

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 1	Whole Group	A Mountain Gorilla Grows Up	550L	N/A	The text contains a straightforward description of how a gorilla grows up, but readers must gain some information from text features and graphics.	The text has a sequential text structure, with connections between ideas in different chapters. Varied text and graphic features include a map with a pullout and key showing where mountain gorillas live.	The text contains both simple and compound sentences. Domain-specific words may be unfamiliar (e.g., endangered, species, survive), but contextual support is provided.	The text contains many facts that may be new to readers. Familiarity with the concept of endangered species is helpful for understanding but not essential.	11	Substantial
Unit 1	Whole Group	Baby Animals: Three Personal Narratives	530L	N/A	A range of information is conveyed about three subtopics in three different narrative texts.	Narrative structure may be unfamiliar to some readers. Readers must make connections between events that are occasionally nonsequential.	The text uses mostly simple sentences, with some compound sentences included. Most vocabulary is familiar.	The topic is familiar, with a few new details. The text requires some understanding of the ways mammals and birds are born, grow, and change.	10	Substantial
Unit 1	Whole Group	An Oak Tree Has a Life Cycle	590L	N/A	The text has a single purpose, but the information is detailed and broken into different stages.	The text structure is chronological. Additional information is provided through various text features, such as captions and flowcharts.	Sentences have some clauses and transition words, and vocabulary includes domain-specific words.	The selection requires students to grasp a basic scientific concept of growth and change.	11	Substantial
Unit 1	Small Group	Neighbors at Play	250L	D/6	The story message of finding common ground with neighbors is simple and explicitly revealed	The story has conventional narrative structure. Pages vary with two to four lines of text with simple sentences and dialogue. Simple repetitive events help readers see Elephant's problem and see the clear solution at the end.	The text is comprised of simple sentences and dialogue of varying length. Vocabulary is mostly familiar with some new words relating to animal actions (wrestling).	This simple story about getting along with friends requires little background knowledge.	4	Low
Unit 1	Small Group	Dinosaur Bone Doctor	540L	K/20	The memoir has straightforward purpose: to show how a paleontologist finds fossils and then creates a dinosaur skeleton.	The memoir uses multiple text structures, including two organizational approaches to sequence: narrative and how to. Signal language includes first, then, next.	Sentences are mostly simple although there is some technical language related to dinosaurs, including paleontologist and the formal names of dinosaurs.	Dinosaurs and fossils are grade-appropriate topics, but the process of assembling a dinosaur skeleton from both found and fabricated bones is a challenging concept. Geographic and science terms may be unfamiliar to some readers.	10	Substantial
Unit 1	Small Group	The Secrets of Soil	600L	I/18	The text discusses some complex earth science concepts with detailed explanations.	The book has an overarching question-answer organization with multiple text structures. Signal language (such as by contrast, but, therefore), helps readers determine, and differentiate between the text structures.	Complex topics are explained with simple, declarative sentences. Yet there is a lot of information to absorb types and uses of soil. Academic vocabulary, such as silt and loam, is supported with photographs.	Challenging earth science concepts with multiple dimensions, such as the causes and effects of erosion, appear in the book.	12	Substantial

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 1	Small Group	Animals Are Different	210L	C/4	1 The text has a simple purpose: to convey clear or factual information about how animals are different, which is stated in the title. Meaning is clear, concrete with a narrow focus.	1 The text is clear and easy to predict with one mode of communication. Connections between events or ideas are explicit and clear.	1 The text is comprised of mainly simple, patterned sentences. Vocabulary is familiar with direct photo support of each animal mentioned.	2 The topic is familiar, although some of the animals discussed and portrayed may not be, such as a manatee and chameleon. The name of the animal on the last page, panda, is not supported in the text.	5	Low
Unit 1	Small Group	Gus's Tree Trip	380L	E/8	1 There is only one level of meaning in this animal fantasy with an obvious theme stated in the book title.	1 The text is clear, chronological, and easy to predict. Connections between events are explicit and clear.	2 Simple and compound sentences are mixed with some more complex constructions. The vocabulary is mainly literal, common language with a fair number of adjectives and active verbs. The word "delicious" is part of oral language for this level and can be inferred from the illustrations.	1 The animal fantasy genre is familiar and is presented with whimsy. The story assumes little personal experience or cultural knowledge; the science content (roots, branch) is familiar as well.	5	Low
Unit 1	Small Group	Plants	400L	F/10	2 The meaning is clear with a narrow focus, though the topic of plants is a broad one and this book involves conveying a range of more detailed information.	2 The text is clear and easy to predict, mainly descriptive with some sequential language. Connections between events is explicit and clear. There are labels of plant parts in many photos.	2 The text is mainly simple and compound sentences. There is some domain-specific language that is supported well in the photos.	3 The text topic is familiar, with some details new to readers. Both simple and more complicated ideas are addressed. There is a heavy load of science information	9	Moderate
Unit 1	Small Group	I Want a Pound of Plums!	380L	F/10	2 The purpose of this realistic fiction story is revealed early in the text, but conveyed with some subtlety.	3 The text is clear, and chronological with two characters each with dialogue. There are a number of plot developments and connections between events or ideas are often implicit or subtle.	2 The story is told with simple and compound sentences. The vocabulary is mainly literal, common language. There are a few instances of domain-specific language such as greenhouse, which is defined in the text.	2 There are both simple and more complicated ideas in the story, with references to the Dad's home country, Uruguay, which is shown in a poster and illustrations.	9	Moderate
Unit 1	Small Group	Mammals	470L	G/12	1 The purpose of this informational text about mammals is clear, concrete and with a narrow focus and stated in its title.	2 The text is mainly facts and blends descriptive structure with some compare contrast. Running text is paired with captions, some detailed, on each page.	2 The text is mainly simple declarative sentences. There are many domain-specific words. Although unfamiliar vocabulary such as alpaca is supported in the text, a number of geographical references (Mexico, Chile, Siberia) are not.	3 The general topic is somewhat familiar and of high interest, but there are many details unknown to reader.	8	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 1	Small Group	An Adventure at the Zoo	360L	G/11	1 The purpose of this realistic fiction story is stated explicitly in the title. There is only one level of meaning and the theme is obvious.	1 The text is clear and chronological, but with a surprise ending. Connections between events or ideas are explicit and clear. One mode of communication is evident	2 The story is told with mainly simple sentences, but with a lot of dialogue. The language is concrete and literal. Vocabulary is mostly familiar with references to some less familiar animals (buzzard, possum).	2 A birthday party and trip to the zoo are familiar topics. The musical instrument of a xylophone may not be familiar to some readers.	6	Moderate
Unit 1	Small Group	The Rain Forest	450L	H/14	2 The purpose of this informational text about the rain forest involves conveying a range of more detailed information. Meaning is more involved with a broader focus in trying to explain how each layer functions independently, but also as part of a larger ecosystem.	3 The text structure is descriptive, with an implicit compare-contrast element. A world map with labels and a photo with call- outs add modes of communication. Plus, there are many inset photos and captions.	2 Sentences are mainly simple and declarative with familiar vocabulary, though there is a good amount of domain-specific terms. Most of the animals referenced in the text are supported with photos. The term wildlife, however, needs to be understood in context.	2 The rain forest, and its many animals, is a high interest topic, and familiar in a broad manner. The world map adds context, but some of the places mentioned such as Thailand and Madagascar may be unfamiliar to readers.	9	Moderate
Unit 1	Small Group	Reptiles	480L	H/13	1 The purpose and meaning are clear and straightforward in this informational text about reptiles, which is the stated title.	2 The text structure is descriptive, with an implicit compare-contrast element. The many photos and captions add a level of complexity.	2 The text has increased objective style and passive constructions with higher factual content. Vocabulary includes some unfamiliar, context-dependent academic words such as species, predator, humid, and Amazon.	2 The topic is familiar, with some details new to readers. Both simple and more complicated ideas are addressed.	7	Moderate
Unit 1	Small Group	Incredible Birds	440L	I/16	2 The purpose of this informational text about birds involves conveying a range of more detailed information. Meaning is more involved with a broader focus.	2 The text structure is descriptive, with an implicit compare-contrast element. The many photos and captions add a level of complexity.	2 The text is mainly simple sentences. Vocabulary is mostly familiar. There are a few domain specific words such as hatched and tropical that are not defined in the text.	2 Birds are a familiar topic although most of the birds referenced and shown in the photos may be unfamiliar to readers.	8	Moderate
Unit 2	Whole Group	Wolfie the Bunny	440L	N/A	3 The story has a clear storyline; however, readers must infer some meaning from the illustrations. Readers must navigate two levels of meaning: the story of a family, and the interaction of predator and prey animals.	2 The narrative is ordered chronologically and has a clear beginning, middle, and end.	3 Most sentences are short. Several words may be unfamiliar to young readers (e.g. smitten, cupboard, fetched).	3 To grasp the humor in the story, readers must understand that in real life wolves are predators that eat rabbits.	11	Substantial
Unit 2	Whole Group	Abuelita's Secret	500L	N/A	2 The story dramatizes a simple message, but readers must infer it.	2 The narrative is ordered chronologically. • The story has multiple characters. Readers must attend to dialogue between several characters.	3 The narrative uses a combination of simple and compound constructions. The language is mostly concrete and literal.	2 Gabriel is a boy whose family is from Cuba and Mexico. Some readers will not have prior knowledge of these countries and cultures.	9	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventuality and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 2	Whole Group	When Turtle Grew Feathers	0	N/A	2 The story has two levels of meaning: the concrete story and the abstract lesson, or theme.	3 The story includes multiple characters introduced at different times. The dialogue is more complex and carries some of the plot. A wide variety of temporal clauses are used.	4 Some figurative language is used (e.g., "My shell is shattered like glass!" "in the flick of an eye," "Turkey took off in an explosion of dust."). The author uses a variety of simple, compound, and complex sentences.	3 Prior knowledge of Aesop's "Tortoise and Hare" story is helpful but not essential.	12	Substantial
Unit 2	Small Group	Stormy Stuart	480L	I/16	1 The story focuses on a boy's day at the amusement park.	1 The text has conventional fiction structure. Simple signal language (when, then, next, outside) helps readers follow the sequence of events. Pages vary with 265 lines of the text consisting of simple sentences and dialogue with picture support for meaning.	2 Vocabulary is mainly simple with some juicy words (brightly, tickled, leaked, tugging) and figurative language (as big as apples, as big as banana).	1 The simple story about a boy's day at the amusement park requires little to no background knowledge.	5	Low
