

Title/GRL/Lexile	Strands	Reading Objective	Science Objective	Vocabulary Words	Integrate Literacy and Science
<b>Birds</b> GRL A/BR190L	Life Science	Children retell key details of a text. CCSS: RI.K.2, RI.K.10	Children use a model to show how feathers keep birds dry. NGSS: K-LS1-1	beak, bird, feathers, wing	<ul style="list-style-type: none"> <li>Use the photos in a text to describe birds. CCSS: RI.K.7</li> <li>Compare and contrast kinds of birds. CCSS: RI.K.3</li> <li>Use the -s ending as a clue to the meaning of words in a science-related text. CCSS: L.K.4b</li> </ul>
<b>Fish</b> GRL A/BR210L	Life Science	Children identify the main topic of a text. CCSS: RI.K.2, RI.K.10	Children explore the characteristics of fish and how fish survive in the water. NGSS: K-LS1-1	fins, fish, gills, scales, tail	<ul style="list-style-type: none"> <li>Use the photos in a text to describe fish. CCSS: RI.K.7</li> <li>Compare and contrast kinds of fish. CCSS: RI.K.3</li> <li>Use the -s ending as a clue to the meaning of words in a science-related text. CCSS: L.K.4b</li> </ul>
<b>A Good Lunch</b> GRL A/50L	Life Science	Children identify the main topic of a text. CCSS: RI.K.2, RI.K.10	Children plan and evaluate healthful meals. NGSS: K-LS1-1	bread, fruit, lunch, some, vegetable	<ul style="list-style-type: none"> <li>Answer questions about key details in a science-related text. CCSS: RI.K.1</li> <li>Describe the relationship between photos and the text. CCSS: RI.K.7</li> <li>Gain a sense of the concept of food and sort words into this category. CCSS: L.K.5a</li> </ul>
<b>Plants</b> GRL A/BR150L	Life Science	Children retell key details of a text. CCSS: RI.K.2, RI.K.10	Children discover the uses of plants and the parts of a plant. NGSS: K-LS1-1	flower, leaf, roots, seed, stem	<ul style="list-style-type: none"> <li>Use the photos in a text to describe plants. CCSS: RI.K.7</li> <li>Compare and contrast kinds of plants. CCSS: RI.K.3</li> <li>Use the -s ending as a clue to the meaning of words in a science-related text. CCSS: L.K.4b</li> </ul>
<b>A Pond</b> GRL A/40L	Life and Earth Sciences	Children identify the main topic of a text. CCSS: RI.K.2, RI.K.10	Children explore feeding relationships among pond organisms. NGSS: K-LS1-1	duck, frog, pond, swan, turtle	<ul style="list-style-type: none"> <li>Compare animals that live near a pond. CCSS: RI.K.3</li> <li>Ask and answer questions about key details in a text. CCSS: RI.K.1</li> <li>Use photos to understand the meanings of content words. CCSS: L.K.4</li> </ul>
<b>Push or Pull?</b> GRL A/BR130L	Physical Science	Children classify and categorize pushes and pulls. CCSS: RI.K.3, RI.K.10	Children compare pushes and pulls, and they investigate their effects on matter. NGSS: K-PS2-1	push, pull	<ul style="list-style-type: none"> <li>Retell key details of a science-related text. CCSS: RI.K.2</li> <li>Describe the connection between photos and the text. CCSS: RI.K.7</li> <li>Understand verbs by relating them to their opposites. CCSS: L.K.5b</li> </ul>
<b>Solid or Liquid</b> GRL A/NP	Physical Science	Children classify and categorize solids and liquids. CCSS: RI.K.3, RI.K.10	Children compare and contrast solids and liquids, and they investigate solids and liquids using ice and water as examples. NGSS: 2-PS1-1	solid, liquid	<ul style="list-style-type: none"> <li>Retell key details of a science-related text. CCSS: RI.K.2</li> <li>Sort common objects into the categories solid and liquid. CCSS: L.K.5a</li> </ul>
<b>Sounds</b> GRL A/20L	Physical Science	Children retell key details of a text. CCSS: RI.K.2, RI.K.10	Children identify and distinguish different types of sounds. NGSS: 1-PS4-1	boom, clap, drip, snip, tap	<ul style="list-style-type: none"> <li>Answer questions about key details. CCSS: RI.K.1</li> <li>Describe the relationship between photos and the text to better understand sounds. CCSS: RI.K.7</li> <li>Identify new meanings for familiar words that name sounds. CCSS: L.K.4a</li> </ul>
<b>Weather</b> GRL A/60L	Physical and Earth Sciences	Children classify and categorize the weather. CCSS: RI.K.3, RI.K.10	Children observe and classify properties of the weather. NGSS: K-ESS2-1	foggy, rainy, snowy, sunny, windy	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.K.1</li> <li>Define the role of the author and photographer in presenting a science topic. CCSS: RI.K.6</li> <li>Use the ending -y as a clue to the meaning of words that describe the weather. CCSS: L.K.4b</li> </ul>
<b>What Animals Need</b> GRL A/BR70L	Life and Earth Sciences	Children retell key details of a text. CCSS: RI.K.2, RI.K.10	Children define the basic needs of animals, and discuss what happens when animals do not meet their needs. NGSS: K-LS1-1	air, food, need, sleep, water	<ul style="list-style-type: none"> <li>Answer questions about key details. CCSS: RI.K.1</li> <li>Compare two different animals. CCSS: RI.K.3</li> <li>Use the -s ending as a clue to the meaning of words in a science-related text. CCSS: L.K.4b</li> </ul>
<b>What Can Heat Do?</b> GRL A/BR70L	Physical Science	Children identify cause-and-effect relationships. CCSS: RI.K.3, RI.K.10	Children classify objects according to their temperature, and they compare the flow of heat through different materials. NGSS: K-PS3-1, K-PS3-2	bake, boil, dry, melt, pop	<ul style="list-style-type: none"> <li>Retell key details of a science text. CCSS: RI.K.2</li> <li>Describe photos in a text. CCSS: RI.K.7</li> <li>Sort objects into categories. CCSS: L.K.5a</li> </ul>

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<b>What's Round?</b> GRL A/10L	Engineering Design	Children retell key details of a text. CCSS: RI.K.2, RI.K.10	Children identify circles and use measurement tools to define a circle. NGSS: K-2-ETS1-2	cake, circle, pizza, tire, world	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.K.1</li> <li>Define the role of the author and photographer in presenting a science topic. CCSS: RI.K.6</li> <li>Identify real-life connections between words and their use. CCSS: L.K.5c</li> </ul>
<b>Will It Roll?</b> GRL A/BR180L	Engineering Design and Physical Science	Children identify the main topic of a text. CCSS: RI.K.2, RI.K.10	Children explore the properties of rolling objects and the uses of these objects. NGSS: K-2-ETS1-3	roll	<ul style="list-style-type: none"> <li>Compare and contrast information. CCSS: RI.K.3</li> <li>Define the role of the author and photographer in presenting a science topic. CCSS: RI.K.6</li> <li>Act out meanings of verbs that describe similar actions. CCSS: L.K.5d</li> </ul>
<b>Ants</b> GRL B/0L	Life and Earth Sciences	Children retell key details of a text. CCSS: RI.K.2, RI.K.10	Children explore the characteristics of insects. NGSS: 2-LS4-1	build, carry, climb, dig, march	<ul style="list-style-type: none"> <li>Compare and contrast information. CCSS: RI.K.3</li> <li>Describe the relationship between photos and the text. CCSS: RI.K.7</li> <li>Act out meanings of verbs that describe similar actions. CCSS: L.K.5d</li> </ul>
<b>At the Beach</b> GRL B/BR10L	Life and Earth Sciences	Children use picture clues to understand words in a text. CCSS: RI.K.4, RI.K.10	Children classify objects that belong or do not belong at a beach, and they use a model to show the advantages of laying eggs in beach sand. NGSS: K-ESS2-2	castle, crab, sand, shell, starfish	<ul style="list-style-type: none"> <li>Compare and contrast information. CCSS: RI.K.3</li> <li>Define the role of the author and photographer in presenting a science topic. CCSS: RI.K.6</li> <li>Act out meanings of verbs that describe similar actions. CCSS: L.K.5d</li> </ul>
<b>Fall</b> GRL B/30L	Earth and Life Sciences	Children use picture clues to understand words in a text. CCSS: RI.K.4, RI.K.10	Children describe the characteristics of the fall season and use a model to show how leaves change color in the fall. NGSS: K-ESS2-1	apple, berry, fall, geese, pumpkin	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a science-related text. CCSS: RI.K.1</li> <li>Define the role of the author in presenting a science topic. CCSS: RI.K.6</li> <li>Identify real-life connections between words and their use. CCSS: L.K.5c</li> </ul>
<b>How Are They Alike?</b> GRL B/130L	Life Science	Children identify the main topic of a text. CCSS: RI.K.2, RI.K.10	Children compare and contrast parents and their young. NGSS: 1-LS3-1	chick, crocodile, cub, flamingo, lion	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.K.1</li> <li>Define the role of the author and photographer in presenting a science topic. CCSS: RI.K.6</li> <li>Use words acquired through reading a science-related text. CCSS: L.K.6</li> </ul>
<b>In Spring</b> GRL B/BR20L	Earth and Life Sciences	Children retell key details of a text. CCSS: RI.K.2, RI.K.10	Children describe the characteristics of the spring season and investigate the effect of spring weather on seeds and plants. NGSS: K-ESS2-1, K-LS1-1	bud, duckling, grass, rain, spring	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a science-related text. CCSS: RI.K.1</li> <li>Compare and contrast information. CCSS: RI.K.3</li> <li>Use the -s ending as a clue to the meaning of words in a science-related text. CCSS: L.K.4b</li> </ul>
<b>Insects</b> GRL B/BR150L	Life Science	Children identify the main topic of a text. CCSS: RI.K.2, RI.K.10	Children use insects as examples to describe and explain camouflage. NGSS: 1-LS1-2	insect	<ul style="list-style-type: none"> <li>Use the photos in a text to describe insects. CCSS: RI.K.7</li> <li>Compare and contrast kinds of insects. CCSS: RI.K.3</li> <li>Use the -s ending as a clue to the meaning of words in a science-related text. CCSS: L.K.4b</li> </ul>
<b>Look at the Sky</b> GRL B/70L	Earth Science	Children compare and contrast information about the day and night sky. CCSS: RI.K.3, RI.K.10	Children draw images of a typical day sky and night sky. NGSS: 1-ESS1-1 Children make a model to show the cycle of day and night. NGSS: 1-ESS1-1	morning, moon, night, noon, sun	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a science text. CCSS: RI.K.1</li> <li>Describe how photos of the sky connect to the text. CCSS: RI.K.7</li> <li>Use photos to understand the meanings of content words. CCSS: L.K.4</li> </ul>
<b>Shadows Change</b> GRL B/150L	Earth and Physical Sciences	Children retell key details of a text. CCSS: RI.K.2, RI.K.10	Children use a simple sundial to compare the lengths of shadows during the day. NGSS: K-PS3-1, 1-ESS1-1	afternoon, evening, noon, shadow, size	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.K.1</li> <li>Define the role of the author and photographer in presenting a science topic. CCSS: RI.K.6</li> <li>Use the -s ending as a clue to the meaning of words in a science-related text. CCSS: L.K.4b</li> </ul>
<b>Snow</b> GRL B/BR10L	Earth Science	Children use picture clues to understand words in a text. CCSS: RI.K.4, RI.K.10	Children use a model to compare the effects of snow and rain on an environment. NGSS: K-ESS2-1	cold, house, over, snow, street	<ul style="list-style-type: none"> <li>Ask and answer questions about key details related to snow. CCSS: RI.K.1</li> <li>Understand adjectives by relating them to their opposites. CCSS: L.K.5b</li> </ul>
<b>Take Another Look</b> GRL B/90L	Life Science	Children use picture clues to understand words in a text. CCSS: RI.K.4, RI.K.10	Children explore the sense of sight by studying optical illusions and by comparing the appearance of objects to their distance. NGSS: K-2-ETS1-1	another, bee, butterfly, look, meadow	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.K.1</li> <li>Define the role of the author and photographer in presenting a science topic. CCSS: RI.K.6</li> <li>Determine the meaning of unknown science-related words. CCSS: L.K.4</li> </ul>

