

COMPLEMENTARY RESOURCE

“YOU GOT THREE MORE, GRANDPA?” USING TRI-TEXTS TO SUPPORT STUDENT READING AND LEARNING ACROSS THE CURRICULUM

Dr. William P. Bintz
Kent State University

Abstract

This article provides an introduction to, and rationale for, the concept of tri-texts. It shares examples of tri-texts with samples of instructional strategies teachers can use to support the process of intertextuality and enhance student learning across the curriculum. I begin with a personal experience of reading aloud picture books about Winnie the Pooh to my six-year-old granddaughter. Personally, I was pleased, but not surprised, that she enjoyed all three books. Professionally, this experience sparked my interest in developing and using tri-texts across the curriculum. I describe tri-texts as an extension of paired text and illustrate samples of instructional strategies used with tri-texts in English/Language Arts, Social Studies, Science, and Mathematics. I end with some concluding thoughts and share examples of other recommended tri-texts across the curriculum.

Introduction

One benefit of taking a historical perspective is that it “broadens the vista and adds a critical dimension to the analysis of present-day issues” (see, Alexander & Fox, 2004). Looking at reading from a historical perspective is a good example. Throughout the recent history of reading research, instruction, and assessment (1950’s to present), there has been much debate over the “right” or “most effective” approach to teach reading (Goodman, 1996). This debate continues today and is centered on a pattern or recurrence of several issues. For example, some recurring and hotly contested issues include the debate over the emphasis on whole word vs. phonetic instructional approaches, unbalanced vs. balanced or integrated reading instruction, individual vs. social reading practices, the use of controlled vocabulary readers vs. authentic children’s literature, formal vs. informal literacy assessment, and most popularly the Science of Reading vs. Whole Language.

At the same time, there is a topic that has neither been hotly contested nor formally or informally debated over the history of reading. This topic involves the important role literature, especially picture books, has on children’s language and literacy development. Universally, parents, grandparents, and teachers all recognize the power and potential of high-quality and award-winning picture books to help children 1) nurture a genuine love of books, 2) develop a positive disposition towards reading, 3) promote language and language development, 4) build

personal, social, and academic vocabulary, 5) enhance inferential strategies and comprehension skills, and 6) support the reading process of intertextuality i.e. making connections between and across books.

Given the current debate over issues about teaching reading going on today, this article functions as a reminder from one reading educator and grandfather about the crucial and pivotal role children's literature plays in the literate lives of children. Specifically, the purpose of this article is to provide an introduction to, and rationale for, the use of tri-texts to support student reading comprehension across the curriculum. It shares examples of tri-texts with samples of instructional strategies that support student reading and learning across the curriculum.

I begin with a personal experience of reading aloud picturebooks about Winnie the Pooh to my six-year-old granddaughter, including my reflections on the whole experience. Personally, I was pleased, but not surprised, that she enjoyed all three books. Professionally, this experience sparked my interest in developing and using tri-texts across the curriculum. I describe tri-texts as an extension of paired text and illustrate samples of instructional strategies used with tri-texts in English/Language Arts, Social Studies, Science, and Mathematics. I end with some concluding thoughts.

Reading Aloud Winnie the Pooh

Like most children, my six-year-old granddaughter loves stuffed animals, especially cuddly brown bears. Recently, I read aloud to her at bedtime three picture books about a very special bear known around the world – Winnie the Pooh. These books were *Finding Winnie: The True Story of the World's Most Famous Bear* (Mattick, 2015), *Finding Winnie: The Story of the Real Bear Who Inspired* (Mattick, 2015), and *Winnie: The True Story of the Bear Who Inspired Winnie-the-Pooh* (Walker, 2015). I read these books because she sleeps with a stuffed bear that she named Winnie. I also wanted to introduce the fascinating story behind the world's most famous bear.

I read aloud the first picture book, pausing when my granddaughter asked a question, made a comment, or noted a feature of an illustration. After reading, she placed her stuffed bear next to the picture book and began to animate how her bear was like and not like Winnie. After a short while, she stopped and stated, "Let's read the next one, Grandpa."

I read aloud the second picture book in the same manner that I read the first one. After reading, my granddaughter placed her stuffed bear in between the two picture books and again animated how her bear was like and not like Winnie in each book. After a short while, she stated, "I like these two books, Grandpa. Let's read the third one."

I read aloud the third picture book in the same manner as the first two. After reading, my granddaughter laid down the three books in front of us and stated,

I like all these books, Grandpa. They all are about a soldier who found a baby bear at the railroad station. The bear didn't have any parents, so the soldier felt sad and couldn't leave him there. He named the bear Winnie, like I named my stuffed bear Winnie, and took him to a zoo. Winnie met Christopher Robin at the zoo and became a famous bear. I love Winnie but I love my stuffed bear more.

I started to collect the books to signal it was ready to go to sleep. My granddaughter put one hand on top of the three books and stated,

You know, Grandpa, these books are the same but also a little different. They really don't tell the same story. This book [pointing at a book] said that the baby

bear at the railroad station was for sale, not for adoption. This book [pointing at a different book] said the soldier was a veterinarian and took care of horses. And this book [pointing at the third book] said the soldier named the bear Winnie after where he lived. I like them all, Grandpa. You got three more?

I said, “Yes, but that will be tomorrow night.” I collected the three books, placed them in her bookcase, and my granddaughter crawled under the covers. We both said goodnight and we loved each other. Then, she rolled over and went to sleep.

