

# Texas Guided Reading



**Expand your guided reading program with the best in authentic literature and teaching support**

- Award-winning titles and authors—authentic, high-interest texts
- Varied text types and genres
- Title-specific teacher support



**Sarah, Plain and Tall** LEVEL R

**Synopsis** Jacob is a widowed farmer living on the prairie in the Midwest in the late 1800s. He has two children, Caleb and Anna, who is probably around 12 years old. rereads the story. Jacob's wife died in childbirth when Caleb was born. After a few years and as was customary at the time, Jacob advertises in the newspaper for a wife, and Sarah Elizabeth Whitton from Maine answers his ad and agrees to come and live with the small family on the prairie in Kansas. She only consents to staying with them for a short time to see if she likes them and they like her. Sarah, Plain and Tall won the Newbery award in 1980.

**Introduction: Explore Fiction**

*Say:* Sarah, Plain and Tall is a picture book by Patricia MacLachlan. This is a story about a farmer, Jacob, and his two children, Caleb and Anna. It takes place in the late 1800s on the prairie in the Midwest. What does one consider part of the Midwest? (Kansas, Iowa, Oklahoma, Nebraska, Illinois, North Dakota, South Dakota) The prairie in the late 1800s was just being settled, and the land was wild open. Anna is about 12 years old, and Caleb is maybe probably around 6. Anna is the narrator of the story. What does it mean to be the narrator? (The narrator is the person who is telling the story.)

**Vocabulary**

**Tier Two:** biscuits (139), subsection (215), crispy (205), dough (45), extra (55), flourishes (3), murmured (21), peevish (41), quiet (56), shuffling (44), squall (53), tremore (65), weary (25), whickering (44), windowed (25)

**Tier Three:** columbine (47), crunch shell (25), dabbles (47), had (57), ice machine (27), margarine (47), masticatum (47), opiate (26), prairie violet (27), razor clam (25), scallop (25), sea clam (25), seaside goldfinch (27), wildflower (47), woolly ragwort (27), zinnias (47)

**Word Work**

4-4 Reading Comprehension of Literary Text/Vocabulary Language: Students understand, make inferences and draw conclusions about how an author's literary language evokes imagery in literary text and provide evidence from text to support their understanding.

Introduce vocabulary in context as it appears within the book before or during reading. Explain that when an author uses a comparison between

**Author:** Patricia MacLachlan  
**Genre:** Fiction  
**Guided Reading Level:** R  
**TEKS:** 4-1, 4-2B, 4-4C, 4-6B, 4-8

**English Language Support**

Offer notes, gestures, or photos to support the introduction of the new vocabulary. For the names of all the flowers and shells, have students look them up on the Internet, and print out a

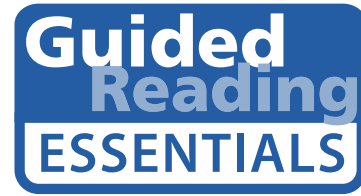
**Lesson Plan Cards focus on critical TEKS standards.**



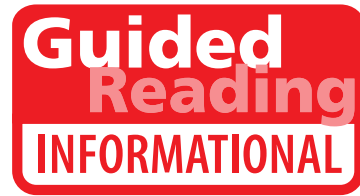
GRADES K-6

# Texas Guided Reading

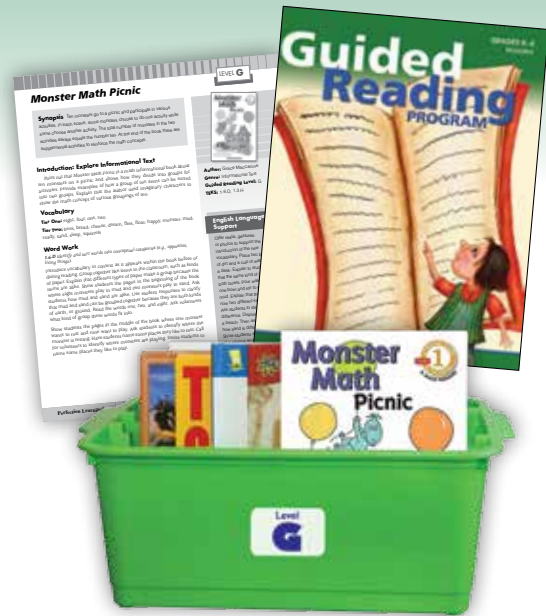
Expand your guided reading program with the best in authentic literature and teaching support



See page 4



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## Only the Best Authentic Literature!



