



# Program Overview

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engage • empower • excel

GRADES K-3



created by Jill Eggleton, QSO





# Extraordinary Classroom Resources

## to **engage students,** **empower teachers,** and help **all students excel**

*Rigby Jille Literacy* is a unique collection of K-3 materials that:

- **Engage young readers** with delightful stories, poems, and informational texts available in print and digitally enhanced online.
- **Empower teachers** with embedded instructional support that allows them to spend less time planning and more time teaching.
- **Help all students excel** by providing targeted, individualized learning that closes learning gaps and ensures students a lifetime of reading success.

*Jille Literacy* has the power to unlock learning potential for all students with structured, explicit instruction in essential literacy skills and support for key social and emotional learning competencies.

# Resources That Work as Hard as You Do

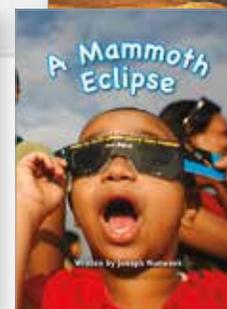
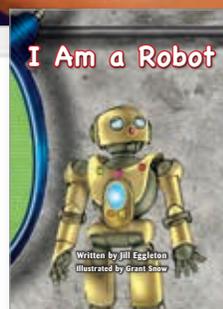
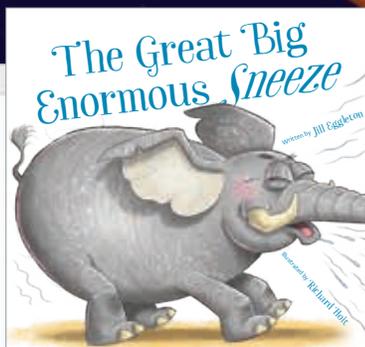
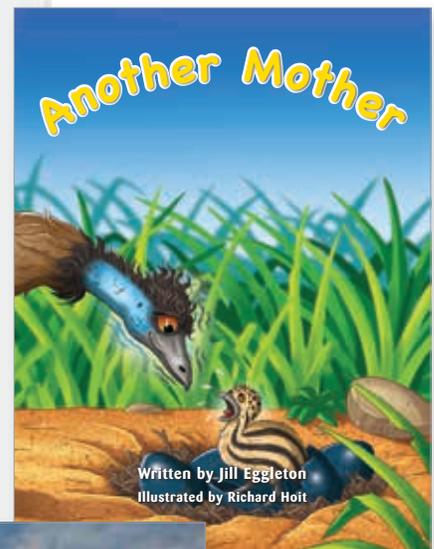
Rigby *JillE Literacy* is a unique collection of books, poems, and resources with **built-in support for all teachers and learners.**

## These unique K-3 materials:

- **Save time and elevate teaching practice** with built-in instructional support that minimizes planning and preparation.
- **Teach science-based literacy skills** in the context of engaging, authentic texts.
- **Support social-emotional learning** with stories and lessons written to support essential SEL competencies.

“I have been a teacher for 18 years, and **I have become a much better teacher of reading and comprehension** by using the panel suggestions in the leveled and shared reading books. The notes do a **GREAT** job meeting students’ diverse needs.”

—Renee Schultz, Kindergarten Teacher



## Support for Equity

We believe **meeting the needs of every student** is what equity is all about. It's a challenging job—but having the right tools makes all the difference.

**With guidance from Jill Eggleton on every page**, *JILLE Literacy* provides the instructional tools teachers need to support all learners. It's like having a master teacher and literacy coach beside you every step of the way.

### SOCIAL-EMOTIONAL LEARNING

#### Appreciating Diversity

Have students draw a picture of themselves, then write three things that make them different or unique around their picture. Hang up the pictures around the room and have students go on a "diversity walk" around the room. As students look at each picture, have them think about these questions:

- Why is it a good thing that everyone is different?
- What can I learn from someone who might be different from me?
- What can I do to make sure someone's differences are appreciated?

The chicks in the hen house were all yellow, all but one.

One chick had some green feathers. He didn't look like the other chicks at all.

**PREVIEW**  
What characters can you see here? Where does this story take place (setting)?  
What is different about one of these chicks?

**VIEW**  
Read the pages.  
What is different about one of the chicks? Read the words that tell you.

**REVIEW**  
Make a circle with your finger around the words feathers and chicks. Write the words that tell you there is more than one (plural) (s ending).  
Write the word chicks. What sound does chicks start with? (/ch/) Underline the /ch/ sound.  
What other words start with /ch/? Write them and underline the /ch/ sound. (cheese, chin, etc.)

#### Story Sequence

- What happened first?
- What happened next?
- What was a problem?
- How was the problem solved?
- How did the story end?



### PREVIEW



What characters can you see here? Where does this story take place (setting)?

What is different about one of these chicks?

### VIEW



Read the pages.

What is different about one of the chicks? Read the words that tell you.

### REVIEW



Make a circle with your finger around the words **feathers** and **chicks**.

What part of these words tells you there is more than one (plural)? (s ending)

Write the word **chicks**.

What sound does **chicks** start with? (/ch/) Underline the /ch/ sound.

What other words start with /ch/? Write them and underline the /ch/ sound. (**ch**ease, **ch**in, etc.)



### MEET JILL EGGLETON

*Jille Literacy* was created by Jill Eggleton, international literacy expert, educator, and author of over 1,000 children's books, poems, and teacher resources, including the *Sails* and *Key Links Literacy* series. In *Jille Literacy*, Jill **supports teachers and learners on every page** by modeling best practices and providing explicit instructional guidance for every text and skill.

# Skills in Context

*JillE Literacy* provides **explicit support** for essential literacy skills that help students catch up fast, within the meaningful contexts of **engaging texts** and instruction.

## Essential Literacy Skills

At its essence, reading is the product of two cognitive elements— **language comprehension** and **decoding**. You cannot read if you can't decode accurately. However, you cannot learn to read by just learning to decode. At a minimum, reading instruction must focus on both of these essential elements.

*JillE Literacy* uniquely supports both **decoding** and **language comprehension**, using highly engaging, non-decodable texts to teach a wide range of skills in the context of reading, including:

- Phonemic awareness, phonics, and decoding
- Oral language and vocabulary
- Reading fluency
- Comprehension skills and strategies
- Text forms, structure, and features
- Social and emotional learning

“Since using these books, I have noticed a huge jump in the achievement of my kids. They love getting out the books and reading them to each other, and it's great to hear them using the questions that I have used with them on each other. **The books have really made reading come alive.**”

—Ginny Ives, Assistant Principal

### Specific Decoding Strategies

- Using initial letters and sounds
- Blending sounds from left to right
- Looking for known letters, blends, and digraphs
- Using meaning and syntax
- Monitoring accuracy
- Using familiar spelling patterns
- Using word parts, such as prefixes, suffixes, and syllables
- Rereading for meaning clues

### Specific Comprehension Skills

- Making and checking predictions
- Asking and answering questions
- Retelling and summarizing
- Making connections and inferences
- Visualizing, comparing, and contrasting
- Analyzing, evaluating, and synthesizing
- Identifying main ideas, causes and effects, problems and solutions, themes, and author's purpose
- Supporting ideas with text evidence



Additional information about the embedded foundational skills instruction is available in our white paper, *Systematic Support for Phonics and Decoding*.

