing a book, poem, or story
 - dramatize differences and similarities in characters
 - brainstorm to create an experience chart
 - compare and contrast different versions of the same story
 - explain why two different characters view the same action or event differently
 - compare and contrast events or characters in a story with own lives.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students *are developing* as they learn to speak include to:

- Respond respectfully
- Use age-appropriate vocabulary
- Take turns speaking in a group
- Correct the pronunciation of words by using classroom resources, such as teachers, peers, audio- videotapes, and computer software
- Speak in complete sentences when required
- Stay on topic
- Speak audibly
- Speak with expression appropriate to the occasion.

Standard 4

Students will read, write, listen, and speak for social interaction.

Grades:
PreK-1

READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

WHAT STUDENTS READ, Grades PreK-1, for Social Interaction

- Read a variety of material with limited text, repetitive language, and simple illustrations on a daily basis, such as:
 - text and pictures
 - morning messages
 - daily routine charts
 - experience charts
 - notes, cards, and letters.

WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that PreK-1 students *are developing* as they learn to read include to:

- Share reading experiences to establish, maintain, and enhance a personal relationship with peers or adults; for example, reading together silently or aloud
- Respect age, gender, and cultural traditions of the writer
- Recognize the vocabulary of social communication; for example, the language of salutations and closings.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students *are developing* as they learn to read include to:

- Distinguish between print and pictures
- Recognize the difference between letters and words
- Follow left to right and top to bottom direction when reading
- Locate parts of a book
- Recognize and identify letters of the alphabet
- Alphabetize high frequency words according to the first letter
- Distinguish the difference between vowels and consonants
- Use beginning and ending consonants as well as vowel sounds to identify words
- Recognize the different sounds that make up a word
- Point to words in a text or on a chart when read aloud, matching spoken word to print
- Recognize the singular and plural of frequently used words
- Recognize own name and the names of friends and family in print
- Recognize letter/sound correspondence (phonetic awareness)
- Recognize that words consist of a combination of sounds (phonemic awareness)
- Identify rhyming words
- Monitor own reading by applying strategies such as sounding out of letters, using context, grammar, picture clues, and rereading to determine meaning
- Read aloud with expression and fluency
- Use computer software to support early reading development.

WRITING

Students will write on a daily basis across all content areas and standards.

WHAT STUDENTS WRITE, Grades PreK-1, for Social Interaction

- Write the following to establish, maintain, and enhance personal relationships:
 - letters of the alphabet
 - numbers
 - words and pictures
 - cards, notes, and letters
 - personal experience stories.

WHAT STUDENTS DO FOR SOCIAL INTERACTION:
The competencies that PreK-1 students *are developing* as they learn to write include to:

- Share the process of writing with peers or adults; for example, write with a partner or in a cooperative group
- Respect the age, gender, and culture of the recipient
- Write friendly letters to others, using salutation and closing
- Maintain, with teacher assistance, a portfolio of writings and drawings for social interaction.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students *are developing* as they learn to write include to:

- Create a drawing, picture, sign, or other graphic to represent a word or concept
- Follow left to right and top to bottom direction when writing
- Use spacing between letters and words when writing on a line
- Write recognizable upper- and lowercase letters in manuscript
- Capitalize proper names and the letter "I"
- Write letters of own first and last name
- Spell high frequency words correctly
- Use the singular and plural of high frequency words
- Put words together in sentence format
- Use beginning-of-sentence capitalization and end punctuation
- Use classroom resources (word walls, picture dictionaries, teachers, peers) to support the writing process
- Give and seek constructive feedback in order to improve writing
- Use computer software to support development of early writing skills.

Standard 4

Students will read, write, listen, and speak for social interaction.

G

 grades:
PreK-1

LISTENING

Students will listen on a daily basis.

WHAT STUDENTS LISTEN TO, Grades PreK-1, for Social Interaction

- Listen to establish, maintain, and enhance personal relationships, for example:
 - conversations
 - circle time, group discussions
 - parallel play
 - role play
 - shared reading and writing experiences.

WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that PreK-1 students *are developing* as they learn to listen include to:

- Respect the age, gender, and culture of the speaker
- Listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners
- Listen for the tone of voice and content that signal friendly communication.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students *are developing* as they learn to listen include to:

- Listen respectfully and responsively
- Attend to a listening activity for a specified period of time
- Avoid interrupting
- Respond with expression appropriate to what is heard.

SPEAKING

Students will speak on a daily basis.

WHEN STUDENTS SPEAK, Grades PreK-1, for Social Interaction

- Speak to establish, maintain, and enhance personal relationships in, for example:
 - conversations
 - circle time
 - role play
 - shared reading and writing experiences.

WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that PreK-1 students *are developing* as they learn to speak include to:

- Participate in small or large group storytelling, singing, and finger play in order to interact with classmates and adults in the classroom and school environment
- Share favorite anecdotes, riddles, and rhymes with peers and familiar adults
- Respect the age, gender, and interests of the listener
- Discuss the content of friendly notes, cards, letters, and personal narratives with a partner or in a small group to get to know the writer and each other.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students *are developing* as they learn to speak include to:

- Respond respectfully
- Use age-appropriate vocabulary
- Take turns speaking in a group
- Correct the pronunciation of words by using classroom resources, such as teachers, peers, audio- and videotapes, and computer software
- Speak in complete sentences when required
- Stay on topic
- Speak audibly
- Speak with expression appropriate to the occasion.

Students will read, write, listen, and speak for information and understanding.

READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

WHAT STUDENTS READ, Grades 2-4, for Information and Understanding

- Read from informational texts, such as:
 - books
 - biographies
 - age-appropriate reference materials
 - children's magazines/newspapers
 - electronic-based texts, such as encyclopedias.

WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 2-4 students demonstrate as they learn to read include to:

Locate and use library media resources, with assistance, to acquire information

- Read unfamiliar texts independently to collect and interpret data, facts, and ideas
- Read and understand written directions
- Locate information in a text that is needed to solve a problem
- Identify main ideas and supporting details in informational texts
- Recognize and use organizational features of texts, such as table of contents, indexes, page numbers, and chapter headings/subheadings to locate information
- Relate data and facts from informational texts to prior information and experience
- Compare and contrast information on one topic from two different sources
- Identify a conclusion that summarizes the main idea
- Select books independently to meet informational needs
- Identify and interpret significant facts taken from maps, graphs, charts, and other visuals
- Use graphic organizers to record significant details from informational texts.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to read include to:

- Identify purpose for reading
- Use letter-sound correspondence, knowledge of grammar, and overall context to determine meaning
- Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)
- Use self-monitoring strategies, such as rereading and cross-checking
- Apply corrective strategies, using classroom resources such as teachers, peers, and reference tools
- Recognize the difference between phrases and sentences
- Read with attention to sentence structure and punctuation such as periods, question marks, and commas to assist in comprehension
- Engage in independent silent reading
- Locate the name of the author, illustrator, the title page, table of contents, index, and chapter headings
- Recognize and discriminate among a variety of informational texts
- Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources
- Read aloud at appropriate rate
- Read with increasing fluency and confidence from a variety of texts
- Maintain a personal reading list to reflect reading goals and accomplishments
- Use computer software to support reading.

Standard 1

Students will read, write, listen, and speak for information and understanding.

Grades:
2-4

WRITING

Students will write an average of 1000 words per month across all content areas and standards.

WHAT STUDENTS WRITE, Grades 2-4, for Information and Understanding

- Write the following in order to begin to transmit information:
 - short reports of several paragraphs to two pages
 - brief summaries
 - graphs and charts
 - concept maps and semantic webs
 - simple outlines
 - formal letters
 - simple directions.

WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 2-4 students demonstrate as they learn to write include to:

- Use at least two sources of information in writing a report
- Take notes to record data, facts, and ideas, both by following teacher direction and by writing independently
- State a main idea and support it with facts and details
- Use organizational patterns for expository writing, such as compare/contrast, cause/effect, and time/order
- Connect personal experiences and observations to new information from school subject areas
- Use dictionaries and/or computer software to spell words correctly
- Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic
- Support interpretations and explanations with evidence from text
- Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to write include to:

- Begin to develop a voice in writing
- Spell frequently used words correctly
- Use basic punctuation correctly, such as commas, periods, exclamation points, and question marks
- Use correct verb tense
- Use varied vocabulary and sentence structure
- Write sentences in logical order and create paragraphs to develop ideas
- Use an organizational format that reflects a beginning, middle, and end
- Develop an idea within a brief text
- Learn and use the "writing process" (prewriting, drafting, revising, proofreading)
- Use revision strategies to develop writing, including conferring with teachers and peers, and cut and paste
- Determine the intended audience before writing
- Use legible print and/or cursive writing
- Use word processing.

Grades: 2-4

Standard 1

Students will read, write, listen, and speak for information and understanding.

LISTENING

Students will listen on a daily basis.

WHAT STUDENTS LISTEN TO, Grades 2-4, for Information and Understanding

- Listen for data, facts, and ideas in, for example:
 - small and large group discussions
 - conferences with teachers
 - school assemblies
 - student presentations
 - multimedia presentations
 - oral readings.

WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 2-4 students demonstrate as they learn to listen include to:

Listen in order to:

- acquire information and/or understand procedures
- identify essential details
- determine the sequence of steps given
- identify main ideas and supporting details
- identify a conclusion that summarizes the main idea
- interpret information by drawing on prior knowledge and experience
- collect information.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
- Attend to a listening activity for an extended period of time
- Avoid interrupting
- Respond appropriately to what is heard.

SPEAKING

Students will speak on a daily basis.

WHEN STUDENTS SPEAK, Grades 2-4, for Information and Understanding

- Speak to share data, facts, and ideas in, for example:
 - small group interactions
 - class discussions and meetings
 - conferences with teachers
 - classroom presentations
 - read-aloud situations.

WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 2-4 students demonstrate as they learn to speak include to:

- Speak in order to:
 - provide directions
 - express an opinion
 - ask questions
 - summarize
 - provide a sequence of steps
 - describe a problem and suggest one or more solutions
 - state a main idea with supporting examples and details
 - explain a line of reasoning
- Present a short oral report, using at least two sources of information, such as a person, a book, a magazine article, a television program, or electronic text
- Use complete sentences, age- and content-appropriate vocabulary
- Use logical order in presentations.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers and familiar adults
- Use age-appropriate vocabulary
- Speak in grammatically correct sentences
- Use gestures appropriate to conveying meaning
- Establish eye contact to engage the audience
- Speak loudly enough to be heard by the audience.

Standard 2

Students will read, write, listen, and speak for literary response and expression.

Grades:
2-4

READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

WHAT STUDENTS READ, Grades 2-4, for Literary Response and Expression

- Read and view imaginative texts and performances, such as:
 - stories
 - poems and songs
 - folktales and fables
 - plays
 - film and video productions
 - electronic books.

WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 2-4 students demonstrate as they learn to read include to:

- Select literature based on personal needs and interests from a variety of genres and by different authors
- Engage in purposeful oral reading in small and large groups
- Read print-based and electronic imaginative texts silently on a daily basis for enjoyment
- Recognize the differences among the genres of stories, poems, and plays
- Relate setting, plot, and characters in literature to own lives
- Explain the difference between fiction and nonfiction
- Use previous reading and life experiences to understand and compare literature
- Make predictions, and draw conclusions and inferences about events and characters
- Identify cultural influences in texts and performances
- Recognize the value of illustration in imaginative text
- Maintain a personal reading list to reflect reading accomplishments and goals
- Use specific evidence from stories to identify themes; describe characters, their actions and motivations; and relate sequences of events
- Use knowledge of story structure, story elements, and key vocabulary to interpret stories
- Use graphic organizers to record significant details about characters and events in stories.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to read include to:

- Identify purpose for reading
- Use letter/sound correspondence, knowledge of grammar, and overall context to determine meaning
- Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)
- Use self-monitoring strategies, such as rereading and cross-checking
- Apply corrective strategies, using classroom resources such as teachers, peers, and reference tools
- Recognize the difference between phrases and sentences
- Read with attention to sentence structure and punctuation, such as periods, question marks, and commas to assist in comprehension
- Engage in independent silent reading
- Locate the name of the author, illustrator, the title page, table of contents, index, and chapter headings
- Recognize and discriminate among a variety of informational texts
- Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources
- Read aloud at appropriate rate
- Read with increasing fluency and confidence from a variety of texts
- Maintain a personal reading list to reflect reading goals and accomplishments
- Use computer software to support reading.

WRITING

Students will write an average of 1000 words per month across all content areas and standards.

WHAT STUDENTS WRITE, Grades 2-4, for Literary Response and Expression

- Write original imaginative texts, such as:
 - stories
 - poems and songs
 - plays
- Write adaptations
- Write interpretive and responsive essays of a few paragraphs.

WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 2-4 students demonstrate as they learn to write include to:

Write original imaginative texts:

- create characters, simple plot and setting
- use rhythm and rhyme to create short poems and songs
- use dialogue to create short plays
- use vivid and playful language
- use descriptive language to create an image
- Write interpretive and responsive essays in order to, for example:
 - identify title, author, and illustrator
 - describe literary elements such as plot, setting, characters
 - describe themes of imaginative texts
 - express a personal response to literature
 - compare and contrast elements of text
- Produce clear, well-organized responses to stories read or listened to, supporting the understanding of themes, characters, and events with details from story
- Produce imaginative stories and personal narratives that show insight, development, organization, and effective language
- Use resources such as personal experiences and themes from other texts and performances to stimulate own writing
- Use a computer to create, respond to, and interpret imaginative texts

Maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to write include to:

- Begin to develop a voice in writing
- Spell frequently used words correctly
- Use basic punctuation correctly, such as commas, periods, exclamation points, and question marks
- Use correct verb tense
- Use specific vocabulary and varied sentence structure
- Write sentences in logical order to develop ideas and create paragraphs
- Use an organizational format that reflects a beginning, middle, and end
- Develop an idea within a brief text
- Learn and use the "writing process" (prewriting, drafting, revising, proofreading)
- Use revision strategies to develop writing, including conferring with teachers and peers, and cut and paste
- Determine the intended audience before writing
- Use legible print and/or cursive writing
- Use word processing.

Standard 2

Students will read, write, listen, and speak for literary response and expression.

Grades:
2-4

LISTENING

Students will listen on a daily basis.

WHAT STUDENTS LISTEN TO, Grades 2-4, for Literary Response and Expression

- Listen to comprehend, interpret, and respond to imaginative texts and performances, such as:
 - stories
 - poems and songs
 - folktales and fables
 - plays
 - films and video productions.

WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 2-4 students demonstrate as they learn to listen include to:

- Listen in order to:
 - identify elements of character, plot, and setting to understand author's message or intent
 - connect imaginative texts to previous reading and life experiences to enhance understanding and appreciation
 - identify author's use of rhythm, repetition, and rhyme
 - compare and contrast ideas of others to own ideas
- Use note taking and webbing strategies to organize information and ideas recalled from stories read aloud.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
- Attend to a listening activity for an extended period of time
- Avoid interrupting
- Respond appropriately to what is heard.

SPEAKING

Students will speak on a daily basis.

WHEN STUDENTS SPEAK, Grades 2-4, for Literary Response and Expression

- Speak to present interpretations and responses to imaginative texts in, for example:
 - class and group discussions
 - role play and creative drama
 - conferences with teacher
 - book reviews.

WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 2-4 students demonstrate as they learn to speak include to:

- Speak in order to:
 - present original works such as stories, poems, and plays to classmates
 - give book reviews
 - describe characters, setting, and plot
 - make inferences and draw conclusions
 - compare imaginative texts and performances to personal experiences and prior knowledge
 - explain cultural and ethnic features in imaginative texts
 - ask questions to clarify and interpret imaginative texts and performances
 - discuss themes of imaginative texts
- Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers and familiar adults
- Use age-appropriate vocabulary
- Speak in grammatically correct sentences
- Use gestures appropriate to conveying meaning
- Establish eye contact to engage the audience
- Speak loudly enough to be heard by the audience.

Grades: 2-4

Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

WHAT STUDENTS READ, Grades 2-4, for Critical Analysis and Evaluation

- Read to analyze and evaluate information, ideas, and experiences from resources, such as:
 - children's books
 - children's articles
 - editorials in student newspapers
 - advertisements
 - electronic resources.

WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 2-4 students demonstrate as they learn to read include to:

- Evaluate the content by identifying:
 - the author's purpose
 - important and unimportant details
 - whether events, actions, characters, and/or settings are realistic
 - recurring themes across works in print and media
- Compare and contrast characters, plot, and setting in two literary works
- Analyze ideas and information based on prior knowledge and personal experience
- Recognize how language and illustrations are used to persuade in printed and filmed advertisements and texts such as letters to the editor
- Judge truthfulness or accuracy of content with assistance from teachers and parents/caregivers in order to gather facts and form opinions
- Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to read include to:

- Identify purpose for reading
- Use letter/sound correspondence, knowledge of grammar, and overall context to determine meaning
- Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)
- Use self-monitoring strategies, such as rereading and cross-checking
- Apply corrective strategies, using classroom resources such as teachers, peers, and reference tools
- Recognize the difference between phrases and sentences
- Read with attention to sentence structure and punctuation, such as periods, question marks, and commas to assist in comprehension
- Engage in independent silent reading
- Locate the name of the author, illustrator, the title page, table of contents, index, and chapter headings
- Recognize and discriminate among a variety of informational texts
- Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources
- Read aloud at appropriate rate
- Read with increasing fluency and confidence from a variety of texts
- Maintain a personal reading list to reflect reading goals and accomplishments
- Use computer software to support reading.

Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

Grades:
2-4

WRITING

Students will write an average of 1000 words per month across all content areas and standards.

WHAT STUDENTS WRITE, Grades 2-4, for Critical Analysis and Evaluation

- Write the following to analyze and evaluate ideas, information, and experiences:
 - persuasive essays
 - editorials for classroom and school newspapers
 - movie and book reviews
 - reports and essays
 - advertisements.

WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 2-4 students demonstrate as they learn to write include to:

- Use prewriting tools such as semantic webs and concept maps to organize ideas and information
- State a main idea, theme, or opinion and provide supporting details from the text
- Use relevant examples, reasons, and explanations to support ideas
- Express opinions and make judgments that demonstrate a personal point of view
- Use personal experiences and knowledge to analyze and evaluate new ideas
- Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
- Create an advertisement, using words and pictures, in order to illustrate an opinion about a product
- Use effective vocabulary in persuasive and expository writing
- Use details from stories or informational texts to predict, explain, or show relationships between information and events
- Use ideas from two or more sources of information to generalize about causes, effects, or other relationships
- Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to write include to:

- Begin to develop a voice in writing
- Spell frequently used words correctly
- Use basic punctuation correctly, such as commas, periods, exclamation points, and question marks
- Use correct verb tense
- Use specific vocabulary and varied sentence structure
- Write sentences in logical order to develop ideas and create paragraphs
- Use an organizational format that reflects a beginning, middle, and end
- Develop an idea within a brief text
- Learn and use the "writing process" (prewriting, drafting, revising, proofreading)
- Use revision strategies to develop writing, including conferring with teachers and peers, and cut and paste
- Determine the intended audience before writing
- Use legible print and/or cursive writing
- Use word processing.

Grades: 2-4

Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

LISTENING

Students will listen on a daily basis.

WHAT STUDENTS LISTEN TO, Grades 2-4, for Critical Analysis and Evaluation

- Listen to analyze and evaluate ideas, information, and experiences in, for example:
 - class and group discussions
 - conferences with teacher
 - role plays
 - classroom presentations, such as oral book reviews
 - individual or group viewing of advertisements, videos, and movies.

WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 2-4 students demonstrate as they learn to listen include to:

- Listen in order to:
 - distinguish between information in media texts such as live action news coverage, and fictional material in dramatic productions
 - form a personal opinion about the quality of texts read aloud based on criteria such as characters, plot, and setting
 - recognize the perspectives of others
 - form an opinion about the message of advertisements, based on the language
 - distinguish between fact and opinion
 - evaluate the speaker's style of delivery by using criteria such as volume and tone of voice.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
 - Attend to a listening activity for an extended period of time
 - Avoid interrupting
- Respond appropriately to what is heard.

SPEAKING

Students will speak on a daily basis.

WHEN STUDENTS SPEAK, Grades 2-4, for Critical Analysis and Evaluation

- Speak to express opinions and judgments in, for example:
 - class and group discussions
 - role plays
 - conferences with teacher
 - book reviews
 - presentations.

WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 2-4 students demonstrate as they learn to speak include to:

- Speak in order to:
 - explain the reasons for a character's actions, considering both the situation and the motivation of the character
 - express an opinion or judgment about a character, setting, and plot in a variety of works
 - discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information, and experiences
 - express an opinion or judgment about school or community issues
 - use personal experience and knowledge to analyze and evaluate new ideas
 - express an opinion about the accuracy and truthfulness of the content of literary works, editorials, reviews, and advertisements supported by the text
 - role play to communicate an interpretation or evaluation of real or imaginary people or events
 - ask and respond to questions
 - use appropriate eye contact and gestures in presentations and responses
 - speak with appropriate rate and volume for the audience
 - take turns speaking in a group.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers and familiar adults
- Use age-appropriate vocabulary
- Speak in grammatically correct sentences
- Use gestures appropriate to conveying meaning
- Establish eye contact to engage the audience
- Speak loudly enough to be heard by the audience.

Standard 4

Students will read, write, listen, and speak for social interaction.

Grades:
2-4

READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

WHAT STUDENTS READ, Grades 2-4, for Social Interaction

- Read the following to establish, maintain, and enhance personal relationships:
 - friendly letters, notes, cards, and messages
 - published diaries and journals.

WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 2-4 students demonstrate as they learn to read include to:

- Share reading experiences to build relationships with peers or adults; for example, reading together silently or aloud
- Respect the age, gender, position, and cultural traditions of the writer
- Recognize the types of language appropriate to social communication; for example, informal vocabulary and jargon.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to read include to:

- Identify purpose for reading
- Use letter/sound correspondence, knowledge of grammar, and overall context to determine meaning
- Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)
- Use self-monitoring strategies, such as rereading and cross-checking
- Apply corrective strategies, using classroom resources such as teachers, peers, and reference tools
- Recognize the difference between phrases and sentences
- Read with attention to sentence structure and punctuation, such as periods, question marks, and commas to assist in comprehension
- Engage in independent silent reading
- Locate the name of the author, illustrator, the title page, table of contents, index, and chapter headings
- Recognize and discriminate a variety of informational texts
- Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources
- Read aloud at appropriate rate
- Read with increasing fluency and confidence from a variety of texts
- Maintain a personal reading list to reflect reading goals and accomplishments
- Use computer software to support reading.

WRITING

Students will write an average of 1000 words per month across all content areas and standards.

WHAT STUDENTS WRITE, Grades 2-4, for Social Interaction

- Write the following to establish, maintain, and enhance personal relationships:
 - friendly letters, notes, and cards to friends, relatives, and pen pals
 - personal journals.

WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 2-4 students demonstrate as they learn to write include to:

- Share the process of writing for social communication with peers and adults; for example, write with a partner
- Respect age, gender, position, and cultural traditions of the recipient when writing for social communication
- Develop a personal "voice" that enables the reader to get to know the writer
- Use the tone, vocabulary, and sentence structure of informal conversation
- Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to write include to:

- Begin to develop a voice in writing
- Spell frequently used words correctly
- Use basic punctuation correctly, such as commas, periods, exclamation points, and question marks
- Use correct verb tense
- Use specific vocabulary and varied sentence structure
- Write sentences in logical order to develop ideas and create paragraphs
- Use an organizational format that reflects a beginning, middle, and end
- Develop an idea within a brief text
- Learn and use the "writing process" (prewriting, drafting, revising, proofreading)
- Use revision strategies to develop writing, including conferring with teachers and peers, and cut and paste
- Determine the intended audience before writing
- Use legible print and/or cursive writing
- Use word processing.

Standard 4

Students will read, write, listen, and speak for social interaction.

Grades:
2-4

LISTENING

Students will listen on a daily basis.

WHAT STUDENTS LISTEN TO, Grades 2-4, for Social Interaction

- Listen to establish, maintain, and enhance personal relationships in, for example:
 - class and group discussions
 - conferences with teacher
 - role play.

WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 2-4 students demonstrate as they learn to listen include to:

- Respect the age, gender, position, and culture of the speaker
- Listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners
- Listen for the tone of voice and content that signal friendly communication.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
- Attend to a listening activity for an extended period of time
- Avoid interrupting
- Respond appropriately to what is heard.

SPEAKING

Students will speak on a daily basis.

WHEN STUDENTS SPEAK, Grades 2-4, for Social Interaction

- Speak to establish, maintain, and enhance personal relationships in, for example:
 - informal conversations with peers and familiar adults
 - small group discussions
 - conferences with teacher.

WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 2-4 students demonstrate as they learn to speak include to:

- Respect age, gender, position, and cultural traditions of the listener when speaking
- Discuss the content of friendly notes, cards, letters, and personal narrative with a partner or small group in order to get to know the writer and each other
- Avoid interrupting in social conversation.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers and familiar adults
- Use age-appropriate vocabulary
- Speak in grammatically correct sentences
- Use gestures appropriate to conveying meaning
- Establish eye contact to engage the audience
- Speak loudly enough to be heard by the audience.

Students will read, write, listen, and speak for information and understanding.

READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

WHAT STUDENTS READ, Grades 5-6, for Information and Understanding

- Read from informational texts such as:
 - textbooks related to all school subjects
 - reference materials
 - primary sources
 - biographies and autobiographies
 - essays
 - newspapers and magazines
 - age-appropriate online and electronic databases and web sites.

WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 5-6 students demonstrate as they learn to read include to:

- Locate and use school and public library resources, with some direction, to acquire information
- Use table of contents and indexes to locate information
- Read to collect and interpret data, facts, and ideas
- Read the steps of a procedure in order to accomplish a task, for example, complete a science experiment or install software
- Skim materials to gain an overview of content or locate specific information
- Use text features such as headings, captions, and titles, to understand and interpret informational text
- Recognize organizational formats to assist in comprehension of informational text
- Identify missing information and irrelevant information
- Distinguish between fact and opinion
- Identify information that is implied rather than stated
- Compare and contrast information about one topic from different sources
- Recognize how new information is related to prior knowledge or experience.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to read include to:

- Identify purpose of reading
- Adjust reading rate according to purpose for reading
- Use word recognition and context clues to read fluently
- Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary
- Identify signal words (*finally* or *in addition*) that provide clues to organizational formats such as time order
- Use knowledge of punctuation to assist in comprehension
- Apply corrective strategies to assist in comprehension (such as rereading, discussion with teacher, peers, or parents/caregivers)
- Read aloud, using inflection and intonation appropriate to text read and audience
- Maintain a personal reading list to reflect reading goals and accomplishments.

Standard 1

Students will read, write, listen, and speak for information and understanding.

Grades:
5-6

WRITING

Students will write an average of 1000 words per month across all content areas and standards.

WHAT STUDENTS WRITE, Grades 5-6, for Information and Understanding

- Write the following in order to transmit information:
 - business letters
 - directions
 - news articles
 - summaries
 - reports of approximately one to five pages.

WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 5-6 students demonstrate as they learn to write include to:

- Use at least three sources of information with appropriate citations to develop reports
- Take notes to record and organize relevant data, facts, and ideas
- State a main idea and support it with details and examples
- Compare and contrast ideas and information among two or three sources
- Write labels or captions for graphics such as charts, maps, graphs, and diagrams used to convey information
- Adopt an organizational format such as chronological order that is appropriate for informational writing
- Use paragraphing to organize ideas and information
- Maintain a portfolio that includes informational writing.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to write include to:

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Determine the intended audience before writing
- Use tone and language appropriate for audience and purpose
- Use prewriting activities; for example, brainstorming, freewriting, note taking, and outlining
- Use the "writing process" (prewriting, drafting, revising, proofreading, and editing)
- Use teacher conferences and peer review to revise written work
- Observe rules of punctuation, capitalization, and spelling:
 - punctuation of simple and compound sentences, of dialogue, of titles of articles
 - spelling of commonly misspelled words, of homonyms, of content-area vocabulary
- Use correct grammatical construction:
 - parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating and subordinating), prepositions and prepositional phrases, and interjections
 - complete simple, compound, and complex sentences, using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents
- Use signal words to provide clues to the organizational format; *for example, in addition, finally, as a result, similarly, on the other hand*
- Use dictionaries, thesauruses, and style manuals
- Use word processing skills.

Students will read, write, listen, and speak for information and understanding.

LISTENING

Students will listen on a daily basis.

SPEAKING

Students will speak on a daily basis.

WHAT STUDENTS LISTEN TO, Grades 5-6, for Information and Understanding

- Listen to interpret data, facts, and ideas in, for example:
 - short lectures
 - class discussions
 - interviews
 - presentations
 - multimedia presentations
 - newscasts.

WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 5-6 students demonstrate as they learn to listen include to:

- Listen in order to:
 - follow instructions which provide information about a task or an assignment
 - identify essential details for note taking
 - distinguish between fact and opinion
 - identify information that is implicit rather than stated
 - connect new information to prior knowledge or experience.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
- Identify own purpose for listening
- Recognize content-specific vocabulary or terminology
- Listen for unfamiliar words and learn their meaning.

WHEN STUDENTS SPEAK, Grades 5-6, for Information and Understanding

- Speak to share data, facts, and ideas in, for example:
 - small and large group class discussions
 - presentations to classmates and other students
 - school assemblies.

WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 5-6 students demonstrate as they learn to speak include to:

- Speak in order to:
 - ask probing questions
 - interview peers
 - share information from personal experience
 - share information from a variety of texts
 - synthesize and paraphrase information
 - state a main idea and support it with facts, details, and examples
 - compare and contrast information
 - make connections between sources of information
- Present reports of five to seven minutes for teachers and peers on topics related to all school subjects
- Summarize main points as part of the conclusion
- Use notes or outlines appropriate to the presentation.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers, teachers, and others in the school community
- Use language and grammar appropriate to purpose for speaking
- Use facial expressions and gestures which enhance communication
- Establish eye contact during presentations and group discussions
- Use audible voice and pacing appropriate to content and audience
- Use visual aids to support the presentation.

Standard 2

Students will read, write, listen, and speak for literary response and expression.

G Grades:
5-6

READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

WHAT STUDENTS READ, Grades 5-6, for Literary Response and Expression

- Read, view, and interpret imaginative texts and performances, such as:
 - short stories
 - short novels
 - plays
 - myths and legends
 - folktales
 - poems
 - films and video productions
 - electronic books.

WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 5-6 students demonstrate as they learn to read include to:

- Read, view, and interpret imaginative texts from a variety of genres
- Define the characteristics of different genres
- Select imaginative text based on personal needs and interests and read silently for enjoyment for extended periods
- Read aloud from a variety of genres, for example, read the lines of a play or recite a poem
- Recognize that the same story can be told in different genres; for example, novel, poem, or play
- Identify literary elements (setting, plot, character, rhythm, and rhyme) of different genres
- Recognize how the author uses devices such as simile, metaphor, and personification to create meaning
- Recognize how authors treat similar themes
- Identify the ways in which characters change and develop throughout a story
- Compare characters in literature to people in own lives.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to read include to:

- Identify purpose of reading
- Adjust reading rate according to purpose for reading
- Use word recognition and context clues to read fluently
- Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary
- Identify signal words (*finally* or *in addition*) that provide clues to organizational formats such as time order
- Use knowledge of punctuation to assist in comprehension
- Apply corrective strategies to assist in comprehension (such as rereading, discussion with teacher, peers, or parents/caregivers)
- Read aloud using inflection and intonation appropriate to text read and audience
- Maintain a personal reading list to reflect reading goals and accomplishments.

Students will read, write, listen, and speak for literary response and expression.

WRITING

Students will write an average of 1000 words per month across all content areas and standards.

WHAT STUDENTS WRITE, Grades 5-6, for Literary Response and Expression

- Write original imaginative texts, such as:
 - stories
 - poems and songs
 - plays
- Write interpretive and responsive essays.

WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 5-6 students demonstrate as they learn to write include to:

- Write original imaginative texts:
 - use organizing structures such as stanzas, chapters, scenes, and verses
 - create a lead that attracts the reader's interest
 - provide a title that interests the readers
 - develop characters, create a setting, and establish a plot
 - use examples of literary devices such as rhythm, rhyme, simile, and personification
 - establish consistent point of view; for example, first or third person
 - use vocabulary to create a desired effect
- Write interpretive essays, in order to:
 - summarize the plot
 - describe the characters and how they change
 - describe the setting and recognize its importance to the story
 - draw a conclusion about the work
 - interpret the impact of literary devices such as simile and personification
 - recognize the impact of rhythm and rhyme
- Respond to literature, connecting the response to personal experience
- Use resources such as personal experience and themes from other texts and performances to plan and create imaginative text
- Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to write include to:

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Determine the intended audience before writing
- Use tone and language appropriate for audience and purpose
- Use prewriting activities; for example, brainstorming, freewriting, note taking, and outlining
- Use the "writing process" (prewriting, drafting, revising, proofreading, and editing)
- Use teacher conferences and peer review to revise written work
- Observe rules of punctuation, capitalization, and spelling:
 - punctuation of simple and compound sentences, of dialogue, of titles of articles
 - spelling of commonly misspelled words, of homonyms, of content-area vocabulary
- Use correct grammatical construction:
 - parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating and subordinating), prepositions and prepositional phrases, and interjections
 - complete simple, compound, and complex sentences, using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents
- Use signal words to provide clues to the organizational format; *for example, in addition, finally, as a result, similarly, on the other hand*
- Use dictionaries, thesauruses, and style manuals
- Use word processing skills.

Standard 2

Students will read, write, listen, and speak for literary response and expression.

G Grades:
5-6

LISTENING

Students will listen on a daily basis.

WHAT STUDENTS LISTEN TO, Grades 5-6, for Literary Response and Expression

- Listen to comprehend, interpret, and respond to imaginative texts and performances such as:
 - stories
 - plays
 - poems and songs
 - films and video productions.

WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 5-6 students demonstrate as they learn to listen include to:

- Listen in order to:
 - distinguish different genres, such as story, biography, poem, or play
 - identify characters' motivation
 - recognize the use of literary devices, such as simile, personification, rhythm, and rhyme in presentation of imaginative texts and determine their impact on meaning
 - use personal experience and prior knowledge to interpret and respond to imaginative texts and performances
 - identify cultural and historical influences in texts and performances.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
- Identify own purpose for listening
- Recognize content-specific vocabulary or terminology
- Listen for unfamiliar words and learn their meaning.

SPEAKING

Students will speak on a daily basis.

WHEN STUDENTS SPEAK, Grades 5-6, for Literary Response and Expression

- Speak to present interpretations and responses to imaginative texts in, for example:
 - class and small group discussions
 - formal presentations to classmates
 - group and individual conferences with teachers
 - school assemblies.

WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 5-6 students demonstrate as they learn to speak include to:

- Speak in order to:
 - present original works such as stories, poems, and plays to adults and peers
 - share book reviews
 - summarize the plot, describe motivation of characters, and explain the importance of setting
 - connect a personal response to literature to prior experience or knowledge
 - recognize the importance of cultural, ethnic, and historical characteristics in texts and performances
 - ask questions and respond to questions for clarification
- Use notes or outlines appropriately in presentations.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers, teachers, and others in the school community
- Use language and grammar appropriate to the purpose for speaking
- Use facial expressions and gestures which enhance communication
- Establish eye contact during presentations and group discussions
- Use audible voice and pacing appropriate to content and audience
- Use visual aids to support the presentation.

Students will read, write, listen, and speak for critical analysis and evaluation.

READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

WHAT STUDENTS READ, Grades 5-6, for Critical Analysis and Evaluation:

- Read to analyze and evaluate information, ideas, opinions, themes, and experiences from the following:
 - books, fiction and nonfiction
 - essays including scientific and historical essays
 - newspapers and magazines
 - advertisements
 - electronic resources.

WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 5-6 students demonstrate as they learn to read include to:

Evaluate information, ideas, opinions, and themes in texts by identifying:

- the central idea and supporting details
- details that are primary and those that are less important
- precise and vague language
- statements of fact, opinion, and exaggeration
- missing or unclear information
- Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
- Identify different perspectives (such as social, cultural, ethnic, historical) on an issue presented in more than one text
- Recognize how one's own point of view contributes to forming an opinion about information and ideas.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to read include to:

- Identify purpose of reading
- Adjust reading rate according to purpose for reading
- Use word recognition and context clues to read fluently
- Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary
- Identify signal words (*finally* or *in addition*) that provide clues to organizational formats such as time order
- Use knowledge of punctuation to assist in comprehension
- Apply corrective strategies to assist in comprehension (such as rereading, discussion with teacher, peers, or parents/caregivers)
- Read aloud, using inflection and intonation appropriate to text read and audience
- Maintain a personal reading list to reflect reading goals and accomplishments.

Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

G

 Grades:
5-6

WRITING

Students will write an average of 1000 words per month across all content areas and standards.

WHAT STUDENTS WRITE, Grades 5-6, for Critical Analysis and Evaluation:

- Write the following to analyze and evaluate ideas, information, themes and experiences:
 - expository essays
 - persuasive texts
 - movie and book reviews
 - advertisements.

WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 5-6 students demonstrate as they learn to write include to:

- Use strategies such as note taking, semantic webbing or mapping, and outlining to plan and organize writing
- Use supporting evidence from text to evaluate ideas, information, themes, or experiences
- Analyze the impact of an event or issue from personal, peer group, and school community perspectives
- Analyze literary elements in order to evaluate the quality of ideas and information in text
- Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
- Adopt an organizational format appropriate for critical analysis and evaluation such as compare/contrast
- Use precise vocabulary in writing analysis and evaluation
- Maintain a writing portfolio that includes writing for critical analysis and evaluation.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to write include to:

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Determine the intended audience before writing
- Use tone and language appropriate for audience and purpose
- Use pre-writing activities; for example, brainstorming, freewriting, note taking, and outlining
- Use the "writing process" (prewriting, drafting, revising, proofreading, and editing)
- Use teacher conferences and peer review to revise written work
- Observe rules of punctuation, capitalization, and spelling:
 - punctuation of simple and compound sentences, of dialogue, of titles of articles
 - spelling of commonly misspelled words, of homonyms, of content-area vocabulary
- Use correct grammatical construction:
 - parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating and subordinating), prepositions and prepositional phrases, and interjections
 - complete simple, compound, and complex sentences, using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents
- Use signal words to provide clues to the organizational format; *for example, in addition, finally, as a result, similarly, on the other hand*
- Use dictionaries, thesauruses, and style manuals
- Use word processing skills.

Grades: 5-6

Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

LISTENING

Students will listen on a daily basis.

WHAT STUDENTS LISTEN TO, Grades 5-6, for Critical Analysis and Evaluation

- Listen to analyze and evaluate information, ideas, opinions, themes, and experiences in, for example:
 - discussions in small and large group settings
 - speeches in class and group settings, such as assemblies
 - reviews of books, films, and stage plays
 - panel presentations
 - multimedia presentations.

WHAT STUDENTS DO FOR CRITICAL ANALYSIS ANDEVALUATION: The competencies that 5-6 students demonstrate as they learn to listen include to:

Listen in order to:

- form an opinion on a subject based on information, ideas, and themes expressed in presentations
- recognize that the criteria used to analyze and evaluate presentations may be influenced by one's point of view and purpose for listening
- recognize and use the perspectives of others, including teachers and peers, in order to analyze and evaluate presentations
- use prior knowledge and experiences in order to more fully evaluate and analyze content of presentations
- recognize persuasive presentations and identify the techniques used to accomplish that purpose, such as choice of language and use of sound effects
- evaluate the quality of the speaker's presentation style by using criteria such as volume, tone of voice, and rate.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
 - Identify own purpose for listening
- Recognize content-specific vocabulary or terminology
- Listen for unfamiliar words and learn their meaning.

SPEAKING

Students will speak on a daily basis.

WHEN STUDENTS SPEAK, Grades 5-6, for Critical Analysis and Evaluation

- Speak to present opinions and judgments in, for example:
 - class and group discussions
 - formal presentations to classmates
 - individual/ group conferences with teachers
 - presentations at school assemblies.

WHAT STUDENTS DO FOR CRITICAL ANALYSIS ANDEVALUATION: The competencies that 5-6 students demonstrate as they learn to speak include to:

- Speak in order to:
 - ask questions and respond to questions for clarification
 - express an opinion or a judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
 - use role play as a strategy to analyze or evaluate an event or issue
 - use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
 - articulate a thesis statement and support it with details, examples, and reasons
 - persuade, using appropriate language, tone, volume, and gestures
- Use notes or outlines appropriately in presentations.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers, teachers, and others in the school community
- Use language and grammar appropriate to the purpose for speaking
- Use facial expressions and gestures which enhance communication
- Establish eye contact during presentations and group discussions
- Use audible voice and pacing appropriate to content and audience
- Use visual aids to support the presentation.

Standard 4

Students will read, write, listen, and speak for social interaction.

G Grades:
5-6

READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

WHAT STUDENTS READ, Grades 5-6, for Social Interaction:

- Read the following to establish, maintain, and enhance personal relationships:
 - friendly letters, notes, cards
 - published diaries and journals
 - electronic mail (e-mail).

WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 5-6 students demonstrate as they learn to read include to:

- Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
- Respect the age, gender, position, and cultural traditions of the writer
- Recognize conversational tone in friendly communication
- Recognize the types of language appropriate to social communication; for example, jargon/colloquialisms, informal, and conventions of e-mail.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to read include to:

- Identify purpose of reading
- Adjust reading rate according to purpose for reading
- Use word recognition and context clues to read fluently
- Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary
- Identify signal words (*finally* or *in addition*) that provide clues to organizational formats such as time order
- Use knowledge of punctuation to assist in comprehension
- Apply corrective strategies to assist in comprehension (such as rereading, discussion with teacher, peers or parents/caregivers)
- Read aloud, using inflection and intonation appropriate to text read and audience
- Maintain a personal reading list to reflect reading goals and accomplishments.

WRITING

Students will write an average of 1000 words per month across all content areas and standards.

WHAT STUDENTS WRITE, Grades 5-6, for Social Interaction:

- Write the following to establish, maintain, and enhance personal relationships:
 - friendly letters, notes, and cards
 - personal journals
 - friendly electronic messages (e-mail).

WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 5-6 students demonstrate as they learn to write include to:

- Share the process of writing for social communication with peers and adults; for example, write a condolence note, get well card, or thank you letter with a writing partner or in small groups
- Respect age, gender, position, and cultural traditions of the recipient
- Develop a personal voice that enables the reader to get to know the writer
- Write personal reactions to experiences, events, and observations, using a form of social communication
- Maintain a portfolio that includes writing for social communication.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to write include to:

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Determine the intended audience before writing
- Use tone and language appropriate for audience and purpose
- Use prewriting activities; for example, brainstorming, freewriting, note taking, and outlining
- Use the "writing process" (prewriting, drafting, revising, proofreading, and editing)
- Use teacher conferences and peer review to revise written work
- Observe rules of punctuation, capitalization, and spelling:
 - punctuation of simple and compound sentences, of dialogue, of titles of articles
 - spelling of commonly misspelled words, of homonyms, of content-area vocabulary
- Use correct grammatical construction:
 - parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating and subordinating), prepositions and prepositional phrases, and interjections
 - complete simple, compound, and complex sentences, using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents
- Use signal words to provide clues to the organizational format; for example, *in addition, finally, as a result, similarly, on the other hand*
- Use dictionaries, thesauruses, and style manuals
- Use word processing skills.

Standard 4

Students will read, write, listen, and speak for social interaction.

G

 Grades:
5-6

LISTENING

Students will listen on a daily basis.

WHAT STUDENTS LISTEN TO, Grades 5-6, for Social Interaction

- Listen in the classroom and school environment to establish, maintain, and enhance personal relationships in, for example:
 - conversations
 - small and large group discussions
 - conferences with teacher.

WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 5-6 students demonstrate as they learn to listen include to:

- Respect the age, gender, position, and cultural traditions of the speaker
- Recognize friendly communication based on volume, tone, and rate of the speaker's voice
- Recognize that social communication may include informal language such as jargon and colloquialisms
- Recognize the meaning of speakers' nonverbal cues.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
- Identify own purpose for listening
- Recognize content-specific vocabulary or terminology
- Listen for unfamiliar words and learn their meaning.

SPEAKING

Students will speak on a daily basis.

WHEN STUDENTS SPEAK, Grades 5-6, for Social Interaction

- Speak in the classroom and school environment to establish, maintain, and enhance personal relationships in, for example:
 - conversations
 - small and large group activities
 - conferences with teacher.

WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 5-6 students demonstrate as they learn to speak include to:

- Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
- Use the informal language of social communication
- Respect the age, gender, culture, and interests of the listener.

WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers, teachers, and others in the school community
- Use language and grammar appropriate to the purpose for speaking
- Use facial expressions and gestures that enhance communication
- Establish eye contact during presentations and group discussions
- Use audible voice and pacing appropriate to content and audience
- Use visual aids to support the presentation.

Primary Reading List

Title	Last Name	First Name	Genre
	Aardema	Verna - Retold	
"Buzz," Said the Bee	Lewison	Wendy	
"Not Now" Said the Cow	Oppenheim		
"You Look Ridiculous" said the Rhinoceros tot he	Waber	Bernard	
'Twas the Night Before Thanksgiving	Pilkey	Dav	Patterns
17 Kings and 42 Elephants	Mahy	Margaret	
A Family Story	Weiss	Nicki	
A Was Once an Apple Pie	Lear	Edward	
About Me	Moncure	Jane Belk	
Aesop's Fables	Rackham	Arthur	
Airplane Ride	Florian	D.	
Albert and the Albatross	Hoff	S.	
Alexander and the Wind-up Mouse	Lionni	Leo	
Alfred's Alphabet Walk	Chess	Victoria	
Ali Baba's Farm	Anonymous		
Ali: Child of the Desert	London	Jonathan	
All About Deer	Arnosky	Jim	
All Wet! All Wet!	Skofield	James	
Alligator Shoes	Dorros	A.	
Alligators All Around	Sendak	M.	

