Overview of the Third Grade Reading Curriculum Calendar

September  *Making a Reading Life*

October  *Following Characters into Meaning: Envision, Predict, Synthesize and Infer*

November  *Nonfiction Reading: Expository, Narrative and Hybrid Nonfiction*

December  *Series Clubs*

January  *Mystery Clubs*

February  *Social Issues Clubs*

March  *Folktales*

April  *Independent Reading Projects*

May  *Content Area Science*

June  *Reading for Real*

Towards the end of every school year, the teachers, school leaders and staff developers who comprise the Teachers College Reading and Writing Project reflect on the insights gleaned from our experiences with the preceding year’s curricular calendar. We recall the research and study in which we’ve been engaged, consider lessons learned from formative and high stakes assessments, and set forth a newly revised curricular calendar for the upcoming year. The curricular calendar that the Project puts forth is especially important because the organization offers 150 full-day conferences during the upcoming year that are aligned to this document, open to any participant in TCRWP staff development or institutes (see our website for registration information.) The conference days support K-8 classroom teachers, special education teachers, teachers of ELLs, and administrators in their effort to form communities of practice that support high level literacy instruction.
Although we hope and expect that the teachers in schools linked to the Project will study our recommended curricular calendar with great care, we do not expect that you will follow all of the recommendations in this document. We are aware that there are scores of different ways in which a yearlong reading and writing curriculum could unfold for any one grade level, and that this is just one possible plan. The organization of the Project cannot support every conceivable journey of study, and so we put forth one recommended path. We also encourage you to gather your own sources of information, tap into your own passions and interests, and devise a plan which incorporates and adapts the collective wisdom in this document.

This calendar, like last year’s, puts special emphasis on assessment-based instruction. In each unit, you need to determine the specific reading skills you'll highlight, and then move students along a learning pathway within those skills. Children profit from direct and explicit instruction toward specific learning outcomes. The units of study described in the document are designed to teach monitoring for sense, close reading, prediction, envisionment, inference, personal response, interpretation, determining importance, synthesis, critical reading, and intertextuality (carrying ideas from one text to another and thinking/talking/writing across texts). Although a unit of study might bear the title “Mystery Book Clubs,” for example, the principal goal of that unit will certainly not be to teach the characteristics of mystery! Instead, although the teacher may draw on the reading opportunities offered by mystery books, he or she will teach so that the unit takes children’s general reading abilities further. Whereas one teacher, teaching a unit on mystery might aim to teach children to predict across a text all along revising these predictions by drawing on both close readings of the text and on the reader’s personal and prior knowledge, another teacher might develop a unit that responds to the class’ need for intertextuality, helping children use what they know from other mysteries to solve the mystery they are currently reading. The units as we have described them forward particular reading skills, but you may decide to teach that same unit forwarding a different set of skills.

This year’s curricular calendar has especially been designed with the new Common Core national standards in mind. These standards call for a thinking curriculum that will prepare learners for the 21st century. They place a greater emphasis on higher-level comprehension skills—you'll see that emphasis woven throughout every unit. The standards also ask that we continue increasing the amount of nonfiction reading students do within the reading workshop (of course, the standards especially emphasize that content area instruction must be informed by all that we know about reading and writing.) This year, there are three nonfiction units, instead of last year's two. The standards also led us to emphasize reading folktales.

The other biggest change that informed this curricular calendar is that after almost two decades of research and development work, Units of Study in Reading are now available. This document incorporates a great deal of the thinking and writing that went into those units.

This curriculum assumes that, above all, a unit of study in reading must do no harm to readers! That is, above all, the unit of study must not get in the way of children having opportunities to read every day for long stretches of time—at the very least for 40 minutes in school and almost as much time at home—and to read with engagement, fluency, accuracy, and meaning.
Changes from Last Year to This Year
Many of the units may at first glance seem similar to last year's--look more closely because the write-ups are quite different, embedded with lots of new specifics and with new clarity. That is, if we suggested four possible paths last year, we're more apt to weigh in on one recommended path this year--knowing you'll draw on your own experiences and decisions to alter that course if you like.