Unit 2	Small Group	A Wolf, a Girl, and Her Grandma	60L	E/8	3 The purpose and meaning of this "fractured" classic (the wolf just won't learn to not be so mean and selfish) is revealed over the entirety of the story, with final comeuppance at the end. The meaning is not revealed in the title.	2 The predominant text structure is descriptive, and narrated from the point of view of the wolf. However, the shift focuses with the introduction of dialogue when the wolf reaches Grandma's house.	2 The language is simple, if fanciful in spots, with some repetitive refrains. Some words may be challenging to decode, such as a dres and basket.	3 Readers need to know the basic characters and plot of the original "Little Red Riding Hood" to understand the humor and "Fracturing" of the story.	10	Substantial
Unit 2	Small Group	Saving Squirt	530L	I/18	1 The story's message is simple and explicitly revealed: determined parents will do everything they can think of to save their child.	1 The animal fantasy story has a problem-solution text structure. Simple signal language, such as one morning, just then, the third time, helps readers follow the sequence.	2 The narrative text includes complex sentences with phrases and clauses. The dialogue is mainly simple language. Familiar vocabulary with direct picture support includes a few context dependent words, such as exhausting, and the idiom in a jiffy.	2 The text introduce and demonstrates science concepts such as fulcrum and lever without mentioning the terms.	6	Moderate
Unit 2	Small Group	The Prince and the Three Oranges	480L	H/14	2 The story theme is implicit and revealed over the course of the fairy tale.	2 The fairy tale has a sequential structure and uses signal words such as after, then, upon and when to connect events. There are multiple speakers of dialogue and the use of italics to represent thoughts.	3 The writing has some fairy-tale like repetitions, cadences and flourishes such as the idiom far and wide and the sound word poof to indicate a magical transformation. Vocabulary is mostly familiar and supported in the art. Note the synonyms vanished and disappeared.	2 The story assumes some prior knowledge of fairy-tale conventions.	9	Moderate
Unit 2	Small Group	Betty the Bee	160L	C/3	1 The animal fantasy has a simple purpose and clear meaning: to tell a story about the day in the life of a (kid-like) bee.	1 The story has a simple patterned narrative text structure. Events unfold in a simple chronology with a surprise ending.	1 The text is simple declarative sentences with one line of dialogue at the end. Vocabulary is literal and familiar.	1 This simple tale about a day in the life of a kid-like bee requires little background knowledge.	4	Low

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 2	Small Group	The Treasure Map	330L	D/6	1 This realistic fiction story's purpose is clear and stated in the title; there is only one level of meaning; the theme is obvious and revealed early in the text.	2 The story unfolds chronologically, with multiple characters. Dialogue propels the plot.	2 Sentences are mainly simple. Language is familiar everyday speech with an idiom ("Not so fast"). Nouns are supported in the art. The word "hidden" is context dependent.	1 The realistic fiction genre is familiar. The story assumes little personal experience or cultural knowledge. Note that the setting is a park, but in a tropical environment.	6	Moderate
Unit 2	Small Group	Elena and Luisa Switch Houses	330L	F/9	2 This realistic fiction story has more than one level of meaning, with levels clearly distinguished from each other. It is a story about cousins who are friends, sharing insights into their lives with each other, but it also has the message that "There is no place like home."	3 The story is a narrative, with a compare-contrast theme. The organization is complex for this reading level; it has two storylines occurring simultaneously. Connections between events or ideas are often implicit or subtle.	1 There are mostly simple sentences, with some patterning and repetition that underscores the compare-contrast theme. Vocabulary is familiar.	2 The story is set in a city and country environment, and assumes some personal experience and/or cultural knowledge of each location. Both simple and more complicated ideas are addressed.	8	Moderate
Unit 2	Small Group	Carla's Piggy Bank	380L	F/9	3 The purpose of this realistic fiction story is revealed over the entirety of the text. There is more than one level of meaning as demonstrated by Carla's actions.	1 The narrative is clear and unfolds chronologically with one mode of communication evident. Connections between events is explicit and clear.	2 The story is told with simple and compound sentences with just a few instances of dialogue. It is mainly literal, common language. The word clay, used to describe the piggy bank, is context dependent.	2 The story assumes some personal experience and/or cultural knowledge of doing chores, and odd jobs for neighbors. Both simple and more complicated ideas are addressed, and the ending offers an opportunity for discussion.	8	Moderate
Unit 2	Small Group	Susie Sunflower	480L	G/11	3 The theme in this allegorical fantasy tale is subtle, and sometimes ambiguous, and is revealed over the course of the text. There is more than one level of meaning as it connects to different character education messages.	1 The narrative is clear and unfolds chronologically with one mode of communication evident. Connections between events is explicit and clear.	2 There is a mix of simple and compound sentences. A good amount of dialogue furthers the plot. Language is familiar, with a context-dependent words (cozy, shady, shocked).	1 The story assumes little personal experience or cultural knowledge; a forest setting and animals are familiar.	7	Moderate
Unit 2	Small Group	Rescue in the Amazon River	440L	G/11	1 The purpose of this realistic fiction adventure set is stated explicitly in the title and becomes apparent early in the text. as the story unfolds text. There is only one level of meaning.	1 The narrative is clear, chronological, and easy to predict. Connections between events or ideas are explicit and clear. One mode of communication is evident.	2 The story mixes simple and compound sentences with a good amount of dialogue from two characters. It is mainly literal, common language. Some unfamiliar vocabulary includes dangerous; spalhing is dupportred in the art; the academic word "rescue" is defined in context	2 The Amazon River and jungle setting may not be familiar to some readers, but a story about a boy and his dad on an adventure is a familiar concept. The events in the story and its outcome are good discussion starters.	6	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 2	Small Group	Andre's Dream	490L	H/13	2 The purpose of this realistic fiction story is stated in the title but doesn't become evident until the second chapter. There is more than one level of meaning, with levels clearly distinguished from each other. Chapter 1 is conventional realistic story with information about growing a plant. Chapter 2 is a dream sequence about how the plant grows.	2 The organization of the story includes a dream sequence. Connections between events is somewhat implicit.	2 The story is told in mainly simple sentences and through dialogue; there are three speaking characters. Language is familiar and concrete, though the dream scene is fanciful.	1 Readers require little background knowledge to grasp the storyline; part of the story is a tutorial on growing and caring for plants, which prompts the main character's dream sequence.	7	Moderate
Unit 2	Small Group	Blanca and the Animals	500L	K/20	1 The purpose is stated explicitly in the title and develops in the beginning of this realistic fiction story. There is only one level of meaning. The theme is obvious and revealed early in the text.	2 The story is told by a first person narrator; it is more of an extended reverie than a story. Connections among events or ideas are sometimes implicit or subtle.	2 The story is mainly simple and compound sentences with some dialogue and more complex constructions. It is mainly literal, common language with some unfamiliar vocabulary such as fluttering. There are many adjectives, most familiar or supported in the art.	1 The story assumes little personal experience or cultural knowledge. Some of the animals presented in the book, such as a flamingo, may not be familiar to some readers, but they are shown in their natural habitat. The ideas covered, such as finding joy in what you like to do, are simple.	6	Moderate
Unit 3	Whole Group	Government and Laws	550L	N/A	3 The text explains complex concepts with details about how laws are made and how order is kept by a government.	3 The text includes multiple text structures, including description and steps in a process. Sidebars with implicit connections to the running text occur.	4 The text contains domain-specific words with less contextual support (e.g., jury, consequences, citizen, community). Vocabulary includes multiple-meaning words that may cause confusion for some readers (e.g., bill, order, fine).	4 Challenging civic concepts with multiple dimensions appear in the text.	14	Highest
Unit 3	Whole Group	People Who Made Contributions	580L	N/A	2 The text purpose includes interpretation of information—what made these people's lives significant.	3 The text structure includes many small sections. Readers are presented with a wide array of complex historical facts.	2 The text contains simple and compound sentences. Vocabulary includes some unfamiliar words with contextual support (e.g., abolitionist, contributions).	4 These biographies introduce multiple historical contexts as well as cultural references that may be unfamiliar to some readers.	11	Substantial
Unit 3	Whole Group	Being a Responsible Citizen	520L	N/A	2 The text has a single purpose—to describe citizenship—but the information involves multiple facets.	3 The text employs a reasoned explanation to build connections between events and ideas. Readers encounter rhetorical questions to provoke thought and discussion.	2 The text comprises mostly short sentences. Vocabulary words are defined with direct definitions or context (e.g., community, citizen, responsible).	3 The text requires readers to grasp the abstract concept of citizenship. Young readers may not have prior knowledge of voting.	10	Substantial

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 3	Small Group	Susan B. Casts a Ballot	450L	H/13	1 This story focuses on one event: a girl accompanies her father to a voting place in 1872.	3 This historical fiction story based on an actual event is a narrative that follows a simple chronology; however, it ends with a flash-forward of nearly 50 years, and the protagonist is now an older woman.	2 The text is mainly literal, common language with a mix of description and dialogue. Some academic vocabulary and concepts such as rallies and right to vote may be a challenge.	4 The topic of voting will be a recognizable idea to many readers, but the actual history of women's rights and the fight to get the vote is a higher-level concept.	10	Substantial
Unit 3	Small Group	Citizenship	380L	H/13	1 The text has a simple purpose to define citizenship and explain citizens' rights, especially in the context of a town and school.	3 This informational text uses a descriptive text structure with some cause-effect structure implicit between statements in the running text and captions. The chart on page 16 may be a challenge at this level.	2 The text consist of level-appropriate simple and complex sentences. Some sentence pattering helps connect concepts and domain-specific words (citizen, community) in a way that will help students relate.	2 While the topic of citizenship is familiar, the book explores it in contexts that readers may not be familiar with.	8	Moderate
Unit 3	Small Group	Students Vote	300L	C/4	1 This informational text has a single purpose: to convey factual information about the day at school where students get to vote for student council. The meaning is clear, concrete with a narrow focus.	1 The descriptive text is clear and connections between events or ideas are explicit and clear. One mode of communication is evident.	1 The text is mainly simple sentences with simple language. Tenses shift from present to future. Vocabulary, even domain-specific word connecting to the topic of voiting, is mostly familiar.	2 The concept of voting is familiar, but students at this grade may not have had the opportunity to do so themselves in a classroom or school situation. There are likely some details new to the reader. Both simple and more complicated ideas are addressed.	5	Low
Unit 3	Small Group	I Can Help	160L	D/5	2 The purpose of this informational text involves conveying a range of more detailed information about ways kids can help be better citizens with an emphasis on recycling. The meaning is more involved with a broader focus in that there is an implicit suggestion that kids should help in their community.	1 This descriptive text is clear and easy to predict as connections between events or ideas are explicit and clear. One mode of communication is evident.	1 The text consist of level-appropriate simple sentences with some sentence pattering. Vocabulary is familiar and concrete.	1 The text topic is familiar, with details known by reader. It presents simple, concrete ideas and activities students likely do at home and/or in school.	5	Low
