

**DR BARBARA COZZA**

**Close Reading: How Do We Make Connections in Classrooms Considering the Common Core Standards?**

**AGENDA**

**10-31-13**

**ELA – SHIFTS PROFESSIONAL DEVELOPMENT WORKSHOP**

- Investigate shifts in ELA standards and discuss the implications on current practice
- How do you find the appropriate text and resources for a quality program targeting the ELA shifts
- Investigate close reading strategies – video and discussion
- Analyze exemplar unit and lesson planning materials to identify how the shifts are reflected in planning and instruction
- Hands-on task: Making a claim using fiction and poetry. Practice how to read and reread text for vocabulary, language and meaning
- Review PARCC Test Items
- Create a list of your next steps

## WORKSHEET 1

Work with a partner.

Jot down things you know about ELA shifts and standards.

What do you want to know about the ELA shifts and standards of instruction?

Share.

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## A Strong Foundation: The Common Core State Standards

- The Common Core State Standards in English language arts/literacy and mathematics were created by educators around the nation.
- Nearly every state in the nation is working individually and collectively to improve its instruction and assessments to ensure students graduate with the knowledge and skills most demanded by college and careers.

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## Questions???

- Work with a partner
- Jot down things you know about ELA shifts and standards.
- What do you want to know about the ELA shifts and standards instruction?

## Agenda

- Investigate shifts in ELA standards and discuss the implications on current practice
- How do you find the appropriate text and resources for a quality program targeting the ELA shifts
- Investigate close reading strategies – video and discussion
- Analyze exemplar unit and lesson planning materials to identify how the shifts are reflected in planning and instruction
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- Review PARCC Test Items
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## Brainstorm

- What are the ELA shifts?
- How much fiction, poetry and nonfiction text should be integrated in curriculum planning?
- Where do we find text resources?

## What Are the Shifts at the Heart of and the Common Core Standards and PARCC's Design

1. **Complexity:** Regular practice with complex text and its academic language.
2. **Evidence:** Reading and writing grounded in evidence from text, literary and informational.
3. **Knowledge:** Building knowledge through content rich nonfiction.



## Shifts in ELA/Literacy

- Shift 1
- **Balancing Informational & Literary Text**: Students read a true balance of informational and literary texts.
- Shift 2
- **Knowledge in the Disciplines**: Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
- Shift 3
- **Staircase of Complexity**: Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
- Shift 4
- **Text-based Answers**: Students engage in rich and rigorous evidence based conversations about text.
- Shift 5
- **Writing from Sources**: Writing emphasizes use of evidence from sources to inform or make an argument.
- Shift 6
- **Academic Vocabulary**: Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

## Texts Worth Reading?

- **Range**: Example of assessing reading across the disciplines and helping to satisfy the 55%-45% split of informational text to literature at the 1-8 grade band.
- **Quality: EX**. The texts on Amelia Earhart represent content-rich nonfiction on a topic that is historically significant.
- **Complexity**: Quantitatively and qualitatively, the passages have been validated and deemed suitable for use at grade level.
- See **Standard 10: Range, Quality and Complexity (handout)**

## Shifts: Regular practice with complex text and its academic language

1. CCS (and PARCC) builds a staircase of text complexity to ensure students are on track each year for college and career reading.
2. CCS (and PARCC) rewards careful, close reading rather than racing through passages.
3. CCS (and PARCC) systematically focuses on the words that matter most—not obscure vocabulary, but the academic language that pervades complex texts.

## Shifts: Reading and writing grounded in evidence from text, literary and informational

4. CCS (and PARCC) focuses on students rigorously citing evidence from texts throughout the assessment (including selected-response items).
5. CCS (and PARCC) includes questions with more than one right answer to allow students to generate a range of rich insights that are substantiated by evidence from text(s).
6. CCS (and PARCC) requires writing to sources rather than writing to de-contextualized expository prompts.
7. CCS (and PARCC) also includes rigorous expectations for narrative writing, including accuracy and precision in writing in later grades.