Title	Last Name	First Name	Genre
Always Room for One More	Nic Heodhas	Sorche	
Amazing Grace	Hoffman	M.	
Amelia Belelia (series)	Parish		
Amy Goes Fishing	Marzollo		
An Arthur Adventure	Brown	Marc	
Anansi the Spider	McDermott	Gerald	Folk/Fairy
And I Mean It, Stanley	Bonsall		
Andy: That's My Name	De Paola	T.	
Angus and the Cat	Flack	Majory	
Angus Gets Lost	Flack	Marjory	
Animals A to Z	McPhail	D.	
Anna Banana and Me	Blegvad	Lenore	
Anybody Home?	Fisher	Aileen	
Apartment Three	Keats	Ezra Jack	
Apple Tree Apple Tree	Blocsma	M.	
Applebird	Wildsmith	B.	
Are You My Mother?	Eastman		
Are You My Mother?	Eastman	P.D.	
Are You My Mother?	Eastman		
Are You There Bear?	Maris	R.	
Art Lesson	dePaola	Tomie	Picture Book
Arthur (books)	Brown	M.	

Title	Last Name	First Name	Genre
Arthur's Christmas Cookies	Hoban	L.	
Arthur's Funny Money	Hoban	L.	
Arthur's Halloween Costume	Hoban	L.	
Arthur's Honey Bear	Hoban		
Arthur's Honey Bee	Hoban	Lillian	
Arthur's Prize Reader	Hoban	Lillian	
Ask Mr. Bear	Flack	Marjorie	
At Mary Bloom's	Aliki		
At the Beach	Rockwell	Anne and	
At the Zoo	Kloes	C.	
Audubon Cat	Bonners	Susan	
Away and Ago: Rhymes of the Never Was and	McCord	David	
Ayu and the Perfect Moon	Cox	David	
Babar's Birthday Surprise	DeBrunhoff	Laurent	
Babar's Little Circus Star	Brunhoff		
Baby Says	Steptoe	J.	
Baby's Catalogue, The	Ahlberg	J./A.	
Banana Split from Outer Space	Siracusa		
Bantam of the Opera	Auch	Mary Jane	
Barkley	Hoff	L.	
Barney's Horse	Hoff	S.	
Bean Boy	Bowden		

Title	Last Name	First Name	Genre
Bear and the Fly: A Story, The	Winter	P.	
Bear's Bargain	Asch	Frank	
Bears in the Night	Berenstain	S./J.	
Bears on Wheels	Berenstain	S./J.	
Bed Book, The	Plath	Sylvia	
Bedsread, The	Fair	Sylvia	
Before the Monkey's Cage	Becker	Edna	
Benedict Finds a Home	Demarest	Chris L.	
Bennett Cerf's Book of Riddles	Cerf		
Bently and Egg	Joyce	William	
Best Present is Me, The	Wolf	Janet	
Best, Worst Day	Graves		
Big	Aldis	Dorothy	
Big Dog, Little Dog: A Bedtime Story	Eastman	P.D.	
Big Mamma and Grandma Ghana	Shelf-Medearis	A.	
Big Old Bones	Carrick	Carol	Fantasy/SF
Bikes	Rockwell	A.	
Binky Brothers, Detectives	Lawrence		
Blueberries for Sal	McCloskey	Robert	
Bobbin Girl, The	McCully	Emily A.	
Brave as a Mountain Lion	Scott	Ann Herbert	
Bremen Town Musicians, The	Plume	Ilse	

Title	Last Name	First Name	Genre
Brimhall Comes to Stay	Delton		
Brimhall Turns to Magic	Delton		
Brookie and Her Lamb	Goffstein	M.B.	
Brown Bear, Brown Bear, What Did You See?	Martin	B.	
Bug Club, The			
Building a House	Barton	B.	
Buster Loves Buttons!	Manushkin		
Busy Day: A Book of Action	Maestro	B./G.	
Button Box	Reid	Margarette	Math
Button Soup	Orgel		
Buttons for General Washington	Roop	Peter/Connie	
Buzz Buzz Buzz	Barton	B.	
C D B!	Steig	William	Lang
Can I Keep Him?	Kellogg	Steven	
Can You Find It?	Most	Bernard	Lang
Caps for Sale	Slobodkina	e.	
Case of the Hungry Sailor, The	Bonsall		
Cat and Dog	Minarik	E.H.	
Cat Count	Lewin	Betsy	
Cat in the Hat	Seuss		
Cat in the Hat Comes Back, The	Wood	D./A.	
Cat is Back at Bat	Stadler		

Title	Last Name	First Name	Genre
Cat on the Mat	Wildsmith	B.	
Cat's Tongue	Merriam	Eve	
Catch That Cat!	Krahn	Fernando	
Cats Are Good Company	Landshoff	Ursula	
Cats Do, Dogs Don't	Simon	Norma	
Catwing	LeGuin	Ursula	Fantasy/SF
CDB!	Steig	William	
Chair for my Mother, A	Williams	Vera	
Chang's Paper Pony	Coerr		
Charlie Needs a Cloak	dePaola	Tomie	Folklore
Charlotte's Web	White	E.B.	
Cherries and Cherry Pits	Williams	Vera B.	
Chester	Hoff		
Chester's Way	Henkes	Kevin	Picture Book
Chick and the Duckling	Ginsburg	M.	
Chicka Chicka Boom Boom	Martin Jr.	Bill	Patterns
Chicken Aren't the Only Ones	Heller	Ruth	Science
Chocolate Chip Mystery	McInnes		
Chocolate Chip Mystery, The	McInnes		
Chop, Chop, Choppity- Chop	Anonymous		
Cinderella	Perrault	Charles	
City Noise	Kuskin	K.	

Title	Last Name	First Name	Genre
City Seen from A to Z	Isadora	Rachel	
Clifford (books)	Bridwell	N.	
Clifford the Big Red Dog	Bridwell	Norma	
Color Wizard, The	Brenner		
Colours	Pienkowski	J.	
Come On Up!	Kim		
Commander Toad	Yolen	Jane	Fantasy/SF
Cookie's Week	Ward	C.	
Corduroy	Freeman	Don	
Covers	Giovanni	Nikki	
Cross-Country Cat	Calhoun	Mary	
Curious Clownfish	Maddern	Eric	Science
Curious George	Rey	H.A.	
Dance Away	Shannon	George W.B.	
Dandelion	Freeman	Don	
Daniel's Duck	Bulla		
Danny and the Dinosaur	Hoff	S.	
Dark, Dark Tale, A	Brown	Ruth	
Day the Goose Got Loose, The	Lindbergh	Reeve	Folklore
Dear Mr. Blueberry	James	Simon	Picture Book
Dear Rebecca, Winter is Here	George	Jean	Picture Book
Dear Zoo	Campbell	E.	

Title	Last Name	First Name	Genre
December	Bunting	Eve	
Demi's Find the Animal A*B*C	Demi		
Did You Hear That?	Blocsma	M.	
Digby and Kate	Baker		
Digby and Kate Again	Baker		
Digging Up Dinosaurs	Aliki		
Dinosaur Dream	Nolan	Dennis	Fantasy/SF
Dinosaur in Trouble	Gordon		
Dinosaurs Dinosaurs	Barton	B.	
Dinotopia	Gurney	James	
Discovery of America, The	Maestro	Betsy	
Do Animals Dream?	Pope	Joyce	
Do You Want to be My Friend?	Carle	E.	
Dog and Cat	Fehlner	Paul	
Dog and Cat Shake a Leg	Spohn		
Dog and the Deep Dark Woods, The	Gackenback	Dick	
Dog Named Sam	Boland		
Dogs	Brown	Margaret Wise	
Dogs and Dragons, Trees and Dreams	Kuskin	Karla	
Don't Forget the Bacon	Hutchins	P.	
Doorbell Rang	Hutchins	Pat	Math
Dragons Are Singing Tonight	Prelutsky	Jack	Poetry

Title	Last Name	First Name	Genre
Dream Child, The	McPhail	David	
Dreamcatcher	Osofsky	Audrey	Folk/Fairy
Duncan & Dolores	Samuels	Barbara	
Each Peach Pear Plum	Ahlberg	J./A.	
Early Morning in the Barn	Tafari	N	
Eating Fractions	McMillan	Bruce	Math
Edward and the Pirates	McPhail	Davil	
Edward the Emu	Knowles	Sheena	
Egyptian Cinderella	Heller	Ruth	Folk/Fairy
Elmer	McKee	David	
Emmett's Pig	Stoltz		
Enormous Watermelon, The	Parkes/Smith		Folklore
Evan's Corner	Hill	Elizabeth	
Everybody Says	Aldis	Dorothy	
Everyone Ready?	Brandenberg	F.	
Fair!	Lewin	Ted	
Family Soccer	Geddes	D.	
Farm Morning	McPhail	David	
Father Bear Comes Home	Minarik	Else	
Favorite Poems Old and New	Ferris	Helen	
Feelings	Aliki		
Fireside Book of Children's Songs	Winn	Marie	

Title	Last Name	First Name	Genre
First Flight	McPhail	David	
Fish Eyes	Ehlert	Lois	Patterns
Fishing	Yukish	J.	
Five Little Chickens	Anonymous		
Five Little Ducks	Beck	L	
Fix It!	McPhail	D.	
Fly Away Home	Bunting	Eve	
Follow Me!	Gerstein	Mordicai	
Foot Book	Stanek	Muriel	
Foot Book, The	Seuss	Dr.	
Fossils Tell of Long Ago	Aliki		
FOX (series)	Marshall	James	
Fox and His Friends (Series)	Marshall		
Fox in Socks	Seuss		
Fox on Stage	Marshall	J.	
Fox on the Box	Gregorich		
Fred's First Day	Warren	Cathy	
Frederick	Lionni	Leo	
Freight Train (and other titles)	Crews	D.	
Frida's Office Day	Lewis		
Friend for Minerva Louise, A	Stoeke	Janet Morgan	
Friend, The (and other titles)	Burningham	J.	

Title	Last Name	First Name	Genre
Friends	Heine	Helme	
Frog and Toad	Arnold Lobel		
Frog and Toad (Series)	Lobel	A.	
Frog Prince Revisited	Scieszka	Jon	Folk/Fairy
Frogs and the Ballet	Elliott	Donald	
Fun on Wheels	Cole	Joanna	
Funny Bones	Ahlberg	A./J.	
Fur	Mark	J.	
Gabriella's song	Fleming	Candace	
Gardener, The	Stewart	Sarah	
George and Martha	Marshall	James	
George and Martha Rise and Shine	Marshall	James	
Get Ready, Set, Read (series)			
Ghost Named Fred, A	Benchley		
Gilberto and the Wind	Ets	Marie Hall	
Gingerbread Boy, The	Galdone	Paul	
Gingerbread Man	Schmidt	Karen	
Giving Tree, The	Silverstein	Shel	
Giving Tree, The	Silverstein	Shel	
Go Around Dollar	Adams	Barbara	Math
Go Away Dog	Nodset	J.	
Go, Dog, Go	Eastman	P.D.	

Title	Last Name	First Name	Genre
Goat Parade, The	Kroll		
Golasses - Who Needs 'Em	Smith	Lane	
Golden Goose, The	Hillert		
Golly Gump Swallowed a Fly	Cole		
Golly Sisters Go West	Byars	Betsy	
Golly Sisters, The (Series)	Byars		
Goodnight Horsey	Ash	F.	
Goodnight Moon	Brown	Margaret Wise	
Goodnight Owl	Hutchins	P.	
Grandfather's Journey	Say	Allen	
Grandpa's Face	Greenfield	Eloise	
Great Cat	McPhail	David	
Great Enormous Turnip	Tolstoi/Oxenbury	A./H.	
Great Kapok Tree	Cherry	Lynne	Science
Great Leaf Blast-Off, The	Himmelman		
Greedy Python and The Foolish Tortoise, The	Buckley	Richard	
Grey Lady and the Strawberry Snatcher	Bang	M.	
Guess Who's Just Moved in Next Door?	McNaughton	Colin	Poetry
Hailstones and Halibut Bones	O'Neill	Mary	Poetry
Handa's Surprise	Browne	E.	
Happy Birthday Moon	Asch	F.	
Happy Birthday to You	Seuss	Dr.	

Title	Last Name	First Name	Genre
Hattie and the Fox	Fox	M.	
Hattie Rabbit (Series)	Gackenbach		
Have You Seen My Duckling!	Tafari	N.	
Have You Seen the Crocodile?	West	C.	
Hayloft, The	Peters		
• Hello, House	Hayward		
Hello, Two Wheeler!	Mason		
Help!	Ahlberg	A	
Henny Penny	Galdone	Paul	
Henrietta Goes to the Fair	Hoff	L.	
Henrietta's Fourth of July	Hoff	L.	
Henry and Mudge	Rylant	Cynthia	
Henry and Mudge (Series)	Rylant	C.	
Henry and Mudge: The First Book of Their	Rylant	Cynthia	
Here Are My Hands	Martin/Archambault	B./J.	
Hershel and the Hanukkah Goblins	Kimmel	Eric	Folk/Fairy
Home for a Bunny	Brown	Margaret Wise	
Homework Caper	Lexau		
Honey I Love	Greenfield	Eloise	
Honk	Smith	S.	
Hooray for Snail!	Stadler	J.	
Hop on Pop	Seuss	Dr.	

Title	Last Name	First Name	Genre
Horray for the Golly Sisters	Byars	Betsy	
Horse in Harry's Room, The	Hoff	S.	
House Cat, The	Wynne	Annette	
House for Hermit Crab, A	Carle	Eric	Fantasy/SF
House is a House for Me, A	Hoberman	MaryAnn	
House That Jack Built, The	Stow	J.	
How Big is a Foot?	Myller	rolf	Math
How Do I Put It On?	Watanabe	S.	
How Do You Know It's Winter... Spring...Etc.	Fowler	Allan	
How Hippo!	Brown	M.	
How Many Bugs in a Box?	Carter	D.	
How Many Days to America?	Bunting	Eve	
How the Rooster Saved the Day	Lobel	Arnold	
Humphry the Lost Whale	Tukuda/Hall	Wendy/Richard	
I Am Better Than You	Lopshire		
I Am the Mummy Heb-Nefert	Bunting	Eve	
I Can	Winter	S.	
I Can Ride It!	Watanabe	Shigeo	
I Feel the Same Way	Moore	Lilian	
I Have a Cat	Wirth et. al	Marian	
I Have a Dream	King	Dr. Martin	
I Like Books	Browne	A.	

Title	Last Name	First Name	Genre
I Love to Dance	Zeck	Gerry	
I See a Song	Carle	E.	
I Want to Be Somebody New	Lopshire	R.	
I Was Walking Down the Road	Barchas	S.	
I Went Walking	Williams		
I'm Telling You Now	Delton	J.	
Icky Squishy Science	Markie	Sandra	
If I Ran the Zoo	Seuss	Dr.	
If I were an Ant	Moses	Amy	
If You Gave a Mouse a Cookie	Numeroff	L.J.	
If You Give a Moose a Muffin	Numeroff	Laura Joffe	
If You Give a Mouse a Cookie	Numeroff	Laura Joffe	
If You Take a Paintbrush: A Book of Colors	Testa	F.	
Imogene's Antlers	Small	David	
Important Book	Brown	Margaret Wise	Patterns
In a Dark, Dark Room	Schwartz		
In a Dark, Dark Wood	Yukish	J.	
In the Attic	Oram	Hiawyn	
In the City	Pasternac	S.	
In the Month of Kislev-A Story for Hunukkah	Jaffe	Nina	Folk/Fairy
In Winter When It's Zero	Moore	Margaret/John	
Inside, Outside, Upside Down	Berenstain	S./J.	

