

Reading and Writing Across the Curriculum

| Title                                  | Text type          | Text features  | Curriculum links   | Key concepts  |  |
|--|--------------------|--|--|---|--|
| Fluent Plus Reading Stage: Lev         | /el N (30)         |  | 1  |   |  |
| Famous Finds                           | Historical recount | Foreword, chapters with headings<br>and sub-headings<br>Captioned illustrations and<br>photographs<br>Images of historical writing and<br>drawing samples, and artifacts |  | Some buried artifact<br>and can be worth a<br>Finding buried treas<br>consuming task. |  |
| The Lost Tomb                          | Narrative          | Chapters and headings<br>Third person narrative with dialogue<br>Illustrations   | Third person narrative with dialogue   |   |  |
| Working in the Wild                    | Report             | Chapters with headings and sub-<br>headings<br>Quotes<br>Index and glossary  | headings responsibilities<br>Quotes  |   |  |
| The Goodmans Go Camping                | Narrative          | Chapters with headings<br>Third person narrative with dialogue<br>A note from the author   | Social studies: Civics – roles and responsibilities                                | People must follow r<br>parks.<br>If rules are broken, t                              |  |
| Amazing Salamanders                    | Report             | Contents page, introduction,<br>conclusion, glossary<br>Fact files, photographs with captions,<br>diagrams with labels   | Science: Living things –<br>animal behavior and habitat                            | Salamanders are am<br>specific characteristi<br>Salamanders need s                    |  |
| Salamander Surprise!                   | Narrative          | First-person narrative with dialogue<br>Contents page, chapter headings  | Science: Living things –<br>animal behavior and habitat                            |   |  |
| Corn Crazy                             | Explanation        | Labeled diagrams and maps, fact<br>boxes<br>Use of photographs and illustrations<br>with captions  | Food Technology: Food<br>History   | Corn is an importan<br>is used to make mar<br>In some places, corr                    |  |
| The Great Corn Invention               | Narrative          | Third-person narrative with dialogue<br>Contents page, chapter headings  | Technology: Design and function  |   |  |
| Food Rescue:<br>Making Food Go Further | Report/interview   | Contents page, glossary<br>Fact boxes, dot points  | Social studies: Food and waste   | A lot of usable food<br>Some people use for<br>been wasted to feed                    |  |
| The King of Waste                      | Narrative          | Third-person narrative with dialogue<br>Contents page, chapter headings  | Social studies: History  |   |  |
| Saving Wild Wolves                     | Report             | Contents page, chapter headings<br>Fact boxes Social studies: Animals an<br>living in the environment  |  | e Wild animals someti<br>Different people hav   |  |
| Wolf Secret                            | Narrative          | Third-person narrative with dialogue<br>Contents page, chapter headings  | Social studies: Animals and people<br>living in the environment wolves living in t |   |  |

## acts and fossils are very rare a lot of money. asure is a complicated and time-

treasure takes a lot of anning, and sometimes some

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rules when visiting national

## there are consequences.

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ant food source and nany other products. orn harvests are celebrated .

od is wasted. food that would have ed people in need.

netimes interact with people. have different views on he wild.



**Reading and Writing Across the Curriculum** 

Fluent Plus Stage: Levels N (30), O (34), P (38)

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|---------------------------------|---------------------------------|--|---|---|--|
| Fluent Plus Reading Stage: Leve | l O (34)                        |  |   |   |  |
| Nature's Red Flags              | Explanation                     | Fact boxes<br>Diagram and labeled photographs<br>Chapters with headings and sub-<br>headings         | Science: Life science – ecosystems  | Some animal species are particularly sensitive to<br>changes in their habitat, such as pollution.<br>Changes in the health or numbers of these species<br>alert scientists to the possibility of a problem with<br>their habitat.                             |  |
| Bring Back the Frogs!           | Narrative                       | Third person narrative with dialogue<br>Table of contents, chapters with<br>headings, and epilogue   | Science: Life science – ecosystems  | When a habitat such as a stream is polluted, frogs<br>are often the first animals<br>to be affected.<br>Pesticides can damage the environment if they<br>aren't used appropriately.   |  |
| Dragons                         | Report                          | Contents page, index, and glossary<br>Photographs and illustrations                                  | Literature: Myths and legends<br>Social studies: History                  | Dragons are mythical creatures that were once<br>thought of as real animals.<br>Dragons have been, and still are, a part of many<br>cultures.<br>Some dragons are seen as fierce and dangerous,<br>some friendly, and others as a symbol of power.            |  |
| Dragon Tales                    | Narrative: Myth/Fable           | Prologue and A note from the author<br>Myths/fables with dialogue                                    | Literature: Myths and legends   | Dragons have similar traits but can vary in appear<br>ance and behaviors.<br>Dragon stories were sometimes told to explain<br>events, send warnings, or to teach a lesson.  |  |
| Riding the Waves                | Report – Explanation, Interview | Introduction and conclusion, glossary<br>Headings and subheadings, captions<br>questions and answers | Social studies: Pastimes and hobbies – surfing                            | Surfing is an activity that can be dangerous.<br>When a surfer gets dumped by a wave,<br>the force of the water pushes the surfer<br>down under the water.<br>People surf for fun, professionally,<br>or as an extreme sport.                                 |  |
| Wipe-out!                       | Narrative                       | Third-person narrative with dialogue<br>Contents page, chapter headings                              | Social studies: Pastimes and hobbies – surfing                            |   |  |
| Deadly Venom: Killer or Cure?   | Explanation                     | Introduction and glossary<br>Fact boxes and labels   | Science: Science at work  | Poison and venom are toxins that are deadly<br>and dangerous to animals and humans.<br>Venom can get into your body through a<br>bite or a sting.<br>Poison can be swallowed or inhaled.  |  |
| The Stubborn Princess           | Narrative                       | Third-person narrative with dialogue<br>Contents page, chapter headings                              | Science: Living things – function   |   |  |
| The Question of Water           | Argument                        | Fact boxes, labeled diagrams<br>Table of information, photographs<br>with captions                   | Science: Natural resources –<br>the water cycle                           | Water is a precious resource that is used<br>by all of us in many different ways.<br>People have developed many ways to access,<br>use, and recycle water.  |  |
| Ming Saves the Day              | Narrative                       | Third-person narrative with dialogue<br>Contents page, chapter headings                              | Technology: Design and function   |   |  |
| Seasons in the Kelp<br>Forest   | Explanation                     | Introduction and conclusion,<br>glossary<br>Fact boxes, labels, captions                             | Science: Living things –<br>habitats, interdependency<br>of living things | There are seasons under the sea<br>just as there are on land;<br>Kelp is a seaweed that grows from<br>tiny spores to form a kelp forest.<br>Lots of different animals live in kelp forests.<br>Kelp forests go through many changes<br>as the seasons change. |  |
| Thunder Cave                    | Narrative                       | First-person narrative with dialogue<br>Contents page, chapter<br>headings                           | Social studies: People and the<br>Environment                             |   |  |