## Meaningful Contexts

These **essential literacy skills** are taught, reinforced, and practiced through daily whole-class and small-group lessons focused around engaging texts that provide a **meaningful context for learning** rather than teaching skills in isolation.

**Engagement is key.** There is no room for struggle, pain, or boredom in reading.

As teachers, we need to ask:

- Will this text engage students?
- Will it make them laugh, or feel moved in some way?
- Will they be encouraged to think, make connections, visualize because the words are painting pictures in their heads?
- And will it have an impact on their social and emotional learning?

“*I am passionate about literacy – passion is the fuel in the fire. We need to allow the sparks of our passion to ignite the wonder and the **love of reading.***”

–Jill Eggleton QSO, Author and Educator

Engaging readers with texts that **spark emotion, imagination, critical thinking, curiosity, and creativity** is the passion that drives *JillE Literacy*.



# Supporting All Learners

*JillE Literacy* helps teachers meet each student’s unique needs and close literacy gaps with instruction **designed for differentiation**, whether in school, after school, or during summer school.

## Stage, Not Age

No two children are alike when it comes to literacy development. Reading abilities vary from child to child—regardless of age. That’s why it’s essential to utilize instructional approaches that **differentiate materials and instruction** based on children’s stage of literacy development rather than their chronological age.

The classroom libraries in *JillE Literacy* **support all learners** with:

- **Whole-class instruction** that uses scaffolded read-aloud and shared reading approaches to make grade-level skills accessible to all students, regardless of stage.
- **Small-group instruction** that uses leveled materials to target the skills appropriate to each student’s developmental stage. Each classroom kit includes a wide range of reading levels and teaching versions that take the guesswork out of meeting the needs of all learners.

	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
K																			
1																			
2																			
3																			

## Support for English Learners

*JillE Literacy* supports English learners with an emphasis on **oral language and vocabulary, partner talk, and scaffolded instructional approaches** that support learners at all levels of language acquisition.

Two types of additional support for English learners are included for every small-group book—one type suitable for all English learners and another that allows teachers to choose from **substantial, moderate, or light support**.

### ENGLISH LEARNER SUPPORT

Point to and name specific objects or animals on each page (e.g., *plant, caterpillar, leaf, tree, bird, cat*). Have students repeat the name and then find the word on the page.

Spanish cognate: *planta* (plant)

### ENGLISH LEARNER SUPPORT

\*\*\* Point to and name each photograph on the graphic organizer (e.g., *plant, caterpillar, bird, cat*).

\*\* The \_\_\_\_\_ eats the \_\_\_\_\_.

- What do you see in each picture?
- What do the arrows mean?

EL Support Key: \*\*\* Substantial \*\* Moderate ▪ Light

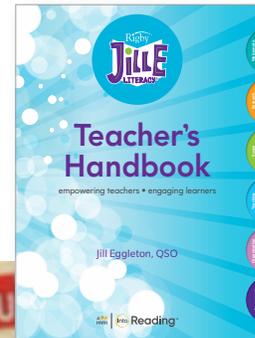
## Easy, Flexible Implementation

*JillE Literacy* provides a wealth of diverse and flexible resources that can easily be used **alongside other books and programs** to create a text-rich literacy curriculum.

TRADITIONAL	COMBINATION	DO-IT-YOURSELF
In classrooms with a <b>traditional reading basal</b> , <i>JillE Literacy</i> can expand reading instruction into new areas, with built-in support that helps teachers incorporate new instructional approaches.	In classrooms that utilize a <b>combination of whole-class and small-group approaches</b> , <i>JillE Literacy</i> can provide an infusion of engaging new texts with built-in tools for teaching essential skills in context.	In classrooms that use a <b>patchwork of resources</b> to teach literacy skills, <i>JillE Literacy</i> can help teachers focus on the most critical teaching opportunities and eliminate hours of planning time.

## Support for Teachers

Teachers are learners, too! Built-in lesson plans and instruction in every text, as well as a comprehensive Teacher's Handbook, save planning time and make the program **easy to follow and simple to implement**.

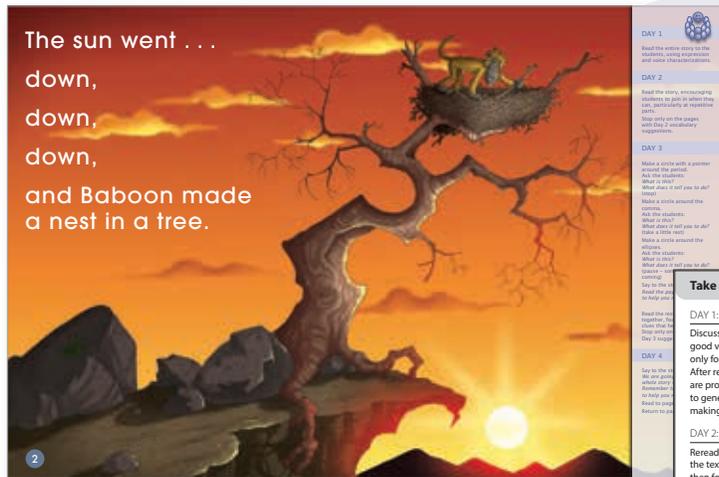


# Whole-Class Resources

Vibrant illustrations and rich language build a love of reading while teaching essential literacy skills in context.

## Shared Books

For shared reading to be successful, big books need to be more than just big. The large-format Shared Books in *JillIE Literacy* feature **robust vocabulary, rhythm, rhyme, and repetitive chunks of text** that encourage student participation and make language memorable.



**A five-day lesson plan and instructional panels** on every page make it easy to teach brisk, engaging shared reading lessons every day of the week.

### Take & Teach Notes

#### DAY 1: Comprehension

Discuss the title and the cover – build anticipation. Read the entire story, using good voice characterizations. It is important to keep the story flowing. Stop only for student interactions that are necessary. After reading the story, ask questions to stimulate discussion. Suggestions are provided on page 23. Activities are also included that encourage students to generate questions and that facilitate social-emotional learning through making text-to-self connections.

#### DAY 2: Vocabulary

Reread the story, encouraging students to join in during repetitive portions of the text. If an interesting, unusual, or difficult word appears, read the page and then focus on the word. Discuss its meaning. Then ask students to demonstrate the meaning with actions. Include the word on a WOW WORDS chart.

#### DAY 3: Reading with Fluency

Use the Day 3 suggestions to focus student attention on the print conventions and punctuation that appear in the story. Reinforce how these visual clues will help them read with expression. Then have the students join in as you reread the story.