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<b>Tell What You See</b> GRL B/100L	Earth, Life, and Physical Sciences	Children compare and contrast information. CCSS: RI.K.3, RI.K.10	Children practice the skill of describing objects. NGSS: K-2-ETS1-1	moss, pebble, rock, sand, trunk	<ul style="list-style-type: none"> <li>Retell key details in a text. CCSS: RI.K.2</li> <li>Define the role of the author and photographer in presenting a science topic. CCSS: RI.K.6</li> <li>Clarify the meaning of unknown words using picture clues. CCSS: L.K.4</li> </ul>
<b>We Use Light</b> GRL B/0L	Physical Science	Children identify the main topic of a text. CCSS: RI.K.2, RI.K.10	Children compare objects to their shadows. NGSS: K-PS3-1, ESS1-1	flashlight, lamp, screen, sign, sun	<ul style="list-style-type: none"> <li>Ask and answer questions about how we use light. CCSS: RI.K.1</li> <li>Compare and contrast different sources of light. CCSS: RI.K.3</li> <li>Clarify the meaning of unknown words using picture clues. CCSS: L.K.4</li> </ul>
<b>What Can Fly?</b> GRL B/BR40L	Life Science	Children identify the main topic of a text. CCSS: RI.K.2, RI.K.10	Children compare things that fly with things that do not fly, and they discuss the role of wings. NGSS: 1-LS1-1	bat, bee, butterfly, ladybug, moth	<ul style="list-style-type: none"> <li>Identify the front cover, back cover, and title page of the book. CCSS: RI.K.5</li> <li>Explain the connection between the text and photos of animals that fly. CCSS: RI.K.7</li> <li>Act out meanings of verbs that describe similar actions. CCSS: L.K.5d</li> </ul>
<b>What Floats</b> GRL B/BR190L	Physical and Life Sciences	Children classify and categorize things that float and do not float. CCSS: RI.K.3, RI.K.10	Children predict whether or not objects will float, and they test their predictions. NGSS: K-PS2-1	float	<ul style="list-style-type: none"> <li>Retell key details of a science-related text. CCSS: RI.K.2</li> <li>Identify the objects in the text that the photos shows. CCSS: RI.K.7</li> <li>Understand adjectives by relating them to their opposites. CCSS: L.K.5b</li> </ul>
<b>Who Is a Scientist?</b> GRL B/170L	Life and Earth Sciences	Children identify the main topic of a text. CCSS: RI.K.2, RI.K.10	Children discover the variety of work that scientists do, and they practice the skill of asking questions. NGSS: K-2-ETS1-1	find, look, study, watch, work	<ul style="list-style-type: none"> <li>Ask and answer questions about key details. CCSS: RI.K.1</li> <li>Identify the reasons an author gives to support points in a text. CCSS: RI.K.8</li> <li>Act out meanings of verbs that describe similar actions. CCSS: L.K.5d</li> </ul>
<b>Will It Come Down?</b> GRL B/70L	Physical and Life Sciences and Engineering Design	Children classify and categorize objects that gravity pulls to Earth. CCSS: RI.K.3, RI.K.10	Children compare the falling times of different objects. NGSS: K-PS2-1	airplane, ball, down, feather, leaf	<ul style="list-style-type: none"> <li>Retell key details of a science-related text. CCSS: RI.K.2</li> <li>Identify the objects in the text that the photos show. CCSS: RI.K.7</li> <li>Understand adjectives by relating them to their opposites. CCSS: L.K.5b</li> </ul>
<b>All Kinds of Energy</b> GRL C/250L	Physical Science	Children identify cause-and-effect relationships. CCSS: RI.K.3, RI.K.10	Children match an object to the form of energy it uses, and they investigate how energy can change forms. NGSS: 1-PS4-1	bake, crisp, dough, heat, whole	<ul style="list-style-type: none"> <li>Answer questions about key details in a text. CCSS: RI.K.1</li> <li>Describe the relationship between photos and the text. CCSS: RI.K.7</li> <li>Act out meanings of verbs that describe similar actions. CCSS: L.K.5d</li> </ul>
<b>Bubbles</b> GRL C/0L	Physical Science	Children identify the main topic of a text. CCSS: RI.K.2, RI.K.10	Children observe the chemical changes that can form bubbles in a liquid. NGSS: 2-PS1-1	air, bubble, hair, sink, tank	<ul style="list-style-type: none"> <li>Identify cause-and-effect relationships. CCSS: RI.K.3</li> <li>Define the role of the author and photographer in presenting a science topic. CCSS: RI.K.6</li> <li>Identify new meanings for familiar words. CCSS: L.K.4a</li> </ul>
<b>Don't Use Too Much!</b> GRL C/330L	Earth Science and Engineering Design	Children retell key details of a text. CCSS: RI.K.2, RI.K.10	Children discuss recycling and other strategies for conserving resources. NGSS: K-ESS3-3	careful, recycle, resource, tap, waste	<ul style="list-style-type: none"> <li>Answer questions about key details in a text. CCSS: RI.K.1</li> <li>Describe the relationship between photos and the text. CCSS: RI.K.7</li> <li>Gain a sense of the concept of resources and sort words into this category. CCSS: L.K.5a</li> </ul>
<b>Everyone Eats</b> GRL C/100L	Life and Earth Sciences	Children use context clues to answer questions about unknown words. CCSS: RI.K.4, RI.K.10	Children draw lines to match an animal with its food. NGSS: K-LS1-1 Children make a bird feeder and observe the birds or other animals that visit it. NGSS: K-LS1-1	bug, giraffe, ice cream, nut, worm	<ul style="list-style-type: none"> <li>Ask and answer questions about key details related to what animals eat. CCSS: RI.K.1</li> <li>Gain a sense of the concept of food and sort words into this category. CCSS: L.K.5a</li> </ul>
<b>Fold, Cut, Mix</b> GRL C/200L	Physical Science and Engineering Design	Children identify cause-and-effect relationships. CCSS: RI.K.3, RI.K.10	Children compare and contrast paper chains made from one sheet of paper. NGSS: K-2-ETS1-2, K-2-ETS1-3	change, cut, fold, mix, shape	<ul style="list-style-type: none"> <li>Identify the main idea and retell key details of a text. CCSS: RI.K.2</li> <li>Identify the reasons an author gives to support points in a text. CCSS: RI.K.8</li> <li>Understand adjectives by relating them to their opposites. CCSS: L.K.5b</li> </ul>
<b>Measure It</b> GRL C/350L	Earth, Life, and Physical Sciences	Children categorize and classify information. CCSS: RI.K.3, RI.K.10	Children use a ruler to measure lines and objects. NGSS: 2-PS1-1	compare, count, footprint, heavy, puddle	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.K.1</li> <li>Define the role of the author and photographer in presenting a science topic. CCSS: RI.K.6</li> <li>Identify new meanings for familiar words. CCSS: L.K.4a</li> </ul>
<b>Name That Animal</b> GRL C/60L	Life Science	Children classify and categorize information. CCSS: RI.K.3, RI.K.10	Children classify animals into groups. NGSS: 2-LS4-1	bird, fish, insect, mammal, reptile	<ul style="list-style-type: none"> <li>Answer questions about key details in a text. CCSS: RI.K.1</li> <li>Describe the relationship between photos and the text. CCSS: RI.K.7</li> <li>Identify new meanings for familiar words. CCSS: L.K.4a</li> </ul>

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<b>Patterns</b> GRL C/80L	Life and Earth Sciences	Children use picture clues to understand words in a text. CCSS: RI.K.4, RI.K.10	Children analyze and complete patterns, and they design new patterns. NGSS: 2-PS1-1 (Cross-Cutting Concept: Patterns); CCSS.Math.Content.1.G.A.1, 2.G.A.2	flower, lake, pattern, snake, web	<ul style="list-style-type: none"> <li>• Answer questions about key details in a text. CCSS: RI.K.1</li> <li>• Compare two pieces of information in a text. CCSS: RI.K.3</li> <li>• Determine the meaning of unknown science-related words. CCSS: L.K.4</li> </ul>
<b>A River Changes</b> GRL C/330L	Earth and Life Sciences	Children retell key details of a text. CCSS: RI.K.2, RI.K.10	Children make and analyze a model of a mountain, river, and lake. NGSS: 2-ESS2-2, 2-ESS2-3	deep, dry, melt, mountain, river	<ul style="list-style-type: none"> <li>• Answer questions about key details in a text. CCSS: RI.K.1</li> <li>• Compare pieces of information in a text. CCSS: RI.K.3</li> <li>• Identify real-life connections between words and their use. CCSS: L.K.5c</li> </ul>
<b>Squares Everywhere</b> GRL C/60L	Engineering Design	Children use picture clues to understand words in a text. CCSS: RI.K.4, RI.K.10	Children identify and describe squares. NGSS: 2-PS1-1 (Cross-Cutting Concept: Patterns); CCSS.Math.Content.1.G.A.2	floor, hopscotch, sidewalk, square, window	<ul style="list-style-type: none"> <li>• Retell key details of a text. CCSS: RI.K.2</li> <li>• Describe the relationship between photos and the text. CCSS: RI.K.7</li> <li>• Use the -s ending as a clue to the meaning of words in a science-related text. CCSS: L.K.4b</li> </ul>
<b>Up, Down, All Around</b> GRL C/250L	Physical Science	Children retell key details of a text. CCSS: RI.K.2, RI.K.10	Children compare the physical properties of several objects. NGSS: 2-PS1-1	hoop, path, pinwheel, snowboard, zigzag	<ul style="list-style-type: none"> <li>• Answer questions about key details in a text. CCSS: RI.K.1</li> <li>• Determine causes and effects of different motions. CCSS: RI.K.3</li> <li>• Understand adjectives by relating them to their opposites. CCSS: L.K.5b</li> </ul>
<b>Using Tools</b> GRL C/BR30L	Engineering Design	Children classify and categorize information. CCSS: RI.K.3, RI.K.10	Children use tools to observe a pattern and identify objects. NGSS: K-2-EST1-1	cook, eat, fix, mix, tool	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text. CCSS: RI.K.</li> <li>• Identify the main topic of a text. CCSS: RI.K.2</li> <li>• Act out meanings of verbs that describe similar actions. CCSS: L.K.5d</li> </ul>
<b>What Our Senses Tell Us</b> GRL C/280L	Life Science	Children retell key details of a text. CCSS: RI.K.2, RI.K.10	Children describe senses, and they use the senses of touch, hearing, and smell to identify an object. NGSS: 2-PS1-1	market, parade, picnic, taste, touch	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text. CCSS: RI.K.1</li> <li>• Describe the relationship between photos and the text. CCSS: RI.K.7</li> <li>• Identify new meanings for familiar words. CCSS: L.K.4a</li> </ul>
<b>Wheels</b> GRL C/0L	Engineering Design	Children retell key details of a text. CCSS: RI.K.2, RI.K.10	Children describe wheels and investigate how wheels are used in a model car. NGSS: 2-PS1-2, K-2-EST1-3	bike, bus, ground, move, train	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text. CCSS: RI.K.1</li> <li>• Define the role of the author and photographer in presenting a science topic. CCSS: RI.K.6</li> <li>• Use the -s ending as a clue to the meaning of words in a science-related text. CCSS: L.K.4b</li> </ul>
<b>Who Lives in a Tree?</b> GRL C/10L	Life and Earth Sciences	Children use picture clues to understand words in a text. CCSS: RI.K.4, RI.K.10	Children observe, identify, and describe examples of animals that live in trees. NGSS: 2-LS4-1	bird, caterpillar, live, tree, sometimes	<ul style="list-style-type: none"> <li>• Retell key details of a text. CCSS: RI.K.2</li> <li>• Compare and contrast information. CCSS: RI.K.3</li> <li>• Gain a sense of the concept of being alive and sort words into this category. CCSS: L.K.5a</li> </ul>
<b>Wonderful Water</b> GRL C/270L	Physical Science	Children retell key details of a text. CCSS: RI.K.2, RI.K.10	Children describe water as a solid, liquid, and gas, and they investigate how different materials soak up or repel water. NGSS: 2-PS1-1, 2-PS1-2, 2-ESS2-3	flow, freeze, splash, strong, thick	<ul style="list-style-type: none"> <li>• Recognize causes and effects. CCSS: RI.K.3</li> <li>• Identify the reasons an author gives to support points in a text. CCSS: RI.K.8</li> <li>• Determine the meaning of unknown words. CCSS: L.K.4</li> </ul>
<b>Air</b> GRL D/310L	Earth and Physical Sciences	Children retell key details of a text. CCSS: RI.K.2, RI.K.10	Children describe air and its effects, and they use bubble wrap to investigate the compressibility of air. NGSS: 2-PS1-2, K-2-EST1-3	danger, important, pump, smell, windmill	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text. CCSS: RI.K.1</li> <li>• Define the role of the author and photographer in presenting a science topic. CCSS: RI.K.6</li> <li>• Identify real-life connections between words and their use. CCSS: L.K.5c</li> </ul>
<b>Animals Hide</b> GRL D/120L	Life Science	Children classify and categorize information. CCSS: RI.K.3, RI.K.10	Children use zebras as a model to investigate and describe camouflage. NGSS: 2-LS4-1, K-ESS3-1	cave, hide, reed, reef, weed	<ul style="list-style-type: none"> <li>• Answer questions about key details in a text. CCSS: RI.K.1</li> <li>• Describe the relationship between photos and the text. CCSS: RI.K.7</li> <li>• Determine the meaning of unknown science-related words. CCSS: L.K.4</li> </ul>
<b>Baby Animals</b> GRL D/90L	Life Science	Children use context clues to understand words in a text. CCSS: RI.K.4, RI.K.10	Children identify baby animals and compare them with the parent animals. NGSS: 1-LS3-1	cub, fawn, foal, kitten, puppy	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text. CCSS: RI.K.</li> <li>• Identify the main topic of a text. CCSS: RI.K.2</li> <li>• Use the -s ending as a clue to the meaning of words in a science-related text. CCSS: L.K.4b</li> </ul>

Title/GRL/Lexile	Strands	Reading Objective	Science Objective	Vocabulary Words	Integrate Literacy and Science
<b>A Cub's First Year</b> GRL D/360L	Life Science	Children recognize a sequence of events. CCSS: RI.K.3, RI.K.10	Children stage a dramatic reading to describe events in the life of a bear cub. NGSS: 1-LS1-2, 2-LS4-1	born, bud, den, nut, seed	<ul style="list-style-type: none"> <li>Define the role of the author and photographer in presenting a science topic. CCSS: RI.K.6</li> <li>Describe the relationship between photos and the text. CCSS: RI.K.7</li> <li>Understand adjectives by relating them to their opposites. CCSS: L.K.5b</li> </ul>
<b>The Force of Gravity</b> GRL D/350L	Physical Science and Engineering Design	Children retell key details of a text. CCSS: RI.K.2, RI.K.10	Children describe gravity and investigate its effects on different materials. NGSS: K-PS2-1, 2-PS1-1	flow, quick, roll, slide, steep	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.K.1</li> <li>Recognize cause-and-effect relationships. CCSS: RI.K.3</li> <li>Determine the meaning of unknown science-related words. CCSS: L.K.4</li> </ul>
<b>A Good Place to Live</b> GRL D/430L	Life and Earth Sciences	Children classify and categorize information. CCSS: RI.K.3, RI.K.10	Children investigate earthworms in a terrarium to show how earthworms respond to their environment. NGSS: 2-LS4-1	desert, forest, grassland, special, swamp	<ul style="list-style-type: none"> <li>Answer questions about key details in a text. CCSS: RI.K.1</li> <li>Describe the relationship between photos and the text. CCSS: RI.K.7</li> <li>Identify real-life connections between words and their use. CCSS: L.K.5c</li> </ul>
<b>In Summer</b> GRL D/200L	Earth and Life Sciences	Children identify the main topic of a text. CCSS: RI.K.2, RI.K.10	Children describe summer weather and its effects on plants, animals, and daily life. NGSS: 1-ESS1-2, 2-ESS1-1, K-ESS2-1	cool, shady, sprinkler, summer, umbrella	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.K.1</li> <li>Describe the relationship between photos and the text in which they appear. CCSS: RI.K.7</li> <li>Identify new meanings for familiar words. CCSS: L.K.4a</li> </ul>
<b>Our Earth</b> GRL D/130L	Life and Earth Sciences	Children classify and categorize information. CCSS: RI.K.3, RI.K.10	Children stage a dramatic reading to describe Earth's water, air, land, and living things. NGSS: 2-ESS2-3, 2-LS4-1	air, care, flower, give, home	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.K.1</li> <li>Define the role of the author and photographer in presenting a science topic. CCSS: RI.K.6</li> <li>Use the -s ending as a clue to the meaning of words in a science-related text. CCSS: L.K.4b</li> </ul>
<b>Parts Work Together</b> GRL D/260L	Engineering Design	Children identify the main topic of a text. CCSS: RI.K.2, RI.K.10	Children use specific parts to design a model of a shade structure. NGSS: K-PS3-2, K-2-ETS1-2, K-2-ETS1-3	clock, hood, lace, leg, rung	<ul style="list-style-type: none"> <li>Define the role of the author and photographer in presenting a science topic. CCSS: RI.K.6</li> <li>Describe the relationship between photos and the text in which they appear. CCSS: RI.K.7</li> <li>Use the -s ending as a clue to the meaning of words in a science-related text. CCSS: L.K.4b</li> </ul>
<b>Plant Parts We Eat</b> GRL D/290L	Life and Earth Sciences	Children classify and categorize information. CCSS: RI.K.3, RI.K.10	Children identify, describe, and compare examples of foods that come from plants. NGSS: 1-LS1-1	covering, leaf, part, root, seed	<ul style="list-style-type: none"> <li>Retell key details of a text. CCSS: RI.K.2</li> <li>Define the role of the author and photographer in presenting a science topic. CCSS: RI.K.6</li> <li>Use the -s ending as a clue to the meaning of words in a science-related text. CCSS: L.K.4b</li> </ul>
<b>Water Changes</b> GRL D/0L	Physical and Earth Sciences	Children retell key details of a text. CCSS: RI.K.2, RI.K.10	Children identify and describe the three states of water, and they investigate how water changes state in the processes of evaporation and condensation. NGSS: 2-ESS2-3, 2-PS1-1	change, fog, hail, ice, next	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.K.1</li> <li>Define the role of the author and photographer in presenting a science topic. CCSS: RI.K.6</li> <li>Gain a sense of the concept of weather and sort words into this category. CCSS: L.K.5a</li> </ul>
<b>What Comes from Nature?</b> GRL D/450L	Earth Science	Children classify and categorize information. CCSS: RI.K.3, RI.K.10	Children identify the natural sources of common objects or materials, and they work together to design an invention from specified materials. NGSS: K-2-ETS1-1, K-2-ETS1-2	clip, coat, drip, knit, leak	<ul style="list-style-type: none"> <li>Retell key details of a text. CCSS: RI.K.2</li> <li>Describe the relationship between photos and the text in which they appear. CCSS: RI.K.7</li> <li>Understand adjectives by relating them to their opposites. CCSS: L.K.5b</li> </ul>
<b>What Will I Use?</b> GRL D/70L	Engineering Design	Children retell key details of a text. CCSS: RI.K.2, RI.K.10	Children define and observe examples of mixtures, and they investigate how tools can be used to separate mixtures. NGSS: K-2-ETS1-1, K-2-ETS1-3, 2-PS1-1	carry, choose, log, sand, use	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.K.1</li> <li>Describe the relationship between photos and the text in which they appear. CCSS: RI.K.7</li> <li>Act out meanings of verbs that describe similar actions. CCSS: L.K.5d</li> </ul>
<b>What's Alive?</b> GRL D/90L	Life and Earth Sciences	Children classify and categorize information. CCSS: RI.K.3, RI.K.10	Children classify things as living and nonliving, and they discuss the characteristics of living things. NGSS: K-LS1-1	alive, barn, bench, fish, hay	<ul style="list-style-type: none"> <li>Retell key details of a text. CCSS: RI.K.2</li> <li>Describe the relationship between photos and the text in which they appear. CCSS: RI.K.7</li> <li>Understand adjectives by relating them to their opposites. CCSS: L.K.5b</li> </ul>