**Award-winning titles and authors**—authentic, high-interest texts—a mix of classic titles and new favorites.



**Varied text types and genres**—hand-picked titles representing a range of text types and genres to engage and develop lifelong readers.

## Carefully-Leveled Texts

Grade-level collections include titles one grade level above and one grade level below the Fountas & Pinnell Text Level Gradient™ to address the needs of both struggling and advanced readers. The recommended Fountas & Pinnell aligned levels are shown in bold.

GRADE LEVEL	GUIDED READING LEVELS
Grade K	<b>A</b> B C D E
Grade 1	D E <b>F G H I J K</b>
Grade 2	J K L M N
Grade 3	M N O P <b>Q</b>
Grade 4	P Q R S T
Grade 5	S T U V <b>W</b>
Grade 6	V W X Y <b>Z</b>

## Classroom Ready with Extensive Teacher Support

Pre-packaged 6-packs in hanging bags with Lesson Plan Cards



Lesson Plan Cards for every title

- text-specific instruction and activities
- focus on critical TEKS standards
- writing mini-lessons
- everything teachers need at their fingertips!

## Guided Reading Teacher Resource

- assessment support including running records and behavioral observation guidelines for each guided reading level
- history and principles of guided reading
- management ideas and record-keeping reproducibles
- support for using the Lesson Plan Cards
- English Language Learner support

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### What Is Guided Reading?

Guided Reading is a highly effective form of small-group instruction. The flexible, dynamic grouping that characterizes guided reading offers student-centered, differentiated instruction. The overall goal of guided reading is to offer students an opportunity to use and develop reading strategies as they read just beyond their independent reading level with just enough support from the teacher.

Small-group instruction for reading dates back to the late 1800s in the United States. Small groups were the answer to the wide range of reading abilities present among students at the same grade level. Teaching the class as a whole with one text wasn't challenging for some while frustrating for others. Today's guided reading groups have adopted the best of small-group reading instruction—a better text-child match—while eliminating the rigidity of the groups and some of the practices that could work against a strong self-concept in developing readers.

The principles that form the basis for guided reading today first started during the 1980s in New Zealand and Australia with the work of Marie Clay. Marie Clay's teachings identified reading as a strategic process where students needed to be actively involved with the text.



## Storage bins with leveling labels



## Bookroom support

- **leveling labels** for each book in the collection
- **downloadable book detail labels**, customizable for your specific needs
- **downloadable title database** to help match students with the “just right” book



Biscuit and the Baby Capucilli, Alyssa Satin GRL: G LEX: 230

# Guided Reading ESSENTIALS

Expand your guided reading program with foundational collections featuring a 50/50 mix of the very best fiction and informational titles available!



**A 50/50 mix of fiction and informational titles with a range of text types and genres**—historical fiction, myths and folktales, realistic fiction, poetry, biographies, and narrative nonfiction.

**Award-winning and celebrated authors**—Newbery, Caldecott, Coretta Scott King, and more.

**New and classic literature**—traditional titles to contemporary literature destined to become classics.

## Title-Specific Lesson Plan Cards

- A TITLE DETAILS**  
Includes text structure and TEKS standards covered
- B SYNOPSIS**
- C INTRODUCTION**  
Introduces the genre/text type
- D VOCABULARY and WORD WORK**  
Tiers One, Two, and Three vocabulary practiced in context
- E ENGLISH LANGUAGE SUPPORT**  
Title-specific vocabulary support strategies for ELLs
- F UNDERSTANDING THE TEXT**  
Three levels of text-based comprehension activities support close reading strategies
- G PHONICS AND WORD RECOGNITION**  
Application of relevant reading foundational skills
- H FLUENCY or TEXT FEATURES**  
*Fiction Lesson Plan Cards*—Fluency activities deepen reading comprehension  
*Informational Lesson Plan Cards*—Text Features provides discussion points to explore text structures and features
- I READING LITERATURE or READING INFORMATIONAL TEXT**  
Suggestions to guide students in applying critical reading strategies
- J WRITING**  
Text-based writing supports reading/writing connection

**LEVEL M**

**B Synopsis** Maurice Sendak's rhythmic portrayal plays with language as chicken soup with rice is enjoyed with many activities and in many types of weather throughout the months of the year. Readers have fun with language and learn the months at the same time.

