

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalty and Clarity	Knowledge Demands	Total QM	Complexity Level	Rationale for Unit Inclusion	
1	Whole Group	Animal Hide and Seek	730L	M	1 The purpose is simple and clear: to convey factual information with a narrow focus	2 The text includes a thesis or reasoned explanation in addition to facts.	2 There are simple and complex sentences, and the vocabulary includes some unfamiliar, context-dependent words (camouflage, prey, predator).	2 The topic is familiar, but some details may be new to readers; any unfamiliar concepts are supported through photographs.	7	Moderate	This informational text describes the different characteristics that animals develop in order to stay safe or find food.	
1	Whole Group	Camouflage Q and A	600L	M	2 The text has a single purpose (to inform) but it is conveyed through a range of more detailed information.	2 The text includes a thesis or reasoned explanation in addition to facts, delivered in a question and answer structure.	2 Simple and compound sentences with some more complex constructions included. The vocabulary includes some unfamiliar, context-dependent words.	2 Any unfamiliar concepts, such as animal camouflage and their characteristics, are well supported through photographs.	8	Moderate	Written in a Q-and-A text structure, this informational text asks readers to test their knowledge of animal camouflage.	
1	Whole Group	He Made a Tool!	750L	N	2 The narrative is about one event, but the meaning is more complex, as it shows the author's emotions.	2 The text is chronological, but connections between events and ideas are sometimes implicit or subtle.	2 There are simple, compound, and complex sentence constructions.	2 The general topic is somewhat familiar, but with details and experiences unfamiliar to the reader.	8	Moderate	This excerpt from My Life with the Chimpanzees, by celebrated naturalist Jane Goodall, recounts a moment she became fascinated with David, the chimpanzee.	
1	Whole Group	Observing Ants	520L	M	2 The purpose entails that readers interpret details and information.	1 The personal narrative has a chronological text structure. Simple signal language helps readers follow the sequence.	2 Simple and compound sentences with some more complex constructions are included.	2 The narrative assumes some prior knowledge of ants.	7	Moderate	In this personal narrative, third-grader Anderson Martinez tells what happens when he observes ants at the park.	
1	Whole Group	Animals' Special Characteristics	630L	O	2 The purpose involves conveying a range of more detailed information.	2 The text includes a thesis or reasoned explanation in addition to facts. The chart elaborates on the information in the running text.	3 The text includes many complex sentences with increased subordinate phrases and transition words. Vocabulary includes some unfamiliar words that are often supported contextually.	2 Animal characteristics described (webbed feet, sharp claws, large beaks, long tails) will likely be familiar, but some details may be new to readers.	9	Moderate	This informational text reveals different physical characteristics of animals that help them survive in their environments.	
1	Small Group	Animals Help Plants	510L 630L 640L	L/24-M/28	Qualitative Analysis can be found on the Inside Front Cover						The three distinct life science informational texts in this book revolve around the common theme of interdependence in nature with a focus on plants, bees, and other pollinators.	
1	Small Group	Growing Plants	510L 660L	J/18-M/28	Qualitative Analysis can be found on the Inside Front Cover						An informational text about plants, a biography of George Washington Carver, and an interview with a present-day farmer showcase each in its own way a connection to the essential question of what living things need to survive in their environment.	
1	Small Group	Exploring and Preserving Nature	780L 790L 800L	O/34-P/38	Qualitative Analysis can be found on the Inside Front Cover						The multiple texts and text types in this book are of high interest, and center on the common theme of how to explore and preserve nature, which tacitly connects to the unit topic of how organisms survive in their environment.	
1	Small Group	What Am I?	580L	M/28	2 On one level, the text is an animal fantasy story; on another level, it imparts a lot of factual information about animal habitats. Readers need to integrate information from illustrations to understand some story elements and to gain an understanding of the animals they depict.	1 Two main characters carry the storyline, which is told mostly in dialogue and in a chronological and clearly connected order.	2 The story includes simple and compound sentences and is mainly literal. There is some academic language (mammals) and rich vocabulary (fitting, scampering) for this level.	2 Animal fantasy is a familiar genre, but the setting (Galapagos Islands), main characters (types of iguanas) and other animals unique to the Galapagos may be unfamiliar to many readers.	7	Moderate	The story includes a good amount of science information related to the topic of habitats with repeated examples of mammals (who do not lay eggs).	
1	Small Group	The Forest Friends	650L	N/30	2 Readers must integrate information from the illustrations to understand story elements. The theme of the story is about teamwork and self-confidence.	3 The story has multiple characters, whose thoughts and feelings are revealed in dialogue. The storyline is chronological, but there are time shifts from winter to spring, with connections between events sometimes subtle.	3 The text includes some domain-specific vocabulary (such as camouflage) that is included in the glossary along with some rich vocabulary that is not (lingered, hunkered down). The text also includes a number of related, descriptive active verbs showing movement (scrambled, skittered, scampered).	1 The story genre (animal fantasy) and science facts (habitats, hibernation) will be familiar to students at this level.	9	Moderate	The storyline is about migration and hibernation, both concepts are part of the animal adaptations unit focus.	
1	Small Group	Rain Forest Mystery	590L	N/30	2 The story is a mystery in structure, but also a vehicle to present information and facts about the rain forest habitat and many of its inhabitants.	2 One main character drives the storyline, which is chronological, but there are a number of additional characters, each anthropomorphized plants.	3 There are some compound sentences with subordinate clauses. Most of the text is concrete and literal language, with a lot of domain-specific concepts that are explained as part of the storyline.	3 A mystery in which clues are provided by talking plants is a humorous way to convey information about rainforest habitats. Many of the characters and facts about how they live and adapt may not be familiar to many readers (such as liana vines).	10	Substantial	Concepts such as habitats, how plants adapt, and life cycle are squarely in the purview of the unit. The text explains many of the terms in detail.	
1	Small Group	I Am a Botanist	850L	Q/40	2 The author's purpose is clear: to explain and describe her life and how she became a botanist. But there are other tacit levels of meaning, such as presenting a positive role model.	2 As a personal narrative, the text follows a simple chronology of her life. However, sidebars and many long-captioned photos are more descriptive and analytical.	3 The text has a more objective style with a high factual content. There are many domain-specific words and concepts. The picture support is mostly supportive and compelling.	3 The story is a personal one and becoming a scientist is a mostly familiar topic (though the details of the process may not be). But some of the content for her area of study (genetics) is advanced for this level.	10	Substantial	This book gives a real-life example of how people study fossils, life cycles and other areas of science. It is also empowering to show a female Ph.D. and scientist from an often marginalized community.	
1	Small Group	Winnie's Watermelon	550L	K/20	1 The meaning of this funny story about a girl who grows a huge watermelon for a local fair is clear and concrete with a narrow focus.	2 There are many characters and multiple chapters for a short book. The story unfolds over four months, each a chapter. Some of the events are more challenging to predict.	2 The language is mainly concrete and literal with some unfamiliar, active verbs not supported in the text or by art (wobble, bulge, careening).	1 A realistic fiction story about kids who grow fruits and vegetables for a fair is familiar to readers, though not necessarily as a first-hand experience.	6	Moderate	This fun, empowering story is also a sly tutorial on how plants change from one season to the next and what plants need to survive in their environment.	