#### DAY 4: Phonemic Awareness, Phonics, and Word Study

Reread the story together. Then use the pages with Day 4 suggestions to reinforce letter names; capitalization; the sounds of letters, blends, and digraphs; word families; and blending and segmenting phonemes.

#### DAY 5: Responding to the Story

Use the story as a springboard for:

- retelling the story using drama. Use the story frames on page 24 to review the story.
- retelling the story using Creative Clusters. Creative Clusters encourage students to change the story by making up new problems and/or solutions, changing the way the story ends, etc. One student in the group begins the story, and as a signal, the next student in the group continues the story, until all the students in the group have had a turn.
- a drawing or painting and an oral response. The drawings can be collated into a book for shared or independent reading, or used as a wall display.



#### DAY 1

Read the entire story to the students, using expression and voice characterizations.

#### DAY 2

Read the story, encouraging students to join in when they can, particularly at repetitive parts. Stop only on the pages with Day 2 vocabulary suggestions.

#### DAY 3

Make a circle with a pointer around the period. Ask the students: *What is this? What does it tell you to do?* (stop) Make a circle around the comma. Ask the students: *What is this? What does it tell you to do?* (take a little rest) Make a circle around the ellipses. Ask the students: *What is this? What does it tell you to do?* (pause – something else is coming) Say to the students: *Read the page. Use the clues to help you read it well.*

Read the rest of the story together, focusing on the clues that help with reading. Stop only on the pages with Day 3 suggestions.

#### DAY 4

Say to the students: *We are going to read the whole story together. Remember to use the clues to help you read it well. Read to page 23. Return to pages 12–13.*

## Poetry Cards

Every large-format Poetry Card includes an **engaging illustrated poem** on the front and an easy-to-follow **five-day lesson plan** on the back. The Shared Books and the Poetry Cards focus on the same key skills each day.



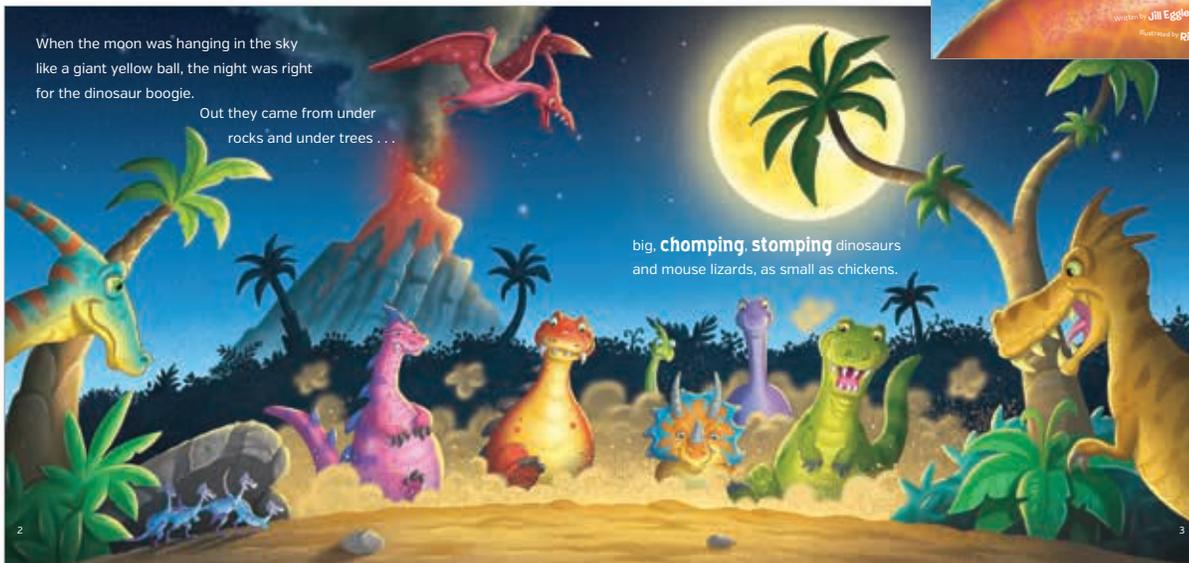
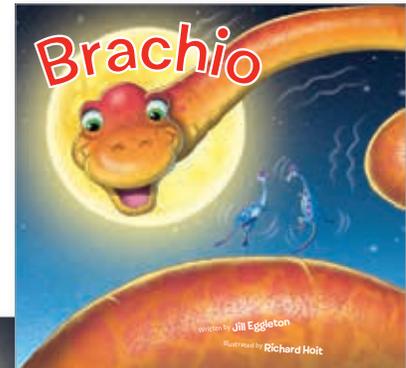
## Built-In Lesson Plans

- DAY 1 Comprehension
- DAY 2 Vocabulary
- DAY 3 Fluency
- DAY 4 Phonemic awareness, phonics, and word study
- DAY 5 Creative response to the story or poem

# Read Aloud Books

While almost any book can be read aloud, the most effective texts are the ones that allow teachers to **model and share the joy of reading.**

The Read Aloud Books in the Kindergarten and Grade 1 kits feature the kinds of stories, characters, and language that connect with children, sparking their imagination and leading to **great discussions and social and emotional learning.**



When the moon was hanging in the sky like a giant yellow ball, the night was right for the dinosaur boogie.

Out they came from under rocks and under trees . . .

big, **chomping, stomping** dinosaurs and mouse lizards, as small as chickens.

**Supportive teaching notes and related extension activities** inside every Read Aloud Book help teachers make the most of the reading experience.

**“I work with English Learners, and my students love the shared books and poems that Jill Eggleton has written. The rhyme and repetition give them confidence to share and read! As a teacher, the side panels have been a wonderful addition.”**

—Marcy Colwell, EL Specialist

**TEACHER NOTES**

Reading aloud is an essential part of any literacy program and one of the most important building blocks for becoming a lifelong reader. Reading aloud to children extends and enriches vocabulary and increases a student's understanding of language structures, helps develop comprehension, and provides a model for fluent, expressive reading. It helps develop imagination by transporting children into worlds beyond their own. Above all, reading aloud should be an enjoyable experience for teachers and students.

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**Engage the Listener**

Introduce the story by displaying the cover and reading the title aloud. Say: *I think Brachio is a good name for a dinosaur. He must be a brachiosaurus. He looks happy. I wonder what these small dinosaurs are called and what they are doing. Let's read the story and find out.*

**Enhance the Reading**

Use these tips to help bring the read aloud to life.

- Read the book ahead of time and practice reading it aloud.
- Download the audio file to listen to the story as read by the author.
- Use a booming voice for the big, chomping, stomping dinosaurs and a tiny voice for the mouse lizards, as small as chickens.
- Use sound effects and actions to emphasize the illustrated action words, such as flick, snap, stomp, jump, thump, wiggle, and bump.

**TEACHER NOTES** (continued from inside front cover)

If desired, extend the read aloud using one or more of the response activities below.

