

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, JUNE 19, 2014

Regular Meeting - 7:30 PM

Dr. Earl Metzler, II, Superintendent
Dr. Roxanne Wilson, Asst. Superintendent

Superintendent's Office
30 Greenough Road, Plaistow, NH
Nancy Steenson, Chair
Kate Delfino, Vice Chair

AGENDA

****THE BOARD WILL MEET AT 7:00 PM IN THE HIGH SCHOOL ATHLETIC WING FOR A TOUR OF THE LOCKER ROOMS AND WILL BEGIN THE BUSINESS PORTION OF THE MEETING AT THE SUPERINTENDENT'S OFFICE AT 7:30 PM.****

1. **Call to Order – Chair**
2. **Roll Call – Clerk**
3. **Pledge of Allegiance**
4. **Approval of Minutes**
 - a. June 5th Meeting
5. **Delegations or Individuals**
6. **Current Business**
 - a. Eagle Scout Projects* – INFORMATIONAL (15)
 - b. School Board Student Rep – ACTION (5)
 - c. TRHS/Norwood High Engineering Project Collaboration – INFORMATIONAL (15)
 - d. High School Athletic Facilities – ACTION (10)
 - e. Fund Retention Option – ACTION (10)
 - f. Guided Reading Libraries – INFORMATIONAL (15)
 - g. District Action Plan* – INFORMATIONAL (20)
 - h. Driver's Education Update* – INFORMATIONAL (10 minutes)
 - i. Business Partnerships* – INFORMATIONAL (15)
 - j. Tuition Requests – ACTION (5)
7. **Administrator's Report**
 - a. Update on School Activities – INFORMATIONAL
8. **Personnel Report**
9. **Reports of the School Board**
10. **Correspondence Folder**
11. **Vendor and Payroll Registers**
12. **Other Business**
 - a. Non-public (if needed)
13. **Future Dates**

DATE	MEETING TYPE	LOCATION	TIME
August 29	Regular Meeting	SAU	7:30 PM
September 4	Regular Meeting	SAU	7:30 PM
September 11	Facilities Tour	TRMS, PAC, TRHS	6:00 PM
September 16	Facilities Tour	DE, SC, SN	6:00 PM
September 18	Regular Meeting	SAU	7:30 PM
September 25	Facilities Tour	AA, PS	6:00 PM

*PowerPoint Presentation

The MISSION of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.

ADMINISTRATOR'S REPORT

Administrator's Report for June 19, 2014 School Board Meeting

1-,3. OPEN MEETING *Self-explanatory.*

4. APPROVAL OF MINUTES

One set: June 5th session.

5. DELEGATION OR INDIVIDUALS

6. CURRENT BUSINESS

a. Eagle Scout Projects – 15 minutes

Ben Flyzik to present proposed plans to improve the baseball diamond at Pollard School and Nick Bealo to present update on his completed project to build an observatory at the high school. Ben's plan requires school board approval; Nick's presentation is informational. Nick will be late to the board meeting so his presentation may be inserted into the agenda when it is convenient.

b. Student Rep – 5 minutes

Board members to meet Lucas Scott Appleton of Danville; the new school board student representative for the 2014-15 school year. Confirmation by the board is required as provided in policy JIBB. Action.

c. TRHS/Norwood High School Engineering Project Collaborative – 15 minutes

For the second school year, Timberlane Regional High School Engineering students have worked together with Norwood High School Engineering students designing and programming VEX robotics projects. This year, the collaborations included a fabrication project that utilized our High School's 3D printer. This presentation will highlight the program's successes with student engagement, as well as the many 21st century skills that were covered as a result. Informational.

d. High School Athletic Facilities – 10 minutes

Dr. Metzler to propose board action to address deficiencies in the High School Athletic wing. Action.

e. Fund Retention Option – 10 minutes

George Stokinger to present projected end of year figures and provide the Board the opportunity to consider the fund retention (surplus) option adopted at the 2013 annual meeting. Action.

f. Guided Reading Libraries – 15 minutes

Deb Armfield to present on the curriculum that was recently purchased to address a top literacy need identified by our elementary principals. Informational.

g. District Action Plan – 20 minutes

Dr. Wilson to present District Action Plan to complete the round of action plan updates. Informational.

h. Driver's Education Update – 10 minutes

Scott Strange to provide a detailed update of the Driver's Education plan as it relates to offering the service to students through private vendors. Informational.

i. Business Partnerships – 15 minutes

Scott Strange to provide plan and timeline for creating business partnerships. Informational.

j. Tuition Requests – 5 minutes

Dr. Metzler to present tuition requests for the 2014-15 school year for approval as well board's approval to act on all other tuition requests that come thereafter. Action.

7-9. REPORTS

7. *Administrator's Report – Dr. Metzler to present*
 - a. *Update on happenings and activities with each of the district schools*
8. *Personnel Report – Dr. Metzler to present (if needed)*
9. *Reports of the School Board*

10. CORRESPONDENCE

11. VENDOR AND PAYROLL REGISTERS

12. OTHER BUSINESS

Non-public (if needed)

13. FUTURE DATES

UPCOMING REGULAR MEETING AGENDAS

*This information is provided for informational purposes only. Agenda items are subject to change.
The official agenda will be distributed one week prior to its scheduled meeting.*

August 28, 2014	
Summer Projects Update	
Competency Education Continuum	<i>Discussion</i>
Ratify Summer Hiring	
Exit Interviews Report	
Summer PD Update	
School Board Meeting Venue	
HISET	<i>Graduation/GED Options Student Update</i>
Signs of Suicide Training	<i>Presentation of training for TRSD staff by Tim Lena, Kelley Binette & Shana McTague</i>

September 4, 2014	
Opening of School Report	

Back-Burner List

SERESC Update NHSBA Resolutions Soccer Field Dedication SAT scores Differentiated Instruction	<i>Beth Rincon September Multiple year & state-wide comparisons D. Armfield</i>
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TIMBERLANE REGIONAL SCHOOL BOARD
Atkinson, Danville, Plaistow, Sandown, New Hampshire

Regular Meeting
June 5, 2014
7:30 PM

Atkinson Academy
17 Academy Avenue
Atkinson, NH

Dr. Earl Metzler, Superintendent
Dr. Roxanne Wilson, Assistant Superintendent

Nancy Steenson, Chair
Kate Delfino, Vice Chair

Call to Order

Madam Chair Steenson called this June 5, 2014 meeting of the Timberlane Regional School Board to order at 7:35 pm.

Board Members Present

Mr. Blair, Mr. Bealo, Mr. Collins, Mrs. Delfino, Mrs. Green, Mr. Mascola, Mrs. Sherman, Madam Chair Steenson and Mr. Ward.

Administrators Present

<i>Dr. Metzler, Superintendent of Schools</i>	<i>Mrs. Vance, Assistant Principal of Pollard School</i>
<i>Dr. Wilson, Assistant Superintendent</i>	<i>Mrs. Liff, Assistant Principal of Sandown North</i>
<i>Mr. Stokinger, Business Administrator</i>	<i>Mr. Snyder, Assistant Principal Atkinson Academy</i>
<i>Mr. Holland, Director of Technology</i>	<i>Mrs. Rasicot, Director Student Services</i>
<i>Mrs. Dayotis, Principal of Atkinson Academy</i>	<i>Mrs. Rincon, Director of Special Education</i>
<i>Mrs. Barcelos, Principal of Danville Elementary</i>	<i>Mrs. Armfield, Director of Professional Learning</i>
<i>Mrs. Gaydos, Principal of Pollard School</i>	<i>Mrs. Killen, Director of Elementary Education</i>
<i>Mrs. Georgian, Principal of Sandown North</i>	<i>Mr. Strainge, Director of Second Education</i>
<i>Mr. Rolph, Principal of Sandown Central</i>	<i>Mr. Mealey, Academic Dean of Attendance</i>

Pledge of Allegiance

Students Jordyn Friel and Katherine O'Leary led the assembly in the Pledge of Allegiance.

Minutes (00:02:26)

*The board reviewed and approved with changes the May 29, 2014 public meeting minutes of the Timberlane Regional School Board. **The minutes were approved with changes by general consent of the board.***

Atkinson School Report (00:03:49)

Dr. Metzler thanked the students of Atkinson Academy for their hard work and dedication to their presentations this evening. He announced that Mr. Snyder, Assistant Principal of Atkinson Academy has accepted a Principal position with the Dracut school system. Mrs. Dayotis requested a recess so students may show their projects and presentations to the parents, family and staff gathered this evening.

The meeting recessed from 8:12 pm to 8:19 pm.

Delegations and Individuals (00:08:33)

Mr. Arthur Green of Sandown stated he had concerns regarding the financial management administered by the board. He presented a document that listed specific line items in question and he requested a detailed explanation. He also noted that the auditor's report has not been published.

CURRENT BUSINESS

Hawaiian Exchange Program (00:11:20)

Mr. William Mealey and students presented a short PowerPoint presentation on their recent trip to Hawaii. High school and Hawaiian students answered questions and provided details of the trip.

Elementary Action Plans (00:28:10)

Elementary Principals presented updated status of the elementary schools action plans.

School Board Goals (01:05:20)

Madam Chair Steenson outlined the final version of the board goals.

Motion: Mrs. Delfino motioned to approve 2014-2015 goal #1 – Academic Excellence with changes. Mrs. Sherman seconded the motion. With no further discussion the motion passed by a vote of 8-1-0 (Mrs. Green opposed).

Motion: Mr. Collins motioned to approve removing 2014-2015 goal #2- Assessment Understanding. Mrs. Delfino

seconded the motion. With no further discussion the motion passed by a vote of 7-2-0 (Mr. Blair and Mrs. Green opposed).

Motion: Mr. Mascola motioned to approve removing 2014-2015 goal #3-Community Engagement and Public Relations. Mrs. Delfino seconded the motion.

Motion to amend: Mrs. Green motioned to amend the motion by removing the word "professional" from goal #3. Mr. Ward seconded the motion. With no further discussion the motion failed by a vote of 1-8-0 (Mrs. Green voted favor). With no further discussion the original motion passed by a vote of 7-1-1 (Mrs. Green opposed, Mr. Blair abstained).

Motion: Mr. Collins motioned to approve 2014-2015 goal #4-Capital Improvement Plan. Mr. Mascola seconded the motion. With no further discussion the motion passed by unanimous vote (9-0-0).

Motion: Mr. Bealo motioned to approve removing 2014-2015 goal #5- Retreat. Mr. Blair seconded the motion. With no further discussion the motion passed by a vote of 8-1-0 (Mr. Collins opposed).

Motion: Mrs. Delfino motioned to approve the additional 2014-15 goal which states: The board will create a community outreach plan to build common ground with the four towns, regarding the district's budget and fiscal priorities. Mr. Bealo seconded the motion.

Motion to amend: Mr. Blair motioned to amend the motion by adding to the goal the wording "and implement" after create. Mr. Ward seconded the motion. With no further discussion the motion to amend passed by a vote of 8-0-1 (Mrs. Green opposed). With no further discussion the newly amended motion passed by a vote of 8-0-1 (Mrs. Green opposed).

Motion: Mrs. Green motioned to approve an additional 2014-15 goal which states: Specific financial goals one year in advance of the budget cycle to address pupil costs and staffing matrix relative to enrollment. Mr. Ward seconded the motion. With no further discussion the motion failed by a vote of 1-7-1 (Mrs. Green voted in favor and Mr. Ward abstained).

Summer Enrichment Program (01:47:30)

Mrs. Killen and Mr. Strainge presented the Timberlane Horizons Summer Enrichment Programs for summer 2014. Mr. Strainge reviewed the brochure.

Assessment Update (02:12:50)

Mrs. Armfield presented a PowerPoint presentation on the STAR Assessment implementation plan and schedule.

Policies (02:35:32)

Mr. Mascola presented the following policies for second reading and adoption:

- JFAB ADMISSION OF TUITION AND NON-RESIDENT STUDENTS
- IGA CURRICULUM DEVELOPMENT
- EBCB FIRE DRILLS
- EBCC BOMB THREATS
- ECA BUILDING AND GOUNDS SECURITY
- EEAA VIDEO AND AUDIO SURVEILLANCE ON SCHOOL PROPERTY
- EEACD BUS VIDEO/AUDIO CAMERA MONITORS
- JFCCA BUS VIDEO/AUDIO CAMERA MONITORS
- EEAE SCHOOL BUS SAFETY
- EF/EFC FOOD SERVICE MANAGEMENT

Motion: Mr. Collins motioned to accept following policies for a second reading:

- JFAB ADMISSION OF TUITION AND NON-RESIDENT STUDENTS
- IGA CURRICULUM DEVELOPMENT
- EBCB FIRE DRILLS
- EBCC BOMB THREATS
- ECA BUILDING AND GOUNDS SECURITY
- EEAA VIDEO AND AUDIO SURVEILLANCE ON SCHOOL PROPERTY
- EEACD BUS VIDEO/AUDIO CAMERA MONITORS
- JFCCA BUS VIDEO/AUDIO CAMERA MONITORS
- EEAE SCHOOL BUS SAFETY
- EF/EFC FOOD SERVICE MANAGEMENT

Mr. Blair seconded. A brief discussion on the work of policy committee and the process was reviewed. **With no further discussion the motion passed by a vote of 8-1-0 (Mrs. Green opposed).**

Administrator's Report (02:41:18)

Dr. Metzler updated the board on three recent requests received for individuals to hand out diplomas to graduating students. The requests are past the deadline for the Superintendent's approval according to policy IKFAA.

Motion: Mr. Collins motioned to waive board policy IKFAA Graduation Ceremony to allow the requesters to hand diplomas to their graduating students. Mrs. Sherman seconded the motion. With no further discussion the motion passed by unanimous vote of (9-0-0).

Dr. Metzler continued by reporting on the Cenergistic energy program and his acceptance, on behalf of the middle school, of a \$500 donation from the Soroptimist Society to be used towards the new Sister Power Girls Group's upcoming field trip to Adventurelore. He outlined the scheduled of district financial needs that will be sent to the district towns for payments July through December. He finished his report with an update on the Food Service contract that will undergo a final review by the central office before it is considered for approval.

Motion: Mrs. Green motioned to delay approving the Food Service contract until the contract is reviewed by the board. The motion failed for lack of a second.

Personnel (02:50:25)

Dr. Metzler recommended accepting the nomination of:

- Kenneth Blaszkas TRHS art teacher

Mrs. Green recused herself from the personnel discussion and vote.

On a motion by Mr. Collins to approve the nomination of:

- Kenneth Blaszkas TRHS art teacher

Mrs. Delfino seconded. With no further discussion the motion passed by vote of 8-0-1 (Mrs. Green abstained).

Reports of the School Board (02:51:42)

Board members reported on activities and programs they attended: Mr. Collins attended the Community Relations Committee meeting. Mrs. Delfino requested the board's consideration on the flyer for the Community Outreach survey; she requested 500 flyers be printed for different events within the four towns.

Motion: Mr. Collins motioned to approve the printing of the "Coming Soon!" flyers. Mr. Ward seconded the motion. With no further discussion the motion passed by a vote of 8-0-1 (Mr. Blair abstained).

Correspondence

All board members were presented the correspondence received since the last board meeting.

Vendor and Payroll Check Registers

Vendor and payroll registers were signed by the board.

Other Business

Mrs. Green stated she believes Madam Chair Steenson has indirectly reprimanded her for speaking her mind. Mr. Mascola expressed his full support of Madam Chair Steenson and Mr. Collins stated he believes Madam Chair Steenson is doing a good job as chair. Madam Chair clarified she is following the rules of order.

Having no further business before the board Madam Chair Steenson adjourned the meeting at 11:14 pm.

Respectfully submitted,

Nancy Danahy
School Board Clerk

My Eagle Project

Ben Flyzik



My Eagle Scout Project

- For my Eagle project I am going to be fixing up and restoring two baseball diamonds behind Pollard Elementary School. Both will need new home plates and new baseball clay. All dugouts will need new benches and to be cleared out. They have lots of plants and if to be used again, they will have to be removed.

Home bases and backstop needs work.



Trimming along the fences.



New clay for the diamond.



New benches.



Lucas Appleton
108 Long Pond Road
Danville, NH 03819

June 19, 2014

Dear Lucas,

Congratulations and welcome to the Timberlane Regional School Board as the Student Liaison representing the Timberlane Regional High School. The purpose of the Student Liaison is to provide a better understanding of the needs and concerns of the student body and to be the face of every Timberlane student who currently is or one day will be attending the High School. When our community members and students witness your involvement and passion for your school, they too, will become excited and proud to be a part of it.

Your role as representative also strengthens the relationship between the School Board members and the High School with your reports and your enthusiasm in being a part of the team who oversees all aspects of Timberlane's educational programs and opportunities. As apparent, the School District decision makers have not attended a high school in years and may need to be reminded of the current culture and perspective of those who do. Your input is extremely valuable to us.

Lucas, it is our hope that as the School Board representative you will commit to attend all meetings in the 2014-15 school year, or at the very least when it is impossible to attend, to submit a written report to the School Board Chair or the Superintendent so that the board and community members may be updated. You shall serve as a non-voting member at all public sessions (non-pubic sessions are for voting members only). Attached are the School Board calendar of meetings and the School District policy outlining your role and responsibilities as the Student Liaison.

We look forward to both meeting you and to serving the Timberlane community with you in the upcoming school year.

On behalf of the Timberlane Regional School Board,



Mrs. Nancy Steenson, Chair

Mr. Peter Bealo

Mr. Rick Blair

Mr. Rob Collins

Mrs. Kate Delfino

Mrs. Donna Green

Mr. Michael Mascola

Mrs. Sue Sherman

Mr. Kelly Ward

Timberlane Regional School Board

Timberlane Regional School Board

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Adopted: 09-21-06	Page 1 of 2

STUDENT LIAISON TO THE SCHOOL BOARD

The Timberlane Regional School Board recognizes the students attending the Timberlane Regional schools are the most important concerns of the school district. The Board establishes the position of student representative to the School Board to establish a communication link between itself and the student body.

In order to achieve the above goal, the School Board will accept one student representative as selected by a vote of students at Timberlane High School and approved by the high school administration to serve as a non-voting student representative to the Timberlane Regional School Board.

Student representation to the Board is intended to provide a better understanding of the needs and concerns of students toward the ultimate goal of improving the educational programs. Additionally, this participation will provide practical governmental experience for the student selected.

Section 1 Responsibilities

- A. The Student Representative shall serve as a representative of the student body both seeking and reflecting fellow students' concerns and positions on school matters.
- B. The Student Representative shall make a monthly report to the Board and be listed on the agenda.
- C. The Student Representative shall have his/her opinions heard and considered during public discussions of agenda items as well as in other meetings to which he/she has been invited by the Board Chair and/or committee chair.
- D. The Student Representative shall be provided, in advance of all public Board meetings, copies of agendas and non-confidential materials.
- E. The Student Representative shall be aware of the great responsibility of his/her position in representing the total student community and not any individual group.
- F. The Student Representative shall be aware that the Board is a policy making body rather than an administrative body.
- G. The Student Representative shall act only when the Board is in session unless authorized by the Board to perform a specific assignment.
- H. The Student Representative shall submit agenda items through appropriate channels to allow for inclusion in board packets.

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- I. The Student Representative shall recognize that effective democratic procedure exists when all Board members support the implementation of policy that has been approved by majority action at an open public meeting.
- J. The Student Representative shall provide constructive comments and focus on facts, not opinions.
- K. The Student Representative shall meet with student government representatives and other interested student groups to discuss policies, actions and decisions that affect students.
- L. The Student Representative shall be willing to attend all Board meetings and work sessions except those concerning specific personnel matters.
- M. The Student Representative may not attend non-public sessions.

Section 2 Term of Office and Election Procedure

- A. There shall be a student representative to the School Board who is either a junior or a senior.
- B. The Student Representative shall be chosen prior to June.
- C. The term of office will be for one year from June 1 through May 31.
- D. The newly elected student representative to the Board shall be confirmed and seated by the Board at the first regular meeting held after June 1.
- E. A vacancy shall be filled through a special election of high school students with approval by the principal. The tenure of this selection will be for the remaining portion of the original term.