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1	Small Group	Opinions About Robot Bees	870L	P/38	3 The author has multiple purposes, including presenting two chapters of factual information then three opinions based on the facts presented.	3 There are multiple text structures and formats. The informational texts use description and cause-effect. The opinion texts present a thesis with reasoned explanation in addition to facts.	2 The text includes simple and compound sentences with some domain-specific vocabulary related to pollination that are supported in the text with photos, explanation, or in a glossary.	3 The topic is somewhat familiar but with many details unknown to the reader. The call outs in the first opinion piece and writing rubric that follows serve as a minitutorial for opinion writing.	11	Substantial	The underlying focus is on habit loss and survival of a species.
2	Whole Group	The No-Wash Hand Washing	500L	M	2 The purpose is revealed early in the text, but is conveyed with some subtlety. Readers must integrate information from illustrations to understand story elements.	2 There is one narrator with a first-person point of view. The organization is clear, chronological, and easy to predict.	2 The narrative includes simple and compound sentences with some more complex constructions. Mainly literal, common language is used with some unfamiliar vocabulary.	1 Events are based on everyday experiences and common situations.	7	Moderate	After Clementine's friend Margaret tells her to wash up before trying on her tap shoes, Clementine describes her method of "washing her hands."
2	Whole Group	Meeting Mrs. Nagel	500L	M	2 The purpose is revealed early in the text but is built upon subtly throughout.	3 The story is written from a first-person point of view and a single narrator, but dialogue may require readers to interpret characters' thoughts and feelings.	3 Many complex sentences with increased subordinate clauses are included in this text.	1 Events are based on everyday experiences and common situations.	9	Moderate	This excerpt from Clementine's Letter leaves readers wondering if Clementine and her new teacher, Mrs. Nagel, will ever get along.
2	Whole Group	The Dog and His Bone	760L	N	2 The theme is clear but requires the reader to make inferences.	3 Connections between events or ideas are often implicit or subtle. There is one narrator whose third-person point of view is omniscient.	3 Many complex sentences with increased subordinate clauses are included.	2 Readers must be aware of common conventions of the genre.	10	Substantial	In this retelling of Aesop's Fable "The Dog and His Bone," a dog learns about being content with what he has.
2	Whole Group	The Fox and the Crow	600L	O	3 Readers may find the theme ambiguous, as it is revealed over the course of the text.	3 Connections between the events or ideas are often implicit or subtle. The text is presented by an omniscient narrator.	3 The text contains complex sentences and some figurative language.	2 Readers must be aware of common conventions of the genre.	11	Substantial	A crow learns a valuable lesson about flattery in this retelling of Aesop's Fable "The Fox and the Crow."
2	Whole Group	Getting Advice	580L	O	3 Readers must negotiate complex concepts and a higher level of meaning.	3 The dialogue is more complex and may require readers to interpret characters' thoughts and feelings. Point of view is omniscient.	3 Many complex sentences with increased subordinate clauses are included. Some figurative language is used.	2 Events are based on less common experiences and situations.	11	Substantial	Rudy Herrera gets advice from his father after receiving an invitation to a pool party in this excerpt from The Pool Party.
2	Small Group	Esmé Solís, Superstar	550L	K/20	2 This is a realistic fiction story about a starstruck girl who wants to be in the school talent show, but loses her nerve at the first audition. Readers must integrate information from illustrations to understand story elements.	2 The story has a first-person narrator, but many characters with speaking parts. The story unfolds chronologically, but there are time shifts.	2 The language is mainly concrete and literal with some basic Spanish words (defined in the text) and dancer terminology. It is told in the charming voice of the spunky narrator.	1 The realistic fiction genre is familiar as is the setting -- a school talent show. Readers will identify with the theme of reaching for your dream.	7	Moderate	This is a story about perseverance and taking action to achieve a goal. Despite failing at her audition, Esmé finds a new avenue to be in the show, and ends up succeed. Her decision to not give up shaped the story.
2	Small Group	A Winning Team	540L	L/24	2 This is a realistic fiction story about two dissimilar cousins who need to work together on a school fundraiser. Readers must integrate information from illustrations to understand story elements.	2 There are many characters. Dialogue, which carries the plot, is more complex and requires readers to interpret the characters thoughts and feelings.	2 The language is everyday speech, and includes some idioms. Tortas, a Spanish word for a sandwich-like snack, is mentioned throughout and factors into the plot development and resolution.	1 The realistic fiction genre is familiar as is the setting -- a school fundraiser. Readers will identify with the theme of using teamwork to obtain a goal.	7	Moderate	This story about two different cousins showcases the unit theme: ways characters shape stories. Their actions and decisions on working separately in their own way, then together, demonstrate character lessons on the benefits of both self-expression and teamwork.
2	Small Group	Red in the Face	600L	P/38	1 This realistic fiction story is about a girl who moves from Maine to Florida and is worried about making friends, then her problem is compounded by her getting an embarrassing sunburn.	1 The story unfolds chronologically over the course of a few days. The dialogue is easy to follow and shares characters' thoughts and feelings.	3 There is a range of simple and compound sentences, and some with subordinate clauses. There are many instances of similes and a few metaphors. Some surfing terminology is employed but described in the text.	2 Most readers will not have first-hand knowledge of surfing. Moving to a new place and suffering from a sunburn, may also be unfamiliar topics.	7	Moderate	The storyline is set in motion by Jillian's action -- or inaction -- in putting on sunblock, and as a result, getting sunburned. The thrust of the story is her dealing with the consequences.
2	Small Group	Lexi's Lantern	590L	N/30	2 This is a realistic fiction story with a dramatic thrluine that is a mystery. An American girl is apprehensive about being in Bangkok, Thailand for a family visit, but overcomes her fears once she tour the city gets involved finding her father's missing watch.	2 The story unfolds in chronological order over a few days in five chapters each with a new setting.	2 The language is everyday speech, a mix of simple and compound sentences. The Thai word for hello is used a few times, but it is introduced phoenically. There A few other Thai places are mentioned int he text.	3 Readers must be familiar with features of both the realistic fiction and mystery genres. The descriptions of the exotic Thai locales and experiences there of the main character also give the story a senes of travelogue.	9	Substantial	Though tentative about being in a new, unfamiliar place, Lexi overcomes her fears and sets off to solve the mystery of her father's missing watch. Her character development underscores the unit's EQ: "How do our actions influence our lives?"
2	Small Group	Tommy Thompson's Talking Parrot	560L	N/30	2 This is a fantasy tale but presented in a realistic fiction milieu. There are multiple messages embedded in the story including perseverance and bravery.	1 The story has many characters, but is mostly about Tommy and his relationship to Clarence, the talking parrot. It takes place over the course of one day and events are connected.	2 The language is everyday speech, a mix of simple and compound sentences. Vocabulary is mostly familiar with a few academic words not supported by art or defined in the text (screetchy, gasp).	1 As a fantasy, some of the events are far-fetched (a talking bird leads a classroom on a fire drill) but the setting and character relationships are familiar.	6	Moderate	Tommy endures some teasing from his classmates but perseveres in what he knows is the truth about Clarence, who shows bravery in leading the class on a fire drill. It also includes a lesson on gratitude.

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2	Small Group	Bex Falcon and the Mystery of the Missing Muffins	650L	O/34	3 Though a humorous, kid-friendly mystery, readers must negotiate a complex plot with a higher level of detail.	3 As expected from a well-crafted mystery, connections between events are often subtle.	2 The language is familiar with some longer sentences. The dialogue is rich with expression and character development.	3 Readers must be familiar the the features of the mystery genre and pay attention to detail. The premise of the mystery revolving around Grandpa Harry's 1970s soul singing group reunion may not be familiar to some readers.	11	Substantial	Bex, the main character, shapes the story with her decisions and actions, taking charge of the investigation.
2	Small Group	The Real Story of Jack and Jill	560L	M/28	2 This sequel to the nursery rhyme puts Jack, Jill and other nursery rhyme characters into a real world storyline about cleaning up a public space. Readers must integrate information from illustrations to understand story elements.	1 Although there are a handful of characters with dialogue, the story is carried by Jack and Jill. Events are in chronological order and clearly connected.	2 The text includes simple and compound sentences with a mix of dialogue and narrative description. One character talks in rhyming couplets.	1 The original nursery rhyme is incorporated into the plot of story, so students do not need to have that background knowledge. The story is a familiar, realistic fiction story	6	Moderate	The characters in this story overcome challenges and take action to solve a problem.
2	Small Group	I Was There	590L	Q/40	3 Readers must negotiate complex concepts and a higher level of detail. The meaning of the story develops in a roundabout manner.	2 The story unfolds chronologically over the course of a few days, but readers need to make connections between events and outcomes. A section of one chapter goes back in time in which Gram reflects on what it was like at ML King's "Dram" speech.	2 The language is mainly concrete and literal with a range of simple and compound sentences. Vocabulary is mostly familiar and dialogue is everyday speech.	3 There are a number of references to historical figures as well as historical events (Emancipation Proclamation), though they are explained briefly.	10	Substantial	The story presents a range of character education themes including respect, standing up to a bully, standing up for others.
2	Small Group	Make Way for the Boston Duckling	600L	M/28	3 This mash-up of two popular children's stories is also a sly commentary on the distractions of fame in today's media saturated world.	2 Though the story has tropes of a fairy tale, it is presented more like an animal fantasy. It is told chronologically, with some characters thoughts and feeling expressed in dialogue.	2 The text includes simple and compound sentences with a mix of dialogue and narrative description. Domain-specific words related to swans (cygnet, wedge) are defined in the text.	3 Readers would benefit from having read the classic children's story, "Make Way for Ducklings" and be familiar with the Han Christian Anderson fairy tale, "The Ugly Duckling." Some of the humor is tongue-in-cheek.	10	Substantial	The actions of characters influence other characters actions. For instance, the ducklings teasing their "new" sibling makes the main character self conscious, which leads to her taking an action: hiding from the others.
3	Whole Group	Election Day	600L	N	2 The purpose involves conveying a range of detailed information.	2 Connections among events or ideas are sometimes implicit or subtle.	3 There is a blend of unfamiliar and multiple-meaning context-dependent vocabulary, including citizen, candidates, and office.	2 Students may be familiar with the topic, but details will be mostly unknown to the reader.	9	Moderate	This text gives information about Election Day in the United States, such as when it happens, how citizens vote, and why it's important.
3	Whole Group	Citizens and Government United!	720L	M	2 The purpose is simple and clear: to convey factual information with a narrow focus.	2 The predominant text structure is problem-and-solution, but some sections have a cause-and-effect structure. The map elaborates on the information in the running text.	2 Simple and compound sentences, with some more complex constructions included. The vocabulary includes many domain-specific words such as officials and federal.	3 The topic is mostly unfamiliar, with most details unknown to the reader.	9	Moderate	Readers learn how the government and the citizens of Fargo, North Dakota, worked together to protect the city from a flood.
3	Whole Group	Don't Change the School Song!	700L	O	1 The authors' purpose to persuade is obvious.	2 The text has a consistent argumentative text structure and includes both facts and opinions as supporting evidence.	2 Simple and compound sentences, some more-complex constructions included.	3 A range of recognizable ideas and challenging abstract concepts appear in the text.	9	Moderate	In this opinion letter, a class states and defends their position on changing the school song.
3	Whole Group	Education First	770L	P	2 The text has a single purpose—to persuade—but the information involves multiple facets.	3 The text may include a thesis or reasoned explanation in addition to facts. Connections between events or ideas are often implicit or subtle.	3 Significant academic and domain-specific vocabulary is present, with some contextual support, such as injustice and illiteracy.	3 References to concepts such as illiteracy, poverty, and terrorism may be unfamiliar to some readers.	11	Substantial	This excerpt from a speech given by Nobel Peace Prize winner Malala Yousafzai argues for children's right to education and bringing change to the world.

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3	Whole Group	Fighters for Our Rights	760L	P	3	3	3	4	13	Substantial	Readers are introduced to Alice Paul and Cesar Chavez and learn how each fought for equal rights for all citizens.
3	Small Group	Get Involved in Your Community	610L 640L	K/20-M/28	Qualitative Analysis can be found on the Inside Front Cover						The two texts in this book center on how students can get involved in government. It shows students participating in student government, and provides specific ways they can be good citizens with a range of volunteering opportunities.
3	Small Group	The National Government	510L 640L	L/24	Qualitative Analysis can be found on the Inside Front Cover						The first informational text "Government Helps People" explains some of the functions of the national government and role of the president. The second text is a high interest behind-the-scenes "tour" of the White House that gives readers a personal connection to the leader of the country, furthering their understanding that the government works for the people -- and that it is people who work in government.
3	Small Group	Eyewitness to Martin Luther King's "I Have a Dream" Speech	770L 800L	P/38	Qualitative Analysis can be found on the Inside Front Cover						Martin Luther King's famous "Dream" speech is a landmark in US history and a testament to how and why people participate in government (in this case, their rights to free speech and assembly) so they may have a voice in how they are governed. This book presents to different approaches to the topic: first person accounts from people who were at the March on Washington, and a faux newspaper account from when the March occurred, which also includes background on the civil rights movement.
3	Small Group	Community Changers	760L	M/28	2	2	2	2	8	Moderate	Being a concerned citizen and demonstrating civic virtues to help in your community are hallmarks of participatory government.
3	Small Group	Opinions About Banning Plastic Bags	880L	O/34	2	3	3	2	10	Substantial	Part of being a good citizen is participating in government. One way to do your civic duty is to perceive a problem in the world and do something about it. One form of taking action is to research and produce a cogent opinion/argument essay to persuade others to join your campaign. This book gives students an example of how to make their voices heard.
3	Small Group	U.S. Government	770L	N/30	1	2	2	3	8	Moderate	This book describes government at work at the national, state, and local levels with a focus on the people who do those jobs. It includes a chapter about how people can get involved in government, which is a direct connection to the unit's Essential Question: Why do people participate in government?
3	Small Group	Making a Difference	730L	N/30	2	3	3	2	10	Substantial	The focus is on three famous Americans who were pioneers and stand today as beacons of what it means to be a good citizen. They each overcame a form of prejudice as well (being female, disabled, or Black) to succeed. This connects to the unit's focus on people that work to help others and ensure rights.
3	Small Group	We the People	830L	Q/40	2	2	2	3	9	Moderate	This book is a linchpin for the unit. In showing how the U.S. became a democracy, and the importance of the right to self govern, it validates the EQ by answering the question of why people participate in government.

