

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventinality and Clarity	Knowledge Demands	Total QM	Complexity Level
Unit 1	Whole Group	My Desert Home	590L	N/A	2 Meaning is clear, but with a broader focus to inform readers about the author's life as well as life in the desert.	2 Some connections between ideas require inference. Photos and captions provide information that adds to understanding of content.	2 The text contains multiple compound sentences. Language is simple and conversational. Some vocabulary is unfamiliar (nectar, respect).	2 Prior knowledge of a nature photographer's job and the features of a desert climate could be helpful	8	Moderate
Unit 1	Whole Group	What Do Plants Need?	500L	N/A	2 Text has a simple purpose stated in the title, but each element that answers the question provides additional information.	2 Text is structured in clearly ordered sequential chapters. Information in graphic features is essential to understanding content.	2 Vocabulary includes some unfamiliar words (oxygen, carbon dioxide). The text uses mostly simple sentences. Language is familiar and conversational.	2 The topic is familiar, with a few new details. The text assumes prior knowledge: plants are living things.	8	Moderate
Unit 1	Whole Group	What Do Animals Need?	510L	N/A	1 Text has a single purpose: to tell what animals need to survive. The author's purpose, to inform, is obvious.	2 Text organization is clear and easy to follow. Labeled photos are essential to understanding of content	2 Contains some complex sentences. Vocabulary includes some unfamiliar words (herbivores, omnivores, carnivores).	2 The topic may contain some details new to the reader. Comprehension would be improved if readers had experience with a pet or another animal.	7	Moderate
Unit 1	Small Group	Where Do They Live?	BR70L	A/1	1 Meaning is clear and concrete with a narrow focus on where different animals live. Readers need to integrate information from illustrations to learn about animals habitats	1 The informational text has a simple repetitive text structure.	2 The text is comprised of simple sentences. The vocabulary is simple and meaning is conveyed through direct picture support.	2 The topic is familiar but some animals may not be familiar to the reader.	6	Moderate
Unit 1	Small Group	Big Animals	BR50L	A/1	2 The meaning is more involved with a broader focus. Animals are big - bigger than what?	1 The informational text has a simple repetitive text structure.	2 The text is comprised of simple sentences. The vocabulary is simple and meaning is conveyed through direct picture support.	2 The topic is familiar but some animals may not be familiar to the reader. The reader will need to be familiar with the concept of large and small.	7	Moderate
Unit 1	Small Group	Tasty Fruit	BR50L	B/2	2 The text has two levels of meaning - colors and types of fruit. The reader must integrate information from illustrations to understand the story.	2 Events may occasionally be difficult to predict. The character turns the color of the fruit it eats.	2 The narrative has mainly simple sentences. The language is mainly concrete and literal. There is some unfamiliar vocabulary.	2 The reader must be aware of common conventions of animal fantasy genre. Events are based on less common experiences and situations.	8	Moderate
Unit 1	Small Group	Who Is in the Tree?	0L	B/2	2 The meaning is more involved with a broader focus. Animals are in trees and what an animal eats.	2 The text may include additional facts i.e. what a giraffe eats.	2 Vocabulary includes some unfamiliar words (animal names) that are supported by photographs.	2 The topic of animals in trees is familiar but some of the animals may not be known.	8	Moderate
Unit 1	Small Group	How Dragonflies Change	150L	C/4	3 Meaning includes more complex concepts and a higher level of detail - the author discusses the stages of a dragonfly.	2 The text may include a thesis or reasoned explanation in addition to facts. Connections between events or ideas are sometimes implicit or subtle.	2 Simple and compound sentences. Vocabulary includes some unfamiliar words that are often supported contextually.	3 The topic of dragonflies is somewhat familiar but with many details unknown to the reader. A range of recognizable ideas and challenging abstract concepts appear in the text.	10	Substantial

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Unit 1	Small Group	Where Do Plants Grow?	240L	C/4	2	Meaning is more involved with a broader focus on plants, geographical location, and physical description.	2	The text may include a thesis or reasoned explanation in addition to facts about plants. Connections between events or ideas are sometimes implicit or subtle.	2	Simple and compound sentences. Vocabulary includes some unfamiliar words that are often supported contextually. Photographs of plants habitats, such as, mountain, valley, desert, and gardens are shown.	2	The topic of where plants grow is familiar, with some details new to the reader i.e. cactus has thorns. Simple and more abstract ideas are conveyed.	8	Moderate
Unit 1	Small Group	Frog and the Forest	290L	D/5	2	The text has two levels of meaning about where a frog lives and what it does during the day and the night. Readers must integrate information from the illustrations to understand story elements.	1	The story has one character, a frog. Events are clearly connected.	2	The narrative includes simple sentence telling what a frog likes to do all day. The language is mainly concrete and literal. There is some unfamiliar vocabulary.	2	The reader must be aware of common conventions of animal fantasy genre. Events are based on less common experiences and situations.	7	Moderate
Unit 1	Small Group	Red the Horse	300L	D/6	2	The text has two levels of meaning what a horse does all day and what it is like to live on a ranch. The reader must integrate information from illustrations to understand story elements.	1	The text has two characters that carry the story, Red the horse and his pal Andy. The events are in order and clearly connected.	2	The narrative rhymes and includes simple sentences. Vocabulary is mostly familiar, with some new words relating to the characters actions (chase, munches, splash)	2	Readers must be aware of common conventions of a narrative. Events are based on less common experiences and situations.	7	Moderate
Unit 1	Small Group	The Parts of a Plant	300L	E/7	3	This informational book on parts of a plant includes complex concepts and a higher level of detail about how plants grow. The author has multiple purposes to inform the reader about plants, taking care of plants, and appreciation of different plants in our environment.	2	This book includes detailed information on how plants grow, focus on the different parts of plants, and show how plants start out small and get bigger and bigger.	2	The text has simple and compound sentences which includes facts about plants. Vocabulary includes some unfamiliar words that are supported contextually.	2	The topic of parts of a plant is familiar with some details new to the reader. Bothe simple and abstract ideas are conveyed.	9	Moderate
Unit 2	Whole Group	Horrible Bear	420L	N/A	2	The story has a clear story line; however, readers must infer some meaning from the illustrations.	3	Connections between some events are subtle. Events are difficult to predict. Dialogue is important in understanding how characters feel.	2	The story uses mostly simple sentences, Some vocabulary may be unfamiliar (indignant, barged, ruckus).	2	Any unfamiliar concepts, such as some of the characters' actions, are well-supported through illustrations.	9	Moderate
Unit 2	Whole Group	Wolf Cub's Song	520L	N/A	2	The text has a straightforward message. Readers must use information from the illustrations to understand story elements.	3	Dialogue describes events and problems. • Sentences are compound and complex.	3	The story uses simple and compound constructions.	2	Prior knowledge of how wolves function as a pack may help readers understand Wolf Cub's loneliness, but is not essential.	10	Substantial
Unit 2	Whole Group	Dog Days of School	530L	N/A	2	The story theme is clear but requires readers to make inferences.	3	Dialogue expresses characters' thoughts and feelings and is supported by illustrations. Events occur over time.	4	The author uses a variety of simple, compound, and complex sentences. Some figurative language is used ("stomach did flip-flops"; "the wind howled").	3	Events are based on less-familiar experiences and situations.	12	Substantial