Title/GRL/Lexile	Strands	Reading Objective	Science Objective	Vocabulary Words	Integrate Literacy and Science
<b>Where's the Frog?</b> GRL D/280L	Life and Earth Sciences	Children use picture clues to understand words in a text. CCSS: RI.K.4, RI.K.10	Children identify and describe the characteristics of frogs, and they discuss how frogs survive in their environment. NGSS: K-LS1-1, 2-LS4-1, 1-LS1-1	behind, inside, lily pad, mushroom, under	<ul style="list-style-type: none"> <li>Retell key details of a text. CCSS: RI.K.2</li> <li>Compare and contrast information about frogs. CCSS: RI.K.3</li> <li>Identify new meanings for familiar words. CCSS: L.K.4a</li> </ul>
<b>Who Was Here?</b> GRL D/170L	Earth and Life Sciences	Children identify cause-and-effect relationships. CCSS: RI.K.3, RI.K.10	Children use a model to investigate how animals can change the land, and they survey their neighborhood for signs of changes that animals cause. NGSS: K-ESS2-2, K-ESS3-1	acorn, bark, dam, hole, teeth	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.K.1</li> <li>Describe the relationship between photos and the text in which they appear. CCSS: RI.K.7</li> <li>Determine the meaning of unknown science-related words. CCSS: L.K.4</li> </ul>
<b>About Earth</b> GRL E/310L	Earth Science	Children classify and categorize information. CCSS: RI.1.3, RI.1.10	Children investigate a mixture of sand, soil, and water to demonstrate how Earth materials tend to form layers. NGSS: 2-PS1-1, 2-ESS2-2	almost, body, cover, salt water, still	<ul style="list-style-type: none"> <li>Retell the main topic and key details of a text. CCSS: RI.1.2</li> <li>Distinguish between information provided by pictures and information provided by the words in a text. CCSS: RI.1.6</li> <li>Use the suffix -y as a clue to the meaning of a word. CCSS: L.1.4b</li> </ul>
<b>All Kinds of Change</b> GRL E/340L	Physical Science	Children identify cause-and-effect relationships. CCSS: RI.1.3, RI.1.10	Children analyze the properties of various materials, and they select materials to construct useful objects. NGSS: 2-PS1-1, K-2-ETS1-2	amount, clay, rubber, shape, weight	<ul style="list-style-type: none"> <li>Retell key details of a text. CCSS: RI.1.2</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Sort words into categories to gain a sense of the concepts the categories represent. CCSS: L.1.5a</li> </ul>
<b>Fast or Slow</b> GRL E/350L	Physical Science	Children compare and contrast information. CCSS: RI.1.3, RI.1.10	Children use timing devices to compare the speeds of moving objects. NGSS: K-PS2-1, K-PS2-2	different, less, most, much, some	<ul style="list-style-type: none"> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Identify the reasons an author gives to support points in a text. CCSS: RI.1.8</li> <li>Use the ending -er as a clue to the meaning of a word. CCSS: L.1.4b</li> </ul>
<b>Grow, Seed, Grow</b> GRL E/250L	Life Science	Children recognize a sequence of events. CCSS: RI.1.3, RI.1.10	Children observe seeds as they germinate, and compare the seeds to the plants they produce. NGSS: 2-LS2-1, 2-LS4-1	grow, leaves, root, seed, shoot	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Use the photos in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Determine the meaning of unknown science-related words. CCSS: L.1.4</li> </ul>
<b>Hard as a Rock</b> GRL E/320L	Physical Science	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children plan, design, and construct a device to protect delicate objects from breaking. NGSS: K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3	bend, break, crab, scratch, soft	<ul style="list-style-type: none"> <li>Distinguish between information provided by photos and information provided by words in a text. CCSS: RI.1.6</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Act out meanings of verbs that differ in manner. CCSS: L.1.5d</li> </ul>
<b>How Animals Stay Safe</b> GRL E/370L	Life Science	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children use colored drawings of butterflies to investigate camouflage and warning coloration. NGSS: K-ESS3-1, 2-LS4-1	poison, predator, quill, shell, warn	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Recognize cause-and-effect relationships. CCSS: RI.1.3</li> <li>Use context as a clue to the meaning of a word. CCSS: L.1.4a</li> </ul>
<b>How Sea Animals Move</b> GRL E/330L	Life Science	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children analyze the body parts of animals to infer how the animals move, and they physically recreate animal movements. NGSS: 2-LS4-1, K-ESS3-1	bottom, center, crawl, grip, suck	<ul style="list-style-type: none"> <li>Compare and contrast information in a text. CCSS: RI.1.3</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Act out meanings of verbs that differ in manner. CCSS: L.1.5d</li> </ul>
<b>In the Woods</b> GRL E/370L	Life and Earth Sciences	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children read the lines of a play that illustrates a food chain. NGSS: K-LS1-1, K-ESS3-1, 2-LS4-1	berry, leaf, nest, twig, plant	<ul style="list-style-type: none"> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Use context to clarify the meanings of words. CCSS: L.1.4a</li> </ul>
<b>Light All Around Us</b> GRL E/310L	Physical Science	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children use colored drawings and colored filters to investigate light and color. NGSS: 1-PS4-3	block, clear, shadow, tank, through	<ul style="list-style-type: none"> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Identify root words and their inflectional forms. CCSS: L.1.4c</li> </ul>
<b>Magnets</b> GRL E/200L	Physical Science and Engineering Design	Children compare and contrast information. CCSS: RI.1.3, RI.1.10	Children investigate the shapes, strengths, and pulling spaces of magnets. NGSS: K-PS2-1	bell, magnet, many, paper clip, shape	<ul style="list-style-type: none"> <li>Use text features to locate information. CCSS: RI.1.5</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Choose between adjectives differing in intensity. CCSS: L.1.5d</li> </ul>

Title/GRL/Lexile	Strands	Reading Objective	Science Objective	Vocabulary Words	Integrate Literacy and Science
<b>Pull It, Push It</b> GRL E/250L	Physical Science	Children identify the main topic of a text. CCSS: RI.1.2, RI.1.10	Children design a device to move a book without touching it. NGSS: K-PS2-1, K-PS2-2, 2-PS1-2	cart, easier, hay, sled, stroller	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Compare and contrast information. CCSS: RI.1.3</li> <li>Use context as a clue to the meaning of a word. CCSS: L.1.4a</li> </ul>
<b>Spiders</b> GRL E/170L	Life Science	Children compare and contrast information. CCSS: RI.1.3, RI.1.10	Children describe spiders and compare spiders with insects. NGSS: 2-LS4-1	burrow, hairy, smooth, spot, stripe	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Use text features to locate information. CCSS: RI.1.5</li> <li>Sort words into categories to gain a sense of the concepts the categories represent. CCSS: L.1.5a</li> </ul>
<b>The Sun</b> GRL E/80L	Earth and Physical Sciences	Children identify cause-and-effect relationships. CCSS: RI.1.3, RI.1.10	Children use a ball and flashlight to represent day and night on Earth. NGSS: 1-ESS1-1	face, grow, morning, sunset, warm	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Distinguish shades of meaning among adjectives. CCSS: L.1.5d</li> </ul>
<b>Tails</b> GRL E/110L	Life Science	Children use picture clues to understand words in a text. CCSS: RI.1.4, RI.1.10	Children read the lines of a play that compares a variety of animals' tails and describes tails as adaptations. NGSS: 2-LS4-1, K-LS1-1	cling, hop, slap, swat, swing	<ul style="list-style-type: none"> <li>Compare and contrast the tails of different animals. CCSS: RI.1.3</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Act out the meanings of verbs to distinguish shades of meaning. CCSS: L.1.5d</li> </ul>
<b>Where Is Water?</b> GRL E/390L	Earth Science	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children use a globe to identify and discuss bodies of water, and they discuss their experiences with Earth's water with their families. NGSS: 2-ESS2-2, 2-ESS2-3	body, flow, fresh, near, still	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Identify the reasons an author gives to support points in a text. CCSS: RI.1.8</li> <li>Use context as a clue to the meaning of a word. CCSS: L.1.4a</li> </ul>
<b>The Wind</b> GRL E/60L	Earth and Physical Sciences	Children identify the main topic of a text. CCSS: RI.1.2, RI.1.10	Children use a fan as a model of the wind, and investigate the materials that the wind can move. NGSS: 2-PS1-1, K-PS2-1	blow, flag, kite, place, seed	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Distinguish between information provided by photos and information provided by words in a text. CCSS: RI.1.6</li> <li>Identify root words and their inflectional forms. CCSS: L.1.4c</li> </ul>
<b>Winter</b> GRL E/170L	Earth and Life Sciences	Children recognize problems and solutions in a text. CCSS: RI.1.3, RI.1.10	Children identify seasonal changes and events that occur in winter. NGSS: K-PS3-1, K-ESS2-1, K-ESS3-1	bare, deep, mitten, south, warmer	<ul style="list-style-type: none"> <li>Retell key details of a text. CCSS: RI.1.2</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Use context as a clue to the meaning of a word. CCSS: L.1.4a</li> </ul>
<b>Alive or Not Alive</b> GRL F/280L	Life and Earth Sciences	Children identify the main topic of a text. CCSS: RI.1.2, RI.1.10	Children identify and classify objects as alive and not alive, and they explore the characteristics of living things. NGSS: 2-LS4-1, K-LS1-1	egg, frog, hatch, lake, lizard	<ul style="list-style-type: none"> <li>Compare and contrast information. CCSS: RI.1.3</li> <li>Use text features to locate information. CCSS: RI.1.5</li> <li>Use context as a clue to the meaning of a word. CCSS: L.1.4a</li> </ul>
<b>Bikes</b> GRL F/290L	Physical Science and Engineering Design	Children identify cause-and-effect relationships. CCSS: RI.1.3, RI.1.10	Children use a coin and clay to explore the rolling motion of wheels. NGSS: K-2-ETS1-2	hold, pedal, safe, steer, training	<ul style="list-style-type: none"> <li>Use text features to locate information. CCSS: RI.1.5</li> <li>Distinguish between information provided by pictures and information provided by the words in a text. CCSS: RI.1.6</li> <li>Determine the meanings of multiple-meaning words. CCSS: L.1.4</li> </ul>
<b>Fly, Butterfly</b> GRL F/570L	Life Science	Children recognize a sequence of events. CCSS: RI.1.3, RI.1.10	Children identify and describe the changes that a butterfly undergoes during its life cycle. NGSS: 1-LS1-2	cycle, dry, hang, hatch, wing	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Use the photos in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Determine the meaning of unknown science-related words. CCSS: L.1.4</li> </ul>
<b>The Force of Magnets</b> GRL F/450L	Physical Science and Engineering Design	Children identify cause-and-effect relationships. CCSS: RI.1.3, RI.1.10	Children explore magnetic fields and determine that they cannot be blocked or stopped. NGSS: K-PS2-1	cloth, iron, lift, metal, plastic	<ul style="list-style-type: none"> <li>Retell key details of a text. CCSS: RI.1.2</li> <li>Use the illustrations and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Use the affix -est as a clue to the meaning of a word. CCSS: L.1.4b</li> </ul>
<b>Heat It Up</b> GRL F/420L	Physical Science	Children identify cause-and-effect relationships. CCSS: RI.1.3, RI.1.10	Children investigate and compare the heating rates of various materials. NGSS: K-PS3-1, 2-PS1-1	burn, cook, fire, sunlight, warm	<ul style="list-style-type: none"> <li>Retell key details of a text. CCSS: RI.1.2</li> <li>Distinguish between information provided by photos and diagrams and information provided by the words in a text. CCSS: RI.1.6</li> <li>Use the affix -er as a clue to the meaning of a word. CCSS: L.1.4b</li> </ul>

Title/GRL/Lexile	Strands	Reading Objective	Science Objective	Vocabulary Words	Integrate Literacy and Science
<b>Life in a Swamp</b> GRL F/460L	Life and Earth Sciences	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children conduct an experiment to investigate the salt tolerance of seeds and young plants. NGSS: K-LS1-1, K-ESS3-1, 2-LS4-1	cling, open, shallow, strain, trap	<ul style="list-style-type: none"> <li>Ask and answer questions to clarify the meaning of phrases in a text. CCSS: RI.1.4</li> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Act out the meanings of verbs. CCSS: L.1.5d</li> </ul>
<b>Our Senses</b> GRL F/300L	Life Science	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children use various senses to guess the identity of objects, and they describe specific information that they learn from their senses. NGSS: 2-PS1-1, 1-PS4-2	cheer, colorful, fresh, sense, sticky	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Use the suffix <i>-ful</i> as a clue to the meaning of a word. CCSS: L.1.4b</li> </ul>
<b>Rocks</b> GRL F/270L	Earth and Physical Sciences	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children observe, describe, and compare the properties of a variety of rocks. NGSS: 2-PS1-1	city, everywhere, statue, thin, wide	<ul style="list-style-type: none"> <li>Compare and contrast information. CCSS: RI.1.3</li> <li>Use the illustrations and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Identify real-life connections between words and their use. CCSS: L.1.5c</li> </ul>
<b>Sharing Our Earth</b> GRL F/440L	Earth and Life Sciences	Children identify cause-and-effect relationships. CCSS: RI.1.3, RI.1.10	Children use a board game as a model to demonstrate how humans can affect wildlife and wilderness areas. NGSS: K-ESS2-2, K-ESS3-1, K-ESS3-3	block, nature, raise, shelter, trash	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Know and use text features to locate information in a text. CCSS: RI.1.5</li> <li>Determine the meaning of multiple-meaning words using context. CCSS: L.1.4a</li> </ul>
<b>Sun and Earth</b> GRL F/490L	Earth and Physical Sciences	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children use a globe and flashlight to investigate the cycle of day and night. NGSS: 1-ESS1-1	face, happen, point, stormy, travel	<ul style="list-style-type: none"> <li>Recognize cause-and-effect relationships. CCSS: RI.1.3</li> <li>Distinguish between information provided by pictures and information provided by the words in a text. CCSS: RI.1.6</li> <li>Identify root words and their inflectional forms. CCSS: L.1.4c</li> </ul>
<b>Wash Your Hands!</b> GRL F/420L	Engineering Design	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children observe one another's hands to identify the effects of washing with soap and water. NGSS: K-LS1-1, K-ESS3-1	germ, out, rub, soap, sick	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Identify real-life connections between words and their use. CCSS: L.1.5c</li> </ul>
<b>We Need Energy</b> GRL F/310L	Life and Earth Sciences	Children identify the main topic of a text. CCSS: RI.1.2, RI.1.10	Children identify, describe, and compare different energy sources and their uses. NGSS: K-2-ETS1-1	bones, brain, lungs, muscle, power	<ul style="list-style-type: none"> <li>Identify cause-and-effect relationships. CCSS: RI.1.3</li> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Identify root words and their inflectional forms. CCSS: L.1.4c</li> </ul>
<b>When Winter Comes</b> GRL F/380L	Earth and Life Sciences	Children classify and categorize information. CCSS: RI.1.3, RI.1.10	Children read the lines of a play that describes and compares the ways that animals survive cold winter weather. NGSS: 2-LS4-1, 1-LS1-2, K-LS1-1	hibernate, store, thaw, trip, young	<ul style="list-style-type: none"> <li>Compare and contrast pieces of information in a text. CCSS: RI.1.3</li> <li>Use the illustrations and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Determine the meaning of multiple-meaning words using context. CCSS: L.1.4a</li> </ul>
<b>Where Are the Eggs?</b> GRL F/330L	Life Science	Children classify and categorize information about where animals lay their eggs. CCSS: RI.1.3, RI.1.10	Children work together as a class to model egg-laying animals and the predators that hunt and eat eggs. NGSS: 1-LS1-2	different, egg, grow, lay, nest	<ul style="list-style-type: none"> <li>Ask and answer questions about key details related to where animals lay their eggs. CCSS: RI.1.1</li> <li>Use context to understand the meaning of science-specific words. CCSS: L.1.4</li> </ul>
<b>Who Made These Holes?</b> GRL F/370L	Life and Earth Sciences	Children classify and categorize information. CCSS: RI.1.3, RI.1.10	Children read the lines of a play about the variety of uses and benefits of hole digging among animals. NGSS: 2-LS4-1, 1-LS1-2, K-LS1-1	beak, clue, lead, nature, sap	<ul style="list-style-type: none"> <li>Retell key details of a text. CCSS: RI.1.2</li> <li>Identify the reasons an author gives to support points in a text. CCSS: RI.1.8</li> <li>Use context as a clue to the meaning of a word. CCSS: L.1.4a</li> </ul>
<b>Animals From Long Ago</b> GRL G/340L	Life and Earth Sciences	Children compare and contrast information. CCSS: RI.1.3, RI.1.10	Children use clay and ordinary objects to model and interpret imprint fossils, such as dinosaur footprints. NGSS: K-ESS3-1	animal, bones, dinosaur, mammoth, print	<ul style="list-style-type: none"> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Distinguish between information provided by pictures and information provided by words in a text. CCSS: RI.1.6</li> <li>Distinguish shades of meaning among verbs. CCSS: L.1.5d</li> </ul>
<b>At the Playground</b> GRL G/310L	Physical Science	Children identify cause-and-effect relationships. CCSS: RI.1.3, RI.1.10	Children design and construct models of new types of playground equipment. NGSS: K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3	curl, scoop, slide, swing, tunnel	<ul style="list-style-type: none"> <li>Retell key details of a text. CCSS: RI.1.2</li> <li>Use the illustrations and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Act out the meanings of verbs. CCSS: L.1.5d</li> </ul>