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3	Small Group	Saving Clayton House	550L	M/28	2 This realistic fiction story centers on a boy's desire to help fix a senior residence in his community, and his efforts to get others involved in the project.	1 Billy, the main character carries the story thru interactions with many other people. The events unfold in chronological order and are clearly connected. The dialogue is easy to follow. The story establishes a problem in the beginning, develops it, and resolves it by the conclusion.	2 The narrative includes simple and compound sentences with some more complex constructions. The language is mainly concrete and literal.	1 The genre is familiar and events are based on everyday experiences and common situation. (yard sale, senior citizen home, building materials).	6	Moderate	This story shows that kids can be good citizens and leaders in their community and give back by volunteering, organizing a fundraiser, and donating both time and money to help others.		
4	Whole Group	Poems About Competing	NP	M	2 The theme of both poems is clear and revealed early in the text but conveyed with subtlety.	2 Both poems have consistent rhythmic patterns and simple, traditional rhyme schemes.	2 Mainly literal, common language is used, but both poems have some instances of figurative language.	1 Events are based on everyday experiences and common situations.	7	Moderate	These two poems use rhyme and figurative language to express the narrators' feelings about competing.		
4	Whole Group	Poems About Sleep	NP	O	3 The theme of both poems is subtle, sometimes ambiguous, and revealed over the course of the text.	3 Poems present multiple types of structures for readers to interpret. Connections between events and ideas are often implicit or subtle.	3 Both poems contain extensive figurative and literary language.	3 The poems are complex and describe a common experience in a layered and abstract manner.	12	Substantial	These two poems, by celebrated writers Robert Louis Stevenson and Rabindranath Tagore, depict night falling, sleeping, and dreaming.		
4	Whole Group	Exit 8 Big Top Mall	830L	P	3 The text has two or more levels of meaning.	3 The organization of the text may include subplots, time shifts, and more complex characters. The single narrator uses first-person point of view.	3 The narrative includes complex sentences, with some figurative or literary language.	3 The story requires readers to grasp the feelings of anger in an abstract, subtle way. A range of recognizable ideas and challenging abstract concepts appear in the text.	12	Substantial	This fictional account is told from the perspective of a gorilla, Ivan. He shares his thoughts and feelings about his home, a roadside zoo.		
4	Whole Group	Floating	490L	P	3 There are several levels of meaning that may be difficult to identify/separate.	3 The organization of the text may include subplots, time shifts, and more complex characters. There is one narrator; the point of view is first person.	3 The narrative includes complex sentences with some figurative or literary language.	2 The text assumes some personal experience and cultural knowledge.	11	Substantial	In this excerpt from Sarah, Plain and Tall, a young woman teaches her stepchildren how to float in a pond.		
4	Whole Group	First Day in School	NP	P	3 The text has two or more levels of meaning. Meaning includes more complex concepts and a high level of detail.	3 The organization of the text includes complex characters. There is one narrator using a first-person point of view.	3 The narrative includes complex sentences with some figurative or literary language.	3 Geographical and cultural references are likely unfamiliar to most readers. A range of recognizable ideas and challenging concepts are addressed.	12	Substantial	A young Vietnamese girl writes about her first day of school as a newcomer to the United States in this excerpt from Inside Out & Back Again.		
4	Small Group	The Secret Life of Wally Smithers	700L	O/34	Qualitative Analysis can be found on the Inside Front Cover								"Wally Smithers," as a kid-friendly manifestation (and homage) to James Thurber's renowned character "Walter Mitty" inherently reflects the theme's unit of comparing points of view. The story itself shows Wally's perception of himself in various imaginary iterations.

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4	Small Group	Camp Awesome	520L	K/20	2 This story about a brother and sister who go to summer camp has a few themes including self-confidence, family responsibility, and overcoming fears.	3 The story shifts between two main characters, with different points of view; their stories come together in the final chapter. Letters from Grandpa, which includes a flashback, add another element of narrative storytelling.	2 The language is literal and concrete with familiar vocabulary. Some sentences have multiple clauses including subordinate clauses.	3 Readers may not have first-hand experience of attending sleepaway summer camp. Writing and receiving letters is not as commonplace as it once was. Having a letter be part of the story introduces an additional genre.	10	Substantial	The story presents multiple perspectives on some of the same events experienced by James and his sister Amina. The responses to their letters from Grandpa offer another perspective on the sleepaway camp experience.
4	Small Group	Crickets Concert	590L	L/24	3 This fanciful animal fantasy about different types of crickets trying out for a group sing explores a few different themes, some that may require drawing inferences (e.g. the value of self promotion and ego fulfillment versus the satisfaction of being on a team/a successful group dynamic).	3 The text introduces four or five main characters in separate vignettes whose stories do not come together until the final chapter.	2 The text combines description and dialogue with a mix of simple, compound, and complex sentences. Scientific terms such as predator, grasslands, et. al. are on level. Some unfamiliar music terms, such as tempo, are defined in context.	2 The text introduces a variety of crickets with scientific details about their differences that are more fun facts than required for the development of the plot. The main event, a choral concert, may not be familiar to some readers.	10	Substantial	The humor of the story stems from point of view: what the crickets think is lovely music is, to quote the text, "a racket" to the humans who hear it. The story underscores the EQ of the unit about viewing the same experience differently, or to paraphrase the expression, "Beauty is in the ear of the beholder."
4	Small Group	The Tao Twins' Trouble	650L	M/28	2 This realistic fiction story works on two levels. As a comedy of mistaken identity, but also as a story about independence and forging a unique identity.	3 The story has an explicit problem-resolution structure with a story arc that has a beginning, middle and end. For a fairly short story, there is a large number of characters to keep track of.	1 The language and rhythm of the text are colloquial and familiar. Dialogue propels the story. Vocabulary is familiar.	1 The school and soccer field settings are familiar. Many of the issues and frustrations the identical twins go thru will be familiar from other literary and pop culture depictions of identical twins.	7	Moderate	The premise of the story squarely addresses the unit's focus on point of view: how do others perceive identical twins; and, the frustrations the twins have when people cannot tell them apart despite various attempts to distinguish themselves. What's more, there is a tacit connection to the social-emotional understanding motif of the unit: "We can learn about ourselves, and others, by respecting other's points of view."
4	Small Group	A-Camping We Will Go	640L	M/28	1 The meaning is clear in this droll realistic fiction story of a family that goes on vacation: Have a good attitude/keep an open mind and things that you don't think are fun may surprise you.	1 The four members of the Ordaz family are the only characters; each has equal time. The story is told by a third-person, omniscient narrator and takes place sequentially in one general location over a few days. Dialogue is easy to follow and shares characters thoughts and feelings.	2 The text blends simple declarative sentences and descriptive passages with dialogue that sounds like everyday speech. There are a few idioms and the usage of colloquial Spanish for Mom and Dad (Ama and Apa).	2 Readers may not have firsthand knowledge of camping or the various nature-related activities the family enjoys, but they are familiar activities.	6	Moderate	The takeaway from this story is a lesson in literary point of view that can be applied to everyday life: preconceived notions can affect how characters respond to and experience a situation. The kids in the story think that camping with their parents will be a boring vacation, but after experiencing it, they come to realize how much fun it can be.
4	Small Group	In Search of a Beanstalk	NP	N/30	2 In this imaginative sequel to the Jack and the Beanstalk story, the characters are reunited and learn valuable lessons about respect for others and their personal property, and the value of selflessness.	3 The story has subplots, time shifts and multiple locations and scenes, and includes a prologue and epilogue framing device.	2 The text is mainly short declarative sentences with a few longer constructions. The vocabulary is familiar and literal with a few academic vocabulary words (clutches, puny, considerate).	2 The original story is familiar to the readers, and the basic plot is recapped. The play is somewhat complicated with its quick-moving plot and fantastical elements.	9	Moderate	In this sequel, the point of view of the original shifts to that of the Giant. By retelling aspects of the story from his point of view, readers see how a character views the events of a story in a different manner. Further, readers gain insights into Jack and the various "Beanstalk" characters as they, too, reflect back on the events of the original story from a new vantage point.
4	Small Group	Bex Falcon and the Mystery of the Broken Window	680L	O/34	2 The purpose is clear and supported by the title -- to follow a kid detective, Bex, as she solves a neighborhood mystery. But readers must follow the interactions of multiple characters.	2 The story unfolds chronologically and the dialogue is easy to follow, but since this is a mystery, clues are revealed slowly and events are intentionally challenging to predict.	2 The text is easy to parse, yet the writing has literary flourishes. The characters come alive through genuine, friendly-but-chiding dialogue.	2 This is the second book in a series of Bex the Detective stories. Bex and her brother Zo were introduced in a previous book.	8	Moderate	A mystery story such as this asks readers to "play along" with the main character and try to solve it. In doing so, readers connect to the unit theme by having their own point of view about the people and events in the story.
4	Small Group	The Blue Boys	580L	Q/40	1 The meaning in this humorous time travel/switching places tale is stated by the protagonist in the conclusion: "I don't want to be anyone else but me."	4 The text includes a nonfiction introduction to explain the history and present location of the famous Blue Boy painting. The story is intricate with a complex time travel plot device. In the final chapter, the two plotlines occur concurrently.	2 The text includes simple, compound and complex sentences. The language is familiar and concrete. There are a few academic words that need to be understood in context (slumbered, prattled) and a multiple-meaning word (soil, as in to make dirty).	2 The Introduction provides sufficient background knowledge on the painting and its origins. The story itself, a class trip, is familiar. The scenes in 18th Century London and upper class British speech affectations may not be familiar to some readers.	9	Moderate	This story is explicitly about comparing points of view. An American boy from the present experiences, briefly, the life of an upperclass boy from 18th Century England, and vice-versa. And by living, briefly, each other's lives, they come to realize the value of their own, gaining a stronger identity and sense of self worth.
4	Small Group	Home Is Where the Art Is	570L	P/38	3 This realistic story is about a boy who longs for and finds friendship, a sense of self, and a sense of place. Readers need to negotiate some complex concepts and intuit a range of emotions.	2 The story has two main characters and the events are in chronological order. Dialogue is more complex and peppered with interior monologues that require readers to interpret characters thoughts and feelings.	3 The text flows well with a range of sentence types, both narrative and descriptive. Literary language including many similes and metaphors is woven throughout the text. Vocabulary is mainly familiar.	2 The gist of the story -- friendship, art class -- is familiar. However, the story covers some unfamiliar territory: adoption, being from a foreign country.	10	Substantial	In this story, readers, not unlike the character of Terry, the American boy, need to "put themselves into another's shoes" and consider how they would feel if they were Danladi, the main character.

