OVERVIEW

NEW! FOR GRADES K–8

Teachers College Reading and Writing Project

Classroom Libraries

* curated by *

LUCY CALKINS AND COLLEAGUES

The Thorndike Hall sub-basement, where early stages of the library curation process took place.
Dear Teachers,

At the Teachers College Reading and Writing Project (TCRWP), we set an all-important goal for ourselves: to build state-of-the-art Classroom Libraries filled with awe-inspiring, spine-tingling, mind-bending books that deeply engage students, strengthen reading and thinking skills, and inspire kids to become lifelong readers.

We set this ambitious goal because we know that the kind of readers you grow will match the libraries that you provide.

✦ If you want young people to fall in love with characters, root for them, learn from them, weep when they are hurt, then your libraries need to make that happen.

✦ If you want the young people in your care to grow up accustomed to discovering an author and then reading more books by that writer, then your libraries need to make that likely.

✦ If you want young people to grow up expecting to experiment with new genres and authors, the books you put before your children can teach that.

✦ So, too, your libraries can teach children that the world is endlessly fascinating, that issues are complex and can be argued from different perspectives, and that lessons from history apply today.

The next generation can grow up delighting in good writing and taking pleasure in language and humor as well as exciting plots. They can expect that combinations of books will spark ideas. The challenge is to nourish our children with books that will make them into the readers, writers, and citizens that we long for them to become.

—Lucy Calkins
The Power of a Great Classroom Library

The Research Base for the TCRWP Classroom Libraries

The books in the Teachers College Reading and Writing Project Classroom Libraries represent a big investment. People may ask, “How does one know if it’s worth it—investing in books like this? What’s the research base for this decision?”

The truth is that the research base is so deep, so thorough, and so long-standing that all of us who work in reading know that investing in books is a wise choice. In fact, when the goal is to support growth in reading, there are few decisions that will have more payoff than the decision to give students access to high-quality and high-interest fiction and nonfiction.

Reading Engagement = Academic Success

In a recent global study sponsored by the International Literacy Association, researchers investigated the relationship between students’ reading engagement and their academic success, as measured by the Program for International Student Assessment (PISA) exam and also by grade point averages. The PISA exam measures an extremely high level of literacy—the kind of higher-order thinking and critical, analytical reading that we most want all our students to be skilled at.

This ILA study found that “attitude toward reading, frequency of leisure reading, and diversity of reading materials” were critical variables in not just reading achievement, but also overall academic achievement as measured by grade point averages (Brozo, Shiel, and Topping 2011, 311).

What was fascinating about this study is how reading for pleasure mitigated benefits and disadvantages of income. “Youth from the lowest socioeconomic status (SES) who were highly engaged readers performed as well on the assessments as highly engaged youth from the middle SES group” (308). Further, the ILA study asserts that “keeping students engaged in reading and learning might make it possible for them to overcome what might otherwise be insuperable barriers to academic success” (308).

Readers Are Learners

Guthrie and Wigfield (2000) reinforce the importance of students reading fiction and nonfiction for pleasure, showing that the amount of knowledge students gain from this kind of reading has a tremendous effect on all their academic achievement. Their study demonstrated that, “as students become engaged readers, they provide themselves with self-generated learning opportunities that are equivalent to several years
of education” (404). Engagement in reading, according to Guthrie and Wigfield, “may substantially compensate for low family income and poor educational background” (404). It makes sense. The more kids read, the more they know. The more they know, the more background knowledge they bring to their studies. The more they engage in content studies, the more they want to extend their reading.

Choice and Volume Matter

Understanding the enormous impact that reading engagement has on academic success leads to the question of how to improve that engagement. Classroom libraries that offer a wide range of book choice can have a significant impact on improving reading motivation. As Richard Allington puts it, “students read more, understand more, and are more likely to continue reading when they have the opportunity to choose what they read” (2012a, 10).

Allington points to a meta-analysis by Guthrie and Humenick, which found that the two most powerful factors for “increasing reading motivation and comprehension were (1) student access to many books and (2) personal choice of what to read” (Allington 2012a; Guthrie and Humenick 2004). Another recent study has shown that children’s favorite books are the ones they choose on their own. The kids (ages six to seventeen) in this study tended to finish reading the books they chose through to the end (Kids & Family Reading Report by Scholastic Inc. and YouGov [2014]).

When you look at the books included in these classroom libraries, you’ll see a strong emphasis on engagement and quality. Teaching readers strategies isn’t going to be effective unless they actually choose to read. As the National Reading Panel puts it, “the importance of reading as an avenue to improved reading has been stressed by theorists, researchers, and practitioners alike, no matter what their perspectives. There are few ideas more widely accepted than that reading is learned through reading.”

—The National Reading Panel

(Adapted from A Guide to the Teachers College Reading and Writing Project Classroom Libraries.)
The TCRWP Classroom Libraries were created in a way that is worlds apart from how most other libraries are created. The Classroom Libraries Project began with Lucy Calkins and her TCRWP team scouring the world to find the best literacy coaches, top experts in teaching reading and writing, renowned librarians, and mentor teachers who love books. Then TCRWP asked those experts to join the cause. Respected pros in children’s and young adult literature helped as well, making book recommendations and tapping into their contacts for yet more. Recommendations also came from TCRWP’s own staff and from the literacy coaches, authors, and teachers at the heart of the Project.

A partial list of those who contributed to the curation of the libraries follows. The complete list can be found at CalkinsLibraries.com.

**Teachers College Reading and Writing Project**

The entire staff of the Teachers College Reading and Writing Project participated in and supported the work on this vast curation project, with especially intensive contributions from:

- Marissa Altamura
- Heather Burns
- Katie Clements
- M. Colleen Cruz
- Amanda Densmore
- Mary Ehrenworth
- Kimberly Fox
- Simone Fraser
- Shana Frazin
- Brooke Geller
- Eric Hand
- Lizzie Hetzer
- Kelly Boland Hohne
- Mike Lewis
- Norah Mallaney
- Alexandra Marron
- Michelle McGrath
- Heather Michael
- Marie Mounteer
- Mary Ann Mustac
- Mike Ochs
- Molly Picardi
- Alissa Reicherter
- Kate Roberts
- Rachel Rothman
- Cynthia Satterlee
- Emily Butler Smith
- Kristin Smith
- Janet Steinberg
- Kathleen Tolan
- Cheryl Tyler
- Katie Wears
- Katy Wischow
- Pablo Wolfe

L–R: Shana Frazin, Molly Picardi, Heather Michael, and Norah Mallaney
Children’s Literature and Education/Literacy Experts

Richard Allington, Professor of Education, University of Tennessee; author

Nancy Anderson, Professor in the Department of Reading, Texas Women’s University

Alyson Beecher, “Kid Lit Frenzy” blogger

Kylene Beers, educational consultant; author

Lois Bridges, literacy publisher and editor, Scholastic

Katherine Bomer, educational consultant; author

Randy Bomer, Professor, College of Education, University of Texas; author

David Booth, Professor Emeritus in Education, University of Toronto; author

Louise Cappizzo, “The Nonfiction Detectives” blogger

Betty Carter, Professor Emerita of Children’s and Young Adult Literature, Texas Woman’s University

