

First Grade Mentor Text List 2014-2015

Module	Title Author Genre	Ideas Connections to other texts & modules, Standards to consider Links to CCSS lessons online
		<i>Reading/Social Studies/Science/Writing</i>
Module 1	I Am An Artist Lowery Collins, Pat Nonfiction	<p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Using descriptive words, using senses to help readers visualize or use mental images. • <u>Writing:</u> Writers use their senses to describe. <p>Standards: 1.RL.1;1. RL. 2; 1.RL 4; 1.W.3; 1.W.5; 1.L.1; 1.SL.1</p> <p>Connections: GLAD – Reader’s and Writer’s Unit (GLAD Storage J Drive)</p>
	I Like To Be Little Zolotow, Charlotte Fiction	<p>Ideas for Using the Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Introducing structure of Turn and Talk Discussion: How did character change in this story? Use of dialogue • <u>Writing:</u> Writers make lists of things they like (Practice turn and talk with students sharing ideas for what they like) Using dialogue in writing. <p>Standards: 1.RL.1;1. RL. 2; 1.RL 4; 1.RL.5; 1.W.3; 1.W.5; 1.L.1; 1.SL.1</p> <p>Connections: GLAD – Reader’s and Writer’s Unit (GLAD Storage J Drive)</p>
	Ish Reynolds, Peter H. Fiction	<p>Ideas for Using the Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Strong Verbs Grounding ideas in evidence Making predictions Author’s word choice Looking closely at the title Determining central message: Perseverance, never giving up • <u>Writing:</u> Introduction to writing Using pictures and words to tell stories Using theme of perseverance: Writers try their best and move on.

	<p>Standards: 1.RL.1;1. RL. 2; 1.RL.3; 1.RL 4; 1.W.3; 1.W.5; 1.L.5; 1.L.6; 1.SL.1</p> <p>Connections: GLAD – Reader’s and Writer’s Unit(GLAD Storage J Drive)</p>
<p>Puddles London, Jonathon Fiction</p>	<p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Visualization • <u>Writing:</u> Using sound words/descriptive language in our writing, using senses to help make writing interesting. <p>Standards: 1.RL.4; 1.RL.7; 1.W.3; 1.W.5;1.L.1; 1.L.5;; 1.L.61; ; 1.SL.1</p> <p>Connections: GLAD – Reader’s and Writer’s Unit (GLAD Storage J Drive)</p>
<p>Written Anything Good Lately? Allen, Susan Fiction</p>	<p>Ideas for Using this Text: Reading: Writing:</p> <p>Standards:</p> <p>Connections: GLAD – Reader’s and Writer’s Unit (GLAD Storage J Drive)</p>
<p>Best Place to Read Bertram, Debbie Fiction</p>	<p>Theme: Finding a good place to read; Taking care of books</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Introduction lesson for reading routines: Finding a good reading spot, Taking care of books. (Why was it important for the main character to find the best spot to read? What makes a good reading spot?) Finding patterns in text Builds love for reading • <u>Writing:</u> Shared writing: What does a good reading spot look like/sound like <p>Standards: 1.RF.1; 1.RL.3; 1.RL.4; 1.SL.1</p> <p>Connections: GLAD – Reader’s and Writer’s Unit (GLAD Storage J Drive)</p>

<p>Library Mouse: A World to Explore Kirk, Daniel Fiction</p>	<p>Theme: Books can take you places, on adventures.</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> (Long text, best used over several days, includes higher-level vocabulary) Identifying purposes for reading, choosing books based on interest. <p>Standards: 1.RL.7; 1.W.3; 1.L.4; 1.L.5; 1.SL.1</p> <p>Connections: Writing in Module 3, Using research in our writing. GLAD – Reader’s and Writer’s Unit or Families Around the World (GLAD Storage J Drive)</p>
<p>Miss Smith’s Incredible Storybook Garland, Michael Fiction</p>	<p>Theme: Books can take you places, on adventures.</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Character development, Character changing throughout the story. Identifying Purpose for Reading Readers choose books they enjoy (introducing independent reading routine) Importance of finishing a book • <u>Writing:</u> Introducing reading responses (Opinion writing about stories you read: “I like this story because.....”) <p>Standards: 1.RL.2; 1.RL.3; 1.RL.7; 1.W.1; 1.W.5; 1.SL.1</p> <p>Connections: Classic Fairy Tales (Same characters)</p>
<p>Red Sings from Treetops: A Year in Colors Sidman, Joyce Poetry</p>	<p>Theme: Appealing to the senses, Poetry</p> <p>Ideas for Using the Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Author’s craft: focus on unique pictures and text Questioning figurative language Text layout, Introduction to poems Features of print: punctuation, ellipsis • <u>Writing:</u> Incorporating the senses in our descriptions Shared poetry writing <p>Standards: 1.RF.1; 1.RL.1; 1.RL.4; 1.RL.7; 1.L.5; 1.L.6; 1.SL.1</p> <p>Connections: I Am An Artist text</p>