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Unit 2	Small Group	My New Dog	BR80L	A/1	2 This realistic fiction text has two levels of meaning the main character is a responsible pet owner and his pet is his friend. Readers must integrate information from illustrations to understand story elements.	1 Two characters carry the story, a young boy and his dog.. Dialogue is easy to follow and shares the main character's thoughts and feelings.	1 The narrative has one simple sentence on a page. The language is concrete and literal. The vocabulary is familiar.	2 Events are based on less common experiences and situations. This book shows the hard work and rewards of being a pet owner.	6	Moderate
Unit 2	Small Group	Dad Can	BR50L	A/1	2 This animal fantasy story has two levels of meaning. A father bird teaching his baby bird how to survive and have fun and being a loving parent at the same time.	1 The story has two characters who carry the story. The events are clearly connected.	1 The narrative is one simple repetitive sentence per spread. The vocabulary is familiar and integrated into the colorful illustrations.	1 The genre is familiar to readers. The events are based on everyday experiences with a parent and child.	5	Low
Unit 2	Small Group	I Play	BR50L	B/2	2 This animal fantasy story has two levels of meaning. A young racoon girl can play by herself and keep herself entertained with many different objects in her home.	1 The story has one character who carry the story. The events are clearly connected.	1 The narrative is one simple repetitive sentence per spread. The vocabulary is familiar and integrated into the colorful illustrations.	1 The genre is familiar to readers. The events are based on everyday experiences on how a child might play in their home.	5	Low
Unit 2	Small Group	I See	BR40L	B/2	2 Readers must integrate information to understand the story elements. A curious lizard travels through the forest and meets other animals.	2 Events may occasionally be difficult to predict. The reader must use the illustrations to interpret the main character's facial expressions and feelings.	2 The language is mainly concrete and literal. Most of the animal names are familiar but students may not be familiar with a snail.	2 Readers must be aware of common conventions of the genres. Events are based on less common experiences and situations.	8	Moderate
Unit 2	Small Group	Yago Helps a Lot	80L	C/4	3 This realistic fiction story has two or more levels of meaning. The main character is helpful to his family and community members. He is resourceful.	2 The text has a range of family and community characters.	2 The narrative includes two sentences per spread. The language is mainly concrete and literal.	1 The genre is familiar to readers. Events are based on everyday experiences and common situations.	8	Moderate
Unit 2	Small Group	I Can	70L	C/4	2 This animal fantasy text has two levels of meaning - what a frog and parrot can do and their friendship for one another. Readers will be able to integrate story information from the colorful illustrations to understand the story elements.	2 The text has two main characters. The dialogue between the two characters is fun and informative. It requires readers to interpret characters' thoughts and feelings.	2 The narrative includes simple dialogue questions and answers between the characters. The language is mainly concrete and literal.	2 Readers must be aware of common conventions of the genres.	8	Moderate
Unit 2	Small Group	Flora the Iguana Can Fly	330L	D/5	3 The text has two or more levels of meaning friendship, travel, and different environments and different types of iguanas.	3 The text includes time shifts and other characters. The connection between events or ideas are often implicit or subtle.	2 The narrative includes simple and compound sentences in the form of a dialogue between the characters. There is some unfamiliar vocabulary - iguana and condor.	2 Readers must be aware of common conventions of the genres. Events are based on less common experiences and situations. Students may not be familiar with an iguana or a condor.	10	Substantial

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Unit 2	Small Group	Cows of Many Colors	250L	D/5	3 This animal fantasy text has three levels of meaning - how cows have fun, word choice, colors, ok to be different.	2 The Text has a range of different cow characters. The dialogue is more complex and may require readers to interpret characters' and feelings.	2 The narrative includes simple sentences of varying length. There is also a play on words for a specific letter i.e. Ruby is a red cow. Ruby plays with robins, etc. The vocabulary is mostly familiar, with some new words relating to the cow's actions (grin, whistle, grazes)	2 Readers must be aware of common conventions of the genres.	9	Moderate
Unit 2	Small Group	Who Lives in This Cave?	270L	E/7	3 This animal fantasy text has three levels of meaning - bats, animal homes, feeling sad and lost, and reunited with family.	2 The text has a w wide range of animal characters and their homes. Dialogue and sentence length is more complex and may require readers to interpret characters' thoughts and feelings.	2 The narrative includes simple and compound sentences. Language is mainly concrete with a repetitive theme. Vocabulary is mostly familiar, with some students may not be familiar with coyotes.	2 Readers must be aware of common conventions of the genres.	9	Moderate
Unit 3	Whole Group	The First Time I...	500L	N/A	2 The purpose is simple—the first time the narrator did something—but the three narrators have unique experiences.	2 The text structure for each personal narrative is sequential and straightforward, but Felix's experience refers to events that happened over the course of the past week. The connections between events are occasionally subtle.	3 Simple, compound, and complex sentences are used. Language is conversational and vocabulary is familiar.		7	Moderate
Unit 3	Whole Group	Rules Are Cool	210L	N/A	1 Story purpose is simple: to show the importance of rules at school.	3 Narrative structure is sequential, with information conveyed logically and clearly. Dialogue is easy to follow. Graphic features (thought bubbles) enhance understanding.	1 Sentences are simple and language is colloquial. All vocabulary is familiar.	1 No prior knowledge is needed for understanding.	6	Moderate
Unit 3	Whole Group	Why Do We Have Rules?	590L	N/A	2 The text has a single purpose—to identify why we have rules—but the information is detailed and has many facets.	3 The text is structured in sequential chapters, each dealing with a different aspect of why we have rules. Readers encounter some sidebars and questions to provoke thought and discussion.	2 Few complex or compound sentences; language is common usage. Nontechnical vocabulary words (e.g. citizens, community, rules) are defined in context through direct definitions.	1 The familiar nature of the topic and setting means no prior knowledge is needed for understanding.	8	Moderate
Unit 3	Small Group	One Scary Bike Ride	140L	E/8	1 The story focuses on one narrow event: the day a girl gets a new bike. The message about the safety risks of not wearing a helmet while bike riding is conveyed in a concrete way.	2 The predominant text structure is a narrative with a simple chronology and some dialogue; there is an underlying cause-and-effect structure that shows how the choices people make influence events.	1 The vocabulary is mostly familiar, and meaning is conveyed through direct picture support. The writer's "voice" is kid-friendly in tone.	1 Even if readers do not ride bikes, this story of a girl who learns her lesson about using a bike helmet requires little background knowledge.	5	Low

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Unit 3	Small Group	I Go Downtown	BR20L	A/1	2 This realistic fiction text has two levels of meaning a young boy and his mom go shopping, do errands, and he learns to read a map of the downtown shopping area. The reader must integrate information from the colorful illustrations to understand story elements.	1 The boy and his mom are the characters that carry the story. The events of going to the downtown area are clearly connected. The dialogue is easy to follow and shares the characters' thoughts and feelings.	1 The narrative is mainly simple sentences. The language is concrete and literal. The vocabulary is familiar.	1 The genre is familiar to readers. The story events are based on everyday experiences and common experiences. Reading a map may be new to some readers.	5	Low
Unit 3	Small Group	What Is on the Table?	BR80L	B/2	1 Meaning is clear and concrete with a narrow focus. The author's purpose is obvious such as explaining, describing, or persuading to put objects such as paper, clocks, or brushes, on a table.	1 The text has a simple organization that is easy to follow. Connections between events or ideas are explicit and clear.	1 The text is comprised of mainly simple sentences using the phrase "on the table." Vocabulary is mostly familiar.	1 The topic id familiar, with details known to the reader. The text conveys simple, concrete ideas.	4	Low
