
Meeting the Needs of Talented Readers: SEM-R

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*We read to
know we're
not alone.*

C. S. Lewis



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Rationale

Brown and Rogan (1983) suggest that gifted readers may be in jeopardy of losing sight of schools as places to find wonderful books because they are held back from finding and interacting with materials that are appropriate for them.



Talented readers are ...

proficient readers who are able to understand the complexities of language. They automatically integrate prior knowledge and experience into their reading, utilize higher order thinking skills such as analysis, synthesis and evaluation, and communicate these ideas (Catron & Wingenbach, 1986). In fact, many talented readers have developed a large repertoire of skills that they automatically employ in order to create meaning.



A talented reader...

Understands the nuances of language

Uses multiple strategies to create meaning

May focus on a single strategy

Reads beyond their chronological age

Enjoys reading a wide variety of material

Is voracious

Looks at books to solve problems

Wants to choose books

Has a wonderful vocabulary

Reads quickly

Relates literature to their own lives

May be an insightful reader



Halsted (2002) described the language abilities of gifted children

- They have a large vocabulary and are able to use advanced terminology correctly.
- They read early and may be self-taught; they read enthusiastically and widely, often above grade level; they select reading material purposefully and enjoy challenging material.
- They understand language subtleties and use language for humor.
- They write words and sentences early, and they produce superior creative writing (poetry, stories, plays).
- They display verbal ability in self-expression, choice of colorful and descriptive phrasing, and ease in learning a second language. (p. 38)



Talented readers often find themselves out of place with regard to classroom reading instruction

In many instances, they may have already read the material being presented, bring a greater understanding to it, find the readability level of to be well below their current reading ability, or are capable of reading the material at a faster pace than their classmates (Clark, 1997).



What do talented readers receive?

In a survey of reading instruction for the gifted, Mangieri and Madigan (1984) described the status of services for talented readers.

1. Enrichment was a key component of reading instruction for gifted students.
2. The same basal was used for all readers.
3. Classroom teachers were responsible for the majority of instruction and many of these teachers had little training on how to accommodate the needs of gifted students.



Basal texts may not be good matches for talented readers

The traditional use of a basal reading series typically focuses too much time and attention on mastering the reading process, particularly phonics, rather than encouraging advanced students to interact with good literature (Van Tassel-Baska, 1998).



And today?

Little has changed since Witty (1985) noted that talented readers often have little to gain from the reading materials and reading related activities that are normally given to their school-age peers. Many talented readers develop their reading skills outside the formal school setting and come to school being able to read (Jackson, 1993). Yet, these talented readers are still expected to participate in the regularly offered reading curriculum that focuses on making readers rather than helping these readers to further develop their reading abilities.



The needs of talented readers

Van Tassel-Baska and Brown (2001) suggest that talented readers are entitled to develop their reading abilities by exploring a wide variety of genres and writing styles. For talented readers to continue to develop their reading and thinking abilities, they need to be exposed to books with rich characters, dynamic plots and extensive vocabulary. Howell (1987) suggested that one way to provide talented readers with challenge is to encourage them to read good literature that features an extensive range of vocabulary in context.













Talented readers may benefit from instruction

Talented readers may not need extensive training in the reading process and instead may benefit from opportunities to synthesize their reading experiences.



Potential differentiated strategies for reading instruction for talented readers

-  Differentiate by giving students credit for their current knowledge and past reading experiences; Pre-assessment reading skills/abilities; Use replacement activities
-  Focus on ideas not the structure of reading
-  Provide guidance on choosing books
-  Provide access to appropriate/challenging books
 -  Are books available in the classroom? Library?
-  Assess student interest
-  Introduce and utilize the classics
 -  Junior Great Books: Literature & Thought
-  Provide opportunities to explore multiple reading formats
-  Choose books that evoke thoughtful responses; Promote opportunities to discuss underlying themes, concepts



Potential differentiated strategies for reading instruction for talented readers (2)

- 📖 Use focused questions; promote “big idea,” theme, main idea
- 📖 Capitalize on interest and need (genre study, author study, etc.)
- 📖 Provide opportunities for book discussion groups
- 📖 Avoid having activities for every book
- 📖 Promote multiage groups for reading based on reading interest, abilities, and skills; use flexible grouping; homogeneous reading groups
- 📖 Provide access to appropriately challenging reading material from all genres



Organize instruction around big ideas

- Rather than focusing on a single title, focus on a big idea/concept or theme to expands student knowledge.
 - For example, rather than requiring students to read *Hatchet*, develop a unit on books that focus on change or man versus nature.
 - Provide students with numerous ways to connect their reading experience to the past, present and future.



The reading interests of the gifted reader often extend beyond the fictional world into non-fiction

McIntosh (1982) reported that highly able readers often have preferences for science, history, biography, travel, poetry and informational texts such as atlases and encyclopedias and how-to books. Talented readers may be drawn to reference material in their quest for knowledge or need to understand or solve a problem. Interacting with informational books may also provide an opportunity for talented readers to develop a deep understanding of a particular topic.



Benefits of Using Non-Fiction

- Promotes discovery
- Broadens students background knowledge and interests
- Encourages authentic learning
- Helps them do better on expository sections on tests
- Enhances visual literacy
- Builds vocabulary and an understanding of a variety of word meanings
- Promotes positive self-esteem because they develop expertise
- Builds critical reading skills



Understanding Biographies and Autobiographies

Name	Dates	Qualities	Challenges	Accomplishments
		<ul style="list-style-type: none">• _____• _____	<ul style="list-style-type: none">• _____• _____	<ul style="list-style-type: none">• _____• _____
		<ul style="list-style-type: none">• _____• _____	<ul style="list-style-type: none">• _____• _____	<ul style="list-style-type: none">• _____• _____



Selecting books for talented readers

Even though the talented readers have the mental acuity to read books well beyond their age range, they still need guidance in the selection of their reading materials.



Web Sites for Book Lists

American Library Association

<http://www.ala.org>

<http://www.ala.org/alsc>

<http://www.ala.org/yalsa>

Carol Otis Hurst

<http://www.carolhurst.com>

The Bulletin for the Center of Children's Books

<http://www.lis.uiuc.edu/puboff/bccb>

Children's Book Council

<http://www.cbcbooks.org>

Children's Literature Web Guide

<http://www.ucalgary.ca/~dkbrown>

Hoagies' Gifted Information Page

<Http://www.hoagiesgifted.com>

International Reading Association

<http://www.reading.org>

National Council of Teachers of English

<http://www.ncte.org>

Notable Social Studies Trade Book for Young People

<http://www.socialstudies.org/resources/notable>

Outstanding Books for the College

Bound

<http://www.ala.org/news/archives/v4n/obclist.html>

Outstanding Science Trade Books for Children

<http://www.nsta.org/pubs/sc/ostblist.asp>

A Few Publishing Sites

www.boydsmillspress.com

www.Candlewick.com

www.Harcourt.com

www.Harpercollins.com

www.Randomkids.com

www.Scholastic.com

www.Simonsays.com

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SEM-R

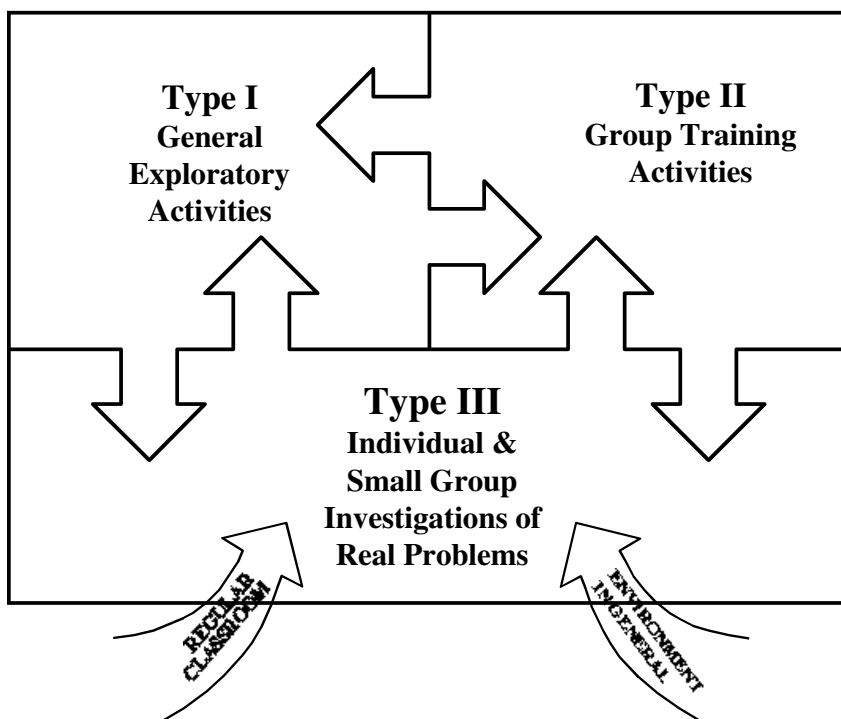
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The Enrichment Triad Model

