



GRADE 3 NYS COMMON CORE ALIGNED CURRICULUM MAP

(DRAFT AUGUST 7, 2012)

These Grade 3- to 5 curriculum modules are designed to address CCSS ELA outcomes during a one-hour English Language Arts block. The overarching focus for all modules is building students’ literacy skills as they develop knowledge about the world.

Each MODULE is provides 8 eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:

- six assessments that are on-demand: students’ independent work on a reading, writing, speaking, or listening task. (The yearlong curriculum map does not show these assessments.)
- one end-of-module performance task that is a more supported research project

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “shifts” required by the CCSS.

<p>BALANCING INFORMATIONAL AND LITERARY TEXT:</p>	<p>Helping Students Access the World (NYS CCLS Shift 1) <i>Expeditionary Learning’s approach emphasizes effective literacy instruction through the use of compelling topics that engage students in informational and literary texts.</i></p> <ul style="list-style-type: none"> • The modules include a rich variety of texts, often pairing a primary source historical document with literature on the same topic. • Module topics are based in part on what resources teachers likely already have, but also include additional authentic texts needed to craft a coherent learning progression.
<p>BUILDING CONTENT KNOWLEDGE:</p>	<p>Helping Students Learn from What They Read (NYS CCLS Shift 2) <i>Expeditionary Learning’s approach emphasizes students building expertise about a topic and often sharing that expertise with classmates or a wider audience.</i></p> <ul style="list-style-type: none"> • The modules connect with the NYS Social Studies and Science standards; students build content knowledge. Note, however: these modules do not replace Science or Social Studies instruction, which still needs fuller treatment during other parts of the school day. • The fourth-grade curriculum heavily emphasizes Social Studies, given that in NYS, American History has tended to drive content-area instruction at that grade level.
<p>STAIRCASE OF COMPLEXITY:</p>	<p>Reading Complex Text Increasingly Independently (NYS CCLS Shift 3) <i>Expeditionary Learning’s approach emphasizes getting students curious so they have purpose for reading, then supporting and challenging students with increasingly complex texts.</i></p> <ul style="list-style-type: none"> • Texts are chosen to reflect a variety of factors: Lexile level, complexity of the topic/concept, the appropriateness of the text given the specific literacy standard or task, and representation of a variety of cultural perspectives and voices. • Lesson plans emphasize the importance of regularly reading challenging texts, often across multiple days, in order to become a more proficient and independent reader. • Lesson plans help teachers get students working with text more independently; teacher modeling often comes after students “have a go” on their own or with peers. • Lesson plans directly address supports for to meet the needs of a wide range of learners.



TEXT-BASED ANSWERS:	<p>Working with Evidence (NYS CCLS Shift 4) <i>Expeditionary Learning’s approach emphasizes working with evidence, including students self-assessing, learning to ask strong text-dependent strategic questions as they read, and doing research for a real purpose.</i></p> <ul style="list-style-type: none">• During daily instruction, students read, re-read, and discuss the text with their peers to ask and answer questions, make inferences, and synthesize information.• Throughout a unit, students often revisit texts they studied previously, for a new purpose or to reconsider evidence.
WRITING FROM SOURCES:	<p>Engaging Students in Meaningful Literacy Tasks (NYS CCLS Shift 5) <i>Expeditionary Learning’s approach emphasizes performance tasks that require students to cite textual evidence, to revise their writing and critique their peers’ writing, and share their writing with a real audience.</i></p> <ul style="list-style-type: none">• Students write routinely (almost daily). Much of this routine writing requires students to make an argument about a text or topic, and support their points of view with evidence.• All end-of-module performance tasks are research projects that directly build on the reading students have been doing in the module. Many are designed to build students’ engagement by asking them to do a more real-world task.• End-of-module performance tasks include narratives, but emphasize informative and opinion-based writing.
ACADEMIC VOCABULARY:	<p>(NYS CCLS Shift 6) <i>Expeditionary Learning’s approach exposes students to a wide range of increasingly complex texts to build background knowledge and interest.</i></p> <ul style="list-style-type: none">• All modules heavily emphasize academic vocabulary at the daily instruction level: words from the specific texts students read and words related to the standards themselves (e.g., support a point of view, draw evidence, make inferences).• Lesson plans strongly emphasize teaching students how to figure out words in context.• Lesson plans identify “Lesson Vocabulary” (academic and domain specific) as well as other words ELLs or other struggling readers might not know.• Students are expected to do regular independent reading; each unit includes a “Recommended Texts” list for the topic of study. Research shows that students must read a high volume of text at their reading level in order to build a strong vocabulary.