Anna Gratz Cockerille, literacy consultant; “Two Writing Teachers” blogger

Kathy Collins, literacy consultant; author

Smokey Daniels, literacy consultant; author

Diane DeFord, Professor, Language and Literacy Instruction, University of SC; author

Ralph Fletcher, literacy consultant; author

Judy Freeman, children’s literature consultant; author

Don Futterman, Executive Director, Israel Center for Educational Innovation

Emily Gasoi, Senior Consultant, Artful Education

Carrie Gelson, “There’s a Book for That” blogger

Maria Paula Ghiso, Literacy Specialist Professor, Teachers College; expert in ENLs

Anne Goudvis, staff developer, author

Stephanie Harvey, literacy consultant; author

Georgia Heard, poet; author

Ellin Keene, literacy consultant; author

Penny Kittle, literacy consultant; author

Lester Laminack, Professor Emeritus, Western Carolina University; author

Liz Rosado-McGrath, national content specialist, Heinemann Publishing; EL specialist

Donalyn Miller, grades 4–6 teacher; author

Heidi Mills, Professor, Department of Instruction and Teacher Education, Univ. of SC; author

Kate Montgomery, international literacy consultant; author

Elizabeth Moore, former TCRWP staff developer; Units of Study series coauthor

Kristine Mraz, author; “ChartChums” blogger; former TCRWP staff developer

The Nerdy Book Club online blog community

Cathy Potter, “The Nonfiction Detectives” blogger

Jen Serravallo, literacy consultant; author; former TCRWP staff developer

Anita Silvey, former editor-in-chief of The Horn Book Magazine; author

Pam Smith, national content specialist, Heinemann Publishing; former principal

Elizabeth Sulzby, Professor of Education, University of Michigan; author

Jim Trelease, author of The Read-Aloud Handbook

Gita Varadarajan, children’s book author and former Teachers College student

Jennifer Vincent, “Teach Mentor Texts” blogger

Judy Wallis, staff development and literacy consultant; author;

Joe Yukish, author; former TCRWP Director and Reading Recovery professor

For a complete list of the TCRWP Classroom Library contributors go to CalkinsLibraries.com
An Unprecedented Curation Process

The TCRWP Classroom Libraries are the most meticulously selected libraries ever developed. Over the course of a full year, Lucy Calkins and the TCRWP staff, along with hundreds of teachers, literacy education leaders, and children’s literature experts put in tens of thousands of hours searching for, reviewing, leveling, selecting, and determining the placement of the books within these libraries.

Curating for Quality and Engagement

The shared goal of the team was to create classroom libraries that would be both high quality and high interest—and they did not take this mission lightly. Lucy uses the term *curating* to describe the selection process because the team aimed to do the kind of work that curators do at the Metropolitan Museum of Art, applying criteria for quality and focus, and making careful, informed decisions about what to include.

Multiple Selection Criteria

For each title, the curation team considered whether the book would lure a reader to read and if it would be rewarding when read. For example, when the reviewers evaluated nonfiction books, they used a review sheet ranking the extent to which a particular book supported students in “sustained reading to learn.” When reviewing fiction, they ranked books based on criteria such as whether they supported readers in “rich interpretation, craft, and character work.”
Thinking Across Texts

Each library shelf was curated to identify books that work together in powerful ways. For example, the Geography and World Cultures shelves (grades 3 and 4), started with maps, atlases, and books on cartography. The curation team then selected titles about each of the seven continents and then layered on books that explore life in several different parts of each continent. These shelves offer children a logical path to build background knowledge and then read more deeply, comparing and contrasting their own lives to others around the world.

The End Result: Powerful Libraries that Raise Reading Achievement

Over the course of the year, the team reviewed over 30,000 books to develop collections that would help all kids develop powerful reading skills, support their deep learning, and inspire them to read up a storm.
The first priority when building libraries for young readers was to provision kids with as many little leveled books of high interest and high quality as possible. This is because we know that young readers can read and reread a stack of ten little books in a day. For this reason, a big percentage of the K–2 libraries consist of shelves containing the very best books we could find for levels A–N.

The curation team also created shelves to meet particular curricular needs. For the youngest readers, for example, the kindergarten library includes the Concept Books shelf to teach basic concepts such as ABCs, counting, and colors. For emergent readers, the library includes the Emergent Storybooks shelf to support your kindergartners as they expand their knowledge of how stories go and as they learn reading behaviors that take them on a path toward conventional reading. In grade 2, children move from reading little leveled books to early chapter books. The libraries include a Series Book Club shelf to give children opportunities to think and talk across series while supporting readers’ progress towards more complex texts.

**K–2 Library Shelves** Available in On Level and Below Benchmark versions for Grades 1 and 2

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>SHELVES</th>
<th># TITLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Leveled Shelves: A–F</td>
<td>55–115</td>
</tr>
<tr>
<td></td>
<td>Concept Books</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Emergent Storybooks</td>
<td>9 (54 books)</td>
</tr>
<tr>
<td></td>
<td>Read-Aloud</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Shared Reading</td>
<td>15 (60 books)</td>
</tr>
<tr>
<td></td>
<td>Poetry (only available as a part of the complete library)</td>
<td>3–6</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Leveled Shelves: C–L On Benchmark, A–J Below Benchmark</td>
<td>16–76</td>
</tr>
<tr>
<td></td>
<td>Series Books</td>
<td>15–53 (17–64 books)</td>
</tr>
<tr>
<td></td>
<td>Read-Aloud</td>
<td>22–23</td>
</tr>
<tr>
<td></td>
<td>Shared Reading</td>
<td>12–14 (48–56 books)</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Leveled Shelves: G–N On Benchmark, C–J Below Benchmark</td>
<td>36–86</td>
</tr>
<tr>
<td></td>
<td>Series Books</td>
<td>22–136 (27–167 books)</td>
</tr>
<tr>
<td></td>
<td>Series Book Clubs</td>
<td>19–24 (23–29 books)</td>
</tr>
<tr>
<td></td>
<td>Read-Aloud</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Shared Reading</td>
<td>9–10 (36–40 books)</td>
</tr>
<tr>
<td>Shelves available separately (not included in the core Libraries)</td>
<td>Kindergarten Essentials</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Add-On Read-Aloud, Grades K–1</td>
<td>20</td>
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<tr>
<td></td>
<td>Add-On Shared Reading, Grades 1–2</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Add-On Read-Aloud, Grades 1–2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Add-On Shared Reading, Grades 1–2</td>
<td>18</td>
</tr>
</tbody>
</table>

Shelves available separately (not included in the core Libraries)