The character unit is written with two distinct bends-in-the-road, the first emphasizing a lost-in-the-book sort of reading that promotes envisionment and prediction and the second that promotes a more arms-length reflection about the text as readers grow, test, develop theories about characters. This bend in the road emphasizes inference, synthesis and interpretation. Both the Series and the Mystery units have been given their own write ups, so these are expanded, but they are not entirely new. The folktale unit is, of course, entirely new. The Science unit has lots of new insights. The year ends with another new unit--reading for Real. This emphasizes reading for real world purposes, and synthesizing across texts, including texts of various genre.

If you devise a new unit of study that you are willing to share with other teachers, please send it to Lucy Calkins at: contact@readingandwritingproject.com

Assessment
Determine a Reader’s “Just-Right” Book Level
We all know the joy of finding a book that is “just-right” for us. When we are well matched to a book, reading can be one of life’s greatest joys. On the other hand, when a book is “all-wrong” instead of “just-right” reading can feel interminable, humiliating, and tedious. There will never be a single litmus paper test which can accurately match a child to books, but as teachers we can make some progress towards this goal if we provide each child with four things: 1) The opportunity to choose books that he or she wants to read; 2) a community of other readers (including especially the teacher) who promote, summarize, and talk about books with enthusiasm; 3) books that are easy enough for the reader that he or she will be given lots of opportunities for high-success reading; and 4) encouragement to occasionally (3% of the time) read a text that is just a little challenging with the scaffolding to make the experience fruitful.

Assessing reading is enormously complex. Reading is every bit as rich, multilayered and invisible as thinking itself. Anyone who aspires to separate one strand of reading from all the rest, and then to label and measure that one strand or aspect of reading, must approach this effort with proper humility. No number, no label, no indicator is adequate for the task. Still, as responsible people, teachers need to assess children’s reading in ways that give us as full a view as possible. New York City teachers have all been asked to track each child’s progress in reading and to send the results of those assessments home at regular intervals throughout the year.

Some NYC schools opt to use an assessment tool patterned after the state test as the vehicle for ongoing assessment, providing students with passages of widely varying difficulty levels, followed by multiple choice questions which aim to ascertain whether the child can infer,
synthesize, predict, etc. The TCRWP’s position is that such an assessment alone is not sufficient unless a teacher knows the text-difficulty of the passage in question; a wrong answer in a multiple choice question may not in fact say anything about a child’s ability to infer, for example, or to determine importance. It is necessary to know whether the error reflects a problem with inference, or whether it suggests that the child couldn’t read the passage in the first place. Because we do not think that asking students to read an array of little passages and answer multiple choice questions on those passages provides a very helpful window onto a child's reading, the Teachers College Reading and Writing Project, in concert with many NYC schools, developed an alternate way to track readers’ progress. Several years ago, this system was accepted by NYC’s Department of Education as an option for all schools. (the tool is available on the TCRWP Web site: readingandwritingproject.com.) This tool contains two passages at each text-level, A-Z, ranging in length from 20-400 plus words, followed by literal and inferential comprehension questions for each passage. Level A-K readers read books from one or two small sets of leveled texts. The TCRWP uses collections of books that are described on the web site. Children read the text at one level aloud to teachers, who record reading behaviors and miscues. Teachers record miscues for the first 100 words then answer questions (hopefully answering at least three of the four questions correctly). Through this assessment, a teacher can use running records to ascertain the general level of text-difficulty that a child is able to read with 96% accuracy, fluency and comprehension. The TCRWP has worked with member schools to ascertain what levels of text-difficulty a child must read in order to feel assured that he or she is 'at standard.' Below is an explanation of the TCRWP Benchmarks for Independent Reading Levels chart which will soon be available, in its entirety, on the Project’s Web site.