Unit 3	Small Group	A Neighborhood of Friends	390L	E/7	2 This informational text conveys a range of information. It introduces the concept of a neighborhood, and then shows some important people who work there. The meaning is broader in that it encompasses ideas of interconnectedness and creating relationships locally.	1 This descriptive text is clear and easy to predict as connections between events or ideas are explicit and clear. One mode of communication is evident.	2 The text includes simple and compound sentences. It has increased objective style and passive constructions. Vocabulary includes some context-dependent words (deliver, delicious).	1 The text topic is familiar, with details known by reader. It presents simple, concrete ideas, with a stated final message about friendship.	6	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 3	Small Group	The Great Seal of the United States	460L	F/10	3 The purpose of this informational text includes explaining or interpreting information. Its meaning includes more complex concepts and a higher level of detail.	1 This descriptive text is clear and connections between ideas are explicit and clear. One mode of communication is evident, but note that there are many captions	2 There are simple and compound sentences. The text has increased objective style and passive constructions with higher factual content. Vocabulary includes some unfamiliar, context-dependent words, but they are depicted in the art.	3 The general topic of symbols of the United States is familiar, but the details parsed by deconstructing the Great Seal, such as a passport, may be new to many readers. The purpose of the Great Seal needs to be inferred from the text.	9	Moderate
Unit 3	Small Group	Where Is The President?	370L	F/9	1 The purpose of this realistic fiction story about a girl and her parents touring the White House is stated explicitly in the title and becomes the focus of the story within a few pages. There is only one level of meaning.	1 The story is told by a first person narrator, the girl. The text is clear, chronological, and connections between events re explicit and clear. One mode of communication is evident.	1 The story is mainly simple sentences. Language is concrete and literal. Vocabulary is mostly familiar, though the verbs slide and spy are context-dependent.	2 Washington, D.C.	5	Low
Unit 3	Small Group	Monuments for Presidents	460L	G/11	2 The purpose of this informational text involves conveying a range of more detailed information. Meaning is more involved with a broader focus on reference for leaders and also to build up a patriotic spirit.	1 This is a descriptive text. It is clear and easy to predict. Connections between ideas are explicit and clear. One mode of communication is evident. There are many captions and a map is on the final page.	2 Simple and compound sentences mix with some more complex constructions. The text has increased objective style and passive constructions with higher factual content Vocabulary includes some domain-specific, context-dependent words such as monument, memorial, statue. Eternal is defined in context.	3 The topic of U.S. presidents is somewhat familiar, but with many details unknown to the reader. There are some challenging concepts in the text, such as why these presidents have monuments to them.	8	Moderate
Unit 3	Small Group	Let's Vote!	460L	I/15	2 Purpose is revealed early in the text, but may be conveyed with some subtlety. The theme is clear and revealed early in the text, but with some subtlety, There is more than one level of meaning, with levels clearly distinguished from each other.(In addition to the class participating in a one person, one vote election, Julio is a helpful, informed citizen.)	2 This narrative text is clear, chronological, and easy to predict. Connections between events or ideas are explicit and clear. One mode of communication is evident. There are multiple characters, each with dialogue.	2 The text is mainly simple sentences with dialogue furthering the plot. Vocabulary is familiar and literal. One of the animals mentioned, a hermit crab, is shown a few pages after it is introduced, on a small, illustration.	2 Text assumes some personal experience and/or cultural knowledge. It presents both simple and more complicated ideas.	8	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 3	Small Group	The President of the United States	650L	I/17	2 Purpose involves conveying a range of more detailed information. Meaning is more involved with a broader focus	1 This descriptive text has four chapters, but it is clear and connections between events or ideas are explicit. One mode of communication is evident, although the captions often introduce new information.	3 For target grade 1 readers, there are a number of complex sentences with increased subordinate phrases and clauses. There is a academic vocabulary and some domain specific words defined in context and/or in the glossary.	3 The text has a high content load, and introduces some more advanced concepts, such as ambassaords. It also references historical and contemporary personages that may not be familiar to some readers (e.g. Caroline Kennedy).	9	Moderate
Unit 3	Small Group	Red, White, and Bloom	520L	K/20	2 The purpose of this realistic fiction story is revealed early in the text, but conveyed with some subtlety as it develops. There is more than one level of meaning. The theme is clear and revealed early in the text, but may be conveyed with some subtlety.	2 The story is told in three chapters and has a narrative structure that unfolds chronologically over the course of a few weeks. There are multiple settings and characters, with dialogue used to bother further the plot and explain some of the concepts. Connections among events or ideas are sometimes implicit or subtle.	2 The story is told with everyday speech and familiar language using simple and complex sentences. Vocabulary is mostly familiar; domain-related content words such as veteran and symbols are defined in the text. Actual symbols, such as the Liberty Bell, are shown in the art.	2 The text assumes some personal experience and/or cultural knowledge of symbols of the USA. It addresses both simple and more complicated ideas, such as working toegher, and the tacit value of interacting with veterans and the elderly.	8	Moderate
Unit 3	Small Group	Our Classroom Rules	360L	G/11	1 The text has a simple purpose: to present clear information on a classroom's rules, and why htye should be followed. Meaning is clear, concrete with a narrow focus	2 The text has a narrative nonfiction approach in that it uses a plural first-person "we" voice. It has a cause-effect sturcture in many sections as well, including the use of the signal word if. Connections between events or ideas are explicit and clear.	1 The text is mainly simple sentences with a few complex sentences. Language is familiar, literal, and concrete.	1 Students will be familiar with classroom rules in general, and most likely, the specific rules mentioned. The text assumes little personal experience or cultural knowledge.	5	Low
Unit 4	Whole Group	The Lost Kitten	490L	N/A	2 The story has a straightforward purpose that is revealed through a series of events.	2 Multiple characters are introduced throughout the text. The dialogue clearly describes the main character's thoughts and feelings.	3 Several sound words are used, which may confuse young readers (e.g., purrrrr, rriiii, rap rap rap, brrring). Some names in the text contain accents.	2 The main character refers to her parents as Papá and Mamá. Some readers may not realize that these are words for "Dad" and "Mom" in Spanish.	9	Moderate
Unit 4	Whole Group	Tall and Small Play Ball	580L	N/A	2 The story's theme requires readers to draw some inferences.	2 The story has multiple characters, and readers must follow dialogue between different characters. The story is chronological but involves multiple events.	2 The text contains simple and compound sentences. The narrative is mostly concrete and literal, with primarily familiar vocabulary.	3 Prior knowledge of basketball is helpful for understanding.	9	Moderate
Unit 4	Whole Group	Let Me Finish!	450L	N/A	4 Readers must follow a series of events and make inferences to understand the purpose and theme.	3 The narrative is chronological, but the sequence of events is surprising and unpredictable at times.	2 The story uses mostly simple sentences and familiar vocabulary.	2 A familiarity with the genre of fantasy is helpful for understanding the story's message, plot, and humor.	11	Substantial

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 4	Small Group	Jin and Pedro Get to Work!	330L	C/4	2 The story theme is implicit and revealed over the course of the boys' activities.	2 The organization of the text has additional characters, two or more storylines and is occasionally difficult to predict. Connections among events or ideas are sometimes implicit or subtle.	2 The text consists of simple sentences, with some patterns. Vocabulary includes some context-dependent words such as money and work.	2 While the concept of doing chores for pay is familiar, the actual jobs the boys do (such as picking apples) may not be familiar to some readers.	8	Moderate
Unit 4	Small Group	A Bowl of Dust	500L	J/18	2 The theme of this historical fiction story is clear but requires students to make inferences about the characters' actions and how they lead to the conclusion.	2 The text has a narrative structure with a typical story arc that takes place in the space of the one evening, although there are references to past events and an ending that projects to a short time in the future.	1 The text consists of simple sentences and familiar vocabulary, with some figurative language including personifications and metaphor.	3 Although students do not need to know about the Great Depression, this historical fiction story requires that they understand how drought can impact growing conditions and subsequently a families livelihood.	8	Moderate
Unit 4	Small Group	A Day at the Beach	280L	D/6	2 Story focuses on a narrow event--a day at the beach. The theme is revealed over the course of the story and will need to be inferred by readers.	1 The story has two characters and events are in chronological order. Characters' dialogue is easy to follow.	1 Text consists of simple sentences and a pattern. Vocabulary is mostly familiar.	1 This simple story about being at the beach requires little background knowledge.	5	Low
Unit 4	Small Group	The Band	360L	E/7	2 The story's theme is implicit and will need to be inferred by readers.	1 The story has several characters and events are in chronological order. Characters' dialogue is easy to follow.	1 Text consists of simple sentences. Vocabulary is mostly familiar.	2 The genre is familiar to readers, but the story is based on an experience that readers may be less familiar to readers.	6	Moderate
Unit 4	Small Group	The Piñata	370L	F/10	2 The theme is revealed over the course of the story and will need to be inferred by readers. Readers may need to integrate information from illustrations.	1 The story's events are in chronological order. Characters' dialogue is easy to follow.	1 Text consists of simple sentences. Vocabulary is mostly familiar.	2 The genre is familiar to readers, but the story assumes some prior knowledge of saving and spending. This concept is supported by illustrations.	6	Moderate
Unit 4	Small Group	My Favorite Holiday	490L	F/9	1 The purpose of the story is clearly stated in the title. The story's message is simple and almost explicitly revealed at the end.	2 The story has a narrative with a simple chronology, but connections between events and ideas are sometimes implicit or subtle.	1 Text consists of simple sentences. Vocabulary is mostly familiar.	2 The genre is familiar to readers, but assumes some prior knowledge of Thanksgiving. Story details are supported by illustrations.	6	Moderate
Unit 4	Small Group	The Flight of the Eagles	450L	G/11	2 The story has more than one purpose, to inform about important places/landmarks in the United States, but also to tell a story about two eagles becoming friends. The story's theme is revealed over the course of the story and needs to be inferred by readers.	1 The story's events are in chronological order. Characters' dialogue is easy to follow.	2 Text consists of mostly simple sentences, however, sentence construction is varied. Names of locations may be new for readers (Statue of Liberty, Mount Rushmore, Philadelphia, etc.)	2 Geographical and landmark references may be unfamiliar to some readers, however illustrations provide support.	7	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 4	Small Group	Salsa, Maestro!	470L	G/12	2 The story has more than one purpose, to inform about Latin music, but also to entertain. The story's theme is revealed over the course of the story and needs to be inferred by readers.	1 The story's events are in chronological order. The story has several characters who speak.	2 Text consists of mostly simple and compound sentences. Story includes domain-specific vocabulary associated with music (salsa, conga, maracas, etc.)	2 Some musical instruments referenced, as well as salsa music, may be unfamiliar to some readers, however illustrations provide support.	7	Moderate