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<b>Beaks</b> GRL G/410L	Life Science	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children use a variety of utensils and simple tools to model bird beaks and their uses. NGSS: 2-LS4-1, 1-LS1-2, K-LS1-1	curved, nectar, pointed, reach, sip	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Compare and contrast pieces of information in a text. CCSS: RI.1.3</li> <li>Define words by category and one or more key attributes. CCSS: L.1.5b</li> </ul>
<b>City Buildings</b> GRL G/280L	Engineering Design and Physical Science	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children design and construct models of a variety of buildings. NGSS: K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3	brick, clay, metal, office, triangle	<ul style="list-style-type: none"> <li>Compare and contrast information. CCSS: RI.1.3</li> <li>Identify the reasons an author gives to support points in a text. CCSS: RI.1.8</li> <li>Identify real-life connections between words and their use. CCSS: L.1.5c</li> </ul>
<b>Day and Night</b> GRL G/310L	Earth Science	Children recognize a sequence of events. CCSS: RI.1.3, RI.1.10	Children identify, describe, and compare the objects seen in the sky during day and night. NGSS: K-ESS2-1, 1-ESS1-1, 1-ESS1-2	evening, full, rise, set, wake	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Distinguish between information provided by pictures and information provided by the words in a text. CCSS: RI.1.6</li> <li>Identify root words and their inflectional forms. CCSS: L.1.4c</li> </ul>
<b>How Animals Move</b> GRL G/340L	Life Science	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children identify and discuss the variety of ways that animals move from place to place, and the benefits these motions provide animals. NGSS: K-LS1-1, 2-LS4-1	cheetah, fin, flipper, manatee, strong	<ul style="list-style-type: none"> <li>Compare and contrast information. CCSS: RI.1.3</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Use the -s ending as a clue to the meaning of words in a science-related text. CCSS: L.1.4b</li> </ul>
<b>How Do Frogs Grow?</b> GRL G/230L	Life Science	Children recognize a sequence of events. CCSS: RI.1.3, RI.1.10	Children explore and describe the life cycle of frogs. NGSS: K-LS1-1, 2-LS4-1, 1-LS1-1	grow, hatch, know, show, start	<ul style="list-style-type: none"> <li>Answer questions about key details in a text. CCSS: RI.1.3</li> <li>Distinguish between information provided by pictures and information provided by the words in a text. CCSS: RI.1.6</li> <li>Determine the meaning of unknown science-related words. CCSS: L.1.4</li> </ul>
<b>Kittens</b> GRL G/260L	Life Science	Children recognize a sequence of events. CCSS: RI.1.3, RI.1.10	Children explore and discuss the lives of kittens and cats. NGSS: K-LS1-1, 2-LS4-1, 1-LS1-1	enough, explore, first, kitten, weight	<ul style="list-style-type: none"> <li>Compare and contrast information. CCSS: RI.1.3</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Use context as a clue to the meaning of a word. CCSS: L.1.4a</li> </ul>
<b>Let's Bake</b> GRL G/420L	Physical Science	Children recognize a sequence of events. CCSS: RI.1.3, RI.1.10	Children follow an ordered set of directions and discuss the importance of directions for achieving a goal. NGSS: 2-PS1-1, 2-PS1-2	bake, batter, bread, mash, measure	<ul style="list-style-type: none"> <li>Retell key details of a text. CCSS: RI.1.2</li> <li>Distinguish between information provided by pictures and information provided by words in a text. CCSS: RI.1.6</li> <li>Use the suffix -y as a clue to the meaning of a word. CCSS: L.1.4b</li> </ul>
<b>Let's Make Something New</b> GRL G/350L	Physical Science and Engineering Design	Children recognize a sequence of events. CCSS: RI.1.3, RI.1.10	Children design a pillow using a variety of materials and technique, and they evaluate their constructions. NGSS: 2-PS1-1, 2-PS1-2, K-2-ETS1-1, K-2-ETS1-2	above, bottom, flap, inch, tie	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Use the photos in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Determine the meaning of unknown science-related words. CCSS: L.1.4</li> </ul>
<b>Light and Shadow</b> GRL G/300L	Physical and Earth Sciences	Children identify cause-and-effect relationships. CCSS: RI.1.3, RI.1.10	Children compare objects and their shadows. NGSS: 1-PS4-2, 1-PS4-3	block, shadow, shape, shine, through	<ul style="list-style-type: none"> <li>Retell key details of a text. CCSS: RI.1.2</li> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Determine the meaning of multiple-meaning words using context. CCSS: L.1.4a</li> </ul>
<b>Recycle It!</b> GRL G/320L	Earth and Physical Sciences	Children identify the main topic of a text. CCSS: RI.1.2, RI.1.10	Children identify objects that can be recycled, and they discuss the importance of recycling. NGSS: K-ESS3-3, 2-ESS1-1	cement, plastic, recycle, tire, vase	<ul style="list-style-type: none"> <li>Identify cause-and-effect relationships. CCSS: RI.1.3</li> <li>Distinguish between information provided by pictures and information provided by the words in a text. CCSS: RI.1.6</li> <li>Use a prefix as a clue to the meaning of a word. CCSS: L.1.4b</li> </ul>
<b>Sounds All Around</b> GRL G/400L	Physical Science	Children classify and categorize the sources of sounds. CCSS: RI.1.3, RI.1.10	Children classify objects according to whether or not they make sound. NGSS: 1-PS4-1 Children make a simple guitar from a cup and rubber bands, and they observe that objects make noise when they vibrate, or move back and forth quickly. NGSS: 1-PS4-1	clatter, lightning, music, parade, whisper	<ul style="list-style-type: none"> <li>Ask and answer questions about key details related to sounds. CCSS: RI.1.1</li> <li>Use an array of strategies to clarify the meaning of unknown words related to sounds. CCSS: L.1.4</li> </ul>

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<b>Taking Care of Baby</b> GRL G/380L	Life Science	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children read the lines of a play about the ways that animals care for their babies. NGSS: K-LS1-1, 1-LS1-2	crawl, hatch, herd, team, travel	<ul style="list-style-type: none"> <li>Compare and contrast information. CCSS: RI.1.3</li> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Define words by category and by one or more key attributes. CCSS: L.1.5b</li> </ul>
<b>Up Close</b> GRL G/350L	Physical Science	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children use a hand lens to observe magnified views of objects, and they identify objects from magnified images. NGSS: K-2-ETS1-2, 2-PS1-1, 2-PS1-3	bark, cube, grain, magnify, thread	<ul style="list-style-type: none"> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Identify the reasons an author gives to support points in a text. CCSS: RI.1.8</li> <li>Identify root words and their inflectional forms. CCSS: L.1.4c</li> </ul>
<b>Watching the Weather</b> GRL G/300L	Earth and Life Sciences	Children recognize a sequence of events. CCSS: RI.1.3, RI.1.10	Children relate air temperature to weather and use thermometers to measure the temperature. NGSS: K-ESS2-1, K-ESS3-2	bloom, melt, season, sprinkler, temperature	<ul style="list-style-type: none"> <li>Retell key details of a text. CCSS: RI.1.2</li> <li>Compare and contrast information in a text. CCSS: RI.1.3</li> <li>Use context as a clue to the meaning of a word. CCSS: L.1.4a</li> </ul>
<b>What Can Change?</b> GRL G/290L	Life and Earth Sciences	Children identify cause-and-effect relationships. CCSS: RI.1.3, RI.1.10	Children explore a variety of physical changes to matter and determine whether the changes are easy to reverse. NGSS: 2-PS1-1, 2-PS1-2	adult, change, chick, freeze, lake	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Identify the main topic and retell key details of a text. CCSS: RI.1.2</li> <li>Identify real-life connections between words and their use. CCSS: L.1.5c</li> </ul>
<b>What Does a Garden Need?</b> GRL G/330L	Life and Earth Sciences	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children observe and identify parts of plants, and with their families they grow a plant from a seed. NGSS: K-LS1-1, 1-LS3-1, 2-LS2-1	bulb, flower, garden, seed, tool	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Compare and contrast information. CCSS: RI.1.3</li> <li>Determine the meaning of multiple-meaning words using context. CCSS: L.1.4a</li> </ul>
<b>Animals Build</b> GRL H/380L	Life and Earth Sciences	Children classify and categorize information. CCSS: RI.1.3, RI.1.10	Children design and construct a device for solving a simple problem, using a solution from nature as an example. NGSS: K-2-ETS1-1, K-2-ETS1-2, 1-LS1-1	chew, cell, lodge, mound, weave	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Distinguish between information provided by pictures and information provided by the words in a text. CCSS: RI.1.6</li> <li>Identify real-life connections between words and their use. CCSS: L.1.5c</li> </ul>
<b>At the Science Center</b> GRL H/380L	Physical and Earth Sciences, Engineering Design	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children design, construct, and discuss their own science exhibits. NGSS: K-2-ETS1-1, K-2-ETS1-2	center, container, microscope, science, sort	<ul style="list-style-type: none"> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Use context as a clue to the meaning of a word. CCSS: L.1.4a</li> </ul>
<b>The Coral Reef</b> GRL H/440L	Life and Earth Sciences	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children read the lines of a play about the animals of a coral reef. NGSS: K-LS1-1, 2-LS4-1	danger, puff, scary, taste, tentacle	<ul style="list-style-type: none"> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Define words by category and by one or more key attributes. CCSS: L.1.5b</li> </ul>
<b>Corn: From Farm to Table</b> GRL H/420L	Life Science	Children recognize a sequence of events. CCSS: RI.1.3, RI.1.10	Children discuss how corn is raised and brought to their homes, and they identify foods that are made from corn or corn products. NGSS: K-LS1-1, K-ESS3-1, K-ESS2-2, 2-LS4-1	factory, ripe, silo, soil, stalk	<ul style="list-style-type: none"> <li>Retell key details of a text. CCSS: RI.1.2</li> <li>Ask and answer questions to help clarify the meaning of words and phrases in a text. CCSS: RI.1.4</li> <li>Define words by category and by one or more key attributes. CCSS: L.1.5b</li> </ul>
<b>Fur, Feathers, Scales, Skin</b> GRL H/370L	Life Science	Children identify cause-and-effect relationships. CCSS: RI.1.3, RI.1.10	Children read the lines of a play about the body coverings of animals and how these coverings help animals survive. NGSS: K-LS1-1, 2-LS4-1	desert, polar, rough, scale, smooth	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Identify real-life connections between words and their use. CCSS: L.1.5c</li> </ul>
<b>Green and Growing</b> GRL H/370L	Life Science	Children classify and categorize information. CCSS: RI.1.3, RI.1.10	Children observe and classify a variety of plant parts. NGSS: K-LS1-1, 2-LS4-1, 1-LS1-1	change, grow, living, notice, soil	<ul style="list-style-type: none"> <li>Identify the main topic and retell key details of a text. CCSS: RI.1.2</li> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Identify root words and their inflectional forms. CCSS: L.1.4c</li> </ul>