Traditionally there's a chart in our curricular calendars that details the benchmark levels that we suggest for September, November, March and June of each grade level. This chart answers the question, 'For this grade level, what level of text difficulty must a student be reading for a teacher to say, with confidence, 'This reader is reading at-standards level for this time in the year.' We've had such a chart in previous curricular calendars, and you will notice that this chart is absent this year. The reason the chart is not here is that we now have data from 70,000 students for two years, and we're going to be in a position to revise some of the suggested levels so that they are grounded in substantial amounts of data. However, because results from the 2010 standardized tests will be in soon, we want to wait to suggest revisions after we have yet one more year's worth of data to draw upon. Once the results from 2010 ELA have been released for review, we will make this chart available on our website: www.readingandwritingproject.com. For now, it is safe to say that those of you who are accustomed to the levels we used to recommend should assume that in a number of instances, the expectations will be inching upwards.

*General Range of Adequate Reading Rates By Grade Level*

<table>
<thead>
<tr>
<th>Grade</th>
<th>WPM</th>
<th>Grade</th>
<th>WPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60-90</td>
<td>6</td>
<td>195-220</td>
</tr>
<tr>
<td>2</td>
<td>85-120</td>
<td>7</td>
<td>215-245</td>
</tr>
<tr>
<td>3</td>
<td>115-140</td>
<td>8</td>
<td>235-270</td>
</tr>
<tr>
<td>4</td>
<td>140-170</td>
<td>9</td>
<td>250-270</td>
</tr>
<tr>
<td>5</td>
<td>170-195</td>
<td>12</td>
<td>250-300</td>
</tr>
</tbody>
</table>

*Harris and Sipay (1990)*

**Overview**

*Reading and Writing Project, 2010 ©*  
**DRAFT**
*The truth is that using a short passage in order to ascertain whether a child can read, say, a T or a V level text is not perfect. You’ll also want to track each child’s reading rate and note the way this changes across time.

Reading Level Bands of Difficulty

The TCRWP thought collaborative is convinced that as readers learn how to process a variety of increasingly challenging texts, the texts become more complex and the work that readers need to do changes. We do not think that it is advantageous for you to attempt to keep in mind a score of tiny characteristics for each and every level of book difficulty, nor do we think that it holds true to try to specify the characteristics of any one level of text difficulty beyond a certain point. On the other hand, we have found there are some general characteristics of texts that one will tend to find at different bands of text difficulty. If you grasp the general characteristics of any one band of text-levels, this provides you with a sense of how to differentiate your instruction for readers according to the band of text difficulty in which they are reading.

Some of your readers will enter third grade reading within the K-M text band. In these books, it is sometimes a challenge for readers to carry a storyline through the chapters of the book. The good news is that the chapters and the episodes will tend to be short, the book’s title and the blurb on the back will usually highlight the main plotline. Readers of these books should not have much trouble identifying the main character’s traits as the character’s feelings may change, but the traits generally stay consistent and are often related to the central problem and/or the solution. These readers will need help dealing with tricky words. Many, many children get stalled at level M—plan on leading guided reading groups and otherwise providing special support to get these children over that hump and into level N books.

Most third graders will read in the N-Q band of text difficulty. The texts are more complex at this level. Before now, the reader needed to follow a single storyline of a main character who is one main way, who encounters one main problem, and comes to one main solution but now there is apt to be more than one cause of a problem, and the problem itself may be multi-dimensional. If a teacher asked the skilled reader of texts in this band of difficulty, “What’s the central problem in this story?” the reader would be wise to stall a bit over the question, and to suggest that there is more than one problem, or that the problem has different parts of different layers. In this band of levels, not only the plot but also the main character will be more complex.

Although characters are more complex, the character will come right out and tell readers how he or she feels, what he or she is like. Then later in the book, the character will act in certain ways and it will be up to the reader to supply the label for what that action reveals…but usually that label will have been provided earlier by the character or the narrator. So characters will be complex—but readers will be told about this complexity. It will not be subtle. Readers at this level will probably need help dealing with figurative language.