## Learning Targets

- **Guiding Question:**
- How can close reading of complex text and developing students' capacity to make evidence-based claims close the achievement gap and support all students to meet the demands of the Common Core Standards?
- 
- **Learning Targets:**
- I can describe the relationship between complex text, close reading practices, and students' preparation for college and careers.
- I can analyze lessons focused on close reading and evidence based claims in preparation for application in my classroom (or to support others in applying in their classrooms).
- I can continuously analyze and enhance my own growth mindset, as well as those of my students and colleagues.

## Examples

- Video of a class using primary source materials to find main idea and supporting details using the close reading method.

### Analyze exemplars

To gain information, build on new vocabulary, and understand the process

### VIDEO Close reading – informational text

- <http://www.engageny.org/resource/close-reading-strategies-with-informational-text-by-expeditionary-learning>

Select important details and relate them to main idea

- Steps for close reading
- Read for flow
- Annotated – circle important words
- Read in chunks to find gist
- Read, think, write, talk, debrief

### VIDEO

- Watch the video
- What important aspects of the shifts do you observe?
- Share with group.

### Video – class example main idea

- Video 3<sup>rd</sup> grade – relevant and irrelevant reading materials
- <http://www.schoolimprovement.com/common-core-360/blog/third-grade-common-core-standards-ela-lesson-plan/>

### Strategies – Reading Exemplar – the Great Fire and Making of a Scientist

- As a small group, read the exemplar for a 6<sup>th</sup> grade unit.
  - How do you perceive this mini unit?
  - Can it work in your learning environment? Why? Why not?
  - Does this type of task assist with the understanding of how to implement the CCS in ELA?
  - [ela reedemer elementary-school-exemplar-the-great-fire.doc](#)
  - [elementary-school-exemplar-feynmans-the-making-of-a-scientist.doc](#)
- (REVIEW HANDOUTS)

### READING the EXEMPLAR

- Evaluate for :
  - How does the reading process apply?: read silently, read aloud, read and re-read for understanding. Give specific examples from the Exemplar.
- How is vocabulary introduced?
- How is writing for a purpose integrated?

### Video: Close Reading – exemplar in class

- Try to understand text – what is author saying – try to realize way picture in our minds
  - Underline and highlight text to use to answer questions
- Making of a scientist – classroom demonstration  
Video of exemplar in the classroom
- <http://commoncore.americaachieves.org/samplevideo/4f97468426b615af6b000001>

### PARCCTEST: Understanding the End-of-Year Assessment

- Students will be given several passages to read closely.
- EBSR and TECR questions will be sequenced in a way that they will draw students into deeper encounters with the texts and will result in thorough comprehension of the concepts to provide models for the regular course of instruction.
- Will draw on higher order skills such as critical reading and analysis, the comparison and synthesis of ideas within and across texts, and determining the meaning of words and phrases in context.

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### Texts Worth Reading?

- **Range:** Follows the requirements in the standards to make use of informational texts, including history, science, and technical passages (50% of the points in grades 3-5 are to come from informational texts).
- **Quality:** This is an example of a science passage from a third-grade textbook.
- **Complexity:** Quantitatively and qualitatively, the passages have been validated and deemed suitable for use at grade 3.

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### Aligns to the Standards and Reflects Good Practice – gr.3 test

- Specific CCSS alignment to:
  - RI.3.1 (use of evidence).
  - RI.3.3 (relationship between events).
  - RI.3.10 (complex texts).
- Reflects the key shift of *building knowledge from informational text*:
  - students must apply their understanding of the text to complete the graphic.
  - requires explicit references to the text as the basis for the answers rather than simply guessing.
- Whereas traditional items might have asked students to “fill in one blank” on a graphic (with three steps already provided), this technology enhanced item allows students to demonstrate *understanding of the entire sequence of the life cycle* because none of the steps are ordered for them.

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### Grade 3 Evidence-Based Selected-Response Item #1

#### Part A

What is one main idea of “How Animals Live?”

- There are many types of animals on the planet.
- Animals need water to live.
- There are many ways to sort different animals.\*
- Animals begin their life cycles in different forms.