(Renzulli, 1977)



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Key Concepts for Types I, II, & III Enrichment



Expose students to new topics, dynamic activities that stimulate interest, “Event” oriented



Student as first-hand inquirer pursuing self-selected investigations



Process and thinking skills development, uses scope and sequence approach, methods and materials oriented

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Type I Enrichment



Experiences and activities that are purposefully designed to expose students to a wide variety of topics, issues, and activities not ordinarily covered in the regular curriculum.



Type II Enrichment



The use of instructional methods and materials that are purposefully designed to promote the development of thinking skills and foster the use of authentic, investigative methods in students.



Type III Enrichment



Investigative activities and artistic productions in which the learner assumes the role of a first-hand inquirer and a practicing professional.



The Evolution of a Type III:

Liza, Grade 3

Type I Activities

- Read *Little House on the Prairie* by Laura Ingalls Wilder.
- Watched biographical video on Laura Ingalls Wilder (LIW).

Type II Activities

- Read 6 additional fictional books by Laura Ingalls Wilder and 5 related nonfiction books.
- Wrote to LIW Organizations for information.
- Read primary source materials (letters by LIW).
- Researched board game construction.

Type III Product

Original Board Game based on the life of Laura Ingalls Wilder

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SEM-R Assessments

- Reading Fluency
- ITBS-Reading Comprehension
- Attitude Towards Reading
- Enjoyment of Reading
- Reading Interest-A-Lyzer
- Daily Reading Log
- Current Classroom Practices for Reading



Enjoyment of Reading

Jacobs, J. (2002)





Strongly Disagree Disagree Undecided Agree Strongly Agree

- I read to explore.
- When I like a book, I sometimes read it again.
- Reading is what I do well.
- I read parts of book and stories out loud to my family or friends.



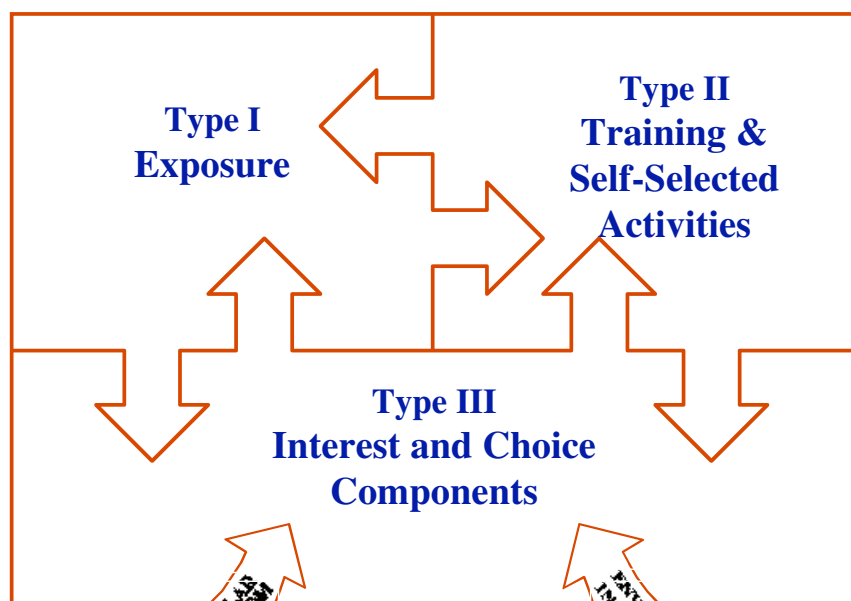
Elementary Reading Attitude Survey

(McKenna, M.C., & Kear, D. J., 1990)

-  How do you feel when you read a book in a school during free time?
-  How do you feel about getting a book for a present?
-  How do you feel when a teacher asks you questions about what you read?
-  How do you feel about starting a new book?



SEM-R



REGULAR
CLASSROOM

ENRICHMENT
IN GENERAL



Three Goals of the Schoolwide Enrichment Model Reading (SEM-R) Framework



To increase enjoyment in reading



**To encourage students to pursue
challenging independent reading both
in school and at home**



**To improve reading fluency,
comprehension, and increase reading
achievement**



Schoolwide Enrichment Triad Model Reading Framework (SEM-R)

Based on the Enrichment Triad Model (Renzulli, 1977)

Type 1

Advanced, high interest, read-aloud selections chosen to help stimulate an interest in reading; exposure to information that may stimulate an interest in reading (author facts, types of books, etc.).

Type II

Time for sustained silent reading (SSR) to read self-selected books that are above student's current reading level. Time devoted to questioning and strategies that would support an increase in the engagement with text.

Type II and Type III

Self-selected activity options designed to demonstrate an understanding of reading materials including participation in interest centers and creative language arts activities, books on tape, opportunities for reading on the web, explorations of non-fiction (brief biographies) and time for additional sustained silent reading.

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Components of the SEM-R Framework

Type I Activities: Exposure	Type II Activities: Training & Self-Selected Reading	Type II & Type III Investigations: Interest & Choice Components
<ul style="list-style-type: none"> ✓ High-interest books to read aloud <ul style="list-style-type: none"> 📖 Picture Books 📖 Fiction/Novels 📖 Non-Fiction 📖 Poetry ✓ Higher-order thinking questions ✓ Bookmarks for teachers with questions about Bloom's Taxonomy, biography, character, illustrations, and other topics relevant to the study of literature 	<ul style="list-style-type: none"> ✓ Training and discussions on Sustained Silent Reading ✓ Sustained Silent Reading ✓ One-on-one teacher conferences on reading strategies and instruction ✓ Bookmarks for students posing higher-order questions about character, plot, setting, considering the story, and other useful topics 	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 10px;">Increasing degree of student selection</div> <div style="flex-grow: 1;"> <ul style="list-style-type: none"> ✓ Introducing creative thinking ✓ Exploring the Internet ✓ Genre studies ✓ Library exploration • Responding to books • Investigation centers <ul style="list-style-type: none"> 📖 Creative thinking 📖 Exploring the Internet 📖 Reading non-fiction 📖 Focus on biographies • Buddy Reading • Books on tape • Literature Circles • Creative or expository writing • Type III investigations </div> </div>



The Schoolwide Enrichment Model Reading Research Overview

Purpose

This project investigated a research-based design for reading instruction called the Schoolwide Enrichment Model Reading Framework (SEM-R), that was implemented in two urban schools with students of various levels of achievement and many students of low socioeconomic status. This enrichment-based reading program constitutes a novel approach not previously researched as a method to increase reading achievement using enrichment teaching methods, including high interest and self-selected books that are slightly above current reading levels to stimulate interest in reading and help students enjoy reading more.

Theoretical Framework

The SEM-R includes three general categories of reading instruction that are dynamic in nature and designed to enable some flexibility of implementation and content in response to both teachers' and students' needs. This approach is based on Joseph Renzulli's Enrichment Triad Model (Renzulli, 1977) that includes three levels of enrichment: Type I (Exposure), Type II (Training & Self-selected reading), and Type III (Investigations of self-selected topics).