<p>Rules and Laws Kishel, Ann-Marie Nonfiction</p>	<p>Theme: Importance of Rules, How law/rules are made</p> <p>Ideas for Using the Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Introducing classroom expectations/ brainstorming ideas Nonfiction features of text: glossary, bold print, index Modeling decoding Compare to fiction text • <u>Writing:</u> Shared writing for Class/School Rules Using appropriate sentence structure (capital letters, periods) • <u>Speaking/Listening:</u> Sentence stem “ I can show respect by _____ ” <p>Standards: 1.RI.5; 1.RI.6; 1.RF.4; 1.L.1; 1.W.7; 1.SL.6; 1.SL.1</p> <p>Connections: Social Studies/GLAD 3 personal standards, literacy awards, t-graph for social skills: Building classroom community, forming rules. Officer Buckle and Gloria by Peggy Rathem 1st Grade Harcourt Social Studies text: Rules and Laws Close Reading Passage: Recycling Rules and Safety Tips for Bike Riding</p>	
<p>We the Kids Catrow, David Nonfiction</p>	<p>Theme: Kids version of Preamble to the Constitution, Rules and Laws of USA. (Includes some background information)</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Using picture clues to figure out unknown words/ideas. Responding to Text: What was this text about? (Big idea) Why are rules important for us? • <u>Writing:</u> Using words and pictures to give information <p>Standards: 1.RL.1;1.RL.2; 1.RI.7; 1.SL.5; 1.SL.6 ; 1.SL.1</p> <p>Connections: Discussion - Importance of rules</p>	
<p>Module 2</p>	<p>Mightiest, The Kasza, Keiko Fiction</p>	<p>Theme: Traditional Tale: The smallest or perceived weakest character can often be the mightiest</p> <p>Ideas for Using the Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> What a Story Looks like and Sounds Like: Identifying fiction text Story elements of traditional tales: Character/Setting, Problem/Solution Features of Print: Quotation marks, punctuation, bold print, all capital, and italics Comparing fiction/Nonfiction text Author’s message/lesson: Anchor Chart “Lessons We Have Learned” including <i>title</i> and <i>life lesson/author’s message</i> using texts: The Mightiest, The Lion and the Mouse, The Three Little Pigs, The

	<p>Three Little Dassies and Blackout. Reading with expression, using voice.</p> <ul style="list-style-type: none"> • <u>Writing</u>: Including story elements in our narrative writing. <p>Standards: 1.RL.1; 1.RL.2; 1.RL.3; 1.RL.5; 1.SL.4; 1.W.3; 1.SL.1</p> <p>Connections: Building community, sharing.</p>
<p>Lion and the Mouse, The Pinkney, Jerry Fiction</p>	<p>Theme: Traditional Tale: The smallest or perceived weakest character can often be the mightiest</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading</u>: Using pictures to understand a story (wordless book) Retelling a story in your own words Author's message/lesson: Anchor Chart "Lessons We Have Learned" including <i>title and life lesson/author's message</i> using texts: The Mightiest, The Lion and the Mouse, The Three Little Pigs, The Three Little Dassies and Blackout. Asking Questions • <u>Writing</u>: Using pictures to help tell your story. <p>Standards: 1.RL.1; 1.RL.2; 1.RL.3; 1.RL.5; 1.RL.7; 1.RL.9; 1.W.3; 1.SL.1</p> <p>Connections: Close Reading Passage: The Giant Turnip, Many different versions of same fable</p>
<p>Three Little Pigs, The Marshall, James Fiction</p>	<p>Theme: Traditional Tale, Persistence, patience and hard work pay off in the end.</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading</u>: Author's message/lesson: Anchor Chart "Lessons We Have Learned" including <i>title and life lesson/author's message</i> using texts: The Mightiest, The Lion and the Mouse, The Three Little Pigs, The Three Little Dassies and Blackout. Using pictures to predict story events Compare/Contrast Text: After Reading, The Three Little Dassies by Jan Brett Transition Words Character traits How to figure out difficult words: Stop and think, notice what you understand, use pictures and other words to help you figure it out. • <u>Writing</u>: Reading Response: Retell events in story order Using Transition words to tell stories in order <p>Standards: 1.RL.1; 1.RL.2; 1.RL.3; 1.RL.5; 1.RL.7; 1.RL.9; 1.L.4; 1.L.6; 1.W.3; ; 1.SL.1</p>

