

THE RAMPED-UP READ ALOUD BY MARIA WALTHER
LEARNING TARGETS AND VOCABULARY

Read Aloud Experience Title	Book Title	Learning Targets	Vocabulary
Chapter 1: Create a Joyful Classroom Community			
Understand Feelings and Emotions			
Infer Characters' Feelings	<i>A Dog Wearing Shoes</i> (Ko, 2015)	<ul style="list-style-type: none"> • I can use illustrations and my schema to infer how a character is feeling. 	attracted mood
	<i>A Bike Like Sergio's</i> (Boelts, 2016)	<ul style="list-style-type: none"> • I can talk, write, or draw about how the characters felt in the story. 	pranced
	<i>Ruthie and the (Not So) Teeny Tiny Lie</i> (Rankin, 2007)		
Apply New Understandings	<i>Horrible Bear!</i> (Dyckman, 2016)	<ul style="list-style-type: none"> • I can use illustrations, text clues, and my schema to infer how a character is feeling. 	barged horrible
	<i>Pug & Doug</i> (Breen, 2013)	<ul style="list-style-type: none"> • I can talk, write, or draw about how the characters in the story responded to events. 	ruckus
	<i>Shawn Loves Sharks</i> (Manley, 2017)		
	<i>What James Said</i> (Rosenberg, 2015)	<ul style="list-style-type: none"> • I can talk, write, or draw about how I can use what I've learned from this story in my own life. 	
Consider Different Points of View	<i>School's First Day of School</i> (Rex, 2016)	<ul style="list-style-type: none"> • I can use illustrations, text clues, and my schema to infer how a character is feeling. 	bored embarrassed
	<i>Dog Days of School</i> (DiPucchio, 2014)	<ul style="list-style-type: none"> • I can notice who is telling the story. 	worry
	<i>First Day Jitters</i> (Danneburg, 2000)		
Develop Empathy and Social Imagination			
Imagine Characters' Feelings	<i>Nerdy Birdy</i> (Reynolds, 2015)	<ul style="list-style-type: none"> • I can imagine how book characters might feel. 	confused exhausting
	<i>Ally-Saurus and the First Day of School</i> (Torrey, 2015)	<ul style="list-style-type: none"> • I can talk, write, or draw about the characters' feelings in a book. 	lonely
	<i>One</i> (Otoishi, 2008)		
Empathize With Characters' Feelings	<i>The Invisible Boy</i> (Ludwig, 2013)	<ul style="list-style-type: none"> • I can empathize (understand or share another's feelings or situation) with book characters. 	invisible glances
	<i>The Bad Seed</i> (John, 2017)	<ul style="list-style-type: none"> • I think about how I would show empathy in situations at school and at home. 	
	<i>We're All Wonders</i> (Palacio, 2017)		
Learn From Characters' Experiences	<i>Last Stop on Market Street</i> (de la Peña, 2015)	<ul style="list-style-type: none"> • I can empathize (understand or share another's feelings or situation) with book characters. 	aboard lurched
	<i>Come with Me</i> (McGhee, 2017)	<ul style="list-style-type: none"> • I think about how I would show empathy in situations at school and at home. 	rhythm
	<i>Something Beautiful</i> (Wyeth, 1998)	<ul style="list-style-type: none"> • I can talk, write, or draw about how I can use what I've learned from this story in my own life. 	

Embrace Differences and Include Others

Understand Characters' Life Lessons	<p><i>Marisol McDonald Doesn't Match/Marisol McDonald no combina</i> (Brown, 2011)</p> <p><i>Antoinette</i> (DiPucchio, 2017)</p> <p><i>I Don't Want to Be a Frog</i> (Petty, 2015)</p>	<ul style="list-style-type: none"> I can figure out the lessons the characters learned. I can talk, write, or draw about the lessons the characters learned. 	N/A
Find Clues to Infer Life Lessons	<p><i>Strictly No Elephants</i> (Mantchev, 2015)</p> <p><i>Janine</i> (Cocca-Leffler, 2015)</p> <p><i>Odd Velvet</i> (Whitcomb, 1998)</p>	<ul style="list-style-type: none"> I can figure out the lesson, moral, or big idea. I can find clues in the text to support my thinking. I can talk, write, or draw about the lesson, moral, or big idea. 	brave (verb) coax strictly
Apply Life Lessons	<p><i>Be a Friend</i> (Yoon, 2016)</p> <p><i>Tommy Can't Stop</i> (Federle, 2015)</p> <p><i>The Sandwich Swap</i> (Al Abdullah, & DiPucchio, 2010)</p>	<ul style="list-style-type: none"> I can figure out the lesson, moral, or big idea. I can talk, write, or draw about how I can apply the lesson, moral, or big idea in my own life. 	invisible lonely ordinary

Become a Problem Solver and Resolve Conflicts

Identify the Problem	<p><i>Rulers of the Playground</i> (Kuefler, 2017)</p> <p><i>King of the Playground</i> (Naylor, 1991)</p> <p><i>The Recess Queen</i> (O'Neill, 2002)</p>	<ul style="list-style-type: none"> I can identify the problem in a story. I can think about the actions the character took to solve a problem. I can use what I've learned from books to help me solve problems. 	conquer hollered rule (verb)
Consider Possible Solutions	<p><i>Charlotte the Scientist is Squished</i> (Andros, 2017)</p> <p><i>Leave Me Alone!</i> (Brosgol, 2016)</p> <p><i>Lion and Tiger and Bear: Tag! You're It!</i> (Long, 2016)</p>	<ul style="list-style-type: none"> I can think about the actions the character took to solve a problem. I can use what I've learned from books to help me solve problems. 	essential splendid
Connect Problem, Solution, Impact, and Big Ideas	<p><i>The Smallest Girl in the Smallest Grade</i> (Roberts, 2014)</p> <p><i>Peanut Butter and Jellyfish</i> (Krosoczka, 2014)</p> <p><i>Two of a Kind</i> (Robbins, 2009)</p>	<ul style="list-style-type: none"> I can think about the actions the character took to solve the problem or resolve the conflict. I can notice the impact that solution had on other characters. I can use my schema and clues from the text to infer the theme or big idea of a story. 	attention notice transform