Reflection

Afterwards, I tried to sleep but couldn’t. I kept reflecting on this whole experience. Personally, I was pleased, but not surprised, that she enjoyed all three books. I particularly enjoyed how she connected her own stuffed bear to the baby bear in each of the stories. Professionally, I kept thinking that, while I read each book separately, my granddaughter saw three books collectively, making connections across the books in the form of similarities and differences. I also kept thinking about her last question, “You got three more, Grandpa?”

This question sparked my curiosity about the concept of tri-texts. It also inspired me to develop tri-texts across the curriculum and share instructional strategies used with tri-texts across the curriculum, specifically in English/Language Arts, Social Studies, Science, and Mathematics. Simply stated, this whole experience inspired this article.

From Paired Text to Tri-Text

The concept of tri-text builds on and extends the notion of paired text. Simply put, a paired text is two texts that are related in some way, e.g. topic, theme, character, concept, etc. Paired text is not a new idea; however, it has been, and continues to be, a powerful concept in literature-based reading instruction (Bintz, 2015). A tri-text consists of three texts that are also related in some way. The three picture books about Winnie the Pooh is an example of a tri-text.

Ways to Develop Tri-Text

Like paired text, there are many ways develop a tri-text (see, Lupo, et al., 2019). Among others, these ways include pairing contradictory texts, three texts that tell the same story but in contradictory ways. Another way is pairing corresponding texts, three texts that address the same theme but in unique ways, e.g. different voices, stances, etc. Still another way is pairing companion texts, three texts that complement each other by collectively widening the perspective on a specific topic in a content area.

Benefits of Tri-Text

A tri-text has many of the same benefits for readers as do paired text. Among others, a tri-text: 1) helps readers “develop both an expectation for connections and strategies for making the search for connections more productive and wide ranging” (Short & Harste, with Burke, 1996, p. 537), 2) enables students to learn about one text from other texts, and reading and sharing understandings of tri-text can contribute to learning across all subjects (Neufeld, 2005, p. 302), 3) helps students share and extend understandings of each text differently than if only one

text is read and discussed (Short, Harste, Burke, 1996, p 537), 4) enables students to read one text to build background knowledge for reading related texts (Soalt, 2005, p. 680), and 5) increases vocabulary by seeing same words in different contexts and motivation to explore topics of little interest to students (Soalt, 2005, p. 681).

Intertextuality

One of the most important benefits is that tri-texts support the process of intertextuality. This term, first coined in the 1960s by Julia Kristeva (Allen, 2000), essentially means “to weave together” (King-Shaver, 2005, p. 1). Since then, much professional literature emphasizes the importance of intertextuality, commonly referred to as making connections between texts (Harvey & Goudvis, 2017).

Intertextuality refers to the personal connections students make between the books they are currently reading and their past experiences. Instructionally, a tri-text is one way to put intertextuality into action in the classroom. It supports students to make intertextual connections across texts. In the process students develop both an expectation for connections and strategies for making connections productive and wide ranging (Short, Harste, Burke, 1996, p. 537).

Instructional Strategies

There are many instructional strategies that can be used with tri-texts. Here, I share examples of tri-texts and illustrate samples of instructional strategies used with specific tri-texts. I personally developed all these instructional strategies, each of which can be used across content areas. I present these examples of tri-text and samples of strategies by academic discipline. I also share additional tri-texts across the curriculum (see Appendix A).

English/Language Arts: The picture books *The Oldest Student: How Mary Walker Learned to Read* (Hubbard, 2020), *Mr. George Baker* (Hest, 2004), and *Papa’s Stories* (Johnson, 1994) is a tri-text on the topic of the importance of learning to read, no matter the age. Tri-Text Story Chart is an instructional strategy used with this tri-text of picture books. The following are short descriptions of each picture book.

In the 19th century, Mary Walker was an African American slave who lived and worked with her family on a cotton plantation until freed by the Emancipation Proclamation. She married and raised children but never learned to read. Finally, at age 114, Mary Walker took a reading class in her retirement home and finally learned to read.

Mr. George Baker tells the story of an African American man who is 100 years old and an accomplished drummer, but he never learned to read. Each morning, he sits on his front porch with a young boy waiting for the school bus to take them both to school. George Baker never learned to read, and Harry hasn’t learned to read yet. Together, they go to school to learn to read. Harry is learning to read with other children, and George Baker is learning to read with other grownups down the hall from Harry.

Papa’s Stories tells the tender story between a father, Papa, and his daughter, Kari. Kari loves Papa to read her stories. One day, she discovers from a neighborhood friend that Papa’s stories are not the same as the real stories in the books. She questions whether Papa can really read. Papa finally admits to her that he never learned to read. He also vows to start learning to read so that he can continue reading to her.