**C Introduction: Explore Poetry**  
Explain to students that this is a fun-to-read book of poems about the months of the year. Describe poetry. Poetry is a genre, or type of literature, usually written in a series of short lines with words put together to create a certain rhythm, or beat, much like the music or a song. Poems are written with words chosen for their sounds as well as their meaning. Poems often have rhyming words.  
Explain that in this book of poetry, the main character loves to eat chicken soup with rice in all kinds of places while enjoying all kinds of season-related activities. Say, "As we read the book, notice the author's fun choice of words. Watch for repeated words, made-up words or words used in new ways, rhyming words, and alliteration. Alliteration is when the first letter or sound is repeated in two or more words. 'Silly Sally' is an example of alliteration. Tongue Twisters are examples of alliteration. 'Peter Piper picked a peck of pickled peppers.' Can students think of other tongue twisters or alliterative phrases? Perhaps someone has an alliterative name."

**D Vocabulary**  
**Tier Two:** anniversary, banged, baubled, concocting, crocodile, gale, gassy, pepped.  
**Tier Three:** Bombay, Nile, Spain.  
**Word Work**  
2.2J ABBAIV understand and use the following parts of speech in the context of reading, writing, and speaking: adjectives, adverbs.  
2.5A use prefixes and suffixes to determine the meaning of words.  
Introduce vocabulary in context as it appears within the book before or during reading. Call attention to the author's unique use of some words. November poem: "In November's gassy gale." Even though gale means "a strong wind," explain to students that adding the adjective gassy.

**E English Language Support**  
Use media, gestures, or photos to support the introduction of the new vocabulary. Point out Spain, Bombay, and the Nile on maps. Share a photo of a crocodile. Demonstrate the meaning of concocting by using a bowl or a pot and a large wooden spoon. Pretend to add multiple ingredients, stirring to mix them up.

**F Understanding the Text**  
**Literals:** In which four months does the character become someone or something else, and what does he become? Use the illustrations and the text to find the answers. (May, robin, August, cooking pot; November, whale; December, Christmas Tree)  
**Interprets:** Discuss how the character changes throughout the book. What causes the character to change? How are the character and the setting related? Use evidence from the book.  
**Applics:** Discuss that the poems are written with a chorus similar to the chorus in songs. Discuss the meaning of the word chorus and challenge students to find where the chorus occurs in each poem and which words stay the same each time and how each chorus differs.