Exhibit a Growth Mindset

Notice Characters' Mindsets	<p><i>Chicken in Space</i> (Lehrhaupt, 2016)</p> <p><i>Chicken in School</i> (Lehrhaupt, 2017)</p> <p><i>What Do You Do With an Idea?</i> (Yamada, 2013)</p>	<ul style="list-style-type: none"> I can notice how characters think and act. I can talk, write, or draw about how I can use what I've learned from this story in my own life. 	adventure gathered impressed
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Learn to Think Flexibly	<i>A Perfectly Messed-Up Story</i> (McDonnell, 2014) <i>The Book of Mistakes</i> (Luyken, 2017) <i>What Do You Do With A Problem?</i> (Yamada, 2016)	<ul style="list-style-type: none"> I can notice how characters think and act. I can learn how to think flexibly. I can talk, write, or draw about how I can use what I've learned from this story in my own life. 	awful inspire merrily
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Learn to Problem Solve and Persevere	<i>Rosie Revere, Engineer</i> (Beatty, 2013) <i>Going Places</i> (Reynolds, 2014) <i>The Most Magnificent Thing</i> (Spires, 2014)	<ul style="list-style-type: none"> I can notice how characters think and act. I can look for new and different ways to solve problems. I can keep working even when something doesn't go well. 	embarrassed failure invention
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Chapter 2: Converse About Literary Elements—Fiction

Describe and Understand Characters

Notice How Characters Change	<i>Tek: The Modern Cave Boy</i> (McDonnell, 2016) <i>Doug Unplugged</i> (Yaccarino, 2013) <i>Hello! Hello!</i> (Cordell, 2012)	<ul style="list-style-type: none"> I can notice how characters change from the beginning to the end of a story. I can think about the differences in the way characters think and act during a story. I can talk, write, or draw about how characters change. 	budge eerie invent
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Ponder When Characters Change	<i>Hannah and Sugar</i> (Berube, 2016) <i>A Small Thing . . . but Big</i> (Johnston, 2016) <i>The Thing Lou Couldn't Do</i> (Spires, 2017)	<ul style="list-style-type: none"> I can notice how characters change from the beginning to the end of a story. I can think about the events that caused the change. I can talk, write, or draw about how characters change. 	gaped searched strange
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Ponder How Relationships Change	<i>Mango, Abuela, and Me</i> (Medina, 2015) <i>Bella's Fall Coat</i> (Plourde, 2016) <i>In Plain Sight</i> (Jackson, 2016) <i>Drawn Together</i> (Le, 2018)	<ul style="list-style-type: none"> I can notice how the characters' relationships change from the beginning to the end of the story. I can think about the events cause the change. I can talk, write, or draw about how the characters' relationship changed. 	bundle (verb) Spanish words, as needed
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Build Schema for Story Structure (Compare and Contrast)

Identify Story Elements	<i>Mother Bruce</i> (Higgins, 2015) <i>Bruce's Big Move</i> (Higgins, 2017) <i>Hotel Bruce</i> (Higgins, 2016) <i>The Perfect Nest</i> (Friend, 2007)	<ul style="list-style-type: none"> I can identify the character, setting, problem, events, and solution in a story. I can talk, write, or draw about the elements of a story. 	appetite pesky unwelcome
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Compare Story Elements	<i>Alan's Big, Scary Teeth</i> (Jarvis, 2016) <i>Bear's Loose Tooth</i> (Wilson, 2011) <i>Grandpa's Teeth</i> (Clement, 1997)	<ul style="list-style-type: none"> I can identify and describe the character, setting, problem, events, and solution in a story. I can compare two stories with similar elements. 	familiar polishing terrified (terror, terrifying)
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Notice How Authors Change Elements	<p><i>The Turnip</i> (Brett, 2015) <i>Grandma Lena’s Big ‘Ol Turnip</i> (Hester, 2005) <i>Kumak’s Fish</i> (Bania, 2004)</p>	<ul style="list-style-type: none"> • I can identify and describe the character, setting, problem, events, and solution in a story. • I can compare two stories with similar elements. • I can notice how the author changed elements of a traditional tale. 	<p>budge fond useful</p>
Engage in Illustration Study			
Study Images to Understand Characters	<p><i>How to Find a Fox</i> (Magruder, 2016) <i>How to Find an Elephant</i> (Banks, 2017) <i>How to Wash a Woolly Mammoth</i> (Robinson, 2013)</p>	<ul style="list-style-type: none"> • I can study the illustrations to learn more about characters’ feelings and actions. • I can study and discuss the illustrations to better understand the story. 	<p>bait search sneakier</p>
Notice How Images Change	<p><i>The Night Gardner</i> (Fan & Fan, 2016) <i>The Curious Garden</i> (Brown, 2009) <i>Maybe Something Beautiful: How Art Transformed a Neighborhood</i> (Campoy & Howell, 2016) <i>The Napping House</i> (Wood, 1984)</p>	<ul style="list-style-type: none"> • I can study and discuss the illustrations to better understand the story. • I can talk, write, or draw about how the illustrations change over the course of the story. 	<p>admire commotion masterpiece</p>
Think Beyond Images to Big Ideas	<p><i>Blue Sky White Stars</i> (Naberhaus, 2017) <i>Before She Was Harriet</i> (Cline-Ransome, 2017) <i>Climbing Lincoln’s Steps</i> (Slade, 2010)</p>	<ul style="list-style-type: none"> • I can study and discuss the illustrations to better understand the story. • I can think beyond the text and illustrations to figure out the theme or big idea. 	<p>sea vs. see sew vs. so</p>
Ponder Point of View			
Identify Who is Talking	<p><i>You Will Be My Friend!</i> (Brown, 2011) <i>Goodbye Summer, Hello Autumn</i> (Pak, 2016) [point of view] <i>I Love You Already</i> (John, 2016) <i>My Best Friend</i> (Rodman, 2005)</p>	<ul style="list-style-type: none"> • I can identify who is telling the story at different points. • I can think about how knowing who is talking helps me better understand the story. 	<p>critter decided ridiculous</p>
Distinguish Between Real and Make Believe	<p><i>Puddle</i> (Yum, 2016) <i>Goodnight, Hockey Fans</i> (Larsen, 2017) <i>I Will Take a Nap</i> (Willems, 2015) <i>Rain</i> (Ashman, 2013)</p>	<ul style="list-style-type: none"> • I can identify who is telling the story at different points. • I can think about how knowing who is talking helps me better understand the story. • I can tell which parts of the book are real and which parts are imaginary or part of a dream. 	<p>grumpy pouring [rain] tricky</p>