Classroom Libraries for Grades K–2
REPRESENTATIVE TITLES

KINDERGARTEN, ON LEVEL

Ragweed’s Farm Dog Handbook by Anne Kennedy
Mother Bruce by Ryan Higgins
Let’s Go Visiting by Sue Williams
Harry the Dirty Dog by Gene Zion
Bunny Cakes by Rosemary Wells
Feast for 10 by Cathryn Falwell
Community Helpers by Ruth Mattison
In the Garden by Rigby
Clarence the Dragon by Michele Dufresne
Where is the Red Car? by Pat Harrison
Big and Small by Rose Lewis
Quack is a Duck by Michele Dufresne
Kitty Cat by Annette Smith
Catching Fireflies by Michele Dufresne
Zoo Book by Joy Cowley
Choosing a Puppy by Jenny Giles
The Four Seasons by Melvin Berger
Gecko’s Story by Kathleen Moeller
Houses Around the World by Judy Nayer
Jobs People Do by Pam Holden

GRADE 1, ON LEVEL

Iggy Peck, Architect by Andrea Beaty
Biggest, Strongest, Fastest by Steve Jenkins
Sharks by Anne Schreiber
Playing Soccer by Sean Finnigan
Tall Things by Annette Smith
Sammy’s Walk by Karen Evans
Gilbert the Pig Wears a Dress by Michele Dufresne
Who Helps? by Judy Nayer
Biscuit by Alyssa Capucilli
Going to the Dentist by Sean Finnigan
Wax to Crayons by Inez Snyder
The Flood by Jenny Giles
Grasshoppers by Jeffery Williams
Messy Bessey by Pat and Fredrick McKissack
Iris and Walter by Elissa Haden Guest
Insects by Robin Bernard
Zelda and Ivy: Keeping Secrets by Laura McGee Kvanosky
What’s in a Cave? by Martha Rustad
A World of Worms by Matthew Hugo
Don’t Swap Your Sweater for a Dog by Katherine Applegate

Please note:

▸ Each complete grade-level TCRWP Classroom Library comes with a Tools & Resources Pack (includes the Guide to the TCRWP Classroom Libraries). See page 22. The complete Classroom Libraries also include access to Online Resources.

▸ For those who already have strong classroom libraries or who need to build up their libraries over time, the TCRWP Classroom Library Shelves are also available for individual purchase.

▸ Several Library Shelves are directly aligned with Units of Study. These shelves are not included in the core libraries, but are available separately.

▸ For those who select individual shelves, the Tools & Resources Packs are available separately, as are the Guides to the TCRWP Classroom Libraries.

▸ See CalkinsLibraries.com for complete details and ordering information.

▸ Storage bins are not included. See CalkinsLibraries.com for storage requirements.
**Representative Titles**

**GRADE 2, ON LEVEL**

*Hip Hop Speaks to Children* by Nikki Giovanni  
*My Name is Yoon* by Helen Recorvits  
*Duke Ellington* by Andrea Pinkney  
*Surprising Sharks* by Nicola Davies  
*The Princess in Black* by Shannon and Dean Hale  
*Facts About Tornadoes* by Carrie Stuart  
*Clever Brown Mouse* by Jenny Giles  
*Machines that Fly* by Mary-Ann Creasy  
*The Roller Coaster* by Barbara Stavetski  
*The Triceratops and the Crocodiles* by Hugh Price  
*Skiboarding* by Michele Dufresne  
*Pet Dogs Up Close* by Erika Shores  
*Strega Nona* by Tomie dePaola  
*Jamaica Tag-Along* by Juanita Havill  
*Cam Jansen and the Mystery of the Stolen Diamonds* by David Adler  
*Dinosaur Dig* by Ian Rohr  
*Leroy Ninker Saddles Up* by Kate DiCamillo  
*Sharks* by Gail Gibbons  
*Gooney Bird Greene* by Lois Lowry  
*Hoop Genius* by John Coy
**GRADE 1, BELOW BENCHMARK**

*Amazing Elephants* by Charlotte Guillain  
*How Rocket Learned to Read* by Tad Hills  
*Koala Lou* by Mem Fox  
*Mr. Tang’s Taxi at the Zoo* by Joy Cowley  
*Pete Little* by Beverley Randell  
*What Can Fly?* by Brenda Parkes  
*Oliver Can Paint* by Will Renton  
*Sammy* by Kathleen Urmston  
*The Go-Karts* by Annette Smith, Beverley Randell and Jenny Giles  
*Elephant* by Clair Vial and Graham Meadows  
*Jolly Roger, the Pirate* by Beverley Randell  
*Brown Mouse Plays a Trick* by Jenny Giles  
*Making Spaghetti* by Jack Hastings  
*A Trip to the Farm* by Eliza Comodromos  
*A Tadpole Grows Up* by Pam Zollman  
*Ben’s Tooth* by Beverley Randell  
*Jobs People Do* by Mary Atkinson  
*Baron Rescue Dog* by Lola Schaefer  
*Danny and the Dinosaur* by Syd Hoff  
*Desert Animals* by Gary and Shelley Underwood

**GRADE 2, BELOW BENCHMARK**

*Iris and Walter, True Friends* by Elissa Guest  
*President Squid* by Aaron Reynolds  
*A Mom for Umande* by Maria Faulconer  
*Old Bumpy Alligator* by Pat Blanchard and Joanne Suhr  
*Spiders* by Pioneer Valley  
*Little Chimp* by Jenny Giles  
*Hippo* by Claire Vial and Graham Meadows  
*Big Dog and Little Dog* by Dav Pilkey  
*Sharks* by Nicole Boswell  
*At Home Sick* by Judith Nandell  
*Bella and Rosie Love the Fall* by Michele Dufresne  
*The Naughty Ann* by Beverley Randell  
*Spinning a Web* by Lisa Trumbauer  
*Madeline and Her Dog* by John Bemelmans Marciano  
*Jasper and the Cheese* by Michele Dufresne  
*In the Desert* by Rose Lewis  
*Coral Reef* by Ruth Mattison  
*The Elves and the Shoemaker* by Jenny Giles  
*Dinosaurs* by Kathleen Weidner Zoehfeld  
*Fox on the Job* by James Marshall

*Note: Titles subject to change based on availability.*
The grades 3–5 Classroom Libraries are not the cod liver oil, good-for-you sort of libraries. While time-honored classics are represented, many books are the cutting-edge, imaginative titles that kids love—the Harry Potter series, The Fault in Our Stars, Diary of a Wimpy Kid, the Don’t Let the Pigeon series, the I Survived kinds of books.

Many of the books also function like that gray cardigan in your wardrobe that can be mixed and matched to fit with lots of different outfits. That is, many books are included because they do quadruple duty. For instance, a book can serve as high-interest fiction, merit close interpretive reading, lend itself to rich thematic analysis, and fit neatly alongside other titles in a social issues book club.

Many books are carefully and deliberately nested alongside others. For example, we tend to include at least two biographies about the same person. One may be more accessible than the other, allowing one to provide the prior knowledge that will help readers tackle the more complex text. Other times, the two biographies represent different perspectives of a person and involve critical thinking.