Unit 3	Small Group	Who Is in My House?	0L	B/2	1 Meaning is clear and concrete with a narrow focus. The author's purpose is obvious a young girl it proud of her family and introducing us to her family, grandparents, and even her dog.	1 The text has a simple organization that is easy to follow. Connections between events or ideas are explicit and clear.	1 The text is comprised of mainly simple sentences using the phrase and high frequency words "I see my." Vocabulary is mostly familiar.	1 The topic is familiar, with details known to the reader. The text conveys simple, concrete ideas.	4	Low
Unit 3	Small Group	The Little Dogs and Mom	90L	C/4	2 The text has two levels of meaning. Readers must integrate information from illustrations to understand the story elements between the mother dog and her puppies.	2 The text has a range of characters a mother dog and her seven puppies who take part in different activities.	1 The narrative has mainly simple sentences. Language concrete and literal. The vocabulary is familiar.	2 Readers must be aware of common conventions of genres.	7	Moderate
Unit 3	Small Group	They Like to Help	170L	C/4	2 Meaning is more involved with a broader focus on what chores and activities children can help with. The text also focuses on how children can work together with adults to get a specific job done, as well as, being a responsible citizen.	1 Text has a simple organization that is easy to follow. Connections between events or ideas are explicit and clear.	1 The text is comprised of mainly simple sentences. The vocabulary is mostly familiar.	1 The chores and tasks children help adults with such as, carpentry, planting, doing the dishes, laundry, and cooking are familiar to students.	5	Low
Unit 3	Small Group	At School	240L	D/5	2 The text has two levels of meaning - following the rules at school and helping a new student in the class.	2 The text has a wide range of characters. dialogue is more complex and may require readers to interpret characters' thoughts and feelings.	2 The narrative includes simple and compound sentences with some more complex constructions. Language is mainly concrete and literal.	2 Readers must be aware of common conventions of the genres.	8	Moderate
Unit 3	Small Group	What Symbols Do You See?	160L	D/5	2 Meaning is more involved with a broader focus on different symbols of the United States	2 The connections between events or ideas are sometimes implicit or subtle.	2 Simple and compound sentences with some more complex constructions are included. Some pages start out with a question.	3 The topic is somewhat familiar, symbols of the United States but what and where these symbols need prior knowledge.	9	Moderate

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Unit 3	Small Group	A School Day	BR90L	A/1	1 Meaning is clear and concrete with a narrow focus on different animals and things they can do in school. Readers must integrate information from illustrations.	2 The text has a range of characters in the story who preform different task at school.	1 The narrative has one simple sentence starting with "I can." Language is concrete and literal. Vocabulary is familiar with every day school activities - sing, paint, run, jump, wash, cut, write, and read.	1 This animal fantasy genre is familiar to readers. Events are based on everyday school experiences and common situations.	5	Low
Unit 4	Whole Group	The Little Box	520L	N/A	2 The storyline is clear, but the story is multifaceted (Mariana's anxiety about school, how Diego treats her, how she helps Diego).	3 Simple, compound, and complex sentences are used. The narrative is ordered chronologically and has a clear beginning, middle, and end.	3 Some figurative language is used ("stopped in my tracks"). Vocabulary is mostly familiar. Language is colloquial.	1 No prior knowledge is required to understand the story.	9	Moderate
Unit 4	Whole Group	Knuffle Bunny	460L	N/A	2 The story has a clear storyline, but readers infer meaning occasionally from the illustrations.	1 The story is told in sequential order. • Dialogue is easy to follow.	2 Language is mostly concrete and literal, but readers may struggle with Trixie's babble	1 No prior knowledge is required to understand the story.	6	Moderate
Unit 4	Whole Group	My Big Family	570L	N/A	2 The story's theme is clear but requires readers to make inferences (e.g., Marta worries about the boys playing baseball because she has a crystal window).	4 Characters enter the story at different points. Events occur over time. A narrator tells the story.	3 Simple, compound, and complex sentences are used. Language is conversational. Some vocabulary may be unfamiliar to readers (soaring, blurts).	2 Alex's extended family is in Cuba. Some readers will not have prior knowledge of the country and culture.	11	Substantial
Unit 4	Small Group	Who Comes Along?	0L	A/1	1 Meaning is clear and concrete with a narrow focus on a young girl gathering her dog, cat, and family members for a ride in her red wagon Readers need to integrate information from illustrations.	2 The text has a range of characters in the story who preform different task at school.	1 The narrative has one simple sentence starting with the high frequency word "my." Language is concrete and literal. Vocabulary is familiar with most words relating to family members.	1 This realistic fiction genre is familiar to readers. Events are based on family experiences and common situations.	5	Low
Unit 4	Small Group	Who Do You See?	BR50L	A/1	2 The text has two levels of meaning, identifying the animal characters and what activity they are doing. Readers must integrate information from illustrations to understand the story elements.	2 The text has a range of characters in the story who preform different activities.	1 The language is concrete and literal. The vocabulary is familiar. The text is comprised of simple repetitive sentences - "I see a"	1 This animal fantasy genre is familiar to readers. Events are based on fun activities that are common experiences and situations such as playing ball, reading, eating, and running.	6	Moderate
Unit 4	Small Group	Where Are the Animals?	BR50L	B/2	1 Meaning is clear and concrete with a narrow focus on different animals who like to swim in a pool. Readers need to integrate information from illustrations.	2 The text has a range of characters in the story who preform different activities. The text a conventional narrative structure with one line of simple sentences. The last page ends with a question.	1 The language is concrete and literal. The vocabulary is familiar. The text is comprised of simple repetitive sentences - "The ___ is in the pool."	1 This animal fantasy genre is familiar to readers. Events are based different animals swimming in a pool. Animal characters should be familiar to most readers.	5	Low

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Unit 4	Small Group	I Am Having Fun	BR70L	B/2	2 The text has two levels of meaning. A parrot and an iguana are doing the same activity but with different tools. Readers must integrate information from illustrations to understand story elements.	1 Two characters carry the story. Dialogue is easy to follow and shares characters' thoughts and feelings.	1 The language is concrete and literal. The vocabulary is familiar describing what the characters are doing, for example, playing, drawing, and writing. The text is comprised of simple repetitive sentences - "I am__." The text introduces the word "also."	1 This animal fantasy genre is familiar to readers. Events are activities the activities the iguana and parrot are performing. The reader must decipher the characters are doing the same activity but with different tools. Animal characters should be familiar to most readers.	5	Low
Unit 4	Small Group	May I Go Fly?	190L	C/3	3 The text has a message with two or more levels of meaning. The character starts as a caterpillar, it eats and sleeps, and then changes into a butterfly.	3 The text includes time shifts - the stages of a butterfly. Connections between events or ideas are often subtle.	2 The narrative includes simple and compound sentences. Language is mainly concrete. The dialogue is in a question and answer format between the characters	2 Readers must be aware of common conventions of the animal fantasy genre. Text requires knowledge of a caterpillar changing into a butterfly.	10	Substantial
Unit 4	Small Group	A Good Trip	110L	C/3	3 The text has a message with two or more levels of meaning. The character can pack for a trip, read a map, and observe nature.	3 The text includes time shifts - they young boy goes on a hike throughout the day. The boy is the narrator of the story.	2 The narrative includes simple and compound sentences. Language is mainly concrete. Vocabulary is mostly familiar.	2 Readers must be aware of the common conventions of realistic fiction. The simple story about a boy packing for a hike and observing nature requires knowledge of hiking or taking a nature walk.	10	Substantial