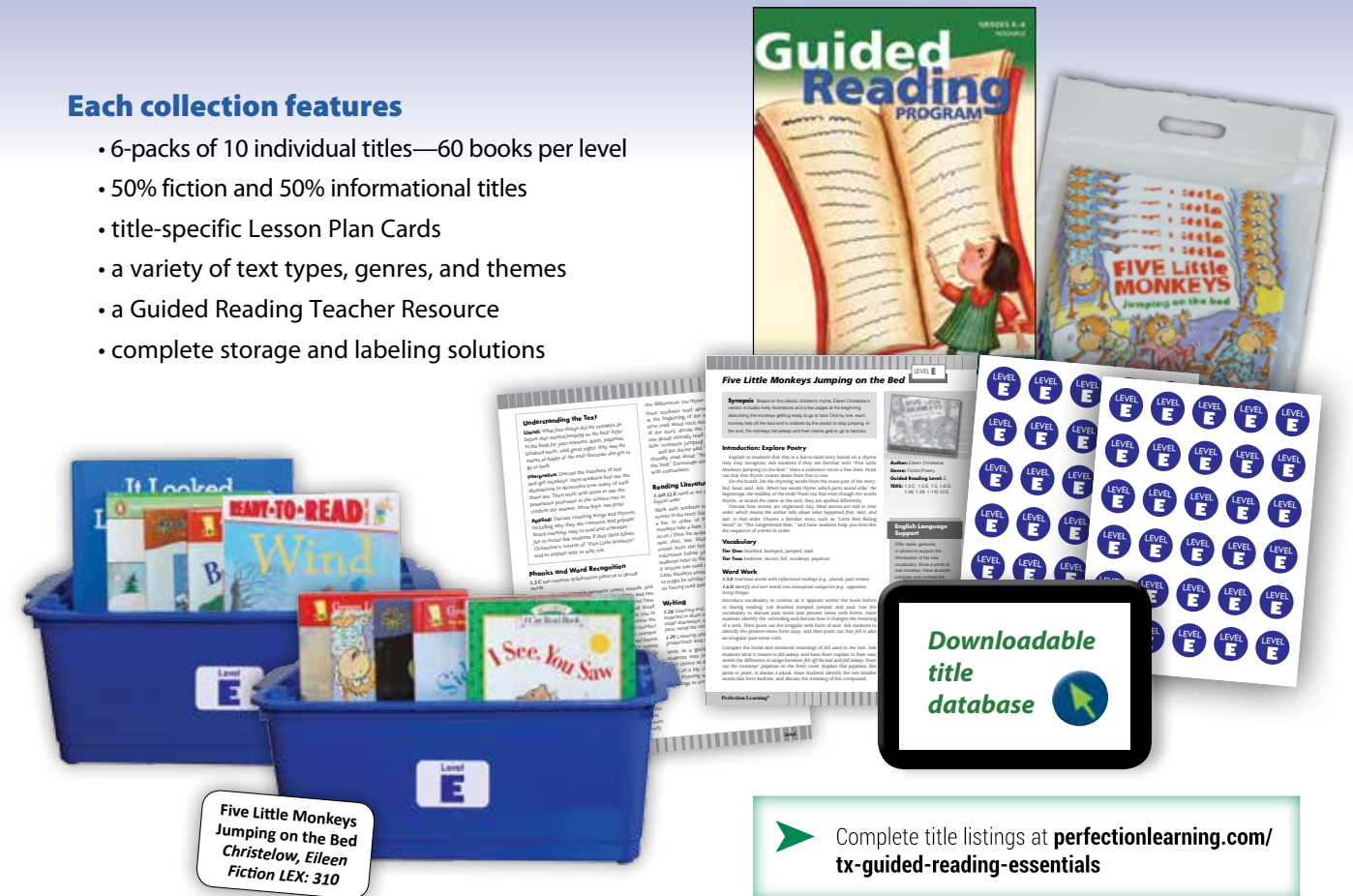
**G Phonics and Word Recognition**  
2.2.AIV decode multisyllabic words in context and independently or context by applying common letter-sound correspondences including vowel digraphs and diphthongs.  
2.2.C decode words by applying knowledge of common spelling patterns.  
Discuss the /oo/ sound. Call attention to the June poem. Explain that there are actually three spellings of the /oo/ sound in the June poem. Establish that June, group, droop, and soup all have the /oo/ sound. Isolate the three spelling patterns. (oo, ou, u, o) Brainstorm and build word lists reflective of the three different spelling patterns.  
**H Fluency**  
2.4 fluently read grade-level text with fluency and comprehension.  
Model the rhythm and expression inherent in Maurice Sendak's poetry. Have fun with the language. Read each poem aloud. Then have students read with you. Offer interested students...

**I Reading Literature**  
2.7 Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.  
Use a document camera to project the January poem. Explain that the author chose his words carefully to create just the right feel, or rhythm, in his poems. Begin by identifying the rhyming words in the first poem. (rice, ice, rice, twice) Then point out the repeated words. (rice, sipping, chicken soup with rice) Finally, discuss alliteration. (slipping, sliding, sipping) Continue discussing these elements with each of the poems.  
**J Writing**  
2.7 Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.  
Ask students to select one of the poems and modify the chorus by changing the repeated word. Remind them to play with the language but to also maintain the meaning of the poem. Provide time for them to share their new versions. An example might be:  
In August it will be so hot! I will become a cooking pot/bubbling soup of course—why not?/Bubbling once, Boiling Twice!/Boiling chicken soup with rice.

Informational Text Lesson Plan Card on page 6.