2013 ELECTION RESULTS

Article 1 - Election of Officers

Danville	School Board Member	3-Year Term	Nancy Steenson 482
Plaistow	School Board Member	3-Year Term	Richard Blair 477
Sandown	School Board Member	3-Year Term	Kelly Ward 566
Atkinson	Budget Committee Member	1-Year Term	Raymond Fournier 5 write ins (refused)
Danville	Budget Committee Member	3-Year Term	Michelle O'Neil 13 write ins
Plaistow	Budget Committee Member	2-Year Term	Dennis Heffernan 97 write ins (refused)
Plaistow	Budget Committee Member	3-Year Term	Dennis Heffernan 59 write ins
Sandown	Budget Committee Member	3-Year Term	Cathy Gorman 57 write ins

Article 2 - Operating Budget	Yes 1952 No 1193
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Shall the Timberlane Regional School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling **\$64,422,418**? Should this article be defeated, the operating budget shall be **\$64,418,761** which is the same as last year, with certain adjustments required by previous action of the Timberlane Regional School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. Note: Warrant Article 2 (the operating budget) does not include appropriations proposed under any other warrant articles. (MAJORITY VOTE REQUIRED)

Recommended by the School Board 9-0

Recommended by the Budget Committee 8-0

Article 3 - Capital Reserve Fund	Yes 1838 No 1300
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Shall the Timberlane Regional School District raise and appropriate up to **\$200,000** to be placed in the School Building Construction, Reconstruction, Capital Improvement and Land Purchase Capital Reserve Fund established in 1996, with such amount to be transferred from the June 30, 2013 unassigned fund balance (surplus) available for transfer on July 1 of this year? (MAJORITY VOTE REQUIRED)

(The funds for this article come from the 2012-2013 school budget surplus, not from additional taxes.)

Recommended by the School Board 9-0

Recommended by the Budget Committee 8-0

Article 4 - Collective Bargaining Agreement (TTA)	Yes 1643 No 1501
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Shall the Timberlane Regional School District vote to approve the cost items included in the collective bargaining agreement reached between the Timberlane Teachers' Association and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Cost Distribution	2013-14	2014-15	2015-16
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Salaries	\$494,737	\$589,674	\$561,794
FICA	37,847	45,110	42,977
NH State Retirement	70,055	83,498	79,550
Medical	(204,436)	0	0
TOTAL	\$398,203	\$718,281	\$684,321

and further to raise and appropriate the sum of **\$398,203** for the 2013-14 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board 8-1

Recommended by the Budget Committee 7-1

Article 5 - Authorization for Special Meeting on Cost Items

Yes 2073 No 997

Shall the Timberlane Regional School District, if Article 4 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 4 cost items only? *(Without this Article the District would have to petition Superior Court for a Special School District Meeting. This saves the District the expense of attorney fees and court costs).*

Recommended by the School Board 9-0

Recommended by the Budget Committee 7-1

Article 6 - Fund Balance Retention (Surplus)

Yes 1955 No 1073

Shall the Timberlane Regional School District vote to authorize, indefinitely until rescinded, the retention of year-end unassigned general funds in an amount not to exceed, in any fiscal year, 2.5 percent of the current fiscal year's net assessment, for the purpose of having funds on hand to use as a revenue source for emergency expenditures and over-expenditures under RSA 32:11, or to be used as a revenue source to reduce the tax rate, all in accordance with RSA 198:4-b, II? (MAJORITY VOTE REQUIRED)

Recommended by the School Board 8-1

Recommended by the Budget Committee 8-0

Article 7 - General Acceptance of Reports

Yes 2508 No 512

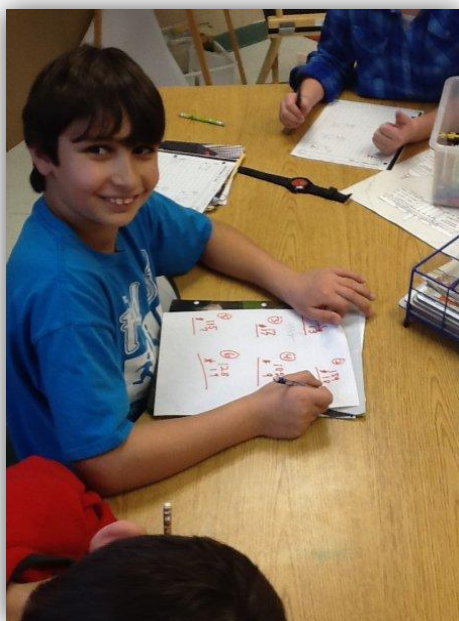
Shall the Timberlane Regional School District accept reports of agents, auditors, and committees as written in the 2012 Annual Report? (MAJORITY VOTE REQUIRED)

Recommended by the School Board 9-0

Article 8 - SAU Budget on Warrant Petition by Donna Green et al

Yes 1712 No 1165

Shall the voters of the Timberlane Regional School District within School Administrative Unit number 55 adopt the provisions of RSA 194-C:9-b to allow for insertion of the school administrative unit budget as a separate warrant article at annual school district meetings? (MAJORITY VOTE REQUIRED)



TITLE III
TOWNS, CITIES, VILLAGE DISTRICTS, AND UNINCORPORATED PLACES

CHAPTER 32
MUNICIPAL BUDGET LAW

Expenditures

Section 32:11

32:11 Emergency Expenditures and Overexpenditures. – When an unusual circumstance arises during the year which makes it necessary to expend money in excess of an appropriation which may result in an overexpenditure of the total amount appropriated for all purposes at the meeting or when no appropriation has been made, the selectmen or village district commissioners, upon application to the commissioner of revenue administration or the school board upon application to the commissioner of education, may be given authority to make such expenditure, provided that:

- I. Such application shall be made prior to the making of such expenditure. No such authority shall be granted until a majority of the budget committee, if any, has approved the application in writing. If there is no budget committee, the governing body shall hold a public hearing on the request, with notice as provided in RSA 91-A:2.
- II. The commissioner of revenue administration or the commissioner of education may accept and approve an application after an expenditure if caused by a sudden or unexpected emergency, in which case paragraph I shall not apply.
- III. Neither the commissioner of revenue administration nor the commissioner of education shall approve such an expenditure unless the governing body designates the source of revenue to be used. Neither commissioner shall have the authority to increase the town or district's tax rate in order to fund such an expenditure.
- IV. When applying to the commissioner of education for such authority, the school board shall send a copy of such application to the department of revenue administration. The commissioner of education, when granting authority to the school board, shall notify, in writing, the commissioner of revenue administration of any and all authorizations given to school boards for emergency expenditures or overexpenditures, and the revenue source for funding such expenditures.
- V. Notwithstanding paragraphs I through IV, if the legislative body has by warrant article established a contingency fund in the annual budget for the purpose of unanticipated expenses, the board of selectmen may expend funds from such account to meet the costs of such expenses.

Source. 1993, 332:1, eff. Aug. 28, 1993. 1996, 214:5, eff. Aug. 9, 1996. 1999, 140:1, eff. Aug. 24, 1999. 2013, 115:1, eff. Aug. 24, 2013.

**TITLE XV
EDUCATION**

**CHAPTER 198
SCHOOL MONEY**

District Taxes

Section 198:4-b

198:4-b Contingency Fund. –

I. A school district annually by an article in the warrant, or the governing body of a city upon recommendation of the school board, when the operation of the schools is by a department of the city, may establish a contingency fund to meet the cost of unanticipated expenses that may arise during the year. A detailed report of all expenditures from the contingency fund shall be made annually by the school board and published with their report.

II. Notwithstanding any other provision of law, a school district by a vote of the legislative body may authorize, indefinitely until specific rescission, the school district to retain year-end unassigned general funds in an amount not to exceed, in any fiscal year, 2.5 percent of the current fiscal year's net assessment pursuant to RSA 198:5, for the purpose of having funds on hand to use as a revenue source for emergency expenditures and overexpenditures under RSA 32:11, or to be used as a revenue source to reduce the tax rate.

III. The legislative body of the city of Manchester, upon recommendation of the school committee, may authorize, indefinitely until specific rescission, the school district to retain year-end unassigned general funds.

Source. 1965, 123:4. 1998, 389:12, eff. Oct. 1, 1998. 2012, 221:1, eff. Aug. 12, 2012.

WHAT IS **GUIDED READING?**

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. The text is easy enough for students to read with your skillful support. The text offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency. You choose selections that help students expand their strategies.

What is the purpose of guided reading?

You select books that students can read with about 90 percent accuracy. Students can understand and enjoy the story because it's accessible to them through their own strategies, supported by your introduction. They focus on meaning but use problem-solving strategies to figure out words they don't know, deal with difficult sentence structure, and understand concepts or ideas they have never before encountered in print.

Why is guided reading important?

Guided reading gives students the chance to apply the strategies they already know to new text. You provide support, but the ultimate goal is independent reading.

When are children ready for guided reading?

Developing readers have already gained important understandings about how print works. These students know how to monitor their own reading. They have the ability to check on themselves or search for possibilities and alternatives if they encounter a problem when reading. For these readers, the guided reading experience is a powerful way to support the development of reading strategies.

The ultimate goal of guided reading is reading a variety of texts with ease and deep understanding. Silent reading means rapid processing of texts with most attention on meaning, which is achieved as readers move past beginning levels (H, I, J). At all levels, students read orally with fluency and phrasing.

Matching Books to Readers

The teacher selects a text for a small group of students who are similar in their reading behaviors at a particular point in time. In general, the text is about right for students in the group. It is not too easy, yet not too hard, and offers a variety of challenges to help readers become flexible problem solvers. You should choose Guided Reading Program books for students that:

- match their knowledge base.
- are interesting to them.
- help them take the next step in learning to read.
- offer just enough challenge to support problem solving while still supporting fluency and meaning.

Supporting Students' Reading

In working with students in guided reading, you constantly balance the difficulty of the text with support for students reading the text. You introduce the story to the group, support individuals through brief interactions while they read, and guide them to talk together afterwards about the words and ideas in the text. In this way, you refine text selection and help individual readers move forward in developing a reading process.

Good readers employ a wide range of word-solving strategies, including analysis of sound-letter relationships and word parts. They must figure out words that are embedded in different kinds of texts. Reading a variety of books enables them to go beyond reading individual words to interpreting language and its subtle meanings.

For more specific teaching suggestions, see individual cards for each book title.

Procedure for Guided Reading

- The teacher works with a small group of students with similar needs.
- The teacher provides introductions to the text that support children's later attempts at problem solving.
- Each student reads the whole text or a unified part of the text.
- Readers figure out new words while reading for meaning.
- The teacher prompts, encourages, and confirms students' attempts at problem solving.
- The teacher and student engage in meaningful conversations about what they are reading.
- The teacher and student revisit the text to demonstrate and use a range of comprehension strategies.

 SCHOLASTIC

GUIDED READING PROGRAM

Research Base for Guided Reading as an Instructional Approach



Gay Su Pinnell



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www.scholastic.com/guidedreading

Guided reading is small-group reading instruction designed to provide *differentiated teaching* that supports students in developing reading proficiency. The teacher uses a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. For the student, the guided reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas & Pinnell, 1996).

After systematic assessment to determine their strengths and needs, students are grouped for efficient reading instruction. While individuals always vary, the students in the group are alike enough that they can be effectively taught in a group. Texts are selected from a collection arranged along a gradient of difficulty. The teacher selects a text that students will be able to process successfully with instruction.

In this paper, we provide background information on guided reading and then discuss its components in relation to research. We will discuss guided reading within a comprehensive literacy program and provide the research base for eight components of guided reading.

Background Information About Small Group Reading Instruction

Small-group reading instruction has a long history in the United States. The practice goes back to the late 1800s, when educators became aware of the wide differences among students at the same grade levels. Reading groups within classes became common, and the market for published materials grew. Barr and Dreeben (1991) conducted a thorough review of traditional grouping practices and concluded that there was little systematic evidence to support or refute their use. And, as traditionally practiced, small-group reading instruction had some drawbacks, for example: the rigidity of groups that followed an unchanging sequence of core texts (Hiebert, 1983; Good & Marshall, 1984); less instruction in critical thinking provided to lower-progress groups (Allington, 1983; Allington & McGill-Franzen, 1989); negative effects on confidence and self-esteem; and the use of many workbook pages as the materials market grew (Barr & Dreeben, 1991).

Educators knew that differentiated instruction was needed. Using the same text for an entire class inevitably meant that it would be much too difficult for some, and those children would struggle or pretend to read every

day; at the same time, the text would be so easy for others that learning opportunities would be reduced. In the 1980s, guided reading emerged as a new kind of small-group instruction in schools in New Zealand and Australia. Guided reading was specifically structured to avoid some of the pitfalls of traditional reading groups while still making it possible for teachers to match books to readers and support successful processing. Guided reading was designed with the features that eliminated the drawbacks of traditional reading groups (see Holdaway, 1979; Clay, 1991). Today's guided reading has the following characteristics:

- “Round robin” reading is eliminated; instead, each learner reads the whole text or a unified portion of it softly or silently to himself, thus assuring that students delve into connected reading.
- Teachers select books for groups rather than following a rigid sequence.
- Groups are dynamic; they change in response to assessment and student need; they are flexible and fluid.
- In all groups, no matter what the level is, teachers teach for a full range of strategic actions: word solving, searching for and using information, self-monitoring and

correcting, summarizing information, maintaining fluency, adjusting for purpose and genre, predicting, making connections (personal, other texts, and world knowledge), synthesizing, inferring, analyzing, and critiquing (Pinnell & Fountas, 2008a).

- The teacher’s introduction supports critical thinking and deep comprehension.
- Discussion of the meaning is grounded in the text and expands thinking.
- Rather than completing exercises or workbook pages, students may write or draw about reading.
- The teacher has the opportunity to provide explicit instruction in a range of reading strategies.
- The teacher incorporates explicit vocabulary instruction and phonics or word work.

Guided Reading’s Place Within a High Quality Literacy Program

We introduced guided reading to the United States in our 1996 publication *Guided Reading: Good First Teaching for All Students* and recommended differentiated instruction with the characteristics described above. Since that time, small-group instruction in the form of guided reading has become widely used within a comprehensive framework for literacy instruction (Fountas & Pinnell, 1996).

The framework provides for rich language-based experiences with a variety of texts in whole-group, small-group, and individual settings (see Fountas & Pinnell, 2006 for detailed description). The instructional framework includes interactive read-aloud and reading workshop minilessons in whole-class groups, literature discussion in small heterogeneous groups, guided reading in small homogenous groups, and individual reading conferences.

The first two contexts allow students to benefit from interacting with peers at a variety of achievement levels (Slavin, 1987). Students also have access to interesting texts with age-appropriate content, and they benefit from participating in conversations about the texts. In the process, they build comprehension and vocabulary.

The second two contexts provide the opportunity for students to engage in proficient, independent processing at a level of success that allows them to expand their reading powers. Research has demonstrated that small-group instruction helps students improve achievement. For example, in comparative studies of first-grade reading interventions, Taylor, Short, Shearer, and Frye (1995) studied small groups of six to seven and Hiebert, Colt, Catoto, and Gury (1992) studied small groups of three. Both comparisons showed that the group receiving the small-group intervention did better than the comparison group. Although groups often comprise four or more students, guided reading provides the opportunity for

teachers to work with small groups in a way that is integral to classroom instruction. For those students who are struggling, teachers try to keep classroom guided reading groups small, and the school also provides additional intervention (Pinnell & Fountas, 2008).

The fifth context provides the opportunity for students to read books of choice independently. In the reading workshop, you create a strong instructional framework around this independent reading. While students do not choose books by “level,” teachers can use knowledge of text difficulty to guide students’ choices. Teachers rely on conferences with individual students to do some intensive teaching and also note student strengths and needs.

An important federally funded study supports the comprehensive framework described above (Biancarosa, Bryk, & Dexter, 2008; see www.literacycollaborative.org for a summary; to be published in *Elementary School Journal*). Teachers had professional development and coaching over a number of years to implement all elements of the framework. Dr. Anthony Bryk and his research team gathered data on 8,500 children who had passed through grades K–3; they collected fall and spring DIBELS and Terra Nova data from these students as well as observational data on 240 teachers. Here are the primary findings:

- The average rate of student learning increased by 16% over the course of the first implementation year, 28% in the second year, and 32% in the third year—very substantial increases.
- Teacher expertise increased substantially, and the rate of improvement was related to the extent of coaching teachers received.
- Professional communication among teachers in the schools increased over the course of the implementation, and the literacy coordinator (coach) became more central to the schools’ communication networks.

Some teachers choose to add guided reading as differentiated instruction when using a core or basal system that generally guides the whole-group instruction. Whatever the approach, guided reading makes it possible for students to effectively process an appropriate text every day, expanding their reading powers through supportive teaching that enables them to gradually increase the difficulty level at which they can read proficiently.

Research Supporting Instruction in Guided Reading Lessons

The research base for guided reading is presented in the eight important components of reading instruction that are described below.

1. All teaching in guided reading lessons has the ultimate goal of teaching reading comprehension.

Instructional Contexts for Teaching Reading

Contexts	Instructional Components	Texts	Instructional Goals
Whole-Class Instruction	<p>Interactive Read-Aloud</p> <p>Phonics, Spelling, and Language Instruction</p>	<p>Literature</p> <p>Other district-required texts and materials</p>	<ul style="list-style-type: none"> • Build a community of learners • Build a collection of shared texts • Provide age-appropriate reading material • Teach comprehension • Teach language skills • Develop the ability to talk about texts
Small-Group Instruction (heterogeneous groups)	<p>Book Clubs (Literature Discussion)</p>	<p>Literature (selected by students with teacher guidance)</p>	<ul style="list-style-type: none"> • Provide age-appropriate reading material • Develop the ability to talk about texts • Deepen comprehension through discussion
Small-Group Instruction (homogeneous)	<p>Guided Reading</p>	<p>High-quality fiction and nonfiction leveled texts (selected by the teacher with specific instruction in mind)</p>	<ul style="list-style-type: none"> • Differentiate instruction • Teach all aspects of reading explicitly—comprehension, fluency, vocabulary, and word-solving strategies • Deepen comprehension through discussion of a text that is more challenging than independent level • Develop the ability to talk about texts
Individual Instruction	<p>Independent Reading</p> <p>Conferring</p>	<p>Wide range of texts for student choice (selected by students from a classroom collection)</p>	<ul style="list-style-type: none"> • Differentiate instruction • Teach any aspect of reading individually • Read a large quantity of fiction and nonfiction texts • Assess reading fluency, accuracy, and comprehension

Reading comprehension is complex and can be taught only through the effective processing—with deep thinking—of connected and coherent texts. In preparing a framework for the National Assessment of Educational Progress that served as a basis for the 2009 NAEP Reading Assessment, the Governing Board used a number of sources to ground their definition of reading in scientific research, including the report of the National Reading Panel (NRP) (National Institute of Child Health and Human Development, 2000). Three understandings of reading influenced the framework (all cited in NAEP, 2008, p. 5):

1. A report (National Assessment Governing Board, 2002) sponsored by the RAND Study Group provided this definition: “Reading comprehension [is] the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading” (*Reading for Understanding: Toward an R&D Program in Reading Comprehension*, RAND Reading Study Group, 2002, p. 11).
2. A second definition comes from “The ability to understand and use those written forms required by society and/or valued by the individual. Young readers can construct meaning from a variety of texts. They read to learn, to participate in communities of readers, and for enjoyment” (*Progress in International Reading Literacy Study [PIRLS]*, Campbell et al., 2001, p. 3).
3. The third comes from The Programme for Student Assessment [PISA], an international effort to assess what 15-year-old students know and can do. Their definition of reading is as follows: “Understanding, using, and reflecting on written texts, in order to achieve one’s goals, to develop one’s knowledge and potential, and to participate in society” (OECD, 2000, p. 18).

All three definitions “stress that reading is an active, complex, and multidimensional process undertaken for many different purposes” (NAEP, 2008, p. 6).

All texts share certain essential reading components. Readers must solve the words, recognize how the text is organized (the text structure), make sense of the sentences and paragraphs (language structure), and understand what they are reading. Research (Pearson & Camperell, 1994; Pressley, 2000) suggests that readers adjust their reading to give attention to different aspects of texts when they encounter different types of texts. To be a skillful comprehender, therefore, readers need exposure—with teaching—to a wide variety of texts. Learning to make adjustments to accommodate different kinds of texts requires this exposure.

In guided reading, books are selected from a collection organized along a gradient of difficulty so that readers may experience texts that help them learn more. Within each level, there will be a variety of genres in order to build readers’ ability to adjust reading strategies.

Guided reading recognizes that readers need experience reading across a range of literary and practical texts. Literary fiction, which often offers a text structure sometimes called “story grammar,” consisting of presentation of setting and characters, definition of a problem (or many problems), a series of events, and problem resolution/ending (sometimes called *denouement*). The use of this story grammar and the demands on the reader vary considerably from text to text as readers encounter realism, fantasy, historical fiction, and forms such as mystery. Nonfiction works may also have some strong literary characteristics that add interest to the text, as well as underlying organizational patterns such as sequence or comparison and contrast. Expository texts often include argumentation and persuasion. Another challenge is mixed or hybrid texts (National Assessment Governing Board—NAEP, 2009, Reading Framework). These texts contain elements of narrative (story grammar) as well as elements of nonfiction. For example, an historical account may have stories or letters embedded within it, along with timelines, descriptive information, and comparisons. Often, readers at all grades must integrate information across a series of texts, taking information and ideas from each.