#### Part B

Which sentence from the article best supports the answer to Part A?

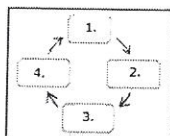
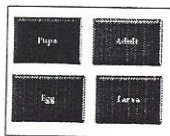
- “Animals get oxygen from air or water.”
- “Animals can be grouped by their traits.”\*
- “Worms are invertebrates.”
- “All animals grow and change over time.”
- “Almost all animals need water, food, oxygen, and shelter to live.”

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### Grade 3 Technology-Enhanced Constructed-Response Item

Drag the words from the word box into the correct locations on the graphic to show the life cycle of a butterfly as described in “How Animals Live.”

Words:



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### Aligns to the Standards and Reflects Good Practice

- Specific CCSS alignment to:
  - RI.3.1 (evidence).
  - RI.3.2 (main idea).
  - RI.3.10 (complex text).
- While this is an example of a less complex item—one where the main idea and details to support it are explicit and readily found—students must *provide evidence* for the accuracy of their answer in Part B, illustrating one of the key shifts: use of textual evidence.

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### Grade 7 Analytical Prose Constructed-Response Item #1

Based on the information in the text "Biography of Amelia Earhart," write an essay that summarizes and explains the challenges Earhart faced throughout her life. Remember to use textual evidence to support your ideas.

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### Aligns to the Standards and Reflects Good Practice

- Specific CCSS alignment to:
  - RI.7.1 (use of evidence); RI.7.2 (summary of text); RI.7.10 (complex texts).
  - W.7.2 (writing to explain or inform); W.7.4 (writing coherently); W.7.9 (drawing evidence from texts).
  - L.7.1-3 (grammar and conventions).
- Requires *writing to sources* rather than to a de-contextualized or generalized prompt (e.g., asks about a specific aspect of Earhart's life).
- Requires students to *draw evidence* from the text and cite this evidence clearly.
- Requires students to apply the *knowledge of language and conventions* when writing.
- Purposely designed to help students gather information for writing the final analytic essay that asks students to evaluate the arguments made in three texts about Earhart's bravery (i.e., her bravery can be expressed as her ability to face the many challenges).

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### Final Grade 7 Prose Constructed-Response Item #2

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- "Biography of Amelia Earhart"
- "Earhart's Final Resting Place Believed Found"
- "Amelia Earhart's Life and Disappearance"

Consider the argument each author uses to demonstrate Earhart's bravery.

Write an essay that analyzes the strength of the arguments about Earhart's bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

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### Aligns to Standards and Reflects Good Practice

- Specific CCSS alignment to:
  - RI.7.1 (use of evidence).
  - RI.7.8 (author's claims and evidence).
  - RI.7.10 (complex texts).
- This item helps students gather information and details for use on the first and second Prose Constructed Response.
- Requires students to *employ reasoning skills*, since all of the claims listed could be made, but only one is supported by the most relevant and sufficient facts.
- Reflects the key shift of *reading closely and weighing evidence* by offering credit for Part B only if Part A is correct.
- Technology enables students to *highlight evidence* that supports their understanding.

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### Grade 6 Prose Constructed-Response Item

In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her.

Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Miyax as you tell what happens to her next.

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### Grade 6 Evidence-Based Selected-Response Item #1

Part A

What does the word "regal" mean as it is used in the passage?

- a. generous
- b. threatening
- c. kingly\*
- d. uninterested

Part B

Which of the phrases from the passage best helps the reader understand the meaning of "regal"?

- a. "wagging their tails as they awoke"
- b. "the wolves, who were shy"
- c. "their sounds and movements expressed goodwill"
- d. "with his head high and his chest out"\*

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### Aligns to the Standards and Reflects Good Practice

- Specific CCSS alignment to:
  - RL.6.1 (use of evidence).
  - RL.6.4 (meaning of words and phrases).
  - RL.6.10 (complex texts).
- Reflects a key shift, namely focusing on the words that matter most, not obscure vocabulary, but the *academic language* that pervades complex texts.
- Rewards *careful, close reading* rather than requiring the students to race through the passage to determine the meaning of an academic word by showing the context within the passage that helped them determine the meaning of the word.