<p>3 Little Dassies, The Brett, Jan Fiction</p>	<p>Theme: Traditional Tale: Persistence, patience and hard work pay off in the end.</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Compare/Contrast Text with The Three Little Pigs Using pictures to predict story events Making predictions Author's Message: Anchor Chart "Lessons We Have Learned" including <i>title</i> and <i>life lesson/author's message</i> using texts: The Mightiest, The Lion and the Mouse, The Three Little Pigs, The Three Little Dassies and Blackout. Recognizing important parts of a story: Key details Retelling with meaning (using important parts) • <u>Writing:</u> Reading Response: Retell events in story order <p>Standards: 1.RL.1; 1.RL.2; 1.RL.3; 1.RL.7;1.RL.9; 1.SL.4; 1.SL.6; 1.W.3, 1.W.5; 1.SL.1</p>
<p>Poppleton Rylant, Cynthia Fiction</p>	<p>Theme: Fantasy Fiction (couldn't possibly be real)</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Character study: Who is the main character? What does he or she look like? What does he or she like to do, and not like to do? What does he or she say? Does he or she repeat something that is important? Character web: What does he or she say? Look like? Feel? Do? • <u>Writing:</u> Developing your characters in your writing (Adding details to tell the reader what your character is like) <p>Standards: 1.RL.1; 1.RL.2; 1.RL.3; 1.RL.7;1.RL.9; 1.SL.4; 1.W.3, 1.W.5; 1.SL.1</p>
<p>Blackout Rocco, John Fiction</p>	<p>Theme: Appreciation, Community, Family, Realistic fiction story about what happens in a community when the lights go out an there are few distractions (technology, work, etc.)</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Discussing realistic fiction: same organization as other fiction books (beginning, middle, end), but Text-to-Self Connections Character Feelings Author's message/lesson: Anchor Chart "Lessons We Have Learned" including <i>title</i> and <i>life lesson/author's message</i> using texts: The Mightiest, The Lion and the Mouse, The Three Little Pigs, The Three Little Dassies and Blackout. Text-To-Self Response: What would you do if the lights went out? <p>Standards: 1.RL.1; 1.RL.2; 1.RL.3; 1.RL.7;1.RL.9; 1.SL.4; 1.W.3; ; 1.SL.1</p> <p>Connections: Close reading passage: Lights Out</p>

<p>When I Was Five Howard, Arthur Fiction</p>	<p>Theme: Growing, Changing, Appreciation (Things character likes at age 5 and 6)</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Notice who is speaking Story sequence, patterning Vocabulary: Personal pronouns • <u>Writing:</u> Making Narratives Personal, Using first person, talking directly to readers. Writing about things we like <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Good Storytelling:</p> <ul style="list-style-type: none"> • Uses first-person (“I”, “my”, “we”, “our”) </div> <p>Standards: 1.RL.1; 1.RL.2; 1.RL.3; 1.RL.6; 1.RL.7; 1.W.3; 1.SL.1; 1.L.4; 1.L.5; 1.L.6</p> <p>Connections: Books about favorites or things we like, Module 1: I Like to Be Little</p>
<p>Little Ninos Pizzeria Barbour, Karen Fiction</p>	<p>Theme: Family, Working together, Appreciation, Special Place</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Introducing narrative structure, temporal words Problem/Solution Retell Use of detailed illustrations (focused on story elements) • <u>Writing:</u> Narrative writing/Storytelling, focused on structure, temporal words, detailed drawings. Good Storytelling Anchor Chart: (To be added to as you read upcoming texts) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Good Storytelling:</p> <ul style="list-style-type: none"> • Uses first-person (“I”, “my”, “we”, “our”) • Tells about personal experiences, memories or passions </div> <p>Standards: 1.RL.1; 1.RL.2; 1.RL.3; 1.RL.7; 1.W.3; 1.SL.1; 1.SL.4</p> <p>Connections: GLAD Families Around the World unit (GLAD Storage J Drive)</p>

I Love My Hair
Tarpley, Natasha
Anastasia
Fiction

Theme: Self-acceptance, Believing in yourself

Ideas for Using this Text:

- Reading: Authors write about their own experiences
Figurative Language, Using metaphors make stories interesting.
- Writing: Personal Narrative: Telling about a personal experience
Showing feelings through words and pictures

Good Storytelling:

- Uses first-person (“I”, “my”, “we”, “our”)
- Tells about personal experiences, memories or passions
- Uses details to describe the experience and what is happening
- Often includes detailed pictures or illustrations that help to tell the story

Standards:

1.RL.1; 1.RL.2; 1.RL.3; 1.RL.4; 1.RL.6; 1.RL.7; 1.W.3; 1.SL.1

My Little Island
Lessac, Frane
Fiction

Theme: Cultural Appreciation, Narrative

Ideas for Using this Text:

- Reading: Visualization: Authors create strong sense of place
Temporal words and phrases (On the way..., As we..., After lunch..., By noontime..., The next day)
- Writing: Personal Narratives: Creating a strong sense of place (developing setting)
Adding descriptive details to help reader visualize, Using senses to add details.