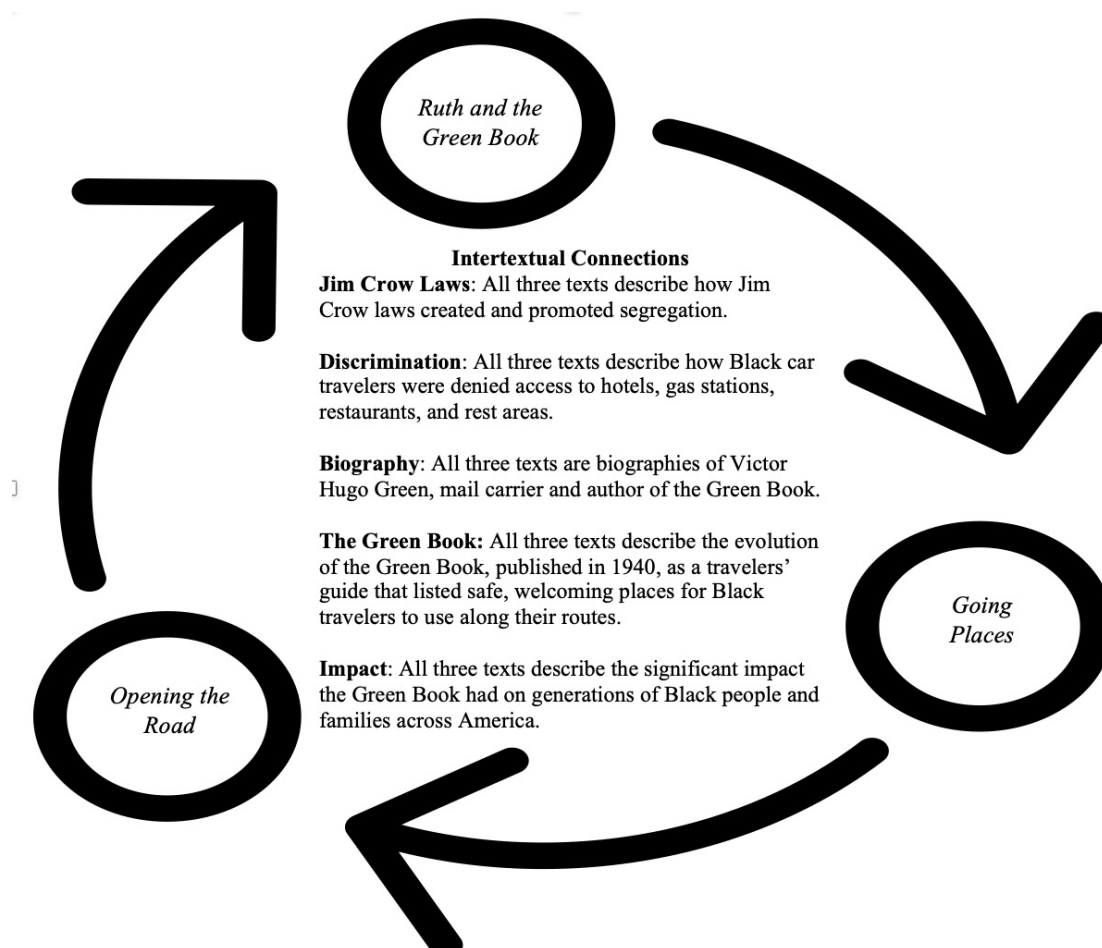
Tri-Text Story Chart is an instructional strategy that uses story elements as a framework to support reading comprehension in each text and the identification and description of intertextual connections across texts (see Figure 1)

Figure 1. Tri-Text Story Chart

	<i>Papa's Stories</i>	<i>Mr. George Baker</i>	<i>The Oldest Student</i>	Intertextual Connections
Character	Papa, Mama, Kari (daughter), Kari's neighbor friend	Mr. George Baker, Mrs. Baker, Harry, little neighborhood boy	Mary Walker, African American, slave, and the nation's oldest student in 1848, mother, father, sisters, brothers	All three texts identify and describe the main character as an African American adult with an important relationship with a child.
Setting	Family house, rural	Morning, George Baker's outside front porch	Cotton plantation in Alabama	All three texts identify and describe the major problem as an adult who never learned to read.
Problem	Papa reads to Kari but makes up stories based on illustrations, not words, because he never learned to read.	George Baker is 100 years old and an accomplished drummer, but he never learned to read.	Mary Walker was a slave, slaves were expected to work, not go to school. Mary never learned to read or write.	All three texts describe and illustrate the main character as determined, perseverant, and dedicated to learning to read.
Solution	Kari accidentally learns Papa can't read by her friend reading the same stories as Papa but with a different version. Mama confirms to Kari Papa can't read. Papa starts to learn to read, and now reads the real stories.	George Baker and Harry sit together, side by side, on the front porch waiting for the school bus to take both to school. Harry is learning to read with other children, and George Baker is learning to read with other grownups down the hall from Harry.	Emancipation Proclamation freed Mary Walker and family. Mary and mother worked as cleaning ladies to feed siblings. Mary vowed to learn to read. Mary married, had children, and worked. At age 114, Mary took reading class in her retirement home and learned to read.	All three texts describe how the main character sees learning to read as a gift to himself/herself and an act of love to loved ones. All three texts describe how the main character saw learning to read as an act of freedom. All three texts had a mood of honesty and courage.
Mood	Gentle, honest, determined, accepting	Gentle, honest, determined, accepting	Determined, courageous	

Social Studies: The picture books *Opening the Road: Victor Hugo Green and His Green Book* (Dawson, 2021), *Ruth and the Green Book* (Ramsey, 2010), and the nonfiction book *Going Places: Victor Hugo Green and His Glorious Book* (Bolden, 2020) is a tri-text on Victor Hugo Green, an African American man and mail carrier who published a green book to protect African Americans from Jim Crow laws that promoted racial segregation and discrimination while traveling by automobile across the United States. Circles of Intertextual Connections is an instructional strategy that supports student identification and description of intertextual connections across texts (see Figure 2).

