| Title: Winnie: The True Story of the Bear Who Inspired Winnie-the-Pooh  
Author: Sally M. Walker  
Illustrator: Johnathan D. Voss |
<table>
<thead>
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<tbody>
<tr>
<td><strong>Big Ideas and Enduring Understanding</strong></td>
</tr>
<tr>
<td><strong>Overarching Question(s)</strong></td>
</tr>
<tr>
<td><strong>Common Core ELA Standards</strong></td>
</tr>
</tbody>
</table>
|  | 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.3  
Analyze how and why individuals, events, or ideas develop and interact over the course 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.W.5  
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|  | 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. |
| **Sample Text Dependent Questions** |  |
|  | What is a veterinarian?  
Use text clues and illustrations to describe the setting of this story. |
|  | What does the author mean by the phrase, “Winnie’s job was being Harry's shadow”?  
What do you notice about Harry and Winnie’s relationship? Use text details and illustrations to support
| Suggested Activities | Use the information in the story, the Author’s Note section, and the suggested websites to launch a research project about American black bears, like Winnie. Have students analyze why Winnie—and Harry's relationship with Winnie—is a rare case. |

| Sample Text Dependent Questions | What is an imaginary friend? Why can't Mom and Dad see Brock? What do you notice about Brock and Princess Sparkle Dust in the illustrations? From whose point of view is the story told? How do you know? In what ways were Phillip and Anne similar? Based on their imaginary friends, in what ways would you describe Phillip personality and Anne's personality, as well as their interests? How did Phillip and Anne change over the course of the story? |

**Title: We Forgot Brock**  
**Author: Carter Goodrich**  
**Illustrator: Carter Goodrich**

**Big Ideas and Enduring Understanding**  
Sometimes our imaginations can lead us to real friendships.

**Overarching Question(s)**  
How do imaginary friendships compare to real-life friendships?

**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.R.6  
Assess how point of view or purpose shapes the content and style of a text  
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.
<table>
<thead>
<tr>
<th>What do you think would have happened if Phillip didn't go looking for Brock? Why? How did Phillip's and Anne's imagination help them develop a new friendship?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Activities</strong></td>
</tr>
<tr>
<td>Have students illustrate a representation of their own version of an imaginary friend and orally describe to classmates the characteristics of these imaginary creations.</td>
</tr>
</tbody>
</table>

**Title:** Meet the Dullards  
**Author:** Sara Pennypacker  
**Illustrator:** Daniel Salmieri  

<table>
<thead>
<tr>
<th>Big Ideas and Enduring Understanding</th>
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<tbody>
<tr>
<td>Sometimes, to appreciate humor, we must read between the lines.</td>
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<tr>
<th>Overarching Question(s):</th>
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<tbody>
<tr>
<td>How does the author use humor and sarcasm to communicate a message?</td>
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<tr>
<th>Common Core ELA Standards</th>
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</thead>
</table>
| **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.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. |

<table>
<thead>
<tr>
<th>Sample Text-Dependent Questions</th>
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</table>
| Why do you think the children were exploring the specific books illustrated on page 1?  
What inferences can you make about why the parents were so concerned? Use text and illustration details to support your inferences.  
Why does Mrs. Dullard claim several times, "it's like a circus around here"?  
What does *unpredictable* and *nerve-racking* mean? Why did Mr. Dullard use these terms to describe chunky applesauce?  
What conclusions can you draw about the Dullard parents? |
| **How does the author use humor and sarcasm throughout the story?**  
**In what ways do the Dullard's maintain their dull lifestyle?**  
**How do you think the children feel about this lifestyle? How do you know?** |
<table>
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<tbody>
<tr>
<td><strong>Suggested Activities</strong></td>
</tr>
</tbody>
</table>

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**Title:** Glamourpuss  
**Author:** Sarah Weeks  
**Illustrator:** David Small

| **Big Ideas and Enduring Understanding** | We can learn valuable lessons from each other's differences. |
| **Overarching Question(s)** | What valuable lessons did the characters all learn about their expectations and their differences? |