Understand Different Perspectives	<p><i>They All Saw a Cat</i> (Wenzel, 2016)</p> <p><i>Duck! Rabbit!</i> (Rosenthal, 2009)</p> <p><i>Picture a Tree</i> (Reid, 2011)</p> <p><i>Seven Blind Mice</i> (Young, 1992)</p>	<ul style="list-style-type: none"> I can notice that there are different ways to look at or think about things (different perspectives). I can ponder why people have different perspectives. 	<p>imagine</p> <p>perspective* [*This word does not appear in book, but will be helpful when discussing book.]</p>
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Infer Themes and Big Ideas

Understand Big Ideas	<p><i>A Bike Like Sergio's</i> (Boelts, 2016)</p> <p><i>The Can Man</i> (Williams, 2010)</p> <p><i>Those Shoes</i> (Boelts, 2007)</p>	<ul style="list-style-type: none"> I can think about how the main character responds to the challenges he faces in the book. I can understand the big ideas, lessons, or morals of this story. 	<p>appear</p> <p>mumble</p> <p>proud</p>
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Infer Big Ideas	<p><i>The Curious Garden</i> (Brown, 2009)</p> <p><i>Grandpa Green</i> (Smith, 2011)</p> <p><i>The Tree</i> (Layton, 2016)</p>	<ul style="list-style-type: none"> I can infer the big ideas, lessons, or morals of this story. I can talk, write, or draw about how the big ideas in the story. 	<p>curious</p> <p>delicate</p> <p>dreary</p>
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Apply Big Ideas	<p><i>If You Plant a Seed</i> (Nelson, 2015)</p> <p><i>Each Kindness</i> (Woodson, 2012)</p> <p><i>Most People</i> (Leannah, 2017)</p>	<ul style="list-style-type: none"> I can infer the big ideas, lessons, or morals of this story. I can talk, write, or draw about the actions I would take to apply these lessons in my own life. 	<p>kindness</p> <p>selfishness</p>
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Chapter 3: Converse About Comprehension—Fiction

Make Meaningful Connections

Connect With Characters' Feelings	<p><i>Green Pants</i> (Kraegel, 2017)</p> <p><i>Hello Goodbye Dog</i> (Gianferrari, 2017)</p> <p><i>The Ring Bearer</i> (Cooper, 2017)</p>	<ul style="list-style-type: none"> I can understand how the character is feeling to better understand the story. I can think about how I would feel in the same situation. 	<p>absolutely</p> <p>dashing (adjective)</p> <p>lingered</p>
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Connect With Characters' Mindsets	<p><i>Happy Dreamer</i> (Reynolds, 2017)</p> <p><i>The Dot</i> (Reynolds, 2003)</p> <p><i>Ish</i> (Reynolds, 2004)</p>	<ul style="list-style-type: none"> I can understand how the character is feeling to better understand the story. I can think about how I would feel in the same situation. I can consider how the characters' mindsets helped them to be creative. 	<p>colorful</p> <p>creative</p>
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Learn From Characters Who Overcome Fears	<p><i>Jabari Jumps</i> (Cornwall, 2017)</p> <p><i>Everyone Can Learn to Ride a Bicycle</i> (Raschka, 2013)</p> <p><i>Hannah and Sugar</i> (Berube, 2016)</p>	<ul style="list-style-type: none"> I can understand how the character is feeling to better understand the story. I can think about how I would feel in the same situation. I can use what I've learned from reading this book in my own life. 	<p>N/A</p>
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Predict and Prove

Use Clues to Predict	<p><i>Bunny's Book Club</i> (Silvestro, 2017)</p> <p><i>Bear's House of Books</i> (Bishop, 2017)</p> <p><i>Give Me Back My Book!</i> (Foster & Long, 2017)</p>	<ul style="list-style-type: none"> I can use clues from the text and pictures to help me predict. I can talk about my predictions with my friends. 	<p>cozied</p> <p>curious</p> <p>sternly</p>
Predict and Revise	<p><i>Julia's House of Lost Creatures</i> (Hatke, 2014)</p> <p><i>Skyfishing</i> (Sterer, 2017)</p> <p><i>There's a Lion in My Cornflakes</i> (Robinson, 2014)</p>	<ul style="list-style-type: none"> I can use clues from the text and pictures to help me predict. I can talk about my predictions with my friends. I can revise my predictions as I learn more from reading. 	<p>creatures</p> <p>guilty</p>
Embrace Unexpected Endings	<p><i>A Hungry Lion or a Dwindling Assortment of Animals</i> (Cummins, 2016)</p> <p><i>That Is Not a Good Idea!</i> (Willems, 2013)</p> <p><i>The Woods</i> (Hoppe, 2011)</p>	<ul style="list-style-type: none"> I can use clues from the text and pictures to help me predict. I can talk about my predictions with my friends. I can revise my predictions as I learn more from reading. 	<p>assortment</p> <p>dwindling</p> <p>ravenous</p>

Question Your Way Through a Text

Ask Questions to Understand	<p><i>Dad and the Dinosaur</i> (Choldenko, 2017)</p> <p><i>Dogosaurus Rex</i> (Staniszewski, 2017)</p> <p><i>Hattie and Hudson</i> (Van Dusen, 2017)</p>	<ul style="list-style-type: none"> I can notice how my teacher asks questions. I can ask questions to help me better understand the text. 	<p>fearless</p> <p>incredible</p>
Think, Talk, and Wonder	<p><i>Double Take! A New Look at Opposites</i> (Hood, 2017)</p> <p><i>Found Dogs</i> (Sirotych, 2017)</p> <p><i>Where Do You Look?</i> (Jocelyn & Jocelyn, 2013)</p>	<ul style="list-style-type: none"> I can ask questions to help me better understand the text. I can think listen to my friends' answers and ideas to help me better understand the text. 	<p>opposite</p> <p>reflection (verb)</p> <p>relative (words)</p>
Question to Determine Author's Purpose	<p><i>Luna and Me: The True Story of a Girl Who Lived in a Tree to Save a Forest</i> (Kostecki-Shaw, 2015)</p> <p><i>Biblioburro</i> (Winter, 2010)</p> <p><i>One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia</i> (Paul, 2015)</p>	<ul style="list-style-type: none"> I can ask questions to help me better understand the text. I can think listen to my friends' answers and ideas to help me better understand the text. I can ponder the author's purpose. 	<p>eager</p> <p>marveled</p> <p>quivered</p>