Figure 2. Circles of Intertextual Connections



Science: The picture books *The Man Who Made Time Travel* (Lasky, 2003), *Sea Clocks: The Story of Longitude* (Borden, 2004), and *The Discovery of Longitude* (Galat, 2012) is a tri-text on the true story of John Harrison, a country clockmaker from England who solved one of the greatest nautical navigation problems of the 19th century. The problem was longitude. At the time, there was no way for sailors to determine longitude and therefore their ships often became lost at sea, and even worse sank from crashing into rocks and losing lives. John Harrison solved the problem by brilliantly designing and successfully testing a sea clock that accurately determined longitude.

Intertextual Connections Category Chart is an instructional strategy that supports reading comprehension in each text and the identification and description of intertextual connections across texts. During or after reading, students write a short overview of each story in the left-hand column of the chart. Along the top, students identify important intertextual connections across the tri-texts. In the columns underneath, students describe each intertextual connection (see Figure 3).

Figure 3. Intertextual Connections Category Chart

	Problem of Longitude	The Longitude Act	H4 Timepiece	Controversy
<i>The Man Who Made Time Travel</i> (Biography of John Harrison who solved one of the most perplexing scientific problems of all time in nautical navigation, namely, longitude)	All three texts identify and describe longitude as the most serious problem in nautical navigation during the 18 th century. The problem became an international crisis when, on October 22, 1707, a violent storm passed through the Scilly Isles of the southwestern coast of England. Twenty-	All three texts discuss the Longitude Act. In 1714, seven years after almost 2000 sailors lost their lives, the British Government passed the Longitude Act. The Act promised to pa] a large monetary reward of £20,000 sterling as a prize to anyone who could solve the problem of longitude. The solution had to be a “practical and useful method for measuring longitude. In addition, the British Government also created a Board of Longitude consisting	At the time, astronomers and mathematicians believed that the solution to the problem of longitude was in the stars, like latitude. All three texts discuss identify and discuss the real solution to longitude and the person who solved it - John Harrison. By trade, John Harrison was a country carpenter and clockmaker. Over time, he designed and built four clocks solve the problem of longitude. The clocks were called H-1, H-2, H-3, and H-4. Unlike traditional timepieces, H4 was more a small watch than a large	All three texts acknowledge and describe the controversy surrounding the acceptance of H-4 solving the problem of longitude. Even though H-4 had been tested at sea and proved it was able to determine the exact longitude of a ship, the Board of Longitude disagreed. Astronomers, especially Nevil Maskelyne, still believed the answer was in the stars, not in a timepiece. The Board denied Harrison all the monetary prize, electing instead to
<i>Sea Clocks: The Story of Longitude</i> (Life story of John Harrison, highlighting his surprising solution to	one British ships sailed into fog and crashed on the rocks, piercing their hulls. Four ships sank within minutes. Approximately 2000 sailors died in the crashes. The ships			

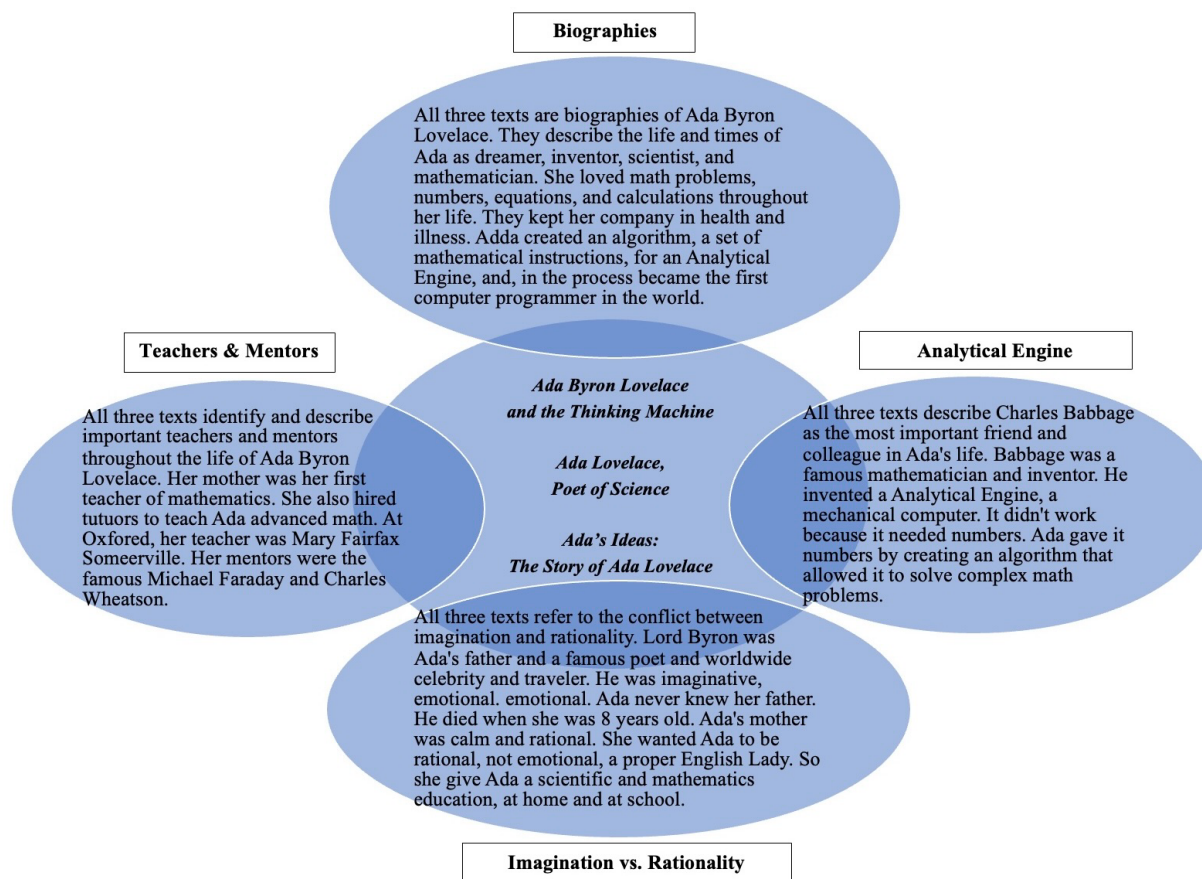
the nautical navigation problem of longitude, a timepiece developed in his workshop and tested at sea)	crashed that night because the sailors were lost and did not know it. In terms of nautical navigation, they did not know their location because at the time there was no way to measure a ship's location. Sailors used the stars in the sky to determine latitude, but they had no way to measure longitude. The problem was longitude and the country who solved it would rule the seas.	of scientists, mathematicians, and astronomers to judge all the entries to the competition.	clock. It had no pendulum, could withstand the rocking of a ship at sea, and was not affected by temperature. Harrison tested H-4 at sea, and it kept accurate time. He had successfully built a timepiece, a sea clock, that solved the problem of longitude. Harrison won the prize for solving the problem, making him wealthy and earning him international recognition and praise.	pay half, £10,000 sterling. The Board of Longitude demanded a retrial. Once again, H-4 proved successful at determining the longitude of a ship at sea and in different temperatures. In 1773, John Harrison finally was awarded the total prize money for solving one of the greatest problems in the world.
<i>The Discovery of Longitude</i> (Narrative describing the remarkable story about one of the most serious problems of nautical navigation in the 18th century and about John Harrison, the man who ingeniously solved the problem.				