Unit 4	Small Group	Miso Meows	210L	E/8	2 The text has two levels of meaning. A young boy gets a cat for his birthday. Readers must integrate information from illustrations to understand story elements.	2 The text has a range of characters in the story a young boy, his parents, and his new cat. The dialogue is more complex and may require readers to interpret characters' thoughts and feelings.	2 The narrative includes simple and compound sentences with some more complex constructions. Language is mainly concrete and literal.	2 Readers must be aware of the common conventions of realistic fiction. The simple story about a boy who get a pet cat for his birthday. This delightful story requires knowledge of owning a pet.	8	Moderate
Unit 4	Small Group	Dog Reads	250L	D/5	3 The text has a message with two or more levels of meaning. The main character likes to read, he thinks of others, and librarians are helpful.	3 The text includes time shifts and more characters. The dog goes to the library during the day and returns home. connections between events or ideas are often subtle. The main character is the narrator.	2 The narrative includes simple and compound sentences with some more complex constructions. Language is mainly concrete and literal. The main character talks aloud asking himself questions.	2 Readers must be aware of the common conventions of realistic fiction. The simple story about a dog who like to read goes to the library and picks out books for himself and his friends. The main character is considerate of his friends interests and selects books he thinks they will enjoy.	10	Substantial

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Unit 4	Small Group	Brave Jim	250L	D/5	2 The text has two levels of meaning. A young man goes on a safari or desert walk. He takes pictures and reads on the spot about the different animals he encounters. Readers must integrate information from illustrations to understand story elements.	2 The text has one main character and various animal characters. The dialogue is more complex and may require readers to interpret characters' thoughts and feelings.	2 The narrative includes simple and compound sentences with some more complex constructions. Language is mainly concrete and literal. The main character expresses his observations while on his walk. The store includes numbers and descriptive words, for example, one big elephant and two tall giraffes, etc.	2 Readers must be aware of the common conventions of realistic fiction. The simple story about a young man, while on a hike or nature walk, takes pictures, reads about different animals, and is knowledgeable about different animal characteristics.	8	Moderate
Unit 5	Whole Group	How to Make a Solar Oven	550L	N/A	2 Purpose is stated explicitly in the title. Comprehension of steps and detailed descriptions are essential to understanding.	3 The text includes multiple text structures (descriptions, steps in a process). Simple signal language helps readers follow the sequence of 3 steps.	3 Vocabulary words (solar, fuel) are defined through direct definitions and in context. Sentences are simple, compound, and complex.	1 Some familiarity with how-to texts would be helpful but is not essential.	9	Moderate
Unit 5	Whole Group	The No-Tech Day of Play	490L	N/A	2 The realistic fiction has a clear story line but readers must infer some meaning from illustrations.	3 The realistic fiction is ordered chronologically, with a clear beginning, middle, and end. Dialogue is complex and describes events and problems. A narrator tells the story.	2 The realistic fiction uses simple, compound, and complex sentences. Vocabulary is simple and meaning is conveyed through direct picture support.	1 Familiarity with games such as hopscotch and ringtoss is helpful but not essential.	8	Moderate
Unit 5	Whole Group	Technology at Home and School	600L	N/A	3 This text has multiple purposes: to describe technology both at home and school, in both the past and present.	3 The text is organized in separate sections, each building connection to an understanding of how technology has evolved over time. Labeled photos and sidebars are essential to comprehension.	3 Text includes many complex and compound sentences. Vocabulary words (electricity, whiteboard) are defined in context, and through direct definitions and descriptions.	3 Some familiarity with the idea that things were different in the past would be helpful.	12	Substantial
Unit 5	Small Group	All About Maps	200L	D/6	2 The text has a single purpose-to identify and explain a variety of maps- but the information is detailed and involves multiple facets.	1 The informational text has a descriptive text structure. The organization of the text is clear; the concepts build and segue from one to another smoothly.	2 The text consists of simple declarative sentences. Vocabulary is simple, and meaning is conveyed through direct picture support.	3 References to geographical terms that are embedded in the maps, such as Natural resources may be unfamiliar to some readers.	8	Moderate
Unit 5	Small Group	Junk Is My Art	270L	E/7	1 The text has one simple purpose, to show how found "junk" inspires someone to craft useful items and make art.	2 The predominant text structure in this journal is cause-effect, but some sections have a steps-in-a-process text structure, as indicated by the signal words "then" and "now"	2 The vocabulary is mostly familiar, and meaning is conveyed through direct picture support. The text consists of mostly simple sentences	2 The concept of making art out of junk may not be familiar, but it is accessible to students at this level and presented in a real-world way that will engage their imaginations.	7	Moderate
Unit 5	Small Group	Teachers Are Important	290L	C/4	1 The text has one simple purpose: to explain the author's opinion that teachers are important, which is explicitly stated in the title.	1 The opinion piece has a descriptive structure. The concluding sentence is a judgement that reiterates the author's opinion.	1 The text consists of simple sentences. Vocabulary is domain-specific and related to elementary school.	1 The text focuses on one simple topic (teachers' tasks) in a concrete way.	4	Low

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Unit 5	Small Group	Tools for Seeing	BR	A/1	2 The text identifies various tools that people use to help them see. It shows how the tools work but does not explicitly name them.	1 The informational text has an implied cause-effect structure - the photos show how the tools work	1 The text consists of simple sentences that use an imperative command and follow a simple pattern. The vocabulary -- basic nouns-- is conveyed through direct support with pictures.	2 Any unfamiliar concepts, such as microscopes or telescopes and their functions, are supported through photographs.	6	Moderate
Unit 5	Small Group	What I Hear	BR60L	A/1	1 Meaning is clear and concrete we use our ears to hear different sounds to help understand the world around us. Author's purpose is obvious in explaining the different sounds we hear.	1 The text has a simple organization that is easy to follow. Connections between ideas are explicit and clear.	1 The text is comprised of one simple repetitive sentence. Simple language is used. Vocabulary is familiar.	1 The topic of hearing is familiar with details known to the reader. The text conveys simple, concrete ideas on what sounds we can hear.	4	Low
Unit 5	Small Group	My Story	BR50L	B/2	2 The meaning is more involved with a broader focus. A young writer gathers her supplies to write a story about a frog.	1 The text has a simple organization that is easy to follow. Connections between ideas are explicit and clear.	1 The text is comprised of mainly one simple sentence "I like my ___." Vocabulary is mostly familiar.	2 The topic is familiar, with some details new to the reader. Both simple and abstract ideas are conveyed.	6	Moderate
Unit 5	Small Group	Bess and Jess	BR50L	B/2	3 Text has two or more levels of meaning. In this story we see black and white and color illustrations that represents the past and the future. The characters are doing the same activity but with different technology. Readers must negotiate complex concepts and a higher level of detail.	2 The text has two characters. Events in black and white may be difficult to predict.	1 The narrative has mainly simple sentences. Language is concrete and literal. Vocabulary is familiar. Repetitive use of the high frequency word "like."	2 Readers must be aware of common conventions of realistic fiction.	8	Moderate