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**Writing**

**Character Writing**

Use the story as a springboard for writing. Have students draw one of the characters. Ask them to write about the character they have drawn using approximated spelling. Write the student's message underneath their attempt using correct spelling. Collate the pages into a class book and encourage students to read it during independent reading time.

**Speaking & Listening**

**Partner Talk**

Have students turn to a partner and discuss one or more of the following talking topics:

- Their favorite part and why
- The problem in the story
- How the problem was solved
- Which character or characters they liked or didn't and why

**Creative Arts**

**Dramatize the Story**

Have students work together in small groups to retell the story using drama. Ask them to think about:

- Where does the story take place?
- Who are the characters in the story and what are they like?
- Who will play the part of each character?
- What are the important events in the story?

**Language & Vocabulary**

**Act Out the Words**

After reading, invite students to act out the following "wow" words from the story: boogie, chomping, stomping, thump, wiggle, enormous, stomp, toppled, lumbered, chattered, stomped, roared, plonked.

**Social/Emotional Learning**

**Kindness and Consideration**

Have small groups talk about the following questions:

- Why is it important to be kind and helpful to others, especially those who are not as big or strong as us?
- What should you do if someone is not being nice to you or bullying you like the big dinosaurs did to Brachio?

Invite each group to share what they discussed with the class.

**Independent Reading**

**Reading & Listening Center**

Place the book in the reading and listening center and encourage students to read it on their own and to each other. Download the audio file to listen to the story as read by the author.

**CHILDREN WILL LOVE TO**

- Join in with the reading and add their own actions to repeated words, such as wiggle, wiggle, bump.
- Make up their moves and join dinosaur boogie.

Developed by Jill Eggleton  
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# Small-Group Resources

Leveled books with **embedded instructional support** take the guesswork out of small-group instruction.

## Leveled Books (for Student Use)

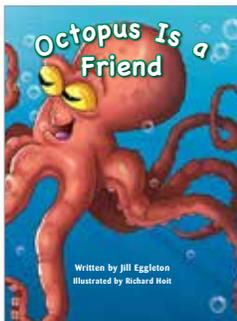
There's nothing more powerful or rewarding than reaching students with **exactly the right instruction** to help them grow as readers. But it can be tough to find the right materials to support the diverse learners in a primary classroom.

The solution starts with **texts written especially for small-group instruction**. The Leveled Books in *JillE Literacy* were designed to include:

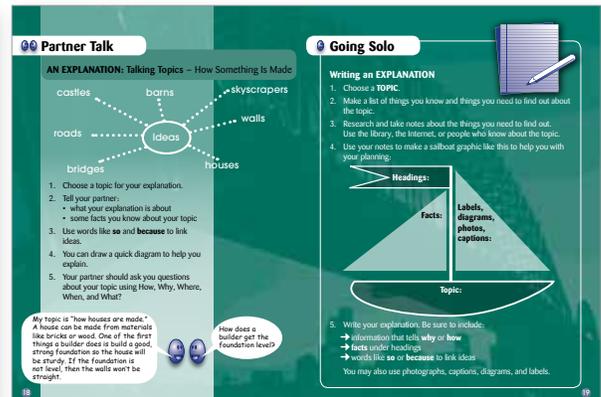
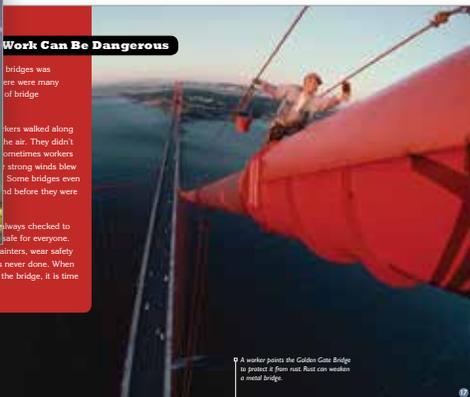
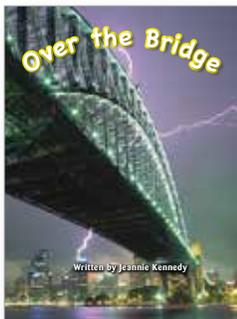
- A **broad span of reading levels**, both above and below grade level
- Text load, vocabulary, and design **carefully controlled for each level**
- Embedded opportunities to teach **appropriate skills and strategies**
- A 50-50 mix of **fiction and informational text** genres and text forms
- Vibrant illustrations and photography and a variety of **visual and text features**
- After-reading activities that **bridge reading, oral language, and writing**

“The teaching panels ... provide teachers with an invaluable tool ... **They are my favorite resources to use when teaching reading!**”

—Cathy Huhnerkoch,  
First Grade Teacher



## Level E Fiction (Animal Fantasy)



## Level P Informational Text (Explanation)



## Flexible Online Resources

*JillE Literacy* is available on **Ed™**, the **HMH learning platform** that combines the best of technology, content, and instruction to customize the teaching and learning experience.



Every print resource has a corresponding digital resource, making it easier than ever to:

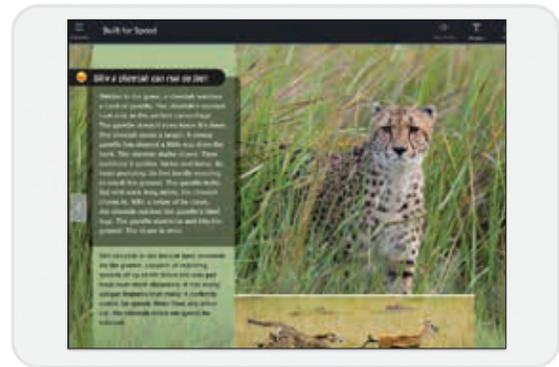
- **Engage young readers** with enhanced online books and poems with read-aloud function.
- **Reduce planning and preparation time** with comprehensive support for teachers.
- **Extend lessons** with printable post-reading activities that help children develop critical thinking skills.
- **Assess students** with ease by using online assessment forms and checklists.
- **Improve student outcomes** with engaging, differentiated materials with embedded support.