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How to Read This Document:

- The purpose of this document is to provide a high-level summary of each module and name the standards each module addresses.
- Both Module 2 and Module 3 provide two options from which to choose, A and B. Of the six modules, a teacher would follow Modules 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4, for a total of four.
- First, read each module overview paragraph. This describes the purpose and “story” of the learning.
- On the map, note the titles across the year: These show the progression of literacy skills.
- Note the distinction between standards *in each module vs. central for this module*.
 - Standards labeled *in each module* are foundational to the CCSS shifts, and therefore are taught early and reinforced throughout the year.
 - Standards *central for this module* are the focus for that specific module.
 - Standards formally assessed are in **bold**.
- Texts: **Bold** indicates the main extended text for the module.

THIRD GRADE, MODULE 1:

Becoming a Close Reader and Writing to Learn: The Power of Reading around the World

This module uses literature and informational text such as *My Librarian Is a Camel* to introduce students to the power of literacy and how people around the world access books. This module is intentionally designed to encourage students to embrace a love of literacy and reading. In Unit 1, students will begin to build their close reading skills; students hear stories read aloud and read works in their entirety and excerpts of more challenging writing closely. Students examine the main message in literature about individuals and groups from world communities (including the United States) who have gone to great lengths to access education. Students will practice identifying the central message and taking notes in the provided categories. Then in Unit Two, students will focus more on what it means to be a proficient and independent reader. They will continue to read literature about characters who are motivated to learn to read, overcome struggles to learn to read, or are passionate about books and words. Students will assess their strengths and needs as readers, set goals, and begin the yearlong journey of becoming proficient and independent readers who have their own “reading superpowers.” (The phrase reading superpowers is meant to help third-graders understand what is required to demonstrate mastery of the Common Core reading standards.) This unit includes a heavy emphasis on building reading fluency. In Unit 3 (the longest), students will delve into geography, and how where one lives in the world impacts how one accesses books. They will continue building knowledge and vocabulary related to world geography as they study excerpts from *My Librarian Is a Camel*, which describes how librarians overcome challenges of geography to get books to people. They will apply their learning by writing a simple information report about how people access books around the world, focusing on the role of specific librarians or organizations they studied. This writing will be in the form of a bookmark, which students can then give to their school or local library. **The bookmark performance task centers on NYSP12 ELA Standards RI.3.2, W.3.2, W.3.4, W.3.5, and L.3.1.**

THIRD GRADE, MODULE 2A:

Researching to Build Knowledge and Teaching Others: Adaptations and the Wide World of Frogs

This module builds on the powers of reading developed in Module 1. Students will use literacy skills to become experts—people who use reading, writing, listening, and speaking to build and share deep knowledge about a topic—on, in this case, a scientific topic. Students will build their reading, research, and collaborative discussion skills through a case study of how frogs adapt to extreme environments. This module intentionally builds on students’ learning in grade 1 regarding animals and habitats. Unit 1 begins with building curiosity about the attributes of frogs. Then students engage in shared research and reading about “true frogs,” typical frogs that exhibit quintessentially froggy characteristics. This work builds students’ competence and confidence as researchers, and prepares them for their work in Unit 2, in which they form research groups to become experts on various “freaky” frogs—frogs that push the boundaries of “froginess” with unusual adaptations that help them to survive in extreme environments throughout the world. Students will receive instruction and support to participate effectively in these small group collaborative discussions. They will practice note-taking and summarizing as they build expertise about their freaky frog. As a module-ending performance task, students will demonstrate their expertise through a freaky frog trading card—an informational text that highlights their research and educates others about the amazing diversity of frogs with a focus on the similarities and differences between freaky frogs and more standard ones. **This task will center on NYSP12 ELA Standards RI.3.1, RI.3.2, W.3.2, W.3.4, W.3.5, W.3.7, and L.3.3.**



THIRD GRADE,
MODULE 2B:

Researching to Build Knowledge and Teaching Others: Explorers and Countries around the World

