Title: Blizzard **Author: John Rocco** **Illustrator: John Rocco**	
Big Ideas and Enduring Understanding	Sometimes it takes a village…but sometimes it takes one, young, brave individual to help the village.
Overarching Question(s)	How can one child's skills of survival help a community during severe weather conditions?
Common Core ELA Standards	CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Sample Text Dependent Questions	Look carefully at the illustrations early in the story. What types of clues does the author present about how the boy feels about this blizzard? How was the boy able to make the trek to the store? What does perilous mean? Have you ever been in a perilous situation? If so, describe it to a classmate. What important actions did the boy take along the way? How would you describe this boy's character? Which details from the book support your conclusion? How did the community feel about the boy's actions? How do you know?
Suggested Activities	After reading the story and author's note about the '78 blizzard, have students compose a personal narrative (real or imaginary) about a time when they needed to use survival skills to help themselves and/or others during a precarious time. Emphasize the point of view from which the author told this story so that they may apply it to their own writing.

Title: Shh! We Have a Plan **Author: Chris Haughton** **Illustrator: Chris Haughton**	
Big Ideas and Enduring Understanding	Sometimes a picture is worth a thousand words.
Overarching Question(s)	How does the author convey messages through illustrations?
Common Core ELA Standards	CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Sample Text Dependent Questions	What were the friends trying to do? How do you know? Were they successful? How do you know? What were the problems with their plan? Do you think they will succeed with their next plan? Why or why not? How does the author help you understand what is going on in this story?
Suggested Activities	Have the students use illustrations and repetition (with minimal—if any—text) to tell a story. Be sure to emphasize how the author used color and detail to convey information through illustrations.

Title: I'm My Own Dog **Author: David Ezra Stein** **Illustrator: David Ezra Stein**	
Big Ideas and Enduring Understanding	Perspectives vary.
Overarching Question(s):	How might the world look from a dog's perspective?
Common Core ELA Standards	CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Sample Text-Dependent Questions	From whose point of view is the story told? How does this help you better understand the character? What was the man probably thinking when he "followed" the dog home? How does the author probably feel about dogs? How did the character's life change throughout the story? Was he better off in the beginning or in the end? Use details from the text and illustrations to explain why you think so. How is the author using humor to present the story from a dog's perspective?
Suggested Activities	Have students write narratives from the perspective of real or imagined pets. Allow them to share their stories through read aloud sessions.

Title: Elizabeth, Queen of the Seas **Author: Lynne Cox** **Illustrator: Brian Floca**	
Big Ideas and Enduring Understanding	With enough determination, people—and animals—might adapt to seemingly impossible situations.
Overarching Question(s)	How did the human population adapt to the elephant seal taking up residence in their city?
Common Core ELA Standards	CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Sample Text Dependent Questions	Think about why the residents gave Elizabeth her name. Based on the details you have learned from reading, do you think this was an appropriate name? Use details from the story to support your opinion. Why did the residents want to remove Elizabeth from her chosen home? Based on the short informational text about southern elephant seals, do you think Elizabeth may have

	had difficulty surviving in the Avon River? Why or why not? Do you think this was where Elizabeth truly belonged? Use details from the story and research to support your opinion.
Suggested Activities	In small groups have students visit the websites listed on the last page to complete a short, focused research project about elephant seals, using the following focused questions: What are the differences between northern and southern elephant seals? What are the differences between male and female elephant seals? Have the groups compile their research notes in two Venn diagrams to display the comparisons for each focused question.

Title: Miss Brooks' Story Nook **Author: Barbara Bottner** **Illustrator: Michael Emberley**	
Big Ideas and Enduring Understanding	Composing an interesting tale involves many necessary components.
Overarching Question(s)	How can we use our imaginations, our reading experiences, and our real world experiences, to compose an engaging tale?
Common Core ELA Standards	CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Target Vocabulary	Vexing, ogre, wretched, exasperating, revolting

Sample Text Dependent Questions	Miss Brooks claims that "good readers make wonderful storytellers." Why do you think this is true? What was Missy's problem? How did Miss Brooks and her friends help Missy create a story? How did Missy use her storytelling knowledge to help solve her problem?
Suggested Activities	Have students help compose a shared writing narrative, using Miss Brooks' tips: start with a problem or interesting character, devise a plot, include action, and be sure it has a beginning, middle and ending. Encourage the children to use interesting vocabulary, as demonstrated in Missy's tale.

Title: Star Stuff: Carl Sagan and the Mysteries of the Cosmos **Author: Stephanie Roth Sisson** **Illustrator: Stephanie Roth Sisson**	
Big Ideas and Enduring Understanding	Out of curiosity and imagination, our knowledge grows.
Overarching Question(s)	How did Carl use curiosity, imagination, and study to become an accomplished scientist?
Common Core ELA Standards	CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Target Vocabulary	Mechanical explorers, matter, solar system, Voyager 1 and Voyager 2, interstellar space
Sample Text Dependent Questions	What were the mechanical explorers and how did they help build Carl's knowledge about planets? In what ways did Carl satisfy his curiosity? What were some of Carl's major accomplishments? What was so special about the twin Voyagers' trip?