## Each collection features

- 6-packs of 10 individual titles—60 books per level
- 50% fiction and 50% informational titles
- title-specific Lesson Plan Cards
- a variety of text types, genres, and themes
- a Guided Reading Teacher Resource
- complete storage and labeling solutions



## Bookroom Collections

Grades K–3 (16 levels, A–P)	960 books (6-packs of 160 titles)	08837	-\$8,895.00	\$6,005.00
Grades 4–6 (10 levels, Q–Z)	600 books (6-packs of 100 titles)	08839	-\$6,520.00	\$4,400.00

## Grade-Level Collections\*

Grade K (5 Levels, A–E)	300 Books (6-packs of 50 titles)	08830	-\$2,655.00	\$1,858.00
Grade 1 (8 Levels, D–K)	480 Books (6-packs of 80 titles)	08831	-\$4,382.00	\$3,067.00
Grade 2 (5 Levels, J–N)	300 Books (6-packs of 50 titles)	08832	-\$2,894.00	\$2,026.00
Grade 3 (5 Levels, M–Q)	300 Books (6-packs of 50 titles)	08833	-\$2,980.00	\$2,086.00
Grade 4 (5 Levels, P–T)	300 Books (6-packs of 50 titles)	08834	-\$3,160.00	\$2,212.00
Grade 5 (5 Levels, S–W)	300 Books (6-packs of 50 titles)	08835	-\$3,240.00	\$2,268.00
Grade 6 (5 Levels, V–Z)	300 Books (6-packs of 50 titles)	08836	-\$3,300.00	\$2,310.00

\*Please note these collections overlap Guided Reading Levels between collections. Purchase of sequential grade levels will include duplicate titles.

## Guided Reading Level Collections 6-Packs of 10 titles

Level A	08797	-\$531.00	\$398.25	Level N	08810	-\$584.00	\$438.00
Level B	08798	-\$531.00	\$398.25	Level O	08811	-\$584.00	\$438.00
Level C	08799	-\$531.00	\$398.25	Level P	08812	-\$584.00	\$438.00
Level D	08800	-\$531.00	\$398.25	Level Q	08813	-\$644.00	\$483.00
Level E	08801	-\$531.00	\$398.25	Level R	08814	-\$644.00	\$483.00
Level F	08802	-\$531.00	\$398.25	Level S	08815	-\$644.00	\$483.00
Level G	08803	-\$531.00	\$398.25	Level T	08816	-\$644.00	\$483.00
Level H	08804	-\$558.00	\$418.50	Level U	08817	-\$644.00	\$483.00
Level I	08805	-\$558.00	\$418.50	Level V	08818	-\$644.00	\$483.00
Level J	08806	-\$558.00	\$418.50	Level W	08819	-\$664.00	\$498.00
Level K	08807	-\$584.00	\$438.00	Level X	08823	-\$664.00	\$498.00
Level L	08808	-\$584.00	\$438.00	Level Y	08827	-\$664.00	\$498.00
Level M	08809	-\$584.00	\$438.00	Level Z	08828	-\$664.00	\$498.00

No duplication of titles among sets on pages 5, 7, and back cover.

# Guided Reading INFORMATIONAL

Enrich your program with informational collections featuring the best nonfiction available!