Students will become researchers in this module, with a focus on asking and answering questions about explorers and world communities. This module intentionally builds on background knowledge students will have acquired in grades K to 2 regarding exploration of places in the world. Students begin by reading a range of poetry, narratives, and informational texts to help them build knowledge about real-life explorers and the places they explored. Students will write their own true or imaginary narrative about a time when they were explorers. Then the class will launch a study of the Magic Tree House series, focusing on the young explorers Jack and Annie and what motivates them. Students will form “explorer groups”: each group will read a book from this high-interest fiction series as a springboard for more challenging research about the real-world communities to which Jack and Annie travel. Students will engage in a repeated cycle of lessons: reading fiction, asking questions, determining what questions they can answer directly in fiction, and then reading informational text to find additional answers. Students will deepen their understanding of what readers can learn from fiction versus from informational text. In their routine writing, students begin to practice forming and expressing opinions based on evidence. As a module-ending performance task, students will share their learning and new questions about their selected country, writing a summary paragraph and then create an informational audio report using VoiceThread technology. (For schools that do not have easy online or computer access, students may deliver a speech to the class, using either PowerPoint or simple visual aids). To prepare for their VoiceThread, students will build fluency by reading grade-level texts, and demonstrate this ability in a formal assessment. They will then rehearse and post their VoiceThreads for feedback from others. **This final performance task centers on NYSP12 ELA Standards RI.3.1, RI.3.7, W.3.2, W.3.4, W.3.5, and SL.3.4.**

THIRD GRADE,
MODULE 3A:

Considering Perspectives and Supporting Opinions: Staging Stories

This module focuses on a deep study of various versions of the classic tale *Peter Pan*, including versions adapted into scripts. The specific literacy focus is on analyzing both character and narrative writing, naming parts of narrative writing (scene, chapter), speaking and listening, and writing opinions and narratives. Students will also write short pieces of imaginative writing. Students will also reread lines from scripts to develop fluency. Through reading informational text about how theater works, students will learn that classic plays and stories are adapted and staged over time to fit new audiences. Following their study, students will write book reviews giving their opinions about which version of *Peter Pan* most effectively captures their imagination. Then students will collaborate in teams to write a script and perform their own reader’s theater of scenes from *Peter Pan*. (As an extension, students may perform their reader’s theaters for a real audience and develop a program for the performance that incorporates their book reviews. Students can also post their book reviews online.) **The book review centers on NYSP12 ELA Standards RL.3.1, RL.3.9, and W.3.1; the script centers on RL.3.3, RL.3.5, W.3.3, and SL.3.4**

THIRD GRADE,
MODULE 3B:

Considering Perspectives and Supporting Opinions: Animals in Folktales, Myths, and the Real World

In this module, students work on their ability to consider point of view and multiple perspectives. It combines a deep study of folktales and myths (heavily emphasized in Grade 3) with research. To build background knowledge, students will read a variety of folktales and myths about animals. Then they will focus on a case study of wolves, examining the portrayal of wolves in fables from multiple countries and cultures. Students will develop their ability to determine and compare themes across folktales, and will read folktales aloud to build fluency. To help them understand the structure of folktales, students will write their own about any animal they choose. Then, for the remainder of the module, students will contrast the symbol of wolves in cultural traditions with the reality of wolf behavior. As a final performance task, students will write an essay in which they compare wolves in nature versus wolves in fairy tales and myths. Students must provide reasons and details to support their claims. This task centers on NYSP12 ELA Standards **RI.3.2, RI.3.7, W.3.1, and W.3.7.**



THIRD GRADE,
MODULE 4:

Gathering Evidence and Speaking to Others: The Role of Freshwater around the World

This module focuses on the importance of freshwater around the world. It intentionally builds on the background knowledge students developed in second grade regarding cycles in nature, in order to help students deepen their understanding of their overall dependence on Earth's limited water supply. Using the children's book *A Cool Drink of Water* as an anchor text, the students will examine how access to water (or lack of access to freshwater) impacts the daily lives of people around the world. Students will continue to build their geography and map-reading skills (begun in Module 1), studying familiar freshwater landforms (lakes, rivers, watersheds) as they consider how and why people live where they do. They will then delve deeper into a study of the water cycle and patterns of drought. The module will culminate with students writing a script and then delivering a Public Service Announcement in which they take a stand on how to address the scarcity of freshwater. This task centers on NYSP12 ELA **Standards RI.3.1, RI.3.2, W.3.1, W.3.6, and W.3.7**. (As an optional science extension, students can conduct fieldwork, such as conducting simple water testing in local lakes or streams or visiting local water-treatment plants.)