Visualize Using Senses and Feelings

Notice Sensory Language	<p><i>Up in the Garden and Down in the Dirt</i> (Messner, 2015)</p> <p><i>Over and Under the Pond</i> (Messner, 2017)</p> <p><i>Over and Under the Snow</i> (Messner, 2011)</p>	<ul style="list-style-type: none"> I can find sensory words or phrases in a poem or story. I can think about how sensory language helps me visualize. 	<p>feast (verb)</p> <p>gobble</p> <p>munch</p>
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Use Sensory Language That Creates Mental Images	<p><i>A Small Blue Whale</i> (Ferry, 2017)</p> <p><i>The Black Book of Colors</i> (Cottin, 2006/2008)</p> <p><i>Owl Moon</i> (Yolen, 1987)</p>	<ul style="list-style-type: none"> I can notice and discuss sensory words or phrases in a poem or story. I can think about how sensory language helps me visualize. I can use sensory words in my own writing. 	<p>heaved</p> <p>glimpsed</p> <p>radiant</p>
Notice Figurative Language That Creates Mental Images	<p><i>The Seashore Book</i> (Zolotow, 2017)</p> <p><i>Hello Ocean</i> (Ryan, 2001)</p> <p><i>Twilight Comes Twice</i> (Fletcher, 1997)</p>	<ul style="list-style-type: none"> I can notice and discuss figurative language in a poem or story. I can think about how figurative language helps me visualize. I can use figurative language in my own writing. 	<p>lulls</p> <p>pretend</p> <p>wade</p>

Retell to Demonstrate Understanding

Use Story Elements to Retell	<p><i>Creepy Pair of Underwear</i> (Reynolds, 2017)</p> <p><i>Creepy Carrots</i> (Reynolds, 2012)</p> <p><i>Muncha! Muncha! Muncha!</i> (Fleming, 2002)</p>	<ul style="list-style-type: none"> I can identify the elements of a story. I can use story elements to help me retell a story. 	<p>ghoulish</p> <p>gleamed</p> <p>yelped</p>
Predict, Revise, Retell	<p><i>Nanette's Baguette</i> (Willems, 2016)</p> <p><i>Clever Jack Takes the Cake</i> (Fleming, 2010)</p> <p><i>Strega Nona</i> (dePaola, 1975)</p>	<ul style="list-style-type: none"> I can use clues from the text and pictures to help me predict. I can revise my predictions as I learn more from reading. I can use story elements to help me retell a story. 	<p>fret</p> <p>regret</p> <p>responsibility</p>
Think Beyond Retelling to Big Ideas	<p><i>Explorers of the Wild</i> (Atkinson, 2016)</p> <p><i>Garcia and Colette Go Exploring</i> (Barnaby, 2017)</p> <p><i>Robinson</i> (Sis, 2017)</p>	<ul style="list-style-type: none"> I can use story elements to help me retell a story. I can think beyond story elements to ponder big ideas. 	<p>adventure</p> <p>conquer</p> <p>discovery</p>

Chapter 4: Converse About Comprehension— Informational and Nonfiction Narrative

Identify Main Topics

Zoom in on the Topic	<p><i>Bee Dance</i> (Chrustowski, 2015)</p> <p><i>The Flight of the Honey Bee</i> (Huber, 2015)</p> <p><i>Grandma Elephant's in Charge</i> (Jenkins, 2003)</p>	<ul style="list-style-type: none"> I can explain what the book is mainly about. I can share details about the topic. 	<p>collect</p> <p>unload</p>
Notice Similarities and Differences	<p><i>Wolf Pups Join the Pack</i> (American Museum of Natural History, 2017)</p> <p><i>Born in the Wild: Baby Mammals and Their Parents</i> (Judge, 2014)</p> <p><i>Dolphin Baby!</i> (Davies, 2011)</p>	<ul style="list-style-type: none"> I can explain what the book is mainly about. I can share details about the topic. I can notice how baby animals are similar to and different from their parents. 	<p>protection</p> <p>rely</p> <p>useful</p>