**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.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** | Highlight several of Glamourpuss' expressions and actions. Ask students to infer what these expressions mean, based on context clues.  
What does *stealing thunder* mean?  
How did Glamourpuss' feelings about Bluebelle change over the course of the story? Why?  
What did Glamourpuss and Bluebelle realize about each other's differences?  
What valuable lesson did Glamourpuss learn about herself?  
What did the human characters learn about their pets? |
| Suggested Activities | Explore the lesson ideas in *Exceptional Expressions for Everyday Events* and make connections to the ways in which the author used exceptional expressions throughout the story. Have students generate word webs to practice using other exceptional expressions for everyday events. As an extension, they could use these expressions in a short narrative composition. |

| Title: Raindrops Roll | **Author:** April Pulley Sayre  
**Photographer:** April Pulley Sayre  
**Big Ideas and Enduring Understanding** | Sometimes a picture is worth many words.  
**Overarching Question(s)** | How does the author use photographs and words to convey her message?  
| **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.6**  
Assess how point of view or purpose shapes the content and style of a text.  
**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** | What do you notice about the photographs? (Discuss color, composition, contrast, and subject)  
What is the purpose of the captions the author uses?  
How does the author use photographs and words together?  
What is the author's message?  
| **Suggested Activities** | Have students compose descriptive photo stories/poetry, about objects/concepts in nature, using photographs (that they have taken or selected) and captions. Then, compile these compositions in a digital format and ask students to orally share their projects with the class.  
| Title: Out of the Woods: A True Story of an Unforgettable Event | **Author:** Rebecca Bond  
**Illustrator:** Rebecca Bond |
<table>
<thead>
<tr>
<th>Big Ideas and Enduring Understanding</th>
<th>Sometimes drastic events can cause our flight instinct to override our fight instinct, allowing the most unexpected situations to occur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overarching Question(s)</td>
<td>Why was the gathering of people and animals such a remarkable event and why did it happen?</td>
</tr>
</tbody>
</table>
| 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.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.4**  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
**CCSS.ELA-LITERACY.CCRA.W.5**  
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| Sample Text Dependent Questions    | How did Antonio feel about the wildlife in his area? What clues does the author provide to support your thoughts?  
What was unusual about Antonio’s daily life?  
Why did Antonio never see the animals on his journeys thought the dense forest?  
Why did the people flock to the lake?  
Why did the animals come out of the woods?  
Why was it important for the author to emphasize that the “wolves stood beside deer, foxes beside rabbits...and people and moose stood close enough to touch”?  
Why was it suddenly okay for these animals to be so close to the people and each other? |
| Suggested Activities               | Have students conduct short research projects about the animals depicted in the story, including their habits, diet, and survival techniques. Then, allow students to compare notes and draw further conclusions about the remarkable events in the story. |
### Title: The Blue Whale

**Author:** Jenni Desmond  
**Illustrator:** Jenni Desmond

<table>
<thead>
<tr>
<th>Big Ideas and Enduring Understanding</th>
<th>Blue whales are intelligent, protected species and we can learn about these magnificent creatures by making connections to ourselves and our world.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overarching Question(s)</strong></td>
<td>How would you describe the life, the history, and world of the magnificent blue whale?</td>
</tr>
</tbody>
</table>
| **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.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.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.W.5**  
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
**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. |
| **Sample Text Dependent Questions** | 1. From the reading, what do you know about the blue whale’s appearance, body structure, and actions? Why are these facts important for the blue whale’s survival?  
2. What have you learned about the blue whale’s diet and habitat and how do these contribute to the whale’s survival?  
3. What other interesting facts have scientists learned about the blue whale? Why is it important that their scientific methods are ethical and reliable? |
<table>
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<tr>
<th>Suggested Activities</th>
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</table>
| 1. As you read aloud to students, ask text-based questions and model the note taking process for gathering information from non-fiction or informational text. Have students take notes as well. Later, have each student compose a piece of informational text about blue whales, based on their own notes. Have students add a scientific drawing of the blue whale, based on the text and illustrations from the story and any further research they wish to conduct.  
2. Have students research the history related to how blue whales were hunted, almost reached extinction, and eventually became a protected species. Students may choose to illustrate the history using a timeline with text and pictures, or in a traditional informational text format. |