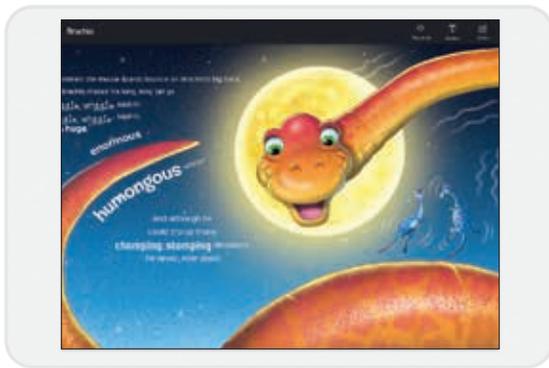
# Ed Resources Include



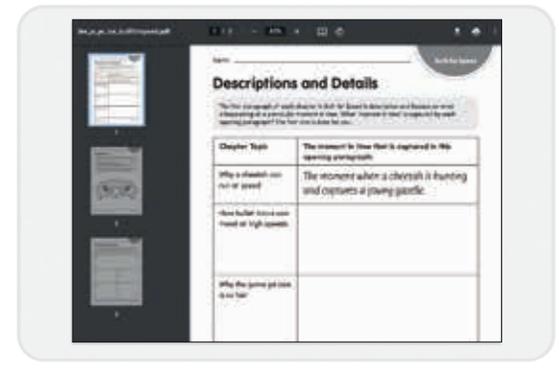
POETRY CARDS WITH AUDIO



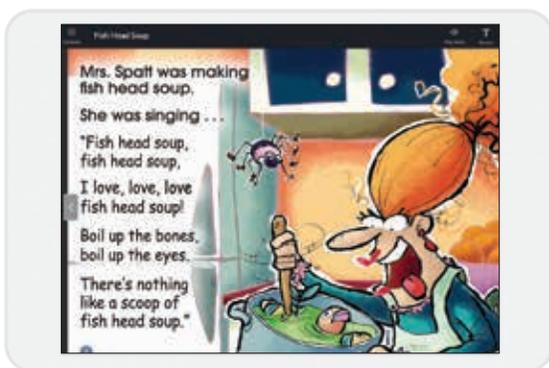
LEVELED AND TAKE & TEACH BOOKS



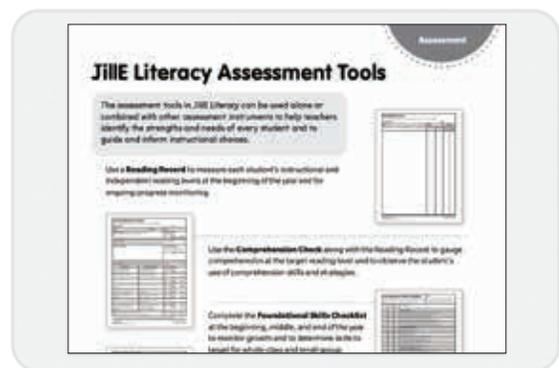
READ ALOUDS WITH AUDIO



PRINTABLE POST-READING ACTIVITIES



SHARED BOOKS WITH AUDIO



ASSESSMENT FORMS AND CHECKLISTS

# Grade K Texts and Materials

## Shared Books

Shoo Fly  
Bad Luck Duck  
Baboon's Nest  
How Boring  
Mice in the Kitchen  
Windy Day

## Poetry Cards

A Fu Fu Bird  
Bagon the Dragon  
Bubble Trouble  
Careful, Frog  
Claws on Paws  
Clever Monkey  
Cloud Floating  
Duck Feet  
Egg on My Bed  
Fly Feet  
The Giant Clapped  
Gorilla in the Rain  
Growing  
Hurry, Mouse  
Listen, Listen  
Look at Mr. Ned  
One Nose  
Peeping Through the Keyhole  
Popcorn in the Pot  
Silly Frog

## Read Aloud Books

Brachio  
Sneaky Snake  
Fat Cat and Baby Bird  
Digby the Digger Dog  
Big Bubba  
Donkey Trouble  
Booms-a-Daisy  
Molly Moo Loo  
Fire Dog Frizzle  
Wobbling Whiskers  
Beebee Bear  
The Great Big Enormous Sneeze

Also included:

### Teacher's Handbook Online Resources

- Digital eBooks
- Printable poems and activities
- Audio recordings

## Small-Group Materials

(Leveled Books, Take & Teach Books, and Take & Teach Lessons)

Title	Level	Genre
Monkey Fun	B	Fiction
What Next?	B	Informational Text
Wheels	B	Informational Text
Kind Bird	B	Fiction
Night in the Garden	B	Informational Text
I Am a Robot	C	Fiction
What Is Long?	C	Informational Text
Where Can They Live?	C	Informational Text
I Am Wet	C	Fiction
Tricky Tiger	C	Fiction
No, Cat!	D	Realistic Fiction
Lucky Seal	D	Informational Text
Look! No Tail!	D	Informational Text
Hide and Seek	D	Fiction
Crazy Cat	E	Realistic Fiction
Caterpillar, Caterpillar	E	Fiction
Hungry Fox	E	Informational Text
Brown Bear	E	Informational Text
Big Gorilla	E	Informational Text
A Crocodile Mother	E	Informational Text
Greedy Rabbit	E	Fiction
Crazy Cat Helps Out	E	Realistic Fiction
Hippo's Egg	E	Fiction
Animal Fathers	E	Informational Text
Frogs in the Pool	F	Realistic Fiction
Tricky Goose	F	Fiction
Where Is Dad?	F	Realistic Fiction
Sailor Sid Is Sick	F	Realistic Fiction
Where Are the Bats?	F	Informational Text
Food for Zebras	F	Informational Text
Down at the Waterhole	F	Informational Text
Helicopters Help	F	Informational Text
Cat and Fish	F	Fiction
The Tall Tree	F	Informational Text
TJ's Car	G	Realistic Fiction
Cool Sails	G	Fiction
Big Dinosaur	G	Fiction
Under the Ice	G	Informational Text
Changing Colors	G	Informational Text
Robot Crab	G	Informational Text
Sailor Sid Is Clever	G	Realistic Fiction
Lazy Lilly	G	Realistic Fiction
Tricera's Lesson	G	Fiction
Living in a Cave	H	Informational Text
A Handy Horse	H	Informational Text
Moving Seeds	H	Informational Text
A Big Earthquake	H	Informational Text
Garbage in the River	H	Informational Text
I Dare You	H	Fiction
A Bag in the Jungle	H	Fiction

# Grade 1 Texts and Materials

## Shared Books

Cass the Color Robber  
 Another Mother  
 Grumpy Rhino  
 Pirate Polly  
 Ratty Tatty Cat  
 Mrs. McFee

## Poetry Cards

Silly Baboon  
 Booms-a-Daisy  
 Dancing Bear  
 Dear Moon  
 Dear Sun  
 Down by the River  
 Gobbling Goat  
 If a Cow Comes in the Kitchen  
 Isabella Buckarella  
 Jellybean Tree  
 Jimmy Joe  
 Lizzie Lee  
 My Sister Said  
 My Sky  
 Nest in My Hair  
 Never Tug a Tiger's Tail  
 Scat!  
 Sniffing Nose  
 A Spider in My Shoe  
 Wet Elephant

## Read Aloud Books

Isabella Buckarella  
 Squitty Fish  
 Ruby Blair  
 Oh Me, Oh My  
 The Jellybean Tree  
 Peggy Loo & Poppy Woppy  
 The Jungle Green Jalopy  
 Papa Joe's Shed  
 Granny McQueen and the Popcorn Machine  
 Uncle Wunkle and Miggle Mouse  
 The Enormous Yellow Cloud  
 Butterfly Magic

Also included:

### Teacher's Handbook

### Online Resources

- Digital eBooks
- Printable poems, activities, and graphic organizers
- Audio recordings