Suggested Activities	*Art and Science Connection: Find their curiosity.* Choose and view selected clips from the NASA collection: http://www.nasa.gov/audience/foreducators/nasaeclips/search.html?terms=&category=1000. Have students create an artistic "infographic," (https://infogr.am/en) or other mixed media representation explaining what they have learned about stars, moons, planets etc.

Title: My Grandfather's Coat **Author: Retold by Jim Aylesworth** **Illustrator: Barbara McClintock**	
Big Ideas and Enduring Understanding	Creative recycling can help preserve treasured keepsakes through generations.
Overarching Question(s)	How did one thrifty family creatively preserve memories and family keepsakes?
Common Core ELA Standards	CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. CCSS.ELA-LITERACY.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Sample Text Dependent Questions	Who is narrating the story and who is the audience? How do you know? What personal attributes does this family value? How do you know? Why did grandfather continue to recycle the coat fabric, rather than just toss it away? Which habits did grandfather model for his family members? How did he do so? Why is the term "retold" used on the cover, rather than "author?" What is the main message of this retelling?

Suggested Activities	After discussing the distinction between the terms "retold" and "author" have students create the artifacts of grandfather's actions, using their choice of media; they can then use these props to *retell* the story in a creative way.

Title: Firefly July: A Year of Very Short Poems **Selected by: Paul B. Janeczko** **Illustrator: Melissa Sweet**	
Big Ideas and Enduring Understanding	Sometimes you can say so much with very few words.
Overarching Question(s)	How do the poets help create such strong images with few words?
Common Core ELA Standards	CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. CCSS.ELA-LITERACY.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Target vocabulary	mood, tone, imagery, alliteration, allegory, symbolism, figurative language, metaphor, simile, analogy, personification, form, line, stanza

Sample Text Dependent Questions	Compare and explain the various elements of poetry evident in this collection. Question the students about which techniques the poets are using to create visual images of detail (e.g., rhythm, rhyme, repetition, mood, tone, imagery, alliteration, allegory, symbolism, word choice, word order, metaphor, simile, analogy, personification, variation in form, lines, and stanzas, etc.)
Suggested Activities	After explaining and studying the various elements of poetry evident in this collection (e.g., rhythm, rhyme, repetition, mood, tone, imagery, alliteration, allegory, symbolism, word choice, word order, figurative language: metaphor, simile, analogy, personification, variation in form, lines, and stanzas), have students study several poems from the collection that share specific elements, such as metaphor. Do this several times, using different techniques until the children are familiar with various techniques. Have the students use a variety of these techniques to compose their own short poems. Allow the children to recite their poems to the class and offer feedback to each other, based on the various elements of poetry they have been studying. Assemble the poems in a published collection to be shared in various contexts.

Title: Winter Bees and Other Poems of the Cold **Author: Joyce Sidman** **Illustrator: Rick Allen**	
Big Ideas and Enduring Understanding	Poetry can provide a creative interpretation of an informational text.
Overarching Question(s)	How does the author use the contrasting pairs of informational text with poetry to convey meaning and express a creative interpretation?

Common Core ELA Standards	CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Sample Text Dependent Questions	Why are some terms in bold print? What is the purpose of the glossary? How can you use the glossary to help you understand the informational texts? Choose several examples of figurative language from the selections. Ask students to explain how the interpretation connects to the information in the informational paragraph.
Suggested Activities	Have students choose topics that interest them. Allow them to conduct research and compose a short paragraph of informational text about the topic. Then, ask them to compose a creative interpretation through poetry. Publish and display their paired texts in a creative way.

Title: Lindbergh The Tale of a Flying Mouse **Author: Torben Kuhlmann** **Illustrator: Torben Kuhlmann**	
Big Ideas and Enduring Understanding	Certain qualities and actions can help one achieve heroic goals.

Overarching Question(s)	What qualities and actions helped the character earn the title "*hero*?"
Common Core ELA Standards	CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Target Vocabulary	Inquisitive, exiling, scurried, monstrosities,
Sample Text Dependent Questions	*[Have students first read the history of aviation section and the short bio of Charles Lindberg.]* What is the setting for the story? Which clues in the text help you make this conclusion? What happened to Mouse's friends? Have the children closely "read" the illustrations. Ask them to explain what important information is revealed in the illustrations. Why did Mouse continue to refine his invention? How did Mouse feel when he set out to try each version of his invention? How do you know? Describe the mood at various points of the story. Which features and words help create these moods? Why was Mouse considered a hero? What details help justify this description? Which words would you use to describe Mouse? How are Mouse and Charles Lindberg similar?
Suggested Activities	Using the information from the story, the illustrations, and the learning from the poetry selection activities, have the student compose a poem that describes Mouse's journey to America. Be sure to encourage the use of descriptive and figurative language and welcome detailed illustrations to accompany the poetry.