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5	Whole Group	I Can CCTV You	750L	M	2 The text has a simple purpose—to explain the history of closed-circuit television—but the information is detailed.	2 The text has a consistent descriptive structure and includes detailed information.	3 Simple and compound sentences are included as well as some domain-specific terms (e.g., monitors, feed, remote-controlled).	3 Closed-circuit television may be an unfamiliar topic, but it is well supported by photos of examples.	10	Substantial	Readers learn about how and why Marie Van Brittan Brown invented closed-circuit television.	
5	Whole Group	Whol Will Drive Us?	750L	N	4 The text explains the complex concept of driverless cars with a high degree of detail.	3 The text structure is informative but includes detailed arguments both for and against driverless cars.	3 Simple and compound sentences with some more complex constructions are included. The vocabulary includes some context-supported words (e.g., focused, unimaginable).	4 The topic is mostly unfamiliar, with complex content and details unknown to the reader.	14	Highest	In this informational text, readers learn about driverless cars and the reasons people are in favor or opposed to them.	
5	Whole Group	The Greatest Invention Debate Part 1	NP	O	3 The drama conveys descriptions of a wide variety of characters who have complex relationships with each other.	3 The text is structured as a drama (play) with stage directions and characters speaking extensive dialogue.	3 Characters' lines include compound and complex sentences. The drama contains context-supported vocabulary (e.g., quarreling, participants, nominations).	3 Readers need familiarity with each of the inventions and an understanding of their impact.	12	Substantial	In this drama (play), five inventions begin a debate about which of them is the greatest invention of all time.	
5	Whole Group	The Greatest Invention Debate Part 2	NP	P	3 The drama conveys descriptions of a wide variety of characters who have complex relationships with each other.	3 The text is structured as a drama (play), with stage directions and characters speaking extensive dialogue.	3 Characters' lines include compound and complex sentences. The drama contains context-supported vocabulary (e.g., flicker, smugly, mobbed)	3 Readers need familiarity with each of the inventions and an understanding of their impact.	12	Substantial	The debate between the inventions continues, with a sixth invention, Electricity, joining in.	
5	Whole Group	From Phone Calls to Video Chat	780L	P	4 The informational text describes the history of telephones with a high degree of detail.	3 The text has a descriptive, chronological structure and includes detailed information about how telephones (and cell phones) operate. The text includes an illustrated time line	3 The text includes subordinate phrases and clauses and domain-specific vocabulary (e.g., installed, push-button keypads, rotary dials).	2 Students may be familiar with the topic, but with details mostly unknown to the reader.	12	Substantial	Readers learn about the history of the telephone and how it developed into the cell phone.	
5	Small Group	Beautiful Buildings	560L 620L 630L	K/20-L/24	Qualitative Analysis can be found on the Inside Front Cover						Three texts on the theme of architecture provide students with scaffolded opportunities to practice key comprehension skills. As readers use text features to locate information, they gain mastery by starting with a text at a lower reading level, building content knowledge that helps them access more difficult texts, and then moving on to texts at gradually increasing levels of complexity.	
5	Small Group	Deep Sea Technology	580L 620L	L/24-M/28	Qualitative Analysis can be found on the Inside Front Cover						Three texts on the theme of undersea exploration and innovation provide students with exposure to different text types that build content knowledge in diverse ways. Readers learn domain-specific vocabulary and gain confidence using images and diagrams to clarify a text by starting with a text at a lower reading level and moving on to texts at gradually increasing levels of complexity.	

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5	Small Group	Motion and Sound: Early Moviemaking	740L 790L	O/34-P/38				Qualitative Analysis can be found on the Inside Front Cover			The three content-rich texts in this book center on the unit theme of technology and inventions, while providing students multiple opportunities to describe the connections between events in the texts using sequence and cause/effect signal words. With each text, students build background knowledge and domain-specific vocabulary that helps them access and understand the remaining texts.
5	Small Group	Keep Out! Science Projects to Get Rid of Pests	620L 640L 720L	N/30-O/34				Qualitative Analysis can be found on the Inside Front Cover			In this book, readers can compare and contrast three texts with procedural content representing different genres (journal, personal narrative, and science article) as they learn about the scientific method and describe connections between events and ideas. As they read each text, readers look for words that signal cause and effect or sequence as they build familiarity with procedural texts. The complexity increases gradually with each text, supporting students as they practice the skill and develop comprehension.
5	Small Group	Share the Road	580L 650L	L/24				Qualitative Analysis can be found on the Inside Front Cover			Solving problems through innovation and testing possible solutions is at the heart of this book, which speaks to the unit theme of technology and invention. An informational text and a series of letters to the editor (opinion texts) discuss the problem of traffic and possible solutions. Readers identify specific points in each text and identify reasons that support the points.
5	Small Group	Machines That Solve Problems	540L 680L	M/28				Qualitative Analysis can be found on the Inside Front Cover			The separate yet related texts in this book each address the EQ: What is the value of innovation? The first text describes the 6 simple tools and then shows how they are used to solve problems in everyday life. The second text focuses on unheralded inventors (including a contemporary 10 year old) who perceived a problem then came up with an innovative invention to solve the problem.
5	Small Group	Hans Helps Change the World	650L	N/30	2 This historical fiction story works on a few levels: as the story of young man pursuing his dream to get involved in a new technology of his time -- automobiles; and as an overview lesson in the economics of mass production and Ford's innovation -- the assembly line.	2 The text has a nonfiction Introduction about modes of transportation that provides historical context for the development of the automobile around the turn of the 20th Century. The story itself is told chronologically, following one main character over the course of a few years; the final chapter jumps ahead 60 years.	3 The story is told with longer narrative passages and dialogue that furthers the plot and explains some of the historical significance of events. There are some unfamiliar terms; some are defined in context and some in the glossary.	2 The nonfiction Introduction provides key background information. Henry Ford and his accomplishments are familiar to most readers at this level. Some of the concepts explored in the final chapter may be new or require that readers draw conclusions on their own.	9	Moderate	This story puts Henry Ford and his accomplishments as a technological innovator in a fictional setting. It also features a young protagonist who pursues innovations that changed how we live today. The ending lets the reader consider the value of the open-road, car-focused society and related innovations.
5	Small Group	Breakthrough Ideas	790L	N/30	2 The meaning is more involved with a broader focus (how and why of certain breakthroughs, and the people who made them). The text has a single purpose—innovative breakthroughs—but the information is detailed and involves multiple facets.	2 The text has an increased objective style and passive constructions with higher factual content. The text includes reasoned explanation (important contributions to technological advancement) in addition to facts.	3 The text includes many complex sentences with increased subordinate phrases and transition words (after, however, before). The text contains significant academic vocabulary (developed, founded, filtered) and some domain specific vocabulary (cutter, telescopic, sponge) in context.	4 The topic is mostly unfamiliar, with most details unknown to the reader. Students may be aware of some of these inventions or people, but background information on the inventions prior to reading might be helpful. These biographies, historical fictions introduce multiple historical contexts that may be unfamiliar to students.	11	Substantial	This text focuses on innovative breakthroughs, the majority of which are connected to technological advancements (such as the reaper). This text gives students the opportunity to see the value of innovations in different historical periods. This topic connects to history, famous figures, and touches upon gender inequality, which are all new topics and ideas for students to explore.