Consider the Results of a Spelling Inventory – Synthesizing Data Across Assessment Measures

Overview

Reading and Writing Project, 2010 ©

DRAFT
Another window into students’ reading is the spelling inventory designed by Donald Bear, et. al. This spelling inventory is not about getting the word right. It indicates the spelling features that students control, such as beginning and ending consonants, long and short vowels, the variety of suffixes, etc. The spelling inventory reveals a child’s developmental level on graphophonics and also suggests the level of text at which a student will be successful. You can use this as a source of information to draw upon when determining students’ reading levels. More importantly, this information will suggest the word study work that will most benefit this reader. It is the act of reading across this information which is most important. You may refer to the assessment section of the TCRWP Web site (www.readingandwritingproject.com) to access more information about spelling inventories.

Maintaining Reading Logs
We recommend that schools establish and implement policies so that each child in the school (grades 2-8) maintains a daily record of the books he or she reads in school and at home. This log must contain the title, author, the level of difficulty (for example, Level P), the numbers of minutes the child spent reading, and the starting and ending page number. Some people question whether it is necessary to include the level of difficulty (when it is available). Our response is that this provides the teacher with vitally important information—information which exponentially increases the usefulness of the tool. For example, if a child devotes a week to reading The Stolen Pony, and we know that book is level M (the level of the Magic Treehouse books), then we know that the child has done an alarmingly small amount of reading during that week. On the other hand, if the book is level Z, then we would draw a different conclusion.

These logs are not places for responses to reading, nor do children write book summaries in them. They are simply records of time spent reading and volume of reading accomplished. You may ask, “How can a teacher be sure that the log accurately reflects the reading that the child has done?” We’ve found that if both logs and books are out on the table every day, this transparency brings a huge amount of accountability to logs.

We suggest that every day during reading time, every child should always have his or her log out on the table. The first thing the child does at the start of reading is to enter the starting time and page number; the last thing the child does before moving from reading to talking is to enter the ending time and page number. We also encourage teachers to refer to logs often in reading conferences: “I see you have been reading this book especially slowly. You galloped through that last book—why is this one progressing so differently for you?” “You seem to be skipping between books a lot lately—why do you think it has been hard for you to stay engrossed in one book?” “I notice this book is easier than the ones you have been reading—do you find your reading process is different now, when you are reading a lighter text?”

After a few weeks, we suggest you encourage children to study their own reading logs in order to articulate their reading habits. Children can work analytically with their partners to notice and think about changes in the average number of pages they’ve read. Children can also notice the genre choices they have made across time and the relationship between genres or levels and volume. They can discuss patterns by studying the time they spend reading at home versus at school. The logs provide an irreplaceable window into students’ reading lives. It is helpful to
gather logs across one grade after a month, or across several grades, to compare how much students are reading and how they are moving through books.

School leaders, as well as teachers, must collect, save, and study these critical records. For example:

- A general rule of thumb is that a child should read approximately 3/4 page a minute. (This rule of thumb works across texts of varying levels because generally, as the pages become denser, the reader’s abilities also become stronger.) A teacher and/or a principal will want to take notice if a child is reading a book at a dramatically slower rate than this. For example, alarms should go off if a child reads 8 pages in 30 minutes. Why is the child not reading closer to 24 pages in that length of time? There may, of course, be good reasons.
- If a child reads an amount–say, 34–pages during a half hour in school, then brings that same book home and claims to read a much smaller amount–say, 8 pages–within half an hour of reading time at home, alarms should go off. Is the child actually making enough time for reading at home?
- If you suggest the child reads books that are Level T, and she instead reads many books which are far easier, this discrepancy must be researched and addressed. Perhaps the easier books are nonfiction texts and the child has wisely found that when reading nonfiction, she needs to search for books she can read with meaning. Perhaps the child recently completed a very taxing book and wants some easier reads. Then too, perhaps the child simply can’t find other books that are more challenging and needs your help.
- It is crucial to let parents know if the volume of reading their child is doing is high, fairly high, quite low, or very low. The wonderful thing about this information is that parents can do something about it…and progress on this one front will have enormous pay off for every aspect of a child’s reading development.