We generally include only three or four books from a series, including two copies of the first book in the series. We know that once partners are hooked into a series, teachers can help them find additional volumes in the school or public library and that they’ll enjoy swapping books.

### 3–5 Library Shelves

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Shelves</th>
<th># Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 (On Level and Below Benchmark)</td>
<td>Animals</td>
<td>60–63</td>
</tr>
<tr>
<td></td>
<td>Biography</td>
<td>27–46</td>
</tr>
<tr>
<td></td>
<td>High-Interest Fiction</td>
<td>175–182</td>
</tr>
<tr>
<td></td>
<td>High-Interest Nonfiction</td>
<td>91–97</td>
</tr>
<tr>
<td></td>
<td>Mystery</td>
<td>52–67 (60–81 books)</td>
</tr>
<tr>
<td></td>
<td>Picture Books</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Poetry</td>
<td>10–11</td>
</tr>
<tr>
<td></td>
<td>Far-Below Benchmark Books, F–H (Below Benchmark Library only)</td>
<td>99</td>
</tr>
<tr>
<td>Grades 4 and 5 (On Level and Below Benchmark)</td>
<td>Animals</td>
<td>56–61</td>
</tr>
<tr>
<td></td>
<td>Biography</td>
<td>41–53</td>
</tr>
<tr>
<td></td>
<td>Fantasy/Science Fiction</td>
<td>84–105</td>
</tr>
<tr>
<td></td>
<td>High-Interest Fiction</td>
<td>181–229</td>
</tr>
<tr>
<td></td>
<td>Historical Fiction</td>
<td>21–51</td>
</tr>
<tr>
<td></td>
<td>High-Interest Nonfiction</td>
<td>89–139</td>
</tr>
<tr>
<td></td>
<td>Mystery</td>
<td>24–31</td>
</tr>
<tr>
<td></td>
<td>Picture Books</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Poetry</td>
<td>10–11</td>
</tr>
<tr>
<td>Shelves available separately (not included in the core Libraries)</td>
<td>Fairy Tales, gr. 3</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Argument and Advocacy, gr. 5–6</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Geography and World Cultures, gr. 3 and gr. 4</td>
<td>28, gr. 3; 26 gr. 4</td>
</tr>
<tr>
<td></td>
<td>Westward Expansion, gr. 4–6</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>The American Revolution, gr. 4–5</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Civil Rights, gr. 4–5</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Government, gr. 4–5</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Extreme Weather and Natural Disasters, gr. 4 (On Level and Below Benchmark)</td>
<td>49 OL; 26 BB</td>
</tr>
<tr>
<td></td>
<td>Character Book Clubs, gr. 3 (On Level and Below Benchmark)</td>
<td>12 (48 books) OL; 13 (52 books) BB</td>
</tr>
<tr>
<td></td>
<td>Historical Fiction Book Clubs, gr. 3 and gr. 4–5</td>
<td>29 (80 books) gr. 3; 28 (76 books) gr. 4</td>
</tr>
<tr>
<td></td>
<td>Interpretation Book Clubs, gr. 4–6</td>
<td>12 (48 books)</td>
</tr>
<tr>
<td></td>
<td>Fantasy Book Clubs, gr. 4–5 (On Level and Below Benchmark)</td>
<td>16 (64 books) OL and BB</td>
</tr>
</tbody>
</table>
Classroom Libraries for Grades 3–5 continued

Representative Titles

GRADE 3, ON LEVEL

Freckle Juice by Judy Blume
Alvin Ho: Allergic To Girls, School, and Other Scary Things by Lenore Look
Fly Away by Patricia MacLachlan
Make Way for Dyamonde Daniel by Nikki Grimes
My Name Is Maria Isabel by Alma Flor Ada
Pigsticks and Harold and the Incredible Journey by Alex Milway
The Buried Bones Mystery (#1) by Sharon Draper
Ruth and the Green Book by Calvin Alexander Ramsey
Violet the Pilot by Steve Breen
No Monkeys, No Chocolate by Melissa Stewart and Allen Young
Backstage Pass: Fashion by Lisa Greathouse
Thrills and Chills of Amusement Parks by Jordan Brown
Toilet: How it Works by David Macaulay
National Geographic Kids: Mummies by Elizabeth Carney
Chocolate A Sweet History by Sandra Markle
…If You Lived 100 Years Ago by Ann McGovern
Two Friends: Susan B. Anthony and Frederick Douglass by Dean Robbins
Roberto Clemente by Jonah Winter
Wangari’s Trees Of Peace by Jeanette Winter
The Boy Who Loved Math by Deborah Heiligman
Frog or Toad? How Do You Know? by Melissa Stewart
Elephants (Great Migrations) by Laura Marsh
What is a Whale? (The Science of Living Things) by Bobbie Kalman
Big Blue Whale by Nicola Davies
Wolves by Seymour Simon

GRADE 4, ON LEVEL

Joey Pigza Loses Control by Jack Gantos
Franny K. Stein Mad Scientist (#1): Lunch Walks Among Us by Jim Benton
Gooney Bird Is So Absurd by Lois Lowry
The Lemonade War by Jacqueline Davis
Crenshaw by Katherine Applegate
Tale of Despereaux by Kate DiCamillo
Lunch Lady and the Author Visit Vendetta by Jarrett J. Krosoczka
How Tia Lola Came to Stay by Julia Alvarez
Amulet Book 1: The Stonekeeper by Kazu Kibuishi
The Tail of Emily Windsnap by Liz Kessler
The Iron Giant by Ted Hughes
Cracking the Wall: The Struggles of the Little Rock Nine (On My Own History) by Eileen Lucas
Kizzy Ann Stamps by Jeri Watts
Amelia and Eleanor Go for a Ride by Pam Munoz Ryan
Fly Away Home by Eve Bunting
Crankee Doodle by Tom Angleberger
The Sisters Grimm: The Fairy Tale Detectives by Michael Buckley
Separate Is Never Equal by Duncan Tonatiuh

Please note:
- Each complete grade-level TCRWP Classroom Library comes with a Tools & Resources Pack (includes the Guide to the TCRWP Classroom Libraries). See page 22. The complete Classroom Libraries also include access to Online Resources.
- For those who already have strong classroom libraries or who need to build up their libraries over time, the TCRWP Classroom Library Shelves are also available for individual purchase.
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- Storage bins are not included. See CalkinsLibraries.com for storage requirements.
Classroom Libraries for Grades 3–5 continued

**Representative Titles**

*How We Are Smart* by W. Nikola-Lisa
*This Bridge Will Not Be Gray* by Dave Eggers and Tucker Nichols
*Mr. Ferris and His Wheel* by Kathryn Gibbs Davis
*Castle* by David Macaulay
*Stinkers (Weird, Wild, and Wonderful)* by Gary Underwood and Shelley Underwood
*Tiny Creatures: The World of Microbes* by Nicola Davies
*Animals Nobody Loves* by Seymour Simon