## Small-Group Materials

(Leveled Books, Take & Teach Books, and Take & Teach Lessons)

Title	Level	Genre/Text Form
Sleeping Animals	B	Informational Text
Racing	B	Informational Text
Whiskers	B	Informational Text
No Bones	B	Informational Text
A Place to Live	B	Informational Text
Dinner for Baby	B	Realistic Fiction
Look at the Web	B	Animal Fantasy
Go, Mouse!	B	Animal Fantasy
The King's Pants	C	Realistic Fiction
Look, Bee!	C	Animal Fantasy
Rabbit and Frog	C	Animal Fantasy
Day and Night in the Desert	C	Informational Text
Racing Cars	D	Realistic Fiction
Dad's Boot	D	Realistic Fiction
The Turtle's Journey	D	Informational Text
No Kings in the Kitchen	E	Realistic Fiction
Octopus Is a Friend	E	Animal Fantasy
Octopus Mother	E	Informational Text
Smoke Jumpers Help	E	Informational Text
Going Under	E	Informational Text
The King's Ride	F	Realistic Fiction
It Started with a Plant	F	Informational Text
Super Dog	F	Informational Text
Saving Shark	F	Animal Fantasy
Green Feathers	F	Animal Fantasy
Big Bull	G	Animal Fantasy
Living in Space	G	Informational Text
Big Bull Gets Bored	G	Animal Fantasy
Mrs. Spatt and Spider	G	Animal Fantasy
Spider Gets Jealous	G	Animal Fantasy
Baby Bonobos Alone	H	Informational Text
Dolphins to the Rescue	H	Informational Text
Moving Elephants	H	Informational Text
Tilly's Tantrum	H	Realistic Fiction
Harpy Eagle Chick	I	Informational Text
Different Plants	I	Informational Text
Baxter	I	Realistic Fiction
Bully Bugs	J	Informational Text
Up Pops A Mushroom	J	Informational Text
The Storyteller	K	Realistic Fiction/Narrative
The Flying Panini	K	Realistic Fiction/Narrative
The Griffon Vulture	L	Informational Text/Report
Who's Who?	L	Realistic Fiction/Description
Saving Grandpa	L	Realistic Fiction/Personal Narrative
A Suit for Spacewalking	M	Informational Text/Explanation
What's That?	M	Informational Text/Description
A Sneak Peek into Diego's Diary	M	Realistic Fiction/Diary
Climbing a Rock Wall	N	Informational Text/Explanation
The Dingo Fence	N	Informational Text/Report
The People on Hickory Street	N	Realistic Fiction/Description

# Grade 2 Texts and Materials

## Shared Books

Monkey's Mistake  
 Fish Head Soup  
 Suzee Sing Special Spy  
 A Bunyip in the Billibong  
 Harry McFarr's Clunker Car  
 A Bat Is a Bat

## Poetry Cards

The Blobfish  
 Bear Grooming  
 Cabbage Horror  
 Computer Care  
 Flies Are Spies  
 Fussy Uncle Wunkle  
 Go, Go, Jasper Joe!  
 Hugo's Glasses  
 Isabella Gumble  
 Lazy Robot!  
 The Micro Monster  
 Mighty Milan  
 Nanny Annie  
 Never, Ever  
 Ridiculous  
 Rolling Rumble  
 Snake Trick  
 Spider Lies  
 Truggle Tree Monsters  
 Weird

Also included:

### Teacher's Handbook Online Resources

- Digital eBooks
- Printable poems, activities, and graphic organizers
- Audio recordings

## Small-Group Materials

(Leveled Books, Take & Teach Books, and Take & Teach Lessons)

Title	Level	Genre/Text Form
The Aliens Go Shopping	F	Science Fiction
Going Up	F	Informational Text
Jake's Job	F	Realistic Fiction
Tricky Aliens	F	Science Fiction
Robber Cat	G	Realistic Fiction
In a Nutshell	G	Informational Text
A Possum in the House	G	Realistic Fiction
A Job for Suzee Sing	G	Mystery
Eddy's Shoes	G	Realistic Fiction
Moon Mouse	G	Animal Fantasy
Mister Rooster	H	Realistic Fiction
Knut—A Pet or Not?	H	Informational Text
The Junk Raft Journey	H	Informational Text
The Battle to Breathe	H	Informational Text
Alien Trouble	H	Science Fiction
Uncle Al	H	Realistic Fiction
Robot Lander on Mars	I	Informational Text
A Real Tree House	I	Informational Text
A Snake Wrangler	I	Informational Text
Robot RG9 Takes Over	I	Science Fiction
Lucky Water Buffalo Calf	J	Informational Text
A Battle in the Deep Sea	J	Informational Text
The Bedroom Swing	K	Realistic Fiction/Personal Narrative
Adventure in the Desert	K	Realistic Fiction/Narrative
No Worries	L	Realistic Fiction/Personal Narrative
Yes, No, or Maybe So	L	Opinion Text/Persuasive Argument
The Hoatzin Bird	M	Informational Text/Report
Word Pictures	M	Informational Text/Description
Hunting for Treasure	N	Informational Text/Explanation
Race to the Finish	N	Informational Text/Explanation
The Certificate	N	Realistic Fiction/Narrative
The Goat—Mobile	N	Realistic Fiction/Personal Narrative
Outside This Window	N	Informational Text/Description
K.C. Miggins	O	Realistic Fiction/Narrative
The Call of the Sea	O	Informational Text/Report
The Secret	O	Realistic Fiction/Narrative
A Mammoth Eclipse	O	Informational Text/Report
On the Ball	O	Informational Text/Explanation
Go Fish	O	Informational Text/Explanation
Banjo	P	Realistic Fiction/Narrative
Inside-Out Skeletons	P	Informational Text/Explanation
Uncle Al—Surfer	P	Realistic Fiction/Personal Narrative
Circus Performers	P	Informational Text/Explanation
Fussy Ferret	P	Realistic Fiction/Personal Narrative
Over the Bridge	P	Informational Text/Explanation
The Hand of Nature	Q	Informational Text/Description
Kids Speak Out	Q	Opinion Text/Persuasive Argument
A Trip to Space Camp	Q	Informational Text/Report
Perfectly Ridiculous	Q	Realistic Fiction/Personal Narrative
Samso—The Green Dream	Q	Informational Text/Report

# Grade 3 Texts and Materials

## Shared Books

The Enormous,  
Ginormous Hole  
The Cantankerous Camel  
Otis O'Doodle  
Monsters Are Baloney  
Super Squid  
Lily O'Lee

## Poetry Cards

Hairy Spider Stew  
Anastasia Arabella  
Bathing the Cat  
Behind Bars  
Cats! Cats! Cats!  
The Crafty Crocodile  
Destination Mars  
Fearless Phil  
Hedgehog Antics  
Homeless Dog  
Hot Feet  
Moaning Millie  
Ocean Commotion  
Oodles of Noodles  
Rhino in a Rage  
Skunk  
Thomas Tyler Thackery  
Under the Stair  
What a Preposterous Sight  
to See  
What Is Old?