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<b>Grouping Living Things</b> GRL H/400L	Life Science	Children classify and categorize information. CCSS: RI.1.3, RI.1.10	Children classify and make groups of a variety of animals. NGSS: 2-LS4-1	alike, belong, decide, different, group	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Distinguish shades of meaning among adjectives. CCSS: L.1.5d</li> </ul>
<b>Ladybug, Ladybug</b> GRL H/430L	Life Science	Children compare and contrast information. CCSS: RI.1.3, RI.1.10	Children identify, describe, and compare the stages of the life cycle of a ladybug. NGSS: 2-LS4-1, 1-LS1-2, 1-LS3-1	cycle, happen, notebook, record, wrap	<ul style="list-style-type: none"> <li>Identify the main topic and retell key details of a text. CCSS: RI.1.2</li> <li>Distinguish between information provided by pictures and information provided by the words in a text. CCSS: RI.1.6</li> <li>Clarify the meaning of multiple-meaning words. CCSS: L.1.4</li> </ul>
<b>Landforms in a Park</b> GRL H/550L	Earth and Life Sciences	Children identify the main topic of a text. CCSS: RI.1.2, RI.1.10	Children identify, describe, and compare a variety of landforms. NGSS: 2-ESS2-2, 2-ESS2-3	flat, feed, highway, slant, swirl	<ul style="list-style-type: none"> <li>Compare and contrast information. CCSS: RI.1.3</li> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Distinguish shades of meaning among verbs. CCSS: L.1.5d</li> </ul>
<b>Looking at Soil</b> GRL H/500L	Earth and Physical Sciences	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children conduct an experiment to compare how different soils hold water. NGSS: K-ESS3-1, 2-PS1-1	bits, crop, crumbly, moist, pack	<ul style="list-style-type: none"> <li>Compare and contrast information. CCSS: RI.1.3</li> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Identify real-life connections between words and their use. CCSS: L.1.5c</li> </ul>
<b>Making Music</b> GRL H/470L	Physical Science	Children identify cause-and-effect relationships. CCSS: RI.1.3, RI.1.10	Children explore the ways that simple musical instruments or other objects can be used to make sounds. NGSS: 1-PS4-1	hollow, jingle, strike, strum, vibrate	<ul style="list-style-type: none"> <li>Identify the main topic and retell key details of a book. CCSS: RI.1.2</li> <li>Compare and contrast information. CCSS: RI.1.3</li> <li>Use context as a clue to the meaning of a word. CCSS: L.1.4a</li> </ul>
<b>Snails in School</b> GRL H/290L	Life and Earth Sciences	Children identify cause-and-effect relationships. CCSS: RI.1.3, RI.1.10	Children read and analyze stories about taking care of pets and farm animals. NGSS: 2-LS4-1, K-LS1-1	care, chalk, gently, shell, tentacle	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Distinguish between information provided by pictures and information provided by the words in a text. CCSS: RI.1.6</li> <li>Use the suffix <i>-ly</i> as a clue to the meaning of a word. CCSS: L.1.4b</li> </ul>
<b>Stars</b> GRL H/370L	Earth Science	Children identify cause-and-effect relationships. CCSS: RI.1.3, RI.1.10	Children make a model of the stars in the night sky, and they investigate the relationship between the distance and apparent brightness of a star. NGSS: 1-ESS1-1	cluster, glow, photo, star, sword	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Distinguish between information provided by pictures and information provided by the words in a text. CCSS: RI.1.6</li> <li>Use the endings <i>-er</i> and <i>-est</i> as a clue to the meaning of a word. CCSS: L.1.4b</li> </ul>
<b>What Do Scientists Do?</b> GRL H/330L	Physical and Earth Sciences, Engineering Design	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children ask questions and investigate the answers to identify a set of mystery objects. NGSS: 2-PS1-1	chart, listen, note, plan, watch	<ul style="list-style-type: none"> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Identify the reasons an author gives to support points in a text. CCSS: RI.1.8</li> <li>Distinguish shades of meaning among verbs. CCSS: L.1.5d</li> </ul>
<b>Where Does the Water Go?</b> GRL H/370L	Earth and Physical Sciences	Children recognize a sequence of events. CCSS: RI.1.3, RI.1.10	Children use water in an enclosed cup to observe evaporation and condensation. NGSS: 2-PS1-4, K-PS3-1	cool, mist, puddle, rising, steam	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Identify the reasons an author gives to support points in a text. CCSS: RI.1.8</li> <li>Sort words into categories to gain a sense of the concepts the categories represent. CCSS: L.1.5a</li> </ul>
<b>Animal Messengers</b> GRL I/390L	Life Science	Children classify and categorize information. CCSS: RI.1.3, RI.1.10	Children mimic animal communication. NGSS: K-LS1-1, 1-LS1-2	diagram, flash, message, rattle, signal	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Distinguish between information provided by pictures and information provided by the words in a text. CCSS: RI.1.6</li> <li>Use context as a clue to the meaning of a word. CCSS: L.1.4a</li> </ul>
<b>Exploring Heat</b> GRL I/610L	Physical Science	Children identify cause-and-effect relationships. CCSS: RI.1.3, RI.1.10	Children describe examples of how heat changes an object, and they observe a convection current in water. NGSS: 2-PS1-4, K-PS3-1	copper, cozy, flame, fluffy, power	<ul style="list-style-type: none"> <li>Clarify the meaning of words and phrases in a text. CCSS: RI.1.4</li> <li>Use the illustrations and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Identify real-life connections between words and their use. CCSS: L.1.5c</li> </ul>
<b>Exploring Light</b> GRL I/440L	Physical and Earth Sciences	Children identify cause-and-effect relationships. CCSS: RI.1.3, RI.1.10	Children use opaque, transparent, and translucent materials to make art with light, and they observe objects in low-light conditions. NGSS: 1-PS4-2, 1-PS4-3	bumpy, shiny, smooth, straight, wavy	<ul style="list-style-type: none"> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Use a prefix as a clue to the meaning of a word. CCSS: L.1.4b</li> </ul>

Title/GRL/Lexile	Strands	Reading Objective	Science Objective	Vocabulary Words	Integrate Literacy and Science
<b>Exploring Matter</b> GRL I/470L	Physical Science	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children classify objects according to observable properties. NGSS: 2-PS1-1	describe, example, quality, space, weight	<ul style="list-style-type: none"> <li>Compare and contrast information. CCSS: RI.1.3</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Use the suffix <i>-ness</i> as a clue to the meaning of a word. CCSS: L.1.4b</li> </ul>
<b>Life Along the Food Chain</b> GRL I/630L	Life Science	Children recognize problems and solutions in a text. CCSS: RI.1.3, RI.1.10	Children construct and discuss examples of food chains, and they describe the food chains in which they take part. NGSS: K-LS1-1	escape, fangs, poison, silent, whack	<ul style="list-style-type: none"> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Identify the reasons an author gives to support points in a text. CCSS: RI.1.8</li> <li>Identify root words and their inflectional forms. CCSS: L.1.4c</li> </ul>
<b>Make Things Move!</b> GRL I/550L	Physical Science	Children identify cause-and-effect relationships. CCSS: RI.1.3, RI.1.10	Children explore forces and motion as they toss objects toward a target. NGSS: K-PS2-1, K-PS2-2	budge, crack, flick, motion, pitch	<ul style="list-style-type: none"> <li>Identify the main topic and retell key details of a text. CCSS: RI.1.2</li> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Distinguish shades of meaning among verbs. CCSS: L.1.5d</li> </ul>
<b>Rocks Are All Around</b> GRL I/650L	Earth and Physical Sciences	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children observe, describe, and classify examples of rocks. NGSS: 2-PS1-1, 2-ESS1-1	cement, dull, expensive, hunk, marble	<ul style="list-style-type: none"> <li>Compare and contrast information. CCSS: RI.1.3</li> <li>Distinguish between information provided by pictures and information provided by the words in a text. CCSS: RI.1.6</li> <li>Clarify the meaning of multiple-meaning words. CCSS: L.1.4</li> </ul>
<b>Saving the Bay</b> GRL I/590L	Life and Earth Sciences	Children recognize a sequence of events. CCSS: RI.1.3, RI.1.10	Children use a model to investigate the changes that pollution can cause. NGSS: K-ESS3-1, K-ESS3-3, 2-ESS2-2	habitat, pollution, punish, relax, worry	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Use the photos and details in a text to describe problems and solutions. CCSS: RI.1.7</li> <li>Use the suffix <i>-tion</i> as a clue to the meaning of a word. CCSS: L.1.4b</li> </ul>
<b>What Comes from Plants</b> GRL I/530L	Life and Earth Sciences, Engineering Design	Children compare and contrast information. CCSS: RI.1.3, RI.1.10	Children identify and discuss the foods and other useful objects that come from plants. NGSS: K-LS1-1, K-ESS2-2	kernel, plantation, prickly, stalk, weave	<ul style="list-style-type: none"> <li>Identify the main topic and retell key details of a text. CCSS: RI.1.2</li> <li>Distinguish between information provided by pictures and information provided by the words in a text. CCSS: RI.1.6</li> <li>Identify real-life connections between words and their use. CCSS: L.1.5c</li> </ul>
<b>When Do Animals Leave Home?</b> GRL I/530L	Life Science	Children compare and contrast information. CCSS: RI.1.3, RI.1.10	Children read accounts of the ways that animals raise their young. NGSS: 1-LS1-2	depend, hatchling, marsh, protect, survive	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Use context as a clue to the meaning of a word. CCSS: L.1.4a</li> </ul>
<b>All From an Oak Tree</b> GRL J/530L	Life Science	Children recognize a sequence of events. CCSS: RI.1.3, RI.1.10	Children describe and discuss the relationships between a tree and the animals of its environment. NGSS: K-LS1-1, K-ESS2-2, K-ESS3-1, 2-LS4-1	hollow, nibble, reach, sprout, trunk	<ul style="list-style-type: none"> <li>Retell key details of a text. CCSS: RI.1.2</li> <li>Distinguish between information provided by pictures and information provided by the words in a text. CCSS: RI.1.6</li> <li>Distinguish shades of meaning among verbs. CCSS: L.1.5d</li> </ul>
<b>Animals on the Go</b> GRL J/560L	Life Science	Children recognize problems and solutions in a text. CCSS: RI.1.3, RI.1.10	Children read the lines of a play about animal migration. NGSS: K-LS1-1, K-ESS3-1, 2-LS4-1	coast, energy, migrate, tag, track	<ul style="list-style-type: none"> <li>Identify the main topic and retell key details of a text. CCSS: RI.1.2</li> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Distinguish shades of meaning among verbs. CCSS: L.1.5d</li> </ul>
<b>Discovery Teams</b> GRL J/710L	Earth, Life, and Physical Sciences, Engineering Design	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children form teams to achieve goals involving observation and measurement. NGSS: 2-PS1-1, 2-PS1-2, 2-PS1-3	affect, experiment, mission, success, team	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Identify the reasons an author gives to support points in a text. CCSS: RI.1.8</li> <li>Use context as a clue to the meaning of a word. CCSS: L.1.4a</li> </ul>
<b>Everyone Needs Tools</b> GRL J/570L	Engineering Design	Children recognize problems and solutions in a text. CCSS: RI.1.3, RI.1.10	Children use a variety of tools to make observations and measurements. NGSS: 2-PS1-1, 2-PS1-2, 2-PS1-3	examine, fuzzy, measure, solve, weigh	<ul style="list-style-type: none"> <li>Clarify the meanings of words in a text. CCSS: RI.1.4</li> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Sort words into categories to gain a sense of the concepts the categories represent. CCSS: L.1.5a</li> </ul>
<b>Exploring Sound</b> GRL J/500L	Physical Science	Children identify cause-and-effect relationships. CCSS: RI.1.3, RI.1.10	Children use the sounds from a xylophone as a code for communicating simple instructions. NGSS: 1-PS4-1, 1-PS4-4	barely, canyon, harp, pluck, surface	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Determine or clarify the meaning of words in a text. CCSS: RI.1.4</li> <li>Identify root words and their inflectional forms. CCSS: L.1.4c</li> </ul>
<b>From the Earth</b> GRL J/320L	Engineering Design, Earth and Physical Sciences	Children retell key details of a text. CCSS: RI.1.2, RI.1.10	Children classify different types of energy and fuel, and they identify how they use fuels in daily life. NGSS: 2-PS1-1, 2-PS1-2, 2-PS1-4	battery, dam, drill, oil, pump	<ul style="list-style-type: none"> <li>Compare and contrast information. CCSS: RI.1.3</li> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Identify root words and their inflectional forms. CCSS: L.1.4c</li> </ul>

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<b>Gravity</b> GRL J/510L	Physical Science	Children identify cause-and-effect relationships. CCSS: RI.1.3, RI.1.10	Children investigate how a marble rolls through the hills and valleys of a tube, and they explore the effect of gravity on rolling a ball up a ramp. NGSS: K-PS2-1, K-PS2-2	circle, force, invisible, stack, tumble	<ul style="list-style-type: none"> <li>Compare and contrast information. CCSS: RI.1.3</li> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Use the prefix <i>in-</i> as a clue to the meaning of a word. CCSS: L.1.4b</li> </ul>
<b>Nature's Patterns</b> GRL J/520L	Life Science	Children compare and contrast information. CCSS: RI.1.3, RI.1.10	Children investigate how body patterns or markings help an animal survive. NGSS: 2-LS4-1, K-LS1-1	during, easy, evening, pattern, together	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Use the suffix <i>-ous</i> as a clue to the meaning of a word. CCSS: L.1.4b</li> </ul>
<b>Owls</b> GRL J/530L	Life Science	Children compare and contrast information. CCSS: RI.1.3, RI.1.10	Children use craft materials to make models of owls. NGSS: K-LS1-1, K-ESS3-1, 2-LS4-1	screech, sure, trip, tuft, wail	<ul style="list-style-type: none"> <li>Retell key details of a text. CCSS: RI.1.2</li> <li>Identify the reasons an author gives to support points in a text. CCSS: RI.1.8</li> <li>Distinguish shades of meaning among verbs. CCSS: L.1.5d</li> </ul>
<b>Science Fair</b> GRL J/490L	Life Science and Engineering Design	Children recognize a sequence of events. CCSS: RI.1.3, RI.1.10	Children choose a question to investigate, design and conduct an investigation, and present their findings at a classroom science fair. NGSS: All standards	certain, decide, experiment, materials, surprise	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Use the photos and details in a text to describe its key ideas. CCSS: RI.1.7</li> <li>Identify real-life connections between words and their use. CCSS: L.1.5c</li> </ul>
<b>See How They Grow</b> GRL J/470L	Life Science	Children recognize a sequence of events. CCSS: RI.1.3, RI.1.10	Children read stories about animal life cycles, and they compare the life cycles. NGSS: 1-LS1-2, 1-LS3-1	bill, bunch, flap, shed, weak	<ul style="list-style-type: none"> <li>Retell key details of a text. CCSS: RI.1.2</li> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Determine the meaning of multiple-meaning words using context. CCSS: L.1.4a</li> </ul>
<b>What Is Sand?</b> GRL J/590L	Earth and Physical Sciences	Children recognize a sequence of events. CCSS: RI.1.3, RI.1.10	Children use the senses of touch and hearing to identify hidden objects. NGSS: 2-PS1-1	cactus, smash, sprinkle, stream, volcano	<ul style="list-style-type: none"> <li>Retell key details of a text. CCSS: RI.1.2</li> <li>Distinguish between information provided by pictures and information provided by the words in a text. CCSS: RI.1.6</li> <li>Define words by category and by one or more key attributes. CCSS: L.1.5b</li> </ul>
<b>Wheels at Work</b> GRL J/560L	Engineering Design and Physical Science	Children compare and contrast information. CCSS: RI.1.3, RI.1.10	Children evaluate a variety of shapes for use as wheels. NGSS: 2-PS1-2, K-2-EST1-2	passenger, pedal, rubber, scrape, snug	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text. CCSS: RI.1.1</li> <li>Use text features to locate information in a text. CCSS: RI.1.5</li> <li>Identify root words and their inflectional forms. CCSS: L.1.4c</li> </ul>
<b>Changing Seasons</b> GRL K/570L	Earth and Life Sciences	Children identify cause-and-effect relationships. CCSS: RI.2.3, RI.2.10	Children choose sentences and write sentences of their own to make a story about the seasons. NGSS: K-ESS2-1	complete, crop, den, mild, nature	<ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of key details in a text. CCSS: RI.2.1</li> <li>Identify the main purpose of a text. CCSS: RI.2.6</li> <li>Use context as a clue to the meaning of a word. CCSS: L.2.4a</li> </ul>
<b>Energy from the Sun</b> GRL K/530L	Earth and Physical Sciences	Children identify details that support the main topic in a text. CCSS: RI.2.2, RI.2.10	Children learn facts about the sun, and they make a mural to show the importance of the sun for life on Earth. NGSS: K-LS1-1, K-ESS3-1, K-PS3-1, 1-ESS1-1	coal, distance, oil, soak, solid	<ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of key details in a text. CCSS: RI.2.1</li> <li>Identify the main purpose of a text. CCSS: RI.2.6</li> <li>Use glossaries to clarify the meaning of words. CCSS: L.2.4e</li> </ul>
<b>Every Fossil Tells a Story</b> GRL K/590L	Life and Earth Sciences	Children compare and contrast scientific ideas. CCSS: RI.2.3, RI.2.10	Children evaluate statements about fossils, and they use clay and ordinary objects to model imprint fossils. NGSS: 2-ESS1-1, 2-LS4-1	creature, dinosaur, figure, mend, rear	<ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of key details in a text. CCSS: RI.2.1</li> <li>Identify the main purpose of a text. CCSS: RI.2.6</li> <li>Determine the meaning of the new word formed when a known prefix is added to a known word. CCSS: L.2.4b</li> </ul>
<b>Eye on the Sky</b> GRL K/630L	Earth Science and Engineering Design	Children recognize problems and solutions in a text. CCSS: RI.2.3, RI.2.10	Children work together to create a moving model of the solar system. NGSS: 1-ESS1-1	direction, invent, robot, surface, twinkle	<ul style="list-style-type: none"> <li>Identify the main topic of a text as well as the focus of specific paragraphs within the text. CCSS: RI.2.2</li> <li>Use text features to locate information in a text efficiently. CCSS: RI.2.5</li> <li>Use context as a clue to the meaning of a word. CCSS: L.2.4a</li> </ul>