Above all, student logs are a way to be sure that everyone, teachers, principals, and students, keeps their eyes on the volume of reading that children are doing. Dick Allington’s research suggests that it takes four hours for a student who reads 200 wpm to complete Hatchet. The chart below shows how long it should take students to complete different leveled books.

Assuming that your students read for thirty minutes in class and thirty minutes at home, at a rate of 200 wpm, then you should expect a student to finish reading Hatchet in eight days, which seems reasonable. You may find that a particular child takes twice as long to read Hatchet. This should prompt some research. Why is this child reading especially slowly? (If the child is reading below 120 accurate wpm, then alarm bells should go off. This child should be reading easier texts! Or perhaps the child is sitting in front of a text, rather than reading it.)

| How Long Should It Take a Child to Read a Book According to Their Reading Level? |
|---------------------------------|----------------|----------|----------------|----------------|
| Title                           | Level | approx# of words | Reading rate | # of minutes per book |
| Henry and Mudge (Rylant)        | J     | 800-1000          | 100 WPM      | 10 minutes       |
| Horrible Harry (Kline)          | L     | 4500              | 100 WPM      | 45 minutes       |
|                                 |       |                   | 200 WPM      | 25 minutes       |
**Getting Time to Assess at the Start of the Year**

Years ago, the Project suggested that a teacher start the year by putting crates of mixed-level texts at the center of each table in the classroom, then asking kids to graze through those crates, reading whatever appealed to them while you circled quickly about the room, assessing. Once a child was assessed, you would give that reader a magazine-box for his or her books. This child would no longer read from the mixed-level bin but would instead choose a few just-right, leveled books, storing the short-stack of these books in his or her private bin. Visitors to the room in mid-September could see at a glance the percentage of kids who had been launched into just-right reading because these children had magazine boxes containing their books. The aim was to get everyone to this point within two weeks from the start of school.

By this time, however, the entire school has been working for a year or two to match readers to books. Therefore, it should no longer be necessary for you and your colleagues to begin the year with children in the holding pattern of reading through a random collection of books from a crate at the center of the table. Instead, your class roster will convey the level of just-right book that each child was reading at the end of the previous school year. Ideally, children will also keep logs of the books they read during the summer so you can estimate whether a child’s reading progressed or took a dive during those crucial months. If a child did not read over the summer, she will lose several levels during the summer, and so if you ascertain from the summer log that this child read only a few books will then you will want to move her back two levels from where she ended the previous school year. If a child did a lot of just-right reading during the summer, the child can resume reading at the level he or she was reading in June. In this way, teachers can rely on reading records to start the year off with each child reading from a short stack of appropriate books.

Of course, the fact that you start children reading books you’ve been told will be just-right for them does not mean you won’t re-assess their reading; you will. But you can weave this assessment into your reading workshop once it is going full-swing. You could either do running records a week or two after school starts and then again right before your first report card or, if your school agrees, you could rely on informal assessments for now, watching kids with leveled books rather than doing running records and relying on June assessment levels and these
informal observations. You may find that after two or three weeks with tons of reading, summer rustiness wears off and kids are already ready for another level of text difficulty. You could, then, wait to do your more formal assessments prior to fall report cards. This, of course, is a decision your school will need to make.

No matter what, it will be a huge priority to assess first priority will be to assess any reader who seems to not actually be reading. Watch for signs of disengagement: the head that revolves, the child who is always losing his or her place in a book, the youngster who uses reading time as a chance to get a drink of water or go to the bathroom.