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### Grade 6 Evidence-Based Selected-Response Item #2

#### Part A

Based on the passage from *Julie of the Wolves*, how does Miyax feel about her father?

- She is angry that he left her alone.
- She blames him for her difficult childhood.
- She appreciates him for his knowledge of nature.\*
- She is grateful that he planned out her future.

#### Part B

Which sentence from the passage best shows Miyax' s feelings for her father?

- "She had been lost without food for many sleeps on the North Slope of Alaska."
- "This could be done she knew, for her father, an Eskimo hunter, had done so."\*
- "Unfortunately, Miyax' s father never explained to her how he had told the wolf of his needs."
- "And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned."

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### Aligns to the Standards and Reflects Good Practice

- Specific CCSS alignment to:
  - RL.6.1 (use of evidence).
  - RL.6.3 (how characters respond).
  - RL.6.10 (complex texts).
- Rewards *careful, close reading* to find specific information and applying understanding of a text.
- Focuses students on *thoroughly citing evidence* for their answer; students must provide the context used to establish the accuracy of their answer or they don' t receive credit for the item.
- Asks students to *delve deeply* into how the main character is feeling as she reflects on her predicament, helping students gather information and details for use on the Prose Constructed Response.

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### Grade 6 Technology-Enhanced Selected-Response Item

#### Part A

Choose one word that describes Miyax based on evidence from the text. There is more than one correct choice listed below.

- reckless
- lively
- imaginative\*
- observant\*
- impatient
- confident

#### Part B

Find a sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

#### Part C

Find a second sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

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### Group work - practice

- CCS:
  - Making a claim using 2 texts with similar themes
  - Determine theme of a poem by find clues on how characters respond to challenges
  - Quote accurately from a text when explaining what text says explicitly and when drawing information from a text
- Work in small groups:
- Problem: What are the challenges that characters face in each text? Do characters perceptions assist the reader to understand the theme of the text? Use the close reading process and examples from each genre to explain your claims.

### Video – Class example

- Two text with similar themes
- <http://www.engageny.org/resource/common-core-instruction-making-a-claim-using-two-texts-with-similar-themes>



## DEBRIEF

- How can you apply these shifts to your classroom?

SHARE with a partner

SHARE with the group

## Where do we go from here?

- What are your next steps?
  
- How will you apply ELA CCS shifts?

VIDEO CLOSE READING CLASS

- Watch the video
- What important aspects of the shifts do you observe?
- Share with group.

- CCS:
- Making a claim using 2 texts with similar themes
- Determine theme of a poem by find clues on how characters respond to challenges
- Quote accurately from a text when explaining what text says explicitly and when drawing information from a text

Work in small groups:

- Problem: What are the challenges that characters face in each text? Do characters perceptions assist the reader to understand the theme of the text? Use the close reading process and examples from each genre to explain your claims.

WORK SPACE OF IDEAS

The Greedy Triangle by Marilyn Burns

Once there was a triangle that was as most triangles are, always busy.

The triangle spent its time holding up roofs, and supporting bridges, Making music in a symphony orchestra, catching the wind for sailboats, being slices of pie and halves of sandwiches, and much, much more.

The triangle's favorite thing, however, was to slip into place when people put their hands on their hips. "That way I always hear the latest news," it said, "which I can tell my friends"

The triangle's friends liked hearing the news.

One day, the triangle began to feel dissatisfied. "I'm tired of doing the same old things," it grumbled. "There must be more to life." So the triangle went to see the local shapeshifter.

"How may I help you?" the shapeshifter asked the triangle.

"I think if I had just one more side and one more angle," said the triangle, "my life would be more interesting." "That's easy to do," said the shapeshifter.

Life changed in a wonderful way. The quadrilateral was happy with all the new things it could do.

The quadrilateral could be a baseball diamond,

Or first, second, or third base.

It could take a position on a checkerboard or a chessboard.