Notice How Authors Share Facts and Details	<p><i>Water Is Water</i> (Paul, 2015)</p> <p><i>All the Water in the World</i> (Lyon, 2011)</p> <p><i>Water Can Be</i> (Salas, 2014)</p> <p><i>Water Dance</i> (Locker, 1997)</p>	<ul style="list-style-type: none"> I can explain what the book is mainly about. I can share details about the topic. I can notice interesting ways authors share information. 	[Introduce or review onomatopoeias such as <i>drip</i> , <i>patter</i> , <i>splatter</i> , <i>slosh</i> , <i>splash</i> , <i>smack</i>]
Think Beyond the Main Topic	<p><i>A Book of Bridges: Here to There and Me to You</i> (Keely, 2017)</p> <p><i>Home</i> (Ellis, 2015)</p> <p><i>Just Ducks!</i> (Davies, 2012)</p>	<ul style="list-style-type: none"> I can explain what the book is mainly about. I can share details about the topic. I can think beyond the text and infer the big ideas. 	connect moveable swaying
Uncover Key Details			
Use Text Features to Learn Key Details	<p><i>Animals by the Numbers: A Book of Animal Infographics</i> (Jenkins, 2016)</p> <p><i>Apex Predators: The World's Deadliest Hunters, Past and Present</i> (Jenkins, 2017)</p> <p><i>Weird and Wild Animal Facts</i> (Loy, 2015)</p>	<ul style="list-style-type: none"> I can ask and answer questions about key details in the text. I can use the text features to help me better understand information. 	Will vary depending on which infographics you and your students choose to read.
Draw Diagrams to Remember Key Details	<p><i>Giant Squid</i> (Fleming, 2016)</p> <p><i>Star of the Sea: The Day in the Life of a Starfish</i> (Halfmann, 2011)</p> <p><i>Surprising Sharks</i> (Davies, 2003)</p>	<ul style="list-style-type: none"> I can ask and answer questions about key details in the text. I can use the text features to help me better understand information. I can create my own diagrams to help me remember and describe key details. 	creatures examine mystery
Draw During Reading to Remember Key Details	<p><i>Squirrels Leap, Squirrels Sleep</i> (Sayre, 2016)</p> <p><i>Up, Down, and Around</i> (Ayers, 2007)</p> <p><i>Woodpecker Wham!</i> (Sayre, 2015)</p>	<ul style="list-style-type: none"> I can ask and answer questions about key details in the text. I can use the illustrations to help me better understand information. I can draw during reading to help me remember and describe key details. 	gather store (verb)
Draw or Write During Reading to Remember Key Details	<p><i>Neighborhood Sharks: Hunting with the Great Whites of California's Farallon Islands</i> (Roy, 2014)</p> <p><i>Eye to Eye: How Animals See the World</i> (Jenkins, 2014)</p> <p><i>Feathers: Not Just for Flying</i> (Stewart, 2014)</p>	<ul style="list-style-type: none"> I can ask and answer questions about key details in the text. I can use the text features to help me better understand information. I can draw or write during reading to help me remember and describe key details. 	survive unsuspecting
Wonder About the World			
Research to Answer Lingering Questions	<p><i>Trapped! A Whale's Rescue</i> (Burleigh, 2015)</p> <p><i>Elizabeth, Queen of the Seas</i> (Cox, 2014)</p> <p><i>Ivan: The Remarkable True Story of the Shopping Mall Gorilla</i> (Applegate, 2014)</p>	<ul style="list-style-type: none"> I can wonder and ask questions before, during, and after reading. I can figure out different ways to answer my own questions about the world. 	immense rescue struggle

<p>Notice Where Questions Lead</p>	<p><i>Margaret and the Moon: How Margaret Hamilton Saved the First Lunar Landing</i> (Robbins, 2017)</p> <p><i>Ben Franklin’s Big Splash: The Mostly True Story of His First Invention</i> (Rosenstock, 2014)</p> <p><i>On a Beam of Light: A Story of Albert Einstein</i> (Berne, 2013)</p>	<ul style="list-style-type: none"> • I can wonder and ask questions before, during, and after reading. • I can figure out different ways to answer my own questions about the world. • I can notice where questions lead. 	<p>convinced gazed solution</p>
<p>Question to Determine the Author’s Purpose</p>	<p><i>Tree of Wonder: The Many Marvelous Lives of a Rainforest Tree</i> (Messner, 2015)</p> <p><i>Animal Ark: Celebrating Our Wild World in Poetry and Pictures</i> (Alexander, 2017)</p> <p><i>The Great Kapok Tree: A Tale of the Amazon Rainforest</i> (Cherry, 1990)</p>	<ul style="list-style-type: none"> • I can wonder and ask questions before, during, and after reading. • I can figure out different ways to answer my own questions about the world. • I can ponder the author’s purpose for writing the book. 	<p>bustles hauling lurk</p>
<p>Question to Ponder Big Ideas</p>	<p><i>Wake Up!</i> (Frost, 2017)</p> <p><i>Life</i> (Rylant, 2017)</p> <p><i>Now</i> (Portis, 2017)</p>	<ul style="list-style-type: none"> • I can wonder and ask questions before, during, and after reading. • I can figure out different ways to answer my own questions about the world. • I can think beyond the text to ponder big ideas. 	<p>exploding explore snuggles</p>
<p>Connect to the Past</p>			
<p>Connect Important Events</p>	<p><i>Gandhi: A March to the Sea</i> (McGinty, 2013)</p> <p><i>Maya Lin: Artist-Architect of Light and Lines</i> (Harvey, 2017)</p> <p><i>We March</i> (Evans, 2012)</p>	<ul style="list-style-type: none"> • I can notice the connections among ideas and events in a biography. • I can share important details about a person’s life. 	<p>gaze risky unfair</p>
<p>Connect Character Traits to Text</p>	<p><i>Shark Lady: The True Story of How Eugenie Clark Became the Ocean’s Most Fearless Scientist</i> (Keating, 2017)</p> <p><i>Malala’s Magic Pencil</i> (Yousafzai, 2017)</p> <p><i>Tito Puente, Mambo King/ Tito Puente, Rey del Mambo</i> (Brown, 2013)</p> <p><i>Who Says Women Can’t Be Doctors? The Story of Elizabeth Blackwell</i> (Stone, 2013)</p>	<ul style="list-style-type: none"> • I can notice the connections among ideas and events in a biography. • I can share important details about a person’s life. • I can talk, write, or draw about the person’s character traits. 	<p>imagined pretended protected</p>

Connect Character Traits to Life Lessons	<i>I am Abraham Lincoln</i> (Meltzer, 2014)	• I can notice the connections among ideas and events in a biography.	avoided
	<i>I am Amelia Earhart</i> (Meltzer, 2014)	• I can share important details about a person's life.	preferred
	<i>Rosa Parks</i> (Kaiser, 2017)	• I can think beyond the text to ponder life lessons.	reveal

Connect Character Traits to Life Choices	<i>Me . . . Jane</i> (McDonnell, 2011)	• I can notice the connections among ideas and events in a biography.	cherished
	<i>I am Jane Goodall</i> (Meltzer, 2016)	• I can share important details about a person's life.	curious
	<i>The Watcher</i> (Winter, 2011)	• I can connect an inspiring individual's life choices to my life choices.	observed