	MODULE 1	MODULE 2A	MODULE 2B	MODULE 3A	MODULE 3B	MODULE 4
TITLE	Becoming a Close Reader and Writing to Learn: The Power of Reading	Researching to Build Knowledge and Teach Others: Adaptations and the Wide World of Frogs	Researching to Build Knowledge and Teaching Others: Explorers and Countries around the World	Considering Perspectives and Supporting Opinions: Staging Stories	Considering Perspectives and Supporting Opinions: Animals in Folktales, Myths, and the Real World	Gathering Evidence and Speaking to Others: The Role of Freshwater around the World
END OF MODULE PERFORMANCE TASK	Opinion Writing: Bookmark about a Superhero of Reading	Informative Writing: Freaky Frog Trading Cards	Informative Writing: Audio Report about a Country (using VoiceThread technology)	Opinion Writing: Book Review Narrative Writing: <i>Peter Pan</i> Script	Opinion Writing: Comparing Wolves in Nature and Folktales	Opinion Writing and Speaking: Public Service Announcement about the Importance of Freshwater
GUIDING QUESTIONS AND BIG IDEAS	<p>What is the power of education and reading? How does where people live in the world affect how they access reading and books?</p> <p>People overcome great challenges in order to access learning and books. Powerful readers have and continue to develop a variety of skills. Readers can learn about different cultures (people and places) through a variety of texts.</p>	<p>How do frogs survive? How do I become an expert?</p> <p>Experts build knowledge by studying a topic in depth. Animals have unique adaptations that help them to survive in various environments.</p>	<p>What can we learn about other countries through reading? What makes someone an explorer?</p> <p>Explorers seek the unknown. Cultures share similarities and demonstrate differences. Reading helps us explore the world.</p>	<p>Why are some stories told many times in different ways?</p> <p>Authors make deliberate choices to impact readers.</p>	<p>What do we know about wolves? How do we compare fiction and fact?</p> <p>Wolves have held significance across time and cultures.</p> <p>Folktales and informational text each teach in different ways.</p>	<p>Why is water so important? How can we support our opinions?</p> <p>Writers support their points of view with reasons, facts, and details. Water is a natural resource that every living thing needs.</p>



	MODULE 1	MODULE 2A	MODULE 2B	MODULE 3A	MODULE 3B	MODULE 4
CONTENT CONNECTIONS: SOCIAL STUDIES	<p>World Geography Maps/globes People in world communities seek education, and they gain knowledge in similar and different ways. Physical characteristics of a region strongly influence the culture and lifestyle of the people who live there.</p>	TBD	<p>3.2 “The American culture and cultures from around the globe share similarities and demonstrate differences in terms of their values, traditions, beliefs, holidays, and lifestyles.” (p.46) 3.12 “World Communities and civilizations change over time. They are influenced by interactions with other cultures.” (p.49) 3.14.a “Communities and nations around the world produce goods and services unique to their geographic region.” (p.49)</p>	TBD	<p>3.11.a “People in world communities use legends, folktales, oral histories . . . to transmit cultural histories from one generation to the next.” (p.48)</p>	<p>3.7.a “The earth is comprised of continents, oceans, and other physical features, all of which help define distinct geographic regions around the world.” 3.10 “People living in communities around the world depend on, adapt to, and modify their physical environments in different ways.” (p.48)</p>
END OF MODULE PERFORMANCE TASK	<p>Informative Writing: Accessing Books around the World Bookmark</p>	<p>Informative Writing: Freaky Frog Trading Cards</p>	<p>Informative Writing: Audio Report about a Country (using VoiceThread technology)</p>	<p>Opinion Writing: Book Review Narrative Writing: <i>Peter Pan</i> Script</p>	<p>Opinion Writing: Comparing Wolves in Nature and Folktales</p>	<p>Opinion Writing and Speaking: Public Service Announcement about the Importance of Freshwater</p>