It could be a tv screen, a computer, screen, or a movie screen., It could frame windows or frame pictures, and much, much more.

POEM CASEY AT THE BAT

By Ernest Lawrence Thayer

The outlook wasn't brilliant for the Mudville nine that day:

The score stood four to six with just an inning left to play;

And so, when Cooney died at first, and Burrows did the same,

A sickly silence fell upon the patrons of the game.

A straggling few got up to go, leaving there the rest

With that hope that springs eternal within the human breast;

For they thought if only Casey could get one whack, at that

They'd put up even money, with Casey at the bat.

"That ain't my style," said Casey. "Strike one", the umpire said.

He signaled to the pitcher, and once more the spheroid flew,

But Casey still ignored it, and the umpire said, "Strike two."

The sneer is gone from Casey's lip, his teeth are clenched with hate;

He pounds with cruel violence his bat upon the plate;

And now the pitcher holds the ball, and now he lets it go,

And now the air is shattered by the force of Casey's blow.

But there is no joy in Mudville – mighty Casey has struck out.

## Texts Illustrating the Complexity, Quality, and Range of Student Reading K–5

### Literature: Stories, Drama, Poetry

### Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts

K <sup>1</sup>	<ul style="list-style-type: none"> <li>▪ <i>Over in the Meadow</i> by John Langstaff (traditional) (c1800)*</li> <li>▪ <i>A Boy, a Dog, and a Frog</i> by Mercer Mayer (1967)</li> <li>▪ <i>A Story: A Story</i> by Gail E. Haley (1970)*</li> <li>▪ <i>Pancakes for Breakfast</i> by Tomie DePaola (1978)</li> <li>▪ <i>Kitten's First Full Moon</i> by Kevin Henkes (2004)*</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>My Five Senses</i> by Alikei (1962)**</li> <li>▪ <i>Truck</i> by Donald Crews (1980)</li> <li>▪ <i>I Read Signs</i> by Tana Hoban (1987)</li> <li>▪ <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page (2003)*</li> <li>▪ <i>Amazing Whales!</i> by Sarah L. Thomson (2005)*</li> </ul>
1 <sup>1</sup>	<ul style="list-style-type: none"> <li>▪ "Mix a Pancake" by Christina G. Rossetti (1893)**</li> <li>▪ <i>Mr. Popper's Penguins</i> by Richard Atwater (1938)*</li> <li>▪ <i>Little Bear</i> by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)**</li> <li>▪ <i>Frog and Toad Together</i> by Arnold Lobel (1971)**</li> <li>▪ <i>Hi! Fly Guy</i> by Tedd Arnold (2006)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>A Tree Is a Plant</i> by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)**</li> <li>▪ <i>Starfish</i> by Edith Thacher Hurd (1962)</li> <li>▪ <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros (1991)**</li> <li>▪ <i>From Seed to Pumpkin</i> by Wendy Pfeffer, illustrated by James Graham Hale (2004)*</li> <li>▪ <i>How People Learned to Fly</i> by Fran Hodgkins and True Kelley (2007)*</li> </ul>
2–3	<ul style="list-style-type: none"> <li>▪ "Who Has Seen the Wind?" by Christina G. Rossetti (1893)</li> <li>▪ <i>Charlotte's Web</i> by E. B. White (1952)*</li> <li>▪ <i>Sarah, Plain and Tall</i> by Patricia MacLachlan (1985)</li> <li>▪ <i>Tops and Bottoms</i> by Janet Stevens (1995)</li> <li>▪ <i>Poppleton in Winter</i> by Cynthia Rylant, illustrated by Mark Teague (2001)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>A Medieval Feast</i> by Alikei (1983)</li> <li>▪ <i>From Seed to Plant</i> by Gail Gibbons (1991)</li> <li>▪ <i>The Story of Ruby Bridges</i> by Robert Coles (1995)*</li> <li>▪ <i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick (1997)</li> <li>▪ <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca (2009)</li> </ul>
4–5	<ul style="list-style-type: none"> <li>▪ <i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865)</li> <li>▪ "Casey at the Bat" by Ernest Lawrence Thayer (1888)</li> <li>▪ <i>The Black Stallion</i> by Walter Farley (1941)</li> <li>▪ "Zlatch the Goat" by Isaac Bashevis Singer (1984)</li> <li>▪ <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992)</li> <li>▪ <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber (1996)</li> <li>▪ <i>A History of US</i> by Joy Hakim (2005)</li> <li>▪ <i>Horses</i> by Seymour Simon (2006)</li> <li>▪ <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)</li> </ul>