The Type I component of SEM-R includes listening comprehension skills as teachers read aloud from high quality, exciting literature and use follow-up including higher-order questioning and thinking skills instruction. These "book hook" sessions were initiated at 10 to 15 minutes in length, and several high interest, challenging books were provided for teachers to begin this read-aloud component. All teachers augmented this collection as the intervention continued, choosing high quality literature for this Type I component. Bookmarks with higher order questions were placed in all of the books, and teachers were also provided with suggestions for engaging students' interests and helping them to enjoy listening to high quality biographies, autobiographies, mysteries, poetry, historical and science fiction, and historical books.

The Type II component of the SEM-R emphasizes the development of students' capability to engage in sustained silent reading of self-selected high interest books. Students chose these books, but the reading level had to be above students' current reading levels. If they were not, students were told that they could bring the books home to read, but they were required to select more challenging books to read in class. Reading material for these sessions were at least 1 to 1.5 grade levels above their current reading level. Students initially read from 5-10 minutes a day and eventually extended that to 20-25, and later to 30-40 minute daily sessions. During this reading time in class, teachers and research team members circulated and provided one-on-one instruction in strategy use, including phonics and vocabulary, as students read aloud to teachers, aides, and researchers. For more advanced readers, higher order themes and critical questions were discussed with students. A thorough and comprehensive list of appropriately challenging, high interest non-fiction and fiction materials was provided for reference and selection. In addition, students engaged in creative and critical thinking training and in advanced

training in the use of the web to find information about fiction and non-fiction and biographies and autobiographies.

The Type III component of SEM-R encourages students to move from teacher directed opportunities to self-choice activities over the course of the intervention. Activities included (but were not limited to) opportunities to pursue technology, Literature Circles, discussion groups, advanced questioning and thinking skills, creativity training in language arts, learning centers, projects, free reading, and book chats. The intent of these experiences is to provide time for students to pursue areas of personal interest through the use of interest centers, technology, and the web to learn to read critically to locate other reading materials, especially high quality challenging literature. Another center involved higher order thinking skills questions and creativity training in language arts fluency. Options for independent study were also made available for students during this component.

Methods

The SEM-R was implemented in two schools during the first year of research (2001-2002). A cluster-randomized design was used. In the second year of the study, the SEM-R will be implemented in four additional schools in the 2002-2003 school year. The sample for the first year implementation of SEM-R intervention included approximately 240 3rd, 4th, 5th and 6th grade students from two low-socioeconomic urban elementary schools. Students were randomly assigned to either treatment or control groups in both schools and teachers were also randomly assigned to the treatment group or to the control group to continue with the traditional afternoon remedial reading program that was being implemented in addition to the morning reading program using Success for All (Slavin et al, 1992; Slavin & Madden, 1999, 2000). Teachers randomly assigned to teach the SEM-R program received a one-day training program. The length of the intervention was 10-12 weeks and it began in one school at the end of February 2002 and at the second school at the end of March of 2002. The actual number of weeks of intervention varied because of the different time blocks available at one school (50 or 70 minutes). This research study was designed to examine the effects of the SEM-R based on students' ability to read for extended periods of time as well as students' attitude toward reading. The research team examined changes in reading fluency and attitudes toward reading between the SEM-R group as compared with the group that has continued with the current afternoon literacy block that is scheduled in addition to the morning regular reading period that uses the "Success For All" program. This afternoon literacy block provides additional time in a basal reading program as well as practice for the state mastery achievement test.

Data Collection

Several pre- and post- instruments were administered to students participating in the study. Pre and post student achievement was assessed by the *Iowa Tests of Basic Skills (ITBS)* Reading Comprehension Subtest with students in the control and experimental groups. For the language arts subscales (grades three through seven, Spring 1988 Norms), reliability coefficients are greater than 0.95 (see *Iowa Tests of Basic Skills*, form J, 1990).

Attitude Toward Reading was assessed through the use of a 20-item Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990) of which 10 items measure recreational reading and 10 items measure academic reading. The ERAS uses a 4-point Likert scale with pictorial anchors of Garfield, smiling and scowling. The ERAS in research with 575 students had satisfactory internal consistency coefficients and high reliability.

Reading Fluency was assessed by three brief passages that students read aloud to researchers for a period of 1 minute each in both a pretest and posttest format. Hasbrouck and Tindal (1992) report high reliability for oral reading fluency norms for students in grades 2 through 5.

Students' interests in reading were assessed through the adaptation of a very popular interest inventory entitled the Interest-a-Lyzer. Developed by Joseph Renzulli in 1977, this instrument has been widely used in enrichment programs and in classrooms for the last 25 years. During the recent study with SEM-R, we adapted this instrument into a new interest assessment. The Reading Interest-a-Lyzer has 20 items related to interests in reading in both school and home. It includes open-ended as well as forced responses.

At the beginning of the intervention with SEM-R, the overwhelming majority of students in the treatment group (90%) could not sustain independent reading of high interest self-selected books for more than a few minutes. Classroom teachers and our research team considered attention and self-regulation to be major factors in students' inability to read for an extended period of time. The majority of third grade students could not read silently and they all whispered to themselves as they read. During the course of the SEM-R intervention, self-regulation strategies were provided in addition to strategies for sustaining reading time, as were reading strategies to increase reading fluency and comprehension. At the conclusion of the intervention, every student in all seven of the SEM-R intervention classrooms achieved 30-45 minutes of sustained reading in one period, a major achievement for the majority of students who previously could not read for more than 3 minutes at one sitting. Attitudes toward reading increased significantly in the treatment group as opposed to the control group. The school and district literacy consultant called these results remarkable and have invited us to try the intervention in other schools

in the district. In addition to the findings related to significant differences favoring the treatment group in attitudes toward reading, the other major results involved reading fluency and comprehension:

- Post-test results on reading fluency revealed significant differences in reading fluency favoring the treatment group.
- Significant differences were also found on the IOWA test of reading comprehension favoring the treatment group.
- Significant differences were found on *Attitude toward Reading*, favoring the treatment group.
- Talented readers, as well as average and below average readers, benefited from the intervention.

Importance of the Study

The two schools in which the SEM-R was implemented were in urban areas designated as high poverty schools. They each had a population of over 90% culturally diverse students and over 90% of students in both schools qualified for free and reduced lunch.

Little experimental research has addressed reading enrichment experiences as suggested by the SEM-R. It is hoped that the SEM-R will raise the ceiling and increase reading scores for all students. Specifically, we hope for improvement in the following areas:

- Increased reading fluency and achievement test scores in reading;
- An increase in total hours spent reading and number of books read;
- Positive enhancement of students' attitude toward, and enjoyment of, reading in general.

