

Job List

JobID: 318

Job Number: FathersINC

| Book Title | Job Date | Vendor | ISBN |
|-------------------------------------|---|-----------------------|---------------------------------------|
| <u>Daddy is Feeling Blue</u> | 5/18/2017 | Fathers Incorporated/ | 9780692613757 |
| GRL: M | GLE: 2 | ATOS: | RRL: |
| | | | LEXILE: |
| Grade: 2 | Language | | CCSS.ELA-Literacy.L.2.3,4,4c,5,5a,6 |
| 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | |
| 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. | | |
| 4c | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). | | |
| 5 | Demonstrate understanding of word relationships and nuances in word meanings. | | |
| 5a | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). | | |
| 6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). | | |
| Grade: 2 | Reading: Foundation Skills | | CCSS.ELA-Literacy.RF.2.4,4a |
| 4 | Read with sufficient accuracy and fluency to support comprehension. | | |
| 4a | Read grade-level text with purpose and understanding. | | |
| Grade: 2 | Reading: Literature | | CCSS.ELA-Literacy.RL.2.1,2,3,5,6,7,10 |
| 1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | | |
| 2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | | |
| 3 | Describe how characters in a story respond to major events and challenges. | | |
| 5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | | |
| 6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | | |
| 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | | |
| 10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | |

| Book Title | Job Date | Vendor | ISBN |
|-----------------|---|---|------|
| Grade: 2 | Speaking & Listening | CCSS.ELA-Literacy.SL.2.1,1a,1b,1c,2,3,4,6 | |
| 1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. | | |
| 1a | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | | |
| 1b | Build on others' talk in conversations by linking their comments to the remarks of others. | | |
| 1c | Ask for clarification and further explanation as needed about the topics and texts under discussion. | | |
| 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | | |
| 3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | |
| 4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | | |
| 6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.) | | |
| Grade: 2 | Writing | CCSS.ELA-Literacy.W.2.1,2,3,7,8 | |
| 1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. | | |
| 2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | | |
| 3 | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | |
| 7 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | | |
| 8 | Recall information from experiences or gather information from provided sources to answer a question. | | |

| Book Title | Job Date | Vendor | ISBN |
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Daddy, There's a Noice Outside 5/18/2017 **Fathers Incorporated/** 9780692541296

GRL: M **GLE:** 2 **ATOS:** **RRL:** 20 **LEXILE:**

Grade: 2 Language CCSS.ELA-Literacy.L.2.3,4,4a,4b,4c,4d,5,5a,5b,6

- 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- 4a Use sentence-level context as a clue to the meaning of a word or phrase.
- 4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- 4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- 4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- 5 Demonstrate understanding of word relationships and nuances in word meanings.
- 5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- 5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- 6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Grade: 2 Reading: Foundation Skills CCSS.ELA-Literacy.RF.2.4,4a,4c

- 4 Read with sufficient accuracy and fluency to support comprehension.
- 4a Read grade-level text with purpose and understanding.
- 4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade: 2 Reading: Literature CCSS.ELA-Literacy.RL.2.1,2,3,5,7,10

- 1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 3 Describe how characters in a story respond to major events and challenges.
- 5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

| Book Title | Job Date | Vendor | ISBN |
|-----------------|---|---|------|
| Grade: 2 | Speaking & Listening | CCSS.ELA-Literacy.SL.2.1,1a,1b,1c,2,3,4,6 | |
| 1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. | | |
| 1a | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | | |
| 1b | Build on others' talk in conversations by linking their comments to the remarks of others. | | |
| 1c | Ask for clarification and further explanation as needed about the topics and texts under discussion. | | |
| 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | | |
| 3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | |
| 4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | | |
| 6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.) | | |
| Grade: 2 | Writing | CCSS.ELA-Literacy.W.2.1,2,3,6,7,8 | |
| 1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. | | |
| 2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | | |
| 3 | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | |
| 6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | | |
| 7 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | | |
| 8 | Recall information from experiences or gather information from provided sources to answer a question. | | |

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Daddy's Family Tree 5/18/2017 **Fathers Incorporated/** 9780692884928

GRL: M **GLE:** 2 **ATOS:** **RRL:** 20 **LEXILE:**

Grade: 2 Language CCSS.ELA-Literacy.L.2.3,4,4a,4c,4d,5,5a,6

- 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- 4a Use sentence-level context as a clue to the meaning of a word or phrase.
- 4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- 4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- 5 Demonstrate understanding of word relationships and nuances in word meanings.
- 5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- 6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Grade: 2 Reading: Foundation Skills CCSS.ELA-Literacy.RF.2.4,4a

- 4 Read with sufficient accuracy and fluency to support comprehension.
- 4a Read grade-level text with purpose and understanding.