Good Storytelling:

- Uses first-person (“I”, “my”, “we”, “our”)
- Tells about personal experiences, memories or passions
- Uses details to describe the experience and what is happening
- Often includes detailed pictures or illustrations that help to tell the story
- Has a strong sense of place by using descriptive details

Standards:

1.RL.1; 1.RL.2; 1.RL.3; 1.RL.4; 1.RL.6; 1.RL.7; 1.W.3; 1.SL.1; 1.L.4; 1.L.5; 1.L.6

Connections:

Social Studies/GLAD: Families Around the World unit (GLAD Storage J Drive), Communities

<p>Keeping Quilt, The Polacco, Patricia Fiction</p>	<p>Theme: Traditions, Family connections</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Storytelling: Telling events in order Transition Words: first, next, then, after that, finally • <u>Writing:</u> Narratives: Adding details <div data-bbox="571 370 1614 683" style="border: 1px solid black; padding: 5px;"> <p>Good Storytelling:</p> <ul style="list-style-type: none"> • Uses first-person (“I”, “my”, “we”, “our”) • Tells about personal experiences, memories or passions • Uses details to describe the experience and what is happening • Often includes detailed pictures or illustrations that help to tell the story • Has a strong sense of place by using descriptive details • Is often connected to home and family • Can be inspired by a keepsake or tradition • Has a beginning, middle, and end and uses words that signal event order </div> <p>Standards: 1.RL.1; 1.RL.2; 1.RL.3; 1.RL.7; 1.W.3; 1.SL.1</p> <p>Connections: <u>Social Studies/GLAD:</u> Families Around the World (GLAD Storage J Drive), Communities</p>
<p>My Big Brother Fisher, Valorie Nonfiction</p>	<p>Theme: Family, Special moments with siblings</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Compare/Contrast with Do Like Kyla by Angela Johnson (Module 2) Vocabulary: Family words • <u>Writing:</u> Writing about special people in our lives. Using endings: Writers provide reactions at the end of stories <div data-bbox="571 1058 1583 1391" style="border: 1px solid black; padding: 5px;"> <p>Good Storytelling:</p> <ul style="list-style-type: none"> • Uses first-person (“I”, “my”, “we”, “our”) • Tells about personal experiences, memories or passions • Uses details to describe the experience and what is happening • Often includes detailed pictures or illustrations that help to tell the story • Has a strong sense of place by using descriptive details • Is often connected to home and family • Can be inspired by a keepsake or tradition • Has a beginning, middle, and end and uses words that signal event order • Often provides a reaction at the end of the story </div>

	<p>Standards: 1.RL.1; 1.RL.2; 1.RL.3;1; 1.RL.7; 1.RL.9; 1.W.3; 1.SL.1; 1.L.4; 1.L.5; 1.L.6</p> <p>Connections: <u>Social Studies/GLAD:</u> Families Around the World (GLAD Storage J Drive), Communities Do Like Kyla by Angela Johnson, Module 2 Close Reading Passage: My Mom Really is My Teacher</p>
<p>My Steps Derby, Sally Fiction</p>	<p>Theme: Special Place</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Setting Compare/Contrast (see connection texts below) • <u>Writing:</u> Generating ideas: Writing about a special place (like home) <p>Standards: 1.RL.1; 1.RL.2; 1.RL.3;1.RL.6; 1.RL.7; 1.RL.9; 1.W.3; 1.SL.1; 1.L.4; 1.L.5; 1.L.6</p> <p>Connections: Little Ninos Pizzeria and My Visit to the Aquarium (Module 2) Close Reading Module: Saturday at the Park</p>
<p>Diary of a Spider Cronin, Doreen Fiction</p>	<p>Theme: Friendship, Learning to get along</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Authors tell stories from different perspectives (Spider’s perspective) Story layout, short small moments Comparing/Contrasting layout (diary entries vs. story) • <u>Writing:</u> Small moments, how we expand them into a personal narrative story. <p>Standards: 1.RL.1; 1.RL.2; 1.RL.3;1.RL.6; 1.RL.7; 1.RL.9; 1.W.3; 1.SL.1; 1.L.4; 1.L.5; 1.L.6</p>
<p>My Visit to the Aquarium Aliki Nonfiction</p>	<p>Theme: Special Place</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Bringing Fiction/Nonfiction together: Introducing idea that some fiction stories bring in nonfiction elements. Point of View • <u>Writing:</u> Using nonfiction elements your writing Using details Story Endings: Wrapping it up with a feeling <p>Standards: 1.RL.1; 1.RL.2; 1.RL.3;1. RL.5; 1.RL.6; 1.RL.7; 1.RL.9; 1.W.3; 1.SL.1; 1.L.4; 1.L.5; 1.L.6</p>

Do Like Kyla
Johnson, Angela
Fiction

Theme: Believing in yourself, Imitating siblings

Ideas for Using this Text:

- Reading: Asking Questions
Compare and Contrast Characters/Events in story (see connection texts below)
- Writing: Writing about someone special
Story Endings: Unexpected twists

Standards:

1.RL.1; 1.RL.2; 1.RL.3;1.RL.6; 1.RL.7; 1.RL.9; 1.W.3; 1.SL.1; 1.L.4; 1.L.5; 1.L.6

Connections:

Social Studies/GLAD: Families Around the World(GLAD Storage J Drive), Communities
Module 4: Big Sister and Little Sister, Sheila Rae the Brave by Kevin Henkes

Module 3:

Atlantic
Karas, G. Brian
Fiction

Main Idea: Atlantic Ocean and how its connected to the world.