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READING INTEREST-A-LYZER[®]

Based on the Interest-A-Lyzer by Joseph S. Renzulli

Name _____

Grade _____ Age _____

1.) When I read for pleasure, I pick the following (Check all that apply):

- | | | |
|---|---|---|
| <input type="checkbox"/> Novels/chapter books | <input type="checkbox"/> Cartoons/comic books | <input type="checkbox"/> Humorous books |
| <input type="checkbox"/> Sports books | <input type="checkbox"/> Newspapers | <input type="checkbox"/> Magazines |
| <input type="checkbox"/> Poetry books | <input type="checkbox"/> Fantasy books | <input type="checkbox"/> Mystery books |
| <input type="checkbox"/> History books | <input type="checkbox"/> Science books | <input type="checkbox"/> Scary books |
| <input type="checkbox"/> Biographies | <input type="checkbox"/> Other _____ | |

2.) If I were in charge of my reading/language arts class, I would have my students do 10 of the following activities (Check 10):

- | | |
|---|--|
| <input type="checkbox"/> Write a story | <input type="checkbox"/> Learn sign language |
| <input type="checkbox"/> Write a book | <input type="checkbox"/> Create a game or puzzle |
| <input type="checkbox"/> Write a poem | <input type="checkbox"/> Learn about an author or illustrator |
| <input type="checkbox"/> Write a newspaper article | <input type="checkbox"/> Read a poem |
| <input type="checkbox"/> Talk about a book with a friend | <input type="checkbox"/> Write the story of your life (autobiography) |
| <input type="checkbox"/> Write a play | <input type="checkbox"/> Draw/illustrate a story or poem |
| <input type="checkbox"/> Give a speech | <input type="checkbox"/> Read a true story |
| <input type="checkbox"/> Read a favorite book again | <input type="checkbox"/> Read a biography or autobiography |
| <input type="checkbox"/> Read a challenging, new book | <input type="checkbox"/> Read to learn how to do something |
| <input type="checkbox"/> Tell a story | <input type="checkbox"/> Work on a crossword or other word puzzles |
| <input type="checkbox"/> Make a cartoon or comic | <input type="checkbox"/> Read a book aloud |
| <input type="checkbox"/> Learn a different language (Spanish, French) | <input type="checkbox"/> Watch a play/movie of a book that you have read |
| <input type="checkbox"/> Listen to someone read aloud | <input type="checkbox"/> Write a story about someone's life (biography) |

3.) I am most likely to read a book for pleasure that:

- | | |
|--|--|
| <input type="checkbox"/> a teacher suggests | <input type="checkbox"/> my friend suggests |
| <input type="checkbox"/> a librarian suggests | <input type="checkbox"/> has won an award |
| <input type="checkbox"/> is by an author whose books I have read | <input type="checkbox"/> I just happened to see (hear about)
in _____ |

4.) Three favorite books that I would take on a month-long trip are:

1. _____
2. _____
3. _____

5.) In the past week, I have read for at least half an hour (30 minutes):

- No days 1-2 days 3-4 days 6-7 days

6.) In the past month, I have read _____ book(s) for pleasure:

- No books 1-2 books 3-4 books 5-7 books 8 or more books

7.) My favorite time to read for pleasure is:

- | | |
|---|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> In the morning before school |
| <input type="checkbox"/> During school | <input type="checkbox"/> During the midmorning |
| <input type="checkbox"/> Lunchtime | <input type="checkbox"/> After school |
| <input type="checkbox"/> In the evening | <input type="checkbox"/> Before falling asleep |
| <input type="checkbox"/> Whenever I can | <input type="checkbox"/> _____ |

8.) When I read I like to: read one book juggle more than one book at a time

9.) I like to receive books as presents. YES NO

10.) I view books as presents. YES NO

11.) I have a library card. YES NO



12.) If I read a book that I like, I am likely to read more books by the same author.

YES

NO

13.) If I read a book that I enjoy, I am likely to read more books about that topic.

YES

NO

14.) I borrow books from the library:

Once a week

Twice a week

A couple of times a month

Every few months

A few times a year

Hardly ever

Never

15.) The number of books I have at home:

None

Less than 10

11-20

21-30

31-40

Too many to count

16.) If I could meet any literary character (for example, Laura from *Little House on the Prairie*, the Lion from *The Wizard of Oz*, Harry from *Harry Potter*, Curious George, Arthur, Babar) I want to meet:

- _____
- _____
- _____

17.) Where is your ideal reading spot?

Bedroom

Living Room

Family Room

Public Library

Kitchen

Bookstore

Car

Home Library

Other _____

18.) The last three books that I have read are:

1. _____
2. _____
3. _____



Bloom's Taxonomy

What is the main idea of the story?

How does this story relate to your own life?

What lesson might the author be trying to teach us?

Why is this book significant?

Focus on Illustrations

What do you notice from the illustrations?

Based on the illustrations, what is the book about?

Can you use artistic terms to describe the pictures in this book?

What details do you find intriguing?

What effect does the choice of color have upon you?

How would the effect of the illustrations change if the illustrator had used primarily dark brown (sepia) instead?

Plot

Explain a problem that one of the characters had. How was it solved?

Would there have been a better solution?

Which scene would make a good preview, or trailer, for a movie?

What was the turning point of the story?

Is the plot true to life?

What situation aroused your greatest feeling of suspense?

What was the final outcome?

Covering the Basics

Where does the story take place?

When does the story take place?

Who are the main characters?

Describe the characters.

What happens in the story?

What If?

How would the problem change if the story took place elsewhere?

How would the characters' actions change if the story took place during another time?

How would the solution change if the story happened in another place?

If you were to choose a friend from the characters in the book, which one would you select? Why?

Biography

Why would an author write a biography about this individual?

How might the author have learned about this person?

What were the major struggles that this individual faced?

What else would you like to know that this book did not include?

Autobiography

Autobiography is the story of a person's life as told by him or her. The writer shares his or her memories, often adding new insights about the original events.

Autobiographies usually begin with the writer's childhood and work their way up to the present day. The life story might include people, animals, places, or events that were important to the writer.

But the final autobiographical piece will be yours. You'll be invited to write about an important event from your life.

Biography

Biography is the story of a person's life as told by someone who has researched that individual. Most often, biographies are written about people who have made important contributions, such as Abraham Lincoln, Albert Einstein, Amelia Earhart, or Harriet Tubman.

Non-fiction: the events actually happened.

- **What surprised you about this person's life?**
- **Why do you think someone would write a biography about this individual?**
- **What do you suppose the author had to do to learn about the person?**
- **If you were going to collect information about someone, how would you do it?**
- **What questions would you try to answer?**
- **If you were going to write a biography for people your own age, who do you think would be important to write about?**
- **If you went to our library, what people would you expect to find in the biography section?**
- **How would you locate a biography in the library?**
- **Whom are you interested in knowing more about?**

For students who are interested in writing a biography:

Visit the Biography Maker at:

<http://www.bham.wednet.edu/bio/biomaker.htm>

An interesting web site that walks students through the process of collecting information to write a biography of a person of their choice. Useful links.

Visit My Hero.

<http://myhero.com/home.asp>

This site is used to honor heroes and to pay tribute to local heroic figures such as Martin Luther King, Jr., Mark Twain, Nelson Mandela, Albert Einstein and Rosa Parks. Through this web site parents and children can share their heroes.