Unit 4	Small Group	A Mysterious Light	460L	H/13	2 The story's theme is implicit and will need to be inferred by readers.	2 The story's events are in chronological order, but the narrative features a story within a story. The story has several characters who speak.	1 Vocabulary is familiar. Story consists of mostly simple sentences, with phrases.	1 This simple story about telling a scary story requires little background knowledge.	6	Moderate
Unit 4	Small Group	An Adventure in a Hot-Air Balloon	430L	H/13	2 The story has more than one purpose, to inform about a popular hot air balloon festival in New Mexico, but also to tell an adventure story. The story's theme is revealed over the course of the story and needs to be inferred by readers.	1 The story's events are in chronological order. Characters' dialogue is easy to follow.	2 Story contains mostly simple sentences. Names of locations may be new for readers (Mexico, Brazil, Rio Grande, etc.)	1 Readers would benefit from background knowledge of hot air balloons, but the story provides support through illustrations.	6	Moderate
Unit 4	Small Group	Juan and Claudia's Stand	510L	I/15	2 The story has more than one purpose, to inform about a Guatemalan culture, but also to tell a story. The story's theme is revealed over the course of the story and needs to be inferred by readers.	1 The story's events are in chronological order. Characters' dialogue is easy to follow.	2 Story includes simple, compound and some complex sentences. Vocabulary is mostly familiar.	1 Readers would benefit from background knowledge of Guatemala, but the story provides support through illustrations.	6	Moderate
Unit 4	Small Group	My Wish	510L	K/20	2 The story's theme is clear and revealed over the course of the story. Readers will need to infer the theme.	1 The story's events are in chronological order. Dialogue is easy to follow and shares characters' thoughts and feelings.	2 Story has mostly simple sentences, with some compound and complex sentences. Vocabulary is mostly familiar.	1 This simple story about adjusting to new siblings requires little background knowledge.	6	Moderate
Unit 5	Whole Group	Working with Technology	520L	N/A	2 The text uses multiple discrete examples to build understanding of how technology is used in the workplace.	3 The text is organized in separate sections, each one building connections to the same understanding: workers use technology. Readers encounter photos that aid understanding.	2 Vocabulary words related to technology (e.g., headset, control tower) are defined in context and through direct definitions and descriptions.	2 The text assumes some prior knowledge of the demands of these common professions.	9	Moderate
Unit 5	Whole Group	How to Make a Pulley	540L	N/A	2 Different purposes are employed in different chapters of the text (to describe, to explain).	3 The text includes multiple text structures (descriptions, steps in a process). Varied text features and graphics include labels, diagrams, and sidebars.	3 Textual and visual context is provided for unfamiliar vocabulary (e.g., pulley, axle, spool). Text contains simple and compound sentences.	2 Familiarity with reading a diagram is helpful for understanding.	10	Substantial

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventinality and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 5	Whole Group	Technology Breakdown	390L	N/A	2 The story describes multiple details about the characters' experiences during one day. The message is clear and concrete.	3 The story has multiple characters who are introduced throughout the narrative. Readers must follow conversations between several characters, including dialogue in speech bubbles.	2 The narrative uses mostly simple sentence constructions. The text includes some unfamiliar words and phrases with contextual support (e.g., clatter, blurry, on the blink).	2 The text requires basic understanding of technology used in an office, such as e-mail, Internet, and printers.	9	Moderate
Unit 5	Small Group	Technology Brings Us Together	120L	D/6	2 The text has a single purpose to identify moderns forms of communications and travel technology-but the information involves multiple facets and is presented to support an opinion/arguments.	1 The text is descriptive with a clear organizational structure.	1 The text comprises of simple sentences. Some challenging academic vocabulary such as telephone, computer, and photograph are supported with photos.	2 While the topic of technology and items mentioned are familiar, the concept of arriving at a conclusion that states an opinion may be challenging to some readers.	6	Moderate
Unit 5	Small Group	Becoming a Veterinarian	330L	G/12	2 The memoir's purpose is straightforward and the theme is clear, but readers must make inferences.	3 The memoirist begins her story in the present. Then, as with a flashback, she goes back to her childhood and tells how she became a veterinarian. The memoir ens back in the present.	3 The text includes some longer sentences with phrases and clauses. There are number of listening vocabulary words that readers may need to decode for the first time, such as high school, college, solve, puzzle and proud.	3 The memoir requires that students understand the job of a veterinarian and that they grasp the concept of going to college to become a professional.	11	Substantial
Unit 5	Small Group	Changes in the Kitchen	290L	F/10	3 The text discusses the complex concept of reversible and irreversible changes that requires detailed explanation.	3 The text has multiple text strctures including description, cause-effect, compare-contrast and sequential.	3 The sentence are mostly simple. The text includes some multisyllabic words and some science terms related to matter (liquid,solid).	4 Reversible and irreversible are challenging physical science concepts that may need to be pre-taught for many readers.	13	Substantial
Unit 5	Small Group	Tools We Use	610L	I/18	2 The text discusses the functions of specialized tools used in gardening and bike repaids, with detail explanations.	2 The text uses multiple structures: descriptive, cause-effect, and sequence/steps in a process.	3 The text is presented in a clear, straightforward manner. There is specialized technical vocabulary such as the names of the tools. Vocabulary includes he multiple-meaning word right and synonyms for important (key,handy).	4 While gardering and bike riding are familiar activities, the specific tasks and "fix it" tips may be beyond the grasp of the most readers.	11	Substantial
Unit 5	Small Group	We Are Firefighters	BR	C/4	2 The story's theme is implicit and is revealed over the course of the personal narrative	2 This personal narrative has an implicit cause-effect structure that shows how firefighters use tools to help.	1 The text consist of simple sentences with direct picture support. Vocabulary includes some context-dependent words such as safe.	1 This simple text about firefighters requires little backgroud knowledge beyond the function of firefighters.	6	Moderate
Unit 5	Small Group	A Bridge in San Francisco	370L	E/8	2 The author's purpose is clear: to inform readers about the Golden Gate Bridge. Details convey a pride about the bridge that readers will have to infer.	1 The text follows a consistent descriptive text structure.	2 Vocabulary is mostly familiar, with some words unknown to readers (lanes, landmark, cables, etc.). Text consists of simple sentences.	1 This simple text about the Golden Gate Bridge requires little background. Pictures offer text support for descriptions of the bridge.	6	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 5	Small Group	Carlos Noriega	550L	G/12	The purpose of this biographical-type text is to tell about some accomplishments of a famous astronaut, but also to provide readers with a higher-minded goal: to know they can grow up to be anything they want. Meaning is more involved with a broader focus.	The text includes some time shifts. It starts with a description of a space event that occurred in the past, but is told in present tense, then it shifts to a past tense telling of Noriega's life and how he became an astronaut.	The text is mainly simple and compound sentences with some more complex constructions. The text has increased objective style and passive constructions with higher factual content. Vocabulary includes some unfamiliar, context-dependent words such as countdown and mission.	The general topic of becoming an astronaut, and what an astronaut does, is exciting and somewhat familiar, but there are many details unknown to the reader. Peru, a country in South America, is supported by an inset map.	10	Substantial
Unit 5	Small Group	What Time Is It?	440L	I/16	The purpose of this informational text involves conveying a range of more detailed information. Meaning is more involved with a broader focus: it presents a historical look at clocks and also gives instruction on telling time.	The text employs a descriptive structure and includes reasoned explanations in addition to facts.	The text combines simple and compound sentences with some more complex constructions. The text has increased objective style. Vocabulary is familiar and concrete; the types of clocks are supported in the art.	Telling time is somewhat familiar, but with many details unknown to reader, such as how to read an analog clock. There are some challenging concepts in the text.	9	Moderate
Unit 5	Small Group	A Trip to the Past, Present, and Future	510L	H/14	The purpose and meaning of this humorous science fiction adventure is implicit and not revealed until the end.	The story is a narrative told predominately through dialogue. It progresses in a clear, easy manner that is easy to follow but hard to predict because the main characters move back and forth in time. Connections among events are sometimes subtle.	The text combines simple and compound sentences with some more complex constructions. It is mainly literal common language. Some of the technology cited, such as oil lamps and flying cars, are supported in the art.	The story assumes some knowledge of the science fiction genre and personal experience of going to a museum and a class trip. It poses both simple and more complicated ideas.	9	Moderate
Unit 5	Small Group	On the Move: Travel by Land, Sea, and Air	480L	H/14	The purpose of this informational text involves conveying a range of detailed information on modes of transportation throughout history. Meaning is more involved with a broad focus.	The text uses a descriptive structure over two chapters that is clear and chronological and grouped by mode of transportation. There is an implicit compare-contrast aspect as well. Connections between events or ideas are explicit and clear. The running text is supported with artifacts, paintings, and photos with explanatory captions.	The text is comprised of simple and compound sentences, with some dependent clauses. Vocabulary includes some unfamiliar, context-dependent words such as subway.	Transportation is an engaging and familiar topic, but the text has a heavy content load. It also presents some challenging science/engineering concepts such as steam power.	8	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 5	Small Group	Opinions About Computers	520L	K/20	The purpose includes explaining or interpreting information. As a set of opinion essays, the meaning includes more complex concepts and a higher level of detail, which are required for the opinion text type (i.e. supporting statements with facts and reasons.)	The two first-person opinion texts are bracketed with an Introduction and Conclusion that are presented in a familiar, though objective manner using a descriptive text structure; plus, there is a sidebar about rules for using the computer at school. Connections among ideas are often implicit or subtle.	The language is often familiar and direct to the reader, as per the opinion writing style. To support the ideas raised, the essayists use signal words and transitional phrases associated with this text type. Vocabulary is common and literal.	Computers are a familiar topic, but not all readers will have access to computers at home or in school or use them for research or communication. Readers at this grade may not be familiar with the opinion text type or format.	11	Substantial
Unit 5	Small Group	My Mom Makes Cars	490L	F/10	The purpose of this realistic fiction story about a girl who goes to work with her mom at a car factory is stated explicitly in the beginning of the text. There is only one level of meaning. Theme is clear and revealed as the story develops.	The text is a narrative. It unfolds chronologically during one day. Connections between events and ideas are explicit and clear. One mode of communication is evident.	The story relies on dialogue, often question-answer exchanges to further the plot. It is mainly simple and compound sentences with literal language.	Going to work with a parent and the inside workings of a factory are generally familiar topics but with many details unknown to some readers. The various uses of a computer used in a factory, especially for design, may also be new concepts.	7	Moderate
