

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, connecting 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.

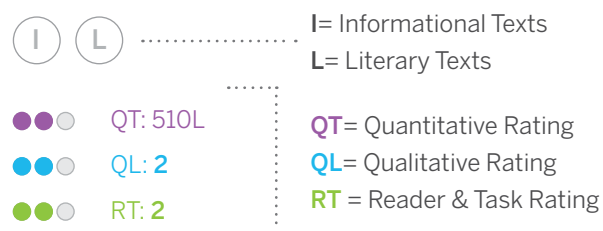


Recommended Instructional Routine

- 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 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, found 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.



Quantitative Rating Descriptors

QT 1: Read-Alouds with this rating generally have fewer, shorter 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/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 understand more)
- 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:

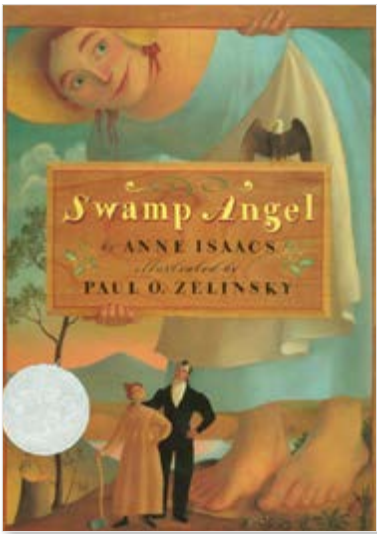
- Use a Venn diagram to compare and contrast domain content and the book.
- Create a T-chart with vocabulary from both the domain and the book.
- Have students respond with pictures and words in a journal entry, or respond to a different writing prompt listed in the guide.
- Discuss how and if the book 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

Grade 2 Trade Book Alignment	
Domain	Title and Author
Domain 1: Fairy Tales and Tall Tales	<i>Swamp Angel</i> Anne Isaacs
Domain 2: Early Asian Civilizations	<i>Ancient China</i> Mel Friedman
Domain 3: The Ancient Greek Civilization	<i>Pythagoras and the Ratios</i> Julie Ellis
Domain 4: Greek Myths	<i>King Midas and the Golden Touch</i> Charlotte Craft
Domain 5: The War of 1812	<i>The Star Spangled Banner in Translation</i> Elizabeth Raum
Domain 6: Cycles in Nature	<i>The Snowflake: A Water Cycle Story</i> Neil Waldman
Domain 7: Westward Expansion	<i>Dandelions</i> Eve Bunting
Domain 8: Insects	<i>Insect Bodies</i> Molly Aloian
Domain 9: The U.S. Civil War	<i>Aunt Harriet's Underground Railroad in the Sky</i> Faith Ringgold
Domain 10: Human Body	<i>Baby Doctor's Guide to Anatomy and Physiology</i> Baby Professor
Domain 11: Immigration	<i>Emma's Poem: The Voice of the Statue of Liberty</i> Linda Glaser
Domain 12: Fighting for a Cause	<i>For the Right to Learn: Malala Yousafzai's Story</i> Rebecca Langston-George

Grade 2: Domain 1

Swamp Angel



by Anne Isaacs
Illustrated by
Paul O. Zelinsky



●●● QT: 960L

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

●●● 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.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the program.

Summary: In this 1995 Caldecott Honor Book, Angelica Longrider, the greatest woodswoman in Tennessee, demonstrates both wit and strength. Born in 1815, she is already taller than her mother and builds her first log cabin at age two. At age twelve, she earns the nickname Swamp Angel when she saves the settlers' covered wagons from sinking in Dejection Swamp. One summer, the settlers organize a competition to get rid of a large, pesky bear called Thundering Tarnation. After no one else is able to stop Thundering Tarnation, Swamp Angel enters the competition and single-handedly saves the day.

Essential Question

What are the elements of fictional stories?

Create the following chart on the board. Explain that fictional stories all have common elements—character(s), setting, and plot. Remind students that the plot of a story includes a beginning, middle, and end. Complete the chart together, referencing the text as needed.

Title: Swamp Angel	
Main Character: Angelica Longrider (Swamp Angel)	Setting: Tennessee
Plot	Beginning Angelica Longrider, who was born in Tennessee, earns the nickname Swamp Angel by saving the settlers' covered wagons.
	Middle One summer, a huge bear causes the settlers a lot of problems, and nobody can stop him. Swamp Angel joins the competition to defeat the bear.
	End In a long, hard fight, Swamp Angel defeats the bear, feeding the settlers and spreading the bear's pelt across Montana to form Shortgrass Prairie.

Vocabulary Routine

Tier 2 Vocabulary Words

settlers
prowled
wily
reputation
taunt
muck
commenced

Performance Task

Have students list the key elements of a fictional story without referencing the above chart.

Students should be able to list three of the following elements:

- character
- setting
- beginning
- middle
- end
- plot

Writing Prompt

Have students write a series of sentences to describe the plot of the story. The sentences should include what happened in the beginning, middle, and end of the story. Encourage students to write in complete sentences.

Talking About Text

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

- Author's Purpose
 - Ask students why they think the author wrote the book. Accept all reasonable answers, such as to tell a story or to entertain. 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 exaggeration, descriptive words and phrases, dialogue, etc.
- Compare and Contrast Texts (after Domain 1, Lesson 5)
 - Have a discussion about the similarities and differences between *Swamp Angel* and Lesson 5, "Paul Bunyan." Create a Venn Diagram or other graphic organizer to complete during the discussion.