In guided reading, teachers provide specific demonstrations and teaching of comprehension strategies such as inferring, synthesizing, analyzing, and critiquing. Teachers prompt readers to think and talk in these strategic ways. This kind of teaching is supported by research. The National Reading Panel (NICHD, 2000) has suggested that teaching a combination of reading comprehension techniques is highly effective in helping students recall information, generate questions, and summarize texts.

Discussion-based guided reading lessons are “geared toward creating richly textured opportunities for students’ conceptual and linguistic development” (Goldenberg, 1992, p. 317). Goldenberg found that talk surrounding texts has greater depth, and it can stretch students’ language abilities.

Guided reading provides a setting within which the explicit teaching of comprehending strategies is ideal:

- Teachers select texts that are within students’ ability to comprehend *with teaching*.
- Teachers select a variety of genres and a variety of text structures within those genres.
- Teachers introduce the text to students in a way that provides background information and acquaints them with aspects of the text such as structure, content, vocabulary, and plot. This introduction does not involve

reading the text to the students; rather, it is a conversation that assures deeper understanding. In a comparison of three instructional methods, Stahl (2009) found that the text introduction yielded statistically significant effects in reading comprehension and science content acquisition.

- While students read, teachers may listen and intervene to prompt for and reinforce thinking. Teachers provide specific demonstrations of comprehending strategies.
- After reading, the teacher skillfully guides a discussion that may involve students' talking about their inferences, predictions, synthesis of new learning, analysis of aspects of the writer's craft, and critique (Fountas & Pinnell, 2006). The teacher can probe for deeper thinking.
- Teachers can make specific teaching points that demonstrate comprehension strategies to students.
- Teachers might also invite students to write about their reading to extend thinking.

2. In guided reading lessons, the teacher provides a sequence of high-quality, engaging texts that support individual progress on a scale of text difficulty.

Each day, every student needs the opportunity to perform effectively as a reader. Teachers need to closely match texts to readers in order to help them experience effective reading.

A gradient of text is a teacher tool that is used to assist in the selection of books for guided reading. "Creating a text gradient means classifying books along a continuum based on the combination of variables that support and confirm readers' strategic actions and offer the problem-solving opportunities that build the reading process" (Fountas & Pinnell, 1996, p. 113). The level takes into account a composite of text factors that we described in other publications (Fountas & Pinnell, 2006; Pinnell & Fountas, 2008). According to Clay (1991, p. 215), ". . . at the heart of the learning process is the child's ability to use a gradient of difficulty in texts by which he can pull himself up by his bootstraps: texts which allow him to practise and develop the full range of strategies which he does control, and by problem-solving new challenges, reach out beyond his present control."

The gradient of text we published in the 1990s has been refined and developed over the years (Fountas & Pinnell, 1996; 2006). You can now find over 35,000 books listed by level on fountasandpinnell leveledbooks.com.

The Fountas and Pinnell gradient is a defined continuum of characteristics related to the level of support and challenge that a reader meets in a text. Terms such as *easy* and *hard* are always relative terms that refer to the individual reader's foundation of background knowledge. At each level (A to Z), texts are analyzed using ten

characteristics: (1) genre/form, (2) text structure, (3) content, (4) themes and ideas, (5) language and literary features, (6) sentence complexity, (7) vocabulary, (8) word difficulty, (9) illustrations/graphics, and (10) book and print features (see Pinnell & Fountas, 2006, 2008a). The levels are explained in great detail in *Leveled Books for Readers, K-8: Matching Texts to Readers for Effective Teaching* (Fountas & Pinnell, 2006) and *The Continuum of Literacy Learning, K-8: A Guide to Teaching* (Pinnell & Fountas, 2008a). There you will find text characteristics for each level, A to Z, and specific curriculum goals (behaviors to notice, teach, and support).

This gradient was used as a standard by the New Standards Project® (Resnick & Hampton, 2009). New Standards is a joint project of the Learning Research and Development Center at the University of Pittsburgh (Pennsylvania) and The National Center on Education and the Economy (Washington, D.C.). Heading a consortium of 26 U. S. states and six school districts, New Standards developed performance standards in English language arts and other areas. Resnick and Hampton (2009) recommend rigorous yet achievable standards by text level for each grade level. These standards provide a common vision for literacy teachers and offer guidance for intervention. "Teachers can use leveled texts to monitor students' progress along this continuum, tracking milestones and flagging problems by midyear—in time to intervene with extra time, attention, and instruction" (Resnick & Hampton, 2009, p. 15).

Text selection for guided reading is assisted by the text gradient. Clay (2001) has written widely about the way different kinds of learning are drawn together and applied as children successfully process many texts on an increasing gradient of difficulty. Supported by strong teaching, the system expands and becomes more efficient. "This happens provided the reader is not struggling" (Clay, 2001, p. 132).

The text gradient allows teachers to match texts to students' reading levels and work to increase their ability; at the same time, it allows the systematic and carefully sequenced use of children's literature that will engage students. Studies have demonstrated that using children's literature enhances both literacy development and children's interest in reading (Hoffman, Roser, & Farest, 1988; Morrow, 1992; Morrow, O'Connor, & Smith, 1990). We also know that literature-based programs affect children's attitudes toward reading (Gerla, 1996; Goatley & Raphael, 1992; Stewart et al., 1996). Dahl & Freppon (1995) found that literature was related both to persistence on the part of students and to their ability to work together. Engagement as an important factor is explored in point 8, below.

Guided reading:

- Allows the teacher to match texts to students' current reading abilities.
- Provides a strong instructional context within which teachers can support students' successful processing of increasingly challenging texts.
- Allows the teacher to select texts that offer learning opportunities and will engage students.

3. Guided reading lessons increase the quantity of independent reading that students do.

Anderson and other researchers studied the relationship between growth in reading and the ways in which children spend their time outside of school (see Anderson, Wilson, & Fielding, 1988). They found that over a period of 26 weeks, "among all the ways children spent their time, reading books was the best predictor of several measures of reading achievement, including gains in reading achievement between second and fifth grade. However, on most days most children did little or no book reading [outside of school]" (p. 285). If we look at these relationships, we can see that children who achieved at the 98th percentile read 4,358,000 words in books over the twenty-six weeks, and children at the 90th percentile read 2,357,000 words. But children at the 10th percentile read only 8,000 words.

Guided reading is designed to provide a great deal of opportunity to read continuous text. The reading that students do in guided reading groups is strongly supported by instruction to move them further, and it is accompanied by independent rereading of texts or of novel texts at an independent level. The more a student reads, the more likely she will be a proficient reader (Cullinan, 2000; Newkirk, 2009). Book reading is strongly correlated with school success.

Guided reading gives us the opportunity to assure more reading in school (with instructional support); additionally, students should also read independently during the reading workshop and take books home to read. Quantity matters, and guided reading provides the following:

- Daily experience reading a text at a level that supports accuracy and comprehension
- Experience with a wide variety of genres so that students can develop favorite types of texts
- Encouragement to read at their independent level as part of the reading workshop
- Opportunity to talk and write about texts

4. Guided reading lessons provide explicit instruction in fluency.

Another good reason for careful text selection using a gradient is that we want students (with instructional support) to achieve fluent reading. Fluency changes over

time, of course. Children reading at levels A and B finger-point and work for voice-print match. They will tend to read word by word, but that will change quickly. As they begin level C, they will encounter dialogue, and their eyes should begin to take over the process. From that point on, we would expect fluent reading, which is very important for comprehension.

Reading fluency has been a concern for years (Allington, 1983). An Educational Testing Service research team assessed the oral reading fluency of a nationwide sample of fourth graders and found almost half of 1,000 readers were rated "dysfluent" on a reliable four-point scale. The readers with high fluency also had high reading comprehension scores on the NAEP test. In the interviews, these were also the students who said they read voluntarily and could name favorite books and authors (see Pinnell, Pikulski, Wixson, Campbell, Gough, & Beatty, 1996). As a result of the study described above, a six-dimension rubric has been created to measure fluency (Fountas & Pinnell, 2006, p. 102). That is, fluency is not synonymous with *fast*. There are several dimensions of fluency, including pausing, phrasing, intonation, word stress, and rate (meaning not too slow but also not too fast to be comprehensible).

Fluency is not a result of rapid word recognition alone (although that is essential). It requires attention to language and meaning, and it may be developed only by reading connected text at a level within the reader's control. "Teachers need to know that word recognition accuracy is not the end point of reading instruction. Fluency represents a level of expertise beyond word recognition accuracy, and reading comprehension may be aided by fluency. Skilled readers read words accurately, rapidly, and efficiently. Children who do not develop reading fluency, no matter how bright they are, will continue to read slowly and with great effort" (NICHD, 2000, 3-3).

The National Reading Panel Report (NICHD, 2000, pp. 3-6) stated that ". . . fluency helps enable reading comprehension by freeing cognitive resources for interpretation . . ." Members of the NRP found considerable evidence in research to conclude that guided oral reading procedures "tended to improve word recognition, fluency (speed and accuracy of oral reading), and comprehension with most groups." In their synthesis of research, they included a very wide range of guided oral reading techniques, some of which would not generally be used in guided reading lessons. However, teachers frequently do include some focused guided oral reading of passages or sections so that they can become more aware of factors related to fluency—pausing, phrasing, word stress, and intonation (Fountas & Pinnell, 1996, 2006).

Fluency is not a stage of development. For any reader, fluency varies with the complexity of the text, the purpose

for reading, the genre, the reader's familiarity with the text, and other variables. To develop fluency in reading, guided reading practice offers the following:

- Teachers select books that are within students' control. They can read most of the words already, and the teacher's support provides help with a few new or important words.
- The teacher introduces the text to support comprehension and connections to language.
- The teacher gives special attention to the needs of English language learners (by frequently rehearsing syntactic patterns or idioms that are difficult).
- The reading provides the opportunity to use word recognition and comprehending strategically in a smooth, orchestrated way while reading orally or silently.
- The teacher explicitly demonstrates and teaches, prompts for, and reinforces fluency throughout the lesson.
- With the teacher's guidance, the students may reread texts to work for greater fluency. The explicit demonstration and teaching may focus on specific dimensions of fluent reading as well as the integration of these aspects.

5. Guiding reading lessons provide daily opportunities to expand vocabulary through reading, conversation, and explicit instruction.

Vocabulary is important in early literacy acquisition and also in long-term proficiency in reading, writing, and speaking (Beck & McKeown, 1991). "The relationship between word knowledge and text understanding has been demonstrated empirically in many ways and along multiple dimensions both historically and contemporarily" (Baumann, 2009, p. 335). Vocabulary is an important factor in both decoding words and comprehending text. In general, children are much more likely to be able to solve a word if they already have it in their oral vocabulary (NICHD, 2000). Reading comprehension and vocabulary are deeply connected (Baumann, 2009).

Vocabulary, too, is a significant element of comprehension (called *meaning vocabulary* in the NAEP Reading Assessment to indicate "application of one's understanding of word meanings to passage comprehension."). Here the authors are assessing students' ability to derive the meaning of words that are integrated into continuous text. The meaning of individual words, though, is not enough. Passage meaning is also important (Bauman, Kame'enui, & Ash, 2002; Bauman, 2009). Simple exposure to or brief interactions around words are not likely to result in higher comprehension (Baumann, 2009). We must provide instruction in "passage-critical words" and provide it over time. Students need to develop the ability to learn words from context (Nagy, Herman, & Anderson, 1985). Compre-

hension of individual vocabulary words, including content-bearing words, more often depends on the interaction between the meaning of words and the meaning of the whole passage or even the whole text.

Guided reading provides a setting within which teachers can help children derive the meaning of words from context and also help them understand how passages work—that is, there are key or critical words within passages (fiction and nonfiction) that carry the meaning and must be understood in relation to the rest of the text. In the guided reading lesson, the following principles generally apply:

- Texts are selected so that students know most of the words, but there are a few new words to support vocabulary learning.
- In the text introduction, the teacher selects words to use in conversation in a way that helps students understand their meaning within this text.
- After reading, students and teacher may discuss the meanings of particular words within the text, sometimes noting words that they want to remember.
- As a teaching point, the teacher can demonstrate how to derive word meaning from context.
- After reading, the teacher has the option to engage students in preplanned word work that helps students attend to meaningful word parts and word meanings (affixes, base words, root words, homophones, synonyms, and antonyms).
- The teacher guides provide specific suggestions for discussion of and expansion upon story themes and ideas. These discussions are aimed at providing opportunities for students to practice vocabulary, exchange opinions, and articulate their own responses to the reading.

6. Guided reading lessons include teaching that expands students' ability to apply phonemic awareness and phonics understandings to the processing of print.

Phonemic awareness refers to children's understandings of the sounds they hear in words. Phonological awareness begins with sensitivity to rhyme and rhythm in poems and songs. Children learn words that "sound alike"—for example, a word that sounds like their names at the beginning or end. It becomes much more precise as children learn to hear the individual sounds or phonemes in words. Phonemic awareness is a very important factor in beginning reading, but according to the National Reading Panel's review of research, "PA training does not constitute a complete reading program" (NICHD, 2000, pp. 2–6). Describing phonemic awareness training as a "means to an end," the panel concluded that ". . . literacy acquisition is a complex process for which there is no single key to success. Teaching phonemic awareness does not ensure that children will learn to read and write. Many

other competencies must be taught for this to happen” (NICHD, 2000, pp. 2–7). They further noted that “PA instruction does not need to consume long periods of time to be effective. In these analyses programs lasting less than 20 hours were more effective than longer programs” (NICHD, 2000, pp. 2–6).

Another interesting recommendation of the panel was that teachers should connect phoneme awareness instruction with alphabet letters. “In the rush to teach phonemic awareness, it is important not to overlook the need to teach letters as well. The NRP analysis showed that PA instruction was more effective when it was taught with letters. Using letters to manipulate phonemes helps children make the transfer to reading and writing” (NICHD, 2000, pp. 2–33).

As they become aware of sounds, children also become aware of how the letters look and how the sounds and letters are related. They grasp the alphabetic principle; that is, they understand that there is an important (and complex) relationship between the sounds in words and the letters or groups of letters that represent them. Any literacy program will have a daily phonics lesson to acquaint children directly with these building blocks of language (see Pinnell & Fountas, 1998; Pinnell & Fountas, 2003—Grade K, Grade 1, Grade 2, and Grade 3).

As it did with phonemic awareness, the National Reading Panel stressed that “phonics is never a total reading program” (NICHD, 2000, pp. 2–97). “Teachers must understand that systematic phonics instruction is only one component—albeit a necessary component—of a total reading program; systematic phonics instruction should be integrated with other reading instruction in phonemic awareness, fluency, and comprehension strategies to create a complete reading program. Although most teachers and educational decision makers recognize this, there may be a tendency in some classrooms, particularly in first grade, to allow phonics to become the dominant component, not only in terms of the amount of time devoted to it, but also in terms of the significance attached. It is important not to judge children’s reading competence solely on the basis of their phonics skills and not to devalue their interest in books because they cannot decode with complete accuracy. It is also critical for teachers to understand that systematic phonics instruction can be provided in an entertaining, vibrant, and creative manner” (NICHD, 2000, p. 11).

As described at the beginning of this paper, guided reading is designed to *work within a curriculum that includes this daily direct teaching of phonemic awareness, phonics, and word study* (as appropriate for the level of readers). According to the National Reading Panel Report, “It is important to recognize that the goals of phonics instruction are to provide children with some key knowledge and skills and to insure that they know

how to apply this knowledge in their reading and writing. Phonics teaching is a means to an end” (NICHD, 2000, pp. 2–96). Students need the opportunity to read a great deal of continuous text so that they use phonics knowledge “on the run” while reading for meaning. The result will be a higher level of comprehension, more-fluent reading, and continual acquisition of known words.

Automatically known words allow readers to begin to monitor and correct their reading; they also free readers’ attention to think about meaning. Often, readers use phonics to solve a word several times and then it becomes known; other words (like *these* and *some*) are learned using sound-to-letter correspondences along with knowledge of the visual features of the word (Pinnell & Fountas, 2009).

Word solving must also be strategic and varied. An interesting study by Kaye (2007) indicates that young readers continually construct their repertoire of known words and flexible ways of solving words; progress is usually very rapid. She analyzed proficient second graders’ reading behaviors across a school year, collecting more than 2,500 text-reading behaviors. The readers demonstrated more than 60 ways (both one-step and multistep actions) to solve words (and these were only the problem-solving behaviors they displayed overtly). Presumably, much more happened in the head but was unvoiced. Children usually worked with large sub-word units; they never articulated words phoneme by phoneme, although they could do so because they had excellent letter-sound knowledge. They appeared to take more efficient or “economical” approaches, as described by Clay (2001). They were also very active in problem-solving; for example, they never appealed to the teacher without first initiating an attempt.

Guided reading provides the opportunity to teach this kind of problem-solving using phonics and, in addition, may provide one or two minutes of “hands on” phonics and word work at the end of each lesson. Phonics is an active part of the teaching in guided reading:

- In the introduction, the teacher draws attention to aspects of words that offer students ways to learn how words “work,” for example, by point out first letters, plurals, word endings, consonant clusters, vowel pairs, or syllables.
- As students read, the teacher teaches, prompts for, and reinforces children’s ability to take words apart (see Fountas & Pinnell, 2009, for explicit teacher language to teach, prompt for, and reinforce word solving).
- After reading, the teacher may make an explicit teaching point that shows students how to take words apart rapidly and efficiently.
- The teacher may preplan some specific word work that shows children phonics elements that they need to

know to solve words at this particular level of text. Students may learn to hear sounds in words (in sequence), manipulate magnetic letters, or use white boards and dry-erase markers to make phonics principles explicit.

7. Guided reading lessons provide the opportunity for students to write about reading.

A balanced-literacy program incorporates a wide range of oral language, reading, and writing activities. (Lyon & Moats, 1997; Snow, Burns, & Griffin, 1998). Writing supports reading in many ways. For the younger child, it presents the opportunity to hear sounds in words and closely examine aspects of print. For all students, writing provides the opportunity to revisit the text in different ways—making predictions, working out the organization or structure, noticing interesting language, noticing aspects of the writer’s craft, or making inferences with specific evidence from the text to back them up.

In guided reading, teachers help children extend their understanding and vocabulary through both oral language and writing. Students present their written ideas in four basic categories—persuasive, expository, narrative, and descriptive—as well as poetry.

Additionally, the teacher often engages students in follow-up activities that use print in different ways, for example, by incorporating ideas into graphic aids such as posters, diagrams, charts, or lists. This follow-up is an ideal way to help children develop the skills of summarizing, extending meaning, analyzing aspects of text, interpreting text, and discovering the structure of text—all essential skills that are also tested on proficiency tests.

8. Guided reading lessons create engagement in and motivation for reading!

There is ample evidence that learning is not just a cognitive process, although we often treat it as such in school. According to Lyons, “The brain always gives priority to emotions” (Lyons, 2003, p. 66). Emotion is a factor in whether children learn to read and write.

Along with emotion, motivation plays a strong mediating role in the reader’s engagement (Wemtz, 1996). In turn, engagement is strongly related to reading achievement (Cipielewski & Stanovich, 1992; Campbell, Voelkl, & Donahue, 1977). Motivation rests on a constellation of emotional factors such as confidence and a sense of ownership, both related to engagement (Au, 1997). Nystrand and Gamoran, 1991, found that student engagement is connected to incorporation of students’ responses into the discussion and authentic comments and questions (Commeyras & Sumner, 1995).

According to the National Reading Panel, the importance of motivation in the effectiveness of any reading program cannot be overestimated. It is critical that future pedagogical research takes into account the approaches that teachers prefer and those that have proven to be the most effective in successful classroom instruction (NICHD, 2000).

In guided reading:

- Teachers select books that will be interesting to children, from a broad range of genres, styles, and levels of difficulty.
- Texts are introduced in a way that is specifically aimed at engaging interest, encouraging curiosity about a topic, and motivating students to pursue reading as a way of satisfying their need to know.
- Students experience success at processing texts.
- Students extend their thinking and engagement as they talk with others about texts.

We have ended this research paper with perhaps the most important category—motivation. But motivation is related to all of the competencies that were mentioned in points 7 and 8. The issue confronting reading teachers is that students simply cannot be motivated unless they can experience the competence of reading with proficiency. That means matching the books to readers and providing the research-based instruction that will move them to the next level—with all that implies in terms of comprehension, vocabulary, and word-solving. At the same time, *what they read and how they talk about it* is all-important. Guided reading is not an “exercise to practice reading skills.” It is real reading of high-quality and high-interest books at every level. The teacher provides the intentional and intensive instruction that develops the proficiency that allows students to focus on the interesting information. The wholeness of the lesson is directed toward engagement in texts—the goal of authentic reading in the real world.