Mathematics: The picture books *Ada Byron Lovelace and the Thinking Machine* (Wallmark, 2015), *Ada Lovelace, Poet of Science: The First Computer Programmer* (Stanley, 2016), and *Ada's Ideas: The Story of Ada Lovelace, the World's First Computer Programmer* (Robinson, 2016) is a tri-text on Ada Lovelace. The following is a precis that captures the main ideas of each story.

Ada Byron Lovelace was the daughter of the famous English poet, Lord Byron. Instead of poetry like her father, Ada loved science and mathematics. She particularly loved numbers. While studying at Oxford in England, she met several noted mathematicians, most notably Charles Babbage. She developed a collegial relationship with Babbage who had designed a mechanical computer, but it didn't work because it needed numbers. Ada Byron Lovelace gave it numbers by creating an algorithm that allowed it to solve complex math problems. In the process, she had become the first computer programmer in the world.

Spheres of Intertextual Connections is an instructional strategy that supports reading comprehension in each text and the identification and description of intertextual connections across texts. During or after reading, students identify an important intertextual connection at the top of each sphere. In each sphere, students describe each intertextual connection (see Figure 4).

Figure 4. Spheres of Intertextual Connections



Conclusion

As mentioned at the beginning, this article functions as a reminder from one reading educator and grandfather about the crucial and pivotal role children's literature plays in the literate lives of children. Specifically, it provided an introduction and rationale for the concept of tri-texts. It also shared examples of tri-texts used with samples of instructional strategies to support student the process of intertextuality across the curriculum. All tri-texts consisted of picture books, a mostly traditional and highly popular kind of text. Much recent research, however, has been, and continues to be, conducted on the development and implementation of text sets using expanded, not traditional ideas of texts (Tracy, Menickelli, & Scales, 2016). In addition to picture books, these expanded ideas of texts include newspapers, cartoons, field guides, websites, tweets, blogs, songs, podcasts, poems, etc.

Similarly, Cappiello & Dawes (2021) provide examples of resources and suggestions for developing text sets, also referred to as linked text sets (NWESD Communications, 2019; see also, Pytash, et al., 2014; Cummins, 2017). Linked text sets consist of non-traditional texts like multimodal and multi-genre texts, including, among others, digital texts, YouTube videos, news articles, podcasts. These kinds of non-traditional texts offer students different formats to read, different voices to hear, and different perspectives to consider.

Moving forward, I hope this article will spark teacher curiosity about developing and using tri-texts with traditional texts, like those presented here. I also hope it will inspire teachers to develop and implement tri-texts that consist of expanded views of text, including multi-modal and multi-genre texts. The possibilities are endless.

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Appendix A.