Unit 6	Whole Group	Mother Bruce	500L	N/A	The story's theme is clear (Bruce wants the goslings to go away) but requires readers to make inferences (he comes to love the goslings).	Events may be difficult to predict and occur over time. Connections between events and ideas are sometimes subtle.	Sentences are both simple and complex. Vocabulary is mostly familiar, with occasional unfamiliar terms (mistaken identity, be rid of, got creative).	Some prior knowledge of how eggs hatch and their need to be kept warm would be helpful.	10	Substantial
Unit 6	Whole Group	Opinions About Two Books: There's a Bear on	520L	N/A	Meaning is clear for each opinion; however, having multiple opinions requires that readers pay close attention. The author's purpose is clear in each opinion.	Connections between ideas are mostly explicit and clear. Illustrations enhance understanding of each author's opinion.	Sentences are simple, complex, and compound. Vocabulary is mostly familiar, but includes some figurative language (The tables have turned!).	The text conveys simple, concrete ideas. Readers should be familiar with the two books.	9	Moderate
Unit 6	Whole Group	There's a Bear on My Chair	460L	N/A	Meaning is clear and concrete with a narrow focus.	Two characters carry the story. Events are in chronological order. Illustrations directly support the text.	The story uses mostly simple sentences. Language is mostly concrete and literal. Vocabulary is mostly familiar, with occasional unfamiliar terms (glare, unaware, flair, leisure).	This story about a mouse and a bear requires little background knowledge, but the ending requires some inference (mouse leaving his house to go to the bear's instead).	7	Moderate
Unit 6	Small Group	Sam Can't Sleep	BR	C/3	The story focuses on one narrow event, and the problem is explicitly stated in the title.	The realistic fiction text has a descriptive structure. Connections among events and ideas are explicit and clear.	The text uses simple, patterned sentences. The vocabulary is mostly familiar, with direct picture support.	Many readers may not have personal experience with a camping trip, but the events and light-making objects Sam imagines will be familiar.	5	Low

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 6	Small Group	Ajay's Big Move	170L	D/5	2 The theme is implicit and revealed over the course of this realistic fiction story. How will the boy handle the long trip? How will he feel about moving to a new a country?	2 This realistic fiction story is a narrative with a simple chronology. Connections between events and ideas are sometimes implicit or subtle.	2 The text consists of short sentences and simple, literal language. Vocabulary is familiar, though the phrase moving day is idiomatic.	3 The story requires students to grasp the concept of being worried about making a move to a new place, one far away, and dealing with the discomfort of a very long airplane ride.	9	Moderate
Unit 6	Small Group	The Shepherd and the Wolf	390L	E/7	2 The purpose of this fable is to teach a lesson about being responsible; the meaning is clearly stated, but not until the end.	1 This is a narrative text with a problem-solution structure. It unfolds chronologically and is easy to predict. Connections between events or ideas are explicit and clear. One mode of communication is evident.	1 The story is told in mainly simple sentences and thru dialogue. Language is concrete and literal. Vocabulary is mostly familiar though bored andfurry need to be understood in context.	2 Readers would benefit from knowing the features of the fable genre. The text assumes some background knowledge about the role of a shepherd. It prompts further thought of simple and more complicated ideas.	6	Moderate
Unit 6	Small Group	The King's Elephant	430L	F/10	3 The purpose and theme of this folktale are revealed over the course of the text. There are different meanings to the story,depending on the take away by the reader.	2 The story unfolds chronologically with considerable dialogue from a few characters. Connections between events or ideas are explicit and clear.	2 The story is told in with simple, compound and complex sentences. Language is concrete and literal. Vocabulary is mostly familiar though some words such as clever need to be understood in context.	2 The folktale genre is likely familiar to readers, but the setting in China may not be. The resolution is based on a science concept of water displacement and a math multiplication problem.	9	Moderate
Unit 6	Small Group	Beware of the Wolf!	420L	F/9	2 The purpose and theme of this variant tale are revealed early in the text, but conveyed with some subtlety. The message is stated explicitly at the end.	1 This is a narrative text with a problem-solution structure. It unfolds chronologically and is easy to predict. Connections between events or ideas are explicit and clear. One mode of communication is evident.	3 The text has an increased number of compound sentences and subordinate clauses. The language is literal, but with a descriptive, literary flair. The verb sneezed is shown in the art, but the verb decorate is not.	2 Readers would benefit from knowing the original "Three Little Pigs" tale.	8	Moderate
Unit 6	Small Group	Postcards From Luis	420L	G/11	3 This realistic fiction story has more than one level of meaning, but with the levels easily distinguished from one another. The purpose is subtle and revealed over the course of the text and it's message ntclear until the end.	2 The story is mainly a narrative, a reflective mood piece about sounds heard during a day at the beach, but with a first-person epistolary framing device. Connections between events and ideas are explicit and clear.	3 The text is mainly declarative, descriptive simple sentences. But it is peppered with onomatopoeia.	2 Readers would benerfit from having spent time at the beach, or being familiar with such a setting.	10	Substantial
Unit 6	Small Group	Sam Walks on the Ceiling	400L	G/11	2 The title of the story gives away an important part of the plot, but the puiurpose and meaning is not revealed until toward the end.	2 The story has a first-person narrator and istold chronologically, but is occasionally difficult to predict. Connections among events or ideas are sometimes implicit or subtle.	2 The story blends simple and complex sentences and dialogue. A line of literary language, hyperbole, from Abe's mother, propels the plot. There language is mostly literal. Some unfamiliar vocabulary words such as sticky are supported inthe art.	2 The genre is a familiar. From the spare log-cabin setting and coverall clothing, the story seems to be set in the past and may be based on a tale told about Abreaham Lincoln as a young man.	8	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventuality and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 6	Small Group	No More Bananas for Moncho	420L	H/13	2 The title of this animal fantasy tates the problem of the story; the purpose is revealed early in the text. There is one main message, though it has some variety in how it can be interpreted.	1 The narrative nfolds chronologically and has a straightforward problem- solution structure with an easily discernible beginning, middle, and end. Connections between events andr ideas are explicit and clear. One mode of communication is evident.	2 The story is told clearly mainly with simple declarative sentences. There are a few instances of interior thought by Moncho the monkey and some dialogue. There are a few sections with literary quality where the author uses repetition to get across a pointl	1 The animal fantasy genre is familiar. The story requires little personal experience or cultural knowledge. Readers woud benefit fromknowing that the story takes place in a tropical climate, and hence the types of fruits and animals depicted.	6	Moderate
Unit 6	Small Group	The Race of the Little Turtles	490L	H/14	2 The purpose and theme of this animal fantasy are revealed early in the text, but conveyed with some subtlety. There is one level of meaning, but the title indicates there can be some interpretation of it.	1 The story has two chapters with the end of the first chapter a crisis moment. What will happen inthe second chzpter is soetimes difficult to predict. The story is told in sequence by an objective third-person narrator.	2 The story has a literary quality in its tone and pacing but told with mainly with literal,common language. The sentences are a mix of simple and complex with a good balance of dialogue.	2 Although the story is a whimsical fictionalized account of the life cycle and annual migration patterns of Caribbean sea turtles, this specific knowledge is not required to access or enjoy it.	7	Moderate
Unit 6	Small Group	Rosita and the Rooster	470L	I/15	2 The purpose of this realistic fiction story set in modern-day Peru is revealed early in the text, but conveyed with some subtlety There is more than one level of meaning, with levels clearly distinguished from each other. Themes are clear but not evident until the ending.	2 The story is a narrative and takes place over one morning. There are two chapters and three main characterers, each has dialogue. The storylines is occasionally difficult to predict. Connections among events or ideas are sometimes implicit or subtle.	2 The story is told with simple,compound, and complex sentneces and dialogue. Language is literal and vocabulary familiar.	2 The story revolves around a typical family morning and breakfast. It assumes little personal experience or cultural knowledge besides the background knowledge that roosters crow early in the morning. It presents simple ideas about time management. It would be helpful if readers knew how to interpret time on an analog clock.	8	Moderate
Unit 6	Small Group	Julia and the Plants	420L	I/17	1 The purpose of this realistic fiction story can be found in the title and then revealed early in the text. There is only one level of meaning. The theme, about healthy eating habits, is obvious and revealed early in the text.	1 This narrative story has two main characters and one setting. It takes place during one lunch in a restaurant. The story is told in a clear, chronological way by an objective third-person narrator and is easy to predict. Connections between events or ideas are explicit and clear.	2 The language is familiar, everyday speech. The text is simple and compound sentences. Vocabulary includes the Spanish word chicha, which is defined in the text.	2 The story has a Central or South American setting and assumes some personal experience and/or cultural knowledge of having eaten out in a restaurant with waiter service. It includes some overt lessons about how plants are used in both foods and clothing.	6	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventuality and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 6	Small Group	The Neighbors Next Door	460L	K/20	2 The purpose and theme of this realistic fiction story are revealed early in the text, but conveyed with some subtlety and the full meaning is not evident until the final third.	3 This is a narrative story with no chapters, but takes place in two settings and time frames. There are many characters to keep track of with quirky personalities. Connections between events or ideas are often implicit or subtle, and the story has a humorous twist-like development.	3 There are simple and compound sentences. Vocabulary is mainly literal and familiar although the word clump may need to be understood in context. Some of the dialogue employs ellipses to represent that charactes are thinking while talking. The story is told richly in a sophisticated style where readers need to make inferences.	3 The story's suburban setting and premise about neighbors moving in are mostly familiar, but the telling assumes some personal experience and/or cultural knowledge. There are references to cotton candy, Italy, China, and a Cruiser car. The theme of story about tolerance may be challenging for readers at this level.	11	Substantial
Unit 7	Whole Group	Statues and Monuments	790L	N/A	2 Purpose is explicitly stated in the title: to tell about statues and monuments. Meaning is clear but with a broader focus.	2 The text organization is straightforward and clear. Text and graphic features enhance understanding of the content.	3 Simple and compound sentences are used. Vocabulary includes some unfamiliar words with contextual support (e.g. bravery, liberty).	4 The topic is somewhat familiar, but with many details unfamiliar to the reader.	11	Substantial