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5	Small Group	Opinions About Playing Video Games	900L	Q/40	3 Purpose includes explaining or interpreting information, such as research studies on video game playing, in order to persuade the reader. There are two opinions presented, as well as a third opinion that utilizes information from both the pros and cons of playing videogames.	3 The text contains more than one thesis, as it presents multiple opinions on playing video games. The text includes small sections that utilize different modes of communication of varying complexity, such as the three opinions on the topic of playing video games. The text contains frequent sidebars with implicit connections to the running text.	3 The text includes complex sentences with increased subordinate phrases and transition words (however). Significant academic vocabulary (impact, negative, target) and some domain specific vocabulary (monitor, devices, pro-social) with some contextual support.	2 The topic of video games will be familiar to students, with some details new to the reader.	11	Substantial	Video games are an innovation in technology that have become more sophisticated over time. This text ties in directly with the unit topic of technological innovations while also contemplating the value of video games, or lack thereof. The Lexile is reflective of the desire to open the door to students to encounter more complex sentences and structures, as well as more challenging words, while reading about a topic that is familiar to them. The differing opinions in the text build students' knowledge about the opinion genre and how to structure an opinion.
6	Whole Group	Oonagh's Plan	1060L	M	3 The legend's theme is implicit; readers have to infer that Fin's disguise will be helpful.	2 The legend is narrative with simple chronology, but connections between events and ideas are sometimes implicit or subtle.	3 The legend has complex formatting and uses figurative language.	2 Events are based on less common experiences and situations.	10	Substantial	In this Irish folktale, Fin M'Coull's wife Oonagh, devises a plan to save her husband from a giant larger than he is.
6	Whole Group	The Fox and the Geese	700L	N	3 Readers may find the theme ambiguous, as it is not revealed until the very end.	3 Connections between events and ideas are implicit and subtle.	3 The text includes simple and compound sentences as well as unfamiliar vocabulary with some contextual support (e.g., cackled, piteously, beside themselves, vigorous).	2 Readers must be aware of common conventions of the genre.	11	Substantial	A flock of geese outsmart a hungry fox and save themselves in this folktale by the Brothers Grimm.
6	Whole Group	King Midas: A Greek Myth (Part 1)	740L	O	3 The myth's theme is clear but requires the reader to draw inferences.	3 The myth is told with an omniscient narrator but includes some first-person point of view and dialogue.	3 Compound sentences with some complex constructions are included. Genre-specific vocabulary is supported by context (e.g., satyr, nectar).	2 Readers must be aware of common conventions of the genre.	11	Substantial	In the first part of this retelling of the King Midas myth, the king wishes that everything he touches turn to gold.
6	Whole Group	King Midas: A Greek Myth (Part 2)	610L	P	2 Readers may find the theme ambiguous, as it is revealed over the course of the text.	3 The myth is narrative with simple chronology, but connections between events and ideas are implicit and subtle.	3 Mainly common language is used with some unfamiliar vocabulary (e.g., giddily, pleaded, appetizing).	2 Readers must be aware of common conventions of the genre.	11	Substantial	King Midas learns a lesson about greed in the second part of this Greek myth
6	Whole Group	Catskinella	560L	O	4 The theme is multi-dimensional and requires readers to draw inferences about characters and plot events.	3 Connections between events and ideas are subtle.	4 The fairy tale includes simple and compound sentences as well as domain-specific vocabulary with some contextual support (e.g., woodsman, maidens, summoned).	3 The fairy tale may be familiar but includes literary constructions and figurative language.	14	Highest	A maiden learns to make her own decisions in this retelling of the "Cinderella" fairy tale.
6	Small Group	Two Lumps of Sugar	530L	K/20	2 This fictional story, set on a Lakota reservation, describes a summer in a young Lakota girl's life. The story's events highlight the girl's challenges and courage, adding another layer of depth to the tale.	2 The story shows how the girl Marie, the main character, faces difficult situations and interacts with other characters. Each event in her summer builds on each other, with some surprises. The main text and dialogue chart her emotions through the summer.	1 The text has mostly simple sentences, with clear and concrete vocabulary. The dialogue helps develop the personalities in the story. Some vocabulary is repeated, linking events in different parts of the text.	2 The story is told clearly, explaining the new settings and unfamiliar customs.	7	Moderate	This historical fiction piece directly relates to the unit's theme about solving problems. The main character successfully learns how to tackle challenges in a new setting.
6	Small Group	Whispers from Nature: Two Native American Stories	530L	L/24	2 This book includes two Native American folktales depicting main characters that must solve tough problems. The first features a crayfish stranded on land who must find his way home. In the second, an Ojibwe leader must find food for his people. While the folktales are told simply, each offers an additional layer of meaning about problem-solving in	1 Both folktales in the book follow a similar problem and solution text structure. Each features a main character who expresses his emotions through dialogue. Events are described in a sequential order.	2 The first folktale includes mostly simple sentences, along with some compound ones. Domain-specific vocabulary related to nature is explained as an integral part of the story. The second folktale uses more complex sentence structures, concepts, and new vocabulary. New words are supported by the illustrations.	2 The two folktales feature different kinds of content. The first requires little background knowledge, while the second needs more knowledge of Native American life.	7	Moderate	While students are likely familiar with the genre of folktales, contextualizing them in a unit about problem-solving offers students a new way to look at these traditional stories.

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventonality and Clarity	Knowledge Demands	Total QM	Complexity Level	Rationale for Unit Inclusion
6	Small Group	Elliot's Pen Pal	580L	M/28	2 This story about a pen pal pair has a simple message that is developed throughout the story. The main character resolves his daily problems as he gets to know his new friend. The illustrations support the story by depicting the setting and situations in the plot.	2 The story's narrative is chronological, but its events are affected by the written interaction between the two main characters. Elliot, the main character, changes as he interacts with his pen pal in Haiti. By the story's end, he has a new attitude about things in his daily life.	2 The story contains both simple and complex sentences. It introduces soccer concepts through new vocabulary, supported by dialogue, events, and the illustrations. It also uses phrases from another language, using the boys' interaction to explain them.	3 Unfamiliar concepts like how soccer is played and new foods and holidays are supported in the text and by the art. The text uses email messages to tell the story.	9	Moderate	Two kids learn about each other's daily life as their pen pal friendship grows. Through their interaction, the main character resolves some of his everyday challenges. The inclusion of email messages offers readers a new way to learn about the personalities in the story.
6	Small Group	When Red Met Wolfie	520L	N/30	3 A fractured fairytale places Red Riding Hood in contemporary times, giving this well-known story a surprise twist. Readers follow the unusual plot as it develops and ends unexpectedly.	3 A modern-day version of the Little Red Riding Hood character meets the wolf. As in the classic tale, she plans to outwit the hungry wolf. However, this version uses dialogue and description to explore the characters' emotions. After they become friends, he becomes a valued member of her soccer team. The unpredictable tale offers readers a new understanding of the classic fairytale and how its characters solve conflicts.	2 The narrative uses simple vocabulary and a mixture of simple and complex sentence structures. Some domain-specific words related to wolves are included and explained in context.	2 Readers need to be familiar with fairytale genre conventions and ideally, the classic telling of Little Red Riding Hood.	10	Substantial	This humorous version of a classic fairytale offers readers an unusual way to consider conflict and its resolution. Readers will be able to relate to the contemporary setting, while appreciating the appearance of an unrealistic character in a modern situation.
6	Small Group	The Meal and the Deal: All About Greed in Two Folktales	610L	N/30	3 Both folktales in this book feature complex characters, rich detail, and an acknowledgment of unjust situations. The endings show how characters who are true to their values find ways to overcome difficulties.	3 In the first folktale, Cora must solve a riddle in order to eat. The tale follows a sequential narrative as she gets help from a variety of animals and defeats her evil grandmother. In the second tale, a young Indian girl saves her nation from starving by showing a ruler his mistake. This tale includes a number of events and settings.	2 The stories use rich detail and a variety of sentence structures. Most of the vocabulary is familiar, except for a handful of new words from different cultures. Some are explained with context clues, while others are supported by pictures.	3 The first folktale includes song lyrics and rhyming words as an integral part of the story structure. Readers need to be able to follow both rhyme and folktale genres. The second text introduces students to a historic time in India, varying the scenes and events.	11	Substantial	The two folktales provide readers with creative ways that fictional characters solve conflicts in unfair situations.
6	Small Group	Bex Falcon and the Mystery of the Missing Gecko	680L	O/34	2 The case of a missing gecko requires readers to recall clues in the text to solve a mystery. The plot is a simple mystery that is solved by an understanding of science and the relationship between a character and the gecko.	3 Although there are multiple characters in the story, one functions as the detective. The structure mostly follows the sequence of a simple mystery, with one new setting. Readers have to connect the events and clues to understand the story's resolution.	2 This mystery uses many complex sentence structures and lively dialogue that defines the characters. Some unfamiliar terms relating to science and art are explained in the text or with picture support.	2 Readers are not required to have any special knowledge to understand this text. Familiarity of the mystery genre will make it easier for students to follow the narrative.	9	moderate	The main characters in this mystery are developed as the text progresses. Clues to solving the mystery are sprinkled throughout the story, helping readers understand how the two girls resolved the situation.
6	Small Group	The Perfect Pet	600L	P/38	1 Two siblings argue over the choice of a new pet in this story. The text gives an account of how they explore the choices and make a final decision.	2 The story has a simple, sequential structure. It uses lively dialogue to develop its characters and show their opinions. Descriptive scenes also help the story progress.	2 Each character's emotions are expressed through rich dialogue. This helps readers understand how the characters make decisions. The text includes some unfamiliar words, explaining science words and concepts through descriptions, dialogue, and illustrations.	2 Readers don't need background knowledge to understand the story. They can relate to the familiar scenario of choosing a pet. Additionally, the text weaves in extra cultural background through a character's memories, the art, and some unfamiliar expressions.	7	moderate	A pair of siblings learn how to explore their feelings about pets and find ways to resolve choosing one. Through the process, they learn more about their grandmother's life.
6	Small Group	The Great Molasses Flood: Sleet and Hail Save the Day	730L	Q/40	3 This fictional account of the Great Molasses Flood dramatizes the event through the perspectives of three boys. The text explains complex concepts clearly, giving vivid historic details. It highlights the heroic actions of the boys during the disaster.	4 The story begins with an historical overview of the Great Molasses Flood. It introduces each main character with a vignette of their life and then shows how the characters met and became friends. The text structure moves forward chronologically, describing the event and the boys' actions.	3 The text uses a variety of sentence structures and provides historic detail about the time and place. It explains key concepts and uses internal dialogue to show how each character feels.	4 The plot explains unfamiliar historical and scientific concepts relating to the event and its era. Historical depictions of the city of Boston help readers visualize the setting of the story.	14	Highest	Boys from a historical era unite to save people during a disastrous accident. Internal and regular dialogue further develop each character throughout the story.
6	Small Group	Powerful Princess Ariadne: Based on the Myth of Theseus and the Minotaur	640L	M/28	3 A retelling of an ancient myth, this book gives a detailed account of how a princess brings peace between two kingdoms. It also explores themes of grieving and resolving conflicts.	3 The narrative progresses chronologically, moving through a series of events over the course of a few years. Its themes connect the events and actions of its characters.	2 The story uses longer sentences with increased clauses. Some unfamiliar concepts are covered, supported by the text and pictures.	4 The myth requires readers to be familiar with the genre of myths and some of the geographic and cultural concepts. Students must be able to navigate the unfamiliar settings and follow the unfolding plot.	12	Substantial	Mythical characters, including a princess and prince, grapple with the challenge of a war. Ultimately, the actions of a brave princess bring peace to two kingdoms.