Examples of Recommended Tri-Texts Across the Curriculum

Academic Discipline	Topic	Tri-Text
ELA	Different Perspectives	<i>Luke's Way of Looking</i> (Wheatley, 2001), <i>Once Upon an Ordinary School Day</i> (McNaughton, 2005), <i>The Noisy Paint Box</i> (Rosenstock, 2014)
	Words	<i>The Right Word: Roget and His Thesaurus</i> (Bryant, 2014), <i>Noah Webster and His Words</i> (Ferris, 2015), <i>A River of Words: The Story of William Carlos Williams</i> (Bryant, 2008)
	Books	<i>The World That Loved Books</i> (Parleto, 2008), <i>Wild about Books</i> (Sierra, 2004), <i>Look, a Book!</i> (Gleeson, 2017)
	Parts of Speech	<i>Merry-Go-Round: A Book about Nouns</i> (Heller, 1990), <i>A Memory of Elephants: And Other Collective Nouns for Animals</i> (Burger, 2017), <i>Nouns and Verbs Have a Field Day</i> (Pulver, 2006)
	Punctuation	<i>The Girl's Like Spaghetti: Why You Can't Manage Without Apostrophes!</i> (Truss, 2007), <i>Dee and the Apostrophe</i> (Henderson, 2021), <i>Alfie the Apostrophe</i> (Donohue, 2010)
	Fairy Tales	<i>Jack and the Beanstalk</i> (Galdone, 2013), <i>Kate and the Beanstalk</i> (Osborne, 2005), <i>Trust Me, Jack's Beanstalk Stinks! The Story of Nack and the Beanstalk as Told by the Giant.</i> (Braun, 2011)
	Library & Librarians	<i>Schomburg: The Man Who Built a Library</i> (Weatherford, 2019), <i>The Librarian of Basra: A True Story from Iraq</i> (Winter, 2006), <i>The Book Woman</i> (Henson, 2008) <i>Shin Creek: The Pack Horse Librarians of Kentucky</i> (Appelt, 2019), <i>That Book Woman</i> (Henson, 2008)
	School	<i>Midnight Teacher: Lilly Ann Granderson and Her Secret School</i> (Halfmann, 2018), <i>Nasreen's Secret School: A True Story from Afghanistan</i> (Winter, 2009), <i>Rain School</i> (Rumford, 2010)
SOCIAL STUDIES	Racial Discrimination	<i>Sit-in: How Four Friends Stood Up by Sitting Down</i> (Pinkney, 2010), <i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i> (Tonatiuh, 2014), <i>A Place Where Sunflowers Grow</i> (Lee-Tai, 2012)
	Tuskegee Airmen	<i>Flying Above Expectations</i> (Simmons, 2018), <i>Calvin Spann: Daring Fighter Pilot</i> (Harris, 2019), <i>The Tuskegee Airmen</i> (Shea, 2015)

	Carter Woodson	<i>Carter G. Woodson: Black History Pioneer</i> (McKissack, 2013), <i>Carter Reads the Newspaper</i> (Hopkinson, 2019), <i>Carter G. Woodson: The Man Who Put “Black” in American History</i> (Haskins, 2000)
	Social Justice	<i>Different Like Me: A Children’s Book on Social Justice</i> (Dior, 2021), <i>Mommy, What’s a Protest?</i> (Jackson, 2020), <i>The People’s Painter: How Ben Shahn Fought for Justice with Art</i> (Levinson, 2021)
	Civil Disobedience	<i>The Composition</i> (Skarmeta, 1998), <i>The Stamp Collector</i> (Lanthier, 2012), <i>Red Kite, Blue Kite</i> (Jiang, 2013)
	Revolutionary War	<i>Aaron and Alexander: The Most Famous Duel in American History</i> (Brown, 2015), <i>George vs. George: The American Revolution as Seen from Both Sides</i> (Schanzer, 2004), <i>Revolutionary Rogues: John Andre and Benedict Arnold</i> (Castrovilla, 2017)
	Slavery	<i>Freedom Song: The Story of Henry “Box” Brown</i> (Walker, 2012), <i>Henry’s Freedom Box: A True Story from the Underground Railroad</i> (Levine, 2007), <i>Box: Henry Brown Mails Himself to Freedom</i> (Weatherford, 2020)
	Thanksgiving	<i>1621: A New Look at Thanksgiving</i> (Grace, 2004), <i>Squanto’s Journey: The Story of the First Thanksgiving</i> (Bruchac, 2000), <i>Thank you, Sarah: The Woman Who Saved Thanksgiving</i> (2002)
	Columbus	<i>Encounter</i> (Yolen, 1992), <i>Christopher Columbus: Controversial Explorer of the Americas</i> (Brink, 2018), <i>Christopher Columbus: New World Explorer or Fortune Hunter?</i> (Gunderson, 2013)
	Female Aviators	<i>Flying Solo: How Ruth Elder Soared Into America’s Heart</i> (Cummins, 2013), <i>Fearless Flyer: Ruth Law and Her Flying Machine</i> (Lang, 2016), <i>Brave Harriet</i> (Moss, 2001)
	Immigration	<i>Landed</i> (Lee, 2006), <i>Kai’s Journey to Gold Mountain: An Angel Island Story</i> (Currier, 2005), <i>Paper Son: Lee’s Journey to America</i> (James & Loh, 2013)
	World War II	<i>Faithful Elephants: A True Story of Animals, People and War</i> (Tsuchiya, 1951), <i>Hiroshima No Pika</i> (Maruki, 1980), <i>Shin’s Tricycle</i> (Kodama, 1992)
	Lewis & Clark	<i>My Name is York</i> (van Steenwyk, 1997), <i>The Journey of York: The Unsung Hero of the Lewis and Clark Expedition</i> (Davis, 2019), <i>American Slave, American Hero: York of the Lewis and Clark Expedition</i> (Pringle, 2006)