Unit 7	Whole Group	Dear Abuelo	700L	N/A	2 Meaning is clear and concrete. Readers must integrate information from illustrations (in the story and in Juana's letters) to understand story elements.	3 Events occur over time. Some events are presented in letter form.	3 Simple and complex sentences are used. Language is mostly conversational with some unfamiliar vocabulary (e.g. embarrassed, pronounced).	2 Some experience with Spanish would be helpful, as Juana uses Spanish words in letters, but is not necessary.	10	Substantial
Unit 7	Whole Group	Thanksgiving Dinner 2088	NP	N/A	1 The drama's message is simple and easily understood.	2 Dialogue is easy to follow and states characters' thoughts and feelings. The drama has multiple characters.	2 Language is mostly conversational, with some colloquial expressions that might be unfamiliar to readers ("filled with the remains," "with all the fixings"). Some academic vocabulary may be unfamiliar to readers (hologram, high-tech, three-dimensional).	3 Readers must be aware of some conventions of the genre (science fiction or futuristic stories).	8	Moderate
Unit 7	Small Group	The Mayflower	BR	D/5	1 The text has one simple purpose, to explain what the trip across the Atlantic Ocean was like for the people on the Mayflower.	1 The informational text has descriptive structure. The organization of the text is clear and chronological.	1 The text consist of simple declarative sentences. Vocabulary is simple, and meaning is conveyed through direct picture support.	2 Some readers may not have prior knowledge of the Pilgrims or grasp of the concept of religious freedom, which prompted them to undertake the long, difficult journey across the ocean from England.	5	Low
Unit 7	Small Group	Good Friends	90L	C/4	1 This text focuses on showing children what good friendships consist of and how to build healthy friendships.	1 The informational text has a simple structure. The organization of the text is clear and chronological.	1 The text contains mainly simple sentences. The language is concrete and the vocabulary is familiar.	1 The topic for this text contains ideas and concepts that are familiar to the readers. The text conveys concrete and simple ideas to the reader.	4	Low

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventinality and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 7	Small Group	The Maya Calendar	520L	E/8	1 This text has one purpose, it explains what the Mayan Calendar is and how it was used.	1 This text has an easy to follow structure. The connection between details and events are clear.	2 The text contains simple sentences. It contains higher factual content and vocabulary that can be somewhat unfamiliar but are often supported with pictures.	2 Some readers may not have prior knowledge of the Mayan calendar or grasp of the concept of different forms of telling time or even been exposed to different cultures at this point.	6	Moderate
Unit 7	Small Group	We All Help	460L	F/10	1 The text has a simple purpose, to discuss the different jobs people have in a community and how those jobs help to better the community.	2 This text has more complex sentences. However, the connections between details and ideas are explicit and clear.	2 This text features simple sentences and introduces a few compound sentences with some more complex constructions are included. The vocabulary includes contains some unfamiliar words that are conveyed through direct picture support.	2 Some readers may not have prior knowledge of the various jobs in a community that are mentioned.	7	Moderate
Unit 7	Small Group	Flag Day	430L	F/9	1 The text has a simple purpose, to explain what flag day is and how Americans celebrate flag day. The illustrations help to children decipher any unfamiliar concepts or ideas.	1 The text has a simple structure and the events in the text are chronological. The dialogue is direct and easy to follow.	1 The text consist of simple declarative sentences. Vocabulary is simple, and meaning is conveyed through illustrations.	2 Some readers may not have prior knowledge of what Flag day is and why it is celebrated. This text introduces a holiday that students may not be familiar with.	5	Low
Unit 7	Small Group	Lake Maracaibo	480L	G/12	2 The text contains a broader focus on Lake Maracaibo. It discusses where the lake is, why it is important to the community and the wildlife surrounding the lake.	2 The text has a simple organization. However the connection between some of the details and events are sometimes implicit or subtle.	2 The text contains Simple and compound sentences. It includes vocabulary that may be unfamiliar but is often supported contextually.	3 The text discusses a somewhat unfamiliar topic to the reader with details that the reader may or may not know.	9	Moderate
Unit 7	Small Group	Cinco de Mayo	530L	H/13	2 This text has a simple purpose, to discuss Cinco de Mayo and explain why it is celebrated.	3 The text has a simple and direct organization. However, it contains details and events that may be unfamiliar.	2 The text contains Simple and compound sentences. There are a number of captions and maps that students may be unfamiliar with, but with direct picture support, can decipher.	3 This text discusses a topic that some students may be unfamiliar with. Some students may not know what is Cinco de Mayo and why it is celebrated.	10	Substantial
Unit 7	Small Group	Rules and Laws	520L	I/16	1 The text has one simple purpose, to explain why it is important to follow rules, whether it is at home, school, or the community.	1 The text has a simple organization and the connection between the events and details is explicit.	2 The text contains Simple and compound sentences. Students can decipher what is going on through direct picture support and the aid of captions.	2 This text discusses a topic that most students should be familiar with: following the rules at home, school and the community.	6	Moderate
Unit 7	Small Group	Abraham Lincoln	450L	G/12	1 The text has a single purpose, to discuss who was Abraham Lincoln.	1 The text has a simple organization. The events are described in chronological order.	2 The text contains Simple and compound sentences.	2 The text assume that students will have some prior knowledge of who Abraham Lincoln is. The text then proceeds to explain in depth who Lincoln was.	6	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventinality and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 7	Small Group	Before or After?	450L	J/17	2 This text has a more complex purpose. The text defines the terms "before" and "after" through different examples.	2 The text has an easy to follow organization. The connection between the two events are explicit.	1 The text contains Simple and compound sentences. The vocabulary contains words that are somewhat familiar.	2 The text assumes that the concepts of "Before" and "after" are familiar to students, but gives an in depth explanation of the terms.	7	Moderate
Unit 7	Small Group	Mary McLeod Bethune: An Educator	500L	H/13	2 The story has two purposes, the first being to explain who Mary McLeod Bethune is and the second is to describe the impact she had on her students.	1 Two characters (Lucille and Mary) carrying the events of the story in a chronological order. The dialouge of the characters is easy to follow.	2 The narrative is direct and contains simple sentences.	2 Some readers may not have prior knowledge of the who Mary McLeod Bethune was and her impact on society.	7	Moderate
Unit 7	Small Group	My Town Long Ago	540L	K/20	1 The story focuses on one narrow event, a young boy and girl travel into the past to see what the 4th of July celebration used to entail.	1 Two characters carry the events of the story in chronological order.	2 The narrative includes simple and compound sentences. Most of the language concrete and literal though there are some details that may be subtle. There is some unfamiliar vocabulary.	2 The text requires little background knowledge of the subject matter. The genre is a familiar one.	6	Moderate
Unit 8	Whole Group	How to Make Constellations, Sunprints, and ar	570L	N/A	3 Chapters of the text have different purposes—to describe, and to explain how to conduct various projects. The text explains complex concepts in some detail.	4 The text requires readers to follow a step-by-step structure and to analyze detailed information provided by graphic features and photos.	3 Vocabulary includes challenging domain-specific terms in context (constellations, solar eclipse). Simple and compound sentences are used.	3 The topic is familiar, but includes details and challenging concepts that are likely new to readers.	13	Substantial
Unit 8	Whole Group	Night Sky	480L	N/A	3 The narrative includes two levels of meaning: the story of a current-day grandfather and grandson, and traditional stories based on constellations.	2 The structure is consistent, but readers must use text and visual cues to understand which characters are speaking.	3 The text includes domain-specific vocabulary (e.g. constellations, formations) and some figurative language.	3 Students will better understand the story if they know that traditional folktales often relate to the natural world. Familiarity with constellations is helpful for understanding.	11	Substantial
Unit 8	Whole Group	Night and Day	480L	N/A	2 The text has a single purpose, but the information is detailed and involves multiple facets.	3 The predominant text structure is description. Sidebars and informational graphics are included, which require students to understand implied connections to the running text.	3 The text is comprised of simple and compound sentences, and includes domain-specific vocabulary related to space.	4 Challenging science concepts with multiple dimensions appear in the text.	12	Low
Unit 8	Small Group	How Bear Lost Her Tail	290L	F/10	2 The theme is clear but requieres readers to make inferences about Fox's attitudes and behaviors, and Fox and Bear's changing relationship.	2 The predominant text structure is a problem-solution narrative with an underlying cause-effect approach.	1 The text is a mix of simple and compound sentences with familiar vocabulary. Any challenging words such as bragging can be defined in context.	2 The pourquoi genre may not be familiar to some readers, and students may benefit from explanation of the role of "how and why" stories in Native American culture.	7	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventuality and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 8	Small Group	Living Dinosaurs	670L	K/20	The purpose is straightforward: to show that many animals on Earth now are related in some manner to dinosaurs. The text alludes to complex topic of genealogy.	The informational text uses descriptive and compare-contrast structures. Simple signal words such as a like, unlike, yet, but, and however help readers recognize the comparisons and contrasts.	The text is presented clearly and succinctly with engaging photos to support comprehension. The text has a lot of detailed information and scientific terminology for this complexity band.	Challenging life science concepts such as extinct and fossils appear in the text (and glossary). Life forms from a hundred million or more years ago is an abstract concept.	10	Substantial
Unit 8	Small Group	In My Country	120L	C/3	The text has one purpose, to highlight different landscapes in different countries.	The text has a simple organization with little details that need deciphering.	The language of the text is not complex. It contains short declarative sentences. Vocabulary is somewhat familiar.	The text requires little to no background information. The text introduces different landscapes in different countries.	4	Low
Unit 8	Small Group	What Is the Sun?	180L	D/5	The text a simple, to describe what the sun is, the properties of the sun and why it is important.	The text is easy to follow. The connection between details is clear and explicit.	The text contains short declarative statements about the sun. The vocabulary is about somewhat familiar to the reader.	The text is centered on a familiar topic. It requires no background knowledge from the reader.	4	Low
Unit 8	Small Group	Let's Explore the Caves	360L	E/8	This book has a simple purpose, to describe the different kinds of caves.	The organization of the text is easy to follow. There is an simple pattern to follow.	The text contains simple sentences and vocabulary that is familiar to the reader.	The text is centered on a topic that may be unfamiliar to the readers.	5	Low
Unit 8	Small Group	It's Raining Ice Cream!	430L	F/9	The purpose is implicit and may be revealed over the entirety of the text. The theme is subtle, and revealed over the course of the story.	Two characters carry the events of the story in chronological order. The dialogue is more complex.	The story uses simple and compound sentences. The text contains vocabulary that is familiar to the readers.	The story requires little background knowledge of the subject matter. The genre is a familiar one.	8	Moderate