**100% informational titles**—a 50/50 mix of science and social studies.

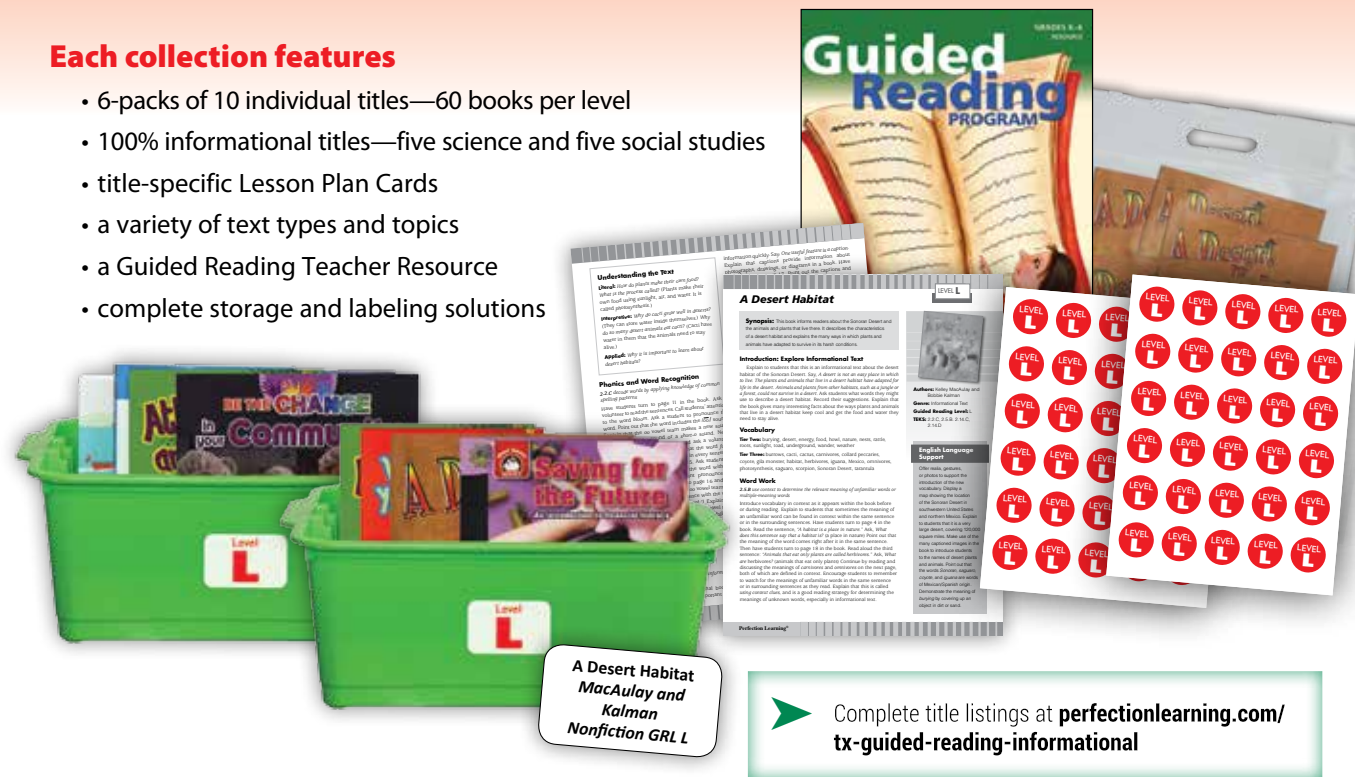
**Standards-based and curricular-aligned**—titles cover content addressed in TEKS and align to classroom studies.

**Variety of text types**—biographies, how to, narrative nonfiction, historical, and scientific texts.

**Varied topics**—civics and government, geography and culture, historical figures, economics, life science, physical science, earth/space science, technology, and math in science.

## Each collection features

- 6-packs of 10 individual titles—60 books per level
- 100% informational titles—five science and five social studies
- title-specific Lesson Plan Cards
- a variety of text types and topics
- a Guided Reading Teacher Resource
- complete storage and labeling solutions



Complete title listings at [perfectionlearning.com/tx-guided-reading-informational](http://perfectionlearning.com/tx-guided-reading-informational)

### Title-Specific Lesson Plan Cards

- A TITLE DETAILS**  
Includes text structure and TEKS standards covered
- B SYNOPSIS**
- C INTRODUCTION**  
Introduces the genre/text type
- D VOCABULARY and WORD WORK**  
Tiers One, Two, and Three content and academic vocabulary introduced in context
- E ENGLISH LANGUAGE SUPPORT**  
Title-specific vocabulary support strategies for ELLs
- F UNDERSTANDING THE TEXT**  
Three levels of text-based comprehension activities support close reading strategies
- G PHONICS AND WORD RECOGNITION**  
Application of relevant reading foundational skills
- H TEXT FEATURES**  
Provides discussion points to explore text structures and features
- I READING INFORMATIONAL TEXT**  
Suggestions to guide students in applying critical informational reading strategies
- J WRITING**  
Text-based writing supports reading/writing connection

**Sharks** LEVEL B

**B Synopsis:** This informational text introduces young readers to sharks—what they look like, and how they live.

**C Introduction: Explore Science Informational Text**  
Explain to students that they will be reading a science informational book. Remind them that an informational book has facts about a subject. Hold up the book and ask a volunteer to read the title. Ask, "What is this animal? What is it like? Where does it live?" Make a three-column chart where all can see. In the first column, list what students already know about sharks. Then do a book walk. Read the chapter titles and look at the pictures with students. In the second column, list the additional information students predict they will learn when they read the book. In the third column, list questions students still have about sharks. Explain to students that they can refer to their predictions and questions as they read to see if their predictions were correct and their questions were answered.