Chapter 5: Build Foundational and Language Skills

Sing, Chant, and Rhyme: Strengthen Phonemic Awareness

Listen for Rhymes as You Sing Along	<i>Groovy Joe: Ice Cream and Dinosaurs</i> (Litwin, 2016)	• I can sing nursery rhymes, poems, or songs.	burst
	<i>Footloose</i> (Loggins, 2016)	• I can notice pairs of rhyming words.	glared
	<i>Groovy Joe: Dance Party Countdown</i> (Litwin, 2017)		rose (verb)
	<i>Octopus's Garden</i> (Starr, 2014)		

Chime in and Rhyme	<i>Doris the Bookasaurus</i> (Murray, 2017)	• I can predict the words that come next in a rhyming text.	lounging
	<i>The Gruffalo</i> (Donaldson, 1999)	• I can think and talk about pairs of rhyming words.	rowdy
	<i>One Big Pair of Underwear</i> (Gehl, 2014)		stomping

Use Rhymes to Predict	<i>The Giant of Jum</i> (Woollard, 2015)	• I can predict the words that come next in a rhyming text.	fetch
	<i>Frog on a Log?</i> (Gray, 2015)	• I can think and talk about pairs of rhyming words.	gobble
	<i>Mighty, Mighty Construction Site</i> (Rinker, 2017)	• I can use rhymes to help me predict what might happen next in a story.	tale

Understand Parts of Speech

Notice and Use Vivid Verbs	<i>Some Pets</i> (DiTerlizzi, 2016)	• I can notice how the author uses interesting verbs.	bound
	<i>The Perfect Dog</i> (O'Malley, 2016)	• I can use what I've learned about verbs from this story in my own reading, writing, and conversations.	nibble
	<i>Some Bugs</i> (DiTerlizzi, 2014)		scurry

Notice and Use Imaginative Adjectives	<i>Bug Zoo</i> (Harkness, 2016)	• I can notice how the author uses adjectives to describe characters, places, and things.	folks
	<i>Fireflies</i> (Brinckloe, 1985)	• I can use what I've learned about adjectives from this story in my own reading, writing, and conversations.	main
	<i>I Like Bugs</i> (Brown, 1954/1982)		spied

Notice and Use Expressive Words	<i>Dinosaur Rocket!</i> (Dale, 2015)	• I can notice how the author uses adjectives, onomatopoeias, and interjections to make the story more interesting.	final
	<i>Click!</i> (Ebbeler, 2015)	• I can use what I've learned about expressive writing from this story in my own reading, writing, and conversations.	hero
	<i>Snip Snap! What's That?</i> (Bergman, 2005)		thundering (verb)

Play With Words

Compare and Contrast Words	<p>Take Away the A (Escoffier, 2014)</p> <p><i>Red Sled</i> (Thomas, 2008)</p> <p><i>There's a Bear on My Chair</i> (Collins, 2015)</p>	<ul style="list-style-type: none"> I can understand more about how words work. I can notice the difference between two similar words. I can use what I learned about words in my own writing and reading. 	<p>foes</p> <p>hails (verb)</p>
Notice How Letters Work	<p>May I Have a Word? (Levis, 2017)</p> <p><i>E-mergency</i> (Lichtenheld & Fields-Meyer, 2011)</p> <p><i>Tyrannosaurus Rex vs. Edna the Very First Chicken</i> (Rees, 2017)</p>	<ul style="list-style-type: none"> I can understand more about how words work. I can use what I learned about words in my own writing and reading. 	<p>cooperate</p> <p>cranky</p> <p>exclaimed</p>
Notice How Words Work	<p>Lexie the Word Wrangler (Van Slyke, 2017)</p> <p><i>Max's Words</i> (Banks, 2006)</p> <p><i>The Word Wizard</i> (Falwell, 1998)</p>	<ul style="list-style-type: none"> I can understand more about how words work. I can rearrange letters to make new words. I can use what I learned about words in my own writing and reading. 	<p>annoying</p> <p>ordinary</p> <p>talent</p>

Build Fluency

Join in on Repeated Words	<p>Out! (Chung, 2017)</p> <p><i>Ball</i> (Sullivan, 2013)</p> <p><i>Look!</i> (Mack, 2015)</p>	<ul style="list-style-type: none"> I can join in on repeated words of a story, song, or poem. I can use the punctuation and other text clues to help me read with fluency and expression. 	N/A
Join in on Repeated Parts	<p>One Day in the Eucalyptus, Eucalyptus Tree (Bernstrom, 2016)</p> <p><i>There Was an Old Lady Who Swallowed a Fly</i> (Taback, 1997)</p> <p><i>There Was an Old Monster!</i> (Emberley, Emberley, & Emberley, 2009)</p>	<ul style="list-style-type: none"> I can join in on repeated parts of a story, song, or poem. I can use the punctuation and other text clues to help me read with fluency and expression. 	<p>gobbled</p> <p>rare</p> <p>rustle</p>
Think Beyond Fluency to Big Ideas	<p>The Three Billy Goats Gruff (Pinkney, 2017)</p> <p><i>The Little Red Hen</i> (Pinkney, 2006)</p> <p><i>Out of the Way! Out of the Way!</i> (Krishnaswami, 2010)</p>	<ul style="list-style-type: none"> I can read along using different voices for different characters. I can use the punctuation and other text clues to help me read with fluency and expression. I can figure out the lessons, morals, or big ideas. 	<p>greedy</p> <p>nasty</p> <p>selfish</p>