Title	Last Name	First Name	Genre
Into the Sea	Guiberson	Brenda	
Ira Sleeps Over	Waber	B.	
It Could Still be a Mammal...Tree...Bird, Etc.	Fowler	Allan	
It's a Secret	Hautzig		
It's Football Time	Geddes	D.	
It's Mine	Lionni	L.	
Itchy Itchy Chicken Pox	Maccanone	Grace	
Jack and the Beanstalk	Faulkner	Matt	
Jahdu	Hamilton		
Jambo Means Hello: Swahili Alphabet Book	Feelings	Muriel	
James and the Giant Peach	Dahl	Roald	Fantasy/SF
Jed's Junior Space Patrol	Marzollo		
Jesse Bear What Will You Wear?	Carlstrom	N.W.	
Jillian Jiggs	Gilman	P.	
Jim, Jimmy, James	Kent	Jack	
Jimmy Lee Did It	Cummings	P.	
Josefina Story Quilt, The	Coerr	Eleanor	
Julius	Hoff	S.	
Jump Frog Jump	Kalan	R.	
Jungle	Norden	Carol	
Jungle Book	Kipling	Rudyard	
Just a Little Different	Dobkin		

Title	Last Name	First Name	Genre
Just Like Daddy	Ash	F.	
Just Like Everybody Else	Kuskin	K.	
Just Me	Ets	M.H.	
Just So Stories	Kipling	Rudyard	
Just Three	Wise	William	
Just Watch	Livingston	Myra Cohen	
Katie Morag Delivers the Mail	Hedderwick	Mairi	
Katy No-Pocket	Payne	Emmy	
Keeping Quilt, The	Polacco	Patricia	
Kick, Pass and Run	Kessler		
King Bidgood's in the Bathtub	Wood	D./A.	
Kiss for Little Bear	Minarik	Else	
Kites Sail High - A Book About Verbs	Heller	Ruth	Lang
Knights of the Kitchen Table	Scieszka	Jon	Fantasy/SF
Knots on a Counting Rope	Martin Jr.	Bill	
Koko's Story	Patterson	Francine	
Korean Cinderella	Heller	Ruth	Folk/Fairy
Lamplighter Bard	Livingston	Myra Cohn	
Last Puppy, The	Asch	Frank	
Legend of the Bluebonnet, The	dePaola	Tomie	
Legend of the Indian Paintbrush	dePaola	Tomie	Folk/Fairy
Leo and Emily (Series)	Brandenberg		

Title	Last Name	First Name	Genre
Leo and Emily and the Dragon	Brandenberg		
Leo the Late Bloomer	Kraus	R.	
Leo, Zack and Emmie (Series)	Ehrlich		
Leonardo da Vinci	Stanley	Diane	
Leonel and Louise	Krensky		
Let's Be Enemies	Sendak	M.	
Let's Make Rabbits	Lionni	Leo	
Lift-the-Flap Books	Ziefert	H.	
Little Bear	Minarik	Else	
Little Bear (Birthday Soup)	Minarik	Else	
Little Bear (Series)	Minarik		
Little Black, a Pony	Farley		
Little Blue and Little Yellow	Lionni	Leo	
Little Engine that Could, The	Piper	Watty	
Little House, The	Burton	Virginia	
Little Jumping Joan	Anonymous		
Little Old Lady Who Was Not Afraid of Anything	Williams	Linda	Patterns
Little Raccoon and No Trouble at All	Moore		
Little Red Hen	Domanska	J.	
Little Red Hen	Zemach	Margot	
Little Ships, The	Borden	Louise	
Little Turtle, The	Lindsay	Vachel	

Title	Last Name	First Name	Genre
Locks, Crocks, and Skeeters: the Story of the Lon Po Po	Parker Young	Nancy Winslow Ed	Folk/Fairy
Long Way Westward, The Look	Sandin Hopberman	Mary Ann	
Look What I Can Do Look What I Did With a Leaf?!	Aruego Sohi	J. Morteza	Science
Lorenzo Lost and Found House	McPhail Joerns	Consuelo	
Lyle, Lyle, Crocodile M and M (Series)	Waber Ross	Bernard	
Macbeth Magic School Bus (Series)	Coville Cole/Egen	Bruce-Retold Joanna/Bruce	Fantasy/SF
Mama Don't Allow ManDaLa	Hurd Adoff	Thacher A.	
Margaret and Taylor Margie and Me	Henkes Wirth	Kevin Beverly	
Marmalade's Nap Marmalade's Picnic	Wheeler Wheeler	C. C.	
Marmalade's Yellow Leaf Martin's Hats	Wheeler Blos	C. J.	
Marven of the Great North Woods Marvin Mooney Will You Please Go Now	Lasky Seuss	Kathryn Dr.	

Title	Last Name	First Name	Genre
Marvin's Best Christmas Present Ever	Paterson	Katherine	
Mary Middling	Fyleman	Rose	
Max	Isabdora	R.	
May I Bring a Friend?	de Regniers	Beatrice	
Me Too	Winter	S.	
Mean Margaret	Seidler	Tor	
Merry Go Round - A Book About Nouns	Heller	Ruth	Lang
Messages in the Mailbox-How to Write a Letter	Leedy	Loreen	
Mice on Ice	Yolen	J.	
Mighty Movers	Levitt		
Mike Mulligan and His Steam Shovel	Burton	Virginia Lee	
Milk and Honey: A Year of Jewish Holidays	Yolen	Jane	
Mine's the Best	Bonsall		
Ming Lo Moves the Mountain	Lobel	Arnold	
Minty: A Story of Young Harriet Tubman	Schroeder	Alan	
Miro in the Kindgom of the Sun	Kurtz	Jane	
Miss Rumphius	Cooney	Barbara	
Mississippi Going North	Baker	Sanna	
Mitten, The: A Ukrainian Folktale	Brett	Jan	
Mixed-Up Chameleon, The	Carle	Eric	
Moja Means One: Swahili Counting Book	Feelings	Muriel	Math
Molly Limbo	Hodges	Margaret	

Title	Last Name	First Name	Genre
Molly the Brave and Me	O'Connor		
Monday I Was an Alligator	Pearson		
Monkey-Monkey's Trick	McKissack		
Monsters	Namm	Diane	
Moon Bear	Asch	F.	
Mooncake	Asch	F.	
Moothee Goods, the Old Nursery Rhymes	Rackham	Arthur	
Mop for Pop	Foster/Erickson		
More Spaghetti I Say	Gelman	R.G.	
More Than One (and other titles)	Hoban	T.	
Morris Goes to School	Wiseman	Bernard	
Morris Tells Boris Mother Moose Stories &	Wi9seman	Bernard	
Morris the Moose	Wiseman	B.	
Mouse on the Motorcycle	Cleary	Beverly	Fantasy/SF
Mouse Soup	Lobel	A.	
Mouse Tales	Lobel	A.	
Mouse Tales	Lobel	Arnold	
Mr. Grumpy's Outing	Burningham	J.	
Mr. Rabbit	Willson	Dixie	
Mr. Rabbit and the Lovely Present	Zolotow	Charlotte	
Mr. Semolina-Semolinus	Manna/Mitakidon	Anthony/Christ	
Mufaro's Beautiful Daughters	Steptoe	John	Folk/Fairy

Title	Last Name	First Name	Genre
Muggie Maggie	Cleary	Beverly	
Music, Music for Everyone	Williams	Vera	
Musicians of the Sun	McDermott	Gerald	
My Ballet Class	Isadora	Rachel	
My Book	Maris	R.	
My Dog, Your Dog	Low	Joseph	
My Friend John	Zolotow	Charlotte	
My Name is York	Van Steenwyk	Elizabeth	
My Teddy Bear	Nakatani	C.	
Myra	Bottner	Barbara	
Mystery of the Farmer's Three Fives	Friskey		
Napping House, The	Wood	Audrey	
Nate the Great (series)	Sharmat		
New Kid on the Block	Prelutsky	Jack	
Nicholas Pipe	San Souci	Robert	
Nina, Nina Ballerina	O'Connor		
No One Should Have Six Cats!	Smith	Susan Mathias	
No Roses for Harry!	Zion	Gene	
Nobody Listens to Andrew	Guilfoile	e.	
Noisy Nora	Wells	R.	
Norma Jean, Jumping Bean	Cole		
Not Now Bernard	McKee	D.	

Title	Last Name	First Name	Genre
Now One Foot, Now the Other	dePaola	Tomie	
Now We Can Go	Jonas	A.	
Odd One Out	Peppe	R.	
Old Black Fly	Aylesworth	Jim	Patterns
Old Man with a Beard, The			
Old Turtle's Soccer Team	Kessler		
Oliver and Amanda Pig	VanLeeuwen	J.	
Oliver, Clarence and Violet	Stevenson		
On Market Street	Lobel	A.	
One Fish, Two Fish, Red Fish, Blue Fish	Seuss	Dr.	
One Grain of Rice	Demi		
One Hunter	Hutchins	P.	
One Misty, Moisty Morning	Anonymous		
One Rich Raja	Front	Sheila/Charles	Patterns
Only a Pigeon	Kurtz	Jane and	
Only One	Harshman	Marc	Math
Orcas Around Me: My Alaska Summer	Page	Debra	
Our Cat	Chute	Marchette	
Out of the Blue- Poems About Color			Poetry
Over the Top of the World	Steger/Bowermaster		
Overnight at Mary Bloom's	Aliki		
Owl at Home	Lobel	A.	

Title	Last Name	First Name	Genre
Owl Babies	Waddell	Martin	Science
Ox-Cart Man	Hall	Donald	
Paddington Goes to Town	Bond	Michael	
Paddington's Storybook	Bond	Michael	
Paddy Pork - Odd Jobs	Goodall	J.	
Pancake, The	Rossetti	Christina	
Pancakes for Breakfast	dePaola	Tomie	
Paperbag Princess, The	Munsch	Robert	
Park Book, The	Zolotow	Charlotte	
Passage to Freedom	Mochizuki	Ken	
Pat the Cat	Hawkins/Jacqui	Colin	
Pattern Books	Mayer	M.	
Pease Porridge Hot	Traditional		
Penrod's Pants	Christian	M.B.	
Penrod's Picture	Christian		
Peter and the Wolf	Prokofiev	Sergei	
Peter Spier's Rain	Spier	P.	
Peter's Chair	Keats	E.J.	
Petunia	Duvoisin	Roger	
Picnic	McCully	E.A.	
Pie Rats Ahoy!	Scarry		
Pierre	Sendak	Maurice	

Title	Last Name	First Name	Genre
Pig Pig Goes to Camp	McPhail	David	
Pigwig	Dyke	John	
Pinky and Rex (Series)	Howe		
Pirates, Pirates Over the Salt, Salt Sea	Wolcott	P.	
Plant Sitter, The	Zion	Gene	
Plants That Never Ever Bloom	Heller	Ruth	Science
Pocket for Corduroy, A	Freeman	Don	
Poems Children Will Sit Still For	de Regniers	Beatrice S.	
Poems to Read to the Very Young	Frank	Josette	
Poetry Place Anthology	Bennett	Rowena	
Poky Little Puppy, The	Lowery	Janette	
Polar Express	VanAllsburg	Chris	
Poor Boy, Rich Boy	Bulla	clyde	
Poor Potatoes Underground	Prelutsky	Jacxk	
Porcelain Cat, The	Hearn	Michael	
Project Panda Watch	Schlein	Miriam	
Pumpkin, Pumpkin	Titherinton	J.	
Put Me in the Zoo	Lopshire	R.	
Q is for Duck	Elting	Mary	
Quick as a Cricket	Wood	D./A.	
Quilt Story, The	Johnson/dePaola	Tony/Tomie	
Quilt, The	Jonas	A.	

Title	Last Name	First Name	Genre
Rabbit Skip, The	Brown	Margaret Wise	
Rabbit, The - Listen! And Help Tell the Story	Carlson	Bernice Wells	
Rain	Kalan	R.	
Random House Book of Poetry for Children	Prelutsky	Jack	
Rapunzel	Zelinsky	Paul O.	
Read Aloud Anthology	Anderson	Hans Christian	
Read Aloud Rhymes for the Very Young	Prelutsky	Jack	Poetry
Red Leaf, Yellow Leaf	Ehlert	Lois	Science
Reflections	Jonas	A.	
Resources for Creative Teaching in Early	Hicks	JoAnne Deal	
Rhino and Mouse	Palmer		
Ring of Tricksters, A	Hamilton	Virginia	
Rockin' Reptiles	Calmenson/Cole	Stephanie/Joan	
Roger's Umbrella	Pinkwater	Daniel	
Roll Over!!	Peek	m.	
Rosie's Walk	Hutchins	R.	
Rough Faced Girl	Martin	Rafe	Folk/Fairy
Round and Round the Money Goes: What Money Is	Berger	Melvin/Gilda	Math
Ruby	Emberley	Michael	Folk/Fairy
Rumpelstilskin's Daughter	Stanley	Diane	
Run a Little	Reeves	James	
Runaway Bunny, The	Brown	Margaret Wise	

Title	Last Name	First Name	Genre
Sam and the Firefly	Eastman		
Samantha the Snob	Cristaldi		
Sammy and the Seal	Hoff	S.	
Sand Cake	Asch	F.	
Sarah Plain and Tall	MacLachlan	Patricia	
Sarah's Unicorn	Coville		
Saturday	Cazet		
Say Hello, Vanessa	Sharmat	Marjorie	
School Bus	Crews	D.	
School is Over	Greenaway	Kate	
Sea King's Daughter, The	Shepard	Aaron	
Secrets of a Small Brother	Margolis	Richard	
Seen Any Cats?	Modell	F.	
Seven Candles for Kwanzaa	Pinkney	Andrea Davis	
Seven Chinese Brothers	Mahy	Margaret	
Shaka: King of the Zulus	Diane/Venna	Stanley/Peter	
Sheep in a Jeep	Shaw	N.	
Shooting Star: Annie Oakley, the Legend	Dadey	Debbie	
Show and Tell	Smith		
Signs	Goor	Ron/Nancy	
Silly Times with Two Silly Trolls	Jewell		
Simon's Book	Drescher	H.	