| Title: Granddaddy's Turn: A Journey to the Ballot Box  
Author: Michael S. Bandy and Eric Stein  
Illustrator: James E. Ransome |
<table>
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<tbody>
<tr>
<td><strong>Big Ideas and Enduring Understanding</strong></td>
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<tr>
<td>Sometimes it takes a great deal of patience and persistence to see justice served.</td>
</tr>
<tr>
<td><strong>Overarching Question(s)</strong></td>
</tr>
<tr>
<td>Why did Granddaddy emphasize the importance of patience?</td>
</tr>
<tr>
<td><strong>Common Core ELA Standards</strong></td>
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| 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.6  
Assess how point of view or purpose shapes the content and style of a text.  
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.3  
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
**Sample Text Dependent Questions**

Use the information in the story and the informational text at the end of the story to consider the following questions:
- From whose perspective is the story told? Why do you think the author chose to tell the story from this perspective?
- What did Granddaddy mean when he said that he "didn't take nothing off nobody"?
- Why was voting day so important to Granddaddy?
- What were the new laws that the narrator's teacher mentioned?
- At the polling station, why was Granddaddy not allowed to vote?
- Why did the narrator say that the deputy wasn't playing by the rules?
- What valuable lessons did Granddaddy teach the narrator?
- On the last page, what did the author mean by, Now it's Granddaddy's turn?

**Suggested Activities**

Have students conduct a short research project about the civil rights movement and compose a narrative about a character growing up during this time. Remind students to use the facts from their research to tell the story, describing events and feelings as a real individual may have experienced them during that time in history.

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**Title: Mango, Abuela, and Me**
**Author: Meg Medina**
**Illustrator: Angela Dominguez**

**Big Ideas and Enduring Understanding**

By overcoming barriers to communication and understanding, we can allow great relationships to flourish.

**Overarching Question(s)**

How did Mia and Abuela overcome their communication barriers and what effects did this have on their relationship?

**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.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.
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<th>CCSS.ELA-LITERACY.CCRA.W.3</th>
<th>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-LITERACY.CCRA.SL.6</td>
<td>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</td>
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</table>

**Sample Text Dependent Questions**

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>Why does Mia feel shy around Abuela when she first arrives?</td>
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<tr>
<td>Why did Mia dream of a red bird on Abulea's first night in the home?</td>
</tr>
<tr>
<td>Why did Mia say that their mouths were as &quot;empty as break baskets&quot;?</td>
</tr>
<tr>
<td>How were Kim and Abuela similar?</td>
</tr>
<tr>
<td>How did Mia and Abuela learn to understand each other?</td>
</tr>
<tr>
<td>Why did Mia want to buy the parrot?</td>
</tr>
<tr>
<td>How did the characters change throughout the story?</td>
</tr>
<tr>
<td>How did Mia and Abuela help one another?</td>
</tr>
</tbody>
</table>

**Suggested Activities**

Have students compose a fictional or non-fiction narrative about a relationship that was built or strengthened by overcoming communication challenges. Then, have students transfer the written composition into a brief, oral story to the class.

**BONUS for honorable mention selection:**

**Title:** Last Stop on Market Street  
**Author:** Matt de la Pena  
**Illustrator:** Christian Robinson

**Big Ideas and Enduring Understanding**

Sometimes there is great beauty in the things we often take for granted. We can find appreciation for the little things in life even in unfortunate circumstances.

**Overarching Question(s)**

How can people find beauty and happiness even in unfortunate circumstances?
| Common Core ELA Standards | 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.W.5  
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---|---|
| Sample Text Dependent Questions | What does the author mean by, "smells like freedom", "watch the world with their ears," and "when you're surrounded by dirt...you're a better witness for what's beautiful"? What do these phrases suggest about the characters CJ and Nana?  
What did CJ not like about his experiences? Why?  
What happened to CJ's perspective on his journey from the Church to the Soup Kitchen?  
Why did CJ finally say he was glad they came to the soup kitchen?  
What did CJ learn from his grandmother throughout the story? |
| Suggested Activities | Ask students to think about a life experience that was difficult and unfortunate. Have them compose a narrative about that experience with a positive perspective. OR  
Have students write about a person who has served as a positive role model, explaining how this person helped them learn and change in positive ways. |