Welcome to the Trade Book Collection Guide!

Introduction to the Trade Book Guides

Each book in our authentic literature collection was selected specifically to support and enhance the content of the K-2 Knowledge Domains. These anchor texts are intended for use as an introduction to each domain—engaging students, piquing their curiosity, and building initial background knowledge—before diving into the deeper content of the domain Read-Alouds.

Every book has an instructional guide that includes the following:

- Author and illustrator

- Book summary

- The Essential Question of the Knowledge domain, which connects the book to the domain

- Key Tier 2 and Tier 3 vocabulary words found in the book

- A group activity to reinforce and extend students' knowledge and understanding

- A performance task to help gauge students' comprehension of concepts in the text

- Writing prompts to expand understanding and critical thinking

- Text complexity ratings and descriptors for quantitative, qualitative, and reader/task categories

Detailed information about text complexity ratings and descriptors; additional uses for the books before, during, and after domain instruction; and the complete list of domains and books for each grade level can be found in the More About the Books section of this guide.
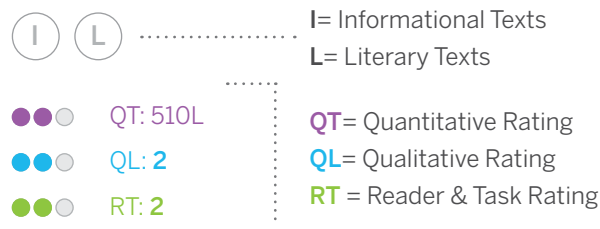
Recommended Instructional Routine

- Briefly describe the topic of the new domain and ask students to share what they already know.

- State the Essential Question and explain that it will help guide what they learn in the domain.

- Introduce the book to students.

- You may wish to address one or more of the Tier 2 and Tier 3 vocabulary words before reading the book aloud. Guidance for explicit vocabulary instruction and routines can be found in the Vocabulary Lessons, located on the program's digital components site.

- Read the book aloud, providing support for listed vocabulary words or other unknown words, as needed.

- Facilitate the activity listed in the guide to reinforce understanding and comprehension.

- Have students complete the performance task listed in the guide.

- If desired, have students respond to one or more of the provided writing prompts.

More About the Books

Each guide contains the following text complexity ratings and descriptors for the book. Quantitative ratings are based on grade-level Lexile ranges.

I= Informational Texts
L= Literary Texts

QT: 510L
QL: **2**
RT: **2**

QT= Quantitative Rating
QL= Qualitative Rating
RT = Reader & Task Rating

Quantitative Rating Descriptors

QT 1: Read-Alouds with this rating generally have shorter and fewer words and sentences. These Read-Alouds are likely to be cohesive and straightforward.

QT 2: Read-Alouds with this rating generally have words and sentences of moderate length and complexity. The Read-Aloud introduces a moderate range of words. The text may contain some nuance in content.

QT 3: Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

Note: Non-prose books do not have Lexiles.

Qualitative Rating Descriptors

QL 1: These Read-Alouds typically have a clear structure and purpose. The language is similarly clear and straightforward.

QL 2: These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

QL 3: These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

Reader & Task Rating Descriptors

RT 1: This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.

RT 2: This unit's tasks and activities may contain some complexity. Students will benefit from the knowledge they have built throughout the program.

RT 3: This unit's tasks and activities contain nuance and complexity, requiring students to draw on the knowledge they have built throughout the program.

Additional Uses for the Book

Before the Domain: After completing the activities in the Trade Book Guide, you may use these additional activities before beginning the domain:

- Create a K-W-L chart about the domain topic

- Have students respond with pictures and words in a journal entry

- Brainstorm possible vocabulary words from the book that might be used in the Read-Alouds

- Make predictions about new content and ideas students might learn in the domain

During the Domain: Midway through the domain instruction, or during a Pausing Point, reread the book to emphasize teaching points in the lessons. You may also use one of the activities below:

- Create a K-W-L chart or add to one already in progress

- Have students use pictures and words to connect ideas between domain content and the book

- Discuss how content in the book supports the content from the Read-Aloud (i.e., how it is similar or how it helps us better understand)

- Make a list of ideas or concepts from the book that were new

- Have students create a vocabulary picture journal

- Have students respond to a different writing prompt listed in the guide

After the Domain: Conclude the unit by reading a trade book as a way to make connections outside the Read-Aloud text. The book can be used as inspiration for a wide range of culminating projects and activities. Use one of the activities below to help extend and strengthen learning:

- Use a Venn diagram to compare and contrast domain content and the book.