Also included:

### Teacher's Handbook Online Resources

- Digital eBooks
- Printable poems, activities,  
and graphic organizers
- Audio recordings

## Small-Group Materials

(Leveled Books, Take & Teach Books, and Take & Teach Lessons)

Title	Level	Genre/Text Form
Bug Hunters	I	Informational Text
Cousin Kate	I	Realistic Fiction
Uncle Al and the Soccer Game	J	Realistic Fiction
Different or the Same?	J	Informational Text
The Stars Above	K	Informational Text
Dad's Place	K	Realistic Fiction/Personal Narrative
A Sneak Peek into Abigail's Diary	L	Realistic Fiction/Diary
Different Villages	L	Informational Text/Report
Making a Choice	M	Realistic Fiction/Narrative
Views on the News	M	Opinion Text/Persuasive Argument
Grandma Reanie's Beans	N	Realistic Fiction/Narrative
Consequences	N	Realistic Fiction/Personal Narrative
Through the Lens	N	Informational Text/Description
Out of Nature	O	Informational Text/Report
Seeing Eye to Eye or Not	O	Opinion Text/Persuasive Argument
A Thirsty World	O	Informational Text/Report
Through the Eyes of Bloggers	O	Opinion Text/Persuasive Argument
Changes	P	Realistic Fiction/Personal Narrative
Into Cole Cave	P	Realistic Fiction/Narrative
Lens on Nightlife	P	Informational Text/Explanation
Squeezing Putty	P	Realistic Fiction/Personal Narrative
Choices	P	Realistic Fiction/Narrative
Change Happens	P	Realistic Fiction/Personal Narrative
Fiction Today—Fact Tomorrow	Q	Informational Text/Report
Technophobia	Q	Opinion Text/Persuasive Argument
Saving for the Future	Q	Informational Text/Explanation
Tapping into Talent	Q	Realistic Fiction/Narrative
Readers' Viewpoints	Q	Opinion Text/Persuasive Argument
Invisible Threads	Q	Informational Text/Report
Spotlight on the People	R	Realistic Fiction/Description
Wildlife Detective	R	Informational Text/Diary
Team Haircut	R	Realistic Fiction/Narrative
Uncle Al—Chaperone	R	Realistic Fiction/Personal Narrative
Tall Tales or True Tales?	R	Opinion Text/Persuasive Argument
The Decathlon	R	Realistic Fiction/Personal Narrative
Grandma Reanie's Rockers	R	Realistic Fiction/Narrative
Between the Pages	R	Realistic Fiction/Description
On the Wings of a Bird	S	Informational Text/Report
Built for Speed	S	Informational Text/Explanation
Talent on Show	S	Opinion Text/Persuasive Argument
Lighting Up the Dark	S	Informational Text/Description
Shadows of the Past	S	Informational Text/Report
Crazy Challenges	S	Informational Text/Explanation
Blogger's Babble	S	Opinion Text/Persuasive Argument
The Claw	T	Realistic Fiction/Narrative
Beaky McKay	T	Realistic Fiction/Personal Narrative
World Without Trees	T	Informational Text/Explanation
Speak Like Us	T	Realistic Fiction/Narrative
Call Me Harry	T	Realistic Fiction/Personal Narrative
Hidden Horrors	T	Informational Text/Report

# Three Different Kit Types to Experience *JillE Literacy*

*JillE Literacy* is available in **grade-level kits**, **whole-class kits**, and **small-group kits** to fit into any classroom or resource library.

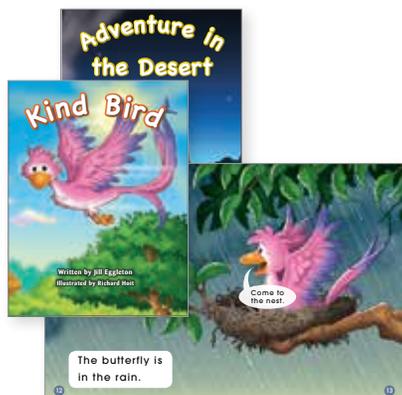
## Inside Each Grade-Level Kit

Each complete grade-level kit (available for Grades K-3) includes everything you need for whole-class and small-group instruction.