Title	Last Name	First Name	Genre
Sing a Song of Popcorn	DeRegniers	Betrice Schenic	Poetry
Sing Song: A Nursery Rhyme Book	Rossetti	Christina	
Singing Bee! A Collection of Favorite Children's	Hart	Jane	
Sir Andrew	Winter	P.	
Sisters	McPhail	David	
Sky Is Full of Song, The	Hopkins	Lee Bennett	
Sky Pioneer: A Photobiography of Amelia Earhart	Szabo	Corinne	
Sky Was Blue	Zolotow	Charlotte	
Skyfire	Asch	F.	
Skyscraper	Lee	Dennis	
Sleeping Ugly	Yolen	Jane	
Sleepy Bear	Dabocovich	L.	
Sleepy Ronald	Gantos	Jack	
Smallest Cow in the World	Paterson		
Snail Save the Day	Stadler		
Snakes	Simon	Seymour	
Snow	McKee		
Snow Lion	McPhail	David	
Snowman, The	Briggs	R.	
Snowy Day	Keats	Ezra Jack	
Some Swell Pup: Or Are You Sure You Want a Dog?	Sendak	Maurice and	
Some Things Go Together	Zolotow	Charlotte	

Title	Last Name	First Name	Genre
Something, The	Babbitt	N.	
Sometimes Things Change	Eastman	P.D.	
Sootface-an Ojibwa Cinderella Story	San Souci	Robert	Folk/Fairy
Spiders in the Fruit Cellar	Jossee	Barbara	
Spots, Feathers and Curly Tails	Tafari	N.	
Squanto, Friend of the Pilgrims	Culla	Clyde	
Squirrel's Tree Party	DeLage		
Starting First Grade	Cohen	Miriam	
Stinky Cheese Man	Scieszka	Jon	Folk/Fairy
Stone Soup	McGovern	A.	
Story and Verse for Children	Huber	Miriam	
Sugar and Spice--The ABC of Being a Girl	McGinley	Phyllis	
Summer Is ...	Zolotow	Charlotte	
Sunshine	Ormerod	Jan	
Super Sam and the Salad Garden	Wolcott	P.	
Surprise Party	Prager	A.	
Surprise Party	Hutchins	Pat	
Sylvester and the Magic Pebble	Steig	William	Fantasy/SF
Tail, Toes, Eyes, Ears, Nose	Burton	M.	
Take a Look, It's in a Book	Krauss	Ronnie	
Tale of Peter Rabbit, The	Potter	Beatrix	
Tales of Amanda Pig	Van Leuwen	Jean	

Title	Last Name	First Name	Genre
Talking Eggs	San Souci	Robert	Folk/Fairy
Talking Like the Rain	Kennedy	X.J.	Poetry
Teddy Bear, Teddy Bear	Lawson	C.	
Teeny Tiny Woman	Yukish	J.	
Ten Apples Up on Top	Lesieg	T.	
Ten Little Monkeys	Christelow	Eileen	
Terrible Tuesday	Townson	Hazel	
That's Just Fine, and Who-o-o Did It	Lexau		
The Best Train Set Ever	Hutchins	Pat	
The Boy and the Goats	Hillert	M.	
The Magic Pot Porridge	Galdone	Paul	
The Real Hole	Cleary	Beverly	
The Three Sillies	Galdone	Paul	
The Wisk at the Top	Bulla	Clyde	
There Was an Old Person of Dover	Lear	Edward	
There's an Ant in Anthony	Most	Bernard	Lang
There's An Awful Lot of Weirdos in our	McNaughton	Colin	Poetry
These Are My Pets	Mayer		
Things I Like	Browne	A.	
Three Billy Goats Gruff, The	Galdone	Paul	Folklore
Three by the Sea	Marshall	James	
Three by the Sea	Marshall	James	

Title	Last Name	First Name	Genre
Three Up a Tree	Marshall		
Tiger is a Scaredy Cat	Phillips		
Titch	Hutchins	P.	
To Love a Cat	Bare	Colleen Stanly	
Today We Are Brother and Sister	Adoff	Arnold	
Tom Thumb	Hillert	M.	
Too Much Noise	McGovern	A.	
Tool Book	Gibbons	G.	
Toot Toot	Wildsmith	B.	
Tough Jim	Cohen	M.	
Toy Brother, The	Steig	William	
Train, The	McPhail	D.	
Tree of Life	Bash	Barbara	
Trek, The	Jonas	A.	
Truck Song	Siebert	Diane	
True Book of Animal Babies, The	Podendorf	Illa E.	
True Francine, The	Brown	M.T.	
Trunk, The	Wildsmith	B.	
Tuntuni the Tailor Bird	Bang		
Turnip, The	Morgan	Pierr	Folklore
Twelve Ways to Get to Eleven	Merriam	Eve	Math
Two Ways to Count to Ten	Dee	Ruby	Math

Title	Last Name	First Name	Genre
Two, Four, Six, Eight: A Book About Legs	Kessler	Ethel/Leonard	
Tye Mae and the Magic Brush	Bang	M.	
Ugly Duckling, The	Andersen	Hans Christian	
Umbrella	Yashima	Taro	
Unbreakable Code, The	Hunter	Sarah	
Uncle Foster's Hat Tree	Cushman		
Under the Shade of the Mulberry Tree	Demi		
Up and Up	Hughes	Shirley	
Ups and Downs with Oink and Pearl	Chorao		
Very Busy Spider, The	Carle	E.	
Very Hungry Caterpillar, The	Carle	E.	
Wacky Wednesday	Le Sieg	Theodore	
Wagon Wheels	Brenner		
Wake Up, Jeremiah	Himler	Ronald	
Walking Shoes	Rockwell		
Water's Journey	Schmid	Eleonore	Science
Water's Way	Peters	Lisa Westburg	Science
Way Mothers Are	Schlein	Miriam	
Way to the Zoo, The	Gregory	Gail	
We Are Best Friends	Aliki		
We Are Best Friends	Aliki		
We Hide You Seek	Aruego/Dewey	J./A.	

Title	Last Name	First Name	Genre
We Never Get to Do Anything	Alexander	M.	
We're Going on a Bear Hunt	Rosen/Oxenbury	M./H.	
Weekend at Muskrat Lake	Weiss	Nicki	
What a Tale!	Wildsmith	B.	
What Comes in 2's, 3's, & 4's?	Aker	Suzanne	Math
What Do You Do with a Kangaroo?	Mayer	Mercer	
What Game Shall We Play?	Hutchins	P.	
What is Red?	O'Neill	Mary	
What's the Matter, Kelly Beans?	Enderle/Tessler	Judith/Stephan	
Wheels of the Bus, The	Kovalski	Maryann	
When Africa Was Home	Williams	Karen Lynn	
When Birds Could Talk and Bats Could Sing	Hamilton	Virginia	
When I Was Young in the Mountains	Rylant	Cynthia	
When Jessie Came Across the Sea	Hest	Amy	
Where Can It Be?	Jonas	Ann	
Where Does My Cat Sleep?	Simon	Norma	
Where the Wild Things Are	Sendak	M.	
Where's Spot? (books)	Hill	E.	
Where's the Fish?	Gomi	T.	
Whistle for Willie	Keats	Ezra Jack	
Who Is Tapping at My Window?	Deming	A.G.	
Who is Who?	McKissack		

Title	Last Name	First Name	Genre
Who Will Be My Friends?	Hoff		
Who's Counting?	Tafari	N.	
Whose Mouse Are You?	Kraus	R.	
Why Mosquitoes Buzz in People's Ears	Aardema	Verna	Folklore
Why the sun and Moon Live in the Sky	Dayrell	Elphinstone	
Wilfred Gordon MacDonald Partidge	Fox	Mem	
Will It Rain?	Keller	Holly	
Wilma Unlimited: How Wilma Rudolph Became	Krull	Kathleen	
Winnie-the-Pooh	Milne	A.A.	
Witch, Goblin and Ghost Book of Things to Do	Alexander	S.	
Wizard of Oz	Baum	L. Frank	Fantasy/SF
Yak	Smith	William Jay	
Yo! Yes?	Raschka	Chris	
Yoo Hoo, Moon!	Blocksma		
You'll Soon Grow into Them, Titch	Hutchins	Pat	
Yucky Reptile Alphabet Book	Pallotta	Jerry	Science
Zoo in My Garden, The	Nakatani	C.	

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Intermediate Book List

Title	Last Name	First Name	Genre
101 Words and How They Began	Steckler	Arthur	
20,000 Leagues Under the Sea	Verne	Jules	Fantasy/Sci Fi
A Book of Americans	Benet	Rosemary/Step	
A Porcupine Named Fluffy	Lester	Helen	
Aaron and the Green Mountain Boys	Gauch	Patricia	
Abel's Island	Steig	William	
Adventures of Ali Baba Bernstein	Hurwitz	J.	
Adventures of Ali Baba Bernstein	Hurwitz	Johanna	
Adventures of Odysseus, The	Phillip (Retold by)	Neil	Poetry
Aesop for Children			
Aesop's Fables	Aesop		
Afternoon on the Amazon	Pope Osborne	M.	
Aldo Applesauce	Hurwitz	Johanna	
Aldo Ice Cream, Class Clown			
Alexander and the Wind-Up Mouse	Lionni	Leo	
Alice in Wonderland	Carroll	Lewis	Fantasy/Sci Fi
Alligator with the Lean Mean Smile	Nordlicht	Lillian	
Amazing Bone, The	Steig	William	
Amazon Diary: Jungle Adventures of Alex Winters	Talbott	Hudson	
Amber Brown (series)	Danziger	P.	

Title	Last Name	First Name	Genre
Amber Brown Goes Fourth	Danziger		
Amber Brown is Not a Crayon	Danziger		
Amelia Bedelia (books)	Parish	P.	
Amelia Bedelia Helps Out	Parish	Peggy	
American Hero, An	Denenberg	Barry	
American History Through Poetry	Hopkins	Lee Bennett	Poetry
American Tall Tales	Stoutenberg	Adrien	
Amigo!	Schweitzer	Byrd Baylor	
Amish Boy	Rowland	Florence	
Amos and Boris	Steig	William	
Amy Goes Fishing	Marzollo	Jean	
Ananse, the Spider: A Tale from the Ashanti	McDermott	Gerald	
Anastasia Krupnik	Lowry	L.	
Anastasia Krupnik	Lowry	Lois	
Anastasia's Album	Brewster	Hugh	
Anatole and the Cat	Titus	Eve	
And Then What Happened, Paul Revere?	Fritz	Jean	
Andy Bear: A Polar Bear Grows Up at the Zoo	Cutchins/Johnston	Judy/Ginny	
Angelina Ballerina	Holabird	Katharine	
Animal Tracks	Dorros	A.	
Animals of the Sea	Selsam	Millicent	
Anna, Grandpa, and the Big Storm	Stevens	Carla	

Title	Last Name	First Name	Genre
Annie and the Old One	Miles	Miska	
Annie and the Wild Animals	Brett	Jan	
Ant and the Grasshopper, The	Aesop		
Anteater Named Arthur, An			
Any Me I Want to Be	Kuskin	Karla	
Appalachia: Voices of the Sleeping Birds	Rylant	Cynthia	
Apple Is My Sign	Riskind	Mary	
Are You There God? It's Me Margaret Superfudge	Blume	J.	
Arthur Mitchell	Tobias	Tobi	
Arthur's Eyes	Brown	Marc	
Arthur, For the Very First Time	MacLachlan	Patricia	
Author: A True Story	Lester	Helen	
Baby	McLachlan	Patricia	
Bad Girls	Voight	Cynthia	
Bailey School Kids (series)	Burr	D.	
Baily School (Series)	Dadey/Jones		
Ballad of Lucy Whipple	Cushman	Karen	
Baseball Fever	Hurwitz	J.	
Baseball Fever	Hurwitz	Johanna	
Baseball Fever	Hurwitz	Johanna	
Be a Perfect Person in Just Three Days	Manes		
Bear for Miguel	Alphin		

Title	Last Name	First Name	Genre
Bears of Hemlock Mountain, The	Dalgliesh	Alice	
Bearstone	Hobbs	W.	
Bearymore	Freeman	Don	
Beauty of the Beast	Prelutsky	Jack	Poetry
Belinda's Hurricane	Winthrop	Elizabeth	
Belle Prater's Boy	White	ruth	
Belva Lockwood Wins Her Case			
Ben and Me	Lawson	Robert	
Ben's Dream	Van Allsburg	Chris	
Benjamin Banneker, Genius of Early America	Patterson	Lillie	
Benjamin West and His Cat Grimalkin	Henry	Marguerite	
Berry Woman's Children	DeArmond	Dale	
Best Bad Thing, The			
Best Christmas Pageant Ever	Robinson	Barbara	
Best Friends	Cohen	Miriam	
Best Friends for Francis	Hoban	Russell	
Best of Rube Goldberg, The	Keller	Charles	
BFG, The	Dahl	R.	
Bicycle Rider	Scioscia	Mary	
Big Balloon Race, The	Coerr	Eleanor	
Big Hello, The	Schulman	Janet	
Bingo Brown (series)	Byars		

Title	Last Name	First Name	Genre
Bingo Brown's Guide to Romance	Byars	Betsy	
Bird Watch	Yolen	Jane	Poetry
Black Americans, The	Meltzer	Milton	
Blind Outlaw	Rounds	Glenn	
Blubber	Blume	Judy	
Bodies of Water, Fun, Facts, and Activities	Arnold	Caroline	
Boggart	Cooper		
Boggart and the Monster, The	Cooper	Susan	
Bone Poems	Moss	Jeff	Poetry
Bony Legs	Cole	J.	
Boxcar Children (books)	Warner	G.C.	
Brave Irene	Steig	William	
Brian's Winter	Paulsen	Gary	
Bridge to Terabithia	Paterson	K.	
Bridge to Terabithia	Paterson	Katherine	
Bridge to Terabithia	Paterson	Katherine	
Bridsong	Haley	Gail	
Bringing Me News	O'Neill	Mary	Poetry
Bronzeville Boys and Girls	Brooks	Gwendolyn	
Bull Catcher	Carter	Alden	
Bull Run	Fleischman		
Bunnicula (series)	Howe		

Title	Last Name	First Name	Genre
Butterfly that Stamped	Kipling	Rudyard	
By the Great Horn Spoon!	Fleischman	Sid	
Call of the Wild, The	London	Jack	
Cam Jansen	Adler	D.	
Cam Jansen (Series)	Adler		
Cam Jansen (series)	Adler		
Candy Corn Contest	Reilly Giff	P.	
Captain Underpants			
Case of the Cool-Itch Kid, The	Reilly Giff	P.	
Cat Wings	LeGuin	Ursula	Fantasy/Sci Fi
Centerfield Ballhawk (and other books)	Christopher	M.	
Chair for My Mother, A	Williams	V.	
Chalk Box Kid	Bulla	C.R.	
Chang's Paper Pony	Coerr	E.	
Chanticleer and the Fox	Cooney	Barbara	
Charles A. Lindbergh: Human Hero	Giblin	James Cross	
Charlie and His Wheat-Straw Hat	Hiser	Berniece T.	
Charlie Needs a Cloak	dePaola	Tomie	
Charlotte's Web	White	E.B.	
Charlotte's Web	White	E.B.	
Charlotte's Web	White	E.B.	
Cherries and Cherry Pits	Williams	v.	

Title	Last Name	First Name	Genre
Children of the Wild West	Freedman	Russell	
Chin Chiang and the Dragon's Dance	Wallace	Ian	
Chipmunk Song	Ryder	Joanne	
Chocolate Fever	Smith	R. Kimmel	
Chocolate Touch	Catling	P.S.	
Chocolate Touch	Catling		
Cindy, a Hearing Ear Dog	Curftis	Patricia	
Circle of Seasons, A	Livingston	Myra	
Clara and the Bookwagon	Levinson		
Class Clown	Hurwitz	Johanna	
Cloud Book	Dadey/dePaola	D/T	
Cloud Book, The	dePaola	Tomie	
Cloudy With a Chance of Meatballs	Barrett	Jan	Fantasy/Sci Fi
Cloudy with a Chance of Meatballs	Barrett	Judi	
Computers	Srivastava	Jane Jonas	
Confess-O-Rama	Koertge	Ron	
Corpses, Coffins, and Crypts	Colman	Penny	
Count Your Way Through Japan	Haskins	Jim	
Courage of Sarah Noble, The	Dalgliesh	Alice	
Cow Who Fell in the Canal, The	Krasilowsky	Phyllis	
Cricitor	Ungerer	Tomi	
Crow Boy	Yashima	T.	