Ideas for Using this Text:

- Reading: Literary Nonfiction - Nonfiction text presented in a picture-book format
readers notice words, ask questions, and gather evidence
Use Evidence/Questioning graphic organizer, students answer who the book is about, what the author is trying to teach us, why did the author write this book?

Collecting Evidence
Who is this book about? How do we know?
What is the author trying to teach us?
What kind of words did the author use to help readers understand the information about the topic?
Why did the author write the book?

Create an interactive chart/matrix using all the books from this module (titles written across the top of the chart), and including nonfiction text features (written down the left side) that include pictures/illustrations, table of contents, bold print, glossary. **As you read the texts over days, add pictures from the texts that show the features in the books.**

	Life in the Rain Forest	Are You a Butterfly?	Dr. Seuss	Grow Your Own Sandwich	Is it Living or Nonliving?	Atlantic
photos						
Table of contents						
Bold print						
Glossary						
Index						
Captions						
Other features						

- Writing: descriptive language – shared writing, generate a list of the descriptive words the author used

Standards:

1.RI.1, 1 RI.2, 1.RI.3, 1RI.4, 1 RI.6, 1RI.8, 1.W.2, 1.W.7 1.SL.1, 1.SL.2

Connections: Social studies – geography

Connect to Life in an Ocean book, connect to Watching Whales close reading passages.

Backyard Books:
Are You a Butterfly?
 Allen, Judy
 Nonfiction

Main Idea: Life cycle of a Butterfly,

Ideas for Using this Text:

- Reading: Nonfiction text presented in a picture-book format, Determine authors purpose, point of view – students imagine what their life would be like if they were a butterfly prior to reading.
 See interactive chart/matrix above
 Comparing/Contrasting Life Cycle of Butterfly vs. Human,
 Compare/Contrast between Are You a Butterfly and Grow Your Own Sandwich.
 Compare among Fiction/Nonfiction genres:

Nonfiction	Literary Nonfiction	Fictional Story
Tells facts about real people, places, or things Is organized to help readers quickly find information Includes text features such as captions, a Table of Contents, etc. Is written to inform,	Tells facts Has characters Has an interesting point of view May tell a story Tells facts using creative details Is written to inform and entertain	Has Characters Has an interesting point of view (who is telling the story?) Tells a story with a beginning, middle, and end. Isn't real or is made up Is written to entertain

- Writing: Sequencing the life cycle, creating a timeline of the cycle, use of descriptive words,

Standards:

1 RI.2, 1.RI.3, 1 RI 1.8, 1.W.2, 1.W.5, 1.W.7, 1.SL.1.2, 1.L.6

Connections:

Mari's Butterfly close reading passage

<p>Dr. Seuss Biography Guillain, Charlotte Nonfiction</p>	<p>Theme:</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Learning a different type of non-fiction text – biographies. Pre-reading: what types of questions do you have about Dr. Suess and his life? Looking at Table of Contents to see what we can learn from this book. Which of our questions might be answered? Nonfiction features, bold print, timelines, index, glossary, about the author, Use Evidence/Questioning graphic organizer, students answer who the book is about, what the author is trying to teach us, why did the author write this book? • <u>Writing:</u> Writers put events in an order that makes sense to readers. <p>Standards: 1.RI.1, 1 RI.2, 1RI.4, 1 RI.6, 1RI.8, 1.SL.1, 1.SL.2</p>
<p>Grow Your Own Sandwich Malam, John Nonfiction</p>	<p>Theme:</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Nonfiction writers really want us to understand their ideas so they use features in their books to help us learn. Nonfiction features, headings, bold print, captions, arrows, index, glossary, about the author, • <u>Writing:</u> Writers put events in an order that makes sense to readers. Even different types of nonfiction books are written certain order to help us understand. Compare the writing sequence in Dr. Suess and Grow Your Own Sandwich. <p>Standards: 1.RI.1, 1 RI.2, 1RI.4, 1 RI.6, 1RI.8, 1. W.2, 1.W.7, 1.SL.1, 1.SL.2</p>
<p>Is it Living or Nonliving? Rissman, Rebecca Nonfiction</p>	<p>Theme: Explains the difference between non-living and living things as well as habitats.</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Readers learn that nonfiction writers organize their writing so that readers can find answers to their questions quickly, Continued focus on non-fiction features Compare/Contrast Living vs Nonliving things (Venn Diagram) Teach comparison vocabulary: similar, different, in the same way, instead, etc. • <u>Writing:</u> Describe the difference between living and nonliving things. <p>Standards: 1.RI.1, 1.RI. 2, 1.RI.3, 1.RI.4, 1.RI.10, 1. W.8, 1.SL.1, 1.SL.2, 1.L.6</p> <p>Connections: Frog Or Toad Close reading passage (Venn Diagram) Science/GLAD Organisms – Reptiles or Big Cats unit (GLAD Storage J Drive)</p>

