

Job List

JobID: 587

Job Number: Freeda2Moms

Book Title	Job Date	Vendor	ISBN
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Freeda The Frog And The Two Mommas 1/15/2020 Mascot Publishing 9781643072852
Next Door

GRL: L GLE: 2 ATOS: RRL: 19 LEXILE:

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

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

Grade: 2 Reading: Foundation Skills CCSS.ELA-Literacy.RF.2.3,3c,3d,3f,4,4a,4c

- 3 Know and apply grade-level phonics and word analysis skills in decoding words.
- 3c Decode regularly spelled two-syllable words with long vowels.
- 3d Decode words with common prefixes and suffixes.
- 3f Recognize and read grade-appropriate irregularly spelled words.
- 4 Read with sufficient accuracy and fluency to support comprehension.
- 4a Read grade-level text with purpose and understanding.
- 4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade: 2 Reading: Literature CCSS.ELA-Literacy.RL.2.1,2,3,4,5,6,7,10

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

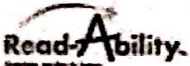
Book Title	Job Date	Vendor	ISBN
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- Grade: 2** **Speaking & Listening** **CCSS.ELA-Literacy.SL.2.1,1b,1c,2,3,4,6**
- 1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - 1b Build on others' talk in conversations by linking their comments to the remarks of others.
 - 1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
 - 2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
 - 3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
 - 4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
 - 6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

- Grade: 2** **Writing** **CCSS.ELA-Literacy.W.2.1,3,6,8**
- 1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
 - 3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
 - 6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
 - 8 Recall information from experiences or gather information from provided sources to answer a question.

Book List for 'JobNumber' = Freeda2Moms (1 Book Title)

1517 Highland Valley Circle
Wildwood, MO 63005
516.322.9575



Job List

JobID: 477

Job Number: FreedaFrogNadine

Book Title	Job Date	Vendor	ISBN
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Freeda The Frog & Her New Blue Family 2/22/2019 Nadine Haruni 9781684011322

GRL: L GLE: 2 ATOS: RRL: 19 LEXILE:

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

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

Grade: 2 Reading: Foundation Skills CCSS.ELA-Literacy.RF.2.3,3d,4,4a,4c

- 3 Know and apply grade-level phonics and word analysis skills in decoding words.
- 3d Decode words with common prefixes and suffixes.
- 4 Read with sufficient accuracy and fluency to support comprehension.
- 4a Read grade-level text with purpose and understanding.
- 4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade: 2 Reading: Literature CCSS.ELA-Literacy.RL.2.1,2,3,4,5,6,7,10

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

Book Title	Job Date	Vendor	ISBN
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Grade: 2 Speaking & Listening CCSS.ELA-Literacy.SL.2.1,1b,1c,2,3,4,6

- 1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- 1b Build on others' talk in conversations by linking their comments to the remarks of others.
- 1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- 4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

Grade: 2 Writing CCSS.ELA-Literacy.W.2.1,3,7,8

- 1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- 3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- 7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- 8 Recall information from experiences or gather information from provided sources to answer a question.

Book Title	Job Date	Vendor	ISBN
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Freeda The Frog Gets A Divorce 2/22/2019 Nadine Haruni 9781631775147

GRL: K GLE: 2 ATOS: RRL: 18 LEXILE:

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

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

Grade: 2 Reading: Foundation Skills CCSS.ELA-Literacy.RF.2.3,3d,4,4a,4c

- 3 Know and apply grade-level phonics and word analysis skills in decoding words.
- 3d Decode words with common prefixes and suffixes.
- 4 Read with sufficient accuracy and fluency to support comprehension.
- 4a Read grade-level text with purpose and understanding.
- 4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade: 2 Reading: Literature CCSS.ELA-Literacy.RL.2.1,2,3,4,5,6,7,10

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

Grade: 2 Speaking & Listening CCSS.ELA-Literacy.SL.2.1,1b,1c,2,3,4,6

- 1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- 1b** Build on others' talk in conversations by linking their comments to the remarks of others.
- 1c** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- 4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

Grade: 2 Writing CCSS.ELA-Literacy.W.2.1,3,8

- 1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- 3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- 8** Recall information from experiences or gather information from provided sources to answer a question.

Book Title	Job Date	Vendor	ISBN
Freeda The Frog Is On The Move	2/22/2019	Nadine Haruni	9781684018109

Freeda The Frog Is On The Move

2/22/2019 Nadine Haruni

9781684018109

GRL: L

GLE: 2

ATOS:

RRL: 19

LEXILE:

- Grade: 2** Language CCSS.ELA-Literacy.L.2.3,4,4a,4c,4d,5,5a,5b,6
- 3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- 4a** Use sentence-level context as a clue to the meaning of a word or phrase.
- 4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- 4d** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- 5** Demonstrate understanding of word relationships and nuances in word meanings.
- 5a** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- 5b** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- 6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
- Grade: 2** Reading: Foundation Skills CCSS.ELA-Literacy.RF.2.3,3d,4,4a,4c
- 3** Know and apply grade-level phonics and word analysis skills in decoding words.
- 3d** Decode words with common prefixes and suffixes.
- 4** Read with sufficient accuracy and fluency to support comprehension.
- 4a** Read grade-level text with purpose and understanding.
- 4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Grade: 2** Reading: Literature CCSS.ELA-Literacy.RL.2.1,2,3,4,5,6,7,10
- 1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 3** Describe how characters in a story respond to major events and challenges.
- 4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- 5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- 7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 10** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Book Title	Job Date	Vendor	ISBN
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Grade: 2 **Speaking & Listening** **CCSS.ELA-Literacy.SL.2.1,1b,1c,2,3,4,6**

- 1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- 1b** Build on others' talk in conversations by linking their comments to the remarks of others.
- 1c** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- 4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

Grade: 2 **Writing** **CCSS.ELA-Literacy.W.2.1,3,5,7,8**

- 1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- 3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- 5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- 8** Recall information from experiences or gather information from provided sources to answer a question.

Book Title	Job Date	Vendor	ISBN
Freeda The Frog Says Farewell To Her Fish	2/22/2019	Nadine Haruni	9781643072852

GRL: L GLE: 2 ATOS: RRL: 19 LEXILE:

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

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

Grade: 2 Reading: Foundation Skills CCSS.ELA-Literacy.RF.2.3,3d,3f,4,4a,4c

- 3 Know and apply grade-level phonics and word analysis skills in decoding words.
- 3d Decode words with common prefixes and suffixes.
- 3f Recognize and read grade-appropriate irregularly spelled words.
- 4 Read with sufficient accuracy and fluency to support comprehension.
- 4a Read grade-level text with purpose and understanding.
- 4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade: 2 Reading: Literature CCSS.ELA-Literacy.RL.2.1,2,3,4,5,6,7,10

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

- | Grade: 2 | Speaking & Listening | CCSS.ELA-Literacy.SL.2.1,1b,1c,2,3,4,5,6 |
|----------|---|--|
| 1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. | |
| 1b | Build on others' talk in conversations by linking their comments to the remarks of others. | |
| 1c | Ask for clarification and further explanation as needed about the topics and texts under discussion. | |
| 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | |
| 3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | |
| 4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | |
| 5 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | |
| 6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.) | |
| Grade: 2 | Writing | CCSS.ELA-Literacy.W.2.1,3,8 |
| 1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. | |
| 3 | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | |
| 8 | Recall information from experiences or gather information from provided sources to answer a question. | |

Book List for 'JobNumber' = FreedaFrogNadine (4 Book Titles)


1517 Highland Valley Circle
 Wildwood, MO 63005
 516.322.9575