Unit 5	Small Group	Science Tools	280L	C/4	2 Meaning is more involved with a broader focus. Tool help us do many tasks. Tools help us think and solve questions.	2 This informational text includes an explanation in addition of facts about tools and their uses.	1 The text is comprised of mainly simple sentences. A simple language is used. The text asks a repetitive question.	2 The topic is familiar, with some details new to the reader. Some measuring tools may be new to the reader.	7	Moderate
Unit 5	Small Group	We Can Move Things	170L	D/6	2 The text is more involved on a broader focus. Its purpose is to explain the many ways we can move things.	2 The text may include a thesis or reasoned explanation in addition to facts discussing the various ways in which objects move.	2 Vocabulary includes some unfamiliar words that are often supported contextually.	2 The topic is familiar, with some details new to the reader. Some measuring tools may be new to the reader.	8	Moderate
Unit 6	Whole Group	Ly's Goldfish	510L	N/A	2 Meaning is clear and concrete with a narrow focus. Readers must integrate information from illustrations to understand story elements.	1 Events are in chronological order and clearly connected. Dialogue is easy to follow.	3 The story uses simple and complex sentences. The text includes some academic vocabulary with contextual support (pinch, sprinkled, swished).	2 Knowledge of taking care of a pet would be helpful but not necessary.	8	Moderate
Unit 6	Whole Group	The Boy Who Fed His People	530L	N/A	2 The story's message is simple and explicitly revealed. Readers must integrate information from illustrations.	3 Events may be difficult to predict and occur across time.	3 Narrative uses simple and compound constructions. The text includes some academic vocabulary with contextual support (game, melted, snares).	3 Readers must be aware of some common conventions of the genre. Events are based on less common experiences and situations.	11	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 6	Whole Group	The Legend of the Coquã-	620L	N/A	2 The story theme is implicit and revealed over the course of the story.	4 Characters enter the story at different points. Events occur across time. Dialogue is complex and describes events.	2 The story uses simple and compound sentences. Language is mostly concrete and literal.	3 Knowledge of what a pourquoi tale is would be helpful.	11	Substantial
Unit 6	Small Group	Bear's Adventure	60L	D/6	1 The story focuses on one narrow event, a bear's adventure to a neighboring mountain.	2 This animal fantasy has a simple problem-solution structure. Bear is the only speaking character. His dialogue is often his thoughts spoken aloud.	2 Vocabulary is familiar and includes many adjectives. Challenging words such as followed and smiling and the phrase "a map in his mind" are supported in the illustrations.	3 Readers need familiarity with maps and landmarks to grasp the concept of "a map in his mind"	8	Moderate
Unit 6	Small Group	Today!	BR30L	A/1	1 The story is clear with a narrow focus on the different days of the week. Readers need to integrate information from illustrations.	1 The literary text has a simple and repetitive text structure.	2 The text is comprised of simple sentences. The vocabulary is simple and meaning is conveyed through direct picture support.	2 The topic is familiar but some days of the week may not be familiar to the reader.	6	Moderate
Unit 6	Small Group	We Play Ball	BR30L	A/1	1 This book has a clear and concrete purpose to describe different types of balls.	1 The literary text has a simple and repetitive text structure.	2 The text is comprised of simple sentences. The vocabulary is simple and meaning is conveyed through direct picture support.	2 The topic is familiar but some animals may not be familiar to the reader. The reader will need to be familiar with the concepts of colors and textures.	6	Moderate
Unit 6	Small Group	Arctic Animals	BR30L	B/2	1 Meaning is clear and concrete with a narrow focus on different animals that live in the arctic. Readers need to integrate information from illustrations to learn about animals habitats	1 The literary text has a simple and repetitive text structure.	2 The text is comprised of simple sentences. The vocabulary is simple and meaning is conveyed through direct picture support.	2 The topic is familiar but some animals may not be familiar to the reader.	6	Moderate
Unit 6	Small Group	Things We Like to Do	BR30L	B/2	2 Meaning is clear and concrete with a narrow focus on animals, from around the world and the things they like to do. Readers must integrate information from illustrations.	1 The literary text has a simple and repetitive text structure.	2 The text is comprised of simple sentences. The vocabulary is simple and meaning is conveyed through direct picture support.	2 The topic is familiar but some animals and their actions may not be familiar to the reader.	7	Moderate
Unit 6	Small Group	It Is Hot!	120L	C/3	2 Meaning is clear and concrete with a narrow focus on how Elephant and Bird spend a hot day. Readers must integrate information from illustrations to understand story elements.	2 The predominant text structure is a narrative with a simple chronology and some dialogue.	2 The story uses simple and compound sentences. Language is mostly concrete and literal.	2 Readers must be aware of common conventions of a narrative. Events are based on less common experiences and situations.	8	Moderate
Unit 6	Small Group	Jonah Is a Leader	180L	C/3	3 The text has two or more levels of meaning. Readers must negotiate complex concepts and a higher level of detail of what it means to be a good leader.	2 The predominant text structure is a narrative with a simple chronology. Dialogue is easy to follow.	2 The story uses simple and compound sentences. Language is mostly concrete and literal.	3 The text varies in complexity with unfamiliar events, settings, and situations. Knowledge of qualities that make a good leader would be helpful.	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 6	Small Group	The Day the Rooster Slept Late	270L	E/8	2 The story focuses on one narrow event: the day Rob the rooster slept late and the events that followed.	2 The narrative has a range of characters. The dialogue is more complex and may require readers to interpret characters' thoughts and feelings.	2 The narrative includes simple and compound sentences with some more complex constructions. Language is mainly concrete and literal.	2 Readers must be aware of common conventions of a narrative. Events are based on less common experiences and situations.	7	Moderate
Unit 6	Small Group	Rainy Day Adventure	230L	D/6	2 The story focuses on one narrow event: Alex and Aunt Daisy trying to escape a rainstorm.	2 The predominant text structure is a narrative with a simple chronology. Dialogue is easy to follow.	2 The narrative includes simple and compound sentences with some more complex constructions. Language is mainly concrete and literal.	2 Readers must be aware of common conventions of a narrative. Events are based on less common experiences and situations.	8	Moderate
Unit 7	Whole Group	These Are The Best Ways to Celebrate	650L	N/A	1 The text has one simple purpose, to give a person's opinion about the best way to celebrate certain holidays.	1 The text is structured sequentially around four important holidays and narrated in the first person.	2 The text uses simple sentences in everyday language. Content specific vocabulary words represent deeper concepts (e.g., veterans, patriotic, opinion).	1 Some readers may not have prior knowledge of all of these American holidays and traditions.	5	Low
Unit 7	Whole Group	Happy New Year!	610L	N/A	2 The text has a single purpose, to inform, but the narratives are detailed and supply multiple points of view.	3 The text has a consistent descriptive structure and includes detailed information about new year's celebrations around the world.	3 Vocabulary includes some unfamiliar words (e.g., hongbao, Nowruz) and meaning is conveyed through textual and pictorial support. The text uses a combination of simple, compound, and complex sentences.	2 While the topic is familiar, the text explores the concept in new contexts the reader may be unfamiliar with.	10	Substantial
Unit 7	Whole Group	Celebrating Earth Day	420L	N/A	3 The text discusses both the changing environment and the impact people have on it.	3 The text follows a cause-and-effect structure. The text includes graphics and captions that require readers to understand implied connections to the running text and synthesize information.	3 Academic vocabulary related to the environment includes contextual support. Regular and irregular past and present tense verbs are used throughout.	3 This text discusses complex ideas related to Earth Day and the environment.	12	Substantial