When you do begin to do running records, we suggest you call three children over to you at a time, each carrying a book. Get one child started on the TCRWP formative assessment. While you listen to his or her reading, the other two can read independently. The assessed child needn’t finish the passage before you ascertain whether it is too hard; and if it is, move to another passage right away. Once one child has read aloud 100 words and you have recorded the child’s miscues, he or she can read the rest of the passage silently while you get the second child—who will already be right beside you—started reading aloud to you.

The Components of Balanced Literacy
The term “balanced” literacy comes, in part, from the recognition that readers need a variety of different opportunities to learn. The reading workshop provides children with time to read, with a mentor who is a passionately engaged reader and wears his or her love of reading on the sleeve, with opportunities to talk and sometimes write about reading, and with explicit instruction in the skills and strategies of proficient reading. All of this is incredibly important, but alone, it is not sufficient. Children also need the opportunities to learn from other components of balanced literacy.

They need, above all, to write. We assume that the reading workshop, as described in these pages, is balanced by a daily writing workshop, and we assume Teachers College Reading and Writing Project teachers will refer to the writing curricular calendar for help with writing. Children also need to study the conventions of written language, including writing with paragraphing, punctuation, and syntactical complexity. Either as part of this or separately, children need time to learn about spelling patterns and to study words—both their meanings and their spellings. Then, too, children also need daily opportunities to hear wonderful literature read aloud and frequent opportunities to participate in book talks around the read-aloud text. We expect teachers to read aloud and to lead interactive read aloud sessions several times a week. Children need opportunities to read texts within content area disciplines and to receive instruction in reading those texts well. Finally, children who struggle with fluency (that is, children who read slowly and robotically) need opportunities to participate in shared reading and in repeated oral readings.

Reading Aloud
Reading aloud is crucial even in instances where the teacher does nothing more than read spectacular literature aloud in such a way that children listen with rapt attention, clamoring for more. The pay off for reading aloud becomes even greater when teachers read from a wide range
of genres, which generally happens when teachers comb reading aloud into all parts of the days, including science, social studies, math, etc.

The best way to tap into the potential power of reading aloud, however, is to use the read aloud and book talk time to explicitly teach the skills of higher level comprehension. To do this, a teacher first reads the upcoming section of the read aloud book to himself or herself, noticing the mind-work that he or she does while reading. Then the teacher decides whether to use the upcoming read aloud to help children draw upon their full repertoire of reading strategies, or whether to angle the read aloud in such a way as to support the development of a particular comprehension skill. Based on this decision, the teacher decides to demonstrate and then scaffold children in using either one or many skills and strategies.

If you decide, for example, to highlight envisionment, then insert Post-its in a couple places during the first pages of the read aloud, as a reminder to pause as you read, to lower the book, and to muse a bit. Perhaps you can say, “I’m just picturing this. I can see Artie in the lead, walking down the path in the woods. It’s a narrow path, so Cleo is a few steps behind—there’s just room for one of them. The sun is filtering through the canopy of leaves overhead.” Of course, the teacher’s envisionment could spin on and on and on—it is important to stay brief! After demonstrating in such a manner for 30 seconds, tuck in a comment that names what has been done (“Readers, I don’t really know that the path is narrow—the book hasn’t said that. But I draw on all the forest trails I’ve ever seen, adding details from my own experiences. When I read on, though, sometimes I need to revise my picture. Let’s see.”). Once the teacher has demonstrated the skill (in this case, envisioning) a few times, across perhaps three or four pages of the read aloud, the teacher is apt to pause in the midst of reading and scaffold the children in envisioning. (“I can just see the river, can’t you? I’m picturing it—the colors…I’m hearing stuff too, aren’t you?…Use all the rivers you’ve ever stood beside to help you imagine the river.”). Sometimes these pauses are followed with, “Tell the person beside you what you are seeing, hearing…” and sometimes they lead to the prompt, “Stop and jot what you see, what you hear.” Either injunction can, a moment or two later, be followed with specific tips: “Make sure you are talking/writing in details. Are you using specific words to make your mental movie real?”