<p>Life in the Rain Forest Levete, Sarah Nonfiction</p>	<p>Theme:</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> To help us understand, authors sometimes compare one thing to another (The Pitcher Plant grows as tall as a house). Authors use different fonts and text boxes to call attention to information. • <u>Writing:</u> The author uses comparison(simile) language. How can you use comparison language in your writing? <p>Standards: 1.RI.4, 1.RI.10, 1.SL.2, 1.SL.4, 1.SL.6, 1.L.6</p> <p>Connections: Science/GLAD Organisms – Reptiles or Big Cats unit (GLAD Storage J Drive)</p>
<p>You and Me Together Kerley, Barbara Nonfiction</p>	<p>Text not available at this time.</p>
<p>An Earthworm's Life Himmelman, John Nonfiction</p>	<p>Theme: Describes the life cycle, diet, and habitat of an earthworm</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Literary Nonfiction • <u>Writing:</u> The author uses comparison(simile) language. How can you use comparison language in your writing? • <p>Standards: 1.RI.4, 1.RI.10, 1.SL.2, 1.SL.4, 1.SL.6, 1.L.6</p> <p>Connections: Science/GLAD Organisms – Reptiles or Big Cats unit (GLAD Storage J Drive)</p>
<p>Animals in the Desert RIBGY Nonfiction</p>	<p>Theme:</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Great book to model reading foundational standards, nonfiction features • <u>Writing:</u> Great model for simple sentences, captions that young writers can replicate in their own writing. <p>Standards: 1.RI. 2, 1.RI.5, 1.RI.6, 1.RI.7, 1.W.2, 1.W.7, 1.L.6, 1.RF.1, 1.RF.2, 1.RF.3, 1.RF.4</p> <p>Connections: Science/GLAD Organisms – Reptiles or Big Cats unit (GLAD Storage J Drive)</p>

<p>Exploring the Animal Kingdom: Mammals Richardson, Adele D. Nonfiction</p>	<p>Theme:</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Readers can see that nonfiction books are organized by big ideas to help readers find answers to questions and to summarize key ideas. This book is organized by mammal characteristics. • <u>Writing:</u> Describe mammals using two or more details from the book. <p>Standards: 1.RI.1, 1.RI. 2, 1.RI.5, 1.RI.6, 1.RI.7, 1.W.2, 1.W.7, 1.L.6,</p> <p>Connections: Science/GLAD Organisms – Reptiles or Big Cats unit (GLAD Storage J Drive)</p>
<p>Fire Trucks Lindeen, Carol K. Nonfiction</p>	<p>Theme:</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Simple text great for shared reading, continues to support knowledge of nonfiction features and how it supports readers. Supports discussion of how writers include pictures/photos to provide more information. Turn and Talk Vocabulary <p>Standards: 1.RI. 2, 1.RI.5, 1.RI.6, 1.RI.7, 1.W.2, 1.W.7, 1.SL.1, 1.SL.2, 1.L.4, 1.L.6, 1.RF.1, 1.RF.2, 1.RF.3, 1.RF.4</p>
<p>Life Cycle of a Frog, The Kalman, Bobbie; Smithyman, Kathryn Nonfiction</p>	<p>Theme:</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Simple text great for shared reading, continues to support knowledge of nonfiction features and how it supports readers. Supports discussion of how writers include pictures/photos to provide more information. Turn and Talk Vocabulary • <u>Writing:</u> Similarities/Differences in how two authors wrote lifecycle books in different ways <p>Standards: 1.RI. 2, 1.RI.3, 1.RI.5, 1.RI.6, 1.RI.7, 1.W.2, 1.W.7, 1.SL.1, 1.SL.2, 1.L.4, 1.L.6, 1.RF.1, 1.RF.2, 1.RF.3, 1.RF.4</p> <p>Connections: Compare with Are You a Butterfly? Connect with Frog or Toad close reading passage. Science/GLAD Organisms – Reptiles or Big Cats unit (GLAD Storage J Drive)</p>