**GRADE 5, ON LEVEL**

*The Red Pencil* by Andrea Davis Pinkney
*El Deafo* by Cece Bell
*The One and Only Ivan* by Katherine Applegate
*The Miraculous Journey of Edward Tulane* by Kate DiCamillo
*Wringer* by Jerry Spinelli
*The Sea of Monsters* (Percy Jackson book 2) by Rick Riordan
*When You Reach Me* by Rebecca Stead
*Out of the Dust* by Karen Hesse
*The Birchbark House* by Louise Erdrich
*Mississippi Bridge* by Mildred D. Taylor
*Can’t You Make Them Behave, King George?* by Jean Fritz
*I Survived the Hindenburg Disaster, 1937* (I Survived . . .) by Lauren Tarshis
*Ellington was not a Street* by Ntozake Shange
*Baseball Saved Us* by Ken Mochizuki
*Two-Minute Mysteries* by Donald J. Sobol
*Sammy Keyes And The Hotel Thief (#1)* by Wendelin Van Draanen
*Brown Girl Dreaming* by Jaqueline Woodson
*Nurse Soldier Spy* by Marissa Moss
*Martin’s Big Words* by Doreen Rappaport
*Danger on the Mountain: Scaling the World’s Highest Peaks* by Andrew Donkin
*Guys Read: True Stories, Jon Scieszka, ed.*
*We Are the Ship: The Story of Negro League Baseball* by Kadir Nelson
*Top Secret: A Handbook of Codes, Ciphers, and Secret Writing* by Paul B. Janeczko
*How to Clean a Hippopotamus: A Look at Unusual Animal Partnerships* by Steve Jenkins and Robin Page
*When Lunch Fights Back: Wickedly Clever Animal Defenses* by Rebecca L. Johnson
*Fox on the Job* by James Marshall

**GRADE 3, BELOW BENCHMARK**

*Skate Trick: A Robot and Rico Story* by Anastasia Suen
*Pinkalicious* by Victoria Kann
*Bradford Street Buddies Back Yard Camp-Out* by Jerdine Nolen
*Roscoe Riley Rules Never Glue Your Friends to Chairs* by Katherine Applegate
*Rabbit and Robot and Ribbit* by Cece Bell
*Zapato Power Freddy Ramos Takes Off* by Jacqueline Jules
*Tooter Pepperday* by Jerry Spinelli
*Andy Shane And The Barn Sale Mystery* by Jennifer Richard Jacobson
*Alien in the Classroom (Nancy Drew Notebooks #23)* by Carolyn Keene
*Life Doesn’t Frighten Me* by Maya Angelou
*Bones* by Steve Jenkins
*The Name Jar* by Yangsook Choi
*Thunder Cake* by Patricia Polacco
*Wacky Inventions* by Cass Hollander
*The Chocolate Factory* by Rosalind Hayhoe
*Build It: Skyscrapers* by Madison Spielman
*Paralympic Games* by Julie Ellis
*Zora Hurston and the Chinaberry Tree* by William Miller
*Dream Big* by Deloris Jordan
*Follow the Moon* by Sarah Weeks
*Endangered Tigers* by Bobbie Kalman
*Snakes* by Michele Dufresne
*Great Migrations: Butterflies* by Laura Marsh
GRADE 4, BELOW BENCHMARK

Bunjitsu Bunny Jumps to the Moon
by John Himmelman

Captain Awesome to the Rescue! by Stan Kirby

Frankly, Frannie (#1) by A. J. Stern

Kung Pow Chicken (#1): Let’s Get Cracking!
by Cyndi Marko

Zinc Alloy: Super Zero by Donald Lemke

Commander Toad and the Big Black Hole
by Jane Yolen

Babe Ruth and the Ice Cream Mess
(Ready-to-Read Level 2) by Dan Gutman

The Underground Railroad Adventures of Allen Jay, Antislavery Activist
by Marlene Targ Brill

Brave Irene by William Steig

Each Kindness by Jacqueline Woodson

Max’s Words by Kate Banks

Zen Shorts by Jon J Muth

The Bicycle Man by Allen Say

Nate the Great and the Sticky Case #5
by Marjorie Weinman Sharmat

Barack Obama: Son of Promise, Child of Hope
by Nikki Grimes

Pop! The Invention of Bubble Gum
by Megan McCarthy

Stubby the War Dog: The True Story by Ann Bausum

Big George by Anne Rockwell

Sonia Sotomayor: A Judge Grows Up in the Bronx by Jonah Winter

To Dance by Siena Cherson Siegel

Pompeii ... Buried Alive! by Edith Kunhardt

Beastly Tales Yeti, Bigfoot and the Loch Ness Monster by Malcolm Yorke

Bones by Steve Jenkins

Ivan The Remarkable True Story of the Shopping Mall Gorilla
by Katherine Applegate

GRADE 5, BELOW BENCHMARK

Babymouse (#1): Queen of the World!
by Jennifer L. Holm and Matthew Holm

George’s Marvelous Medicine by Roald Dahl

Nikki and Deja (#1) by Karen English

Pinky and Rex by James Howe

Sitti’s Secrets by Naomi Shihab Nye

The Miniature World of Marvin and James
by Elise Broach

The Curse of the Bologna Sandwich
(Melvin Beederman Superhero #1) by Greg Trine

Zita The Spacegirl by Ben Hatke

My Big Fat Zombie Goldfish by Mo O’Hara

A Song for Harlem, 1928 by Patricia C. McKissack

Tracking an Assassin! (Nickolas Flux History Chronicles) by Nel Yomtov

Uncle Peter’s Amazing Chinese Wedding
by Lenore Look

Chicken Sunday by Patricia Polacco

The Case of the Haunted History Museum
by Steve Brezenoff

Howliday Inn by James Howe

Take a Hike, Teddy Roosevelt by Frank Murphy

Marvelous Mattie by Emily McCully

A Kid’s Life During The American Civil War
by Sarah Machajewski

Mesmerized: How Ben Franklin Solved A Mystery that Baffled all of France
by Mara Rockliff and Iacopo Bruno

Top Secret Science: Projects You Aren’t Supposed to Know About
by Jennifer Swanson

Slam Dunk Basketball by Bobbie Kalman

Never Smile at a Monkey *and 17 Other Important Things to Remember
by Steve Jenkins

What is a Marsupial? (The Science of Living Things)
by Bobbie Kalman

Lizards by Nic Bishop

Note: Titles subject to change based on availability.
A study by the American Library Association showed that when asked, the day before graduating from high school, “Will you voluntarily pick up a book after graduation?” 85% of America’s kids said, “No way.” The mission of the Classroom Library Project has been to develop high-quality classroom libraries that put heart-stopping, gut-wrenching, glorious books into the hands of students—and that mission is critical. We believe that once these libraries reach students’ hands, nothing on earth can keep them from reading.