Unit 8	Small Group	How We Use Soil	400L	G/12	This informational text has a single purpose: to convey factual information about how we use soil, which is the book's tiutle. The meaning is clear, concrete with a narrow focus.	The text is descriptive and connections between events or ideas are explicit and clear. One mode of communication is evident.	The text is mainly simple declarative sentences presented in an objective style with high factual content. Vocabulary includes some domain-specific words that are supported in the photos (such as loam), but there are some unfamiliar, context-dependent words (such as cement, tiles).	The general text topic is somewhat familiar, but the connections of types of soil to their uses includes many details unknown to the reader. The discussion of the use of soil in a natural preserve and that theyneed to be protected, is a challenging and abstract concept.	7	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 8	Small Group	Rivers	430L	G/11	The purpose of this informational text involves conveying a range of more detailed information. Meaning is more involved with a broader focus.	The text uses a descriptive structure with some implicit cause-effect connections. It presents some explanations in addition to facts. Connections among events or ideas are sometimes subtle. A map of South American has labels and callouts. The second half of the book shifts its focus to the Amazon River in South America, but there is no chapter break.	The text is comprised of mainly simple sentences. A simple, straightforward language style is used. Vocabulary includes domain-specific words that are other bodies of water. Other words, such as tribes and piranha, are shown in photos but not explained in the text.	The topic is familiar, with some details new to reader. Both simple and more complicated ideas are addressed.	8	Moderate
Unit 8	Small Group	The Grand Canyon	530L	H/14	The purpose includes explaining or interpreting information about the Grand Canyon, with a final element of persuasion about why it is important to preserve. Its meaning includes more complex concepts and a higher level of detail.	The book uses a descriptive text structure, in three chapters, each with its own focus. The text includes a thesis and a reasoned explanation about preservation in addition to facts. Connections among events or ideas are sometimes implicit or subtle.	The text has increased objective style and passive constructions with higher factual content. It is mostly simple and compound sentences with some more complex constructions. Domain-specific words such as extinction and erosion are defined in the text.	The Grand Canyon itself may be somewhat familiar, and the explanation of how it was formed connects to the target grade's area of study. However, the chapters about wildlife living in the canyon, and its existence and preservation as a national park include many details new to the reader. Protecting the park is a challenging abstract concept.	10	Substantial
Unit 8	Small Group	Paw Prints	380L	H/13	The purpose of this realistic fiction story is stated in the title and becomes evident in the beginning of the text. There is only one level of meaning. The theme is obvious and revealed early in the text.	The narrative takes place during one day. Story events are told in order, in three chapters. The text is clear and easy to predict. Connections between events are explicit and clear.	The story is told with narration and dialogue in mainly simple sentences. Language is concrete and literal. Vocabulary is mostly familiar. The animals discussed in the book (ostrich, zebra, elephant) are not shown until the last page.	The realistic genre will be familiar. The African savannah setting may not be familiar to some readers.	5	Low
Unit 8	Small Group	Puerto Rico Is an Island	480L	I/15	The purpose of this informational text is to explain about islands in general, then show those same features using specifics on the island of Puerto Rico. In going from the general to the specific, meaning is more involved with a broader focus.	The text has a descriptive structure. The chapter about Puerto Rico has elements of a travelogue. Connections among events or ideas are sometimes implicit or subtle.	The text has simple and compound sentences with some more complex constructions. It uses increased objective style and passive constructions with higher factual content. Vocabulary is mostly familiar with some more challenging words supported in the art.	The background information on islands, which includes a helpful including a map of the Caribbean, is mainly familiar. The "tour" of the beaches and the sights to be visited in rural and urban Puerto Rico will be new to many readers.	9	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 8	Small Group	The Little Raindrop	440L	J/17	3 The purpose of this story is twofold: to tell an adventurous tale about a brave and curious raindrop characger, and also show the process of the water cycle. The levels of meaning may be difficult to identify/separate.	1 The narrative text is clear, chronological, and easy to predict . Connections between events or ideas are explicit and clear. One mode of communication is evident.	1 The story is told with mainly simple sentences and literal, common language.	2 The fantasy genre is familiar. The Amazon River setting may not be familiar to some readers.	7	Moderate
Unit 9	Whole Group	Jaylen's Juice Box	500L	N/A	2 The text has a straightforward purpose. Readers must make some inferences to understand the story's message.	3 Readers must follow dialogue among multiple characters. The text is a narrative with a simple chronology.	2 Dialogue states characters' thoughts and feelings. Language is literal, with mostly familiar vocabulary and a few context-dependent words (e.g. refuse).	3 The story assumes some prior knowledge of buying, selling, and money. Young readers may be unfamiliar with some fruits and vegetables described (e.g. mango, cantaloupe, beets).	10	Substantial
Unit 9	Whole Group	From Pine Tree to Pizza Box	680L	N/A	3 The text describes the complex process of manufacturing cardboard, which requires detailed explanation.	3 The text has one predominant structure, describing steps in a process. Sidebars and graphic features such as a flow chart have a different text structure.	3 Language includes academic and scientific vocabulary with some context (e.g. resource, pulp, produce, recycle).	2 Unfamiliar concepts concerning manufacturing and recycling are well supported through photographs.	11	Substantial
Unit 9	Whole Group	Goods and Services	560L	N/A	3 The text describes the complex economics concept of goods and services that requires detailed explanation.	3 Frequent sidebars with implicit connections to the running text occur.	3 Simple and compound sentences are used. The text includes unfamiliar domain-specific vocabulary with contextual support (e.g. goods, services, consumers, producers).	3 Challenging economics concepts appear in the text.	12	Substantial
Unit 9	Small Group	Providing Services	400L	G/12	1 The text has a single, straight-forward purpose: To explain that some workers are doing jobs that provide a service.	1 The informational text has a cause-effect structure and uses signal words such as then.	2 The text has simple sentence structure. Vocabulary is mostly familiar, with direct photo supportm although worrds such as service will need to be understood through the context.	2 While the various jobs shown in the book are familiar, the concept that these workers are providing services is not as concrete.	6	Moderate
Unit 9	Small Group	Choices, Choices	320L	G/12	2 The story theme about making economic choices is implicit and revealed over the course of the realistic fiction story.	2 The text is narrative with a simple chronology, though there are some time shifts and a variety of settings.	2 The text is made up of simple sentences with a few dependent clauses. Some sections are text heavy for this level, but the vocabullary and situation are familiar and there is direct picture support.	1 The simple story about a boy playing game with his friend requires little background knowledge.	7	Moderate
Unit 9	Small Group	Making Things, Doing Things	BR	C/4	1 The text has two purposes: to identify various jobs people have and to show what they make or do.	1 The informational text has a cause-effect structure. Connections among events and ideas are explicit.	1 The text consists of simple sentences that repeat a few sentence patterns. Vocabulary is familiar and supported with photos of people in various occupations along with the things they make or do as part of their job.	2 The text assumes some prior knowledge of different types of jobs people do. The names of occupations may come up in discussions but are not required to interpret the text.	5	Low

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventuality and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 9	Small Group	Let's Save!	460L	F/10	2 Meaning is more involved with a broader focus on needs and wants. Some analysis is required to determine how needs and wants play a role in saving money.	1 The informational text has a simple organization that is easy to follow. Connections between ideas about saving money are explicit and clear.	2 The text consists of simple and compound sentences. Vocabulary includes some unfamiliar words that are supported contextually, such as "banks."	3 Although the reader may be familiar with what a piggy bank is, the topic of saving money is only somewhat familiar but with many details unknown. Background information about wants and needs would be helpful.	8	Moderate
Unit 9	Small Group	How to Spend and Save Money	440L	F/9	2 Meaning is more involved with a broader focus on expenses. Some analysis is required to determine how to spend and save money.	2 The informational text includes a reasoned explanation, in addition to facts, why it is important to save money. Connections between ideas are sometimes implicit or subtle.	2 The text consists of simple and compound sentences. Vocabulary includes some unfamiliar words that are supported contextually, such as "salary."	4 The topic of spending and saving money is mostly unfamiliar, with most details about monthly expenses unknown to the reader.	10	Substantial
Unit 9	Small Group	Trading for Goods and Services	440L	H/14	2 Meaning is more involved with a broader focus on how we can pay for goods and services.	2 The informational text includes a reasoned explanation, in addition to facts, about how trading goods and services is useful. Connections between ideas are sometimes implicit or subtle.	2 The text consists of simple and compound sentences. Vocabulary includes some unfamiliar words.	3 The topic of trading for goods and services is somewhat familiar, but many details about the history of trade covered in the text could be unknown to the reader.	9	Moderate
Unit 9	Small Group	One Hundred Pennies Is a Dollar!	440L	I/16	2 Meaning is more involved with a broader focus on American currency. Some analysis is required to determine the author main idea of the text.	2 In addition to facts about different types of coins, the text's main goal is to explain how these coins can equal a dollar.	2 The text consists of simple and compound sentences. Vocabulary includes some unfamiliar words.	3 The topic of different coins and how much they equal is somewhat familiar, but many details about who is on the coins and how they add up could be unknown to the reader. Some background knowledge about adding and subtracting could be helpful.	9	Moderate
Unit 9	Small Group	Pam's New Puppy	230L	D/6	1 The book has a clear and concrete purpose to tell a story about Pam and her new dog Max.	1 The realistic fiction consists of two main characters that carry the story. Events are in chronological order and are clearly connected.	2 The story includes simple and compound sentences. Language is mainly concrete and literal. There is some unfamiliar vocabulary.	2 Readers must be aware of common conventions of a realistic fiction. Story events are based on less common experiences and situations.	6	Moderate
Unit 9	Small Group	Same and Different: Kids Around the World	310L	E/8	1 Meaning is clear and concrete with a narrow focus on different homes and foods around the world.	1 The informative text has a simple organization that is easy to follow. Connections between different homes are explicit and clear.	2 The text is comprised of mainly simple sentences. The text has a more objective style with higher factual content. Vocabulary includes some unfamiliar words that are supported contextually.	3 The topic is somewhat familiar but with many details about other homes and traditions around the world unknown to the reader. A range of recognizable ideas and challenging abstract concepts appear in the text.	7	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 9	Small Group	I Like to Make Things	560L	H/13	1 The purpose of this text is to give opions why it is better to make things instead of buying them. The meaning is clear and concrete with a narrow focus.	2 The opinion text is clear with a thesis and chapters that are easy to follow. Connections between opinions are explicit and clear.	2 The text consists of simple and compound sentences with some more complex constructions. Vocabulary includes some unfamiliar, context-dependent words.	2 The topic of making things is familiar to the reader, though the purpose it serves in place of buying things may be a new idea.	7	Moderate