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<b>A Look Inside Your Body</b> GRL K/530L	Life Science	Children recognize a sequence of events. CCSS: RI.2.3, RI.2.10	Children read the lines of a play about the human body and its functions. NGSS: K-LS1-1	active, power, realize, ribs, saliva	<ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of key details in a text. CCSS: RI.2.1</li> <li>Use text features to locate information in a text. CCSS: RI.2.5</li> <li>Distinguish shades of meaning among closely related verbs. CCSS: L.2.5b</li> </ul>
<b>Matter Changes</b> GRL K/490L	Physical Science	Children identify cause-and-effect relationships. CCSS: RI.2.3, RI.2.10	Children identify, describe, and compare the properties of several examples of matter. NGSS: 2-PS1-1, 2-PS1-2, 2-PS1-4	bend, coin, slice, squeeze, squishy	<ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of key details in a text. CCSS: RI.2.1</li> <li>Use text features to locate information in a text efficiently. CCSS: RI.2.5</li> <li>Determine the meaning of the new word formed when a known prefix is added to a known word. CCSS: L.2.4b</li> </ul>
<b>Saving the Prairie</b> GRL K/540L	Life and Earth Sciences	Children identify cause-and-effect relationships. CCSS: RI.2.3, RI.2.10	Children read the lines of a play about prairie animals and farm animals. NGSS: K-LS1-1, K-ESS2-2, K-ESS3-1, K-ESS3-3, 2-LS4-1	enemy, few, graze, safe, wildflower	<ul style="list-style-type: none"> <li>Identify the main topic of a text as well as the focus of specific paragraphs. CCSS: RI.2.2</li> <li>Use text features to locate information in a text efficiently. CCSS: RI.2.5</li> <li>Use knowledge of the meaning of individual words to predict the meaning of compound words. CCSS: L.2.4d</li> </ul>
<b>Seeds Go, Seeds Grow</b> GRL K/550L	Life Science	Children describe the sequence of steps in a scientific process. CCSS: RI.2.3, RI.2.10	Children conduct a test to demonstrate how plants need sunlight to live and grow. NGSS: 2-LS2-1	burst, contain, scatter, shore, wander	<ul style="list-style-type: none"> <li>Compare and contrast details about seeds. CCSS: RI.2.3</li> <li>Explain how diagrams add to a text. CCSS: RI.2.5, RI.2.7</li> <li>Use glossaries to determine the meaning of scientific words. CCSS: L.2.4e</li> </ul>
<b>Weather Matters</b> GRL K/630L	Earth Science	Children identify details that support the main topic in a text. CCSS: RI.2.2, RI.2.10	Children observe, measure, and describe today's weather, and they compare their observations with the weather forecast. NGSS: K-ESS2-1	breeze, brush, exact, flood, heater	<ul style="list-style-type: none"> <li>Compare and contrast scientific ideas in a text. CCSS: RI.2.3</li> <li>Identify the main purpose of a text. CCSS: RI.2.6</li> <li>Identify real-life connections between words and their use. CCSS: L.2.5a</li> </ul>
<b>What Is Soil?</b> GRL K/520L	Earth and Physical Sciences	Children compare and contrast scientific ideas. CCSS: RI.2.3, RI.2.10	Children conduct an experiment to compare the usefulness of soil and other materials for plant growth. NGSS: 2-LS2-1, K-LS1-1	clay, create, handful, loose, microscope	<ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of key details in a text. CCSS: RI.2.1</li> <li>Describe how reasons support points the author makes in a text. CCSS: RI.2.8</li> <li>Use context as a clue to the meaning of a word. CCSS: L.2.4a</li> </ul>
<b>Earth Above and Below</b> GRL L/610L	Earth Science	Children describe the sequence of steps in a scientific process. CCSS: RI.2.3, RI.2.10	Children draw and color a model of Earth's interior and surface. NGSS: Cross-cutting Concepts: Systems and Models: ESS2-2	ash, boil, chunk, fountain, picture	<ul style="list-style-type: none"> <li>Explain how sidebars add to a text. CCSS: RI.2.5</li> <li>Compare and contrast volcanoes and geysers. CCSS: RI.2.3</li> <li>Use glossaries to determine the meanings of science-related words. CCSS: L.2.4e</li> </ul>
<b>From Flower to Fruit</b> GRL L/520L	Life Science	Children recognize a sequence of events. CCSS: RI.2.3, RI.2.10	Children work together to make a mural about the life cycles of flowering plants, and with their families they observe fruits, flowers, and other plant cycle events. NGSS: 2-LS2-2, 2-LS4-1, K-LS1-1	attract, common, depend, pouch, rot	<ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of key details in a text. CCSS: RI.2.1</li> <li>Identify the main topic of a text as well as the focus of paragraphs within the text. CCSS: RI.2.2</li> <li>Use dictionaries to determine or clarify the meanings of words. CCSS: L.2.4e</li> </ul>
<b>Getting Ready to Race</b> GRL L/560L	Engineering Design and Physical Science	Children recognize problems and solutions in a text. CCSS: RI.2.3, RI.2.10	Children design, construct, and test a device to slow the rate of cooling of a cup of warm water. NGSS: 2-PS1-2, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3	fleece, harness, layer, material, sturdy	<ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of key details in a text. CCSS: RI.2.1</li> <li>Describe how reasons support points the author makes in a text. CCSS: RI.2.8</li> <li>Distinguish shades of meaning among closely related adjectives. CCSS: L.2.5b</li> </ul>
<b>Looking at Clouds</b> GRL L/530L	Earth and Physical Sciences	Children identify cause-and-effect relationships. CCSS: RI.2.3, RI.2.10	Children evaluate statements about clouds, and with their families they observe and report on clouds and the weather. NGSS: 2-PS1-4, K-ESS2-1	fluffy, message, prepare, rise, spin	<ul style="list-style-type: none"> <li>Identify the main purpose of a text. CCSS: RI.2.6</li> <li>Explain how diagrams and photos contribute to a text. CCSS: RI.2.7</li> <li>Identify real-life connections between words and their use. CCSS: L.2.5a</li> </ul>

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<b>Magnet Power</b> GRL L/510L	Physical Science and Engineering Design	Children identify details that support the main topic in a text. CCSS: RI.2.2, RI.2.10	Children design and construct tests or demonstrations to show the properties of magnets. NGSS: K-PS2-2, 2-PS1-1, 2-PS1-2, K-2-ETS1-1	amazing, decorate, force, guide, patient	<ul style="list-style-type: none"> <li>Determine the meaning of words in a science text. CCSS: RI.2.4</li> <li>Explain how specific images clarify a text. CCSS: RI.2.7</li> <li>Use glossaries to clarify the meaning of words. CCSS: L.2.4e</li> </ul>
<b>Orbit and Spin</b> GRL L/560L	Earth Science	Children identify cause-and-effect relationships. CCSS: RI.2.3, RI.2.10	Children design and make a model of Earth's motions in space and the motion of solar system objects. NGSS: 1-ESS1-1	completely, face, imaginary, lean, sink	<ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of key details in a text. CCSS: RI.2.1</li> <li>Use text features to locate information in a text efficiently. CCSS: RI.2.5</li> <li>Use a known root word as a clue to the meaning of an unknown word. CCSS: L.2.4c</li> </ul>
<b>Sticky and Slimy</b> GRL L/550L	Life Science	Children compare and contrast scientific ideas. CCSS: RI.2.3, RI.2.10	Children make and test a model of an animal with an adaptation of sticky feet, and they evaluate the usefulness of the adaptation. NGSS: K-PS2-1, K-LS1-1, 2-LS4-1	cling, liquid, messy, slimy, sticky	<ul style="list-style-type: none"> <li>Identify the main topic of a text as well as the focus of specific paragraphs. CCSS: RI.2.2</li> <li>Use text features to locate information in a text efficiently. CCSS: RI.2.5</li> <li>Use context as a clue to the meaning of a word. CCSS: L.2.4a</li> </ul>
<b>Tested for Safety</b> GRL L/550L	Engineering Design	Children recognize problems and solutions in a text. CCSS: RI.2.3, RI.2.10	Children identify and discuss a variety of safety equipment, and they test how well envelopes protect their contents. NGSS: 2-PS1-1, 2-PS1-2, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3	dummy, goggles, hit, reflector, tip	<ul style="list-style-type: none"> <li>Identify the main topic of a text as well as the focus of specific paragraphs. CCSS: RI.2.2</li> <li>Explain how images clarify a science text. CCSS: RI.2.7</li> <li>Use a known root word as a clue to the meaning of an unknown word. CCSS: L.2.4c</li> </ul>
<b>Using Simple Machines</b> GRL L/590L	Physical Science	Children demonstrate understanding of key details in a text. CCSS: RI.2.1, RI.2.10	Children design and test a simple machine for lifting a book off a table, and they explore with their families the variety of simple machines in common use. NGSS: K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3, K-PS2-1, K-PS2-2	lever, move, simple, tilt, wedge	<ul style="list-style-type: none"> <li>Identify the main topic of a text as well as the focus of paragraphs within the text. CCSS: RI.2.2</li> <li>Use text features to locate information in a text efficiently. CCSS: RI.2.5</li> <li>Distinguish shades of meaning among closely related verbs. CCSS: L.2.5b</li> </ul>
<b>Water on Earth</b> GRL L/590L	Earth Science	Children recognize problems and solutions in a text. CCSS: RI.2.3, RI.2.10	Children work together to make and evaluate a simple model of Earth's land and water. NGSS: 2-ESS2-2	dump, mushy, rise, seep, waste	<ul style="list-style-type: none"> <li>Identify the main purpose of a text. CCSS: RI.2.6</li> <li>Explain how specific images contribute to a text. CCSS: RI.2.7</li> <li>Identify real-life connections between words and their use. CCSS: L.2.5a</li> </ul>
<b>Wonderfully Weird Animals</b> GRL L/550L	Life Science	Children recognize problems and solutions in a text. CCSS: RI.2.3, RI.2.10	Children complete pictures of five animals to show possible body structures, or adaptations, which help the animals survive. NGSS: 3-LS4-3	alarmed, balance, sink, spread, strange	<ul style="list-style-type: none"> <li>Compare and contrast animal adaptations. CCSS: RI.2.3</li> <li>Use context clues to clarify the meanings of science-related words. CCSS: RI.2.4, L.2.4</li> </ul>
<b>Amazing Crickets</b> GRL M/590L	Life Science	Children demonstrate understanding of key details in a text. CCSS: RI.2.1, RI.2.10	Children evaluate and discuss statements about crickets and other insects, and they color and label a drawing of a cricket. NGSS: 2-LS4-1, K-LS1-1, K-ESS3-1	attract, breathe, burst, chirp, leap	<ul style="list-style-type: none"> <li>Identify the main topic of a text as well as the focus of paragraphs within the text. CCSS: RI.2.2</li> <li>Explain how specific images contribute to a text. CCSS: RI.2.7</li> <li>Distinguish shades of meaning among closely related verbs. CCSS: L.2.5b</li> </ul>
<b>In the Time of the Dinosaurs</b> GRL M/560L	Life and Earth Sciences	Children compare and contrast scientific ideas. CCSS: RI.2.3, RI.2.10	Children evaluate and discuss statements about dinosaurs, and they interpret illustrations of dinosaur skulls. NGSS: K-LS1-1, K-ESS3-1, 2-ESS1-1, 2-LS4-1	display, drag, herd, huge, rake	<ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of key details in a text. CCSS: RI.2.1</li> <li>Describe how reasons support points the author makes in a text. CCSS: RI.2.8</li> <li>Use context as a clue to the meaning of a word. CCSS: L.2.4a</li> </ul>
<b>Landforms by the Sea</b> GRL M/810L	Earth and Life Sciences	Children identify cause-and-effect relationships. CCSS: RI.2.3, RI.2.10	Children use photos and captions to describe and compare a variety of landforms. NGSS: 2-ESS2-2	collapse, gush, shallow, spectacular, surround	<ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of key details in a text. CCSS: RI.2.1</li> <li>Determine the meaning of words in a science text. CCSS: RI.2.4</li> <li>Use knowledge of the meaning of individual words to predict the meaning of compound words. CCSS: L.2.4d</li> </ul>
<b>Life in the Grand Canyon</b> GRL M/640L	Life Science	Children identify the main topic and supporting details in a text. CCSS: RI.2.2, RI.2.10	Children read the lines of a play about the animals of the Grand Canyon. NGSS: K-LS1-1, K-ESS3-1, 2-ESS1-1, 2-LS4-1	prickly, steal, steep, suit, valley	<ul style="list-style-type: none"> <li>Compare and contrast scientific ideas in a text. CCSS: RI.2.3</li> <li>Explain how specific images contribute to a text. CCSS: RI.2.7</li> <li>Clarify the meaning of multiple-meaning words. CCSS: L.2.4</li> </ul>