Unit 7	Small Group	The Best Thanksgiving Ever!	70L	D/5	1 The story, told from the point of view of Camila, the youngest girl in the Robinson family, focuses on one narrow event: the family pitching in to make Thanksgiving dinner when Mom is sick.	1 This narrative nonfiction text has a descriptive text structure, and the connections between events is clear.	2 The text consists of simple and compound sentences. Illustrations and photos of the actual foods help support challenging vocabulary such as potatoes, peeled, and corn bread.	2 While the topic of Thanksgiving and a special holiday dinner is familiar, the traditional American foods that are prepared for the meal may not all be known by some readers.	6	Moderate
Unit 7	Small Group	Dad's Birthday	BR30L	A/1	1 The purpose of this text is stated clearly in the title. It has a narrow focus on the different things needed for a birthday party.	1 The realistic fiction has a simple and repetitive text structure.	2 The text is comprised of simple sentences. Vocabulary includes some unfamiliar words that are often supported contextually.	2 The topic is familiar but some party items in the text may not be familiar to the reader.	6	Moderate
Unit 7	Small Group	The Party	BR30L	A/1	1 The purpose of this text is stated clearly in the title. It has a narrow focus on the different people who can attend a birthday party.	1 The informational text has a simple and repetitive text structure.	2 The text is comprised of simple sentences. Vocabulary includes some unfamiliar words that are often supported contextually.	2 The topic is familiar but some people in the text may not be familiar to the reader.	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	A Party at the Zoo	BR50L	B/2	1 The purpose of this text is stated clearly in the title. It focuses on different animals having a party at the zoo.	1 The story has a simple and repetitive text structure.	2 The text is comprised of simple sentences. The vocabulary is simple and meaning is conveyed through direct picture support.	2 The topic is familiar but some animals in the text may not be familiar to the reader.	6	Moderate
Unit 7	Small Group	What I Like to Do	BR70L	B/2	2 Meaning is more involved with a broader focus on different things people like to do.	1 The text has a simple organization that is easy to follow. Connections between ideas are explicit and clear.	1 The text is comprised of simple sentences. The language is simple and the vocabulary is mostly familiar.	2 The topic is familiar but some activities in the text may be more familiar to the reader than others.	6	Moderate
Unit 7	Small Group	A Mariachi Band	340L	C/4	1 The purpose of this text is stated clearly in the title. It has a narrow focus on explaining what a mariachi band is.	1 The text has a simple organization that is easy to follow. Connections between ideas are explicit and clear.	2 The text is comprised of simple sentences and compound sentences. Vocabulary includes some unfamiliar, context-dependent words.	3 General text topic of Mariachi bands may be somewhat familiar, but many details may be unknown to the reader.	7	Moderate
Unit 7	Small Group	It's Sunday!	230L	D/5	1 Meaning is clear and concrete with a narrow focus on how a boy spends his Sunday. Readers must integrate information from illustrations to understand story elements.	2 The story has a range of characters. Events may occasionally be difficult to predict. Dialogue is more complex and may require readers to interpret characters' thoughts and feelings.	2 The realistic fiction includes simple and compound sentences with some more complex constructions. Language is mainly concrete and literal. There is some unfamiliar vocabulary.	2 Readers must be aware of common conventions of a narrative. Events are based on less common experiences and situations. Some background knowledge of New York City could be helpful.	7	Moderate
Unit 7	Small Group	Presidents' Day	420L	E/8	2 Meaning is more involved with a broader focus of the presidents we celebrate on Presidents' Day. Some analysis is required to determine the author's purpose.	2 The text may include a thesis or reasoned explanation in addition to facts. Connections between events or ideas are sometimes implicit or subtle.	2 Simple and compound sentences with some more complex constructions. Vocabulary includes some unfamiliar, context-dependent words, such as "memorial."	4 General topic is mostly unfamiliar with most details unknown to reader. Many readers at this level unlikely to have prior knowledge of George Washington and Abraham Lincoln.	10	Substantial
Unit 7	Small Group	Make a Plan of the Library	190L	C/3	1 Meaning is clear and concrete with a narrow focus on how to make a plan, or map, of a library. Readers must integrate information from illustrations and photos to understand text elements.	1 The text has a simple organization that is easy to follow. Connections between events or ideas are explicit and clear.	2 The text is comprised of simple sentences and compound sentences. Vocabulary includes some unfamiliar, context-dependent words.	3 The topic is somewhat familiar but with many details unknown to the reader. Although the reader may be familiar with a library, they may be unfamiliar with making a map of a room.	7	Moderate
Unit 8	Whole Group	Alvaro's Snow Day	500L	N/A	2 The drama has two levels of meaning, the narrative and the underlying lesson about animals and their adaptations.	3 The drama has events with a simple chronology. The dialogue is easy to follow and states characters' beliefs, but students must infer their reasoning.	3 Vocabulary includes multiple meaning words that readers must know to get the humor of the story (e.g., duck). The language is concrete and literal, comprised of simple sentences.	2 To build anticipation, students must understand that alligators are not adapted to cold weather.	10	Substantial
Unit 8	Whole Group	Weather and the Seasons	560L	N/A	1 The text's single purpose is to describe the differences between the seasons.	2 The chapters in the text build on each other, adding pertinent layers of factual information. Readers encounter images of thermometers displaying numbers critical for understanding.	3 The text is comprised of simple sentences. The text includes scientific concepts and content vocabulary (e.g., temperatures, tornadoes, thunderstorms).	2 The text assumes some prior knowledge of seasons and temperature.	8	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 8	Whole Group	Plants and the Seasons	570L	N/A	2 The text has one explicit purpose, to explain the relationship between plants and the seasons.	2 The predominant text structure is compare and contrast, with simple signal language to follow the contrasts. Some connections between sidebars must be inferred.	2 The language style is simple, with simple sentences and contextual support for unfamiliar or academic vocabulary (e.g., dormant, temperature).	2 The topic is familiar and conveys mostly simple, concrete ideas.	8	Moderate
Unit 8	Small Group	My Weather Log	BR	C/3	1 The text focuses on one event: a family's weeklong camping trip. The text describes the different types of weather and the family's activities during the trip.	1 The personal narrative has a descriptive structure. A young girl keeps a weekly journal of her camping trip. Connections among events.	1 The text consists of simple sentences, with some patterns. There is direct picture and photo support for content vocabulary.	1 The text focuses on one simple topic, a family camping trip, in a concrete way. The weather patterns and activities are all within readers' personal experiences or cultural knowledge.	4	Low
Unit 8	Small Group	What Can I See?	BR70L	A/1	1 This book has a clear and concrete purpose to describe different things that can be seen in nature.	1 The informational text has a simple and repetitive text structure.	1 The text is comprised of simple sentences. The language is simple and the vocabulary is mostly familiar.	2 The topic is familiar but some animals may not be familiar to the reader.	5	Low
Unit 8	Small Group	The Boat Trip	BR80L	A/1	1 This book has a clear and concrete purpose to describe different things that can be seen on a boat trip.	1 The realistic fiction has a simple and repetitive text structure.	2 The narrative has mainly simple sentences. There is some unfamiliar vocabulary, such as the words "whales" and "seals."	2 Readers must be aware of common conventions of a narrative. Events are based on less common experiences and situations. Some readers may be less familiar with animals found in water.	6	Moderate