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventuality and Clarity	Knowledge Demands	Total QM	Complexity Level	Rationale for Unit Inclusion					
7	Whole Group	St. Louis: A River Community	800L	O	2	The purpose of the text is clear—to inform readers with a brief history of St. Louis.	2	The informational text has a consistent descriptive structure and includes details about St. Louis’s economic development over time.	3	The text includes complex sentences and many domain-specific words (e.g., gateway, natives, fur-trading post, industry).	4	Some readers may not have prior knowledge of concepts like industrialization and immigration.	11	Substantial	Readers learn about the history of St. Louis and the importance of its location on the Mississippi River.	
7	Whole Group	Cheyenne Rondeaux: Saving Wild Burros	790L	O	2	The informational text gives detailed information about the treatment of wild burros in Texas.	2	The predominant text structure is both chronological and problem-and-solution, with some sections having a cause-and-effect structure.	3	Simple and compound sentences with some more complex constructions are included. The vocabulary includes some context-supported words (e.g., dilemma, petition, nonlethal).	3	The topic is mostly unfamiliar, with most details unknown to the reader.	10	Substantial	In this informational text, readers learn about a girl named Cheyenne Skye Rondeaux and her efforts to improve the treatment of wild burros in Texas.	
7	Whole Group	My St. Augustine Journal	710L	M	2	The purpose of the narrative is to describe St. Augustine, but the information is detailed.	2	The text has a consistent descriptive structure and includes a map and two captioned photos.	3	Simple and complex sentences are included, as well as some unfamiliar vocabulary (e.g., wetland, sights, explorer).	3	The unfamiliar concept of preserving historic buildings and keeping “the past alive,” is supported by a photograph.	10	Substantial	In this personal narrative, the author describes her home city of St. Augustine, Florida.	
7	Whole Group	My Diary from Here to There	790L	N	2	The text has a single purpose—to describe the author’s experience—but the information is detailed.	2	The narrative has a consistent descriptive structure and is in two separate diary entries.	2	Vocabulary includes some context-dependent words (e.g., border, opportunities).	3	While readers might understand what it means to move to a new place, crossing an international border may be a challenging or unfamiliar concept.	9	Moderate	This diary entry is from a girl who moved with her family from Mexico to the United States.	
7	Whole Group	Atlanta: From Railroad Station to World-Class City	800L	P	3	The informational text describes Atlanta both past and present.	3	The text has a descriptive, chronological structure and includes detailed information. Frequent sidebars with implicit connections to the running text occur.	4	The text includes subordinate clauses and much domain-specific vocabulary (e.g., metropolitan, railroad engineers, manufacturing).	4	The text includes subordinate clauses and much domain-specific vocabulary (e.g., metropolitan, railroad engineers, manufacturing).	14	Highest	Readers learn about the history of Atlanta, Georgia.	
7	Small Group	Many Museums	540L 650L 740L	K/20-N/28				Qualitative Analysis can be found on the Inside Front Cover								This book includes three texts about museums. Each one offers a different perspective on how museums interact with different communities. The first text presents a diverse array of museums in located in different places. It also provides guidelines for how to behave in a museum setting as part of its community. The second text is told from the perspective of a museum curator and gives a glimpse of the inner workings of the teams that run museums. The last text focuses on school visits to museums in their communities.
7	Small Group	Road Trip	530L 550L 570L	K/20-M/28				Qualitative Analysis can be found on the Inside Front Cover								The three accounts of road trips in this book depict different pairs of travelers touring a variety of communities in the United States. Each text is a snapshot of a different era in U.S. history. The first text describes a historical road trip in which communities in different cities encouraged the travelers. The other two texts are told from a first-person perspective. Both feature the historic sites and natural features of different U.S. communities.
7	Small Group	My Life and Hometown	720L 840L	P/38				Qualitative Analysis can be found on the Inside Front Cover								This book features two first- person accounts about growing up in different communities. The first describes growing up near Tucson and how the city developed over time. The second describes growing up in Seoul, South Korea. Both accounts detail the economic growth, political changes, and geographic features of each place. The narratives are supported by timelines, sidebars, maps, and photos.
7	Small Group	Two Tales of Celebrations	530L	K/20	2	These two stories about holidays in different cultures focus on specific events while also teaching broader values. Both include many facts and details about Chinese New Year and the Fourth of July. The art supports these details.	1	Both stories follow a chronological text structure, using sequence signal words. The first story features two friends as the main character, while the second focuses on one main character. The connections between the events are easy to follow.	2	The language is clear and includes a variety of sentence types. The first story introduces several new words related to Chinese New Year, explaining them and providing picture support.	3	The stories focus on holidays in a simple way. The author provides plenty of support for new concepts. Each story includes another genre. The first includes a retelling of a Chinese legend. The second includes a brief history of the American Revolution and the establishment of the Fourth of July.	8	Moderate	Each of these stories describes how communities celebrate unique holidays. They both feature common holiday traditions from their communities.	

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7	Small Group	Two Communities Over Time	770L	N/30	3	The author compares the history of two communities (Austin, Texas, and Cape Canaveral, Florida) in this book. The informational text offers many historical details and explains complex concepts, like exploration, geographic features, and space.	3	The book compares two communities, using a comparative text structure for its introduction and conclusion. Each chapter focuses on a community, following a mostly chronological format. Each chapter begins with a description of the modern-day community. The author uses sequence signal words throughout both chapters.	3	This informational text is written in an objective style. The author quotes sources and explains the historical and scientific vocabulary and concepts.	3	This book introduces readers to detailed historical accounts, geography, and scientific content. The content is solidly supported by sidebars and maps. Readers will need to know how to read maps and graphs.	12	Substantial	This book directly addresses the unit theme of communities by presenting the history and geography of two American communities.
7	Small Group	Mastering Maps	720L	N/30	3	This procedural text walks readers through the concepts of maps and their different uses. It also directs students to create their own maps, including one of their community. The text includes detailed explanations of map concepts, terms, and features.	3	The author uses a variety of text structures to help students understand maps and how to make them. A comparison of different map types, explanation of map features, and sequential directions for making maps are all included in the book. The connections between different sections of the book helps readers build upon their understanding of maps.	3	The text includes many geography and map-related terms, with strong text and picture support.	3	Readers need some familiarity with maps and geography, but will expand their knowledge and skills as they progress through the book. The text includes a range of new ideas and concepts, clearly explained.	12	Substantial	Students learn how maps offer information about communities in local neighborhoods, cities, and states. Different types of maps teach them how to discover a variety of information about a community. Finally, activities direct students to creating maps of their own communities.
7	Small Group	Geography: Exploring Our World	880L	Q/40	4	This book features two geographers to teach students about the impact mapping can have on communities. The informational text contains high-level concepts through the perspective of the geographers. Relevant scientific details are included.	4	The text compares two geographers with different specialties. Each chapter is organized into multiple topics, based on each geographer's work.	4	The author quotes the geographers to explain abstract concepts. Scientific terms, such as explanations of different disasters, are defined and included in a glossary. Maps, graphics, and photos support abstract concepts in the text.	4	This book presents challenging geography content in an accessible way. While topics are high-level, a variety of textual and pictorial support help readers understand the content. Many of the topics will be familiar to students, but much of the detail will be new for them. Readers need to be able to read maps and analyze graphics.	16	Highest	Through two profiles, this book shows how geographers help communities around the world. Wood helps communities prepare for natural disasters. Kerski creates maps that let people learn about their communities. The book explores how maps can also help people track the spread of diseases or solve crimes in their communities.
7	Small Group	The History of Two Cities: Houston and Miami	780L	O/34	3	This book compares the history of two cities (Houston, Texas, and Miami, Florida) and communities in these cities. The informational text bases some of its factual information on primary sources, teaching how community histories are created.	3	The book features the history of two cities. Each chapter focuses on a city, following a mostly chronological format. Each chapter begins with a description of the modern-day city. The author uses sequence signal words throughout both chapters and includes timelines of each city's history to support the text.	3	The text includes many complex sentences and concepts, supporting the ideas with photos and images of primary sources. It explains how history is based on a variety of sources, detailing and defining some.	4	Readers need some familiarity with maps and geography. They also need to understand how history is created from a variety of sources. The text includes a range of new ideas and historical concepts, clearly explained.	13	Substantial	This book details how cities, and multiple communities within them, develop over time.
7	Small Group	Nigozi's Story	610L	M/28	1	This personal narrative by Nigozi, an Ojibwe girl, is a clear account of her life during different seasons of the year.	2	Nigozi's personal narrative makes clear connections between different times of the year. She uses time-related phrases and other sequence signal words throughout her account. The book includes sidebars to explain concepts she mentions in greater depth.	2	While Nigozi's language is simple, she introduces Ojibwe words and concepts that will be unfamiliar to students. The book provides support for them with definitions, a glossary, photos, and sidebars.	2	While the personal narrative is simply told, some unfamiliar words are terms are introduced. The book supports readers by including definitions, a glossary, photo support, and sidebars.	7	Moderate	Nigozi's personal narrative details her own community. She discusses the things she likes about her community at different times of the year.
8	Whole Group	An Evolving Landform	800L	O	1	Purpose and meaning are clear and concrete with a narrow focus.	1	The text structure is chronological and clear.	2	The text features simple and compound sentences with a few more complex constructions.	2	The topic should be familiar to most students, with some details new to the reader.	6	Moderate	The eruption of Mount St. Helens changed the mountain, the land, and the plants that grow in the area.
8	Whole Group	Earth's Climate Zones	790L	O	1	Purpose and meaning are clear and concrete with a narrow focus.	2	Connections between events and ideas are somewhat implicit or subtle.	2	The text features simple and compound sentences with a few more complex constructions.	2	The topic should be familiar to most students, with some details new to the reader.	7	Moderate	Readers learn about the Earth's different climate zones.
8	Whole Group	How Earth Elder Made the Oak Tree	740L	N	2	The story has more than one level of meaning. Readers may need to integrate information from the illustrations.	2	Events in the story may occasionally be difficult to predict.	2	The narrative features simple and compound sentences with a few more complex constructions.	2	Readers must be aware of common conventions of folktales.	8	Moderate	The story of Earth's creation is told in a Native American folktale.
8	Whole Group	The Greedy Man and the Golden Table	600L	M	2	The story has more than one level of meaning. Readers may need to integrate information from the illustrations.	1	The narrative structure is chronological and clear.	2	The text features simple and compound sentences. There is some unfamiliar vocabulary.	2	Folklore should be a familiar genre to most students, but they may not be familiar with Jamaican folktales.	7	Moderate	A Jamaican folktale tells the familiar theme of the dangers of greed.
8	Whole Group	The Tropical Rain Belt	800L	P	1	Purpose and meaning are clear and concrete with a narrow focus.	1	The text structure is chronological and clear.	2	The text has a more objective style with higher factual content.	3	The topic is somewhat unfamiliar, with many details unknown to the reader.	7	Moderate	At the equator, a band of clouds encircle the globe. Its causes and its effects on climate are explored.
8	Small Group	Changing Coastlines	540L 550L	M/28	Qualitative Analysis can be found on the Inside Front Cover									An informational text and an opinion text explore how weather events like hurricanes change islands and sand dunes. Both texts explain how this happens and the impact of the changes on different societies.	