Remember that the complete libraries are designed as “starter” collections. Classrooms will need more books. But the good news is that as they work with the libraries, teachers will develop the knowledge, the momentum, and the energy to get build their collections based on what they learn from the ways the books in the libraries fit together to build students’ engagement, knowledge, and skills and move them up levels of complexity.

Richard Allington, past president of the International Reading Association, has written and spoken often about the three things that readers need to flourish: access to books they find fascinating, protected time to read, and expert instruction. We hope these libraries will provide students with the first of these, will inspire schools and districts to protect the second, and allow teachers to focus on the third.

### 6–8 Library Shelves

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<th>GRADE LEVEL</th>
<th>SHELVES</th>
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<tbody>
<tr>
<td>Grades 6–8</td>
<td>Adventure</td>
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<td>(On Level and Below Benchmark)</td>
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<td>Fantasy and Dystopia</td>
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<td>Historical Fiction</td>
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<td>High-Interest Nonfiction</td>
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<td></td>
<td>Mystery</td>
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<td>Argument and Advocacy, gr. 5–6</td>
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<td>Interpretation Book Clubs, gr. 4–6</td>
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<td>Nonfiction Book Clubs, gr. 6–8</td>
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<td></td>
<td>Historical Fiction Book Clubs, gr. 6–8</td>
<td>16 titles (64 books)</td>
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<td></td>
<td>Fantasy and Dystopia Book Clubs, gr. 6–8</td>
<td>8 (32 books)</td>
</tr>
</tbody>
</table>
Classroom Libraries for Grades 6–8 continued

**Representative Titles**

**GRADE 6, GRADE LEVEL**

Counting by 7s by Holly Goldberg Sloan
Locomotion by Jacqueline Woodson
Middle School: How I Survived Bullies, Broccoli, and Snake Hill by James Patterson
Eggs by Jerry Spinelli
Flora & Ulysses by Kate DiCamillo
The Nest by Kenneth Oppel
Jump Shot by Tiki & Ronde Barber
Percy Jackson and the Lightning Thief by Rick Riordan
Redwall: The Graphic Novel by Brian Jacques and Bret Blevins
The Fairy-Tale Detectives by Michael Buckley
Mouseheart by Lisa Fiedler
Sophia’s War by Avi
Jefferson’s Sons by Kimberly Bradley
One Crazy Summer by Rita Williams-Garcia
The Invention of Hugo Cabret by Brian Selznick
George’s Cosmic Treasure Hunt by Lucy and Stephen Hawking
Theodore Boone: The Abduction by John Grisham
The Mysterious Benedict Society (#2) by Trenton Stewart
Boy: Tales of Childhood by Roald Dahl
Let It Shine: Stories of Black Women Freedom Fighters by Andrea Davis Pinkney
Knucklehead by Jon Scieszka
Aliens and UFOs by Lori Hile
Dateline: Troy by Paul Fleischman

Almost Astronauts: 13 Women Who Dared To Dream by Tanya Lee Stone
How They Croaked: The Awful Ends of the Awfully Famous by Georgia Bragg

**GRADE 7, GRADE LEVEL**

The Thing About Jellyfish by Ali Benjamin
Fast Sam, Cool Clyde, and Stuff by Walter Dean Myers
I Hadn’t Meant to Tell You This by Jacqueline Woodson
13: Thirteen Stories That Capture the Agony and Ecstasy of Being Thirteen by James Howe
QB1 by Mike Lupica
The House on Mango Street by Sandra Cisneros
The Skin I’m In by Sharon Flake
Artemis Fowl by Eoin Colfer
The Hunger Games by Suzanne Collins
Maze Runner by James Dashner
A Wrinkle in Time: The Graphic Novel by Madeline L’Engle & Hope Larson
Freedom Maze by Delia Sherman
Al Capone Does My Homework by Gennifer Choldenko
Chains by Laurie Halse Anderson
The Kliplfish Code by Mary Casanova
Lottery Boy by Michael Byrne
Ghost Hawk by Susan Cooper
Hoot by Carl Hiaasen
Cleopatra Rules! The Amazing Life of the Original Teen Queen by Vicky Alvear Shecter

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# Classroom Libraries for Grades 6–8

## Representative Titles

**Alexander Hamilton: The Outsider** by Jean Fritz  
**Blizzard** by Jim Murphy  
**Because They Marched** by Russell Freedman  
**Which Way to the Wild West** by Steve Sheinkin

**GRADE 8, GRADE LEVEL**

**Aristotle and Dante Discover the Secrets of the Universe** by Benjamin Alire Saenz  
**Night Hoops** by Carl Deuker  
**American Born Chinese** by Gene Luen Yang  
**Thirteen Reasons Why** by Jay Asher  
**Paper Towns** by John Green  
**Pedro & Me** (graphic novel) by Judd Winick  
**Speak** by Laurie Halse Anderson  
**Mexican Whiteboy** by Matt de la Peña  
**Bronx Masquerade** by Nikki Grimes  
**Fangirl** by Rainbow Rowell  
**Romiette and Julio** by Sharon M. Draper  
**The Absolutely True Diary of a Part-time Indian** by Sherman Alexie  
**Uglies** by Scott Westerfeld  
**An Ember in the Ashes** by Sabaa Tahir  
**Stranded** by Jeff Probst and Chris Tebbetts  
**The Secret Life of Bees** by Sue Monk Kidd  
**Amulet, Vol. 1: The Stonekeeper** by Kazu Kibuishi  
**To Dance: A Ballerina’s Graphic Novel** by Siena Cherson Siegel  
**Hole in My Life** by Jack Gantos  
**A Time To Dance** by Padma Venkatraman  
**Drowned City: Hurricane Katrina & New Orleans** by Don Brown  
**Phineas Gage: A Gruesome But True Story About Brain Science** by John Fleischman

**GRADE 6, BELOW BENCHMARK**

**The Good Dog** by Avi  
**Quarterback Rush** by Carl Bowen  
**El Deafo** by Cece Bell  
**The Ellie McDoodle Diaries: Have Pen, Will Travel** by Ruth McNally Barshaw  
**Diary of a Wimpy Kid** by Jeff Kinney  
**Crenshaw** by Katherine Applegate  
**Out of My Mind** by Sharon M. Draper  
**Ricky Ricotta’s Mighty Robot** by Dav Pilkey  
**Punished!** by David Lubar  
**The Knights of the Kitchen Table (Book 1)** by Jon Scieszka  
**Naruto, Vol. 01: The Tests of the Ninja** by Masashi Kishimoto  
**Dragonbreath** by Ursula Vernon  
**Number the Stars** by Lois Lowry  
**P.S. Be Eleven** by Rita Williams-Garcia  
**I Survived Hurricane Katrina** by Lauren Tarshis  
**Sylvia & Aki** by Winifred Conkling  
**Brian’s Hunt** by Gary Paulsen  
**Case of the Mistaken Identity** by Mac Barnett  
**3 Old Cemetery Road: Dying to Meet You** by Kate Klise  
**To Dance: A Ballerina’s Graphic Novel** by Siena Cherson Siegel  
**Smile** by Raina Telgemeier  
**Amusement Park Science** by Dan Greenberg  
**Great Spies of the World** by John Perritano
### GRADE 7, BELOW BENCHMARK

