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## **THE SASQUATCH ESCAPE: *The Imaginary Veterinary Book 1*** **by Suzanne Selfors**

### COMMON CORE CONNECTIONS—THIRD-GRADE FOCUS

Every book can meet most if not all Common Core State Standards. However, we have found that some books speak directly to a few Standards with strength. These applications seek to make the connections between a particular text and the Common Core Standards as written for third graders—leaning on this text’s literary strengths.

#### **3.RL.1**

This standard encourages students to ask questions they have about the text, the characters, and the author’s craft as they read, while also seeking the answers to their queries. To demonstrate their deepening understanding of the story, students should reference the book to provide evidence within the text. 3.RL.1 speaks to close reading of the book, asking students to make logical inferences regarding what is happening in the story. A chart that has three columns (what the text says, what I know, what I infer from both the text and my experiences) gives students a structure to document their thinking as they continue questioning and answering. Because of the variety of engaging events to question and think about in *THE SASQUATCH ESCAPE*, students can easily be assessed as to whether or not they are meeting this standard.

#### **3.RL.3**

Students are asked to describe characters, detailing how they look, sound, and act. Readers should support their thinking about the characters’ traits, motivations, and/or feelings with evidence from the book. Selfors’s characters get involved in the action of the story; there is plenty of material to engage readers. Plus, the characters develop over the course of the story, changing because of the circumstances and events within the text. Students may choose one or two of their favorite characters to explore in this way. How do the characters change or grow? Of course, students should utilize their thinking from 3.RL.1 when they were thinking deeply about the text, asking and answering their “readerly” questions.

#### **3.RL.7**

This standard asks readers to express how the illustrations contribute to what is conveyed by the author’s words. Dan Santat’s illustrations, from full page to squirrel-bordered text, pull readers into the story and provide consistent support as the book moves ahead. Every few pages there is an illustration that recaps what happened and provides additional details in a visual manner.



### 3.RL.9

This Standard suggests that readers make comparisons regarding plot, characters, and themes of stories written by the same author. Look as some of the other books in The Imaginary Veterinary series, like *The Lonely Lake Monster*, *The Rain Dragon Rescue*, and *The Order of the Unicorn*. Selfors’s other highly imaginative series—*To Catch a Mermaid* and *Smells Like Dog*—could also elicit intriguing comparisons from students.

### 3.RL.10

This Standard seeks to encourage students to read a diversity of genres across the school year. This series has a huge component of fantasy, which Ms. Selfors does quite well. She incorporates imaginary creatures, yet the characters are very real and fully developed, and therefore, she offers entry points for a wide range of readers.

### 3.W.1

The first writing Standard for third grade encourages students to create an opinion piece about themes or texts; the expectation is that students will provide a point of view with supporting reasons. There are a few steps requested of them: introduce the topic or text, clearly present an opinion, and provide a list of reasons in an organized structure, using linking words (like because or since) to connect the ideas. A conclusion should wrap up the written piece. Students have much to choose from with a wide choice of well-developed characters and intriguing events happening throughout the story.

### 3.RFS.4

The table below provides page number, beginning phrase, and fluency strategies to consider to help students read with fluency.

<p><b>page 4</b></p> <p>Start at the top of the page/stop at the bottom.</p> <ul style="list-style-type: none"> <li>• Work on phrasing words two or three to a grouping, as a means of working on fluency (smooth reading).</li> <li>• Use punctuation wisely.</li> </ul>	<p><b>page 25</b></p> <p>Start at the bottom of the page; last paragraph through the bottom of page 26.</p> <ul style="list-style-type: none"> <li>• Focus on phrasing the words so they flow. Pretend you are the characters speaking.</li> <li>• Re-read to make meaning.</li> </ul>	<p><b>page 52</b></p> <p>Start with last full paragraph/stop near the bottom of page 53.</p> <ul style="list-style-type: none"> <li>• Read using punctuation, especially noticing the various roles of the commas.</li> </ul>
<p><b>page 85</b></p> <p>Start at the top/stop at the bottom.</p> <ul style="list-style-type: none"> <li>• Focus on dialogue. Read as if the characters are speaking.</li> <li>• Recognize various sentence structures.</li> </ul>	<p><b>page 106</b></p> <p>Start at the top/stop at the bottom.</p> <ul style="list-style-type: none"> <li>• Recognize various sentence structures: statements, questions, and exclamations. (Punctuation consideration).</li> </ul>	<p><b>page 160</b></p> <p>Start with first full paragraph/stop at top of page 163.</p> <ul style="list-style-type: none"> <li>• Pretend you are reading the scene aloud. Work on your volume, pace, diction (AKA clarity of speaking), as well as your ability to engage listeners.</li> </ul>

Suggested Fluency practices:

- Encourage students to group words meaningfully to add to fluency.
- Pick a passage to prepare to read to a classmate, the whole class, or a family member (also as a means of discussing the book).
- Read alternating sentences with a partner.