For more advanced students, consider

<http://www.biography.com>

SEM READING STUDY BOOK LIST

Author Name	Title	Grade	Suggested Delivery
Adler, David	<i>Young Cam Jansen and the Library Mystery</i>	3	Fiction/Independent Read
Alarcon, Francisco	<i>Iguanas in the Snow</i>	3	Picture Book/Read Aloud
Banks, Lynn	<i>Indian in the Cupboard</i>	3	Fiction/Read Aloud
Bartoletti, Susan	<i>A Coal Miner's Bride: The Diary of Anetka Kaminska</i>	3	Picture Book/Independent
Berger, Melvin	<i>Do Penguins Get Frostbite?</i>	3	Non Fiction/Independent
Blume, Judy	<i>Freckle Juice</i>	3	Fiction/Independent Read
Bond, Michael	<i>A Bear Called Paddington</i>	3	Fiction/Read Aloud
Bunting, Eve	<i>Fly Away Home</i>	3	Picture Book/Read Aloud
Byars, Betsy	<i>Summer of the Swans</i>	3	Fiction/Read Aloud
Cameron, Ann	<i>Stories Julian Tells</i>	3	Fiction/Independent Read
Carlstrom, Nancy	<i>Guess Who'ss Coming, Jesse Bear</i>	3	Fiction/Independent Read
Cherry, Lynn	<i>The Great Kapok Tree</i>	3	Picture Book/Read Aloud
Chesworth, Michael	<i>Archibald Frisby</i>	3	Picture Book/Read Aloud
Christopher, Matt	<i>Football Fugitive</i>	3	Fiction/Independent Read
Christopher, Matt	<i>Look Who's Playing First Base</i>	3	Fiction/Independent Read
Cleary, Beverly	<i>Dear Mr. Henshaw</i>	3	Fiction/Independent Read
Cleary, Beverly	<i>Henry Huggins</i>	3	Fiction/Independent Read
Cleary, Beverly	<i>Otis Spofford</i>	3	Fiction/Independent Read
Cleary, Beverly	<i>Ramona Quimby, Age 8</i>	3	Fiction/Read Aloud
Cleary, Beverly	<i>Ramona the Pest</i>	3	Fiction/Read Aloud
Cleary, Beverly	<i>Ramona's World</i>	3	Fiction/Read Aloud
Cleary, Beverly	<i>Runaway Ralph</i>	3	Fiction/Independent Read
Cleary, Beverly	<i>Strider</i>	3	Fiction/Independent Read
Cole, Joanna	<i>The Magic Schoolbus Inside the Earth</i>	3	Non Fiction/Read Aloud
Corbett, Scott	<i>The Lemonade Trick</i>	3	Fiction/Independent Read
Coville, Bruce	<i>My Teacher is an Alien</i>	3	Fiction/Independent Read
Creel, Ann Howard	<i>Nowhere, Now Here</i>	3	Picture Book/Independent
Dahl, Roald	<i>Matilda</i>	3	Fiction/Read Aloud
Demi	<i>The Empty Pot</i>	3	Picture Book/Read Aloud
Denenberg, Barry	<i>Early Sunday Morning: The Pearl Harbor Diary of</i>	3	Picture Book/Independent
Denenberg, Barry	<i>My Name is America: The Journal of William</i>	3	Picture Book/Read Aloud
Denenberg, Barry	<i>One Eye Laughing, the Other Weeping</i>	3	Picture Book/Independent
Denenberg, Barry	<i>So Far from Home, The Diary of Mary Driscoll, an</i>	3	Picture Book/Independent
Denenberg, Barry	<i>The Journal of Ben Uchida: Citizen 13559 Mirror</i>	3	Picture Book/Read Aloud
Denenberg, Barry	<i>When Will this Cruel War Be Over? The Civil War</i>	3	Picture Book/Independent
dePaola, Tomie	<i>26 Fairmont Avenue</i>	3	Fiction/Independent Read
dePaola, Tomie	<i>Here We All Are</i>	3	Fiction/Independent Read
Durbin, William	<i>The Journal of Otto Peltonen</i>	3	Picture Book/Independent
Eliot, T. S	<i>Old Possum's Book of Practical Cats</i>	3	Fiction/Read Aloud

Author Name	Title	Grade	Suggested Delivery
Estes, Eleanor	<i>The Hundred Dresses</i>	3	Fiction/Independent Read
Fitzhugh, Louise	<i>Harriet the Spy</i>	3	Fiction/Independent Read
Fleischman, Sid	<i>The Whipping Boy</i>	3	Fiction/Independent Read
Frasier, Debra	<i>Miss Alaineus: A Vocabulary Disaster</i>	3	Picture Book/Read Aloud
Fritz, Jean	<i>And Then What Happened, Paul Revere?</i>	3	Non Fiction/Read Aloud
Gardiner, John	<i>Stone Fox</i>	3	Fiction/Read Aloud
Garland, Sherry	<i>A Line in the Sand: The Alamo Diary of Lucinda</i>	3	Picture Book/Independent
Garland, Sherry	<i>Valley of the Moon</i>	3	Picture Book/Independent
Giff, Patricia Reilly	<i>The Secret of the Polk Street School</i>	3	Fiction/Independent Read
Golenbock, Peter	<i>Teammates</i>	3	Picture Book/Read Aloud
Gregory, Kristiana	<i>Five Smooth Stones: Hope's Diary</i>	3	Picture Book/Independent
Gregory, Kristina	<i>The Winter of Red Snow: The Revolutionary War</i>	3	Picture Book/Independent
Guiberson, Brenda Z	<i>Ocean Life</i>	3	Non Fiction/Independent
Gutelle, Andrew	<i>Tiger Woods</i>	3	Non Fiction/Independent
Hanson, Joyce	<i>I thought My Soul Would Rise and Fly :The Diary of</i>	3	Picture Book/Independent
Hermes, Patricia	<i>Our Strange New Land: Elizabeth's Diary</i>	3	Picture Book/Independent
Hermes, Patricia	<i>Westward to Home: Joshua's Diary</i>	3	Picture Book/Independent
Hesse, Karen	<i>A Light in the Storm: The Civil War Diary of Amelia</i>	3	Picture Book/Independent
Hoffman, Mary	<i>Amazing Grace</i>	3	Picture Book/Read Aloud
Howe, James	<i>Bunnica</i>	3	Fiction/Read Aloud
Johnson, D.B	<i>Henry Hikes to Fitchburg</i>	3	Picture Book/Read Aloud
Kline, Suzy	<i>Horrible Harry and the Dungeon</i>	3	Fiction/Independent Read
Lankford, Mary D	<i>Hopscotch Around the World</i>	3	Fiction/Read Aloud
Lasky, Kathryn	<i>A Journey to the New World: The Diary of Remember</i>	3	Picture Book/Independent
Lasky, Kathryn	<i>Christmas After All: The Great Depression Diary of</i>	3	Picture Book/Independent
Lasky, Kathryn	<i>Dreams in the Golden Country: The Diary of</i>	3	Picture Book/Independent
Lasky, Kathryn	<i>The Journal of Augustus Pelletier: The Lewis and</i>	3	Picture Book/Independent
Lawson, Robert	<i>Ben and Me</i>	3	Fiction/Read Aloud
Lindgren, Astrid	<i>The Adventures of Pippi Longstocking</i>	3	Fiction/Read Aloud
MacDonald, Betty	<i>Mrs. Pigglewiggie</i>	3	Fiction/Independent Read
Maclachlan, Patricia	<i>Sarah, Plain, and Tall</i>	3	Fiction/Read Aloud
Marshall, James	<i>George and Martha</i>	3	Picture Book/Read Aloud
Marshall, James	<i>Miss Nelson Is Missing</i>	3	Picture Book/Independent
Martin, Jacqueline	<i>Snowflake Bentley</i>	3	Picture Book/Independent
Martin, Rafe	<i>The Rough Face Girl</i>	3	Picture Book/Read Aloud
McGill, Alice	<i>Molly Bannaky</i>	3	Picture Book/Read Aloud
McKissack, Patricia	<i>Color Me Dark: The Diary of Nellie Lee Love, the</i>	3	Picture Book/Independent
Milne, A. A	<i>The House at Pooh Corner</i>	3	Fiction/Read Aloud
Montes, Marisa	<i>Juan Bobo Goes to Work</i>	3	Fiction/Read Aloud
Morris, Ann	<i>Grandma Francisca Remembers: A</i>	3	Non Fiction/Independent
Murphy, Jim	<i>My Name is America: The Journal of James Edmond</i>	3	Picture Book/Read Aloud
Myers, Walter Dean	<i>The Journal of Bidly Owens: The Negro Leagues</i>	3	Picture Book/Read Aloud