Grade: 2 Reading: Literature CCSS.ELA-Literacy.RL.2.1,2,3,5,6,7,10

- 1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 3 Describe how characters in a story respond to major events and challenges.
- 5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- 7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

| Book Title | Job Date | Vendor | ISBN |
|-----------------|---|---|------|
| Grade: 2 | Speaking & Listening | CCSS.ELA-Literacy.SL.2.1,1a,1b,1c,2,3,4,6 | |
| 1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. | | |
| 1a | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | | |
| 1b | Build on others' talk in conversations by linking their comments to the remarks of others. | | |
| 1c | Ask for clarification and further explanation as needed about the topics and texts under discussion. | | |
| 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | | |
| 3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | |
| 4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | | |
| 6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.) | | |
| Grade: 2 | Writing | CCSS.ELA-Literacy.W.2.1,3,8 | |
| 1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. | | |
| 3 | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | |
| 8 | Recall information from experiences or gather information from provided sources to answer a question. | | |

Book List for 'JobNumber' = FathersINC (3 Book Titles)


1517 Highland Valley Circle
 Wildwood, MO 63005
 516.322.9575

| Book Publisher | Book Title | Author | ISBN | Book Category | Guided Reading Level |
|-----------------------|--------------------------------|------------------|---------------|----------------------|-----------------------------|
| Fathers Incorporated | Daddy is Feeling Blue | Kenneth Braswell | 9780692613757 | fiction | M |
| Fathers Incorporated | Daddy, There's a Noise Outside | Kenneth Braswell | 9780692541296 | fiction | M |
| Fathers Incorporated | Daddy's Family Tree | Kenneth Braswell | 9780692884928 | fiction | M |

| Grade Level Equivalent | Interest Level By Grade | ATOS | RRL | LEXILE | Educational Description |
|------------------------|-------------------------|------|-----|--------|--|
| 2 | K-5 | | | | Book 2 of series, Realistic fiction, comic Format, illustrations enhance meaning and tone. Story elements: setting, plot and character development, problem and solution, Comprehension strategies: ask and answer questions, author's purpose, sequence of events, changes from beginning to end of the story, identify cause and effect relationships. Themes: family, illness, healthy living/habits. Back matter: Healthy Living Resource Guide: tips for healthy eating, physical activity, achieving goals, sharing family history with children, additional reading |
| 2 | K-5 | | 20 | | Book 1 of series, Realistic fiction, comic Format, illustrations enhance meaning and tone. Story elements: setting, plot and character development, point of view, problem and solution, new vocabulary: "protest", "civil disobedience", Comprehension strategies: ask and answer questions, author's purpose, main idea and details, identify cause and effect relationships. Themes: social issues; Protesting, justice , community, family. Parent/Teacher Guide available, Back matter: Excerpts from Parent/Teacher Guide: questions for discussion, word search, additional reading |
| 2 | K-5 | | 20 | | Book 3 of series, Realistic fiction, comic Format, illustrations enhance meaning and tone. Story elements: setting, plot and character development, problem and solution, Comprehension strategies: ask and answer questions, author's purpose, sequence of events, changes from beginning to end of the story, identify cause and effect relationships. Themes: death, loss, father/son relationship, family, forgiveness |

| Reading Recovery Equivalent | LEXILE | CCSS/ Instructional Strand | skill |
|-----------------------------|--------|-------------------------------|----------------------|
| 20 | | W.2.1,2,3,7,8 | writing |
| 20 | | SL.2.1,1a,1b,1c,2,3,4,6 | speaking & Listening |
| 20 | | RF.2.4,4a | reading foundations |
| 20 | | L.2.3,4,4c,5,5a,6 | language |
| 20 | | RL.2.1,2,3,5,6,7,10 | reading Literature |
| 20 | | W.2.1,2,3,6,7,8 | |
| 20 | | SL.2.1,1a,1b,1c,2,3,4,6 | |
| 20 | | RF.2.4,4a,4c | |
| 20 | | L.2.3,4,4a,4b,4c,4d,5,5a,5b,6 | |
| 20 | | RL.2.1,2,3,5,7,10 | |
| 20 | | W.2.1,3,8 | |
| 20 | | SL.2.1,1a,1b,1c,2,3,4,6 | |
| 20 | | RF.2.4,4a | |
| 20 | | L.2.3,4,4a,4c,4d,5,5a,6 | |
| 20 | | RL.2.1,2,3,5,6,7,10 | |