Of course, you could alter the sequence described above to show children how to develop theories about characters, think across texts, predict, or a host of other reading skills.

If you choose carefully, the read-aloud text can support the independent reading work your students are doing. For example, if the class is engaged in the unit of study on character (and students are thinking about characters as they read independently), you’d be wise to read aloud a chapter book with strong characters who change over the course of the text. If, on the other hand, the class is working on nonfiction, and some of the children’s independent reading involves nonfiction texts, you will want to read aloud nonfiction texts that allow you to show children how nonfiction readers talk and think about (and between) texts.

Whatever skill you aim to teach, it’s essential that you read in ways that not only demonstrate skills, but that above all bring stories to life. Read with expression, fluency, intonation, and good
pacing so that children feel like they are a part of the story and understand that this is what good reading sounds and feels like.

Supporting Children’s Vocabulary
Teachers are wise to recognize that we need to model not only a love of books and of writing, but also a fascination with words themselves. If you wear your love of language on your sleeve, exuding interest in words and taking great pleasure in them, you’ll help your children be more attentive to vocabulary.

Research is clear: the single most important thing you can do to enhance your children’s knowledge of words is to lure your children into lots and lots and lots of reading. If children read a diverse range of books, they’ll encounter a wider range of words. The vocabulary in historical fiction, science fiction, fantasy, and nonfiction will often be richer than vocabulary in realistic fiction and mysteries.

Teach children that when they come to unfamiliar words in a text, it really helps to pronounce the word as best the reader can, trying it out one way and then another to see if any pronunciation sounds familiar. Then ideally, the reader reads on past that word for just a bit before pausing to reread the section, thinking, “What might this word mean?” The good reader substitutes a reasonable synonym—thus, the ‘ominous’ clouds become the ‘rainy’ clouds—and reads on. Some teachers tape an index card to each child’s desk so that children can collect a few such words throughout the day, with page numbers for references. The children and teacher should aim to use these same words in conversations with each other and the class.

There will also be times for a teacher to lead the whole class into word inquiries, and that work will certainly involve the class exploring prefixes and suffixes and using these to alter the meaning of a base word. The key word is explore. Word study will be vastly more helpful if it is engaging to youngsters.

Finding Great Literature To Refresh or Fill-Up Libraries
This year we interviewed wonderful educators across the country in order to develop book lists of recommended books. We understand the responsibility involved in this work, and did not put a single book on the list unless that book was recommended by more than one person, and unless these were people's whose judgments we trust. The lists are carefully organized--for historical fiction, for example, there will be a time-(say, Colonial America) and leveled books we recommend around that time. Similarly, the social issue list is organized around social issues and leveled books we recommend for each social issue. All the books on the lists are leveled, either with Fountas and Pinnell's levels, if those exist, or with Scholastic Book Wizard levels. If neither source existed, we noted the lexile level which you can use to create levels by converting this lexile level to an approximation of Fountas and Pinnnel levels (take those with a special grain of salt.) The books are all available through Booksource, and we're assured that their price is the lowest available price for books of comparable production-quality.

The following lists have been created to support the different reading workshop units of study: Anthologies, A Special List of Mentor Texts to Use When Teaching Writing Which Also
Make For Great Read Alouds, Books Students Want on the Shelves Now, Biography, Expository Nonfiction, Fantasy, Historical Fantasy, Historical Fiction, Multicultural, Mystery, Narrative Nonfiction and Social Issues.

For more information about these lists, along with many others, please visit our website at [www.readingandwritingproject.com](http://www.readingandwritingproject.com). To order from the lists referenced above, choose from one of the following options:

1. Call Booksouce Publishing at 1-800-444-0435 and reference Lucy Calkins's TCRWP booklists.
2. Visit [www.readingandwritingproject.com](http://www.readingandwritingproject.com) to download the lists and mail your orders to 1230 Macklind Avenue, St. Louis, MO 63110.
3. Email Booksouce Customer Service at service@booksouce.com