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GR Level	Grade Level	Title	Author	Lexile	DRA	Genre
A	K-1	Boxes	Avelyn Davidson	N/A	A-1	Realistic Fiction
A	K-1	Helping	Linda Johns	N/A	A-1	Realistic Fiction
A	K-1	Hop, Skip, and Jump	Janelle Cherrington	N/A	A-1	Realistic Fiction
A	K-1	Little Animals	Janet Reed	N/A	A-1	Fantasy
A	K-1	My Dog Fluffy	Janelle Cherrington	N/A	A-1	Informational Text
A	K-1	My House	Catherine Peters	N/A	A-1	Informational Text
A	K-1	Playing	Avelyn Davidson	N/A	A-1	Realistic Fiction
A	K-1	Run, Rabbit!	Yael Landman	N/A	A-1	Realistic Fiction
A	K-1	Storm, The	Avelyn Davidson	N/A	A-1	Informational Text
A	K-1	Time	Avelyn Davidson	N/A	A-1	Realistic Fiction
A	K-1	Big and Little	Samantha Berger and Pamela Chanko	BR	A-1	Informational Text
A	K-1	Games	Samantha Berger and Daniel Moreton	20L	2	Informational Text
A	K-1	I Can, We Can	Don L. Curry	BR	A-1	Informational Text
A	K-1	In the Woods	Akimi Gibson	BR	2	Fantasy
A	K-1	Kittens	Don L. Curry	BR	2	Informational Text
A	K-1	Let's Go!	Rachel Mann	BR	A-1	Informational Text
A	K-1	My Color	Rachel Mann	BR	A-1	Informational Text
A	K-1	School	Gay Su Pinnell	N/A	A-1	Informational Text
A	K-1	We Can!	Gay Su Pinnell	BR	A-1	Realistic Fiction
A	K-1	What Bears Like	Janelle Cherrington	BR	A-1	Informational Text
A	K-1	1, 2, 3 in the Box	Ellen Tarlow	N/A	A-1	Informational Text
A	K-1	Elephants Like To...	Janelle Cherrington	N/A	A-1	Informational Text
A	K-1	Flowers Have Colors	Janelle Cherrington	N/A	A-1	Informational Text
A	K-1	I See Bugs	Wiley Blevins	N/A	A-1	Informational Text
A	K-1	Numbers All Around	Susan Canizares, Betsey Chessen	NP	A-1	Informational Text
A	K-1	On a Boat	Minda Novek	N/A	A-1	Informational Text
A	K-1	School Day!	Jesús Cervantes	N/A	A-1	Informational Text
A	K-1	We Play Together	Wiley Blevins	N/A	A-1	Informational Text
A	K-1	We Read	Wiley Blevins	N/A	A-1	Informational Text
A	K-1	We Write	Ellen Tarlow	N/A	A-1	Informational Text
A	K-1	I Can See	Adria Klein	60L	A-1	Informational Text
A	K-1	I Like	Gay Su Pinnell	BR	A-1	Realistic Fiction
A	K-1	Lunch	Gay Su Pinnell	BR	A-1	Realistic Fiction
A	K-1	My Cats	Eileen Robinson	90L	A-1	Realistic Fiction
A	K-1	What Do Insects Do?	Susan Canizares and Pamela Chanko	BR	A-1	Informational Text

GR Level	Grade Level	Title	Author	Lexile	DRA	Genre
B	K-1	Ants Go Home, The	Linda Johns	N/A	2	Fantasy
B	K-1	Fishing	Janet Reed	N/A	2	Fantasy
B	K-1	Getting There	Edwin Johns	N/A	2	Nonfiction
B	K-1	Home Run!	Catherine Peters	N/A	2	Realistic Fiction
B	K-1	Let's Play	Catherine Peters	N/A	2	Realistic Fiction
B	K-1	Look at Us	Linda Johns	N/A	2	Realistic Fiction
B	K-1	My Feet	Janet Reed	N/A	2	Realistic Fiction
B	K-1	Night Shift	Josh Ryan	N/A	2	Nonfiction
B	K-1	Off to the City	Avelyn Davidson	N/A	2	Fantasy
B	K-1	Zebras Don't Brush Their Teeth!	Lynette Evans	N/A	2	Nonfiction
B	K-1	Baby Animals Learn	Pamela Chanko	BR	3-4	Informational Text
B	K-1	Carrots	Gail Saunders-Smith	180L	2	Informational Text
B	K-1	Goldilocks	Ellen Tarlow	BR	3-4	Traditional Literature/Folktale
B	K-1	Hop In!	Julie Small-Gamby	BR	2	Fantasy
B	K-1	Kites	Bettina Ling	280L	3-4	Realistic Fiction
B	K-1	Two Can Do It!	Susan Canizares, Betsey Chesson	BR	3-4	Informational Text
B	K-1	Water	Susan Canizares, Pamela Chanko	BR	2	Informational Text
B	K-1	We Are Painting	Francie Alexander	150L	2	Realistic Fiction
B	K-1	We Like to Play!	Ellen Tarlow	BR	2	Realistic Fiction
B	K-1	What Am I?	Orlando K. Frizado	BR	2	Informational Text
B	K-1	Can We Go?	Janelle Cherrington	N/A	2	Informational Text
B	K-1	Can You See the Rabbit?	Janelle Cherrington	N/A	2	Informational Text
B	K-1	From Sheep to Sweater	Ellen Tarlow	N/A	2	Informational Text
B	K-1	How to Make a Wind Sock	Ellen Tarlow	N/A	2	Informational Text
B	K-1	I See Flags	Wiley Blevins	N/A	2	Informational Text
B	K-1	Look-and-Find Shapes	Wiley Blevins	N/A	2	Informational Text
B	K-1	We Live Here	Gabriel Salzman	N/A	2	Informational Text
B	K-1	What's the Weather?	Jennifer Cali	N/A	2	Informational Text
B	K-1	Who Hid?	Nancy Leber	N/A	2	Informational Text
B	K-1	Whose Bones?	Enriqueta Fernandez	N/A	2	Informational Text
B	K-1	Hats Around the World	Liza Charlesworth	BR	2	Informational Text
B	K-1	Lunch at the Zoo	Wendy Blaxland	530L	2	Fantasy
B	K-1	Making Mountains	Margaret Ballinger and Rachel Gosset	BR	2	Realistic Fiction
B	K-1	Who Lives in a Tree?	Susan Canizares, Daniel Moreton	800L	2	Informational Text
B	K-1	Who Lives in the Arctic?	Susan Canizares, Pamela Chanko	620L	2	Informational Text

GR Level	Grade Level	Title	Author	Lexile	DRA	Genre
C	K-1	Big Blue Sea, The	Janine Scott	N/A	3-4	Informational Text
C	K-1	Brave Dave and the Dragons	Janet Reed	N/A	3-4	Fantasy
C	K-1	Hide and Seek	Janet Reed	N/A	3-4	Fantasy
C	K-1	It's Time to Eat!	Avelyn Davidson	N/A	3-4	Informational Text
C	K-1	Little Blue Fish	Lynette Evans	N/A	3-4	Realistic Fiction
C	K-1	Little Duckling Is Lost	May Nelson	N/A	3-4	Fantasy
C	K-1	Oak Street Party, The	Catherine Peters	N/A	3-4	Realistic Fiction
C	K-1	One Frog, One Fly	Wendy Blaxland	BR	3-4	Fantasy
C	K-1	Pass the Pasta, Please!	Linda Johns	N/A	3-4	Informational Text
C	K-1	Patterns	Samantha Berger, Daniel Moreton	N/A	3-4	Informational Text
C	K-1	At Work	Ellen Geist	N/A	3-4	Informational Text
C	K-1	Bugs!	Patricia and Fredrick McKissack	BR	3-4	Informational Text
C	K-1	From Egg to Robin	Susan Canizares, Betsey Chessen	BR	6	Informational Text
C	K-1	How Many Can Play?	Susan Canizares, Betsey Chessen	BR	6	Informational Text
C	K-1	I Can Run	Gay Su Pinnell	BR	3-4	Realistic Fiction
C	K-1	I See Fish	Don L. Curry	BR	2	Informational Text
C	K-1	Joshua James Likes Trucks	Catherine Petrie	BR	3-4	Informational Text
C	K-1	Pancakes, Crackers, and Pizza	Marjorie Eberts and Margaret Gisler	190L	3-4	Informational Text
C	K-1	Rain	Robert Kalan	N/A	3-4	Informational Text
C	K-1	Fun With Simple Machines	Ellen Tarlow	N/A	3-4	Informational Text
C	K-1	How Will I Get to Grandma's House?	Wiley Blevins	N/A	6	Realistic Fiction
C	K-1	Kitten Is a Baby Cat, A	Wiley Blevins	N/A	3-4	Informational Text
C	K-1	My Scrapbook	Francie Alexander	N/A	3-4	Realistic Fiction
C	K-1	On the Farm	Janelle Cherrington	N/A	3-4	Informational Text
C	K-1	Please, Thank You	Francie Alexander	N/A	3-4	Realistic Fiction
C	K-1	Signs (GR Edition)	Janelle Cherrington	N/A	10	Informational Text
C	K-1	We Like Summer!	Wiley Blevins	N/A	3-4	Informational Text
C	K-1	What Time Is It?	Julie Moriarty	N/A	3-4	Realistic Fiction
C	K-1	Where Are They?	Keisha Humphrey	N/A	3-4	Informational Text
C	K-1	Bo and Peter	Betsy Franco	BR	3-4	Realistic Fiction
C	K-1	Boots	Anne Schreiber & Arbo Doughty	NP	3-4	Realistic Fiction
C	K-1	I Went Walking	Sue Williams	NP	3-4	Realistic Fiction
C	K-1	Swing, Swing, Swing	Gail Tuchman	BR	3-4	Realistic Fiction
C	K-1	What Has Stripes?	Margaret Ballinger	280L	3-4	Realistic Fiction
C	K-1	It's a Party	Daniel Moreton/Samantha Berger	BR	6	Informational Text

GR Level	Grade Level	Title	Author	Lexile	DRA	Genre
D	K-1	After School Fun	May Nelson	N/A	6	Realistic Fiction
D	K-1	Dog Walker, The	Janet Reed	N/A	6	Realistic Fiction
D	K-1	Little Red Hen, The	retold by Janelle Cherrington	N/A	6	Traditional Literature
D	K-1	Little Turtle, The	Vachel Lindsay	N/A	6	Poem
D	K-1	Noisy Breakfast	Ellen Blonder	BR	6	Fantasy
D	K-1	Rainy Day, A	Lynette Evans	N/A	6	Realistic Fiction
D	K-1	Wake Up, Wake Up!	Brian & Rebecca Wildsmith	810L	6	Humorous Fiction
D	K-1	What Do You See? A Book About the Seasons	Sara Shapiro	N/A	6	Science Nonfiction
D	K-1	Where in the World?	May Nelson	N/A	6	Informational Text
D	K-1	Who Lives Here?	Janet Reed	N/A	6	Realistic Fiction
D	K-1	Footprints in the Snow	Cynthia Benjamin	20L	6	Realistic Fiction
D	K-1	I Know Karate	Mary Packard	120L	8	Informational Text
D	K-1	Nests, Nests, Nests	Susan Canizares and Mary Reid	BR	6	Informational Text
D	K-1	One Happy Classroom	Charnan Simon	200L	6	Realistic Fiction
D	K-1	Paul the Pitcher	Paul Sharp	310L	6	Realistic Fiction
D	K-1	Rain! Rain!	Carol Greene	BR	6	Realistic Fiction
D	K-1	Ten Cats Have Hats	Jean Marzollo	510L	6	Fantasy
D	K-1	Too Many Balloons	Catherine Matthias	350L	6	Realistic Fiction
D	K-1	Where Do Birds Live?	Betsey Chessen	BR	3-4	Informational Text
D	K-1	Who Am I?	Millen Lee	BR	6	Realistic Fiction
D	K-1	Animals in Art	Wiley Blevins	N/A	6	Informational Text
D	K-1	Clifford Can	Wiley Blevins	N/A	6	Informational Text
D	K-1	Feel Better	Janelle Cherrington	N/A	6	Informational Text
D	K-1	How Many Ducks?	Cindy Chapman	N/A	6	Fantasy
D	K-1	I Need a Little Help	Kathy Schulz	150L	6	Realistic Fiction
D	K-1	Little Red Hen, The	Ellen Tarlow	N/A	6	Traditional Literature/Folktale
D	K-1	Look at These Trees	Janelle Cherrington	N/A	6	Informational Text
D	K-1	Then & Now	Samantha Berger, Daniel Moreton	N/A	6	Informational Text
D	K-1	We Need the Sun	Janelle Cherrington	N/A	6	Informational Text
D	K-1	Where Does Food Grow?	Wiley Blevins	N/A	6	Informational Text
D	K-1	I Love Mud and Mud Loves Me	Vicki Stephens	660L	6	Realistic Fiction
D	K-1	I'm Hungry	Judy Tuer	750L	6	Fantasy
D	K-1	Not Enough Water	Shane Armstrong and Susan Hartley	170L	6	Realistic Fiction
D	K-1	Don't Be Late	Akimi Gibson	N/A		Fantasy
D	K-1	Winter Is Here!	Kimberly Weinberger	BR	6	Realistic Fiction

GR Level	Grade Level	Title	Author	Lexile	DRA	Genre
E	1-2	Flap and Sing: Birds	Ian Douglas	N/A	8	Narrative Nonfiction
E	1-2	Fred's Wish for Fish	Yael Landman	N/A	8	Realistic Fiction
E	1-2	Fresh Fall Leaves	Betsy Franco	BR	8	Realistic Fiction
E	1-2	I Go with Grandpa	Yael Landman	N/A	8	Realistic Fiction
E	1-2	Let's Play Soccer	Ian Douglas	N/A	8	Informational Text
E	1-2	Living Things	Dorothy Avery	N/A	8	Science Nonfiction
E	1-2	Magic Pot, The	Laura Smith	N/A	8	Fantasy
E	1-2	No Snacks, Jack!	Janet Reed	N/A	8	Realistic Fiction
E	1-2	Painting	Janine Scott	N/A	8	Realistic Fiction
E	1-2	Yard Sale, The	Janelle Cherrington	N/A	8	Realistic Fiction
E	1-2	Animal Babies	Bobbie Hamsa	320L	8	Realistic Fiction
E	1-2	Box Can Be Many Things, A	Dana Meachen Rau	110L	8	Realistic Fiction
E	1-2	Buzz Is Part of a Bee, A	Carolyn Lunn	N/A	8	Informational Text
E	1-2	Clay Art with Gloria Elliott	Pamela Chanko, Betsey Chesson	20L	8	Informational Text
E	1-2	I Can See	Jesús Cervantes	BR	8	Informational Text
E	1-2	Just Like Me	Barbara J. Neasi	BR	8	Realistic Fiction
E	1-2	Look! I Can Read!	Susan Hood	70L	8	Realistic Fiction
E	1-2	Polar Babies	Susan Ring	70L	8	Fantasy
E	1-2	Up, Up, and Away: The Story of Amelia Earhart	Susan Canizares, Pamela Chanko	N/A	10	Biography
E	1-2	Voyage of Mae Jemison, The	Susan Canizares, Samantha Berger	BR	14	Biography
E	1-2	All Around Our Country	Jeannie Hutchins	N/A	10	Informational Text
E	1-2	Animal Moms and Dads	Ellen Tarlow	N/A	8	Informational Text
E	1-2	Cat in the Bag	Sara Swan Miller	BR	8	Realistic Fiction
E	1-2	City Life and Country Life	Julie Moriarty	N/A	8	Informational Text
E	1-2	Hello, Doctor	David F. Marx	N/A	8	Realistic Fiction
E	1-2	Let's Go to a Fair	Cate Foley	50L	8	Informational Text
E	1-2	Let's Go to a Museum	Wiley Blevins	N/A	8	Informational Text
E	1-2	On the Job	Janelle Cherrington	N/A	8	Informational Text
E	1-2	School Long Ago	Minda Novek	N/A	8	Informational Text
E	1-2	What Do Artists Use? (GR Edition)	Janelle Cherrington	N/A	10	Informational Text
E	1-2	Ball Game, The	David Packard	BR	8	Realistic Fiction
E	1-2	Collections	Margaret Ballinger and Rachel Gosset	260L	8	Realistic Fiction
E	1-2	Five Little Monkeys Jumping on the Bed	Eileen Christelow	310L	8	Fantasy
E	1-2	Just a Seed	Wendy Blaxland	470L	8	Realistic Fiction
E	1-2	Tree Can Be..., A	Judy Nayer	BR	8	Informational Text

GR Level	Grade Level	Title	Author	Lexile	DRA	Genre
F	1-2	Biscuit Visits the Big City	Alyssa Satin Capucilli	230L	10	Realistic Fiction
F	1-2	Bug, a Bear, and a Boy, A	David McPhail	110L	10	Fantasy
F	1-2	Country Mouse and the Town Mouse, The	retold by Janet Reed	N/A	10	Traditional Literature/Fable
F	1-2	Go Home, Daisy	Barbara Hill	N/A	10	Realistic Fiction
F	1-2	Goldilocks and the Three Bears	retold by Sara Shapiro	N/A	10	Traditional Literature/Folktale
F	1-2	How Lizard Lost His Colors	retold by Sara Shapiro	N/A	10	Traditional Literature/Folktale
F	1-2	Loose Tooth	Lola M. Schaefer	N/A	10	Realistic Fiction
F	1-2	Meg and the Lost Pencil Case	Greg Parasmio	N/A	10	Realistic Fiction
F	1-2	Melt It, Shape It: Glass	May Nelson	N/A	10	Narrative Nonfiction
F	1-2	Todd's Teacher	Janelle Cherrington	N/A	10	Realistic Fiction
F	1-2	Amy Loves the Snow	Julia Hoban	390L	10	Realistic Fiction
F	1-2	Cookie's Week	Cindy Ward	100L	10	Fantasy
F	1-2	Firehouse Sal	Larry Dane Brimner	130L	10	Informational Text
F	1-2	Frog's Lunch	Dee Lillegard	270L	8	Fantasy
F	1-2	Harry's House	Angela Shelf Medearis	310L	10	Realistic Fiction
F	1-2	I Am Fire	Jean Marzollo	160L	12	Informational Text
F	1-2	Is This You?	Ruth Krauss	BR	10	Informational Text
F	1-2	Pizza Party!	Grace Maccarone	BR	10	Realistic Fiction
F	1-2	Shine, Sun!	Carol Greene	BR	10	Realistic Fiction
F	1-2	Soccer Game!	Grace Maccarone	BR	10	Realistic Fiction
F	1-2	Animal Pals	Janelle Cherrington	N/A	10	Informational Text
F	1-2	Ellen Ochoa	Pamela Walker	310L	10	Informational Text
F	1-2	How Does Your Salad Grow?	Francie Alexander	N/A	14	Informational Text
F	1-2	I Can Play Soccer	Edana Eckart	110L	10	Informational Text
F	1-2	I Like Cheese	Robin Pickering	N/A	10	Informational Text
F	1-2	I'm a Seed	Jean Marzollo	60L	12	Fantasy
F	1-2	My Goldfish	Pamela Walker	N/A	12	Informational Text
F	1-2	Storms (GR Edition)	Katie Durgin-Bruce	N/A	10	Informational Text
F	1-2	Watch Me Plant a Garden	Jack Otten	190L	10	Informational Text
F	1-2	What Can I Buy?	Julie Moriarty	N/A	10	Informational Text
F	1-2	"What Is That?" Said the Cat	Grace Maccarone	BR	10	Fantasy
F	1-2	Bread, Bread, Bread	Ann Morris	30L	10	Informational Text
F	1-2	Itchy, Itchy Chicken Pox	Grace Maccarone	80L	10	Realistic Fiction
F	1-2	Miss Mary Mack	Mary Ann Hoberman	NP		Traditional Literature/Poem
F	1-2	Shoveling Snow	Pat Cummings	50L	10	Realistic Fiction