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8	Small Group	Volcanoes Erupt!	620L 720L	M/28		Qualitative Analysis can be found on the Inside Front Cover					A general article about different types of volcanoes and a text describing the Mount St. Helens eruption in 1980 both describe how volcanoes can change Earth's surface. Both texts include information about how scientists study volcanoes and explain how these natural phenomena occur.				
8	Small Group	Weather Reporters on the Job	730L 780L	P/38		Qualitative Analysis can be found on the Inside Front Cover					This book features two first-person accounts by scientists who study weather and climate. The first one describes the job of a weather reporter who focuses on hurricanes so that he can warn people to stay safe. The second account features a climate scientist who gathers data about changes in different climates and their impact on society. The narratives are supported by sidebars, maps, photos, and graphics that inform readers about weather and climate.				
8	Small Group	The Legend of Morning Star	540L	K/20	3	This book features a retelling of an Iroquois folktale that teaches the value of appreciating nature, especially animal life. Its purpose is also to explain the origin of the morning star. While the folktale is told simply, it requires understanding the role of nature in Iroquois culture and their beliefs about the creation of natural phenomena.	3	The main text structure in this folktale is chronological, but it includes multiple settings and events. Its main characters are complex and make mistakes, despite their good qualities. Internal and regular dialogue reveal the personalities and emotions of the characters.	3	The language includes simple and complex sentences and a number of unfamiliar concepts and phrases. The Iroquois tale gives readers context to understand concepts like spirit animals and sacred lands. It also translates Iroquois phrases.	3	The folktale requires some knowledge of Iroquois culture. Familiarity with the folktale genre will also help students.	12	Substantial	This story is an example of how natural phenomena like star, seasons, and the times of day inspire folktales. It features an Iroquois explanation for the morning star and other natural phenomena.
8	Small Group	Hot-Air Balloon Race	600L	L/24	2	This realistic fiction story about a girl and her father explains the importance of wind on the functioning of hot-air balloons. It also describes an important event in the pair's life and their close relationship.	2	The story is chronological, following the sequence of an important competition that the girl and her father participate in. It includes some detailed scientific information about the wind and how air-balloons work.	2	The story's language is concrete and literal, but it includes some abstract and complex science concepts. It conveys factual information through dialogue and the illustrations. Readers sometimes have to infer the meaning of domain-specific vocabulary using context clues.	3	While the theme of a competition will be familiar to students, the hot-air balloon topic will be new to most readers. The story requires students to grasp concepts about the wind and its properties, and how those help or hinder a hot-air balloon.	9	Moderate	This realistic fiction story presents the impact of weather, including wind, on a hot-air balloon race. It also shows how people use scientific tools and technology to predict the weather and wind.
8	Small Group	Lost Along the Rio Grande	700L	N/30	3	The theme of this book focuses on a whitewater rafting trip along the Rio Grande that goes wrong. Its purpose is to entertain, but it also informs readers about the geography and climate of Texas. It is also about siblings that solve a problem.	2	Most of the text has a problem-solution text structure. But it opens with a description of the families meeting and beginning their rafting trip. The rest of the text describes how one group gets into trouble on the rapids and finds their way back safely.	3	The narrative is often descriptive and includes many passages about the landscape and climate of Texas. A number of geography and science-related words are introduced and supported by a glossary, context clues, and illustrations. It includes simple and compound sentences.	3	Readers may not have firsthand knowledge of Texas geography, rapids, and the Rio Grande. Some of this content is explained in the story, but students will also benefit from having prior knowledge of the concepts.	11	Substantial	The focus of the story is whitewater rapids, a natural phenomena. It describes the cause of the rapids, their effect on rafters, and how kids navigated them.
8	Small Group	Naming Planet X	630L	N/30	3	This fictional account of the discovery and naming of Pluto informs readers about astronomical phenomena and shows how a scientist and a young girl solved problems. The text explains complex concepts clearly, giving vivid historic details. It highlights the heroic actions of the boys during the disaster.	3	The story begins with a historical overview of the discovery and naming of Pluto, as well as its categorization as a dwarf planet. The rest of the book uses a problem-solution text structure, describing how a scientist found the planet Pluto and a young girl found a name for it.	3	The text includes many complex sentences with increased subordinate phrases and transition words. It includes domain-specific vocabulary and content related to astronomy and Roman mythology, many are explained and supported with a glossary.	4	Familiarity with Roman mythology and the solar system will help readers. The plot explains unfamiliar literary and scientific concepts relating to the astronomy and the discovery and naming of Pluto. The illustrations and descriptive dialogue help readers grasp new concepts.	13	Substantial	This piece of historical fiction focuses on astronomical phenomena and how scientists discover planets. It provides factual information about the solar system, especially Pluto. It also shows the influence of Roman mythology on the naming of planets.
8	Small Group	Wildfires	800L	O/34	3	The theme of this informational science text is stated in its title: Wildfires. It explains the causes and effects of wildfires. The author also explains how different kinds of firefighters battle wildfires and what people can do to prevent them.	4	The book mostly uses cause-effect text structures to explain the causes of different climates and their connection to wildfires. Towards the end, the text presents solutions to fighting and preventing wildfires. Many science-related sidebars, maps, and graphics support the author's points.	4	The text includes a variety of sentence types. Many domain-specific words and abstract concepts are introduced. Some are defined in the text, while readers need to deduce the meaning of others via context clues. Photos, maps, and graphics support or explain the science terms and concepts.	3	Readers need to know how to analyze maps and graphics to understand the scientific concepts. Familiarity with the solar system (Sun and Earth) will also help students grasp the concepts.	14	Highest	Wildfires can drastically change areas on Earth. This book details how climate can be the cause of wildfires and the effect that wildfires have on different landscapes. It also details how scientists study the sun and Earth to understand climates and their effects on wildfires.

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8	Small Group	The Ultimate Thrill Ride	760L	Q/40	4 This informational text informs readers about the cause of gravity, by including many complex concepts and scientific details. The author also uses the topic of gravity to explain how humans explore space.	4 The text uses multiple text structures. It covers some of the history of astronomy through a chronological approach, uses a cause-effect structure to explain gravity, and ends with a chronological account of the space race. The author also uses descriptive passages to explain scientific concepts. The connections between sections are clear. The book uses many sidebars to explain astronomical concepts.	4 The text includes many complex sentences with increased subordinate phrases and transition words. It includes domain-specific vocabulary related to astronomy, supported with a glossary, photos, and graphics.	3 The topic will be somewhat familiar to readers, but it includes many scientific details and new abstract concepts.	15	Highest	This informational text explains gravity and space travel by informing readers about astronomical phenomena. It describes how scientists over time studied these phenomena and how societies have changed their understanding of them.
9	Whole Group	Free Enterprise on First Street	780L	N	1 The text has a single purpose that is clear with a concrete meaning and narrow focus.	1 The text structure is chronological and clear.	2 The text features mostly simple sentences and a simple language style is used. The vocabulary is mostly familiar.	2 The topic should be familiar to most students, with some details new to the reader.	6	Moderate	A lemonade stand is a way to make money. But what happens if there is competition?
9	Whole Group	Kids in Business Helping Others	780L	N	1 The author's purpose is clear with a narrow focus on describing and explaining the topic.	2 The connections between events and ideas may be subtle.	2 The text features mainly simple sentences. Vocabulary words are defined with direct definitions or context.	3 The text requires readers to grasp the abstract concepts of trading, money, and value.	8	Moderate	Helping others is usually thought of as something for adults to do. This text shows that kids who really want to help others can do it too!
9	Whole Group	Fantastic Dog Walker for Hire	620L	M	2 The author's purpose of persuasion requires analysis.	2 The text includes a thesis and reasoned explanations in addition to facts.	3 The text asks questions and gives answers. The reader may be unfamiliar with opinion texts.	3 Prior knowledge of the responsibilities of pet ownership is helpful for understanding.	10	Substantial	Tess is offering her services for dog walking and dog sitting. She notes her qualifications, her experience, and her enthusiasm. She even gives a testimonial.
9	Whole Group	Letter to Pro Products	800L	O	3 The complex concepts of expectations and truth in advertising may be difficult for the reader.	3 The connection between textual evidence presented and its causes are implicit and subtle.	3 The text includes many complex sentences. The text has an increased use of the passive voice.	3 Knowledge of basketball, varied abilities, and advertising claims are helpful for understanding.	12	Substantial	A newly purchased basketball does not turn the Deluxe Dribblers into sure shots. What a disappointment!
9	Whole Group	The Price of Oranges	790L	P	2 The text has a single purpose—explaining the price of oranges—but the information involves multiple facets.	3 The text includes several sections. Readers are presented with a wide array of factors.	2 The text contains simple and compound sentences. Vocabulary includes domain-specific words with contextual support (e.g. distribution, labor, scarcity).	3 Oranges should be familiar, however, students may be unfamiliar with the many factors that influence price.	10	Substantial	Why are the prices of the same oranges different in Alaska compared to California? This text explains the factors that influence the price of oranges, and by extension, other products.
9	Small Group	Open for Business	460L 560L 650L	K/20-L/24		Qualitative Analysis can be found on the Inside Front Cover					This book includes three texts about businesses, with a focus on small businesses. Each one is a different genre, offering a variety of perspective on how small businesses work. The first text compares small businesses and chains, presenting the decisions that businesses make to be successful. The second text is an interview with small business owners. It shows the choices that a specific toy shop makes. The last text gives an account of two girls who set up a lemonade stand and their decisions about running it.
9	Small Group	Inside Factories: How Products Are Made	670L	L/24-M/28		Qualitative Analysis can be found on the Inside Front Cover					An informational text and a magazine article explore how different common products are created. Both texts explain how natural resources are turned into everyday products, like milk, glass, and crayons. The texts detail the decisions that are made throughout the process of producing each item in a factory.
9	Small Group	Money, Money, Money	730L 760L 780L	P/38		Qualitative Analysis can be found on the Inside Front Cover					This book directly relates to the unit theme "Spending Time and Money." It includes three texts about money, ranging from how it's made to how people use it. The first text describes how different kinds of currencies, especially dollars, are produced. The second text focuses on how banks work and decisions people make when putting their money in a bank. The last text explores the goods and services that people spend their money on. It follows the money that passes between relationships between producers and consumers.