- *Ninth Ward* by Jewell Parker Rhodes
- *Stargirl* by Jerry Spinelli
- *Fantasy League* by Mike Lupica
- *Freak The Mighty* by Rodman Philbrick
- *Go Long* by Tiki & Ronde Barber
- *Zita the Spacegirl* by Ben Hatke
- *The Chronicles of Narnia: The Lion Witch and the Wardrobe* by C.S. Lewis
- *Charlie Bone and the Beast* by Jenny Nimmo
- *Yu-Gi-Oh! Millennium World: Birth of Dragon* by Kazuki Takahashi
- *The Fighting Ground* by Avi
- *Roll of Thunder, Hear My Cry* by Mildred D. Taylor
- *Flash Fire* by Caroline B. Cooney
- *Urban Outlaws* by Peter Jay Black
- *Nancy Drew: The Secret of the Old Clock* by Carolyn Keene
- *Spy School* by Stuart Gibbs
- *39 Clues: Maze of Bones* by Rick Riordan
- *Let It Shine: Stories of Black Women Freedom Fighters* by Andrea Davis Pinkney
- *Bad Girls: Sirens, Jezebels, Murderesses, Thieves, and Other Female Villains* by Jane Yolen
- *Lincoln: A Photobiography* by Russell Freedman
- *Mo’ne Davis: Remember My Name* by Mo’ne Davis
- *100 Deadliest Things on the Planet* by Anna Claybourne
- *Special Effects Make-Up Artist* by Jonathan Craig and Bridget Light
- *Apollo 13 (Totally True Adventures)* by Kathleen Weidner Zoehfeld
- *Civil Rights Movement* by Wendy Conklin

### GRADE 8, BELOW BENCHMARK

- *Tangerine* by Edward Bloor
- *Guys Read: Other Worlds* by Jon Scieszka
- *Ball Don’t Lie* by Matt de la Peña
- *Game Changers* (Game Changers #1) by Mike Lupica
- *The Skin I’m In* by Sharon G. Flake
- *The Spiderwick Chronicles: Lucinda’s Secret* by Holly Black
- *Harry Potter and the Chamber of Secrets* by J.K. Rowling
- *Dread Locks* by Neal Shusterman
- *Gregor and the Code of Claw* by Suzanne Collins
- *Guys Read: Thriller* edited by Jon Scieszka
- *Watsons Go To Birmingham* by Christopher Paul Curtis
- *Boy in the Striped Pajamas* by John Boyne
- *March: Book One* by John Lewis and Andrew Aydin
- *Letters From a Slave Girl: The Story of Harriet Jacobs* by Mary E. Lyons
- *Scary Stories To Tell In The Dark* by Alvin Schwartz
- *The Invention of Hugo Cabret* by Brian Selznick
- *Shakespeare’s Secret* by Elise Broach
- *Ruby Redfort Catch Your Death* by Lauren Child
- *The Mysterious Benedict Society Book 1* by Trenton Lee Stewart
- *Tree Shaker: The Life of Nelson Mandela* by Bill Keller
- *Boys of Steel: The Creators of Superman* by Marc Tyler Nobleman
- *Taking Flight: From War Orphan to Star Ballerina* by Michaela DePrince and Elaine DePrince
- *Lives of Extraordinary Women: Rulers, Rebels (and What the Neighbors Thought)* by Kathleen Krull
- *Remember: The Journey to School Integration* by Toni Morrison
- *I Remember Beirut* by Zeinia Abirached

*Note: Titles subject to change based on availability.*
Lucy Calkins and her TCRWP colleagues spent a tremendous amount of time leveling the books in each library. Once they had completed their initial work, they brought in people with expertise in leveling books to double-check every decision that they made.

While the books in each library came from dozens of different publishers, the curation team needed to ensure that all were leveled with the great precision and care. Fountas & Pinnell levels set the standard for the work, and all the other leveling systems applied by various publishers were ultimately reviewed through that lens. When F&P levels were not available, the TCRWP team brought their own wisdom and knowledge to the process to level the books. In addition, because leveling of the primary titles was especially important, Joe Yukish, a senior leader of Reading Recovery for many years, double-checked every book in the K–2 libraries to make sure teachers could count on the levels.

The results of this diligent, painstaking work are the most carefully leveled libraries ever created.

**A Few Words About the Below Benchmark Libraries**

Lucy Calkins and her colleagues regarded the effort to supply books for kids reading dramatically below benchmark as the most important work the curators would do. They could not have worked harder to pull this off. Rest assured that the below-benchmark fifth-grade library may have lots of titles that third graders can read but the collection is entirely different from the third-grade benchmark library. The team kept the age level of the readers foremost in their minds, and worked to choose books that would be both enticing and accessible for those readers. Curating these shelves required exponentially more time and effort than other aspects of this endeavor, but we believe that the books chosen for these shelves are the very best titles available.

*Use the chart on the following page to determine whether On Level Libraries or Below Benchmark Libraries are best for your students—or to determine whether you need additional titles at specific reading levels.*
<table>
<thead>
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<th>Reading Level</th>
<th>Gr. K</th>
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<th>Grade 2</th>
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As teachers set up and organize their new TCRWP Classroom Libraries and prepare to begin using them to support instruction and learning, the TCRWP Classroom Libraries Tools & Resources pack will help them access the deeper levels of instruction that are built into these meticulously-curated libraries.

Each grade-level Tools & Resources pack includes:

**A Guide to the Teachers College Reading and Writing Project Classroom Libraries**

In the Guide, you’ll find detailed discussions on topics including:

- the research base for the development of the Classroom Libraries
- ways to set up, introduce, and manage your library
- the content of “shelves,” how books were selected, and how they can be used in various instructional contexts
- assessment, leveling of books, and matching books to readers
- teaching methods for reading aloud, independent reading, conferring and small-group work, partnerships, and book clubs.

**Book Level Labels**

The Tools and Resources pack includes miniature level labels designed to match the illustrated level bin cards. Reshelving of books then becomes a job that students can take on as part of their book shopping routines or you might specifically assign a team of “classroom librarians” or “bibliographers” to head up this aspect of library maintenance.
Book Bin Label Cards

Book Bin Label Cards help teachers arrange and categorize books by reading levels and also in a variety of other ways that support teaching and learning.

Once readers have learned to select books that are within reach, teachers won’t want their baskets to be titled with levels only. Students will be drawn to select books from baskets with labels such as “Kids in Charge,” stuffed with books like The Stories Julian Tells, Flat Stanley, and Judy Moody. If kids like a book in a basket labeled “Misunderstood,” they’ll probably read the whole basket. By choosing to read a whole basket of books, instead of just one book, kids will not only get more reading done, they’ll be drawn into the deeper reading and cross-text thinking they’ll be asked to do throughout the reading workshop.