**Note:** Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

<sup>1</sup>Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

## Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, *orally* comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

### Exemplar Texts on a Topic Across Grades

K

1

2–3

4–5

#### The Human Body

Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.

The five senses and associated body parts

- *My Five Senses* by Ailiki (1989)
- *Hearing* by Maria Rius (1985)
- *Sight* by Maria Rius (1985)
- *Smell* by Maria Rius (1985)
- *Taste* by Maria Rius (1985)
- *Touch* by Maria Rius (1985)

Taking care of your body:

- Overview (hygiene, diet, exercise, rest)
- *My Amazing Body: A First Look at Health & Fitness* by Pat Thomas (2001)
- *Get Up and Go!* by Nancy Carlson (2008)
- *Go Wash Up* by Doering Tourville (2008)
- *Sleep* by Paul Showers (1997)
- *Fuel the Body* by Doering Tourville (2008)

Introduction to the systems of the human body and associated body parts

- *Under Your Skin: Your Amazing Body* by Mick Manning (2007)
- *Me and My Amazing Body* by Joan Sweeney (1999)
- *The Human Body* by Gallimard Jeunesse (2007)
- *The Busy Body Book* by Lizzy Rockwell (2008)
- *First Encyclopedia of the Human Body* by Fiona Chandler (2004)

Taking care of your body:

- Germ, diseases, and preventing illness
- *Germ Stories* by Arthur Kornberg (2007)
- *All About Scabs* by Genichiro Yagu (1998)

Taking care of your body:

- Healthy eating and nutrition
- *Good Enough to Eat* by Lizzy Rockwell (1999)
- *Showdown at the Food Pyramid* by Rex Barron (2004)

Muscular, skeletal, and nervous systems

- *The Mighty Muscular and Skeletal Systems* Crabtree Publishing (2009)
- *Muscles* by Seymour Simon (1998)
- *Bones* by Seymour Simon (1998)
- *The Astounding Nervous System* Crabtree Publishing (2009)
- *The Nervous System* by Joelle Riley (2004)

Digestive and excretory systems

- *What Happens to a Hamburger* by Paul Showers (1985)
- *The Digestive System* by Christine Taylor-Butler (2008)
- *The Digestive System* by Rebecca L. Johnson (2006)
- *The Digestive System* by Kristin Petrie (2007)

Taking care of your body: Healthy eating and nutrition

- *Good Enough to Eat* by Lizzy Rockwell (1999)
- *Showdown at the Food Pyramid* by Rex Barron (2004)

Muscular, skeletal, and nervous systems

- *The Mighty Muscular and Skeletal Systems* Crabtree Publishing (2009)
- *Muscles* by Seymour Simon (1998)
- *Bones* by Seymour Simon (1998)
- *The Astounding Nervous System* Crabtree Publishing (2009)
- *The Nervous System* by Joelle Riley (2004)

Circulatory system

- *The Heart* by Seymour Simon (2006)
- *The Heart and Circulation* by Carol Ballard (2005)
- *The Circulatory System* by Kristin Petrie (2007)
- *The Amazing Circulatory System* by John Burstein (2009)

Respiratory system

- *The Lungs* by Seymour Simon (2007)
- *The Respiratory System* by Susan Glass (2004)
- *The Respiratory System* by Kristin Petrie (2007)
- *The Remarkable Respiratory System* by John Burstein (2009)

Endocrine system

- *The Endocrine System* by Rebecca Olien (2006)
- *The Exciting Endocrine System* by John Burstein (2009)