	911	<i>Branches of Hope: The 9/11 Survivor Tree</i> (Magee, 2021) Colleen, M. (2021). <i>Survivor Tree</i> (Colleen, 2021), <i>Miracle of Little Tree: The 9/11 Survivor Tree's Incredible Story</i> (Foster, 2020)
	Civil War	<i>The Blue and the Gray</i> (Bunting, 1996), <i>Sarah Campbell: Tale of a War Orphan</i> (Dane, 2014), <i>The Silent Witness: A True Story of the Civil War</i> (Friedman, 2008)
SCIENCE	Space Science	<i>Come See the Earth Turn</i> (Mortensen, 2010), <i>Galileo Galilei</i> (Munoz, 2020), <i>Look Up! Henrietta Leavitt, Pioneering Woman Astronomer</i> (Burleigh, 2013)
	Life Science	<i>Germs Make Me Sick!</i> (Berger, 1985), <i>Body Battles</i> (Gelman, 1992), <i>The Sneezzy Breeze</i> (Loper, 2020)
	Earth Science	<i>The Island That Moved: How Shifting Forces Shape Our Earth</i> (Hooper, 2004), <i>Earth</i> (Simon, 2003), <i>Layers of the Earth</i> (Baby Professor)
	Physical Science	<i>What's the Matter in Mr. Whisker's Room?</i> (Ross, 2007), <i>Matter: Physical Science for Kids</i> (Diehn, 2018), <i>Matter Matters: A Kids Guide to the Properties of Matter</i> (Smith, 2024)
	Beaufort Scale	<i>Dare the Wind: The Record-Breaking Voyage of Eleanor Prentiss and the Flying Cloud</i> (Fern, 2014), <i>Close to the Wind: The Beaufort Scale</i> (Malone, 2007), <i>Hear the Wind Blow</i> (Boyle, 2021)
	Fossils	<i>Dinosaur Lady: The Daring Discoveries of Mary Anning, the First Paleontologist</i> (Skeers, 2020), <i>The Fossil Girl: Mary Anning's Dinosaur Discovery</i> (Brighton, 1999), <i>Mary Anning and the Sea Dragon</i> (Atkins, 1999)
	Marie Tharp	<i>Solving the Puzzle Under the Sea: Marie Tharp Maps the Ocean Floor</i> (Burleigh, 2016), <i>Ocean Speaks: How Marie Tharp Revealed the Ocean's Biggest Secret</i> (Keating, 2020), <i>Marie's Ocean: Marie Tharp Maps the Mountains Under the Sea</i> (James, 2020)
	Eugenie Clark	<i>Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist</i> (Keating, 2017), <i>Swimming with Sharks: The Daring Discoveries of Eugenie Clark</i> (Lang, 2016), <i>Fish Watching with Eugenie Clark</i> (Ross, 2000)
	Rosalind Franklin	<i>Rosalind Franklin</i> (Vegara, 2021), <i>Rosalind Franklin: Unlocking DNA</i> (Borgert-Spaniol, 2017), <i>Remembering Rosalind Franklin: Rosalind Franklin and the Discovery of the Double Helix Structure of DNA</i> (Stone, 2024)

Maria Mitchell	<i>What Miss Mitchell Saw</i> (Barrett, 2019), <i>Milkshakes with Maria Mitchell</i> (Anderson, 2016), <i>Maria's Comet</i> (Hopkinson, 2003)
Maria Merian	<i>Summer Birds: The Butterflies of Maria Merian</i> (Engle, 2010), <i>The Bug Girl: Maria Merian's Scientific Vision</i> (Marsh, 2019), <i>The Girl Who Drew Butterflies: How Maria Merian's Art Changed Science</i> (Sidman, 2018)
Benjamin Banneker	<i>Benjamin Banneker</i> (Martin, 2014), <i>Benjamin Banneker: Self-Educated Scientist</i> (Simons, 2018), <i>Benjamin Banneker: Pioneering Scientist</i> (Wadsworth, 2003)
Sally Ride	<i>To the Stars!: The First American Woman to Walk in Space</i> (Van Fleet, 2018), <i>Sally Ride: The First American Woman in Space</i> (Baby Professor, 2017), <i>Sally Ride Biography for Kids</i> (Zabel, 2024)
Mae Jamison	<i>Mae Among the Stars</i> (Ahmed, 2018), <i>Mae Jemison: A Kid's Book about Reaching Your Dreams</i> (Nhin, 2020), <i>Astronaut Mae Jemison</i> (Lassieur, 2016)
Katherine Johnson	<i>Hidden Figures: The True Story of Four Black Women and the Space Race</i> (Shetterly, 2018), <i>A Computer Called Katherine: Ho Katherine Johnson Helped Put America on the Moon</i> (Slade, 2019), <i>Counting the Stars: The Story of Katherine Johnson, NASA Mathematician</i> (Cline-Ransome, 2019)
Edwin Hubble	<i>The Boy Whose Head Was Filled with Stars: A Life of Edwin Hubble</i> (Marinov, 2021), <i>Dreams and Adventures: The Edwin Hubble Story</i> (Martin and Martin, 2018), <i>Edwin Hubble</i> (MacDonald, 2001)
Jane Goodall	<i>The Watcher</i> (Winter, 2011), <i>The Story of Jane Goodall: An Inspiring Biography for Young Readers</i> (Katz, 2020), <i>I am Jane Goodall</i> (Meltzer, 2016)
Henrietta Leavitt	<i>Look Up!: Henrietta Leavitt, Pioneering Woman Astronomer</i> (Burleigh, 2013), <i>From 1860 to 1920: Louis Pasteur to Henrietta Swan Leavitt</i> (Rogers, 2023), <i>Exploring Space: Women Who Led the Way</i> (Dickmann, 2022)
Elizabeth Blackwell	<i>Elizabeth Blackwell: First Woman Doctor</i> (Greene, 1991), <i>Dr. Elizabeth Blackwell: Doctress of Medicine</i> (Recinos, 2020), <i>Elizabeth Blackwell: The First Woman Doctor</i> (Sabin, 1998)
Wilson Bentley	<i>Snowflake Bentley</i> (Martin, 2009), <i>Snowflakes in Photographs</i> (Bentley, 2000), <i>My Brother Loved Snowflakes: The Story of Wilson A. Bentley</i> (Bahr, 2002)