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G	1-2	At the Apple Farm	Rachel Albanese and Laura Smith	N/A	12	Informational Text
G	1-2	Deep Blue Sea, The	Audrey Wood	NP	12	Realistic Fiction
G	1-2	Gingerbread Man, The	retold by Janelle Cherrington	N/A	12	Traditional Literature
G	1-2	I Just Forgot	Mercer Mayer	490L	12	Fantasy
G	1-2	In Our Yard	Janet Reed	N/A	12	Realistic Fiction
G	1-2	Is This a Moose?	Jenny Armstrong	N/A	12	Science Nonfiction
G	1-2	Justin's New Bike	Barbara Hill	N/A	12	Realistic Fiction
G	1-2	Rabbit's Party	Eve Bunting	170L	12	Fantasy
G	1-2	Three Billy Goats Gruff, The	retold by Sara Shapiro	N/A	12	Traditional Literature/Fairy Tale
G	1-2	Very Silly School, A	Janelle Cherrington	N/A	12	Fantasy
G	1-2	Class Trip, The	Grace Maccarone	160L	12	Realistic Fiction
G	1-2	Dinosaurs	Grace Maccarone	BR	10	Informational Text
G	1-2	Great Race, The	David McPhail	170L	12	Fantasy
G	1-2	Make It Move!	Susan Canizares, Betsey Chessen	BR	8	Informational Text
G	1-2	Pele: The King of Soccer	Susan Canizares, Samantha Berger	BR	12	Biography
G	1-2	Sam the Garbage Hound	Charnan Simon	290L	12	Realistic Fiction
G	1-2	Sometimes Things Change	Patricia Eastman	160L	12	Informational Text
G	1-2	Teddy Bear for Sale	Gail Herman	160L	12	Fantasy
G	1-2	Wait, Skates!	Mildred D. Johnson	BR	12	Realistic Fiction
G	1-2	Why Can't I Fly?	Rita Golden Gelman	BR	12	Fantasy
G	1-2	Find the Wild Animal	Cate Foley	N/A	10	Informational Text
G	1-2	From Seed to Pumpkin	Jan Kottke	N/A	10	Informational Text
G	1-2	How Big? How Much?	Jeannie Hutchins	N/A	12	Informational Text
G	1-2	It's a Good Thing There Are Insects	Allan Fowler	520L	12	Informational Text
G	1-2	Made with Glass	Janelle Cherrington	N/A	12	Informational Text
G	1-2	Make a Leaf Rubbing	Margaret Ballinger and Rachel Gosset	N/A	12	Informational Text
G	1-2	Math at the Store	William Amato	150L	12	Informational Text
G	1-2	Secret Code, The	Dana Meachen Rau	330L	12	Realistic Fiction
G	1-2	Tic-Tac-Toe: Three in a Row	Judith Bauer Stamper, Activities by Marilyn Burns	140L	14	Realistic Fiction
G	1-2	Tracks in the Sand	Amy Levin	N/A	12	Informational Text
G	1-2	All About You	Catherine and Laurence Anholt	AD60L	12	Informational Text
G	1-2	Carrot Seed, The	Ruth Krauss	230L	12	Realistic Fiction
G	1-2	Each Peach, Pear, Plum	Janet and Allan Ahlberg	NP	12	Traditional Literature/Poem
G	1-2	How Have I Grown?	Mary Reid	150L	12	Realistic Fiction
G	1-2	My Friends	Taro Gomi	470L	12	Realistic Fiction

GR Level	Grade Level	Title	Author	Lexile	DRA	Genre
H	1-2	Aunt Maud's Mittens	Yael Landman	N/A	14	Humorous Fiction
H	1-2	Father Who Walked on His Hands, The	based on a story by Margaret Mahy	N/A	14	Realistic Fiction
H	1-2	Good Morning, Monday	Sheila Keenan	560L	14	Realistic Fiction
H	1-2	Hop! Spring! Leap!	Fiona Bayrock	N/A	14	Science Nonfiction
H	1-2	Little Red Riding Hood	retold by Sara Shapiro	N/A	14	Fairy Tale
H	1-2	Sammy the Seal	Syd Hoff	120L	14	Fantasy
H	1-2	Sione's Talo	Lino Nelisi	470L	14	Traditional Literature/Folktale
H	1-2	Trains	Rachel Albanese	N/A	14	Informational Text
H	1-2	Unusual Show, An	Ellen Blonder	N/A	14	Fantasy
H	1-2	Why Did the Chicken Cross the Road?	Janet Reed	N/A	14	Fantasy
H	1-2	Caps, Hats, Socks, and Mittens: A Book About the Four Seasons	Louise Borden	240L	14	Informational Text
H	1-2	Come! Sit! Speak!	Charnan Simon	220L	14	Realistic Fiction
H	1-2	Danny and the Dinosaur Go to Camp	Syd Hoff	290L	14	Fantasy
H	1-2	It's Spring!	Samantha Berger & Pamela Chanko	310L	14	Fantasy
H	1-2	Kiss for Little Bear, A	Else Holmelund Minarik	100L	14	Fantasy
H	1-2	My Pigs	Heather Miller	40L	10	Informational Text
H	1-2	Plane Rides	Pamela Walker	N/A	12	Informational Text
H	1-2	Very Big Potato, The	Janelle Cherrington	BR	14	Traditional Literature/Folktale
H	1-2	What Will the Weather Be Like Today?	Paul Rogers	470L	14	Informational Text
H	1-2	When I First Came to This Land	retold by Harriet Ziefert	NP	16-18	Historical Fiction
H	1-2	100th Day, The	Grace Maccarone, Activities by Alayne Pick	BR	14	Realistic Fiction
H	1-2	Colin Powell	Mary Hill	570L	14	Biography
H	1-2	Day with a Mechanic, A	Joanne Winne	N/A	16-18	Informational Text
H	1-2	Day with Air Traffic Controllers, A	Joanne Winne	N/A	14	Informational Text
H	1-2	From Acorn to Oak Tree	Jan Kottke	410L	14	Informational Text
H	1-2	George Washington	Philip Abraham	80L	14	Biography
H	1-2	I Am Planet Earth	Jean Marzollo	BR	12	Informational Text
H	1-2	Monster Money	Grace Maccarone, Activities by Marilyn Burns	520L	14	Fantasy
H	1-2	School in Colonial America	Mark Thomas	320L	14	Informational Text
H	1-2	Wheat We Eat, The	Allan Fowler	N/A	14	Informational Text
H	1-2	ABC I Like Me!	Nancy Carlson	190L	14	Fantasy
H	1-2	George Shrinks	William Joyce	550L	14	Fantasy
H	1-2	Look-Alike Animals	Robin Bernard	300L	16	Informational Text
H	1-2	Ten, Nine, Eight	Molly Bang	500L	14	Realistic Fiction
H	1-2	Whose Mouse Are You?	Robert Kraus	10L	14	Fantasy

GR Level	Grade Level	Title	Author	Lexile	DRA	Genre
I	1-2	Animals at Night	Melvin and Gilda Berger	N/A	16	Informational Text
I	1-2	Dolphins and Porpoises	Melvin and Gilda Berger	430L	16	Informational Text
I	1-2	Fat Cat, The: A Danish Folktale	translated by Jack Kent	N/A	16	Traditional Literature/Folktale
I	1-2	Mama Zooms	Jane Cowen-Fletcher	750L	16	Fantasy
I	1-2	Nana's Place	Akimi Gibson	740L	16	Realistic Fiction
I	1-2	Shoo, Fly Guy!	Tedd Arnold	410L	16	Humorous Fiction
I	1-2	Two Crazy Pigs	Karen Berman Nagel	380L	16	Fantasy
I	1-2	Wax Man, The	Olga Loya	440L	16	Traditional Literature/Folktale
I	1-2	We're Going on a Nature Hunt	Steve Metzger	N/A	16	Realistic Fiction
I	1-2	Wheels on the Race Car, The	Alexander Zane	N/A	16	Fantasy
I	1-2	All Tutus Should Be Pink	Sheri Brownrigg	440L	16	Realistic Fiction
I	1-2	Day with a Mail Carrier, A	Jan Kottke	N/A	16-18	Informational Text
I	1-2	Day with Firefighters, A	Jan Kottke	BR	14	Informational Text
I	1-2	Elves and the Shoemaker, The	Nancy Leber	BR	16	Traditional Literature/Fairy Tale
I	1-2	Goldilocks and the Three Bears	retold by Melissa Stuart	70L	16	Traditional Literature/Fairy Tale
I	1-2	I Am a Rock	Jean Marzollo	70L	16-18	Informational Text
I	1-2	Messy Bessey's Family Reunion	Patricia and Fredrick McKissack	N/A	16-18	Realistic Fiction
I	1-2	Red-Eyed Tree Frog	Joy Cowley	AD350L	16	Informational Text
I	1-2	Sun's Family of Planets, The	Allan Fowler	470L	20-24	Informational Text
I	1-2	We Just Moved!	Stephen Krensky	250L	16	Realistic Fiction
I	1-2	Apple Pie Tree, The	Zoe Hall	480L	16-18	Realistic Fiction
I	1-2	Beetles	Edana Eckart	310L	16	Informational Text
I	1-2	Choosing Eyeglasses with Mrs. Koutris	Alice K. Flanagan	600L	16	Informational Text
I	1-2	Flag for All, A	Larry Dane Brimner	280L	16	Realistic Fiction
I	1-2	House Spider's Life, A	John Himmelman	N/A	16-18	Informational Text
I	1-2	How Many Ants?	Larry Dane Brimner	200L	16	Fantasy
I	1-2	Looking Through a Telescope	Linda Bullock	410L	16	Informational Text
I	1-2	Presidents' Day	David F. Marx	410L	16	Informational Text
I	1-2	Shadows	Carolyn B. Otto	320L	16-18	Informational Text
I	1-2	Where Do Puddles Go?	Fay Robinson	570L	16	Informational Text
I	1-2	Apples and Pumpkins	Anne Rockwell	550L	16	Realistic Fiction
I	1-2	Leo the Late Bloomer	Robert Kraus	120L	16	Fantasy
I	1-2	Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear, The	Don & Audrey Wood	510L	16	Fantasy
I	1-2	Noisy Nora	Rosemary Wells	320L	16	Fantasy
I	1-2	This Is the Place for Me	Joanna Cole	90L	16	Fantasy

GR Level	Grade Level	Title	Author	Lexile	DRA	Genre
J	2-3	Antonio's Music	Joanna Emery	N/A	16-18	Biography
J	2-3	Big Cats	Lynette Evans	N/A	16-18	Narrative Nonfiction
J	2-3	Big Smelly Bear	Britta Teckentrup	N/A	16-18	Fantasy
J	2-3	Big, Brown Pot, The	Margaret Mahy	N/A	16-18	Humorous Fiction
J	2-3	In the Barrio	Alma Flor Ada	600L	16-18	Realistic Fiction
J	2-3	Just Us Women	Jeannette Caines	610L	16-18	Realistic Fiction
J	2-3	Kenny and the Little Kickers	Claudio Marzollo	170L	16-18	Fantasy
J	2-3	Poppleton Has Fun	Cynthia Rylant	290L	16-18	Fantasy
J	2-3	Safety in Numbers	Lynette Evans	N/A	16-18	Narrative Nonfiction
J	2-3	Young Cam Jansen and the Spotted Cat Mystery	David A. Adler	450L	16-18	Mystery
J	2-3	Bear Shadow	Frank Asch	580L	16-18	Fantasy
J	2-3	Henry and Mudge and the Long Weekend	Cynthia Rylant	340L	16-18	Realistic Fiction
J	2-3	How Kittens Grow	Millicent E. Selsam	470L	20-24	Informational Text
J	2-3	Jack Plays the Violin	Jessica Schultz	BR	16-18	Realistic Fiction
J	2-3	Looking at Maps and Globes	Carmen Bredeson	410L	16-18	Informational Text
J	2-3	Me on the Map	Joan Sweeney	280L	16-18	Informational Text
J	2-3	My Life	Paul Pistone	100L	16-18	Autobiography
J	2-3	On the Lake	Liane Onish	BR	16-18	Realistic Fiction
J	2-3	Poppleton Everyday	Cynthia Rylant	250L	16-18	Fantasy
J	2-3	Sword in the Stone, The	Grace Maccarone	200L	16-18	Traditional Literature/Legend
J	2-3	Bart's Amazing Charts	Dianne Ochiltree, Activities by Marilyn Burns	220L	28-30	Realistic Fiction
J	2-3	Earthworm's Life, An	John Himmelman	N/A	20-24	Informational Text
J	2-3	Field Mouse and the Dinosaur Named Sue, The	Jan Wahl	AD200L	16-18	Fantasy
J	2-3	Germs! Germs! Germs!	Bobbi Katz	170L	20-24	Informational Text
J	2-3	Giant Pandas: Gifts from China	Allan Fowler	700L	16-18	Informational Text
J	2-3	Harriet Tubman	Catherine Nichols	280L	16-18	Biography
J	2-3	How Do Your Lungs Work?	Don L. Curry	690L	16-18	Informational Text
J	2-3	Inside an Ant Colony	Allan Fowler	550L	16-18	Informational Text
J	2-3	Thunder and Lightning	Wendy Pfeffer	NC430L	16-18	Informational Text
J	2-3	We Need Directions!	Sarah De Capua	250L	16-18	Informational Text
J	2-3	Bear's Bargain	Frank Asch	660L	16-18	Fantasy
J	2-3	City Mouse - Country Mouse	Aesop	500L	16-18	Traditional Literature/Fable
J	2-3	Fox and His Friends	Edward Marshall	200L	16-18	Fantasy
J	2-3	Insects	Carolyn MacLulich	580L	16-18	Informational Text
J	2-3	Magic Fish, The	Freya Littledale	320L	20-24	Fantasy

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K	2-3	Allie's Basketball Dream	Barbara E. Barber	450L	16-18	Realistic Fiction
K	2-3	Andy Shane and the Very Bossy Dolores Starbuckle	Jennifer Richard Jacobson	610L	16-18	Realistic Fiction
K	2-3	Don't Let the Pigeon Stay Up Late!	Mo Willems	AD270L	16-18	Fantasy
K	2-3	Frog Prince, The	Edith H. Tarcov	380L	16-18	Traditional Literature/Fairy Tale
K	2-3	Great Gracie Chase, The: Stop that Dog!	Cynthia Rylant	AD410L	16-18	Realistic Fiction
K	2-3	Gym Teacher from the Black Lagoon, The	Mike Thaler	400L	16-18	Fantasy
K	2-3	Ibis: A True Whale Story	John Himmelman	530L	16-18	Fantasy
K	2-3	Johnny Appleseed	Eva Moore	570L	16-18	Traditional Literature/Folktale
K	2-3	On My Way to Buy Eggs	Chih-Yuan Chen	430L	16-18	Realistic Fiction
K	2-3	Three Days On a River in a Red Canoe	Vera B. Williams	560L	16-18	Realistic Fiction
K	2-3	All About Things People Do	Melanie and Chris Rice	630L	16-18	Informational Text
K	2-3	Blue Mittens, The	Rachel Mann	BR	16-18	Realistic Fiction
K	2-3	Chickens Aren't the Only Ones	Ruth Heller	620L	16-18	Informational Text
K	2-3	Day Jimmy's Boa Ate the Wash, The	Trinka Hakes Noble	540L	16-18	Fantasy
K	2-3	Ming Lo Moves the Mountain	Arnold Lobel	600L	16-18	Traditional Literature/Folktale
K	2-3	Our Flag	Cynthia Rothman	50L	16-18	Informational Text
K	2-3	Penguins	Janet Reed	290L	16-18	Informational Text
K	2-3	Place For Grace, A	Jean Davies Okimoto	560L	16-18	Realistic Fiction
K	2-3	Shipwreck Saturday	Bill Cosby	430L	16-18	Realistic Fiction
K	2-3	What Magnets Can Do	Allan Fowler	580L	16-18	Informational Text
K	2-3	512 Ants on Sullivan Street, The	Carol A. Losi, Activities by Marilyn Burns	NP	16-18	Fantasy
K	2-3	Little Bill: The Best Way to Play	Bill Cosby	360L	16-18	Realistic Fiction
K	2-3	Earth Is Mostly Ocean, The	Allan Fowler	650L	20-24	Informational Text
K	2-3	Fluff and Feathers, Spikes and Skin	Nancy Finton	410L	16-18	Informational Text
K	2-3	Girl Named Helen Keller, A	Margo Lundell	350L	16-18	Biography
K	2-3	Mississippi River, The	Allan Fowler	N/A	16-18	Informational Text
K	2-3	Plants that Eat Animals	Allan Fowler	N/A	16-18	Informational Text
K	2-3	Sounds All Around	Wendy Pfeffer	AD380L	16-18	Informational Text
K	2-3	Under the Ground	Henry Pluckrose	450L	16-18	Informational Text
K	2-3	Veterans Day	Jacqueline S. Cotton	620L	16-18	Informational Text
K	2-3	Bedtime for Frances	Russell Hoban	360L	16-18	Fantasy
K	2-3	Blind Men and the Elephant, The	Karen Backstein	280L	16-18	Traditional Literature/Fable
K	2-3	Bremen-town Musicians, The	Ruth Belov Gross	200L	16-18	Traditional Literature/Folktale
K	2-3	Frog and Toad Are Friends	Arnold Lobel	400L	16-18	Fantasy
K	2-3	Jamaica's Find	Juanita Havill	460L	16-18	Realistic Fiction

GR Level	Grade Level	Title	Author	Lexile	DRA	Genre
L	2-3	Alligator Baby	Robert Munsch	580L	20-24	Fantasy
L	2-3	Amelia Bedelia Under Construction	Herman Parish	370L	20-24	Realistic Fiction
L	2-3	Anansi the Spider: A Tale from the Ashanti	Gerald McDermott	290L	20-24	Traditional Literature
L	2-3	Cam Jansen and the Secret Service Mystery	David A. Adler	520L	20-24	Realistic Fiction/Mystery
L	2-3	Miss Nelson Has a Field Day	Harry Allard	390L	20-24	Realistic Fiction
L	2-3	Picking Apples & Pumpkins	Amy and Richard Hutchings	730L	20-24	Informational Text
L	2-3	Ricky Ricotta's Mighty Robot vs. The Mecha-Monkeys from Mars	Dav Pilkey	490L	20-24	Science Fiction
L	2-3	Triple Rotten Day, The (It's Robert!)	Barbara Seuling	N/A	20-24	Realistic Fiction
L	2-3	Worst Day of My Life, The (Little Bill)	Bill Cosby	580L	20-24	Realistic Fiction
L	2-3	Young Thurgood Marshall: Fighter for Equality	Eric Carpenter	N/A	20-24	Biography
L	2-3	Animal Tracks	Arthur Dorros	540L	20-24	Informational Text
L	2-3	Apatosaurus	Elaine Landau	770L	20-24	Informational Text
L	2-3	Big "M", The	Cynthia Rothman	220L	20-24	Informational Text
L	2-3	Cam Jansen and the Mystery of the Babe Ruth Baseball	David A. Adler	500L	20-24	Mystery
L	2-3	Mud Pony, The	Caron Lee Cohen	610L	20-24	Traditional Literature/Folktale
L	2-3	Play Ball, Amelia Bedelia	Peggy Parish	220L	20-24	Realistic Fiction
L	2-3	Rain Forest	Anne Miranda	370L	20-24	Informational Text
L	2-3	Solve It!	Meish Goldish	280L	16-18	Mystery
L	2-3	Spiders	Gail Gibbons	640L	20-24	Informational Text
L	2-3	This Is My House	Arthur Dorros	550L	20-24	Informational Text
L	2-3	Antarctica	Allan Fowler	520L	20-24	Informational Text
L	2-3	Bats	Carolyn MacLulich	690L	20-24	Informational Text
L	2-3	Chomp! A Book About Sharks	Melvin Berger	420L	20-24	Informational Text
L	2-3	Flies Are Fascinating	Valerie Wilkinson	610L	20-24	Informational Text
L	2-3	Grapes of Math, The	Greg Tang	NP	20-24	Informational Text
L	2-3	In 1492	Jean Marzollo	310L	20-24	Historical Fiction
L	2-3	Japan	Henry Pluckrose	520L	20-24	Informational Text
L	2-3	Solar System	Gregory Vogt	580L	20-24	Informational Text
L	2-3	Tell Me Why Planes Have Wings	Shirley Willis	540L	20-24	Informational Text
L	2-3	Tyrannosaurus Rex	Elaine Landau	860L	20-24	Informational Text
L	2-3	Alexander and the Wind-Up Mouse	Leo Lionni	490L	20-24	Fantasy
L	2-3	Big Al	Andrew Clements	880L	20-24	Fantasy
L	2-3	Happy Birthday, Martin Luther King	Jean Marzollo	800L	20-24	Biography
L	2-3	Horrible Harry in Room 2B	Suzy Kline	480L	20-24	Realistic Fiction
L	2-3	Miss Nelson Is Missing	Harry Allard	340L	20-24	Realistic Fiction