	MODULE 1	MODULE 2A	MODULE 2B	MODULE 3A	MODULE 3B	MODULE 4
READING STANDARDS IN EACH MODULE	Citing Evidence and Analyzing Content: RL.1 & RI.1 (ask/answer questions), RL.2 & RI.2 (main idea) Studying and applying vocabulary: RI.4 (academic and domain-specific vocabulary) Reading grade-appropriate literature and informational text: RL.10 & RI.10 (complex text)					
READING STANDARDS CENTRAL TO THIS MODULE ¹	RL.2 & RI.2. Main idea RL.3. Characters' actions RL.6. Own point of view vs. author RI.7. Use illustrations and words RL.11. Connect, perspectives RL.11a. Self-select text RI.5. Text features, search tools RL.7. Use illustrations and words	RL.1 & RI.1 Ask/answer questions RI.5. Text features, search tools RI.7. Use illustrations and words RI.9. Compare/contrast two texts on same topic	RL.1 & RI.1 Ask/answer questions RL.3. Characters' actions RL.5. Parts of story build RL.6. Own point of view vs. author RL.7. Use illustrations and words RL.9. Compare/contrast stories by same author (series) RI.5. Text features/tools RI.6. Own point of view vs. author RI.7. Use illustrations and words RI.9. Compare/contrast two texts on same topic	RL.3. Characters' actions RL.4. Meaning literal/nonliteral RL.5. Parts of story build RL.7. Use illustrations and words RL.9: Compare/contrast stories by same author RI.3: Describe relationship between events, ideas; cause/effect	RL.3. Characters' actions RI.3. Describe relationship between events, ideas; cause/effect RI.5. Text features, search tools RI.6. Own point of view vs. author's RI.7. Use illustrations and words RI.9. Compare/contrast two texts on same topic	RL.11. Connect, perspectives RI.5. Text features, search tools RI.8. Describe logical connection between parts RI.9. Compare/contrast two texts on same topic

¹Standards in bold are formally assessed.



	MODULE 1	MODULE 2A	MODULE 2B	MODULE 3A	MODULE 3B	MODULE 4
READING FOUNDATIONS STANDARDS IN EACH MODULE	RF.3 (phonics/decoding, multisyllabic words), RF.4 (fluency)					
WRITING STANDARDS IN EACH MODULE	Writing Process and Routine Writing: W.4 (development and organization), W.5 (plan, revise, edit), W.10 (routine writing) Opinion and Narrative to reflect on what they read: W.1 (opinion), W.3 (narrative) Research Projects: W.7 (conduct research to investigate different aspects of topic)					
WRITING STANDARDS CENTRAL TO THIS MODULE	W.2. Inform/explain W.8. Gather info, take notes, sort evidence	W.2. Inform/explain W.8. Gather info, take notes, sort evidence	W.2. Inform/explain W.6. Use technology to produce and publish W.8. Gather info, take notes, sort evidence	W.1. Opinion W.3. Narrative	W.1. Opinion W.3. Narrative W.8. Gather info, take notes, sort evidence	W.1. Opinion W.8. Gather info, take notes, sort evidence
SPEAKING/LISTENING STANDARDS IN EACH MODULE	Conduction Discussions: SL.1 (engage collaboratively) Report Findings: SL.6 (use formal English when appropriate)					
SPEAKING/LISTENING STANDARDS CENTRAL TO THIS MODULE	SL.1b. Follow discussion rules SL.1c. Ask questions, link comments SL.5. Create engaging audio recording of story	SL.1a. Come prepared SL.1b. Follow discussion rules SL.1c. Ask questions, link comments SL.1d. Explain ideas SL.2. Determine main idea and details of quantitative, visual, oral info	SL.1a. Come prepared SL.1b. Follow discussion rules SL.1c. Ask questions, link comments SL.1d. Explain ideas SL.3. Ask and answer questions SL.4. Report on topic/experience	SL.1d. Explain ideas SL.2. Determine main idea and details of quantitative, visual, oral info SL.3. Ask and answer questions SL.4. Report on topic/experience SL.6. Speak in complete sentences	SL.1c. Ask questions, link comments SL.1d. Explain ideas SL.2. Determine main idea and details of quantitative, visual, oral info SL.3. Ask and answer questions	SL.4. Report on topic/experience SL.6. Speak in complete sentences



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	MODULE 1	MODULE 2A	MODULE 2B	MODULE 3A	MODULE 3B	MODULE 4
LANGUAGE STANDARDS EACH MODULE	Study and apply grammar: L.1 (grammar and usage), L.2 (conventions), L.3 (spoken vs. written) Study and apply vocabulary: L.4 (word meaning), L.6 (academic & domain-specific vocabulary)					
LANGUAGE STANDARDS CENTRAL TO THIS MODULE ²	L.1e. Form/use verb tense	L.1g. Comparative/ superlative adjectives and adverbs L.2c. Use abstract nouns L.3a. Choose words for effect	L.3a. Choose words for effect	L.3a. Choose words for effect	L.1g. Comparative/ superlative adjectives and adverbs L.2b. Commas in addresses L.2c. Use abstract nouns L.3a. Choose words for effect L.4b. Meaning from affix L.5a. Literal/nonliteral L.5c. Shades of meaning	L.1h. Coordinating/ subordinating conjunctions L.1i. Simple, compound, complex sentences L.3b. Observe differences between spoken and written

²Note: Given that these modules were designed for one-hour ELA blocks, there is no formal grammar through line. Language standards are addressed as they fit the reading and writing task at hand.