Unit 8	Small Group	The Sun	BR90L	B/2	1 The meaning is clear and concrete with one simple purpose - to explain that the sun warms many things. Author's purpose is obvious with goals such as explaining.	1 The text has a simple organization that is easy to follow. One line of repetitive text.	1 The text is comprised of mainly simple sentences. Vocabulary is mostly familiar.	1 The topic of the sun is familiar, with details known to the reader. The text convey simple and concrete ideas about the sun.	4	Low
Unit 8	Small Group	My Friend the Sun	20L	B/2	1 Meaning is clear and concrete with a narrow focus on where the sun shines morning till night. Readers may need to integrate information from the colorful illustrations.	1 One character narrates the story. Events are in chronological order - the sun shining in different locations from morning till night. Events are clearly connected	1 The narrative has mainly simple sentences with a repetitive pattern. Vocabulary is familiar.	1 The realistic fiction genre is familiar to readers. Story events are based on everyday experiences. The notices the sun shining throughout her day.	4	Low
Unit 8	Small Group	Water	50L	C/4	2 Meaning is more involved with a broader focus on water. We need water to survive and we use water in many different ways.	1 The text has a simple organization that is easy to follow. Connections between events or ideas are explicit and clear.	1 The text is comprised of mainly simple sentences. A simple language style is used. Vocabulary is mostly familiar.	2 The topic is familiar, with some details new to the reader. Some children may not be familiar with swimming.	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 8	Small Group	The Puddle	190L	D/5	3 The text has two or more levels of meaning - weather, evaporation, and it's fun to play in a puddle, and size.	3 The text includes time shifts and more complex characters. Connections between events or ideas are often implicit or subtle.	2 The narrative includes simple and compound sentences with more complex constructions and dialogue. Language is mainly concrete and literal.	3 The text varies in complexity with unfamiliar events, settings, and situations. Students unfamiliar with rain showers, puddles, and evaporation may need assistance in understanding the story.	11	Substantial
Unit 8	Small Group	A World Without Water	290L	E/7	3 Meaning includes more complex concepts and a higher level of detail. Author may have multiple purposes to talk about water. Water is everywhere, we depend on water, we must keep water, clean, and there would be not oceans or lakes without water.	2 Text may include reasoned explanation in additional facts. Connections between events or ideas are sometimes implicit or subtle.	2 Simple and compound sentences with some more complex constructions are included. The text has some unfamiliar words that are supported contextually.	3 The topic is somewhat familiar but with many details unknown to the reader. A reader may not be familiar with water pollution or that our planet is covered in water.	10	Substantial
Unit 8	Small Group	Let's Check the Weather	360L	D/5	3 Meaning includes mor complex concepts and a higher level of detail. The text has several purposes - to discuss the weather in different seasons, listening to the weather forecast in order to wear the correct clothing, and to learn about weather tools.	2 The text may include a thesis or reasoned explanation in addition to facts.	2 Simple and compound sentences with some more complex constructions are included. The text has a more objective style with passive constructions and higher factual content.	2 The topic of weather and seasons is familiar with some new details about weather tools. Both simple and more abstract ideas are conveyed. Some students may not be familiar with all the different weather changes.	9	Moderate
Unit 9	Whole Group	Needs and Wants	450L	N/A	2 The text's purpose is to explain the concepts of needs, wants, and the difference between them.	2 The text has a consistent descriptive structure and includes detailed information about needs and wants through text, photos, and sidebars.	2 There is domain-specific vocabulary (afford, choices) adding complex concepts to familiar words. Language is conventional English and there are a few compound and complex sentences.	2 Students benefit from experience or familiarity with money and the concept of economic choices.	8	Moderate
Unit 9	Whole Group	Two Wool Gloves	580L	N/A	2 The story's message must be inferred from the plot and character's actions.	2 The story unfolds in chronological order, but connections between events and ideas are implicit or subtle.	3 The story contains a combination of simple, compound, and complex sentences. Vocabulary is mostly common, with some words that may be unfamiliar (e.g., hedgehog, shelter, snuggled).	2 The story assumes some prior knowledge of animals and weather.	9	Moderate
Unit 9	Whole Group	Munching Millie	360L	N/A	2 The plot of the story is simple, but the lesson or message must be inferred.	1 The events in the story take place in chronological order and follow a problem-solution structure.	1 The sentences are all short and simple. The vocabulary is familiar, using language that is concrete and literal.	2 Students can benefit from the knowledge that goats eat things like paper.	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 9	Small Group	Clean Up! Our Earth Day Project	70L	E/7	2 The environmental theme is clear and revealed early in the story, but may be conveyed with some subtlety.	2 This realistic fiction story is a narrative with a simple chronology, but the plot is often conveyed through dialogue, and connections between events and ideas are sometimes implicit.	2 The text is mainly literal, common language. A multiple-meaning word (clean) is used as a verb.	3 Readers need familiarity with Earth Day in order to understand the premise of the story.	9	Moderate
Unit 9	Small Group	They Eat Well	BR30L	A/1	1 This text is clear and concrete with one simple purpose to show children eating healthy and making healthy food choices.	1 This text has a simple organization that is easy to follow. Connections between events or ideas are explicit and clear.	1 The text is comprised of mainly simple sentences. A simple repetitive sentence is repeated. Text introduces the high frequency word "they."	1 The topic of eating healthy should be known to most readers. The text conveys simple, concrete ideas on what fruits and vegetables are healthy to eat.	4	Low
Unit 9	Small Group	Healthy Habits	BR60L	A/1	1 This text is clear and concrete with one simple purpose to children participating in healthy habits - running, jumping, swimming, reading and sleeping.	1 This text has a simple organization that is easy to follow. Connections between events or ideas are explicit and clear.	1 The text is comprised of mainly simple sentences. A simple repetitive sentence is repeated - "I like to _."	1 The topic of healthy habits should be known to most readers. Children may be more familiar with the active physical habits. They may not be aware that reading and sleeping are healthy habits, too.	4	Low
Unit 9	Small Group	Food on the Ranch	BR50L	B/2	1 The meaning is clear and concrete with a narrow focus on picking healthy food from the ranch to make a healthy meal.	1 One or two characters carry the story. The events are in chronological order and are clearly connected.	1 The narrative has mainly simple sentences that start with "I have." The language is concrete and literal.	2 Readers must be aware of common conventions of the realistic fiction genre. Events are based on a girl going to her ranch to pick food for her dinner. Not everyone can do this. Some readers may not know what a pomegranate is.	5	Low
Unit 9	Small Group	Fun at the Playground	BR30L	B/2	1 This text is clear and concrete with one simple purpose to show how children have fun playing outside in the playground.	1 This text has a simple organization that is easy to follow. Connections between events or ideas are explicit and clear.	1 The text is comprised of mainly simple sentences. A simple repetitive sentence is repeated - "I play on _."	1 The text focuses on one simple topic - fun at the playground in a concrete way and requires little background knowledge.	3	Low
Unit 9	Small Group	What Can They Do?	50L	C/3	1 This text is clear and concrete with one simple purpose to show what animals and children can do.	1 This text has a simple organization that is easy to follow. Connections between events or ideas are explicit and clear.	2 Simple and compound sentences with some more complex constructions are included. Text starts with a question on and answer on most pages. "What can a kangaroo do?" A kangaroo can..."	1 Topic is familiar, with most animals and details known to the reader. The text conveys simple, concrete ideas.	5	Low