Chapter 6: Inspire Writers

Develop Ideas

Read, Notice, Wonder, and Write	<p>Everywhere, Wonder (Swanson, 2017)</p> <p><i>One Day, The End: Short, Very Short, Shorter-Than-Ever Stories</i> (Dotlich, 2015)</p> <p><i>Someone Like Me</i> (MacLachlan, 2017)</p>	<ul style="list-style-type: none"> I can notice where writers get ideas. I can read, notice, and wonder to help me decide what to write. 	<p>notice</p> <p>unexpected</p> <p>wonders</p>
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Be the Boss of Your Story	<i>A Squiggly Story</i> (Larsen, 2016) <i>Arthur Writes a Story</i> (Brown, 1996) <i>The Best Story</i> (Spinelli, 2008)	<ul style="list-style-type: none"> I can notice where writers get ideas. I can read, notice, and wonder to help me decide what to write. I can make decisions about my writing. 	offers single suggest
Organize Ideas Different Ways	<i>Oops Pounce Quick Run! An Alphabet Caper</i> (Twohy, 2016) <i>AH! HA!</i> (Mack, 2013) <i>The Little Red Cat Who Ran Away and Learned His ABC's (the Hard Way)</i> (McDonnell, 2017)	<ul style="list-style-type: none"> I can notice where writers get ideas. I can read, notice, and wonder to help me decide what to write. I can make decisions about my writing. I can notice different ways that authors organize their ideas. 	caper pounce
Talk to Your Reader	<i>This Is My Book!</i> (Pett, 2016) <i>Cat Secrets</i> (Czekaj, 2011) <i>We Are in a Book!</i> (Willems, 2010)	<ul style="list-style-type: none"> I can notice about where writers get ideas. I can read, notice, and wonder to help me decide what to write. I can make decisions about my writing. I can talk to my readers when I write. 	boring frustrating prefer
Explore Craft and Structure			
Spot a See-Saw Structure	<i>Lost. Found.</i> (Arnold, 2015) <i>And Then Comes Summer</i> (Brenner, 2017) <i>Good News, Bad News</i> (Mack, 2012)	<ul style="list-style-type: none"> I can notice the see-saw pattern or structure of the text. I can borrow the structures I learn to create my own texts. 	N/A
Think About Cause and Effect	<i>Because of an Acorn</i> (Schaefer & Schaefer, 2016) <i>First the Egg</i> (Seeger, 2007) <i>What Do You Do When Something Wants to Eat You?</i> (Jenkins, 1997)	<ul style="list-style-type: none"> I can notice the cause and effect pattern or structure of the text. I can borrow the structures I learn to create my own texts. 	acorn ecosystem (appears in back matter) forest
See the Circular Structure	<i>Shh! Bears Sleeping</i> (Martin, 2016) <i>Bear Has a Story to Tell</i> (Stead, 2012) <i>Time to Sleep</i> (Fleming, 1997)	<ul style="list-style-type: none"> I can notice the circular pattern or structure of the text. I can borrow the structures I learn to create my own texts. 	beneath frolic gobble
Notice Question-Answer Structure	<i>Whose Butt?</i> (Tekiela, 2012) <i>Creature Features: 25 Animals Explain Why They Look the Way They Do</i> (Jenkins & Page, 2014) <i>What Do You Do with A Tail Like This?</i> (Jenkins & Page, 2003)	<ul style="list-style-type: none"> I can notice the question-answer pattern or structure of the text. I can borrow the structures I learn to create my own texts. 	communicate dashes (verb)

Discover Wonderful Words

<p>Notice and Use Striking Words in Stories</p>	<p><i>The Great AAA-OOO</i> (Lambert, 2016) <i>Doodleday</i> (Collins, 2011) <i>One-Dog Sleigh</i> (Casanova, 2013)</p>	<ul style="list-style-type: none"> I can notice how an author uses words in unique ways. I can think about my word choice when I'm writing stories. 	<p>bellowed slumber startled</p>
<p>Notice and Use Expressive Words to Enhance Illustrations</p>	<p><i>Not Friends</i> (Bender, 2017) <i>How to Find a Friend</i> (Costa, 2016) <i>Rodzilla</i> (Sanders, 2017)</p>	<ul style="list-style-type: none"> I can notice how an author uses words in unique ways. I can notice how author/illustrators use expressive words to enhance illustrations. I can think about my word choice when I'm writing stories. 	<p>difficult frequently glum</p>
<p>Notice and Use Striking Words in Nonfiction Text</p>	<p><i>Hippos are HUGE!</i> (London, 2015) <i>I, Fly: The Buzz about Flies and How Awesome They Are</i> (Heos, 2015) <i>I'm Trying to Love Spiders. (It Isn't Easy)</i> (Barton, 2015)</p>	<ul style="list-style-type: none"> I can notice how an author uses words in unique ways. I can think about my word choice when I'm writing nonfiction texts. 	<p>gracefully threat pounces</p>
<p>Notice and Use Striking Words in Poetry</p>	<p><i>Things to Do</i> (Magliaro, 2016) <i>City Shapes</i> (Murray, 2016) <i>Drum Dream Girl: How One Girl's Courage Changed Music</i> (Engle, 2015)</p>	<ul style="list-style-type: none"> I can notice how an author uses words in unique ways. I can think about my word choice when I'm writing poetry. 	<p>nestled sprout vanish</p>
<h2>Hear the Voice</h2>			
<p>Notice Characters With Unique Voices</p>	<p><i>The Legend of Rock Paper Scissors</i> (Daywalt, 2017) <i>Once Upon a Cool Motorcycle Dude</i> (O'Malley, 2005) <i>Shark vs. Train</i> (Barton, 2010)</p>	<ul style="list-style-type: none"> I can notice characters with unique voices. I can read along using different voices for different characters. 	<p>foe unsatisfied victorious</p>
<p>Find Original Ideas</p>	<p><i>Claymates</i> (Petty, 2017) <i>The Book with No Pictures</i> (Novak, 2014) <i>This Book is Out of Control!</i> (Byrne, 2016)</p>	<ul style="list-style-type: none"> I can notice how authors use their imagination to create stories. I can use original ideas and thinking in my own writing. 	<p>exhausted shock</p>
<p>Create Expressive Characters</p>	<p><i>Be Quiet!</i> (Higgins, 2017) Any of the 25 Elephant and Piggie books by Mo Willems. <i>Cookiesaurus Rex</i> (Dominy & Evans, 2017)</p>	<ul style="list-style-type: none"> I can notice how the author used words and illustrations to show me how the characters are feeling. I can use words and pictures to show my readers how characters are feeling. 	<p>artistic onomatopoeia wordless</p>

Create Unforgettable Characters	<p><i>If You Ever Want to Bring a Circus to the Library, DON'T!</i> (Parsley, 2017)</p> <p><i>If You Ever Want to Bring a Piano to the Beach, Don't!</i> (Parsley, 2016)</p> <p><i>If You Ever Want to Bring an Alligator to School, Don't!</i> (Parsley, 2015)</p>	<ul style="list-style-type: none"> I can notice how the author used words and illustrations to create an unforgettable character. I can use words and pictures to create characters my readers will remember. 	<p>audience</p> <p>dazzle</p> <p>distract</p>
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Immerse in a Genre: Narrative