Unit 9	Small Group	The Perfect Babysitter	570L	I/17	1 The purpose of this realistic fiction story is stated explicitly in the title and in the beginning of the text. There is only one level of meaning. Theme is obvious and revealed early in the text.	2 The narrative text is clear, chronological, and easy to predict. Connections between events or ideas are explicit and clear. One mode of communication is evident. In addition to narration and dialogue, plot is furthered with a few instances of characters thoughts.	3 There are more longer sentences and a heavier text load. There is some figurative or literary language including idioms. There are a few academic vocabulary words such as chimed in.	2 Having a babysitter is a familiar situation. Doing a job interview for one, however, is a more challenging concept. Some of the events in the story such as making balloon animals and doing paper crafts may be unfamiliar to some readers.	8	Moderate
Unit 9	Small Group	How to Help Others	510L	K/20	2 The purpose of this text involves conveying a range of more detailed information about making and executing a plan to help children in need. The meaning is more involved with a broader focus.	2 The text is narrative nonfiction and told in the first person, but it is also a procedural text. Connections among events or ideas is sometime subtle.	2 The text includes simple and compound sentences with some more complex constructions. Language is literal with familiar vocabulary. It uses a many procedural signal words.	3 Helping others through fundraising or by doing chores are familiar topics. But some of the ideas in this text and execution of the detailed steps are fairly sophisticated for the target grade.	9	Moderate
Unit 10	Whole Group	Investigate Light and Heat	480L	N/A	2 The purpose is straightforward, but the information is detailed and involves multiple facets.	4 The text combines a sequential step-by-step structure with sections of narrative. Frequent sidebars with implicit connections to the running text occur.	2 Mostly simple sentences are used. Vocabulary includes some domain-specific words with contextual support.	2 Prior knowledge of the scientific method is helpful but not critical for understanding.	10	Substantial
Unit 10	Whole Group	I Hear with My Ears	360L	N/A	2 The text has a straightforward purpose. Readers must integrate some information from the illustrations.	2 The story is told through dialogue, and states the main character's thoughts and feelings.	3 Vocabulary is mostly familiar, with some words that may be new to young readers (e.g., swishing, babble). Figurative and sensory language is included.	1 Events in the text are based on everyday experiences and common situations. The text focuses on the one simple topic (sounds) in a concrete way.	8	Moderate
Unit 10	Whole Group	Investigate Sound	480L	N/A	2 The purpose is straightforward, but the information is detailed and involves multiple facets.	4 The text combines a sequential step-by-step structure with sections of narrative. Frequent sidebars with implicit connections to the running text occur.	4 The text is primarily comprised of simple sentences. Frequent use of scientific terminology occurs, with less contextual support in some cases (e.g., hypothesis, prediction, observation, investigate).	2 Prior knowledge of the scientific method is helpful but not critical for understanding.	12	Substantial
Unit 10	Small Group	My Pet	90L	C/3	1 the purpose and meaning of this realistic fiction story are clear and is stated explicitly in the title.	1 The text is clear, chronological, and easy to predict . Connections between events or ideas are explicit and clear. One mode of communication is evident: narrative storytelling.	1 The story is told in simple sentences, some with patterns, with language that is concrete and literal. Vocabulary is familiar.	1 The story assumes little personal experience or cultural knowledge; having (or wanting) a pet is a familiar concept.	4	low

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 10	Small Group	The Power of the Sun	400L	E/8	The purpose of this informational text includes explaining or interpreting information about solar power. The meaning includes more complex concepts and a higher level of detail.	The text includes a thesis and reasoned explanation in addition to facts. The structure is descriptive with some cause-effect explanations. Diagrams help explain some of the energy-conversion processes.	The text is comprised of mainly simple sentences. Simple language style is used with some narrative elements. Vocabulary is mostly familiar.	The concept of getting energy from the sun is somewhat familiar but there are many details unknown to reader. There are some challenging abstract concepts such as solar energy being clean and never-ending.	9	Moderate
Unit 10	Small Group	Fun Changes	410L	F/10	The purpose of this science/procedural type text includes explaining or interpreting information. Its meaning includes more complex concepts about matter and a higher level of detail.	The text includes reasoned explanations in addition to facts as well as different modes of communication. The text is descriptive, but with is an implicit sequential structure in its presentation of the experiments.	The text is mainly simple sentences with familiar language. Vocabulary is familiar. One unfamiliar word, atole, is described in the text and shown in a photo.	The topic of matter and science experiments is familiar, but with some details new to readers. Both simple and more complicated ideas are addressed, and explained thoroughly.	8	Moderate
Unit 10	Small Group	How Much Does It Weigh?	430L	F/10	This informational text about measuring weight has a single purpose and conveys factual information clearly. The meaning is concrete with a narrow focus.	The text is descriptive and includes a reasoned explanation in addition to facts. Connections among events or ideas are sometimes implicit or subtle. Photos and captions support the explanations in the running text.	The text combines simple and compound sentences with mainly familiar vocabulary. Language style and tone varies; passages shift from objective to directly addressing the reader.	The text topic is familiar, with some details new to reader. Both simple and more complicated ideas are addressed.	7	Moderate
Unit 10	Small Group	Coal	480L	G/12	This informational text has a single purpose, to convey clear and factual information about coal, which is the book's title. Meaning is clear, concrete with a narrow focus.	Connections between events or ideas are explicit and clear. The descriptive text structure is supported by photos with captions. A large world map with labels is a helpful graphic feature.	The text has increased objective style and passive constructions with higher factual content. There are a few instances of addressing the reader and one rhetorical question. Vocabulary is familiar with some domain-specific words such as river basins depicted in a photo. The academic vocabulary word can be determined in context.	The general topic of coal as an energy source is somewhat familiar but with many details unknown to the reader. Some readers may not have first-hand knowledge of the backyard barbecue depicted on the final page.	8	Moderate
Unit 10	Small Group	Daylight and Night Light!	420L	H/13	The purpose involves conveying a range of detailed information about natural and artificial light. Meaning is more involved with a broader focus ; readers are left to ponder light sources and there importance for seeing night or day.	The text includes a thesis in addition to facts. Different modes of communication include running text, captions, and labels/call-outs.	The text is simple and compound sentences. Key terms natural and artificial lights are defined in the text. Describing a rainbow as "an arc of colors" adds some literary language.	The general text topic is somewhat familiar but with many details unknown to reader. Concepts presented include prisms and colors of the spectrum (a rainbow).	9	Moderate

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventuality and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 10	Small Group	Carlos and the Drum	220L	I/15	2 The purpose and theme in this realistic fiction story is revealed early in the text, but conveyed with some subtlety as the story develops.	1 The narrative story is clear and unfolds chronological. Connections between events or ideas are explicit and clear. One mode of communication is evident.	2 The text is comprised of simple and compound sentences with dialogue from a number of characters. The language is everyday speech and vocabulary is familiar. More challenging words such as plaza are supported in the art. Readers are introduced to the onomatopoeia of a drum playing softly and loudly (pom, bam).	1 The story assumes little personal experience or cultural knowledge beyond being playing an instrument in a band, and the role of a bandleader.	6	Moderate
Unit 10	Small Group	Meteorites on Earth	540L	J/18	1 This informational text has a single purpose to convey clear and factual information about meteorites. Meaning is concrete with a narrow focus.	3 The text is mainly a descriptive structure with some cause-effect. There are four chapters and connections between events are often implicit.	2 There text includes a mix of simple and compound sentences. The language is mostly familiar with some domain-specific vocabulary defined in a glossary.	4 The general topic may be unfamiliar to students in this grade with many details about craters and geographic references unknown to reader. There are many new and wide-ranging ideas and complex concepts such as mass and speed covering aspects of earth and space science.	10	Substantial
Unit 10	Small Group	Jill Explores Energy	380L	D/6	1 The purpose of this realistic fiction story is stated explicitly in the title. The theme is obvious from the beginning. There is only one level of meaning: Jill explores her world and applies that day's lesson about sound and light energy.	1 The text is a clear, chronological narrative, and easy to predict. Connections between events or ideas are explicit and clear. One mode of communication is evident	2 The sentences are mainly simple with dialogue from a number of characters. The language is familiar and concrete.	2 The school and home settings and events are familiar but the text assumes some knowledge of energy forms including light, sound, heat, and kinetic.	6	Moderate
Unit 10	Small Group	Magnets on the Move	480L	K/20	3 The purpose of this procedural text includes explaining or interpreting information. Meaning includes more complex concepts and a higher level of detail.	3 The text has four chapters includes small sections that utilize different modes of communication of varying complexity . Its thrust is procedural but the first two chapters use a descriptive structure that introduces the concepts explored in the experiments.	2 The text balances simple and compound sentences. There is an increased objective style with higher factual content, but also some directly addressing the reader in the experiment sections. Vocabulary is mainly literal and familiar.	3 The general topic is familiar but with many details unknown to readers at this grade level. It includes a range of recognizable ideas and challenging abstract concepts appear in the text such as making predictions.	11	Substantial

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 10	Small Group	Cool Waves	410L	G/12	2 The purpose and theme of this realistic fiction story set at a beach are revealed early in the text, then developed throughout, and are conveyed with some subtlety. There is more than one level of meaning.	2 The text has a narrative structure and unfolds chronologically. There are two main characters, and the storyline is occasionally difficult to predict. Connections among events or ideas are sometimes implicit or subtle.	2 Dialogue propels the story, which is told in a mix of simple and compound sentences. The language is mainly literal and common, with a minor play on words at the end.	2 The text assumes some personal experience and/or cultural knowledge of going to the beach, surfing, and playing a guitar and drums. It contains both simple and more complicated ideas about sound, such as vibrations.	8	Moderate
Unit 10	Small Group	A Visit to the Aquarium	460L	H/14	3 The purpose is implicit and revealed over the entirety of the text. There is more than one theme, and the meaning may be difficult to identify.	2 The narrative meanders not unlike a leisurely day at the aquarium. The characters move to different locations in the aquarium, and the storylines and is occasionally difficult to predict. Connections among events or ideas are sometimes implicit or subtle.	2 There are simple, compound, a few complex sentences. The language is mainly literal and common language with a few potentially unfamiliar vocabulary words (moist, markings).	2 The story assumes some personal experience and/or cultural knowledge such as an educational trip to an aquarium accompanied by an older family member.	9	Moderate