**D Vocabulary**  
**Tier One:** animals, fish, pointy, sharp, strong, swim  
**Tier Two:** fins, jaws, oceans, rough  
**Tier Three:** pup, schools

**E English Language Support**  
Other realia, gestures, or photos to support the introduction of the new vocabulary. Use the diagram on pages 20-21. Point to each part of the shark, say the word that labels it, and have students repeat it. Point out that the words eye, nose, teeth, mouth, and skin can also be used to describe things on...

**F Understanding the Text**  
**Literal:** How does a shark's skin feel? (like sandpaper) What do sharks eat? (meat, such as fish and other ocean animals)  
**Interpretive:** What does a shark look like? Name three of its body parts and describe them. (Possible answers: sharp, pointy teeth, strong jaws, pointy fins)  
**Applied:** What kinds of fish have you seen in your life? How are those fish like sharks? How are they different?

**G Phonics and Word Recognition**  
**K.1.C** Identify different parts of a book. (e.g., front and back covers, title page)  
**K.1.H.1.D** Make inferences based on the cover, title, illustrations, and plot.  
Have students identify the title on the front cover of the book. Then open to page 1. Explain that this is the title page. Say, "The title page is usually the first page of the book. It gives the book's title, author's name, and sometimes a picture of what the book will be about." Read the title and author's name with students.

**H Text Features**  
**K.1.G** Identify different parts of a book. (e.g., front and back covers, title page)  
**K.1.H.1.D** Make inferences based on the cover, title, illustrations, and plot.  
Have students identify the title on the front cover of the book. Then open to page 1. Explain that this is the title page. Say, "The title page is usually the first page of the book. It gives the book's title, author's name, and sometimes a picture of what the book will be about." Read the title and author's name with students.

**I Reading Informational Text**  
**1.1.F** Identify the topic and details in expository text to read, referring to the words and/or illustrations in other texts, and to the larger context and discuss textual evidence.  
Explain that the topic of an informational text is what the text is mostly about. Ask, "What is the topic of this text? (sharks) Then discuss how details tell more about a topic. Turn to page 6. Say, "This page tells us that sharks are big fish. This is a detail because it tells more about the topic of sharks. Continue through the book with students. Have them find one detail about sharks on each page of the text and tell about it in their own words."  
**J Writing: Expository and Procedural Texts.** Students use expository and procedural or work-related texts to share ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations. Have students write a sentence that describes something they learned about sharks. They can use a sentence frame such as the following:  
Sharks are \_\_\_\_\_  
Sharks have \_\_\_\_\_  
Sharks live \_\_\_\_\_  
Have them illustrate their sentence. Encourage them to label their illustration.

### Bookroom Collections

Grades K-3 (16 Levels, A-P)	960 books (6-packs of 160 titles)	09291	<del>\$8,912.00</del>	\$6,015.00
Grades 4-6 (10 Levels, Q-Z)	600 books (6-packs of 100 titles)	09224	<del>\$7,210.00</del>	\$4,867.00

### Grade-Level Collections\*

Grade K (5 Levels, A-E)	300 Books (6-packs of 50 titles)	08792	<del>\$2,645.00</del>	\$1,851.50
Grade 1 (8 Levels, D-K)	480 Books (6-packs of 80 titles)	08793	<del>\$4,346.00</del>	\$3,042.50
Grade 2 (5 Levels, J-N)	300 Books (6-packs of 50 titles)	08794	<del>\$2,835.00</del>	\$1,984.50
Grade 3 (5 Levels, M-Q)	300 Books (6-packs of 50 titles)	08996	<del>\$3,051.00</del>	\$2,135.50
Grade 4 (5 Levels, P-T)	300 Books (6-packs of 50 titles)	09233	<del>\$3,255.00</del>	\$2,278.50
Grade 5 (5 Levels, S-W)	300 Books (6-packs of 50 titles)	09234	<del>\$3,435.00</del>	\$2,404.50
Grade 6 (5 Levels, V-Z)	300 Books (6-packs of 50 titles)	09238	<del>\$3,895.00</del>	\$2,726.50

\*Please note these collections overlap Guided Reading Levels between collections. Purchase of sequential grade levels will include duplicate titles.