GR Level	Grade Level	Title	Author	Lexile	DRA	Genre
M	2-3	Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move	Judith Viorst	730L	20-24	Realistic Fiction
M	2-3	Case of the Food Fight, The	James Preller	390L	20-24	Mystery
M	2-3	Dancing With the Indians	Angela Shelf Medearis	AD600L	20-24	Poem
M	2-3	How a House Is Built	Gail Gibbons	AD570L	20-24	Informational Text
M	2-3	Ivy + Bean and the Ghost That Had to Go	Annie Barrows	510L	20-24	Humorous Fiction
M	2-3	New Coat for Anna, A	Harriet Ziefert	690L	20-24	Historical Fiction
M	2-3	Penguin and the Pea, The	Janet Perlman	880L	20-24	Fractured Fairy Tale
M	2-3	Stink: The Incredible Shrinking Kid	Megan McDonald	480L	20-24	Humorous Fiction
M	2-3	Stuart Goes to School	Sara Pennypacker	430L	20-24	Fantasy
M	2-3	Vampires Don't Wear Polka Dots (Bailey Street Kids)	Debbie Dadey and Marcia Thornton Jones	600L	20-24	Fantasy
M	2-3	At 1600 Pennsylvania Avenue	Crystal Wirth	430L	34-38	Informational Text
M	2-3	Boom!	Howard Gutner	360L	28-30	Informational Text
M	2-3	Buddy: The First Seeing Eye Dog	Eva Moore	600L	20-24	Informational Text
M	2-3	California or Bust!	Judith Stamper	400L	28-30	Historical Fiction
M	2-3	Firefighters	Christopher Mitten	330L	20-24	Informational Text
M	2-3	Gung Hay Fat Choy (Happy New Year)	June Behrens	650L	28-30	Informational Text
M	2-3	Jungle Jack Hanna's Safari Adventure	Jack Hanna and Rick A. Prebeg	750L	20-24	Informational Text
M	2-3	Littles Go Exploring, The	John Peterson	440L	20-24	Fantasy
M	2-3	Nine True Dolphin Stories	Margaret Davidson	520L	20-24	Informational Text
M	2-3	Yellowstone National Park	David Petersen	840L	20-24	Informational Text
M	2-3	A. Lincoln and Me	Louise Borden	650L	20-24	Realistic Fiction
M	2-3	Five True Horse Stories	Margaret Davidson	600L	20-24	Informational Text
M	2-3	Helping Paws: Dogs that Serve	Melinda Luke	720L	20-24	Informational Text
M	2-3	I Hate English!	Ellen Levine	390L	20-24	Realistic Fiction
M	2-3	Journey of a Butterfly	Carolyn Scrase	510L	34-38	Informational Text
M	2-3	Save the Rain Forests	Allan Fowler	620L	20-24	Informational Text
M	2-3	Sound, Heat & Light: Energy At Work	Melvin Berger	360L	20-24	Informational Text
M	2-3	Tell Me How Much It Weighs	Shirley Willis	490L	20-24	Informational Text
M	2-3	Turtles Take Their Time	Allan Fowler	570L	20-24	Informational Text
M	2-3	What if You'd Met Beethoven?	Carrie Mieko Myers	440L	20-24	Informational Text
M	2-3	Aunt Flossie's Hats (and Crab Cakes Later)	Elizabeth Fitzgerald Howard	400L	20-24	Realistic Fiction
M	2-3	Chair for My Mother, A	Vera B. Williams	640L	20-24	Realistic Fiction
M	2-3	Cloudy with a Chance of Meatballs	Judi Barrett	730L	20-24	Fantasy
M	2-3	Art Lesson, The	Tomie dePaola	N/A		Realistic Fiction
M	2-3	George Washington's Mother	Jean Fritz	250L	20-24	Biography

GR Level	Grade Level	Title	Author	Lexile	DRA	Genre
N	2-3	Alfie the Apostrophe	Moira Rose Donohue	N/A	28-30	Fantasy
N	2-3	Comic Guy: Our Crazy Class Election	Timothy Roland	N/A	28-30	Realistic Fiction
N	2-3	Fables	Arnold Lobel	540L	28-30	Traditional Literature/Fable
N	2-3	Franny K. Stein, Mad Scientist: Frantastic Voyage	Jim Benton	850L	28-30	Science Fiction
N	2-3	Lion Dancer: Ernie Wan's Chinese New Year	Kate Waters & Madeline Slovenz-Low	540L	28-30	Nonfiction
N	2-3	Mice and Beans	Pam Muñoz Ryan	440L	28-30	Fantasy
N	2-3	Spy in the White House, A	Ron Roy	590L	28-30	Mystery
N	2-3	Suitcase	Mildred Pitts Walter	550L	28-30	Realistic Fiction
N	2-3	Wonderful Alexander and the Catwings	Ursula K. Le Guin	620L	28-30	Fantasy
N	2-3	Zen Shorts	Jon J. Muth	540L	28-30	Traditional Literature/Fable
N	2-3	Amber Brown Is Feeling Blue	Paula Danziger	760L	28-30	Realistic Fiction
N	2-3	Catwings Return	Ursula K. Le Guin	730L	28-30	Fantasy
N	2-3	Corn Husk Doll, The	Melissa Schiller	540L	28-30	Realistic Fiction
N	2-3	Dinosaur Named Sue, A: The Find of the Century	Fay Robinson	690L	34-38	Informational Text
N	2-3	Do Tornadoes Really Twist? Questions and Answers About Tornadoes and Hurricanes	Melvin and Gilda Berger	IG770L	40	Informational Text
N	2-3	Endangered Animals	Lynn M. Stone	620L	28-30	Informational Text
N	2-3	Garden on Green Street, The	Meish Goldish	180L	20-24	Realistic Fiction
N	2-3	How Is a Crayon Made?	Oz Charles	970L	34-38	Informational Text
N	2-3	Lily and Miss Liberty	Carla Stevens	550L	28-30	Historical Fiction
N	2-3	Louis Braille: The Boy Who Invented Books For the Blind	Margaret Davidson	510L	28-30	Biography
N	2-3	Becoming a Citizen	Sarah De Capua	810L	28-30	Informational Text
N	2-3	Constellations	Paul P. Sipiera	760L	28-30	Informational Text
N	2-3	Hawks on the Clock	Julie Moriarty	690L	28-30	Informational Text
N	2-3	Let's Find Out About Money	Kathy Barabas	450L	28-30	Informational Text
N	2-3	Measuring Penny	Loreen Leedy	500L	28-30	Realistic Fiction
N	2-3	Special Olympics	Mike Kennedy	960L	28-30	Informational Text
N	2-3	Staying Healthy: Sleep and Rest	Alice B. McGinty	480L	28-30	Informational Text
N	2-3	Tell Me How Far It Is	Shirley Willis	440L	28-30	Informational Text
N	2-3	Wild Weather: Blizzards!	Lorraine Jean Hopping	610L	28-30	Informational Text
N	2-3	Working at a TV Station	Gary W. Davis	840L	28-30	Informational Text
N	2-3	Amber Brown Is Not a Crayon	Paula Danziger	720L	28-30	Realistic Fiction
N	2-3	Donavan's Word Jar	Monalisa DeGross	670L	28-30	Realistic Fiction
N	2-3	Popcorn Book, The	Tomie dePaola	830L	28-30	Informational Text
N	2-3	Rumpelstiltskin	Paul O. Zelinsky	740L	28-30	Traditional Literature/Folktales
N	2-3	Stories Julian Tells, The	Ann Cameron	520L	28-30	Humorous Fiction

GR Level	Grade Level	Title	Author	Lexile	DRA	Genre
0	3-4	Amber Brown Is Green with Envy	Paula Danziger	600L	34-38	Realistic Fiction
0	3-4	Angel Child, Dragon Child	Michele Maria Surat	420L	34-38	Realistic Fiction
0	3-4	Can You Fly High, Wright Brothers?	Melvin and Gilda Berger	720L	34-38	Biography
0	3-4	Chocolate Fever	Robert Kimmel Smith	680L	34-38	Fiction
0	3-4	Jake Drake, Know-It-All	Andrew Clements	570L	34-38	Realistic Fiction
0	3-4	Lost Treasure of the Emerald Eye	Geronimo Stilton	530L	34-38	Fantasy
0	3-4	Patchwork Quilt, The	Valerie Flournoy	AD520L	34-38	Realistic Fiction
0	3-4	Pinduli	Janel Cannon	680L	34-38	Trickster Tale
0	3-4	Shark Lady: True Adventures of Eugenie Clark	Ann McGovern	750L	34-38	Biography
0	3-4	Talented Clementine, The	Sara Pennypacker	N/A	34-38	Realistic Fiction
0	3-4	Animal Shelter Mystery, The	Gertrude Chandler Warner	700L	34-38	Mystery
0	3-4	Desert Life	Rachel Mann	610L	28-30	Informational Text
0	3-4	Donner Party: A Diary of a Survivor	Tod Olson	330L	34-38	Informational Text
0	3-4	Flossie and the Fox	Patricia McKissack	610L	34-38	Fantasy
0	3-4	I Wonder Why Snakes Shed Their Skins	Amanda O'Neill	830L	34-38	Informational Text
0	3-4	Kids' Invention Book, The	Arlene Erlbach	760L	34-38	Informational Text
0	3-4	Look What Came from Mexico	Miles Harvey	780L	34-38	Informational Text
0	3-4	Miss Rumphius	Barbara Cooney	680L	20-24	Realistic Fiction
0	3-4	Picture Book of Sojourner Truth, A	David A. Adler	910L	20-24	Biography
0	3-4	Where There Was Smoke	Suzanne Martinucci	500L	34-38	Informational Text
0	3-4	Abraham Lincoln: Road to the White House	Keith Brandt and Joann Early Macken	810L	34-38	Biography
0	3-4	Amazing Book of Mammal Records, The	Samuel G. Woods	880L	34-38	Informational Text
0	3-4	Growing Crystals	Ann O. Squire	960L	34-38	Informational Text
0	3-4	Getting to Know the U.S. Presidents: James Monroe	Mike Venezia	970L	34-38	Biography
0	3-4	Million Fish . . . More or Less, A	Patricia McKissack	690L	34-38	Traditional Literature/Tall Tale
0	3-4	Mount St. Helens National Volcanic Monument	Sharlene and Ted Nelson	820L	34-38	Informational Text
0	3-4	Plant Life	Peter Riley	880L	34-38	Informational Text
0	3-4	Rosa Parks: Freedom Rider	Keith Brandt and Joanne Mattern	810L	34-38	Biography
0	3-4	Squanto, Friend of the Pilgrims	Clyde Robert Bulla	360L	34-38	Biography
0	3-4	Stargazers	Gail Gibbons	640L	34-38	Informational Text
0	3-4	Borreguita and the Coyote: A Tale from Ayutla, Mexico	Verna Aardema	560L	34-38	Traditional Literature/Folktale
0	3-4	Boxcar Children, The	Gertrude Chandler Warner	490L	34-38	Realistic Fiction
0	3-4	Class President	Johanna Hurwitz	650L	34-38	Realistic Fiction
0	3-4	King's Equal, The	Katherine Paterson	780L	34-38	Traditional Literature/Fairy Tale
0	3-4	Legend of the Bluebonnet, The	retold by Tomie dePaola	740L	34-38	Traditional Literature/Legend

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P	3-4	Countdown to the Year 1000	Kate McMullan	430L	34-38	Fantasy
P	3-4	Da Wild, Da Crazy, Da Vinci (Time Warp Trio)	Jon Scieszka	560L	34-38	Science Fiction
P	3-4	Helen Keller's Teacher	Margaret Davidson	590L	34-38	Biography
P	3-4	Koya DeLaney and the Good Girl Blues	Eloise Greenfield	740L	34-38	Realistic Fiction
P	3-4	Magic School Bus and the Science Fair Expedition, The	Joanna Cole	AD530L	34-38	Science Nonfiction
P	3-4	Mariposa, La	Francisco Jiménez	750L	34-38	Realistic Fiction
P	3-4	Nina, the Pinta, and the Vanishing Treasure, The (Alec Flint Super Sleuth)	Jill Santopolo	N/A	34-38	Mystery
P	3-4	Talking Eggs, The	Robert D. San Souci	940L	34-38	Traditional Literature/Folktale
P	3-4	Who Stole The Wizard of Oz?	Avi	520L	34-38	Mystery
P	3-4	You Can't See Your Bones with Binoculars: A Guide to Your 206 Bones	Harriet Ziefert	AD920L	34-38	Informational Text
P	3-4	26 Fairmount Avenue	Tomie dePaola	760L	28-30	Autobiography
P	3-4	Drum Beats On, The	Janelle Cherrington	430L	34-38	Informational Text
P	3-4	Eagle Has Landed, The	Peter Merchant	450L	34-38	Informational Text
P	3-4	Encyclopedia Brown Carries On	Donald J. Sobol	570L	34-38	Mystery
P	3-4	In the Rain Forest	Dina Anastasio	450L	34-38	Informational Text
P	3-4	Magic School Bus Inside a Beehive, The	Joanna Cole	520L	34-38	Informational Text
P	3-4	Real McCoy, The: The Life of an African American Inventor	Wendy Towle	920L	34-38	Biography
P	3-4	Shoebag	Mary James	780L	34-38	Fantasy
P	3-4	Weather	Julian Fleisher	430L	34-38	Informational Text
P	3-4	Whale Is Not a Fish and Other Animal Mix-Ups, A	Melvin Berger	650L	34-38	Informational Text
P	3-4	Getting to Know the U.S. Presidents: Andrew Jackson	Mike Venezia	940L	34-38	Biography
P	3-4	Drop of Water, A: A Book of Science and Wonder	Walter Wick	870L	34-38	Informational Text
P	3-4	Eat Your Vegetables! Drink Your Milk!	Dr. Alvin Silverstein, Virginia B. Silverstein, Laura Silverstein Nunn	N/A	40	Informational Text
P	3-4	Heroes of the Revolution	David A. Adler	890L	34-38	Informational Text
P	3-4	Magic School Bus, The: Lost in the Solar System	Joanna Cole	480L	34-38	Informational Text
P	3-4	Sir Cumference and the Sword in the Cone: A Math Adventure	Cindy Neuschwander	630L	34-38	Traditional Literature/Folktale
P	3-4	Snakes	Seymour Simon	1000L	34-38	Informational Text
P	3-4	What Makes You Cough, Sneeze, Burp, Hiccup, Blink, Yawn, Sweat, and Shiver?	Jean Stangl	890L	40	Informational Text
P	3-4	Where Have All the Pandas Gone? Questions and Answers About Endangered Species	Melvin and Gilda Berger	810L	34-38	Informational Text
P	3-4	Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman	Kathleen Krull	730L	34-38	Biography
P	3-4	If You Lived in Colonial Times	Anne McGovern	590L	40	Informational Text
P	3-4	Magic School Bus, The: Inside the Earth	Joanna Cole	500L	34-38	Informational Text
P	3-4	Riding Freedom	Pam Muñoz Ryan	720L	34-38	Historical Fiction
P	3-4	Stone Fox	John Reynolds Gardiner	550L	34-38	Realistic Fiction
P	3-4	Hurricanes!	Lorraine Jean Hopping	530L	34-38	Informational Text

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Q	3-4	Abby Takes a Stand (Scraps of Time)	Patricia C. McKissack	580L	40	Historical Fiction
Q	3-4	Amulet: Book One, The Stonekeeper	Kazu Kibuishi	N/A	40	Fantasy/Graphic Novel
Q	3-4	Bunnicula: A Rabbit-Tale of Mystery	James and Deborah Howe	700L	40	Fantasy
Q	3-4	Champ	Marcia Thornton Jones	690L	40	Realistic Fiction
Q	3-4	Just Juice	Karen Hesse	690L	40	Realistic Fiction
Q	3-4	Life and Times of the Peanut, The	Charles Micucci	980L	40	Informational Text
Q	3-4	Mummies, Pyramids, and Pharaohs: A Book About Ancient Egypt	Gail Gibbons	860L	40	Social Studies Nonfiction
Q	3-4	Oggie Cooder	Sarah Weeks	880L	40	Realistic Fiction
Q	3-4	Punished!	David Lubar	540L	40	Fantasy
Q	3-4	You Be the Detective	Marvin Miller	620L	40	Realistic Fiction
Q	3-4	Adventures of the Shark Lady: Eugenie Clark Around the World	Ann McGovern	890L	40	Biography
Q	3-4	American Tall Tales	Mary Pope Osborne	970L	40	Traditional Literature/Tall Tale
Q	3-4	Animals of Long Ago	Susan Ring	330L	28-30	Informational Text
Q	3-4	Exploring the Titanic	Robert D. Ballard	980L	40	Informational Text
Q	3-4	Favorite Medieval Tales	Mary Pope Osborne	860L	40	Traditional Literature/Legend
Q	3-4	Folktales from China	Barbara Lawson	480L	28-30	Traditional Literature/Folktale
Q	3-4	Help! I'm Trapped in the First Day of Summer Camp	Todd Strasser	590L	40	Fantasy
Q	3-4	If You Lived With the Cherokee	Peter and Connie Roop	800L	40	Informational Text
Q	3-4	Mary on Horseback: Three Mountain Stories	Rosemary Wells	660L	40	Biography
Q	3-4	Native American Art	Rebecca Motil	530L	40	Informational Text
Q	3-4	All About Sharks	Jim Arnosky	910L	40	Informational Text
Q	3-4	All About Turtles	Jim Arnosky	840L	40	Informational Text
Q	3-4	Can You Believe? Hurricanes	Sandra Markle	900L	40	Informational Text
Q	3-4	Copper	Salvatore Tocci	950L	40	Informational Text
Q	3-4	Cut Down to Size at High Noon: A Math Adventure	Scott Sundby	800L	40	Realistic Fiction
Q	3-4	Magic School Bus, The: Food Chain Frenzy	Anne Capeci	610L	40	Informational Text
Q	3-4	If You Lived at the Time of the Great San Francisco Earthquake	Ellen Levine	760L	40	Informational Text
Q	3-4	If You Lived with the Indians of the Northwest Coast	Anne Kamma	870L	40	Informational Text
Q	3-4	Oxygen	Salvatore Tocci	860L	40	Informational Text
Q	3-4	In Their Own Words: Paul Revere	George Sullivan	740L	40	Biography
Q	3-4	Dear Mr. Henshaw	Beverly Cleary	910L	40	Realistic Fiction
Q	3-4	Homer Price	Robert McCloskey	1000L	40	Realistic Fiction
Q	3-4	I Have a Dream: The Story of Martin Luther King	Margaret Davidson	680L	40	Biography
Q	3-4	Tales of a Fourth Grade Nothing	Judy Blume	470L	40	Realistic Fiction
Q	3-4	True Story of the 3 Little Pigs, The	Jon Scieszka	AD570L	40	Traditional Literature/Fairy Tale

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R	4-5	Achoo! The Most Interesting Book You'll Ever Read About Germs	Trudee Romanek	990L	40	Informational Text
R	4-5	Island, The	Gary Paulsen	1050L	40	Realistic Fiction
R	4-5	Julian Rodriguez, Episode One: Trash Crisis on Earth	Alexander Stadler	N/A	40	Fantasy
R	4-5	More Than Anything Else	Marie Bradby	660L	40	Historical Fiction
R	4-5	Pocahontas and the Strangers	Clyde Robert Bulla	370L	40	Fictional Biography
R	4-5	Report Card, The	Andrew Clements	700L	40	Fiction
R	4-5	Rules	Cynthia Lord	780L	40	Realistic Fiction
R	4-5	Trumpet of the Swan, The	E.B. White	750L	40	Fantasy
R	4-5	Wackiest White House Pets	Kathryn Gibbs Davis	860L	40	Informational Text
R	4-5	When Marian Sang: The True Recital of Marian Anderson	Pam Muñoz Ryan	780L	40	Biography
R	4-5	And Then What Happened, Paul Revere?	Jean Fritz	830L	40	Biography
R	4-5	Brian's Winter	Gary Paulsen	1140L	40	Realistic Fiction
R	4-5	Draw Me a Story	Max Winter	660L	34-38	Biography
R	4-5	In Their Own Words: Lewis and Clark	George Sullivan	710L	50	Informational Text
R	4-5	Jar of Dreams, A	Yoshiko Uchida	970L	40	Historical Fiction
R	4-5	Journey to Ellis Island: How My Father Came to America	Carol Bierman	750L	40	Historical Fiction
R	4-5	Last Princess, The	Fay Stanley	1040L	40	Biography
R	4-5	Listening to Crickets: A Story about Rachel Carson	Candice F. Ransom	930L	40	Biography
R	4-5	Pigs Might Fly	Dick King-Smith	1030L	40	Fantasy
R	4-5	Tortoise Shell and Other African Stories, The	Geof Smith	260L	40	Traditional Literature/Folktale
R	4-5	Allergies	Dr. Alvin Silverstein, Virginia B. Silverstein, Laura Silverstein Nunn	950L	40	Informational Text
R	4-5	Can't You Make Them Behave, King George?	Jean Fritz	800L	40	Historical Fiction
R	4-5	Food Chains	Peter Riley	870L	40	Informational Text
R	4-5	Getting to Know the U.S. Presidents: George Washington	Mike Venezia	790L	40	Biography
R	4-5	Great Fire, The	Jim Murphy	1130L	40	Informational Text
R	4-5	Getting to Know the U.S. Presidents: John Quincy Adams	Mike Venezia	940L	40	Biography
R	4-5	O, Say Can You See? America's Symbols, Landmarks, and Important Words	Sheila Keenan	800L	40	Informational Text
R	4-5	Octopuses, Squids, and Cuttlefish	Trudi Strain Trueit	990L	40	Informational Text
R	4-5	Getting to Know the U.S. Presidents: Thomas Jefferson	Mike Venezia	920L	40	Biography
R	4-5	Where Was Patrick Henry on the 29th of May?	Jean Fritz	1000L	40	Biography
R	4-5	Adventures of Spider, The	Joyce Cooper Arhurst	710L	40	Fantasy
R	4-5	Can It Rain Cats and Dogs? Questions and Answers About Weather	Melvin and Gilda Berger	710L	40	Informational Text
R	4-5	Great Kapok Tree, The: A Tale of the Amazon Rain Forest	Lynne Cherry	670L	40	Traditional Literature/Folktale
R	4-5	Library Card, The	Jerry Spinelli	690L	40	Fantasy
R	4-5	Sarah, Plain and Tall	Patricia MacLachlan	560L	40	Realistic Fiction