<p>Life in an Ocean Lindeen, Carol K. Nonfiction</p>	<p>Theme:</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Question format for headings Text features (table of contents, headings, map, glossary, photographs) Discuss the main topic and key details of the text Text is accessible to many readers, may use this for shared reading Visualization Compare to previous book <u>Atlantic</u> by, Brian Karas • <u>Writing:</u> Writers use a table of contents to show their readers where to find information Writers use maps to show the location of things Writers use key details to tell more about their topic <p>Standards: 1.RI.1; 1.RI.2; 1.RI.5, 1.RI.7; 1.RI.9; 1.W.2; 1.SL.1; 1.L.2; 1.L.4</p> <p>Connections: Social Studies/GLAD - Families unit – graphic organizer of families around the world (GLAD Storage J Drive)</p>
<p>Move! Page, Robin Nonfiction</p>	<p>Theme:</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Discuss main idea and key details Compare this nonfiction text to other types of nonfiction text Classify the animals into different categories based on their movement Direct student’s attention to the last pages, introduce this as a resource to learn more information on specific animals • <u>Writing:</u> Writers convey meaning by using different types of print Discuss how the print matches the movement of the animals Students can incorporate new types of print to match their stories <p>Standards: 1.RI.1; 1.RI.2; 1.RI.5; 1.RI.9; 1.W.2; 1.W.7; 1.SL.2; 1.SL.3; 1. SL.5; 1.L.2</p> <p>Connections: Science/GLAD Organisms – Reptiles or Big Cats unit (GLAD Storage J Drive) – Graphic Organizer of World Map</p>
<p>TIME for Kids: Storms! Nonfiction</p>	<p>Theme:</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> NF readers read the entire page, point out the text boxes and their importance Great use of photographs that support text Variety of punctuation which makes the reader feel like someone is there talking to them • <u>Writing:</u> Research photographs online to support student text Use as a mentor text for a photo glossary <p>Standards: 1.RI.1; 1.RI.2; 1.RI.9; 1.W.2; 1.W.7; 1.SL.2; 1.SL.5</p>

<p>Vegetables We Eat, The Gibbons, Gail Nonfiction</p>	<p>Theme:</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading</u>: Point out Gail Gibbons' use of illustrations instead of photographs Connect to other stories class may have read by Gail Gibbons Discuss the text layout (combination of a story and facts) Discuss the main topic and key details • <u>Writing</u>: Use as a mentor text for adding labels and captions <p>Standards: 1.RI.1; 1.RI.2; 1.RI.9; 1.W.2; 1.W.7; 1.SL.2; 1.SL.5; 1.L.2</p>
<p>Why Do Horses Neigh? Holub, Joan Nonfiction</p>	<p>Theme:</p> <p>Ideas for Using this Text: <i>Longer text may be used over multiple days</i></p> <p><i>Not many text features</i></p> <ul style="list-style-type: none"> • <u>Reading</u>: Discuss the question format used for headings Students can use post-its to note new learning Select a section for students to read closely and mark vocabulary words (this book has no bold words) • <u>Writing</u>: Encourage students to try using questions in their headings to make their writing more interesting As a class, create a glossary for the found words in your close reading lesson <p>Standards: 1.RI.1; 1.RI.2; 1.RI.5; 1.RI.9; 1.W.2; 1.W.7; 1.SL.2; 1.SL.5</p>

<p>Module 4:</p>	<p>Big Al Clements, Andrew Fiction</p>	<p><i>*The following mentor texts were intended to be used for writing opinions based on book reviews. Listed below you will find other purposes you may consider using these books for.</i></p> <p>Theme: Be proud of who you are. Don't judge someone based on their looks.</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading</u>: Character traits Retell – Cause and effect of each of Big Al's actions Supporting opinion with "because" (eg. Big Al is a hero because _____) List ways that the author shows us that Big Al is a hero • <u>Writing</u>: Write opinion about why Big Al is a hero. (Consider doing this as a shared writing if this is your first exposure to opinion writing) Students can write a book review <p>Standards: 1.RL.1; 1.RL.2; 1.RL.3; 1.W.1; 1.L.6; 1.SL.1</p>
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<p>Big Sister and Little Sister Zolotow, Charlotte Fiction</p>	<p>Theme: Relying on each other.</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Character development (notice the ways both sisters change from the beginning to the end of the story) Discuss with a partner • <u>Writing:</u> How does the author show us that the sisters care about each other? Discuss the ways she shows us compared to just telling us that they care for each other. Book review Encourage students to support their opinion with “because” <p>Standards: 1.RL.3; 1.W.1; 1.SL.1; 1.L.6</p> <p>Connections: Social Studies/GLAD – Families unit (GLAD Storage J Drive)</p>
<p>Don't Let the Pigeon Stay Up Late! Willems, Mo Fiction</p>	<p><i>*Great book to demonstrate supporting our opinions</i></p> <p>Theme: Pigeon believes he should get to stay up late and offers supporting reasons</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Identify who is telling the story, who the pigeon is talking to Students discuss reasons the pigeon offers for why he should stay up late Students can discuss their opinion on whether the pigeon should stay up late or not Continue to encourage students to support their thinking with reasons and conjunctions (eg.because) Discuss the difference between facts and opinions (sort the pigeons reasons between fact and opinion) • <u>Writing:</u> Discuss our potential audiences Discuss how we can strengthen our writing by supporting our opinions by using more facts than supporting opinions Students can develop their opinion about whether or not the pigeon should get to stay up late Consider using the “Oreo” template found in graphic organizer bank Book review <p>Standards: 1.RL.6; 1.W.1;1.SL.1;1.L.2;1.L.6</p> <p>Connections: Pigeon Wants a Puppy By, Mo Willems</p>