Title	Last Name	First Name	Genre
Dabble Duck	Ellis	Anne	
Dagmar Schultz (series)	Hall		
Daisy Rothschild	Melville	Leslie	
Dancing Cloud	Buff	Mary	
Dancing on the Edge	Nolan	Han	
Dancing Stars, an Iroquois Legend	Rockwell	Anne	
Dangerous Skies	Staples	Suzanne Fisher	
Danny and the Dinosaur	Hoff	Syd	
Dark Side of Nowhere	Shuserman	Neal	
Day Jimmy's Boa Ate the Wash, The	Noble	Trinka	
Day Luis Was Shot, The	Barth	Edna	
Dear Daddy....	Dupasquier	Phillippe	
Dear Mr. Henshaw	Cleary	Beverly	
Dear Mr. Henshaw	Cleary	Beverly	
Desert is Theirs, The	Baylor	Byrd	
Did You Carry the Flag Today, Charley?	Caudill	Rebecca	
Digging Up Dinosaurs	Aliki		
Dinah for President	Mills	Claudia	
Dinosaur Time	Parish	Peggy	
Dominic			
Don't You Dare Read This, Mrs. Dunphrey	Haddix	Margaret	
Don't You Look Back: Poems by Langston Hughes	Hopkins	Lee Bennett	

Title	Last Name	First Name	Genre
Don't You Turn Back, Poems by Langston Hughes	Hopkins	Lee Bennett	
Door in the Wall, The	DeAngeli	Marguerite	
Double Life of Pocahontas, THE	Fritz	Jean	
Drop of Water, A	Wick	Walter	
Drum, the Doll, and the Zombie	Bellaire		
Drummer Boy of Vicksburg, The	Wisler	G. Clifton	
Earthquake in 3rd Grade	Myers		
Elephant in Duck's Garden	Delton	Judy	
Elephant Who Couldn't Forget	McNulty	Faith	
Elephant Woman: Exploring the World of Elephants	Pringle	Laurence	
Elizabeth Blackwell: Doctor's Triumph	Kline	Nancy	
Ella Enchanted	Levine	Gail Carson	
Empires Lost and Won	Marrin	Albert	
Encyclopedia Brown	Sobol	D.J.	
Encyclopedia Brown: Boy Detective	Sobol	Donald	
Evening Gray, Morning Red; Handbook of American	Wolff	Barbara	
Everyone Ready?	Brandenburg	Franz	
Explorer of Barkham Street, The	Stolz	Mary	
Extra Cash for Kids	Belliston/Hanks	Larry/Kurt	
Fables	Lobel	Arthur	
Falling Up: New Book of Poems and Drawings	Silverstein	Shel	
Family Under the Bridge	Carlson	Natalie Savage	

Title	Last Name	First Name	Genre
Fantastic Mr. Fox	Dahl	R.	
Farm Book, The	Smith	E. Boyd	
Felita	Mohr	Nicholasa	
Finger Rhymes	Brown	Marc	
Fire Bug Connection, The	George		
Fireworks, Picnics, and Flags	Giblin	James	
First Look at Seashells, A	Selsam	Millicent	
First Snow	Coutant	Helen	
First Strawberries, The	Bruchac	Joseph	Folklore
Fish is Fish	Lionni	Leo	
Flapdoodle	Schwartz	Alvin	
Fledgling, The	Langton	Jean	
Fledgling, The	Langton	Jean	Fantasy/Sci Fi
Flossie and the Fox	McKissack	Patricia	
Flour Babies and the Boys of Room 8	Fine		
Following My Own Footsteps	Hahn	Mary Downing	
For Rent	Martin	Charles	
Frankenstein Moven in on the Fourth Floor	Levy		
Freckle Juice	Blume	J.	
Freckle Juice	Blume	Judy	
Freckle Juice	Blume		
Friends	Heine	Helme	

Title	Last Name	First Name	Genre
Frizzy the Fearful	Sharmat	Marjorie	
Frog and Toad			
Frog and Toad are Friends	Lobel	Arnold	
From Sea to Shining Sea	Cohn	Amy T.	Folklore
From Sea to Shining Sea	Cohn	Amy T.	Poetry
From the Hills of Georgia: Autobiography in	O'Kelley	Mattie Lou	
From the Mixed Up Files of Mrs. Basil E.	Konigsburg	E.L.	
Full Steam Ahead: Race to Build a Transcontinental Gateway	Blumberg	Rhoda	
	Robinson	Lee	
George and Matha Back in Town	Marshall	James	
George the Drummer Boy	Benchley	Nathaniel	
Ghost of Grania O'Malley, The	Morpurgo	Michael	
Ghost Town Teasure	Bulla	C.R.	
Ghost Train	Mowry	Jess	
Ghosts from Beneath the Sea	Brittain		
Gift of the Pirate Queen	Giff	P.	
Gift of the Sacred Dog	Goble	Paul	
Gila Monsters Meet You at the Airport	Sharmat	Marjorie	
Giraffe and a Half, The	Silverstein	Shel	
Girl Names Disaster	Farmer	Nancy	
Girl Who Would Rather Climb Trees, The	Schlein	Miriam	
Giver, The	Lowry	L.	

Title	Last Name	First Name	Genre
Giver, The	Lowry	Lois	Fantasy/Sci Fi
Glorious Flight Across the Channel with Louis	Provensen	Alice/Martin	
Glorious Fourth at Prairietown, The	Anderson	Joan	
Going Through the Gate	Anderson	Janet	
Golly Sisters Ride Again	Byars		
Goof Who Invented Homework and Other School	Dakos	Kalli	
Gooseberry Park	Rylant	Cynthia	Fantasy/Sci Fi
Grain of Wheat: A Writer Begins	Bulla	Clyde Robert	
Great Bamboozlement, The	Flory	Jane	
Great Constitution, The	Commager	Henry Steele	
Great Elephant Chase	Cross		
Great Frog Race, The	George	Kristine	Poetry
Great Gilly Hopkins, The	Paterson	Katherine	
Great Interactive Dream Machine	Peck	Richard	
Great Town and Country Bicycle Balloon Chase, The	Douglass	Barbara	
Greek News	Powell/Steele	Anton/Philip	
Green Willow	Dunlop		
Gregory, the Terrible Eater	Sharmat	Mitchell	
Handmade Secret Hiding Places	Hogrogian	Nonny	
Handtalk! An ABC of Finger Spelling and Sign	Charlip/Miller	Remy/Mary	
Happy Birthday, Ronald Morgan!	Giff	Patricia Reilly	
Harald and the Great Stag	Carrick	Donald	

Title	Last Name	First Name	Genre
Harlem	Myers	Walter Dean	Poetry
Harriet the Spy	Fitzhugh	L.	
Harriet the Spy	Fitzhugh	Louise	
Harriet the Spy	Fitzhugh	Louise	
Hatchet	Paulsen	Gary	
Hattie the Backstage Bat	Freeman	Don	
Haunting of Grade Three, The	Maccarone		
Hawk, I'm Your Brother	Baylor	Byrd	
Hellen Keller	Keller	Helen	
Henry & Mudge (series)	Rylant	Cynthia	
Henry (books)	Cleary	B.	
Henry Huggins (Series)	Cleary		
Henry Reed's Think Tank	Robertson	Keith	
Here Comes the Strikeout	Kessler	Leonard	
Hideout, The	Bunting	Eve	
High King, The	Alexander	Lloyd	
Hill of Fire	Lewis	T.P.	
Hill of Fire	Lewis	Thomas	
Hist Whist and Other Poems for Children	Cummings	E.E.	
Honey Bees	Kahkonen	S.	
Hoops	Burleigh	Robert	Poetry
Horrible Harry (books)	Kline	K.	

Title	Last Name	First Name	Genre
Houdini Box	Selznick		
Housebuilding for Children	Walker	Les	
How Do Plants Get Food?	Goldish	M.	
How Juan Got Home	Mann	Peggy	
How Night Came	Troughton	Joanna	
How Sports Came to Be	Wulffson	Don	
How Things Are Made	National Geograpic Society		
How to Eat Fried Worms	Rockwell	T.	
How to Survive 3rd Grade	Lawlor		
Hudson River, The	Lourie	Peter	
Hugh King	Alexander	L.	
Hundred Dresses	Estes	Eleanor	
Hunting of Snark, The	Carroll	Lewis	
Hurricanes:Earth's Mightiest Storms	Lauber	Patricia	
I Feel the Same Way	Moore	Lilian	
I Had Trouble in Getting to Solla Sollew	Seuss	Dr.	
I Have a Sister, My Sister Is Deaf	Paterson	Jeanne	
I Was All Thumbs	Waber	Bernard	
Ida Early Comes Over the Mountain	Burch	Robert	
Iditarod Dream	Wood	Ted	
If I Had a Paka: Poems in 11 Languages	Pmerantz	Charlotte	
Imitate the Tiger	Cheripko	Jan	

Title	Last Name	First Name	Genre
Improve Your Soccer Skills	Woods	Paul	
In a River Valley	Frank	Josette	Poetry
In a Sacred Manner I Live	Phillip (ed.)	Neil	
In the Year of the Boar and Jackie Robinson	Lord	Bette Bao	
In the Year of the Boar and Jackie Robinson	Lord	Betty Bao	
In-Between Days	Bunting	Eve	
Incident at Hawk's Will	Eckert		
Indian in the Cupboard	Banks	L.R.	
Indian in the Cupboard	Reid-Banks	Lynn	
Indian in the Cupboard, The	Banks	Lynne	
Inseide the Walls of Troy	McLaren	Clemence	
Introducing Beethoven	Vernon	Roland	
Introducing Gershwin	Vernon	Roland	
Ira Sleeps Over	Waber	Bernard	
Is This a Baby Dinosaur?	Selsam	Millicent	
Isabelle the Itch	Greene	Constance C.	
Island of the Blue Dolphins	O'Dell	Scott	
Island of the Blue Dolphins	O'Dell		
Island Winter	Martin	Charles	
It Takes a Village	Cowen-Fletcher	J.	
It's Snowing, It's Snowing	Prelutsky	Jack	
J.J. Leggett Secret Agent	Christian		

Title	Last Name	First Name	Genre
Jamaica's Find	Havill	J.	
James and the Giant Peach	Dahl	R.	
James and the Giant Peach	Dahl	Roald	Fantasy/Sci Fi
Jefferson	Shura	Mary Francis	
Jelly Belly	Lee	Dennis	
Jim Meets the Thing	Cohen	M.	
Jim's Dog Muffin	Cohen	M.	
Jip: His Story	Paterson	Katherine	
John Brown, Rose and the Midnight Cat	Watner	Jenny	
John Henry	Keats	Ezra Jack	Folklore
John Tabor's Ride	Lent	Blair	
Johnny the Clockmaker	Ardizzone	Edward	
Josefina February	Ness	Evaline	
Josefina Story Quilt	Coerr	E.	
Journey to the Center of the Earth	Verne	Jules	Fantasy/Sci Fi
Joyful Noise - Poems for Two Voices	Fleischman	Paul	Poetry
Julian's Glorious Summer	Cameron	Ann	
Julie of the Wolves	George	J.C.	
Julie of the Wolves	George	Jean	
Jump Ball	Glenn	Mel	Poetry
Jump Ship to Freedom	Collier	James/Christo	
Just for the Summer	McDonnell	Christine	

Title	Last Name	First Name	Genre
Katy and the Big Snow	Burton	Virginia Lee	
Keep the Lights Burning Abbie	Roop	P/C	
Keep Your Mouth Closed Dear	Aliki		
Keeping Quilt, The	Polacco	P.	
Kennedy Assasinated!	Hampton	Wilborn	
Kids from Kennedy Middle School	Cooper		
Kites for Kids	Marks	Burton/Rita	
Knights of the Kitchen Table	Scieszka	Jon	
Koko's Kitten	Patterson	Dr. Francine	
Leaving Fishers	Haddix	Margaret	
Leaving Home: Stories	Rochman/McCampbell	Hazel/Darlene	
Leaving Summer	Harding		
Legend of Sleepy Hollow, The	Irving	Washington	Folklore
Legend of the Bluebonnet: An Old Tale of Texas	dePaola	Tomie	
Let's Read and Find Out (series)	Branley	F.	
Letter to Amy, A	Keats	E.J.	
Letters from a Slave Girl	Lyons		
Liang and the Magic Paintbrush	Demi		
Lightning Time	Rees	Douglas	
Like Jake and Me	Jukes	Mavis	
Lincoln, A Photobiography	Freedman	Russell	
Lion to Guard Us, A	Bulla	C.R.	

Title	Last Name	First Name	Genre
Lion, the Witch and the Wardrobe	Lewis	C.S.	Fantasy/Sci Fi
Lion, the Witch, and the Wardrobe, The	Lewis	C.S.	
Listen, Children, Listen, An Anthology of Poems	Livingston	Myra Cohn	
Little Brother and Little Sister	Grimm Brothers		
Little Brown Jay: Tale from India	Claire	E.	
Little Dragon's Grandmother	Wahl	Jan	
Little Engine That Could	Piper	Watty	
Little House in the Big Woods	Wilder	Laura Ingalls	
Little House on the Prairie	Wilder	L.I.	
Little House on the Prairie	Wilder	Laura Ingalls	
Little Igloo	Beim	L/J	
Little Time and the Brave Sea	Ardizzone	Edward	
Little Whale	McGovern	Ann	
Little Women	Alcott	Louisa May	
Littles, The (series)	Peterson	J.	
Lon PoPo: A Red Riding Hood Story from China	Young	Ed	
Lonely, Only Mouse, The	Smith	Wendy	
Long Ago	Szekers	Cyndy	
Long Way to a New Land, The	Sandin	Joan	
Lost at the White House	Griest		
Lostman's River	DeFelice		
Louis Braille	Davidson	Margaret	

Title	Last Name	First Name	Genre
Luckiest One of All	Peet	Bill	
M & M (series)	Ross	R.	
M & M (series)	Ross		
M.C. Higgins the Great	Hamilton		
Mad as a Wet Hen! and Other Funny Idioms	Terban	Marvin	
Madeline	Bemelmans	L.	
Maggie by My Side	Butler	Beverly	
Magic Finger, The	Dahl	R.	
Magic Listening Cap: More Folk Tales from Japan	Uchida	Yoshiko	
Magic School Bus Series	Cole	Joanna	
Magic Wings: A Tale from China	Wolkstein	Diane	
Make Four Million by Next Thursday	Manes		
Maniac Magee	Spinelli	Jerry	
Maniac Magic	Spinelli	Jerry	
Martin's Hats	Blos	Joan	
Marvin Redpost (books)	Sachar	L.	
Matchlock Gun	Edmonds	Walter	
Maybelle's Suitcase	Tusa	Tricia	
McElligot's Pool	Seuss	Dr.	
Me and Neesie	Greenfield	E.	
Me and the Terrible Two	Conford	Ellen	
Meet Miss Dracula	Albright		

Title	Last Name	First Name	Genre
Meg Mackinstosh (series)	Landon		
Melindy's Medal	Faulkner/Becker	Georgene/John	
Midnight Fox, The	Byers	Betsy	
Mika's Apple Tree	Bulla	Clyde Robert	
Ming Lo Moves the Mountain	Lobel	A.	
Ming Lo Moves the Mountain	Lobel	Arnold	
Mingho Moves the Mountain	Lobel	Arnold	
Mischievous Meg	Lindgren	Astrid	
Miss Nelson Books			
Miss Nelson Is Back	Allard	H.	
Miss Nelson is Missing	Allard	H.	
Misty of Chincoteague	Henry	Marguerite	
Misty of Chincoteague	Henry	Marguerite	
Moffat Museum, The	Estes	Eleanor	
Molly Pitcher	Gleiter/Thompson	Jan/Kathleen	
Molly's Pilgrim	Cohen	Barbara	Folklore
Monkey Island	Fox	Paula	
Monkey Island	ïox		
Monster Movie	Cole	J.	
Monster's Ring	Coville	Bruce	Fantasy/Sci Fi
Moon Seems to Change, The	Branley	Franklyn	
More Stories Julian Tells	Cameron	Ann	

Title	Last Name	First Name	Genre
More Tales from the Story Hat			
Mostly Michael	Smith	Robert Kimmel	
Mr. Plum's Paradise	Trimby	Elsa	
Mr. Popper's Penguins	Atwater		
Mrs. Frisby and the Rats of NIMH	O'Brien	R.C.	
Mrs. Frisby and the Rats of NIMH	O'Brien	Robert C.	
Mrs. Frisby and the Rats of NIMH	O'Brien	Robert C.	
Mufaro's Beautiful Daughters	Steptoe	John	
Muggie Maggie	Cleary	B.	
Murfuls and Wink-a-Peeps: Funny Old Words for	Sperling	Susan Kelz	
Music Music for Everyone	Williams	V.	
My Friend Jacob	Clifton	Lucille	
My Grandmother's Cookie Jar	Miller	Nontzalee	
My Little Island	Lessac	Frane	
My Side of the Mountain	Blume	J.	
My Side of the Mountain	George	Jean	
My Sister's Silent World	Arthur	Catherine	
Mysteriously Yours, Maggie Marmelstein	Sharmat	Marjorie	
Nate the Great (series)	Weinman Sharmat	M.	
Nate the Great Series	Sharmat	Marjorie	
Nathaniel's Talking	Greenfield	Eloise	Poetry
Navajo, The	Osinski	Alice	

Title	Last Name	First Name	Genre
Navajo: Herders, Weavers, and Silversmiths	Bleeker	Sonia	
Necessary Roughness	Lee	Marie	
New Kid on the Block	Prelutsky	Jack	Poetry
Nick Joins In	Lasker	Joe	
Night Crossing, The	Sayles		
Nilda	Mohr	N.	
Nobody's Cat			
Norman the Doorman	Freeman	Don	
North Star to Freedom	Gorrell	Gena	
Not for a Billion Gozillion Dollars	Danziger		
Nothing is Impossible	Aldis	Dorothy	
Now One Foot, Now the Other	dePaola	Tomi	
Number the Stars	Lowry	L.	
Number the Stars	Lowry	Lois	
Number the Stars	Lowry	Lois	
Oh, Brother!	Lakin	Patricia	
Oh, Kojo! How Could You!	Aardema	Verna	
Old Henry	Blos	Joan	
Old Man and the Bear, The	Hanel		
Old Turtle's Winter Games	Kessler	Leonard	
Once There Was a Tree	Romanova	Natalia	
One Day in the Tropical Rainforest	Craighead	J.C.	