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S	4-5	4 Kids in 5E & 1 Crazy Year	Virginia Frances Schwartz	610L	40	Realistic Fiction
S	4-5	Beethoven Lives Upstairs	Barbara Nichol	750L	40	Historical Fiction
S	4-5	Bluish	Virginia Hamilton	460L	40	Realistic Fiction
S	4-5	Dog's Life, A: The Autobiography of a Stray	Ann M. Martin	870L	40	Fiction
S	4-5	Granny Torrelli Makes Soup	Sharon Creech	N/A	40	Realistic Fiction
S	4-5	In the Shade of the Nispero Tree	Carmen T. Bernier-Grand	N/A	40	Realistic Fiction
S	4-5	Let It Begin Here! Lexington & Concord: First Battles of the American Revolution	Dennis Brindell Fradin	990L	40	Social Studies Nonfiction
S	4-5	Million Dollar Shot, The	Dan Gutman	680L	40	Realistic Fiction
S	4-5	Puppies, Dogs, and Blue Northers	Gary Paulsen	1280L	40	Autobiography
S	4-5	Tru Confessions	Janet Tashjian	920L	40	Realistic Fiction
S	4-5	Ben & Me	Robert Lawson	1010L	40	Fantasy
S	4-5	Bessie Coleman	Bruce Brager	600L	40	Biography
S	4-5	Broccoli Tapes, The	Jan Slepian	630L	40	Realistic Fiction
S	4-5	Chicago Fire, The	Howard Gutner	530L	34-38	Informational Text
S	4-5	Earthquake! A Story of Old San Francisco	Kathleen V. Kudlinski	540L	40	Informational Text
S	4-5	Eureka! It's Television!	Jeanne and Robert Bendick	570L	50	Informational Text
S	4-5	In the Line of Fire: Eight Women War Spies	George Sullivan	1020L	40	Biography
S	4-5	In the Year of the Boar and Jackie Robinson	Betty Bao Lord	730L	40	Historical Fiction
S	4-5	Salsa Stories	Lulu Delacre	760L	40	Realistic Fiction
S	4-5	Star Fisher, The	Laurence Yep	850L	40	Historical Fiction
S	4-5	In Their Own Words: Abraham Lincoln	George Sullivan	700L	40	Biography
S	4-5	In Their Own Words: Christopher Columbus	Peter and Connie Roop	620L	40	Biography
S	4-5	Civil Rights Movement in America, The	Elaine Landau	1080L	40	Informational Text
S	4-5	Cuts, Scrapes, Scabs and Scars	Dr. Alvin Silverstein, Virginia Silverstein, Laura Silverstein Nunn	40	40	Informational Text
S	4-5	Light and Color	Peter Riley	910L	40	Informational Text
S	4-5	In Their Own Words: Thomas Edison	George Sullivan	670L	40	Biography
S	4-5	Valley Forge	Richard Ammon	1040L	40	Informational Text
S	4-5	Wacky Trees	D. M. Souza	1090L	40	Informational Text
S	4-5	Water Cycle, The	Trudi Strain Trueit	1130L	40	Informational Text
S	4-5	What's Your Angle, Pythagoras?	Julie Ellis	670L	40	Realistic Fiction
S	4-5	Gold Cadillac, The	Mildred D. Taylor	650L	40	Realistic Fiction
S	4-5	Great Gilly Hopkins, The	Katherine Paterson	800L	40	Realistic Fiction
S	4-5	Lon Po Po: A Red Riding Hood Story from China	Ed Young	670L	40	Traditional Literature/Folktales
S	4-5	Rough-Face Girl, The	Rafe Martin	540L	40	Traditional Literature/Fairy Tale
S	4-5	Sideways Arithmetic from Wayside School	Louis Sachar	670L	40	Realistic Fiction

GR Level	Grade Level	Title	Author	Lexile	DRA	Genre
T	4-6	10 Deadliest Plants, The	Angie Littlefield and Jennifer Littlefield	IG940L	50	Science Nonfiction
T	4-6	Amazing Life of Benjamin Franklin, The	James Cross Giblin	880L	50	Biography
T	4-6	Chasing Vermeer	Blue Balliett	770L	50	Realistic Fiction/Mystery
T	4-6	Dirty Tricks (Raven Hill Mysteries #5)	Emily Rodda		50	Mystery
T	4-6	Drita, My Homegirl	Jenny Lombard	690L	50	Realistic Fiction
T	4-6	Fair Weather	Richard Peck	670L	50	Realistic Fiction
T	4-6	Orphan Train Rider: One Boy's True Story	Andrea Warren	960L	50	Biography
T	4-6	Power of Un, The	Nancy Etchemendy	720L	50	Science Fiction
T	4-6	Replay	Sharon Creech	850L	50	Realistic Fiction
T	4-6	Something Upstairs	Avi	580L	50	Mystery
T	4-6	Big Lie, The: A True Story	Isabella Leitner	700L	50	Autobiography
T	4-6	Bonanza Girl	Patricia Beatty	920L	50	Historical Fiction
T	4-6	Girl Who Chased Away Sorrow, The: The Diary of Sarah Nita, a Navajo Girl	Ann Turner	920L	50	Historical Fiction
T	4-6	Sleepers, Wake	Paul Samuel Jacobs	790L	50	Science Fiction
T	4-6	Souder	William H. Armstrong	900L	50	Realistic Fiction
T	4-6	Story of Levi's, The	Michael Burgan	660L	50	Biography
T	4-6	Tall Tale of John Henry, The	David Neufeld	440L	50	Traditional Literature/Tall Tale
T	4-6	Under the Royal Palms: A Childhood in Cuba	Alma Flor Ada	1070L	50	Autobiography
T	4-6	Volcano: The Eruption and Healing of Mount St. Helens	Patricia Lauber	830L	50	Informational Text
T	4-6	Where Are the Wolves?	Rebecca Motil	700L	40	Informational Text
T	4-6	Black Holes and Other Space Phenomena	Philip Steele	910L	28-30	Informational Text
T	4-6	Enemies of Slavery	David A. Adler	1040L	50	Informational Text
T	4-6	Land Predators of North America	Erin Pembrey Swan	890L	50	Informational Text
T	4-6	Life in the Rainforests	Lucy Baker	980L	50	Informational Text
T	4-6	Lightning	Seymour Simon	1050L	50	Informational Text
T	4-6	Lost Star: The Story of Amelia Earhart	Patricia Lauber	870L	50	Biography
T	4-6	Picture of Freedom, A: The Diary of Clotee, A Slave Girl, Belmont Plantation, Virginia, 1859	Patricia C. McKissack	790L	50	Historical Fiction
T	4-6	Seahorses, Pipefishes, and Their Kin	Sara Swan Miller	920L	50	Informational Text
T	4-6	Volcanoes	Trudi Strain Trueit	1160L	50	Informational Text
T	4-6	Volcanoes and Earthquakes	Patricia Lauber	840L	50	Informational Text
T	4-6	Bridge to Terabithia	Katherine Paterson	810L	50	Realistic Fiction
T	4-6	Dear Levi: Letters from the Overland Trail	Elvira Woodruff	1010L	50	Historical Fiction
T	4-6	George vs. George: The American Revolution As Seen from Both Sides	Rosalyn Schanzer	1120L	50	Narrative Nonfiction
T	4-6	Ripley's Incredible Insects	Louise Gilcow	N/A	N/A	Informational Text
T	4-6	Steal Away	Jennifer Armstrong	690L	70-80	Historical Fiction

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U	5-6	Adventures of Marco Polo, The	Russell Freedman	1270L	50	Biography
U	5-6	All of the Above	Shelley Pearsall	1000L	50	Realistic Fiction
U	5-6	Charlie Bone and the Invisible Boy	Jenny Nimmo	720L	50	Fantasy
U	5-6	Creepy Creatures (Goosebumps Graphix)	R.L. Stine	N/A	50	Graphic Novel
U	5-6	Ginger Pye	Eleanor Estes	990L	50	Realistic Fiction/Mystery
U	5-6	Graduation of Jake Moon, The	Barbara Park	680L	50	Realistic Fiction
U	5-6	Heaven	Angela Johnson	790L	50	Realistic Fiction
U	5-6	Nothing But the Truth: A Documentary Novel	Avi	NP	50	Realistic Fiction
U	5-6	Tale of Despereaux, The	Kate DiCamillo	670L	50	Fantasy
U	5-6	Tangerine	Edward Bloor	680L	50	Realistic Fiction
U	5-6	First Ladies: Women Who Called the White House Home	Beatrice Gormley	1040L	50	Biography
U	5-6	Geysers: When Earth Roars	Roy A. Gallant	1110L	50	Informational Text
U	5-6	Golden Games	Stella Zemanski	660L	50	Informational Text
U	5-6	Great Explorations	David Neufeld	770L	50	Biography
U	5-6	Hoang Anh: A Vietnamese-American Boy	Diane Hoyt-Goldsmith	920L	50	Biography
U	5-6	Indian Winter, An	Russell Freedman	1150L	50	Informational Text
U	5-6	Midnight Magic	Avi	660L	50	Mystery
U	5-6	Secret Garden, The	Frances Hodgson Burnett	970L	50	Realistic Fiction
U	5-6	Sir Arthur	Sunita Apte	450L	34-38	Biography
U	5-6	Story of My Life, The	Helen Keller	1150L	60	Autobiography
U	5-6	September 11, 2001	Andrew Santella	890L	50	Informational Text
U	5-6	African-Americans in the Thirteen Colonies	Deborah Kent	990L	50	Informational Text
U	5-6	Challenger Disaster, The	Tim McNeese	1170L	50	Informational Text
U	5-6	Count to a Million	Jerry Pallotta	450L	50	Informational Text
U	5-6	Freedom Train: The Story of Harriet Tubman	Dorothy Sterling	910L	50	Biography
U	5-6	Life and Death of Stars, The	Ray Spangenburg and Kit Moser	1190L	60	Informational Text
U	5-6	Remember the Ladies: 100 Great American Women	Cheryl Harness	1130L	50	Biography
U	5-6	Truth about Great White Sharks, The	Mary M. Cerullo	1030L	50	Informational Text
U	5-6	Under the Ocean	Paul Bennett	1150L	50	Informational Text
U	5-6	Watsons Go to Birmingham—1963, The	Christopher Paul Curtis	1000L	50	Historical Fiction
U	5-6	Bud, Not Buddy	Christopher Paul Curtis	950L	50	Realistic Fiction
U	5-6	Ella Enchanted	Gail Carson Levine	670L	50	Traditional Literature/Fairy Tale
U	5-6	Julie of the Wolves	Jean Craighead George	860L	50	Fiction
U	5-6	Knots in My Yo-yo String	Jerry Spinelli	980L	50	Autobiography
U	5-6	Rosa Parks: My Story	Rosa Parks with Jim Haskins	970L	50	Autobiography

GR Level	Grade Level	Title	Author	Lexile	DRA	Genre
V	5-6	10 Most Wondrous Ancient Sites, The	Carol Drake	IG900L	50	Social Studies Nonfiction
V	5-6	Becoming Naomi León	Pam Muñoz Ryan	830L	50	Realistic Fiction
V	5-6	Birdwing	Rafe Martin	720L	50	Fantasy
V	5-6	Desperate Journey	Jim Murphy	N/A	50	Historical Fiction
V	5-6	Ellis Island	Judith Jango-Cohen	N/A	50	Social Studies Nonfiction
V	5-6	Fall of the Amazing Zalindas, The (Sherlock Holmes and the Baker Street Irregulars)	Tracy Mack and Michael Citrin	850L	50	Mystery
V	5-6	Firework-Maker's Daughter, The	Philip Pullman	870L	50	Fairy Tale
V	5-6	Forty Acres and Maybe a Mule	Harriette Gillem Robinet	610L	50	Historical Fiction
V	5-6	Foster's War	Carolyn Reeder	940L	50	Historical Fiction
V	5-6	Pictures of Hollis Woods	Patricia Reilly Giff	650L	50	Realistic Fiction
V	5-6	1000 Facts About Space	Pam Beasant	870L	60	Informational Text
V	5-6	Alice in Wonderland	Lewis Carroll	860L	50	Fantasy
V	5-6	Eleanor Roosevelt	Wiley Blevins	560L	50	Biography
V	5-6	Get on Board: The Story of the Underground Railroad	Jim Haskins	1180L	50	Informational Text
V	5-6	Harry Potter and the Chamber of Secrets	J.K. Rowling	940L	50	Fantasy
V	5-6	How I Came to Be a Writer	Phyllis Reynolds Naylor	1120L	60	Autobiography
V	5-6	Music of Dolphins, The	Karen Hesse	560L	50	Realistic Fiction
V	5-6	Old Yeller	Fred Gipson	910L	50	Realistic Fiction
V	5-6	True Confessions of Charlotte Doyle, The	Avi	740L	50	Historical Fiction
V	5-6	Under Wraps	Meish Goldish	670L	50	Informational Text
V	5-6	African-Americans in the Old West	Tom McGowen	790L	50	Informational Text
V	5-6	Battle of the Alamo, The	Andrew Santella	940L	50	Informational Text
V	5-6	Boston Tea Party, The	R. Conrad Stein	910L	50	Informational Text
V	5-6	California Gold Rush, The	R. Conrad Stein	950L	50	Informational Text
V	5-6	Color Me Dark: The Diary of Nellie Lee Love, The Great Migration North, Chicago, Illinois, 1919	Patricia C. McKissack	680L	50	Historical Fiction
V	5-6	Declaration of Independence, The	R. Conrad Stein	1000L	50	Informational Text
V	5-6	Escape to Freedom: A Play About Young Frederick Douglass	Ossie Davis	NP	50	Biography
V	5-6	Extraordinary Life, An: The Story of a Monarch Butterfly	Laurence Pringle	1140L	50	Informational Text
V	5-6	What a Great Idea! Inventions that Changed the World	Stephen M. Tomecek	1250L	50	Informational Text
V	5-6	Women's Right to Vote	Elaine Landau	900L	60	Informational Text
V	5-6	Esperanza Rising	Pam Muñoz Ryan	750L	50	Realistic Fiction
V	5-6	Golden Goblet, The	Eloise Jarvis McGraw	930L	50	Mystery
V	5-6	Long Way from Chicago, A	Richard Peck	750L	50	Novel
V	5-6	Rascal	Sterling North	1140L	50	Memoir
V	5-6	Stealing Home: The Story of Jackie Robinson	Barry Denenberg	930L	50	Biography

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W	5-6	Blood on the River: James Town 1607	Elisa Carbone	820L	60	Historical Fiction
W	5-6	Chu Ju's House	Gloria Whelan	870L	60	Realistic Fiction
W	5-6	Guilty By a Hair!	Anna Prokos	650L	60	Science Nonfiction
W	5-6	Harriet Tubman, Secret Agent: How Daring Slaves and Free Blacks Spied for the Union During the Civil War	Thomas B. Allen	1120L	60	Social Studies Nonfiction
W	5-6	Home of the Brave	Katherine Applegate		60	Free Verse
W	5-6	Invention of Hugo Cabret, The	Brian Selznick	820L	60	Historical Fiction/Graphic Novel
W	5-6	Lightning Thief, The (Book 1)	Rick Riordan	740L	60	Fantasy
W	5-6	Lights, Camera, Amalee	Dar Williams	790L	60	Realistic Fiction
W	5-6	Out From Boneville (Bone)	Jeff Smith	360L	60	Graphic Novel
W	5-6	Tunnels (Book 1)	Roderick Gordon and Brian Williams	990L	60	Fantasy
W	5-6	Buried in Ice: The Mystery of a Lost Arctic Expedition	Owen Beattie and John Geiger with Shelly Tanaka	1010L	60	Informational Text
W	5-6	Dive! My Adventures in the Deep Frontier	Sylvia A. Earle	1230L	60	Informational Text
W	5-6	First Woman Doctor, The	Rachel Baker	1120L	50	Biography
W	5-6	From Rags to Riches	Nathan Aesang	1110L	60	Biography
W	5-6	Moon Bridge, The	Marcia Savin	610L	60	Historical Fiction
W	5-6	Our World of Mysteries: Fascinating Facts About the Planet Earth	Suzanna Lord	930L	60	Informational Text
W	5-6	Phantom Tollbooth, The	Norton Juster	1000L	60	Fantasy
W	5-6	Sea Otter Rescue: The Aftermath of the Oil Spill	Roland Smith	1160L	60	Informational Text
W	5-6	Through My Eyes	Ruby Bridges	860L	60	Autobiography
W	5-6	You Want Women to Vote, Lizzie Stanton?	Jean Fritz	870L	60	Biography
W	5-6	Adam of the Road	Elizabeth Janet Gray	1030L	60	Realistic Fiction
W	5-6	Daniel's Story	Carol Matas	720L	60	Historical Fiction
W	5-6	Dear Dr. Bell ... Your Friend, Helen Keller	Judith St. George	1180L	60	Biography
W	5-6	Extraordinary Women Scientists	Darlene R. Stille	1210L	60	Biography
W	5-6	Extraordinary Young People	Marlene Targ Brill	970L	60	Biography
W	5-6	G is for Googol: A Math Alphabet Book	David M. Schwartz	760L	50	Informational Text
W	5-6	Grand Canyon Journey, A: Tracing Time in Stone	Peter Anderson	1110L	60	Informational Text
W	5-6	Journal of James Edmond Pease, The: A Civil War Union Soldier, Virginia, 1863	Jim Murphy	1070L	60	Historical Fiction
W	5-6	Portraits of African-American Heroes	Tonya Bolden	1140L	60	Biography
W	5-6	Standing Tall: The Story of Ten Hispanic Americans	Argentina Palacios	1060L	60	Biography
W	5-6	Around the World in a Hundred Years: From Henry the Navigator to Magellan	Jean Fritz	1050L	50	Informational Text
W	5-6	Crispin: The Cross of Lead	Avi	780L	60	Historical Fiction
W	5-6	Roll of Thunder, Hear My Cry	Mildred D. Taylor	920L	60	Realistic Fiction
W	5-6	Slam!	Walter Dean Myers	750L	60	Realistic Fiction
W	5-6	Walk Two Moons	Sharon Creech	770L	60	Realistic Fiction