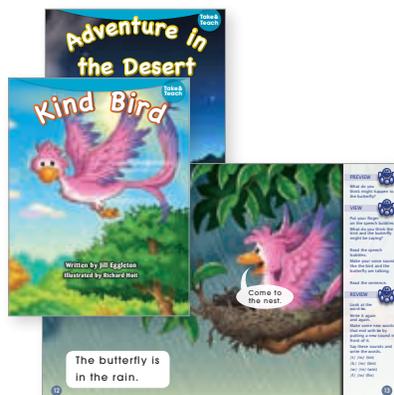
### 12 READ ALOUD BOOKS

Included with grade K-1 kits only



### 50 LEVELED BOOKS

Student versions in 6-packs



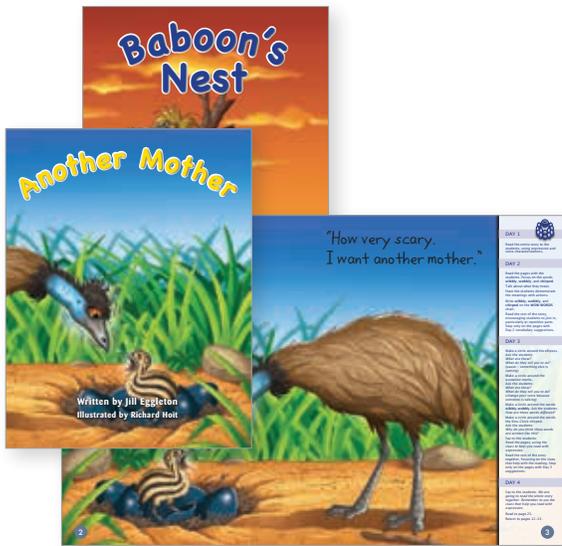
### 50 TAKE & TEACH BOOKS

Teaching versions with instructional panels



### 50 TAKE & TEACH LESSONS

Instructional plan and response activities



**6 SHARED BOOKS**

Large-format books designed specifically for shared reading



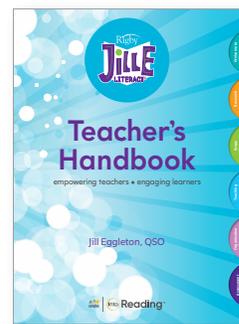
**20 POETRY CARDS**

Large-format cards with instruction on the back



**ONLINE RESOURCES**

Digital eBooks, audio recordings, and printable blackline masters

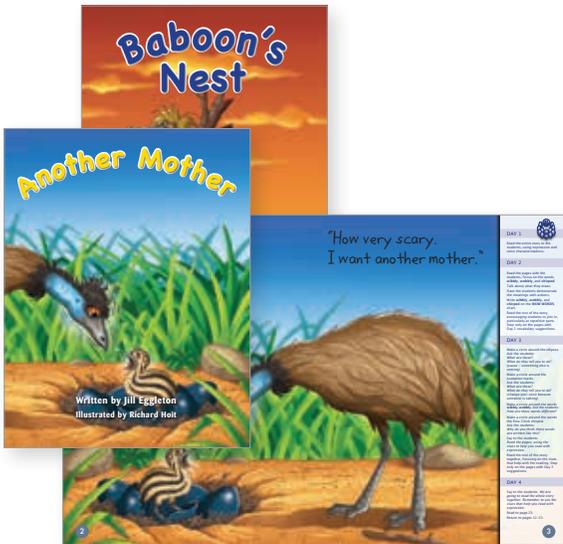


**TEACHER'S HANDBOOK**

Comprehensive guide to Jill Eggleton's Literacy

## Inside Each Whole-Class Kit

Each whole-class kit (available for Grades K-3) includes all the components needed for whole-class instruction.



### 6 SHARED BOOKS

Large-format books designed specifically for shared reading



### 12 READ ALOUD BOOKS

Included with grade K-1 kits only



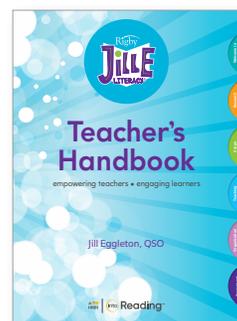
### 20 POETRY CARDS

Large-format cards with instruction on the back



### ONLINE RESOURCES

Digital eBooks, audio recordings, and printable blackline masters

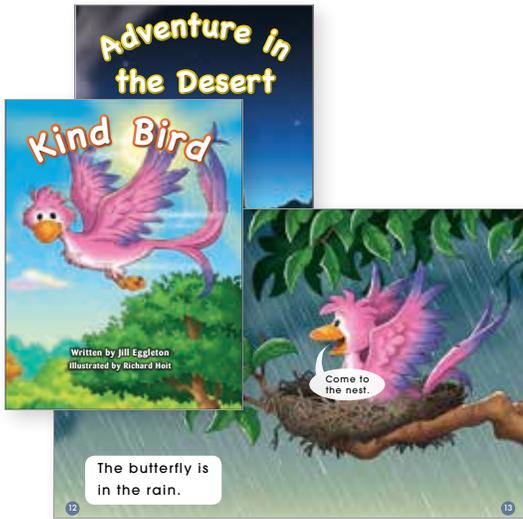


### TEACHER'S HANDBOOK

Comprehensive guide to *Jill Eggleton Literacy*

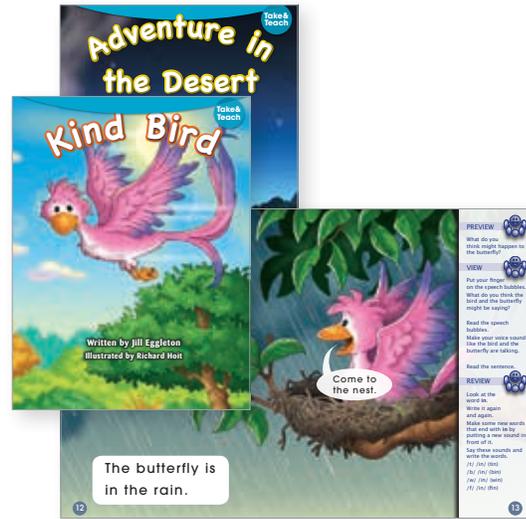
## Inside Each Small-Group Kit

Each small-group kit (available for Grades K-3) includes all the components needed for small-group instruction.



### 50 LEVELED BOOKS

Student versions in 6-packs



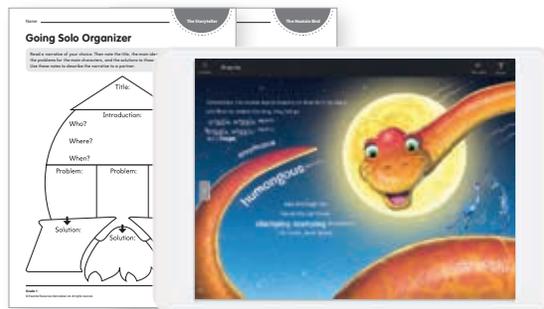
### 50 TAKE & TEACH BOOKS

Teaching versions with instructional panels



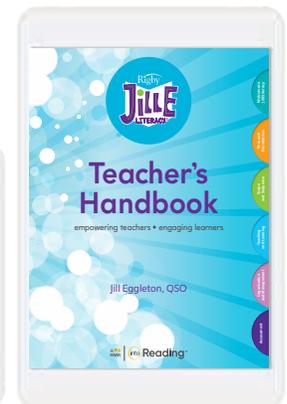
### 50 TAKE & TEACH LESSONS

Instructional plan and response activities



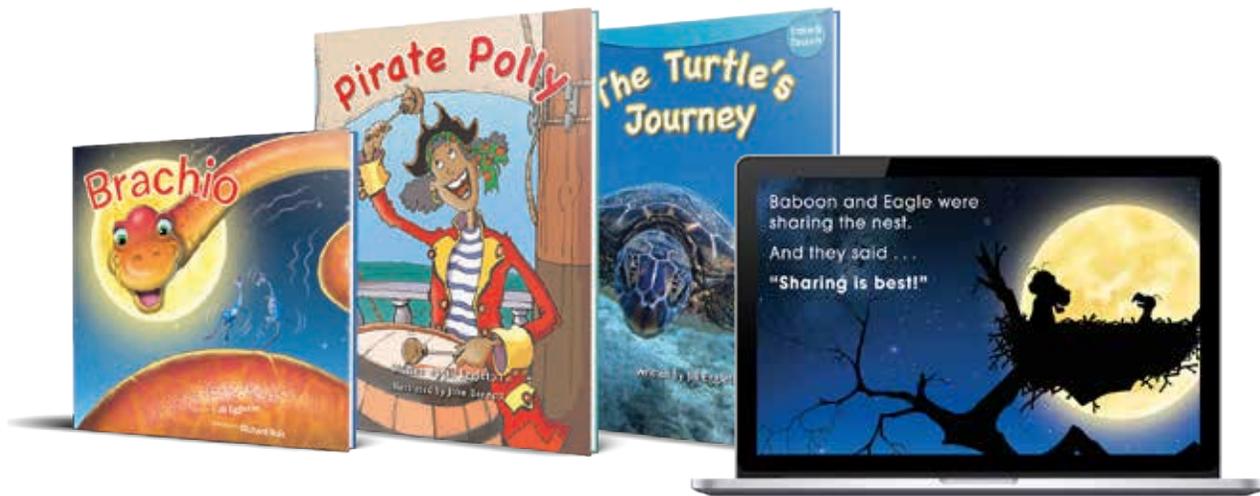
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