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<b>Machines Called Robots</b> GRL M/600L	Engineering Design	Children recognize problems and solutions in a text. CCSS: RI.2.3, RI.2.10	Children select and arrange instructions for an automated task. NGSS: K-2-ETS1-1, K-2-ETS1-3	character, errand, explorer, instructions, sample	<ul style="list-style-type: none"> <li>Identify the main topic of a text as well as the focus of paragraphs within the text. CCSS: RI.2.2</li> <li>Use text features to locate information in a text efficiently. CCSS: RI.2.5</li> <li>Use dictionaries to determine the meaning of words. CCSS: L.2.4e</li> </ul>
<b>The Moon</b> GRL M/510L	Earth Science	Children recognize a sequence of events. CCSS: RI.2.3, RI.2.10	Children use a model to investigate the system of the Earth, moon, and sun. NGSS: 1-ESS1-1	bit, crescent, cycle, later, phase	<ul style="list-style-type: none"> <li>Identify the main topic of a text as well as the focus of paragraphs within the text. CCSS: RI.2.2</li> <li>Explain how specific images contribute to a text. CCSS: RI.2.7</li> <li>Use sentence-level context as a clue to the meaning of a word. CCSS: L.2.4a</li> </ul>
<b>Peculiar Plants</b> GRL M/840L	Life Science	Children demonstrate understanding of key details in a text. CCSS: RI.2.1, RI.2.10	Children observe Elodea performing photosynthesis, and they look outdoors for a variety of plants with their families. NGSS: 2-LS4-1, K-LS1-1	hinged, marine, munch, soggy, strange	<ul style="list-style-type: none"> <li>Identify the main purpose of a text. CCSS: RI.2.6</li> <li>Describe how reasons support points the author makes in a text. CCSS: RI.2.8</li> <li>Identify real-life connections between words and their use. CCSS: L.2.5a</li> </ul>
<b>Reptiles</b> GRL M/710L	Life Science	Children demonstrate understanding of key details in a text. CCSS: RI.2.1, RI.2.10	Children use a model to investigate how scales help protect a reptile from drying out. NGSS: 2-LS4-1, K-LS1-1	adapt, blend, grab, hatch, snout	<ul style="list-style-type: none"> <li>Determine the meaning of words and phrases in a text. CCSS: RI.2.4</li> <li>Identify the main purpose of a text. CCSS: RI.2.6</li> <li>Use context as a clue to the meaning of a word. CCSS: L.2.4a</li> </ul>
<b>Using Energy Wisely</b> GRL M/530L	Physical and Earth Sciences	Children demonstrate understanding of key details in a text. CCSS: RI.2.1, RI.2.10	Children inventory their energy use and discuss ways to conserve energy. NGSS: K-2-ETS1-1, K-2-ETS1-3	cause, every, insulate, light, wisely	<ul style="list-style-type: none"> <li>Compare and contrast information. CCSS: RI.2.3</li> <li>Use text features to locate information in a text efficiently. CCSS: RI.2.5</li> <li>Use a root word as a clue to the meaning of a word. CCSS: L.2.4c</li> </ul>
<b>Watching Whales</b> GRL M/530L	Life Science	Children recognize a sequence of events. CCSS: RI.2.3, RI.2.10	Children discuss whales and their adaptations. NGSS: 2-LS4-1, K-LS1-1	repeat, route, spout, strain, surface	<ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of key details in a text. CCSS: RI.2.1</li> <li>Explain how specific images contribute to a text. CCSS: RI.2.7</li> <li>Use dictionaries to determine the meaning of words. CCSS: L.2.4e</li> </ul>
<b>Blizzards</b> GRL N/730L	Earth Science	Students identify the main idea and supporting details in a text. CCSS: RI.3.2, RI.3.10	Students use words and pictures to describe blizzards and other storms. NGSS: K-ESS2-1, 2-ESS1-1, 3-ESS2-1, 3-ESS2-2	barely, blustery, haze, powerful, swirl	<ul style="list-style-type: none"> <li>Refer to the text when asking and answering questions. CCSS: RI.3.1</li> <li>Describe the connection between paragraphs in a text. CCSS: RI.3.8</li> <li>Use dictionaries to clarify the precise meaning of a word. CCSS: L.3.4d</li> </ul>
<b>Bridges</b> GRL N/590L	Engineering Design	Students describe problems and solutions in a text. CCSS: RI.3.3, RI.3.10	Students design, construct, and discuss models of bridges. NGSS: K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3, 2-PS1-3	farther, modern, possible, separate, support	<ul style="list-style-type: none"> <li>Refer to the text when asking and answering questions. CCSS: RI.3.1</li> <li>Interpret and use text features to aid comprehension of science content. CCSS: RI.3.7</li> <li>Use dictionaries to clarify the precise meaning of a word. CCSS: L.3.4d</li> </ul>
<b>Earthquake!</b> GRL N/630L	Earth Science and Engineering Design	Students describe cause-and-effect relationships. CCSS: RI.3.3, RI.3.10	Students use a model of the land to investigate the effects of earthquakes. NGSS: 2-ESS2-1, 2-ESS2-2, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3	cause, detect, drift, press, warn	<ul style="list-style-type: none"> <li>Refer to the text when asking and answering questions. CCSS: RI.3.1</li> <li>Interpret and use text features to aid comprehension of science content. CCSS: RI.3.7</li> <li>Use context as a clue to the meaning of a multiple-meaning word. CCSS: L.3.4a</li> </ul>
<b>Flying</b> GRL N/820L	Engineering Design	Students identify the main idea and supporting details in a text. CCSS: RI.3.2, RI.3.10	Students use a balloon and string to model a jet engine, and they discuss modern transportation with their families. NGSS: K-PS2-1, K-PS2-2, K-2-ETS1-1	dream, failure, inventor, model, prove	<ul style="list-style-type: none"> <li>Compare and contrast scientific ideas. CCSS: RI.3.3</li> <li>Describe the sequence text structure. CCSS: RI.3.8</li> <li>Use a known root word as a clue to the meaning of a word with the same root. CCSS: L.3.4c</li> </ul>
<b>How Animals Breathe</b> GRL N/560L	Life Science	Students compare and contrast scientific ideas. CCSS: RI.3.3, RI.3.10	Students read the lines of a play about the various ways that animals breathe. NGSS: 2-LS4-1, K-LS1-1	attach, develop, fresh, hunt, nostril	<ul style="list-style-type: none"> <li>Identify the main idea and supporting details in a text. CCSS: RI.3.2</li> <li>Use text features to locate information relevant to a science topic efficiently. CCSS: RI.3.5</li> <li>Use dictionaries to clarify the precise meaning of a word. CCSS: L.3.4d</li> </ul>
<b>How Plants Survive</b> GRL N/830L	Life Science	Students identify the main idea and supporting details in a text. CCSS: RI.3.2, RI.3.10	Students observe, analyze, and describe the characteristics of a variety of plants. NGSS: 3-LS1-1, 3-LS4-2, 3-LS4-3, 4-LS1-1	bark, breeze, bud, compete, peaceful	<ul style="list-style-type: none"> <li>Use text features to locate information relevant to a science topic efficiently. CCSS: RI.3.5</li> <li>Describe the connection between paragraphs in a text. CCSS: RI.3.8</li> <li>Determine the meaning of a word when a known affix is added. CCSS: L.3.4b</li> </ul>



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<b>Hunters in the Sky</b> GRL N/630L	Life Science	Students recount key details in a text. CCSS: RI.3.2, RI.3.10	Students read the lines of a play about raptors and their unique abilities. NGSS: 4-LS1-1	grab, scoop, search, strike, swoop	<ul style="list-style-type: none"> <li>Use text features to locate information relevant to a science topic efficiently. CCSS: RI.3.5</li> <li>Describe the connection between paragraphs in a text. CCSS: RI.3.8</li> <li>Use dictionaries to clarify the precise meaning of a word. CCSS: L.3.4d</li> </ul>
<b>Incredible Cells</b> GRL N/600L	Life and Physical Sciences	Students compare and contrast scientific ideas. CCSS: RI.3.3, RI.3.10	Students identify the parts of the cell and discuss their functions. NGSS: 4-LS1-1	allow, bundle, droop, grain, microscope	<ul style="list-style-type: none"> <li>Refer to the text when asking and answering questions. CCSS: RI.3.1</li> <li>Interpret and use text features to aid comprehension of science content. CCSS: RI.3.7</li> <li>Use context as a clue to the meaning of a word. CCSS: L.3.4a</li> </ul>
<b>Nature Recovers</b> GRL N/730L	Life and Earth Sciences	Students describe a sequence of events. CCSS: RI.3.3, RI.3.10	Students identify and sequence the stages involved in the ecological succession of a forest. NGSS: 2-ESS1-1, 2-LS4-1, 3-LS4-4	bare, bolt, destruction, recover, return	<ul style="list-style-type: none"> <li>Recount the key details of a text. CCSS: RI.3.2</li> <li>Use information gained from photos and the words in a text to demonstrate understanding. CCSS: RI.3.7</li> <li>Determine the meaning of a word when a known affix is added. CCSS: L.3.4b</li> </ul>
<b>Send a Message</b> GRL N/720L	Engineering Design	Students identify the main idea and supporting details in a text. CCSS: RI.3.2, RI.3.10	Students devise and enact a plan to communicate a message in secret. NGSS: K-2-ETS1-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3, 4-PS4-3	artist, communicate, invention, printing press, strand	<ul style="list-style-type: none"> <li>Refer to the text when asking and answering questions. CCSS: RI.3.1</li> <li>Distinguish their own point of view from that of the author of a text. CCSS: RI.3.6</li> <li>Use knowledge of a known root word as a clue to the meaning of a word with the same root. CCSS: L.3.4c</li> </ul>
<b>Who Hears?</b> GRL N/870L	Life Science	Students classify and categorize details. CCSS: RI.3.1, RI.3.10	Students listen to and evaluate a variety of sounds, and they listen to the sounds of wildlife and human activities in their neighborhoods. NGSS: 4-LS1-1, 4-LS1-2	attract, sense, sniff, stomp, tasty	<ul style="list-style-type: none"> <li>Recount key details and explain how they support the main idea. CCSS: RI.3.2</li> <li>Determine the meaning of academic words in a text. CCSS: RI.3.4</li> <li>Use context as a clue to the meaning of a multiple-meaning word. CCSS: L.3.4a</li> </ul>
<b>Wind, Water, Ice</b> GRL N/730L	Earth Science	Students describe cause-and-effect relationships. CCSS: RI.3.3, RI.3.10	Students use dirt mixed in ice to model a glacier and the changes that glaciers can cause to the land. NGSS: 4-ESS2-1	react, scoop, pebble, pile, push	<ul style="list-style-type: none"> <li>Recount the key details of a text. CCSS: RI.3.2</li> <li>Use information gained from photos and the words in a text to demonstrate understanding. CCSS: RI.3.7</li> <li>Use dictionaries to clarify the precise meaning of a word. CCSS: L.3.4d</li> </ul>
<b>The Cleanup Crew: Nature's Recyclers</b> GRL O/800L	Life Science	Students classify and categorize details. CCSS: RI.3.1, RI.3.10	Students evaluate statements about fungi and decomposers, and they look for decomposers outdoors with their families. NGSS: 5-LS2-1	bald, feast, roadkill, shed, stretch	<ul style="list-style-type: none"> <li>Determine the main idea and recount the key details of a text. CCSS: RI.3.2</li> <li>Use information gained from photos and the words in a text to demonstrate understanding. CCSS: RI.3.7</li> <li>Distinguish the literal and nonliteral meanings of words in context. CCSS: L.3.5a</li> </ul>
<b>In the Deep</b> GRL O/850L	Life Science and Engineering Design	Students describe cause-and-effect relationships. CCSS: RI.3.3, RI.3.10	Students use drawings and glow-in-the-dark markers to analyze bioluminescence. NGSS: 4-LS1-1, 4-LS1-2	eerie, flabby, lure, realm, spiky	<ul style="list-style-type: none"> <li>Refer to the text when asking and answering questions. CCSS: RI.3.1</li> <li>Use text features to locate information relevant to a given topic efficiently. CCSS: RI.3.5</li> <li>Identify real-life connections between words and their use. CCSS: L.3.5b</li> </ul>
<b>Life on a Rocky Shore</b> GRL O/830L	Life Science	Students identify the main idea and supporting details in a text. CCSS: RI.3.2, RI.3.10	Students read the lines of a play about sea stars and their interactions in the intertidal zone. NGSS: 4-LS1-1, 3-LS4-3	collapse, grind, sway, teeming, wedge	<ul style="list-style-type: none"> <li>Refer to the text when asking and answering questions. CCSS: RI.3.1</li> <li>Determine the meaning of words in a text. CCSS: RI.3.4</li> <li>Distinguish the literal and nonliteral meanings of words in context. CCSS: L.3.5a</li> </ul>
<b>Satellites</b> GRL O/770L	Engineering Design and Earth Science	Students identify the main idea and supporting details in a text. CCSS: RI.3.2, RI.3.10	Students identify and discuss the uses of satellites, and they analyze photographs taken by satellites. NGSS: 4-ESS2-2	clear, instantly, object, rocket, space	<ul style="list-style-type: none"> <li>Refer to the text when asking and answering questions. CCSS: RI.3.1</li> <li>Describe the connection between paragraphs in a text. CCSS: RI.3.8</li> <li>Determine the meaning of a word when a known affix is added. CCSS: L.3.4b</li> </ul>
<b>Scientists at Work</b> GRL O/780L	Engineering Design, Earth, Life, and Physical Sciences	Students identify the main idea and supporting details in a text. CCSS: RI.3.2, RI.3.10	Students investigate a variety of questions in several fields of science. NGSS: 3-PS2-1, 3-ESS2-1, 4-LS1-1, 5-PS1-2, 3-5-ETS1-3	gather, ingredient, observe, test, wonder	<ul style="list-style-type: none"> <li>Compare and contrast scientific ideas. CCSS: RI.3.3</li> <li>Use text features to locate information relevant to a given topic efficiently. CCSS: RI.3.5</li> <li>Distinguish shades of meaning among related words that describe degrees of certainty. CCSS: L.3.5c</li> </ul>

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<b>Skeletons</b> GRL O/50L	Life Science	Students classify and categorize animals. CCSS: RI.3.1, RI.3.10	Students explore the range of motion of different body parts to make inferences about the structure of the human skeleton. NGSS: 4-LS1-1	coil, delicate, hind, imagine, particular	<ul style="list-style-type: none"> <li>Compare and contrast information about animal skeletons. CCSS: RI.3.3</li> <li>Interpret and use text features to aid comprehension of science content. CCSS: RI.3.7</li> <li>Use context clues to understand science-related vocabulary. CCSS: L.3.4a</li> </ul>
<b>The Skin You're In</b> GRL O/590L	Life Science	Students describe cause-and-effect relationships. CCSS: RI.3.3, RI.3.10	Students investigate a variety of questions in several fields of science. NGSS: 3-PS2-1, 3-ESS2-1, 4-LS1-1, 5-PS1-2,3-5-ETS1-3	bandage, germ, heal, scrape, tough	<ul style="list-style-type: none"> <li>Determine the main idea and recount key details of a text. CCSS: RI.3.2</li> <li>Interpret and use text features to aid comprehension of science content. CCSS: RI.3.7</li> <li>Identify real-life connections between words and their use. CCSS: L.3.5b</li> </ul>
<b>Super Steel</b> GRL O/580L	Engineering Design	Students describe problems and solutions in a text. CCSS: RI.3.3, RI.3.10	Students observe, test, and analyze the properties of different materials used in food containers. NGSS: 5-PS1-3	batch, mold, scrap, sleek, sturdy	<ul style="list-style-type: none"> <li>Describe a sequence of events. CCSS: RI.3.3</li> <li>Use text features to locate information relevant to a given topic efficiently. CCSS: RI.3.5</li> <li>Use dictionaries to clarify the precise meaning of a word. CCSS: L.3.4d</li> </ul>
<b>Venomous Snakes</b> GRL O/910L	Life Science	Students compare and contrast scientific ideas. CCSS: RI.3.3, RI.3.10	Students write realistic stories about snakes or the study of snakes. NGSS: 4-LS1-1, 3-LS1-1, 3-LS4-2	approach, avoid, rodent, strike, survive	<ul style="list-style-type: none"> <li>Refer to the text when asking and answering questions. CCSS: RI.3.1</li> <li>Interpret and use text features to aid comprehension of science content. CCSS: RI.3.7</li> <li>Use context as a clue to the meaning of a word. CCSS: L.3.4a</li> </ul>
<b>Food for Life</b> GRL P/820L	Life Science and Engineering Design	Students classify and categorize details. CCSS: RI.3.1, RI.3.10	Students use the sense of smell to identify foods. NGSS: 4-LS1-2	calcium, cell, fiber, leap, saliva	<ul style="list-style-type: none"> <li>Determine the main idea and recount the key details of a text. CCSS: RI.3.2</li> <li>Use information gained from photos and the words in a text to demonstrate understanding. CCSS: RI.3.7</li> <li>Identify real-life connections between words and their use. CCSS: L.3.5b</li> </ul>
<b>Mud Builders</b> GRL P/840L	Life and Earth Sciences	Students compare and contrast scientific ideas. CCSS: RI.3.3, RI.3.10	Students design, construct, and analyze models of animal homes. NGSS: 3-LS2-1, 3-LS4-3, 5-ESS2-1	creature, date, entire, form, stale	<ul style="list-style-type: none"> <li>Refer to the text when asking and answering questions. CCSS: RI.3.1</li> <li>Use information gained from photos and the words in a text to demonstrate understanding. CCSS: RI.3.7</li> <li>Use context as a clue to the meaning of a word. CCSS: L.3.4a</li> </ul>
<b>Wildfires</b> GRL P/940L	Earth and Life Sciences, Engineering Design	Students identify the main idea and its supporting details. CCSS: RI.3.2, RI.3.10	Students use a model to demonstrate the progress of a forest fire. NGSS: 5-ESS3-1	consume, dense, parched, reduce, roar	<ul style="list-style-type: none"> <li>Recognize cause-and-effect relationships in a science-related text. CCSS: RI.3.3</li> <li>Interpret and use text features to aid comprehension of science content. CCSS: RI.3.7</li> <li>Use context clues to understand science-related vocabulary. CCSS: L.3.4a</li> </ul>
<b>World of Water</b> GRL P/860L	Earth Science	Students identify the main idea and supporting details in a text. CCSS: RI.3.2, RI.3.10	Students investigate desalination by observing the evaporation and condensation of a water solution. NGSS: 5-ESS2-1	cliff, continent, globe, savanna, vast	<ul style="list-style-type: none"> <li>Refer to the text when asking and answering questions. CCSS: RI.3.1</li> <li>Determine the meaning of words in a text. CCSS: RI.3.4</li> <li>Use dictionaries to clarify the precise meaning of a word. CCSS: L.3.4d</li> </ul>
<b>Animal Watch</b> GRL Q/820L	Life Science and Engineering Design	Students identify the main idea and supporting details in a text. CCSS: RI.4.2, RI.4.10	Students design and conduct an investigation on the animals that live in their regions. NGSS: 3-LS4-3, 4-LS1-1, 5-LS2-1	determine, photograph, recognize, scarce, territory	<ul style="list-style-type: none"> <li>Compare and contrast scientific ideas. CCSS: RI.4.3</li> <li>Interpret information presented visually in a text. CCSS: RI.4.7</li> <li>Use common Greek and Latin roots as clues to the meanings of words. CCSS: L.4.4b</li> </ul>
<b>Island Animals</b> GRL Q/880L	Life Science	Students identify the main idea and supporting details in a text. CCSS: RI.4.2, RI.4.10	Students research animals and select animal photos to make a book about animals of the world. NGSS: 3-LS4-3, 3-LS1-1, 4-LS1-1	ferocious, leathery, remote, similar, unusual	<ul style="list-style-type: none"> <li>Explain concepts in a scientific text, including what happened and why. CCSS: RI.4.3</li> <li>Interpret information presented visually in a text. CCSS: RI.4.7</li> <li>Use context as a clue to the meaning of a word. CCSS: L.4.4a</li> </ul>
<b>Nature Did It First</b> GRL Q/950L	Engineering Design and Life Science	Students compare and contrast information about inventions inspired by living things. CCSS: RI.4.3, RI.4.10	Students identify inventions that were inspired by natural adaptations, and they plan and discuss their own inventions based on nature. NGSS: 3-5-ETS1-1, 3-5-ETS1-2	dart, glide, propel, scoot, transport	<ul style="list-style-type: none"> <li>Recognize text structure in a science-related text. CCSS: RI.4.5</li> <li>Interpret and use text features to aid comprehension of science content. CCSS: RI.4.7</li> <li>Use reference materials to clarify the exact meaning of science-related words. CCSS: L.4.4c</li> </ul>