### Guided Reading Level Collections 6-Packs of 10 titles

Level A	08778	<del>\$529.00</del>	\$396.75	Level N	08791	<del>\$567.00</del>	\$425.25
Level B	08779	<del>\$529.00</del>	\$396.75	Level O	08997	<del>\$639.00</del>	\$479.25
Level C	08780	<del>\$529.00</del>	\$396.75	Level P	08998	<del>\$639.00</del>	\$479.25
Level D	08781	<del>\$529.00</del>	\$396.75	Level Q	08999	<del>\$639.00</del>	\$479.25
Level E	08782	<del>\$529.00</del>	\$396.75	Level R	09257	<del>\$639.00</del>	\$479.25
Level F	08783	<del>\$529.00</del>	\$396.75	Level S	09258	<del>\$639.00</del>	\$479.25
Level G	08784	<del>\$529.00</del>	\$396.75	Level T	09259	<del>\$699.00</del>	\$524.25
Level H	08785	<del>\$529.00</del>	\$396.75	Level U	09260	<del>\$699.00</del>	\$524.25
Level I	08786	<del>\$567.00</del>	\$425.25	Level V	09261	<del>\$699.00</del>	\$524.25
Level J	08787	<del>\$567.00</del>	\$425.25	Level W	09263	<del>\$699.00</del>	\$524.25
Level K	08788	<del>\$567.00</del>	\$425.25	Level X	09264	<del>\$699.00</del>	\$524.25
Level L	08789	<del>\$567.00</del>	\$425.25	Level Y	09265	<del>\$799.00</del>	\$599.25
Level M	08790	<del>\$567.00</del>	\$425.25	Level Z	09266	<del>\$999.00</del>	\$749.25

No duplication of titles among sets on pages 5, 7, and back cover.

"It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations—something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own."

Katherine Patterson, Author

# Expand your guided reading program beyond our Texas Guided Reading Collections with 6-packs leveled according to Fountas & Pinnell guidelines

## Guided Reading Leveled 6-Packs

Available in a variety of packaging options.

- **Single-title** 6-packs stored in a sturdy bag
- **Complete Bagged Set**—6-packs of all 15 titles in a set
- **Sampler**—one copy of each of the 15 titles in a set

*The packages on this page do not include Lesson Plan Cards.*

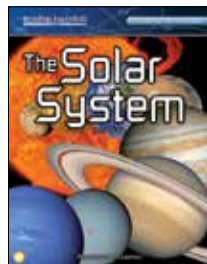


Title listings and individual 6-packs at [perfectionlearning.com/tx-guided-reading-book-sets](http://perfectionlearning.com/tx-guided-reading-book-sets)



	Fiction		Informational	
	Sampler	Complete Set	Sampler	Complete Set
Level A	0362401 \$ 51.19	0307701 \$307.13	0362501 \$ 56.39	0320301 \$338.31
Level B	0362701 \$ 56.19	0308201 \$337.14	0362801 \$ 62.44	0320401 \$374.63
Level C	0363001 \$ 65.68	0308301 \$394.07	0371001 \$ 77.65	0322101 \$465.89
Level D	0371101 \$ 58.87	0308701 \$353.21	0371201 \$ 78.18	0322201 \$469.05
Level E	0371301 \$ 60.43	0309001 \$362.57	0374801 \$ 70.69	0322301 \$424.13
Level F	0374901 \$ 62.74	0309101 \$376.43	0375301 \$ 68.12	0324301 \$408.77
Level G	0378201 \$ 59.05	0309201 \$354.29	0393201 \$ 77.00	0324401 \$461.97
Level H	0393301 \$ 70.34	0309301 \$422.01	0393501 \$ 59.06	0324501 \$354.38
Level I	0393701 \$ 74.45	0309401 \$446.72	0393801 \$ 62.20	0324601 \$373.20
Level J	0394001 \$ 58.36	0309501 \$350.15	0394201 \$ 79.98	0336001 \$479.90
Level K	0394301 \$ 80.02	0309601 \$480.11	0394401 \$ 56.84	0342201 \$341.01
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