Sequence Your Story	<p><i>Blizzard</i> (Rocco, 2014)</p> <p><i>Picture Day Perfection</i> (Diesen, 2013)</p> <p><i>Saturdays and Teacakes</i> (Laminack, 2004)</p>	<ul style="list-style-type: none"> I can notice how the author sequenced the events of a story. I can notice the techniques the author used to move the narrative through time. I can notice the way the author chose to end the narrative. I can use what I've learned as I write my own stories. 	<p>continued</p> <p>journey</p> <p>prepared</p>
Add Interesting Details	<p><i>The Branch</i> (Messier, 2016)</p> <p><i>All the Way to Havana</i> (Engle, 2017)</p> <p><i>Building Our House</i> (Bean, 2013)</p>	<ul style="list-style-type: none"> I can notice how the author added interesting details to a narrative. I can notice the techniques the author used to help me better enjoy the story. I can use what I've learned as I write my own stories. 	<p>concentrate</p> <p>potential</p>
Choose Descriptive Words	<p><i>King of the Sky</i> (Davies, 2017)</p> <p><i>The Journey</i> (Sanna, 2016)</p> <p><i>The Promise</i> (Davies, 2013)</p>	<ul style="list-style-type: none"> I can notice how the author added descriptive words to a narrative. I can notice the techniques the author used to help me better enjoy the story. I can use what I've learned as I write my own stories. 	<p>champion</p> <p>replied</p> <p>weaker</p>

Immerse in a Genre: Opinion

Share Your Opinion	<p><i>The Most Amazing Creature in the Sea</i> (Guiberson, 2015)</p> <p><i>The Deadliest Creature in the World</i> (Guiberson, 2016)</p> <p><i>The Greatest Dinosaur Ever</i> (Guiberson, 2013)</p>	<ul style="list-style-type: none"> I can form an opinion. I can share that opinion with my friends. I can use what I've learned in this book in my own writing. 	<p>disappear</p> <p>disguise</p> <p>lure</p>
Give Reasons for Your Opinion	<p><i>What's Your Favorite Color?</i> (Carle, 2017)</p> <p><i>What's Your Favorite Animal?</i> (Carle, 2014)</p> <p><i>Why Did the Chicken Cross the Road?</i> (Agee et al., 2006)</p>	<ul style="list-style-type: none"> I can form an opinion. I can give reasons for my opinion. I can share my opinion with others. I can use what I've learned in this book in my own writing. 	<p>N/A</p>
Give Reasons to Persuade	<p><i>One Word from Sophia</i> (Averbeck, 2015)</p> <p><i>How Do Dinosaurs Choose Their Pets?</i> (Yolen, 2017)</p> <p><i>I Wanna Iguana</i> (Orloff, 2004)</p> <p><i>The Perfect Pet</i> (Palatini, 2003)</p>	<ul style="list-style-type: none"> I can notice how to give reasons to persuade or argue for something I want. I can use what I've learned in this book in my own writing. 	<p>argument</p> <p>compelling</p> <p>delighted</p>

Immerse in a Genre: Poetry

Read Poetry All Year Long	<p><i>When Green Becomes Tomatoes: Poems for All Seasons</i> (Fogliano, 2016)</p> <p><i>One Big Rain: Poems for Every Season</i> (Gray, 2010)</p> <p><i>The Year Comes Round: Haiku Through the Seasons</i> (Farrar, 2012)</p>	<ul style="list-style-type: none"> • I talk, write, or draw about poems. • I can think about how poems are organized. • I can use what I learn about poetry to write my own poems. 	Will vary based on which poems you read aloud.
Find Poetry in Your World	<p><i>Daniel Finds a Poem</i> (Archer, 2016)</p> <p><i>All the World a Poem</i> (Tibo, 2016)</p> <p><i>Finding Wild</i> (Lloyd, 2016)</p>	<ul style="list-style-type: none"> • I can notice where poets get ideas. • I can find sensory words or phrases in a poem or story. • I can use what I learn about poetry to write my own poems. 	crisp silent reflecting
Notice Techniques Poets Use	<p><i>Cricket in the Thicket: Poems About Bugs</i> (Murray, 2017)</p> <p><i>Dreaming Up: A Celebration of Building</i> (Hale, 2012)</p> <p><i>Thunder Underground</i> (Yolen, 2017)</p>	<ul style="list-style-type: none"> • I can notice the techniques poets use. • I can use what I learn about poetry to write my own poems. 	Will vary based on which poems you read aloud.

Immerse in a Genre: Informational

Describe Information	<p><i>If Sharks Disappeared</i> (Williams, 2017)</p> <p><i>Pink is for Blobfish: Discovering the World's Perfectly Pink Animals</i> (Keating, 2016)</p> <p><i>Who Was Here? Discovering Wild Animal Tracks</i> (Posada, 2014)</p>	<ul style="list-style-type: none"> • I can notice how the author crafts a descriptive nonfiction text. • I can notice the techniques an author and illustrator use to help me better understand the topic. • I can use the techniques I learn in my own nonfiction pieces. 	balanced eventually thrive
Use Topic Sentences	<p><i>The Blue Whale</i> (Desmond, 2015)</p> <p><i>The Polar Bear</i> (Desmond, 2016)</p> <p><i>Snakes</i> (Bishop, 2012)</p>	<ul style="list-style-type: none"> • I can notice how the author crafts a nonfiction text. • I can notice how the author uses topic sentences to focus the reader. • I can use the techniques I learn in my own nonfiction pieces. 	colossal measure similar
Blend Fiction and Nonfiction	<p><i>If You Were the Moon</i> (Salas, 2017)</p> <p><i>Superbat</i> (Carr, 2017)</p> <p><i>T. Rex</i> (French, 2004)</p>	<ul style="list-style-type: none"> • I can notice how the author crafts a nonfiction text. • I can notice how authors blend fiction and nonfiction elements in a text. • I can use the techniques I learn in my own nonfiction pieces. 	challenge hover wisdom