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| Fluent Plus Reading Stage: Level P (38)          |                    |  |   |  |  |  |  |  |
| The Plastic Plague                               | Explanation        | Table of contents and chapters<br>Headings and sub-headings<br>Flowchart and table<br>Introduction, conclusion, glossary,<br>index | Science: Life science –ecosystems                       | The invention of plastic changed the way people<br>made things.<br>Plastic waste is a big problem.<br>People are devising ways to solve the problem of<br>plastic waste.                 |  |  |  |  |
| The Plastic-free Challenge                       | Narrative          | Table of contents and chapters with<br>headings<br>Illustrations and dialogue  | Science: Life science –ecosystems                       | Reducing plastic waste helps to protect the envi-<br>ronment, but it can be a difficult task.<br>Doing things differently from other people can be<br>challenging.                       |  |  |  |  |
| Electric Wind: The Story of<br>William Kamkwamba | Report             | Chapters with headings<br>Preface and epilogue<br>Labeled photographs and fact box   | Science: Physical science<br>Engineering and technology | Knowledge, creativity, and determination can<br>help a person to solve problems. One person can<br>positively change the lives of many.  |  |  |  |  |
| Marvelous Maddie                                 | Narrative          | Third-person narrative with dialogue<br>Prologue and epilogue<br>Chapters with headings  | Science: Physical science<br>Engineering and technology | Sometimes, people who think differently can be<br>thought of as unusual by others.<br>Being able to solve problems in a creative way is<br>an important skill.                           |  |  |  |  |
| Incredible Underground<br>Homes                  | Report             | Contents page, index<br>Chapter headings,<br>subheadings, captions,<br>fact boxes  | Technology: Design and<br>function                      | People have lived underground for thousands of<br>years so that they can be sheltered from harsh<br>weather and safe from enemies.<br>Cave-ins are a real and present danger for people  |  |  |  |  |
| The Wild Caves                                   | Narrative          | Third-person narrative with dialogue<br>Contents page, chapter<br>headings   | Technology: Design and function                         | who live underground.  |  |  |  |  |
| Wildfires  | Explanation        | Contents page, index,<br>captions, and fact boxes<br>Chapter headings and subheadings  | Social studies: People and nature                       | Wildfires are naturally occurring events that have<br>a serious impact on people, plants, and animals.<br>When faced with disaster, people must decide<br>what is most valuable to them. |  |  |  |  |
| A Hard Choice                                    | Narrative          | Contents page, chapter<br>headings<br>Third-person narrative with dialogue   | Social studies: People and nature                       |  |  |  |  |  |
| We Must Protect<br>Old-Growth Forests            | Argument           | Contents and index; attributed<br>quotation<br>Captions, diagrams, and fact boxes  | Social studies: Protecting natural resources            | Some parts of the environment are irreplaceable<br>and should therefore be protected.<br>Trust is a valuable part of a relationship and<br>needs to be maintained.                       |  |  |  |  |
| Dan's Trees                                      | Narrative          | Third-person narrative with dialogue;<br>Contents page, chapter<br>headings  | Social studies: Protecting natural resources            |  |  |  |  |  |
| Under the Ice                                    | Personal narrative | Contents page, chapter<br>headings<br>Captioned photographs, timeline  | Social studies: History                                 | Exploration requires ingenuity and courage.<br>Exploring is often dangerous and difficult.   |  |  |  |  |
| Professor Valdor and the<br>Giant Laser          | Narrative          | Third-person narrative with<br>dialogue<br>Contents page, chapter<br>headings  | Social studies: History                                 |  |  |  |  |  |