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X	6	Antarctica: Journeys to the South Pole	Walter Dean Myers	1100L	60	Informational Text
X	6	Break With Charity, A: A Story about the Salem Witch Trials	Ann Rinaldi	730L	60	Historical Fiction
X	6	Fight for Freedom: The American Revolutionary War	Benson Bobrick	1130L	60	Social Studies Nonfiction
X	6	Four Pictures by Emily Carr	Nicolas Debon	770L	60	Biography/Graphic Format
X	6	Girl Named Disaster, A	Nancy Farmer	730L	60	Novel
X	6	Millicent Min, Girl Genius	Lisa Yee	800L	60	Realistic Fiction
X	6	Somewhere in the Darkness	Walter Dean Myers	640L	60	Realistic Fiction
X	6	Storm Thief	Chris Wooding	800L	60	Science Fiction
X	6	Usborne Book of Scientists, The: From Archimedes to Einstein	Struan Reid and Patricia Fara	1100L	60	Informational Text
X	6	When Hitler Stole Pink Rabbit	Judith Kerr	940L	60	Historical Fiction
X	6	Anne Frank: Beyond the Diary	Ruud van der Rol and Rian Verhoeven	1030L	60	Biography
X	6	At Her Majesty's Request: An African Princess in Victorian England	Walter Dean Myers	1070L	60	Biography
X	6	Bully for You, Teddy Roosevelt!	Jean Fritz	980L	60	Biography
X	6	Call It Courage	Armstrong Sperry	830L	60	Realistic Fiction
X	6	Children of the Wild West	Russell Freedman	1010L	60	Informational Text
X	6.2	M.C. Higgins the Great	Virginia Hamilton	620L	60	Realistic Fiction
X	6	One More River to Cross: The Stories of Twelve Black Americans	Jim Haskins	1070L	60	Biography
X	6	Out of the Dust	Karen Hesse	NP	60	Historical Fiction
X	6	Sarah Bishop	Scott O'Dell	760L	60	Historical Fiction
X	6	Summer of Fire: Yellowstone 1988	Patricia Lauber	850L	60	Informational Text
X	6	Black Eagles: African Americans in Aviation	Jim Haskins	1160L	60	Informational Text
X	6	Forgotten Heroes, The: The Story of the Buffalo Soldiers	Clinton Cox	1140L	60	Informational Text
X	6	Glory Field, The	Walter Dean Myers	800L	60	Historical Fiction
X	6	Great Depression, The	R. Conrad Stein	990L	60	Informational Text
X	6	Katarína	Kathryn Winter	660L	60	Historical Fiction
X	6	Librarian Who Measured the Earth, The	Kathryn Lasky	840L	60	Biography
X	6	Nelson Mandela: "No Easy Walk to Freedom"	Barry Denenberg	950L	60	Biography
X	6	Not Guilty	George Sullivan	1060L	60	Biography
X	6	Up Before Daybreak: Cotton and People in America	Deborah Hopkinson	1060L	60	Informational Text
X	6	Within Reach: My Everest Story	Mark Pfetzer and Jack Galvin	970L	60	Autobiography
X	6	Any Small Goodness: A Novel of the Barrio	Tony Johnston	600L	60	Realistic Fiction
X	6	Childtimes: A Three-Generation Memoir	Eloise Greenfield and Lessie Jones	1000L	60	Memoir
X	6	Cleopatra	Robert Green	1060L	60	Biography
X	6	Jackie's Nine	Sharon Robinson	1040L	60	Narrative Nonfiction
X	6	Memories of Anne Frank: Reflections of a Childhood Friend	Alison Leslie Gold	890L	60	Memoir

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Y	6	Artemis Fowl (Book #1)	Eoin Colfer	600L	60	Fantasy
Y	6	Boy Who Dared, The	Susan Campbell Bartoletti	760L	60	Historical Fiction
Y	6	Geronimo	Joseph Bruchac	900L	60	Historical Fiction
Y	6	Get On Out of Here, Philip Hall	Bette Greene	890L	60	Realistic Fiction
Y	6	Heroes of the Holocaust	Allan Zullo and Mara Bovsun	920L	60	Social Studies Nonfiction
Y	6	Jumping Tree, The	René Saldaña, Jr.	770L	60	Realistic Fiction
Y	6	Larklight	Philip Reeve	1170L	60	Science Fiction
Y	6	Pemba's Song: A Ghost Story	Marilyn Nelson and Tonya C. Hegamin	730L	60	Mystery
Y	6	Vlad the Impaler: The Real Count Dracula	Enid A. Goldberg and Norman Itzkowitz	NC730L	60	Biography
Y	6	Yearling, The	Marjorie Kinnan Rawlings	750L	60	Novel
Y	6	Blizzard!	Jim Murphy	1080L	60	Informational Text
Y	6	Castle	David Macaulay	1180L	60	Informational Text
Y	6	Colorado River, The	Patricia Lauber	N/A	60	Informational Text
Y	6	Day Martin Luther King, Jr. Was Shot, The: A Photo History of the Civil Rights Movement	Jim Haskins	1140L	60	Informational Text
Y	6	I Am an American: A True Story of Japanese Internment	Jerry Stanley	1180L	70-80	Biography
Y	6	My Brother Sam Is Dead	James Lincoln Collier & Christopher Collier	770L	60	Historical Fiction
Y	6	Restless Spirit: The Life and Work of Dorothea Lange	Elizabeth Partridge	970L	70-80	Biography
Y	6	Seeing Earth From Space	Patricia Lauber	890L	60	Informational Text
Y	6	Tales Mummies Tell	Patricia Lauber	970L	60	Informational Text
Y	6	Tales of Real Escape	Paul Dowswell	1060L	60	Biography
Y	6	Air Raid—Pearl Harbor!	Theodore Taylor	1070L	60	Informational Text
Y	6	In Their Own Words: Davy Crockett	George Sullivan	670L	60	Biography
Y	6	Favorite Greek Myths	retold by Mary Pope Osborne	850L	60	Traditional Literature/Myth
Y	6	Hana's Suitcase	Karen Levine	730L	60	Biography
Y	6	Indian Chiefs	Russell Freedman	1030L	60	Informational Text
Y	6	Isaac Newton	Kathleen Krull	1000L	60	Biography
Y	6	Leonardo da Vinci	Kathleen Krull	1010L	70-80	Biography
Y	6	New Kids in Town: Oral Histories of Immigrant Teens	Janet Bode	630L	60	Short Stories
Y	6	Stars & Planets	Carole Stott	1000L	60	Informational Text
Y	6	Wright Brothers, The: How They Invented the Airplane	Russell Freedman	1160L	60	Biography
Y	6	Bull Run	Paul Fleischman	810L	60	Realistic Fiction
Y	6	Call of the Wild, The	Jack London, with an introduction by Avi	1120L	60	Novel
Y	6	Philip Hall Likes Me. I Reckon Maybe.	Bette Greene	900L	60	Realistic Fiction
Y	6	Sacajawea	Joseph Bruchac	840L	60	Novel
Y	6	White Fang	Jack London	970L	60	Novel

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Z	6	An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793	Jim Murphy	1130L	70-80	Social Studies Nonfiction
Z	6	Best Ghost Stories Ever, The	Christopher Krovatin	1200L	70-80	Fiction
Z	6	Detective Stories	Philip Pullman		70-80	Mystery
Z	6	Finding My Hat	John Son	840L	70-80	Realistic Fiction
Z	6	Harry Potter and the Deathly Hallows	J.K. Rowling	980L	70-80	Novel
Z	6	Jane Eyre	Charlotte Bronte; Megin Cabot (Intro)	890L	70-80	Novel
Z	6	Malcolm X: By Any Means Necessary	Walter Dean Myers	1050L	70-80	Biography
Z	6	Stormbreaker: The First Alex Rider Adventure	Anthony Horowitz	670L	70-80	Mystery
Z	6	Time Machine, The	H.G. Wells	1070L	70-80	Science Fiction
Z	6	Toning the Sweep	Angela Johnson	760L	70-80	Realistic Fiction
Z	6	Adventures of Tom Sawyer, The	Mark Twain	950L	70-80	Novel
Z	6	Black Beauty	Anna Sewell	1010L	70-80	Novel
Z	6	City: A Story of Roman Planning and Construction	David Macaulay	1100L	70-80	Informational Text
Z	6	Day the Women Got the Vote, The	George Sullivan	1130L	70-80	Informational Text
Z	6	Great Escapes of World War II	George Sullivan	800L	70-80	Informational Text
Z	6	History of Emigration from China and Southeast Asia, The	Katherine Prior	1130L	70-80	Informational Text
Z	6	Treasure Island	Robert Louis Stevenson	1100L	70-80	Novel
Z	6	Triumph on Everest: A Photobiography of Sir Edmund Hillary	Broughton Coburn	1130L	70-80	Biography
Z	6	Freedom Walkers: The Story of the Montgomery Bus Boycott,	Joan Dash	1170L	70-80	Social Studies Nonfiction
Z	6	Where the River Runs: A Portrait of a Refugee Family	Nancy Price Graff	1340L	70-80	Biography
Z	6	Bat 6	Virginia Euwer Wolff	930L	70-80	Historical Fiction
Z	6	Beyond Belief: Strange, True Mysteries of the Unknown	Brad Steiger	1230L	70-80	Informational Text
Z	6	Disaster of the Hindenburg, The: The Last Flight of the Greatest Airship Ever Built	Shelley Tanaka	940L	70-80	Informational Text
Z	6	Flight #116 Is Down!	Caroline B. Cooney	710L	70-80	Realistic Fiction
Z	6	Greatest, The: Muhammad Ali	Walter Dean Myers	1030L	70-80	Biography
Z	6	Guys Write for Guys Read	edited by Jon Scieszka	920L	70-80	Short Stories
Z	6	Memories of Vietnam: War in the First Person	Ellen Weiss	610L	70-80	Informational Text
Z	6	To Be a Slave	Julius Lester	1080L	70-80	Informational Text
Z	6	We Shall Not Be Moved: The Women's Factory Strike of 1909	Joan Dash	1170L	70-80	Informational Text
Z	6	When Plague Strikes: The Black Death, Smallpox, AIDS	James Cross Giblin	1190L	70-80	Informational Text
Z	6	Adventures of Huckleberry Finn, The	Mark Twain	990L	70-80	Novel
Z	6	Circuit, The: Stories from the Life of a Migrant Child	Francisco Jiménez	880L	70-80	Memoir
Z	6	Louis Armstrong: Singing, Swinging, Satchmo	Sandford Brown	1260L	70-80	Biography
Z	6	Raven and Other Poems, The	Edgar Allan Poe	NP	70-80	Poem
Z	6	Red Scarf Girl: A Memoir of the Cultural Revolution	Ji-li Jiang	780L	70-80	Memoir

Driver's Education Update

June 19, 2014

To Date:

- May 8, 2014, Board moves to discontinue District Driver's Education Program as of July 1, 2014
- Since then three Driver's Education Schools have contacted Timberlane regarding the possibility of renting space during the Summer Program to hold Driver's Education Classes
- The three businesses have been given the District Policy KF and KF-R "Use of School Buildings and Facilities"

Information

- Any other interested vendors may contact the High School to inquire about classroom rental
- According to policy KF the Building Principal, the Facilities Director, the Athletic Director and the Business Administrator will oversee the application process
- The competition of vendors through the open market may work to the advantage of our students

Information

- The Driver's Education vehicles will be sold using guidelines from Policy DN "School Properties Disposal Procedure"
- Space is also available during the 2014-15 Evening Division hours
- In speaking with potential renters there is a possibility that they may offer discount rates for students that have a financial need. This is at their discretion.

Information

- **There is an indemnity/hold harmless clause in the rental agreement**
- **If there are complaints about vendors they are to be filed with the vendor; not the school**
- **A rental agreement can be cancelled by the District “provided its provisions or intent are violated in any way” (KF)**
- **Cost for the classes are established by the vendor**

School Board - June 19, 2014

Timberlane Business Partnership Program

Purpose

- Find ways for our schools and community to work together
- Create opportunities for our students both in and out of the school setting
- Offer opportunities for businesses to give back to the schools and community

Goals

- Create partnerships that support teachers, students, and businesses
- Create opportunities and ways that businesses can become a part of the school community
- Strengthen our district profile in the four communities

Timeline

- Summer/Fall 2014 – Create and establish a *Business Partnership Committee* made up of 10-15 school/community members
- Fall of 2014 – Set forth our Mission and Vision
- Fall/Winter 2014-15 – Begin creating partnerships with local businesses
- Spring 2015 – First recognition event

TUITION REQUESTS FOR 2014-15 SCHOOL YEAR

SCHOOL	GRADE	CODE/REASON
Danville	3	Staff
Pollard	1	Staff
TLC	PreK/4	TLC – tuitioned program
TLC	Prek/3	TLC – tuitioned program
TLC	FD K	Staff
TLC	PreK/3	Staff
TLC	Prek/4	Staff
TRHS	9	JCA* – Per Superintendent
TRHS	11	SPED – bill actual cost
TRHS	10	Staff
TRHS	12	Staff
TRHS	10	Staff
TRHS	10	Staff
TRHS	11	JCA* – even swap per Superintendent
TRHS	9	Staff
TRHS	12	Staff
TRMS	7	Staff
TRMS	8	Staff
TRMS	7	Staff

New Requests for 2014-15

*Policy JCA gives the Superintendent the authority to change a school assignment for a student (incoming or outgoing) for cause.

1 TRHS student to attend PA as part of the even swap listed above.

Transportation is not provided for any tuitioned student.

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ADMISSION OF TUITION AND NON-RESIDENT STUDENTS

I. Residency

Residency for the purpose of enrollment in the Timberlane Regional School District (hereafter referred to as the District) shall be defined by RSA 193:12. Any student who meets the RSA 193:12 definition of legal resident of this District is entitled to attend school in this District. A student who is not a legal resident of the District may attend school in the District only with the consent of the Superintendent. Disputes regarding residency shall be determined by the relevant laws in effect at the time.

II. Admission of Non-Resident Students

Individual non-resident students may be considered for admission to the District and only under the following conditions:

1. A resident student who moves from the District during the school year may continue as a non-resident student through the end of the school year. The District of Residence must agree to pay the tuition rate (as calculated in Section III), prorated for the time that they are not legal residents of the District. However, if the resident student moves from the District after March 31, the tuition will be waived.
2. Students from other countries, who are the guests of District residents and participating in a federally recognized education exchange program, may be admitted if space is available. Admitted students will not be charged tuition.
3. Students from other countries not participating in federally recognized education exchange program may be admitted if space is available. Admitted students shall be charged full tuition. The Timberlane Regional School District will follow Homeland Security guidelines of the federal government standards with regard to all foreign exchange students. Students must meet all of the required standards of the State of New Hampshire and the federal government in order to be accepted into the school district. ESOL instruction shall be the responsibility of the parent or guardian.
4. Children of non-resident parents, who will be moving into the District during the school year, may be admitted prior to actual establishment of residency, provided a written request and verification of the anticipated date of residency are submitted to and approved by the Superintendent. There must also be an agreement between the District and the student's school district of residence and/or parents or legal guardian regarding payment of tuition (as calculated in Section III), prorated, and special education costs for the period of time that the student is not a resident of the District. Such request shall be supported by appropriate documentation such as a bona fide lease or purchase and sales agreement, properly executed. If the lease or purchase and sales agreement indicate that residency will be established within 60

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school days of the date the student is enrolled, the need for an agreement with District of Residence will be waived. Tuition will also be waived for the 60 days.

5. A student who has been identified homeless by the District Homeless Liaison shall be allowed to attend a District school pursuant to Policy JFABD (Admission of Homeless Students).
6. Children of non-resident faculty and staff members, who are employed for at least 181 days annually, may be accepted on a space-available basis with a reduction in tuition of \$10,000. Applications may be made in writing to the Superintendent of Schools; the date of receipt of the application will determine eligibility in instances where space is restricted.

In the above six circumstances, admission may be denied to any non-resident student who has been suspended or expelled, or involved in suspension or expulsion proceedings, in another district or whose behavior while a student in the District has had, in the sole judgment of the Superintendent, a negative impact on the resident students of the District. The decision to admit each non-resident student shall be made annually by the Superintendent and the decision of the Superintendent shall be final.

III. Tuition of Non-Resident Students

The tuition rate, will be approved by the School Board. A signed tuition confirmation letter, approved by the Superintendent, shall be on file in the SAU 55 office prior to attendance. Tuition, where applicable, shall be prepaid in monthly or quarterly payments, or if appropriate, through payroll deduction. Tuition shall not be reimbursed if the student leaves the District, voluntarily or involuntarily, during the period for which payment has already been made. Failure to pay tuition as due shall be grounds for revoking the admission of non-resident tuition students. Section IV below outlines limited special circumstances under which tuition may be waived.

IV. Responsibility for Services not Included in the Calculation of Tuition Rate

The District will not provide transportation to any non-resident student. NH State Law guides the District's view of the responsibility for the provisions of special education services as provided in RSA 186-C. The District's decision on whether to enroll a non-resident student will not be based, in whole or in part, on whether that student is a student with a disability, as defined by applicable state or federal law. Section V and VI below outline limited special circumstances under which this Section IV requirement for an agreement with the district of residence may be waived.

V. Tuition Agreements with other School Districts

The District may enter into one or more agreements with other school districts or agencies for the admission of non-resident students with payment of tuition by the sending district

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or agency. The admission of such students under these circumstances shall be governed by the terms of said agreements.

VI. Other Situations

Families who are enrolled as non-resident students at the time of the adoption of this policy will be “grandfathered” and allowed to continue attendance until they have completed their education in this District. However, the Superintendent may discontinue a student’s attendance based upon the existence of disciplinary issues.

It is not possible to anticipate all situations that may arise, thus, notwithstanding any provisions of this policy, the Timberlane Regional School District reserves the right to charge tuition or to deny admission to any non-resident student. The Timberlane Regional School District also reserves the right to admit non-resident students and waive tuition in situations not discussed in this policy.

Legal References:

- RSA 193:12 Legal Residence Required*
- RSA 186-C:7 Individual Education Plans*
- RSA 186-C:13 Liability for Expenses*
- Individuals with Disabilities Education Act*
- Section 504 of the Rehabilitation Act of 1973*
- Americans with Disabilities Act*

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CHANGE OF SCHOOL ASSIGNMENT

I. Reassignment of Resident Students

A. The Superintendent has discretion to reassign a student from the public school to which the student is currently assigned to another public school in New Hampshire under RSA 193:3,III only if all the following conditions are met:

(1) The student's parent or legal guardian petitions the Superintendent for a change of school assignment or consents to the Superintendent's recommendation for such a change; and

(2) The Superintendent determines that such a change would be in the student's best interest as defined below: and

(3) The total reassignments or transfers in any one school year shall not exceed one (1) percent of the average daily membership in residence of the school district or exceed five (5) percent of the average daily membership in residence of any single school, whichever is greater.

B. The parent or legal guardian has the burden of demonstrating that the reassignment is in the student's best interest.

C. "Best interest" does not mean that a parent has the right to select whichever public school the parent prefers or that a student has the right to attend a school that the parent or student believes is better suited to allow the student to reach his/her full potential. Rather, best interest means that the student's education will be adversely affected if the student continues to attend the public school to which the student is assigned.

D. The Superintendent's decision is final and conclusive and is not appealable. If the parent or legal guardian disagrees with the Superintendent's decision, the parent or legal guardian can file a request for change of school assignment to the local School Board under RSA 193:3,I, and Policy JEC on the basis of manifest educational hardship.

E. The Superintendent shall notify the New Hampshire Department of Education within 30 days of any reassignment of a resident student.

II. Requests to Assign Students from Other Public School Districts (Non-Resident Students)

A. The Superintendent has discretion to approve a request from another Superintendent to accept a transfer of a student from another school district if:

(1) The conditions in Section I(A) are met;

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(2) Space is available within the school; and

(3) The student meets the school’s admission requirements.

- B. The Superintendent is not required to accept the findings of the sending district’s Superintendent concerning a student’s best interest, and will make an independent decision on the reassignment request. The Superintendent’s decision is final, conclusive and is not appealable.
- C. Any student accepted under this Section will be permitted to attend our schools for only so long as that student abides by the reasonable rules of the school, failing of which the student’s right to attend our school will be terminated.

III. General Requirements for Resident and Non-Resident Students

- A. The parent or legal guardian of any student reassigned or accepted under this policy shall sign an acknowledgement that he/she has received a copy of this policy, understands it and agrees to be bound by its terms.
- B. All reassignments shall be limited to the current school year.
- C. The parent or legal guardian is responsible for the student’s transportation.
- D. The Superintendents involved in the reassignment of a student shall jointly establish a tuition rate for each such student. The tuition rate shall include all costs of the student's educational program including, but not limited to, special education costs, costs of related services, costs of due process proceedings, costs related to Section 504 of the Americans with Disabilities Act, or any other costs for additional services, equipment, or accommodations required by state or federal law. Some or all of the tuition may be waived by the Superintendent of the receiving district for the good cause shown or pursuant to school board policy of the receiving district.
- E. Notwithstanding anything else to the contrary contained herein, the educational placement of disabled students shall be determined in accordance with the IDEA, RSA 186-C and Section 504. Any student reassigned under this policy whom the receiving district suspects has a disability will be referred to the student’s district of residence for evaluation and possible identification.
- F. When a reassignment exceeds the percentage limitations set forth in Section I (A)(3), the School Board must approve the reassignment.

Legal References:

- RSA 193:3, III, Change of School Assignment*
- RSA 193:3, I, II, Manifest Educational Hardship*
- RSA 193:14-a, Change of School Assignment; Duties of State Board of Education*