<p>Good Boy, Fergus Shannon, David Fiction</p>	<p>Theme: Love for a pet</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Discuss the connection between the pictures and the words (Fergus' actions don't always match his master's commands) Identify the speaker of the story Discuss opinion about Fergus' behavior with a peer using the stem "Fergus is/is not a good boy because..." • <u>Writing:</u> Students can develop their opinion on whether or not Fergus is a good boy Book review <p>Standards: 1.RL.1; 1.RL.6; 1.SL.1; 1.L.6</p>
<p>Letter to Amy, A Keats, Ezra Jack Fiction</p>	<p>Theme: Friendship</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Retelling Problem/Solution • <u>Writing:</u> Book Review Letter Writing <p>Standards: 1.RL.1, 1.RL.2; 1.RL.3; 1.W.3; 1.L.4; 1.L.</p>
<p>Perfect Pet Palatini, Margie Fiction</p>	<p>Theme: Elizabeth tries every sort of tactic to convince her parents that she should get a pet</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Character development (how Elizabeth's parents changed from the beginning to the end of the story) Discuss the format (headings) Students can discuss ways Elizabeth tries to convince her parents • <u>Writing:</u> Chart the reasons Elizabeth uses to convince her parents Students can write to a family member requesting a pet (may introduce letter writing format here) Students can form an opinion about what animal makes the best pet Book review <p>Standards: 1.RL.1;1.RL.3;1.W.1; 1.SL.1; 1.SL.4; 1.L.2; 1.L.6</p> <p>Connections: Science/GLAD – Students can write and opinion about the “best” big cat or reptile. Can I Have a Stegosaurus, Mom? Can I? Please!? By, Lois Grambling; Pigeon Wants a Puppy By, Mo Willems; I Wanna Iguana By, Karen Kaufman Orloff and David Catrow; I Wanna New Room By, Karen Kaufman Orloff and David Catrow Asking for something new: Those Shoes by, Maribeth Boelts; Earrings by, Judith Viorst; Hey Little Ant by, Close reading passage – Growing Up With New Shoes by Phillip Hoose</p>

<p>Stand Tall, Molly Lou Melon Lovell, Patty Fiction</p>	<p>Theme: Be proud of your differences</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Discuss Molly Lou Melon’s character traits Make a web off the statement: “Molly Lou Melon is proud.” Class can work together to find evidence in the text that supports this idea • <u>Writing:</u> Using the class-generated web, students can write an opinion about Molly Lou Melon Book review <p>Standards: 1.RL.1; 1.RL.2;1.RL.3; 1.RL.7; 1.W.1; 1.SL.1; 1.SL.2; 1.SL.6; 1.L.2; 1.L.6</p>
<p>Weekend With Wendell Henkes, Kevin Fiction</p>	<p>Theme: Stand up for yourself, solving conflict in effective ways, friendship</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Relate to Molly Lou Melon’s character Character development Read closely for text examples of why Wendell isn’t a good friend • <u>Writing:</u> Class generates a list of friendship qualities Students can write an opinion piece on what makes a good friend Students can write an opinion piece on why/why not Wendell is a good friend Book review <p>Standards: 1.RL1; 1.RL.2; 1.RL.3; 1.W.1; 1.SL.1; 1.SL.2; 1.SL.6; 1.L.2; 1.L.6</p>
<p>When Sophie Gets Angry -- Really, Really Angry... Bang, Molly Fiction</p>	<p>Theme: Dealing with strong emotions</p> <p>Ideas for Using this Text:</p> <ul style="list-style-type: none"> • <u>Reading:</u> Retell the main events, focusing on what led up to Sophie losing her temper (cause and effect) Discuss alternative ideas for Sophie and connect to what students do when they experience frustration Discuss how the pictures convey emotion • <u>Writing:</u> Book review Students can write about a time they experienced a strong emotion <p>Standards: 1.RL.1; 1.RL.2; 1.RL.3; 1.W.1; 1.SL.1; 1.SL.2; 1.SL.6; 1.L.2; 1.L.6</p> <p>Connections: Module 2 – writing about emotions</p>

You Can Do It, Sam

Hest, Amy
Fiction

Theme: Courage to try new things, growing up

Ideas for Using this Text:

- Reading: Character development
Descriptive words about the setting
- Writing:
Book review
Students can write about a time they tried something new

Standards:

1.RL.2; 1.RL.3; 1.W.1; 1.W.3; 1.SL.1; 1.SL.2; 1.SL.6; 1.L.2; 1.L.6

Connections:

Module 2 – personal narrative