	MODULE 1	MODULE 2A	MODULE 2B	MODULE 3A	MODULE 3B	MODULE 4
TEXTS ³	<p>My Librarian Is a Camel: <i>How Books Are Brought to Children around the World</i>, by Margriet Ruurs (980L) <i>Rain School</i>, by James Rumford (420L) <i>Nasreen's Secret School</i>, by Jeanette Winter (630L) <i>That Book Woman</i>, by Heather Henson <i>The Librarian of Basra</i>, by Jeanette Winter (640L) <i>Thank You, Mr. Falker</i>, by Patricia Polacco (650L) <i>The Boy Who Loved Words</i>, by Roni Schotter (AD780L) <i>The Incredible Book- Eating Boy</i>, by Oliver Jeffers (AD470L) <i>Waiting for the Biblioburro</i>, by Monica Brown (880L)</p>	<p>"The Frog" by Hilaire Belloc (poem) Animal Lives: The Frog, by Sally Tagholm (835L) <i>The Really Wild Life of Frogs series</i>, by Doug Wechsler and illustrated by Reynold Ruffins, including: <i>Bullfrogs, Glass Frogs, Poison Dart Frogs, Leopard Frogs, and Wood Frog</i>, by Shannon Zemlicka (420L) <i>Frogs</i>, by Alyse Sweeney (550L) <i>Frogs</i>, by Gail Gibbons (600L)</p>	<p><i>Trailblazers: Poems of Exploration</i>, by Bobbi Katz <i>Moonshot: The Flight of Apollo 11</i>, by Brian Floca (990L) <i>Manfish: A Story of Jacques Cousteau</i>, by Jennifer Berne (800L, plus adapted at 630L) Magic Tree House series by Mary Pope Osborne No. 37: <i>Dragon of the Red Dawn</i>, (580L) No. 34: <i>Season of the Sandstorms</i> (580L) No. 45: <i>A Crazy Day with Cobras</i> (570L) No. 43: <i>Leprechaun in Late Winter</i> (500L) No. 12: <i>Polar Bears Past Bedtime</i> (400L) No. 11: <i>Lions at Lunchtime</i> (370L)</p> <p>More info text TK National Geographic resources Credible Web sites about Japan, the Middle East, India, Ireland, the Arctic, and Africa</p>	<p>Peter Pan, by J. M. Barrie (810L, plus adapted at and 590L) Excerpts from <i>Peter Pan in Scarlet</i>, by Geraldine McCaughrean (930L), available in Spanish and other languages <i>Peter and the Starcatchers</i>, by Dave Barry (770L) <i>Lights on Broadway, A Theatrical Tour from A to Z</i>, Harriet Zeifert</p>	<p><i>Aesop's Fables</i>, by Jerry Pinkney, (760L) Wolf Tales: Native American Children's Stories, by Mary Powell <i>Little Red Riding Hood</i>, by Jerry Pinkney (840L) <i>The True Story of the Three Little Pigs</i>, by Jon Scieszka, illustrated by Lane Smith (400L) <i>Peter and the Wolf</i> libretto and DVD, based on the work by Sergei Prokofiev (780L)</p> <p><i>Wolves: On the Hunt</i>, by Lori Polydoros (700L)</p>	<p><i>A Cool Drink of Water</i>, by Barbara Kerley <i>Bringing the Rain to Kapiti Plain</i>, by Verna Aardema</p> <p><i>A Drop of Water: A Book about Science and Wonder</i>, by Walter Wick (870L) The Story Behind Water, by Christin Ditchfield (820L)</p> <p>Various Web sites related to the world's water, clean water</p> <p>Short excerpts from <i>Walden</i>, by Henry David Thoreau</p>
INCREASING TEXT COMPLEXITY	500–600 Lexile	500–700 Lexile	500–700 Lexile	600–750 Lexile	600–750 Lexile	700–820 Lexile

³Main extended text is shown in bold.

⁴Even though it is significantly below the recommended Lexile level, the engaging text of *The True Story of the Three Little Pigs* provides an excellent resource to help students consider a topic from multiple perspectives.