Author Name	Title	Grade	Suggested Delivery
Myers, Walter Dean	<i>The Journal of Joshua Loper: A Black Cowboy</i>	3	Picture Book/Read Aloud
Norton, Mary	<i>The Borrowers</i>	3	Fiction/Read Aloud
O'Dell, Scott	<i>Island of the Blue Dolphins</i>	3	Fiction/Read Aloud
Osborne, Mary Pope	<i>After the Rain: Virginia's Civil War Diary</i>	3	Picture Book/Independent
Osborne, Mary Pope	<i>My Brother's Keeper: Virginia's Diary</i>	3	Picture Book/Independent
Osborne, Mary Pope	<i>My Secret War: The World War II Diary of Madeline</i>	3	Picture Book/Independent
Osborne, Mary Pope	<i>Standing in the Light: The Captive Diary of Catharine</i>	3	Picture Book/Independent
Park, Barbara	<i>Almost Starring Skinnybones</i>	3	Fiction/Read Aloud
Peet, Bill	<i>Bill Peet. An Autobiography</i>	3	Non Fiction/Read Aloud
Peterson, John	<i>The Littles to the Rescue</i>	3	Fiction/Independent Read
Philbrick, Rodman	<i>The Journal of Douglas Allen Deeds</i>	3	Picture Book/Read Aloud
Pilkey, Dav	<i>Captain Underpants and the Attack of the Talking</i>	3	Fiction/Independent Read
Pilkey, Dav	<i>Captain Underpants and the Invasion of the Incredibly</i>	3	Fiction/Independent Read
Pilkey, Dav	<i>Captain Underpants and the Perilous Plot of</i>	3	Fiction/Independent Read
Pilkey, Dav	<i>Captain Underpants and the Wrath of the Wicked</i>	3	Fiction/Independent Read
Pinkney, Andrea	<i>Duke Ellington: The Piano Prince and his Orchestra</i>	3	Picture Book/Read Aloud
Polacco, Patricia	<i>The Keeping Quilt</i>	3	Picture Book/Read Aloud
Priceman, Marjorie	<i>Emeline at the Circus</i>	3	Picture Book/Read Aloud
Rinaldi, Ann	<i>The Journal of Jasper Jonathan Pierce</i>	3	Picture Book/Independent
Rockwell, Thomas	<i>How to Eat Fried Worms</i>	3	Fiction/Read Aloud
Sachar, Louis	<i>Marvin Redpost: Alone in His Teacher's House</i>	3	Fiction/Read Aloud
Scieszka, Jon	<i>The True Story of the 3 Little Pigs</i>	3	Picture Book/Read Aloud
Selden, George	<i>The Cricket in Times Square</i>	3	Fiction/Read Aloud
Selznick, Brian	<i>The Houdini Box</i>	3	Fiction/Independent Read
Shannon, David	<i>A Bad Case of Stripes</i>	3	Picture Book/Read Aloud
Sobol, Donald	<i>Encyclopedia Brown and the Case of the Secret Pitch</i>	3	Fiction/Independent Read
Sobol, Donald	<i>Encyclopedia Brown, Boy Detective</i>	3	Fiction/Independent Read
Sobol, Donald	<i>Encyclopedia Brown: of Slippery Salamander</i>	3	Fiction/Independent Read
Sobol, Donald	<i>Encyclopedia Brown Track them Down</i>	3	Fiction/Independent Read
Soto, Gary	<i>Chato's Kitchen</i>	3	Picture Book/Read Aloud
St. George, Judith	<i>So You Want to Be President?</i>	3	Picture Book/Read Aloud
Stanley, Diane &	<i>Bard of Avon</i>	3	Non Fiction/Read Aloud
Steig, William	<i>Abel's Island</i>	3	Fiction/Read Aloud
Steig, William	<i>Brave Irene</i>	3	Picture Book/Independent
Steiner, Joan	<i>Look-Alikes Jr.</i>	3	Picture Book/Read Aloud
Stewart, Sarah	<i>The Library</i>	3	Picture Book/Read Aloud
Thompson, Luke	<i>Track and Field: Track Events</i>	3	Non Fiction/Independent
Tripp, Valerie	<i>Happy Birthday, Josefinal</i>	3	Fiction/Independent Read
Tripp, Valerie	<i>Meet Kit</i>	3	Fiction/Independent Read
Tunnell, Michael	<i>Mailing May</i>	3	Picture Book/Read Aloud
Turner, Ann	<i>The Girl Who Chased Away Sorrow</i>	3	Picture Book/Independent
Viorst, Judith	<i>Alexander and the Terrible, Horrible, No Good, Very</i>	3	Fiction/Independent Read

Author Name	Title	Grade	Suggested Delivery
Viorst, Judith	<i>Alexander, Who's Not (Do you hear me? I mean it!)</i>	3	Fiction/Independent Read
Viorst, Judith	<i>If I Were In Charge of The World and Other Worries</i>	3	Fiction/Read Aloud
Warner, Gertrude	<i>The Boxcar Children: Mystery of Midnight Dog</i>	3	Fiction/Independent Read
Warner, Gertrude	<i>The Boxcar Children: Mystery of the Wild Ponies</i>	3	Fiction/Independent Read
Warner, Gertrude	<i>The Boxcar Children: The Castle Mystery</i>	3	Fiction/Independent Read
Wetterer, Margaret	<i>Kate Shelley and the Midnight Express</i>	3	Picture Book/Read Aloud
White, E. B B	<i>Charlotte's Web</i>	3	Fiction/Read Aloud
White, E. B B.	<i>Stuart Little</i>	3	Fiction/Read Aloud
White, E. B	<i>Trumpet of the Swan</i>	3	Fiction/Read Aloud
Williams, Margery &	<i>The Velveteen Rabbit</i>	3	Picture Book/Read Aloud
Winter, Jonah	<i>Latino Baseball Pioneers and Legends</i>	3	Non Fiction/Independent
Wyeth, Sharon Dennis	<i>Freedom's Wings: Corey's Diary</i>	3	Picture Book/Independent
Yep, Laurence	<i>The Journal of Wong Ming-Chung; A Chinese Miner</i>	3	Picture Book/Read Aloud
Armstrong, Jennifer	<i>Theodore Roosevelt: Letters from a Young Coal Miner</i>	4	Fiction/Independent Read
Avi	<i>Beyond the Western Sea: Escape from Home</i>	4	Fiction/Read Aloud
Blume, Judy	<i>Tales of a Fourth Grade Nothing</i>	4	Fiction/Read Aloud
Bridges, Ruby	<i>Through My Eyes</i>	4	Picture Book/Read Aloud
Brink, Carol Ryrie	<i>Caddie Woodlawn</i>	4	Fiction/Read Aloud
Brown, Marcia	<i>Cinderella</i>	4	Picture Book/Read Aloud
Bunting, Eve	<i>I Am the Mummy Hebnefert</i>	4	Picture Book/Read Aloud
Burnett, Frances	<i>The Secret Garden</i>	4	Fiction/Read Aloud
Burnford, Sheila	<i>Incredible Journey</i>	4	Fiction/Read Aloud
Cameron, Ann	<i>Gloria's Way</i>	4	Fiction/Independent Read
Cameron, Ann	<i>More Stories Huey Tells</i>	4	Fiction/Independent Read
Cameron, Ann	<i>The Stories Huey Tells</i>	4	Fiction/Independent Read
Christopher, Matt	<i>Soccer Halfback</i>	4	Fiction/Independent Read
Clements, Andrew	<i>Frindle</i>	4	Fiction/Read Aloud
Cone, Molly	<i>Mish Mash and the Substitute Teacher</i>	4	Fiction/Independent Read
Cooper, Floyd	<i>Mandela: from the life of the South African statesman</i>	4	Picture Book/Independent
Coville, Bruce	<i>Jeremy Thatcher, Dragon Hatcher</i>	4	Fiction/Independent Read
Creech, Sharon	<i>Love That Dog</i>	4	Fiction/Read Aloud
Crews, Donald	<i>Shortcut</i>	4	Picture Book/Read Aloud
Curtis, Christopher	<i>The Watsons Go To Birmingham</i>	4	Fiction/Read Aloud
Cushman, Karen	<i>The Ballad of Lucy Whipple</i>	4	Fiction/Independent Read
Dahl, Roald	<i>Charlie and the Chocolate Factory</i>	4	Fiction/Read Aloud
Dahl, Roald	<i>James and the Giant Peach</i>	4	Fiction/Read Aloud
Danziger, Paula	<i>Forever Amber Brown</i>	4	Fiction/Independent Read
Danziger, Paula	<i>Not for a Billion Gazillion Dollars</i>	4	Fiction/Independent Read
Danziger, Paula	<i>The Pistachio Prescription</i>	4	Fiction/Independent Read
Danziger, Paula	<i>This Place Has No Atmosphere</i>	4	Fiction/Independent Read
DeCamillo, Kate	<i>Because of Winn-Dixie</i>	4	Fiction/Read Aloud
Dorris, Michael	<i>Morning Girl</i>	4	Fiction/Independent Read