MATHEMATICS	Sophie Kowalevski	<i>Nothing Stopped Sophie: The Story of Unshakable Mathematician Sophie Germain</i> (Bardoe, 2018), <i>Lighter Than Air: Sophie Blanchard, the First Woman Pilot</i> (Smith, 2019), <i>Numbers in Motion: Sophie Kowalevski, Queen of Mathematics</i> (Wallmark, 2020)
	Infinity	<i>The Boy Who Dreamed of Infinity: A Tale of the Genius Ramanujan</i> (Alznauer, 2020), <i>Srinivasa Ramanujan</i> (Srinivasan, 2012), <i>Friend of Numbers: The Life of Mathematician Srinivasa Ramanujan</i> (Narayanan, 2023)
	Zaha Hadid	<i>The World is Not a Rectangle: Portrait of Architect Zaha Hadid</i> (Winter, 2017), <i>Building Zaha: The Story of Architect Zaha Hadid</i> (Tentler-Krylov, 2020), <i>Zaha Hadid</i> (Vegara, 2019)
	Grace Hopper	<i>Grace Hopper: Queen of Computer Code</i> (Wallace, 2017), <i>Computer Decoder: Dorothy Vaughan, Computer Scientist</i> (Diehn, 2019), <i>Grace Hopper</i> (Fields, 2019)
	Emmy Noether	<i>Emmy Noether: The Most Important Mathematician You've Never Heard Of</i> (Becker, 2020), <i>Beautiful Symmetry: The Story of Emmy Noether</i> (Christianson, 2017), <i>Emmy Noether, A Woman of Greatness</i> (Bohn, 2005)
	Maryam Mirzakhani	<i>Maryam Mirzakhani</i> (Eboch, 2021), <i>Maryam's Magic: The Story of Mathematician Maryam Mirzakhani</i> (Reid, 2021), <i>Maryam: An Inspiring Story of a Great Mathematician</i> (Williams & Mirzakhani, 2024)
	Pythagoras	<i>What's Your Angle, Pythagoras?</i> (Ellis, 2004), <i>Pythagoras and the Ratios: A Math Adventure</i> (Ellis, 2010), <i>Pythagoras</i> (Harkins & Harkins, 2007)
	Fibonacci	<i>Blockhead: The life of Fibonacci</i> (D'Agnesse, 2010), <i>Wild Fibonacci: Nature's Secret Code Revealed</i> (Hulme, 2010), <i>Rabbits, Rabbits Everywhere: A Fibonacci Tale</i> (McCallum, 2007), <i>The Rabbit Problem</i> (Gravett, 2010)
	Probability	<i>Probably Pistachio</i> (Murphy, 2001), <i>A Very Improbable Story</i> (Einhorn, 2008), <i>That's a possibility: A book about what might happen</i> (Goldsone, 2013)
	Graphing	<i>Tiger Math: Learning to Graph from a Baby Tiger</i> (Nagda and Bickel, 2000), <i>The Great Graph Contest</i> (Leedy, 2005), <i>Joey Meets the Average Family: A Math Story about Mean, Median, Mode, and Range</i> (Breazeale, 2014)
	Money	<i>Money Math: Addition and Subtraction</i> (Adler, 2019), <i>Pigs will be pigs: Fun with math and money</i> (Axelrod, 1997), <i>The Coin Counting Book</i> (Williams, 2001)

	Geometry	<i>Sir Cumference and the First Round Table</i> (Neuschwander, 1997), <i>Circle Loves Pi</i> (Lewis, 2022), <i>Happy Pi Day to You</i> (Worth, 2020)
	Shapes	<i>The Greedy Triangle</i> (Burns, 2008), <i>Shape Up!: Fun with Triangles and other Polygons</i> (Adler, 1998), <i>Triangle</i> (Barnett, 2017)
	Operations	<i>The Multiplying Menace: The Revenge of Rumpelstiltskin</i> (Calvert, 2006), <i>The Best of Times: Math Strategies that Multiply</i> (Tang, 2002), <i>Minnie's Diner: A Multiplying Menu</i> (Dodds, 2007)
	Algebra	<i>Mystery Math: A First Book of Algebra</i> (Adler, 2011), <i>Adi sorts with variables</i> (Karanja, 2018), <i>Adi sorts with variables</i> (Karanja, 2018)



Dr. Bintz is currently a Professor in the School of Teaching, Learning, and Curriculum Studies at Kent State University. He has extensive classroom teaching experience including teaching high school English in Chicago, Illinois and San Juan, Puerto Rico; middle school language arts in Dhahran, Saudi Arabia; and grades 4-6 at an Alternative School in Bloomington, Indiana. His personal experiences and professional interests include using award-winning literature to teach across the curriculum K-12, collaborative teacher research, and reading comprehension assessment. Dr. Bintz has published numerous articles and book chapters in leading literacy journals such as *The Reading Teacher*, *Language Arts*, *Journal of Adolescent and Adult Literacy*, and *Middle School Journal*, and has presented at many international, national, and state conferences and conducted professional development workshops throughout the United States.