- Create a T-chart with vocabulary from both the domain and the book.

- Have students respond with pictures and words in a journal entry, or respond to a different writing prompt listed in the guide.

- Discuss how and if the book helped students learn something new about the domain topic.

- Use the book as an anchor text for additional writing activities.

Domains and Trade Books by Grade Level

Kindergarten Trade Book Alignment	
Domain	**Title and Author**
Domain 1: Nursery Rhymes and Fables	*Hush: A Thai Lullaby* Minfong Ho
Domain 2: The Five Senses	*Rainbow Joe and Me* Maria Diaz Strom
Domain 3: Stories	*Red Riding Hood* James Marshall
Domain 4: Plants	*The Tiny Seed* Eric Carle
Domain 5: Farms	*The Cazuela That the Farm Maiden Stirred* Samantha R. Vamos
Domain 6: Native Americans	*D is for Drum* Michael Shoulders
Domain 7: Kings and Queens	*Princess Hyacinth* *(The Surprising Tale of a Girl Who Floated)* Florence Parry Heide
Domain 8: Seasons and Weather	*Thunder Cake* Patricia Polacco
Domain 9: Colonial Towns and Townspeople	*Ox-Cart Man* Donald Hall
Domain 10: Taking Care of the Earth	*The Wump World* Bill Peet
Domain 11: Presidents and American Symbols	*If I Were President* Catherine Stier

Hush: A Thai Lullaby

by Minfong Ho
Pictures by Holly Meade

(L)

● ● ● **QT: 600L**

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

● ● ○ **QL: 2**

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

● ○ ○ **RT: 1**

This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.

Summary: Lullabies and nursery rhymes are some of the oldest types of poems in history, created to teach, entertain, or help children fall asleep. In this fictional tale set in Thailand, a mother asks various nearby animals to stay quiet so her baby will continue to sleep. The story uses rhyme, rhythm, and a patterned story structure to build phonemic awareness, awareness of language, and new vocabulary. Onomatopoeia is used to describe the sounds each animal makes.

Essential Question

How are nursery rhymes similar to and different from stories?

Create a T-chart on the board and label one column *Same* and the other column *Different*. Guide a discussion about the similarities and differences between nursery rhymes and fictional stories and add students' contributions to the appropriate column on the chart. If needed, refer back to the book or to a story book to assist students in identifying similarities and differences. Key responses are listed below:

Same	Different
Tells a story Characters Main character Events Fictional or make believe	Rhyming words Can be a song

Vocabulary Routine

Tier 2 Vocabulary Words
weeping
peeping
drifts
lean
sty
sniffling
dozes

Performance Task

Read a passage from the text to each student and ask them to identify one of the characters and one set of rhyming words.

Students should be able to

- identify at least one character in the passage (e.g. mosquito, Baby, mother).

- identify at least one set of rhyming words in the passage (e.g. weeping, sleeping).

Writing Prompt

Have students use the following prompts to draw a picture about the book. If students are able, encourage them to label or write words on their picture.

- Draw a picture of one of the characters in the book.

- Draw a picture of two words that rhyme in the book.

Talking About Text

After the initial reading of the book, use the routine below to discuss additional text elements.

- Book Knowledge/Print Concepts

  - Discuss the front cover, back cover, and title page of the book. Explain the role of the author and illustrator.

  - Demonstrate holding the book right side up, turning pages correctly, and how reading words moves from top to bottom and left to right with a return sweep.

- Author's Purpose

  - Ask students why they think the author wrote the book. Accept all reasonable answers, (e.g. to tell a story). Students will gain a better understanding of text purposes over time.

- Author's Craft

  - Explain that authors choose words carefully to make what they write more interesting. Ask students what they noticed about the story, especially about the words or structure. Students are just starting to learn about text, so there is no expectation that they learn or use text terminology at this time.

    » Answers will vary but could include rhyme, repetition of words and lines, animal sounds, etc.