Title	Last Name	First Name	Genre
One Day in the Woods	Craighead	J.C.	
Only Child	Hoover	H.M.	
Only Child			
Ordinary Jack	Cresswell	Helen	
Orphan Train Quartet	Nixon	Joan Lowery	
Other Bells for Us to Ring	Cormier		
Otter in the Cove			
Pagoo	Holling	Hollis	
Pain and the Great One, The	Blume	J.	
Painter and the Wild Swans, The	Clement	Claude	
Painting the Black	Deuker	Carl	
Papa's Lemonade and Other Stories	Rice	E.	
Paul Bunyan	Kellogg	Steven	Folklore
Paul Bunyan Swings His Axe	McCormick	Dell	
Paul Revere	Gleiter/Thompson	Jan/Kathleen	
Pecos Bill	Kellogg	Steven	
Pee Wee Scouts	Delton	J.	
Penquins of All People	Freeman	Don	
People Could Fly, The	Hamilton	Virginia	Folklore
Perfect Crane	Laurin	Anne	
Phantom Tollbooth	Juster	M.	
Phantom Tollbooth	Juster	Norton	

Title	Last Name	First Name	Genre
Philip Hall Likes Me I Reckon Maybe	Greene	B.	
Picture Book of Abraham Lincoln	Adler	David	
Pierre	Sendak	Maurice	Poetry
Pig War	Baker	B.	
Pilgrims of Plimouth	Sewall	Marcia	
Pinballs, The	Byars	Betsy	
Pioneer Cat	Hooks	W.H.	
Pippi in the South Seas	Lindgren	Astrid	
Pippi Longstocking	Lindgren	Astrid	
Pippi Longstocking	Lindgren	Astrid	
Place to Come Back To	Bond		
Polk Street	Giff	Patricia Reilly	
Polk Street School, The (series)	Reilly Giff	P.	
Pop! Goes the Turnip.	Berson	Harold	
Poppy	Avi		Fantasy/Sci Fi
Pushcart War, The	Merrill	Jean	
Question of Trust	Bauer		
Quiet! There's a Canary in the Library	Freeman	Don	
Railway Children	Nesbit	E.	
Ralph S. Mouse			
Ramona (books)	Cleary	B.	
Ramona Forever	Cleary	Beverly	

Title	Last Name	First Name	Genre
Ramona the Pest	Cleary		
Randall's Wall	Fenner		
Rapunzel	Grimm	Jacob/Wilhelm	
Rats on the Roof ...	Marshall		
Real Plato Jones	Bawden		
Red Balloon, The	Lamorisse	Albert	
Reddy Rattler and Easy Eagle	Sharmat	Mitchell	
Reluctant Dragon	Grahame	Kenneth	
Rent a Third Grader	Hiller		
Return of the Great Brain	Fitgeradd	J.D.	
Rip Roaring Russell	Hurwitz	J.	
Rip Van Winkle	Irving	Washington	
Rise and Shine Mariko-Chan	Tomioka	C.	
River That Gave Gifts, The	Humphrey	Margo	
River, The	Paulsen	Gary	
Robbery at the Diamond Dog Diner, The	Christelow	Eileen	
Roll of Thunder Hear My Cry	Taylor	M.D.	
Roll of Thunder, Hear My Cry	Taylor	Mildred	
Roman News	Langly/DeSouza	Andrew/Philip	
Ronald Morgan Goes to Bat	Giff	Patricia	
Rose Daughter	McKinley	Robin	
Rough Faced Girl	Martin	Rafe	

Title	Last Name	First Name	Genre
Rufus M.	Estes	Eleanor	
Rupert and the Griffin	Hurwitz	J.	
Russell Sprouts	Hurwitz	J.	
Sadako and the Thousand Paper Clowns	Coerr	Eleanor	
Sadako and the Thousand Paper Cranes	Coerr	E.	
Santiago	Belpre	Pura	
Sarah Bishop	O'Dell	Scott	
Sarah, Plain and Tall	MacLachlan	Patricia	
Sarah, Plain and Tall	MacLachian		
School's Out - Now What?	Bergstrom	Joan	
Sea of Gold & Other Tales from Japan, The	Uchida	Yoshiko	
Sea Otters	Shaw	Evelyn	
Sea Songs	Livingston	Myra Cohn	
Season of the White Stork	Fischer-Nagel	Andreas/Heide	
Seasons, The	Lambert	David	
Secret Garden, The	Burnett	Frances	
Secret Garden, The	Burnett	Frances	
Secret Language, The	Nordstrum	Ursula	
See You Tomorrow	Cohen	Miriam	
Seeing Stick	Yolen	Jane	
Sending Messages	Stewig	John	
Shade's Children	Nix	Garth	

Title	Last Name	First Name	Genre
Shades of Gray	Reeder	Carolyn	
Shared Heart			
Shh! We're Writing the Constitution	Little	Jean	
Shiloh	Naylor	Phyllis	
Shiloh	Naylor	Phyllis	
Shoemaker's Boy	Aiken		
Shoeshine Girl	Bulla	C.R.	
Shoeshine Girl	Bulla	Clyde	
Shortest Kid in the World	Bliss	C.D.	
Sideways Stories from Wayside School	Sachar	L.	
Sign of the Beaver	Speare	E.G.	
Sign of the Beaver	Speare	Elizabeth	
Sing a Song of Popcorn	deRegnier	Beatrice	Poetry
Sing Down the Moon	O'Dell	Scott	
Sing Down the Moon	O'Dell		
Slam!	Myers	Walter Dean	
Slave Day	Thomas	Rob	
Snake, The: A Very Long Story			
Sneeze Bees	Keller	Beverly	
Snips & Snails & Walnut Whales	Fiarotta	Phyllis	
Snow Queen, The	Andersen	Hans Christian	
Snow Treasure			

Title	Last Name	First Name	Genre
Soap Soup and Other Verses	Kuskin	K.	
Soccer Sam	Marzollo	J.	
Someone to Count On	Hermes		
Something Special for Me	Williams	V.	
Soon After September:Story of Living Things in	Blough	Glenn	
SOS Titanic	Bunting	Eve	
Soup	Peck	Robert Newton	
Soup	Peck	Robert Newton	
Soup for President	Peck	Robert Norton	
Spice of America, The	Swanson	June	
Splasher	Gall	Alice/Fleming	
Steps Out of Time	Houghton	Eric	
Stone Fox	Gardiner	J.R.	
Stone Fox	Gardiner	John Reynolds	
Stone Water	Gilbert	Barbara Snow	
Stones in Water	Napoli	Donna Jo	
Stonewords	Conrad		
Stopping by Woods on a Snowy Evening	Frost	Robert	
Stories About Rosie	Voigt		
Stories Julian Tells	Cameron	A.	
Stories Julian Tells	Cameron	Ann	
Stories Julian Tells, The	Cameron	Ann	

Title	Last Name	First Name	Genre
Story About Ping, The	Flack/Wiese	Marjorie/Kurt	
Stranded in Harmony	Shoup	Barbara	
Strider	Cleary		
Stuart Little	White	E.B.	
Sumi and the Goat and the Tokyo Express	Uchida	Yoshiko	
Summer Business	Martin	Charles	
Summer Business	Martin	Charles	
Summer of the Swans	Byars	B.	
Sunflower as Big as the Sun, The	Ellentuck	Shan	
Surprises	Hopkins	Lee Bennett	
Swimmy	Lionni	Leo	
Sybil Rides for Independence	Brown	Drollene	
Sylvester and the Magic Pebble			
T*A*C*K Secret Service	Miller/Robinson	Marvin/Nancy	
Take a Trip to Japan	Ashby	Gwynneth	
Tales of a 4th Grade Nothing	Blume	Judy	
Talking Eggs, The	San Souci	Robert D.	
Tangerine	Bloor	Edward	
Taste of Blackberries, A	Smith	D.B.	
Taxi: A Book of city Words	Maestro	Betsy	
Tell Me About Measures	Grace	Alain	
Telling of the Tales, A	Brooke	William J.	Folklore

Title	Last Name	First Name	Genre
The Ear, the Eye, and the Arm	Farmer	Nancy	Fantasy/Sci Fi
The Empty Sleeve	Garfield		
Then Again, Maybe I Won't	Cleary	B.	
There's a Train Going by My Window	Kesselman	Wendy	
Thinking Big	Kuklin	Susan	
Third Grade is Terrible	Baker		
This is Edinburgh	Sasek	M.	
This Place Has No Atmosphere	Danziger	Paula	Fantasy/Sci Fi
Three Days on a River in a Red Canoe	Williams	Vera	
Three Days on a River in a Red Canoe	Williams	Vera	
Three Perfect Peaches	DeFelice	Cynthia	Folklore
Three Sillies, The	Rockwell	Anne	
Through the Year with Harriet	Maestro	Betsy/Giulio	
Thumbeline	Andersen	Hans Christian	
Tikki, Tikki, Tembo	Mosel	ARlene	
Time Ago Tales of Jahdu	Hamilton	Virginia	
Time for Andrew	Hahn		
Time Machine	Wells	H.G.	Fantasy/Sci Fi
Time Warp Trio Series	Scieszka	Jon	
Toad Food and Measle Soup	McDonnell	Christine	
Too Many Tamales	Soto	G.	
Tortoise and the Hare, The	Stevens	Janet	

Title	Last Name	First Name	Genre
Train Whistles	Sattler	Helen Roney	
Travels of Monarch X	Hutchins	Ross	
Triplet Trouble (series)	Jones	M.	
Tripos Series	Christopher		
True Confessions of charlotte Doyle	Avi		
True Confessions of Charlotte Doyle, The	Avi		
Tuck Everlasting	Babbitt	N.	
Tuck Everlasting	Babbit	Natalie	
Tuck Everlasting	Babbitt	Natalie	
Tuesday Cafe	Trembath	Don	
Under the Green Willow	Coatsworth	Elizabeth	
Unriddling: All Sorts of Riddles to Puzzle Your	Schwartz	Alvin	
Velveteen Rabbit, The	Williams	Marjorie	
Victor	Galbraith	Clare	
Viewing Our Past: America's Historylands	National Geographic		
Virtual War	Skurzynski	Gloria	
Wagon Wheels	Brenner	Barbara	
Wait Till Helen Comes	Hahn	Mary	Fantasy/Sci Fi
Walk on a Snowy Night, A	Delton	Judy	
Walking to the Road of Freedom	Ferris	Eleanor	
Washington, D.C.: The Nation's Capitol	Epstein	Sam	
Watch Out for the Chicken Feet in Your Soup	dePaola	T.	

Title	Last Name	First Name	Genre
Water of Life	Grimm Brothers		
Wayside School	Sacher	Louis	
We Cen't Sleep	Stevenson	James	
Weasel	DeFelice	Cynthia	
Whales Go By, The	Phleger	Fred	
What Happened to Patrick's Dinosaurs?	Carrick	Carol	
What Made Tioddalik Laught	Troughton	Joanna	
What's a Frank Frank? Tasty Homograph Riddles	Maestro	Giulio	
What's the Matter Sylvia, Can't You Ride?	Anderson	Karen	
Whatchamacallit Book, The	Hunt	Bernice Kohn	
When First I Came to this Land	Brand	Oscar	
When I Was Young in the Mountains	Rylant	Cynthia	
Where Everyday Things Come From	Watson	Aldren	
Where is My Friend? A Word Concept Book	Maestro	Betsy/Giulio	
Where the Red Fern Grows	Rawls	William	
Where the Red Fern Grows	Rawls	Wilson	
Where the Sidewalk Ends	Silverstein	Shel	Poetry
Whipping Boy	Fleischman	S.	
Whipping Boy, The	Fleischman	Sid	
Whistling Toilets	Powell	Randy	
White Marble, The	Zolotow	Charlotte	
White Mountains, The	Christopher	John	Fantasy/Sci Fi

Title	Last Name	First Name	Genre
White Wave: A Chinese Tale	Wolkstein	Diane	
Who Was That Masked man, Anyway?	Avi		
Who Will Be My Friends?	Hoff	Syd	
Who's in Rabbit's House?			
Why Don't You Get a Horse, Sam Adams?	Fritz	Jean	
Why Mosquitos Buzz in People's Ears	Aardema	Verna	
Why the sun and Moon Live in the Sky	Dayrell	Elphinstone	
Widow's Broom, The	VanAllsburg	Chris	
Wind in the Willows, The	Grahame	Kenneth	
Wind, The	Bendick	Jeanne	
Winnie-the-Pooh	Milne	A.A.	
Winnie-the-Pooh	Milne	A.A.	
Wish Giver, The	Brittain	Bill	
Witch of Fourth Street and Other Stories, The	Levoy	Myron	
Wizard of Oz	Baum	L. Frank	
Wombles in Danger, The	Beresford	Elisabeth	
Wonder Child and Other Jewish Fairy Tales	Schwartz/Rush	Howard/Barbar	
Wonderful Mrs. Trumbly, The	Wittman	Sally	
Word or Two with You	Merriam	Eve	
Words of Stone	Henkes		
Worm Day	Ziefert		
Wrinkle in Time, A	L'Engle	M.	

Title	Last Name	First Name	Genre
Wrinkle in Time, A	L'Engle	Madeleine	Fantasy/Sci Fi
Writer, A	Goffstein	M.B.	
Wump Ward	Kellogg	Steven	
Wump World, The	Peet	Bill	
Yang and the Terrible Ear (books)	Namioka	L.	
Year on Muskrat Marsh	Freschet	Berniece	
Young Patriot: the American Revolution as	Murphy	Jim	
Zel	Napoli	Donna	
Zero at the Bone	Cadnum	Michael	

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