Title/GRL/Lexile	Strands	Reading Objective	Science Objective	Vocabulary Words	Integrate Literacy and Science
<b>Our Water Supply</b> GRL Q/830L	Earth Science and Engineering Design	Students explain problems and solutions in a text. CCSS: RI.4.3, RI.4.10	Students use a model to explore methods of cleaning up polluted water. NGSS: 4-ESS3-2, 3-5-ETS1-3	constantly, expect, impurity, pressure, vapor	<ul style="list-style-type: none"> <li>Determine the main idea of a text and explain how it is supported by key details. CCSS: RI.4.2</li> <li>Describe the structure of parts of a text. CCSS: RI.4.5</li> <li>Use a prefix as a clue to the meaning of a word. CCSS: L.4.4b</li> </ul>
<b>Search and Discover</b> GRL Q/1000L	Engineering Design and Life Science	Students compare and contrast scientific ideas. CCSS: RI.4.3, RI.4.10	Students design and conduct an investigation on the growth of plants or animals. NGSS: 3-LS4-3, 4-LS1-1, 5-LS1-1, 5-LS1-2	bore, gaze, observation, scrape, thrive	<ul style="list-style-type: none"> <li>Determine the meaning of domain-specific words in a text. CCSS: RI.4.4</li> <li>Interpret information presented visually in a text. CCSS: RI.4.7</li> <li>Use context as a clue to the meaning of a word. CCSS: L.4.4a</li> </ul>
<b>Animals on the Move</b> GRL R/990L	Life Science and Engineering Design	Students identify the main idea and supporting details in a text. CCSS: RI.4.2, RI.4.10	Students read the lines of a play about salmon migration. NGSS: 3-LS4-3, 4-LS1-1, 4-LS1-2	annual, evolve, expand, lush, mass	<ul style="list-style-type: none"> <li>Determine the meaning of domain-specific words in a text. CCSS: RI.4.4</li> <li>Explain how an author uses reasons to support points in a text. CCSS: RI.4.8</li> <li>Relate words to their opposites. CCSS: L.4.5c</li> </ul>
<b>Exploring Caves</b> GRL R/920L	Earth and Life Sciences	Students identify cause-and-effect relationships. CCSS: RI.4.3, RI.4.10	Students make and evaluate a model of a cave. NGSS: 4-ESS2-1	coat, flutter, produce, seep, trickle	<ul style="list-style-type: none"> <li>Ask and answer questions about exploring caves. CCSS: RI.4.1</li> <li>Use glossaries to determine the meaning of scientific words. CCSS: L.4.4</li> <li>Interpret and use text features to aid comprehension of science content. CCSS: RI.4.7</li> </ul>
<b>Ice on Earth</b> GRL R/950L	Earth Science	Students explain cause-and-effect relationships. CCSS: RI.4.3, RI.4.10	Students investigate how melting ice affects ocean levels. NGSS: 5-ESS2-1, 4-ESS3-1	cap, extract, frigid, peak, uninhabitable	<ul style="list-style-type: none"> <li>Determine the main idea of a text and explain how it is supported by key details. CCSS: RI.4.2</li> <li>Interpret information presented visually in a text. CCSS: RI.4.7</li> <li>Use context as a clue to the meaning of a multiple-meaning word. CCSS: L.4.4a</li> </ul>
<b>A Rain Forest Adventure</b> GRL R/720L	Life Science	Students explain a sequence of events. CCSS: RI.4.3, RI.4.10	Students research and prepare reports on the biomes of the world. NGSS: 3-LS4-3, 4-LS1-1, 5-LS2-1	climate, filter, frantically, grove, unique	<ul style="list-style-type: none"> <li>Refer to the text when explaining what the text says and when drawing inferences from it. CCSS: RI.4.1</li> <li>Describe the differences in focus and information provided by a firsthand and a secondhand account of the same topic. CCSS: RI.4.6</li> <li>Relate words to their opposites. CCSS: L.4.5c</li> </ul>
<b>Who Needs Weeds?</b> GRL R/950L	Life Science and Engineering Design	Students compare and contrast scientific ideas. CCSS: RI.4.3, RI.4.10	Students investigate how plants colonize the soil, and they respond to questions about weeds and other plants. NGSS: 3-LS4-3, 4-LS1-1, 5-LS1-1, 5-PS3-1	aid, bitter, erode, nectar, soothe	<ul style="list-style-type: none"> <li>Interpret information presented visually in a text. CCSS: RI.4.7</li> <li>Explain how an author uses reasons to support points in a text. CCSS: RI.4.8</li> <li>Use context as a clue to the meaning of a word. CCSS: L.4.4a</li> </ul>
<b>The Body in Motion</b> GRL S/960L	Life Science	Students identify the main idea and supporting details in a text. CCSS: RI.4.2, RI.4.10	Students investigate the effect of practice on completing a physical task. NGSS: 4-LS1-2	dazzling, feat, maneuver, marvel, soar	<ul style="list-style-type: none"> <li>Refer to the text when explaining what the text says and when drawing inferences from it. CCSS: RI.4.1</li> <li>Explain how an author uses reasons to support points in a text. CCSS: RI.4.8</li> <li>Consult reference materials to clarify the precise meaning of words in a text. CCSS: L.4.4c</li> </ul>
<b>Mars</b> GRL S/990L	Earth Science and Engineering Design	Students compare and contrast scientific ideas. CCSS: RI.4.3, RI.4.10	Students evaluate statements about Mars and use a model to explain the changing distance between Earth and Mars. NGSS: 3-5-ETS1-1, 3-PS2-2	analyze, contain, exist, reflect, rotate	<ul style="list-style-type: none"> <li>Refer to the text when explaining what the text says and when drawing inferences from it. CCSS: RI.4.1</li> <li>Describe the structure of parts of a text. CCSS: RI.4.5</li> <li>Use context as a clue to the meaning of a multiple-meaning word. CCSS: L.4.4a</li> </ul>
<b>Wind Power</b> GRL S/930L	Engineering Design, Physical and Earth Sciences	Students explain a sequence of events. CCSS: RI.4.3, RI.4.10	Students design and test parachutes. NGSS: 5-PS2-1, 3-PS2-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3	conduct, harness, launch, squirm, symbol	<ul style="list-style-type: none"> <li>Refer to the text when explaining what the text says and when drawing inferences from it. CCSS: RI.4.1</li> <li>Describe the overall structure of a text. CCSS: RI.4.5</li> <li>Use common Latin roots as clues to the meanings of words. CCSS: L.4.4b</li> </ul>

Title/GRL/Lexile	Strands	Reading Objective	Science Objective	Vocabulary Words	Integrate Literacy and Science
<b>Wolves</b> GRL S/950L	Life Science	Students identify the main idea and supporting details in a text. CCSS: RI.4.2, RI.4.10	Students write realistic stories about wolves or the study of wolves. NGSS: 5-ESS3-1, 4-LS1-1	lone, nimble, prey, pounce, stalk	<ul style="list-style-type: none"> <li>Determine the meaning of domain-specific words in a text. CCSS: RI.4.4</li> <li>Describe the structure of parts of a text. CCSS: RI.4.5</li> <li>Relate words to their opposites and to words with similar meanings. CCSS: L.4.5c</li> </ul>
<b>Blood</b> GRL T/1000L	Life Science and Engineering Design	Students compare and contrast scientific ideas. CCSS: RI.5.3, RI.5.10	Students read the lines of a play about blood and its role in the body. NGSS: 4-LS1-1	elevation, function, glimpse, manufacture, transmi	<ul style="list-style-type: none"> <li>Summarize the text. CCSS: RI.5.2</li> <li>Explain how an author uses reasons and evidence to support points in a text. CCSS: RI.5.8</li> <li>Use common Latin roots as clues to the meanings of words. CCSS: L.5.4b</li> </ul>
<b>How Animals Communicate</b> GRL T/880L	Life Science	Students determine the main ideas and supporting key details. CCSS: RI.5.2, RI.5.10	Students communicate in a variety of methods to model how animals communicate in nature. NGSS: 4-LS1-2, 4-PS4-3	claim, fan, glow, notify, smack	<ul style="list-style-type: none"> <li>Compare and contrast scientific ideas. CCSS: RI.5.3</li> <li>Determine the meaning of domain-specific words in a text. CCSS: RI.5.4</li> <li>Use context as a clue to the meaning of a word. CCSS: L.5.4a</li> </ul>
<b>One Thing Leads to Another</b> GRL T/980L	Engineering Design	Students determine the main ideas and supporting key details of a text. CCSS: RI.5.2, RI.5.10	Students discuss and describe new inventions. NGSS: 3-5-ETS1-2	astound, clamp, consider, crude, wizard	<ul style="list-style-type: none"> <li>Quote from a text when explaining science concepts. CCSS: RI.5.1</li> <li>Compare and contrast two ideas in a scientific text. CCSS: RI.5.3</li> <li>Use a glossary to clarify the meaning of content words. CCSS: L.5.4c</li> </ul>
<b>Ring of Fire</b> GRL T/1040L	Earth Science	Students explain a sequence of events. CCSS: RI.5.3, RI.5.10	Students evaluate and discuss statements about volcanoes and earthquakes, and they research examples of volcanic eruptions and earthquakes. NGSS: 5-ESS2-1, 5-ESS3-1	fearsome, occur, ooze, plague, wasteland	<ul style="list-style-type: none"> <li>Quote accurate from a text when explaining what the text says and when drawing inferences from it. CCSS: RI.5.1</li> <li>Explain how an author uses reasons and evidence to support points in a text. CCSS: RI.5.8</li> <li>Use context as a clue to the meaning of a word. CCSS: L.5.4a</li> </ul>
<b>Hurricanes</b> GRL U/940L	Earth Science	Students explain cause-and-effect relationships. CCSS: RI.5.3, RI.5.10	Students interview family members about severe storms. NGSS: 5-ESS3-1, 5-ESS2-1, 4-ESS3-2	buffet, generate, heed, lash, veer	<ul style="list-style-type: none"> <li>Quote accurate from a text when explaining what the text says and when drawing inferences from it. CCSS: RI.5.1</li> <li>Determine the meaning of domain-specific words in a text. CCSS: RI.5.4</li> <li>Consult reference materials to determine the meaning of a word. CCSS: L.5.4c</li> </ul>
<b>Penguins</b> GRL U/970L	Life Science	Students compare and contrast to explain the relationships between different penguin species. CCSS: RI.5.3, RI.5.10	Students construct and use models to demonstrate a behavior of penguins. NGSS: 5-LS2-1	dense, flop, incubate, transformation, witness	<ul style="list-style-type: none"> <li>Quote from the text to answer questions about penguins and their habitats. CCSS: RI.5.1</li> <li>Use common affixes as clues to the meaning of science-related words. CCSS: L.5.4</li> </ul>
<b>Amusement Park Science</b> GRL V/970L	Physical Science and Engineering Design	Students compare and contrast scientific ideas. CCSS: RI.5.3, RI.5.10	Students use a marble and a trackway to explore concepts of energy and motion. NGSS: 5-PS2-1, 4-PS3-1, 4-PS3-4	collide, dip, jolt, lurch, recreation	<ul style="list-style-type: none"> <li>Summarize the text. CCSS: RI.5.2</li> <li>Explain how an author uses reasons and evidence to support points in a text. CCSS: RI.5.8</li> <li>Use context as a clue to the meaning of a word. CCSS: L.5.4a</li> </ul>
<b>Eye on the Universe</b> GRL V/1000L	Engineering Design, Physical and Earth Sciences	Students explain a sequence of events. CCSS: RI.5.3, RI.5.10	Students use plastic bags as a model to investigate how Earth's atmosphere distorts images of objects in space. NGSS: 4-PS4-2, 4-PS4-3	distort, error, orbit, postpone, trailblazing	<ul style="list-style-type: none"> <li>Quote accurately from the text when explaining what the text says and when drawing inferences from it. CCSS: RI.5.1</li> <li>Summarize the text. CCSS: RI.5.2</li> <li>Use synonyms to better understand words. CCSS: L.5.5c</li> </ul>
<b>Ocean Exploration</b> GRL V/1060L	Earth Science and Engineering Design	Students compare and contrast scientific ideas. CCSS: RI.5.3, RI.5.10	Students work with one another to research and present information about Earth's oceans. NGSS: 5-ESS2-1, 5-ESS2-2	bold, breakthrough, chilly, curious, lack	<ul style="list-style-type: none"> <li>Quote accurately from the text when explaining what the text says and when drawing inferences from it. CCSS: RI.5.1</li> <li>Summarize the text. CCSS: RI.5.2</li> <li>Use antonyms to better understand words. CCSS: L.5.5c</li> </ul>