Unit 9	Small Group	Our Favorite Meal	190L	C/4	2 The meaning is more involved with a broader focus. Families shop for food and prepare a meal.	2 The text may include thesis or reasoned explanation to facts.	1 The text is comprised of mainly simple sentences. A simple language style is used. Vocabulary is	1 Topic is familiar, going to the market and making a meal with details known to the reader. The text conveys simple, concrete ideas.	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 9	Small Group	What Do You Like to Do?	190L	D/5	2 The meaning is more involved with a broader focus. Families shop for food and prepare a meal.	2 The text may include thesis or reasoned explanation to facts.	2 Simple and compound sentences with some more complex constructions are included. Text starts with a statement of what they like to do and followed up with and explanation.	2 The topic is familiar, with some details new to the reader. Some children may not be familiar with playing with marbles.	8	Moderate
Unit 9	Small Group	A Busy Bear	310L	D/5	2 The meaning is more involved with a broader focus. The character is organized and taking the steps to get ready for a party.	2 The text may include thesis or reasoned explanation to facts. Connections between events or ideas are sometimes implicit or subtle.	2 Simple and compound sentences with some more complex constructions are included. Text starts with a statement and followed up with and explanation.	2 The topic is familiar, with some details new to the reader. Some children may not be familiar with all the steps in putting on a party.	8	Moderate
Unit 10	Whole Group	The Big Day	490L	N/A	2 The story is clear and concrete with a narrow focus.	1 One character carries the story, which is told in with events in chronological order. Illustrations directly support the text.	2 The narrative has mostly simple, and some complex, sentences. The language used is familiar and concrete.	2 The events in the story are based on the everyday experience of watching a sporting event. Students may be helped by prior knowledge of basketball, but it is not essential to understanding the text.	7	Moderate
Unit 10	Whole Group	Scientists Who Changed the World	780L	N/A	3 The text discusses complex concepts in the work of multiple scientists that requires explanation.	2 The text has a descriptive structure and includes detailed information about each scientists' accomplishments.	2 The text uses a combination of simple and complex sentences. The text includes content-specific words with contextual support (e.g., mathematician, astronaut, universe)	3 Unfamiliar concepts, such as black holes, are supported contextually.	10	Substantial
Unit 10	Whole Group	Forces	480L	N/A	2 The text has a single purpose—to explain force—but the information is detailed and involves multiple facets.	2 Each chapter covers information on a specific aspect of physical force, building on the chapter before.	3 Vocabulary includes scientific terms (e.g., force, motion, machines, gravity). The text is comprised of both simple and complex sentences, many with a cause-and-effect structure.	3 Prior knowledge and experience with force is essential to understanding the scientific explanation and complexities of the phenomenon in the text.	10	Substantial
Unit 10	Small Group	Changing Colors	BR50L	A/1	1 This book has a clear and concrete purpose to describe different colors.	1 The literary text has a simple and repetitive text structure.	2 The text is comprised of simple sentences. The vocabulary is simple and meaning is conveyed through direct picture support.	2 The topic is familiar but some colors may not be familiar to the reader. The reader will need to be familiar with the concepts of colors.	6	Moderate
Unit 10	Small Group	They Are Big!	BR60L	A/1	1 This book has a clear and concrete purpose to describe different things that are big.	1 The informative text has a simple and repetitive text structure.	2 The text is comprised of simple sentences. The vocabulary is simple and meaning is conveyed through direct picture support.	2 The topic is familiar but some objects, such as a helicopter, may not be familiar to the reader. The reader will need to be familiar with the concepts of size.	6	Moderate

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Unit 10	Small Group	What Is Heavier?	BR30L	B/2	2 Meaning is more involved with a broader focus on how some objects weigh more than others. Some analysis is required to determine the author's purpose.	1 The text has a simple and repetitive text structure.	2 The text is comprised of simple sentences. The vocabulary is simple and meaning is conveyed through direct picture support.	3 The topic of weight may be somewhat familiar but, some details unknown to the reader. The reader may be unfamiliar with how a scale works and why one object may be heavier than another.	8	Moderate
Unit 10	Small Group	Look at This	200L	C/4	1 This book has a clear and concrete purpose to describe different animals, their size, and what they do.	2 The text has a simple organization that is easy to follow. Connections between events or ideas are sometimes implicit or subtle.	2 Simple and compound sentences with some more complex constructions are included. Vocabulary includes some unfamiliar words that are often supported contextually, such as "webbed feet."	3 The general topic of farm animals is somewhat familiar, but some details about what some animals do and eat may be new to the reader. Both simple and more abstract ideas are conveyed.	8	Moderate
Unit 10	Small Group	Pony's Cart	190L	C/3	2 The text has two levels of meaning. Although this is a story about a pony wanting to pull a cart, information about how force works can also be gained from the story. Readers must integrate information from illustrations to understand story elements.	2 The story has a range of characters. Events may occasionally be difficult to predict. Dialogue is more complex and may require readers to interpret characters' thoughts and feelings.	2 The narrative includes simple and compound sentences. Language is mainly concrete. Vocabulary is mostly familiar.	2 Readers must be aware of common conventions of a narrative. Events are based on less common experiences and situations. Prior knowledge of the concepts of force and motion would be helpful.	8	Moderate
Unit 10	Small Group	A Hot Day	240L	D/5	1 Meaning is clear and concrete with a narrow focus how a family spends a hot day at the beach. Readers may need to integrate information from illustrations.	2 The narrative has a range of characters. The dialogue is more complex and may require readers to interpret characters' thoughts and feelings.	2 The narrative includes simple and compound sentences with some more complex constructions. Language is mainly concrete and literal.	2 Readers must be aware of common conventions of a realistic fiction. Events are based on less common experiences and situations.	7	Moderate
Unit 10	Small Group	I Like Energy	210L	D/6	3 Meaning includes more complex concepts and a higher level of detail about different types of energy and the purpose they serve. The author may have multiple purposes.	2 The text includes a thesis or reasoned explanation in addition to facts. The main thesis of this book is that different types of energy keeps us safe. Connections between events or ideas are sometimes implicit or subtle.	2 The informative text includes simple and compound sentences. Language is mainly concrete. Vocabulary is mostly familiar.	4 The topic of different forms of energy is mostly unfamiliar, with most details unknown to the reader at this level.	11	Substantial
Unit 10	Small Group	Push and Pull in the Garden	180L	E/8	3 Purpose includes explaining or interpreting information about push and pull forces that occur while gardening. Meaning includes more complex concepts and a higher level of detail about force.	1 The text has a simple organization that is easy to follow. Connections between events or ideas are explicit and clear.	2 Simple and compound sentences with some more complex constructions are included. Vocabulary includes some unfamiliar words that are often supported contextually.	4 The topic of different forms of force, pushing and pulling, is mostly unfamiliar, with most details unknown to the reader at this level.	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 10	Small Group	Science Outside	70L	B/2	<p>1 Meaning is clear and concrete with a narrow focus on a science experiment done outside. Readers may need to integrate information from pictures.</p>	<p>2 Connections among events or ideas are sometimes implicit or subtle, such as why some objects got warm and why the ice melted.</p>	<p>2 The informational text is comprised of mainly simple sentences. Vocabulary is mostly familiar.</p>	<p>2 Readers must be aware of common conventions of a how-to text. Events are based on less common experiences and situations. Prior knowledge on impacts of the sun would be helpful.</p>	7	Moderate