Author Name	Title	Grade	Suggested Delivery
Facklam, Margery	<i>And Then There Was One</i>	4	Fiction/Independent Read
Fenner, Carol	<i>Yolanda's Genius</i>	4	Fiction/Read Aloud
Fitzgerald, John D	<i>The Great Brain</i>	4	Fiction/Read Aloud
Fitzgerald, John D	<i>The Great Brain Does It Again</i>	4	Fiction/Read Aloud
Franklin, Kristine L	<i>Dove Song</i>	4	Fiction/Read Aloud
George, Jean	<i>My Side of the Mountain</i>	4	Fiction/Read Aloud
Govenar, Alan,	<i>Osceola: Memories of a Sharecropper's Daughter</i>	4	Fiction/Read Aloud
Grimes, Nikki	<i>Meet Danitra Brown</i>	4	Picture Book/Read Aloud
Gutman, Bill	<i>Shooting Stars: The Women of Pro Basketball</i>	4	Non Fiction/Independent
Hahn, Mary Downing	<i>Time for Andrew: A Ghost Story</i>	4	Fiction/Read Aloud
Hausman, Gerald	<i>Dogs of Myth: Tales from Around the World</i>	4	Non Fiction/Independent
Hesse, Karen	<i>Music of the Dolphins</i>	4	Fiction/Read Aloud
Hite, Sid	<i>Sticks and Whittle</i>	4	Fiction/Independent Read
Howe, James	<i>Howliday Inn</i>	4	Fiction/Independent Read
Huck, Charlotte	<i>Princess Furball</i>	4	Picture Book/Read Aloud
Karlin, Barbara	<i>Cinderella</i>	4	Fiction/Read Aloud
Karlin, Barbara	<i>James Marshall's Cinderella</i>	4	Picture Book/Read Aloud
King-Smith, Dick	<i>Babe: The Gallant Pig</i>	4	Fiction/Independent Read
Konigsburg, E. L	<i>From the Mixed-Up Files of Mrs. Basil E. Frankweller</i>	4	Fiction/Read Aloud
Kurlansky, Mark	<i>The Cod's Tale</i>	4	Picture Book/Read Aloud
Lasky, Kathryn	<i>The Librarian Who Measured the Earth</i>	4	Non Fiction/Read Aloud
Levine, Gail Carson	<i>Ella Enchanted</i>	4	Fiction/Read Aloud
Lewis, C. S	<i>The Lion, the Witch and the Wardrobe</i>	4	Fiction/Read Aloud
Lisle, Janet Taylor	<i>Afternoon of the Elves</i>	4	Fiction/Independent Read
MacDonald, Joyce	<i>Shades of Simon Gray</i>	4	Fiction/Read Aloud
McLachlan, Patricia	<i>Journey</i>	4	Fiction/Independent Read
Mills, Lauren	<i>Fairy Wings</i>	4	Picture Book/Read Aloud
Milne, A. A	<i>Now We Are Six</i>	4	Fiction/Read Aloud
Milne, A. A	<i>Winnie the Pooh</i>	4	Fiction/Read Aloud
Mochizuki, Ken	<i>Baseball Saved Us</i>	4	Picture Book/Independent
Naylor, Phyllis	<i>Shiloh</i>	4	Fiction/Read Aloud
Nichol, Barbara	<i>Beethoven Lives Upstairs</i>	4	Non Fiction/Read Aloud
Paterson, Katherine	<i>The Tale of he Mandarin Ducks</i>	4	Picture Book/Read Aloud
Paulsen, Gary	<i>Hatchet</i>	4	Fiction/Independent Read
Philbrick, Rodman	<i>The Last Book in the Universe</i>	4	Fiction/Read Aloud
Polacco, Patricia	<i>Pink and Say</i>	4	Picture Book/Read Aloud
Polacco, Patricia	<i>Thank You, Mr. Falkner</i>	4	Picture Book/Read Aloud
Price, Leontyne,	<i>Aida</i>	4	Picture Book/Read Aloud
Rawls	<i>Where the Red Fern Grows</i>	4	Fiction/Read Aloud
Reilly Giff, Patricia	<i>Lily's Crossing</i>	4	Fiction/Read Aloud
Robinson, Richard	<i>Science Magic in the Bedroom</i>	4	Non Fiction/Independent
San Souci, Robert D	<i>The Faithful Friend</i>	4	Picture Book/Read Aloud

Author Name	Title	Grade	Suggested Delivery
San Souci, Robert D,	<i>The Legend of Sleepy Hollow</i>	4	Fiction/Read Aloud
Schlissel, Lillian	<i>Black Frontiers</i>	4	Non Fiction/Read Aloud
Schroeder, Alan	<i>Minty: A Story of Young Harriet Tubman</i>	4	Picture Book/Read Aloud
Scieszka, Jon	<i>Math Curse</i>	4	Picture Book/Read Aloud
Selznick, Brian	<i>The Boy of a Thousand Faces</i>	4	Fiction/Read Aloud
Shreve, Susan	<i>Joshua T. Bates in Trouble Again</i>	4	Fiction/Read Aloud
Simon, Seymour	<i>Crocodiles and Alligators .</i>	4	Non Fiction/Independent
Sis, Peter	<i>Madlenka</i>	4	Picture Book/Read Aloud
Sis, Peter	<i>Tibet: Through the Red Box</i>	4	Picture Book/Read Aloud
Smith, Robert Kimmel	<i>Chocolate Fever</i>	4	Fiction/Independent Read
Snyder, Zilpha	<i>The Egypt Game</i>	4	Fiction/Read Aloud
Soto, Gary	<i>Baseball in April and Other Stories: Tenth</i>	4	Fiction/Read Aloud
Speare, Elizabeth	<i>Witch of Blackbird Pond</i>	4	Fiction/Read Aloud
Spinelli, Jerry	<i>Maniac Magee</i>	4	Fiction/Read Aloud
Stanley, Diane &	<i>Good Queen Bess: The Story of Elizabeth I of England</i>	4	Picture Book/Read Aloud
Stanley, Diane	<i>Joan of Arc</i>	4	Non Fiction/Read Aloud
Stanley, Fay	<i>The Last Princess; The Story of the Princess Ka'iulani</i>	4	Picture Book/Read Aloud
Stephoe, John	<i>Mufaro's Beautiful Daughters</i>	4	Picture Book/Read Aloud
Tunnel, Michael	<i>Missing May</i>	4	Fiction/Independent Read
Viorst, Judith	<i>Sad Underwear and Other Complications</i>	4	Fiction/Read Aloud
Wick, Walter	<i>Walter Wick's Optical Tricks</i>	4	Fiction/Read Aloud
Williams, Suzanne	<i>Library Lil</i>	4	Picture Book/Read Aloud
Aiken, Joan	<i>The Wolves of Willoughby Chase</i>	5	Fiction/Read Aloud
Arnosky, Jim	<i>Crinkleroot's Nature Almanac</i>	5	Non Fiction/Independent
Banks, Lynne Reid	<i>The Mystery of the Cupboard</i>	5	Fiction/Independent Read
Banks, Lynne Reid	<i>The Return of the Indian</i>	5	Fiction/Independent Read
Banks, Lynne Reid	<i>The Secret of the Indian in the Cupboard</i>	5	Fiction/Independent Read
Barron, T.A	<i>Lost Years of Merlin (series)</i>	5	Fiction/Independent Read
Bedard, Michael	<i>Sitting Ducks</i>	5	Picture Book/Read Aloud
Bing, Christopher	<i>Casey at the Bat: A Ballad of the Republic Sung in the</i>	5	Picture Book/Read Aloud
Byars, Betsy	<i>A Blossom Promise</i>	5	Fiction/Independent Read
Byars, Betsy	<i>The Animal, The Vegetable, and John D Jones</i>	5	Fiction/Independent Read
Byars, Betsy	<i>The Burning Questions of Bingo Brown</i>	5	Fiction/Read Aloud
Byars, Betsy	<i>The Night Swimmers</i>	5	Fiction/Independent Read
Byars, Betsy	<i>The Two-Thousand-Pound Goldfish</i>	5	Fiction/Independent Read
Cabot, Meg	<i>The Princess Diaries</i>	5	Fiction/Independent Read
Cooney, Caroline	<i>The Face on the Milk Carton</i>		Fiction/Read Aloud
Cooney, Caroline	<i>The Voice on the Radio</i>	5	Fiction/Read Aloud
Cooper, Susan	<i>The Boggart</i>	5	Fiction/Read Aloud
Curtis, Christopher	<i>Bud, Not Buddy</i>	5	Fiction/Read Aloud
Cushman, Karen	<i>Catherine, Called Birdy</i>	5	Fiction/Read Aloud
Cushman, Karen	<i>Midwife's Apprentice</i>	5	Fiction/Independent Read