Student Sticky-Note Pads

A collection of Sticky-Note Pads supports students as they read and think, acting as lenses to promote close, active reading. The Sticky Notes support a variety of reading strategies and help kids read with extra alertness, jotting details, noticing things they wouldn’t have noticed otherwise.

Readers will use Sticky Notes as a “quick jot” to flag favorites and call out “must-reads” for others, or most importantly, as a way to remind themselves to return to certain pages during their partner conversations to support their thinking, talking, and writing about the book. Readers will also decide to leave some of the Sticky Notes in a book as tips for future readers.
Choosing Library Shelves
Starting Points, What to Consider Next, and Shelves Aligned to Units of Study

The TCRWP Classroom Libraries were designed to serve as the bedrock of powerful classroom libraries—libraries that teachers will continue to build on year after year. But we also know that many schools and districts will need to build up to this baseline level over time—or they may already have good classroom libraries that they will want to shore up with selected TCRWP library shelves. In addition, Units of Study users will want to choose from the specific library shelves developed to support selected Units of Study. Note that most of the shelves that align directly with Units of Study are not included in the core TCRWP Classroom Libraries. For more information on library shelves included in the core TCRWP Libraries and additional shelves available separately, please see pages 8, 12, and 16 in this Overview or visit UnitsofStudy.com.

Note: Choose On Level or Below Benchmark Library Shelves based on the reading levels of most of your students.

### Grades K-2

<table>
<thead>
<tr>
<th>Suggested Starting Points</th>
<th>What to Consider Next</th>
<th>Library Shelves Specifically Designed to Support Units of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten</strong></td>
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<tr>
<td>Shared Reading</td>
<td>Add-On Read Aloud</td>
<td>RUOS Unit 1: We Are Readers</td>
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<tr>
<td>Emergent Story Books</td>
<td>Add-On Shared Reading</td>
<td>Essentials (Teachers who already have the beginnings of a strong library will likely already have these titles.)</td>
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<tr>
<td>Read-Aloud</td>
<td>More Leveled Shelves as you are able to add them</td>
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</tr>
<tr>
<td>Leveled Shelves to match the reading levels of most of your students</td>
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<td>RUOS Unit 2: Super Powers: Reading with Print Strategies and Sight Word Power</td>
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<td>Concept Books</td>
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<td><strong>Grade 1</strong></td>
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<td>Leveled Shelves to match the reading levels of most of your students</td>
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<tr>
<td>Series Books</td>
<td>Add-On Read Aloud</td>
<td>WUOS Unit 4: From Scenes to Series: Writing Fiction</td>
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<td>Shared Reading</td>
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<td>Series Books</td>
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<td>Read-Aloud</td>
<td>More Leveled Shelves as you are able to add them</td>
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<td><strong>Grade 2</strong></td>
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<td>Leveled Shelves to match the reading levels of most of your students</td>
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<tr>
<td>Series Books</td>
<td>Add-On Read Aloud</td>
<td>RUOS Unit 4: Series Book Clubs</td>
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<tr>
<td>Shared Reading</td>
<td>Add-On Shared Reading</td>
<td>Series Clubs</td>
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<td>Read-Aloud</td>
<td>More Leveled Shelves as you are able to add them</td>
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![Image of students in a classroom library]
## Grades 3–5

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<th>Suggested Starting Points</th>
<th>What to Consider Next</th>
<th>Library Shelves Specifically Designed to Support Units of Study</th>
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<td><strong>UNITS OF STUDY</strong></td>
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<td><strong>RECOMMENDED SHELVES</strong></td>
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<td><strong>Grade 3</strong></td>
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<td>High-Interest Fiction</td>
<td>Geography and World Cultures</td>
<td>RUOS UNIT 2: Reading to Learn: Grasping Main Ideas and Text Structures</td>
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<tr>
<td>High-Interest Nonfiction</td>
<td>Historical Fiction Book Clubs</td>
<td>Character Book Clubs</td>
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<td>Animals</td>
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<td>Additional Reading Unit (available separately from core Units):</td>
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<td>WUOS UNIT 4: Once Upon a Time: Adapting and Writing Fairy Tales</td>
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<td><strong>Additional Shelves to Consider</strong></td>
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<td>Picture Books, Poetry, Far-Below Benchmark (Below Benchmark Library only)</td>
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<td>Biography</td>
<td>RUOS UNIT 2: Reading the Weather, Reading the World</td>
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<td>Extreme Weather and Natural Disasters</td>
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<td>Fantasy Book Clubs</td>
<td>RUOS UNIT 3: Reading History: The American Revolution</td>
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<td>RUOS UNIT 4: Historical Fiction Clubs</td>
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<tr>
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<td>Poetry</td>
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<td>Geography and World Cultures</td>
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<td><strong>Additional Shelves to Consider</strong></td>
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<td>Animals, Historical Fiction, Civil Rights, Government, Interpretation Book Clubs</td>
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<td><strong>Grade 5</strong></td>
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<td>RUOS UNIT 1: Interpretation Book Clubs: Analyzing Themes</td>
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<td>Interpretation Book Clubs</td>
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<td>Fantasy/Science Fiction</td>
<td>Historical Fiction</td>
<td>RUOS UNIT 3: Argument and Advocacy: Researching Debatable Issues</td>
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<td>Argument and Advocacy</td>
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<td>RUOS UNIT 4: Fantasy Book Clubs: The Magic of Themes and Symbols</td>
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<td>Civil Rights</td>
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<td>Government</td>
<td>WUOS UNIT 2: The Lens of History: Research Reports</td>
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## Grades 6–8

<table>
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<th>Suggested Starting Points</th>
<th>What to Consider Next</th>
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<td>Mystery</td>
<td>Classics (grade 8 On Level Library only)</td>
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Fast becoming an essential part of classroom life in tens of thousands of schools around the world, the *Units of Study for Teaching Reading, K–5* series and the *Units of Study in Opinion/Argument, Information, and Narrative Writing, K–8* series serve as both curricular support and professional development. These two groundbreaking series will:

- provide all the teaching points, minilessons, conferences, and small-group work needed for a comprehensive workshop curriculum
- help teachers assess students’ reading and writing work, develop their use of self-monitoring strategies, and set them on trajectories of growth
- give teachers opportunities to teach and to learn teaching through strong scaffolding and on-the-job guidance from Lucy Calkins and her colleagues from the Teachers College Reading and Writing Project.

> Good teaching pays off. When you provide students with constant opportunities to read and to write, and when you actively and assertively teach into their best efforts, their literacy development will astonish you, their parents, the school administrators—and best of all, the students themselves.

— *Lucy Calkins*

**Units of Study for Teaching Reading, K–5**

**Units of Study for Teaching Writing, K–8**

**Grades 6–8 coming in Fall of 2017!**