Author Name	Title	Grade	Suggested Delivery
Danzinger, Paula	<i>The Cat Ate My Gymsuit</i>	5	Fiction/Independent Read
Farley, Walter	<i>The Black Stallion</i>	5	Fiction/Independent Read
Fleischman, Sid	<i>The Abracadabra Kid: A Writer's Life</i>	5	Fiction/Read Aloud
Fleishman, Paul	<i>Seed Folks</i>	5	Fiction/Read Aloud
Gantos, Jack	<i>Joey Pigza Swallowed the Key</i>	5	Fiction/Independent Read
George, Jean	<i>Julie of the Wolves</i>	5	Fiction/Read Aloud
Grahame, Kenneth	<i>Wind and the Willows</i>	5	Fiction/Read Aloud
Green, Jen	<i>You Woudn't Want to Be a Polar Explorer! An</i>	5	Non Fiction/Independent
Hahn, Mary Downing	<i>Wait Till Helen Comes</i>	5	Fiction/Read Aloud
Henkes, Kevin	<i>Sun and Spoon</i>	5	Fiction/Independent Read
Hermes, Patricia	<i>Kevin Corbett Eats Flies</i>	5	Fiction/Independent Read
Herriott, James	<i>All Creatures, Great and Small</i>	5	Fiction/Read Aloud
Hesse, Karen	<i>Out of the Dust</i>	5	Fiction/Read Aloud
Hesse, Karen	<i>Witness</i>	5	Fiction/Read Aloud
Hobbs, Will	<i>Far North</i>	5	Fiction/Read Aloud
Konisburg, E.L.	<i>The View from Saturday</i>	5	Fiction/Read Aloud
L'Engle, Madeleine	<i>A Wrinkle in Time</i>	5	Fiction/Read Aloud
Lowry, Lois	<i>Gathering Blue</i>	5	Fiction/Read Aloud
Macaulay, David	<i>Building Big</i>	5	Non Fiction/Read Aloud
MacDonald, Fiona	<i>You Woudn't Want to Be a an Aztec Sacrifice!</i>	5	Non Fiction/Independent
McDermott, Gerald	<i>Raven: A Trickster Tale from the Pacific Northwest</i>	5	Picture Book/Independent
McKissack, Patricia	<i>The Dark-Thirty</i>	5	Fiction/Read Aloud
Meltzer, Milton	<i>There Comes a Time: The Struggle for Civil Rights</i>	5	Non Fiction/Read Aloud
Namioka, Lensey	<i>Yang the Youngest and His Terrible Ear</i>	5	Fiction/Independent Read
O'Brien, Robert C	<i>Mrs. Frisby and the Rats of Nimh</i>	5	Fiction/Read Aloud
Paterson, Katherine	<i>Bridge to Terabithia</i>	5	Fiction/Independent Read
Paterson, Katherine	<i>The Great Gilly Hopkins</i>	5	Fiction/Read Aloud
Peck, Robert	<i>A Day No Pigs Would Die</i>	5	Fiction/Independent Read
Philbrick, Rodman	<i>Freak the Mighty</i>	5	Fiction/Read Aloud
Platt, Richard	<i>Castle Diary: The Journal of Tobias Burgess, Page</i>	5	Non Fiction/Independent
Reeder, Carolyn	<i>Shades of Gray</i>	5	Fiction/Independent Read
Ritter, John	<i>Choosing Sides</i>	5	Fiction/Read Aloud
Ritter, John	<i>Over the Wall</i>	5	Fiction/Independent Read
Rowling, J. K	<i>Harry Potter and the Chamber of Secrets</i>	5	Fiction/Independent Read
Rowling, J. K	<i>Harry Potter and the Prisoner of Azkaban</i>	5	Fiction/Independent Read
Rowling, J. K	<i>Harry Potter and the Sorcerer's Stone</i>	5	Fiction/Read Aloud
Rubin, Susan	<i>There Goes the Neighborhood</i>	5	Non Fiction/Read Aloud
Ryan, Pam Muioz	<i>Esperanza Rising</i>	5	Fiction/Independent Read
Scieszka, Jon	<i>The Good, The Bad, and the Ugly</i>	5	Fiction/Independent Read
Sperry, Armstrong	<i>Call It Courage</i>	5	Fiction/Read Aloud
Spinelli, Jerry	<i>The Library Card</i>	5	Fiction/Read Aloud
Spinelli, Jerry	<i>Wringer: Not all Birthdays are Welcome</i>	5	Fiction/Read Aloud

Author Name	Title	Grade	Suggested Delivery
Stewart, David	<i>You Woudn't Want to Be a Viking Explorer! Voyages</i>	5	Non Fiction/Independent
Stewart, David	<i>You Woudn't Want to Be an Egyptian Mummy!</i>	5	Non Fiction/Independent
Stewart, David	<i>You Woudn't Want to Sail on the Titanic! One Voyage</i>	5	Non Fiction/Independent
Taylor, Mildred	<i>Roll of Thunder, Hear My Cry</i>	5	Fiction/Read Aloud
Taylor, Theodore	<i>The Cay</i>	5	Fiction/Independent Read
Taylor, Mildred	<i>The Land</i>	5	Fiction/Read Aloud
Woodson, Jacqueline	<i>Miracle's Boys</i>	5	Fiction/Independent Read
Yep, Laurence	<i>Th Dragon Prince: A Chinese Beauty and the Beast</i>	5	Picture Book/Independent
Zelinsky, Paul O	<i>Rapunzel</i>	5	Picture Book/Read Aloud
Anderson, Laurie	<i>Fever 1793</i>	6	Fiction/Independent Read
Avi	<i>The True Confessions of Charlotte Doyle</i>	6	Fiction/Read Aloud
Carroll, Lewis	<i>Alice in Wonderland</i>	6	Fiction/Read Aloud
Clearly, Beverly	<i>Socks</i>	6	Fiction/Independent Read
Creech, Sharon	<i>Walk Two Moons</i>	6	Fiction/Read Aloud
Paulsen, Gary	<i>Brian's Return</i>	6	Fiction/Independent Read
Paulsen, Gary	<i>Brian's Winter</i>	6	Fiction/Independent Read
Pullman, Philip	<i>I was a Rat</i>	6	Fiction/Independent Read
Rennison, Louise	<i>Angus, Thongs and Full-Frontal Snogging:</i>	6	Fiction/Read Aloud
Sandler, Martin W	<i>Cowboys: A Library of Congress Book</i>	6	Non Fiction/Independent
Twain, Mark	<i>The Adventures of Tom Sawyer</i>	6	Fiction/Read Aloud

Books as Hooks for Talented Readers

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- Nagda, Ann & Cindy Bickel. *Chimp Math: Learning about Time from a Baby Chimpanzee*. (2002). New York: Henry Holt.
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- Nilsen, Anna. *Art Fraud Detective*. (2000). New York: Kingfisher Books.
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