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9	Small Group	Money Matters	710L	L/24	3	This book's purpose includes broadly explaining different aspects of U.S. money and informing readers about its origins, history, and use. The text introduces some complex concepts about currency about supports them with factual details.	3	The book mainly uses compare-contrast text structures within each chapter or section, including compare-contrast signal words. The connections between the chapters is clear. Some sidebars or sections have a descriptive or procedural text structure. A number of sidebars develop themes mentioned in the text or have implicit connections to them.	3	The text has a mix of simple and complex sentences. Some domain-specific vocabulary relating to economics is introduced and supported by the glossary, context clues, and photos. Several titles (Money Matters, On the Money) have double meanings. One chapter also includes phrases found on U.S. money and explains them.	3	Prior knowledge of U.S. currency will help readers grasp some of the new concepts introduced in the text. Students will be better able to understand the content if they can interpret photos, graphics, and sidebars.	12	Substantial	This informational text about money directly relates to the unit theme "Spending Time and Money." It describes how U.S. money is produced and used. The text also addresses how the U.S. government decides to produce more money.
9	Small Group	A Recipe for Success	630L	M/28	3	The author of this book uses a simple, realistic fictional story to show how a small business is started. The text also introduces readers to Colombian culture and the value of teamwork.	3	The narrative follows a chronological text structure that includes multiple characters, settings, and time shifts. One part uses a sequence structure to show the process of making empanadas.	2	The text has a mix of simple and complex sentences. Some domain-specific vocabulary relating to economics is introduced and supported by the glossary, context clues, and illustrations. Several Spanish phrases are included and supported with context clues and art.	2	Familiarity with Spanish and small business practices will be helpful to readers.	10	Substantial	This realistic fiction text about kids starting a small business explains how a product, (empanadas), is made, marketed, and sold. It also shows how business choices are influenced by culture and values.
9	Small Group	Making a Budget	580L	O/34	3	This procedural text about making budgets informs readers about basic economic concepts and explains how they can create budgets. The content includes some abstract ideas and detailed explanation about budgeting.	3	The chapters in the book mainly use a combination of a definition and procedural text structures. Economic words and concepts are explained and followed with examples. Hands-on activities are presented with a sequence text structure to walk readers through a budget-related process. A number of sidebars develop themes mentioned in the text or have implicit connections to them.	2	The text has a mix of simple and complex sentences. Some domain-specific vocabulary relating to economics is introduced and supported by the glossary, text definitions and examples, and graphics. The root of the word budget is included.	3	Prior knowledge of budget concepts will help readers grasp some of the new ideas introduced in the text. Students will be better able to understand the content if they can interpret photos, graphics, and sidebars.	11	Substantial	This informational text about budgeting money directly relates to the unit theme "Spending Time and Money." It explains money concepts and economic choices based on budgets. The text also addresses why it's important to budget and explores the concept of saving money.
9	Small Group	U.S. Economy	800L	Q/40	3	This book's purpose is to inform readers about the U.S. economy, explaining its key features. The text introduces complex economic concepts and supports them with definitions, factual details, and graphic support.	3	The book mainly uses a definition text structure. Economic words and concepts are explained and followed with examples. A number of sidebars develop themes mentioned in the text or have implicit connections to them. Connections between chapters are clear, building on concepts introduced in earlier chapters.	4	The text includes longer sentences with in creased subordinate phrases and clauses. It includes multiple domain-specific vocabulary relating to economics, supporting them with a glossary, text definitions and examples, and graphics.	4	A familiarity with aspects of the U.S. economy will help readers grasp the many new ideas featured in the book. Students need to recall domain-specific vocabulary and economic concepts introduced in the first chapters to understand the later content.	14	Highest	This informational text explains the role of buyers and sellers, producers and consumers, and supply and demand in context of the U.S. economy. It explores the economic decisions that business owners, consumers, and producers make money every day. The text also addresses how people use different resources and how that affects the economy.
9	Small Group	Trade: What Happens and Why	780L	N/30	4	This book's purpose is to inform readers about the many aspects of trade. The text introduces complex economic concepts and supports them with definitions, factual details, and maps. The author connects trade to the daily lives of producers, sellers, and buyers.	4	The chapters in the book mainly use a definition text structure, explaining trade concepts and providing examples of them. Some of the text uses a sequence text structure, such as pages that features how a product is made or traded. A number of sidebars develop themes mentioned in the text or have implicit connections to them, like a firsthand account of an organic grower or a case study of a local farmer's market.	3	The text includes longer sentences with increased subordinate phrases and clauses. It includes multiple domain-specific vocabulary relating to economics, supporting them with a glossary, text definitions and examples, and maps.	3	Students will likely have some familiarity with the concept of trade, but many new and abstract concepts are introduced in this text. Students will be better able to understand the content if they can interpret a variety of maps, graphics, and sidebars. Prior knowledge of world geography will als help readers.	14	Highest	This informational text explores the theme of trade in daily life. It shows how producers, sellers, and consumers all play a role in trade. It also covers how resources affect local and global trade. The text touches upon decisions made throughout the trade process by everyone involved.
9	Small Group	Opinions About Spending Money	850L	N/30	3	This opinion text explores how different kids make decisions about shopping. It also informs readers about economic topics, like supply and demand, consumer choices, and different business models. The book also teaches readers how to analyze opinion texts about consumer choices.	4	The chapters in the book mainly use a chronological text structure, with descriptive sections. The last part of the book explains opinion texts and includes three examples. The book guides students to analyzing these texts.	2	The text has a mix of simple and complex sentences. Some domain-specific vocabulary relating to economics is introduced and supported by the glossary, text definitions, and photos.	3	Readers will be familiar with the concept of shopping, but the text introduces many new facts and concepts about being a consumer. Students will be better able to understand the content if they have experience analyzing opinion texts.	12	Substantial	This opinion text about how people spend money directly relates to the unit theme "Spending Time and Money." It explains how kids make shopping decisions, based on their needs, wants, and budget. The text's opinion pieces further explore different approaches to buying goods.
10	Whole Group	Magnetic Forces	850L	P	2	The author's purpose is clear with a narrow focus. Meaning includes abstract concepts that may be unfamiliar to some readers.	2	The text has a simple organization that clearly informs facts relating to magnets. Connections between ideas somewhat implicit.	2	The text features mostly simple sentences and a simple language style is used. Some domain-specific vocabulary may be unfamiliar (industrial, repel).	3	The topic may not be familiar to some students, with many details new to the reader. The abstract concept of magnetic properties is conveyed.	9	Moderate	Magnetic fields and the properties of magnets are explored in a simple direct way.

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10	Whole Group	Static Electricity	750L	O	3 The author's purpose is clear and narrowly focused. There is more than one level of meaning—describing/explaining and instruction.	3 Multiple pathways including procedural text. The connections between the text and procedures are sometimes implicit.	2 The text features mainly simple and compound sentences with some complex constructions. Vocabulary is mostly familiar.	3 The topic of static electricity may not be familiar to some readers.	11	Substantial	This introduction to static electricity includes an easy-to-conduct experiment.	
10	Whole Group	The Terror of Dr. Loadstone, Part 1	NP	N	3 Readers must integrate information from the illustrations to understand story elements. The text has two levels of meaning.	3 The text's characters, dialogue, and images require readers to interpret some events.	1 The dialogue has mainly simple sentences. Vocabulary is familiar.	3 These events are less common experiences involving magnetic forces and evil doctors.	10	Substantial	This graphic story has a bad guy, a big magnet, and some heroic kids.	
10	Whole Group	The Terror of Dr. Loadstone, Part 2	NP	N	3 Readers must integrate information from the illustrations to understand story elements. The text has two levels of meaning.	3 The text's characters, dialogue, and images require readers to interpret some events.	1 The dialogue has mainly simple sentences. Vocabulary is familiar.	3 These events are less common experiences involving magnetic forces and evil doctors.	10	Substantial	This graphic story has a bad guy, a big magnet, and some heroic kids.	
10	Whole Group	What Makes Things Move?	770L	P	3 The text's purpose is clear and focused on forces. There are multiple levels of meaning—the forces that cause movement and an experimental procedure.	3 The text contains both an explanation and instructions.	2 The text includes domain-specific vocabulary that may be unfamiliar to some readers.	3 Students may be unfamiliar with the topic of forces acting upon objects.	11	Substantial	Forces act upon objects causing them to move. Gravity, friction, and other forces determine whether an object will be at rest or not. The text includes an experiment with a pendulum.	
10	Small Group	Light and Sound Technology (Bridges)	530L	M/28	4 This informational text informs readers about the many inventions that have advanced light and sound technology. It explains many complex concepts, supported by scientific details. The author also uses the topic to explore how these inventions impact people's daily lives. Some of the text's meaning can be intricate, with abstract theoretical elements.	3 The predominant text structure is chronological, with some comparison of time periods and descriptive sections. Each chapter follows the history of different sound and light inventions, defining the scientific terms and concepts as items are introduced. Some sidebars show the steps of a scientific process to explain how an invention works.	3 The book mostly uses simple sentences. It includes domain-specific vocabulary related to light and sound technology, supported with definitions, photos, and graphics. Readers will have to deduce the meaning of some words from the context.	4 While many of the inventions mentioned in the book are familiar, the text features many new details and complex information about how the items work. The real-world examples (TV, computers, lightbulbs) make the concepts more accessible.	14	Highest	This informational text explains the physical science behind light and sound technology in everyday items. It describes how scientists throughout history have kept improving on previous inventions in order to make life better.	
10	Small Group	Hot and Cold in the Kitchen	640L 660L	L/24-M/28	Qualitative Analysis can be found on the Inside Front Cover						In Hot and Cold in the Kitchen, readers explore how people can use temperature to keep food safe and palatable. It explains refrigeration and different cooking techniques. It is a basic introduction to food science and helps readers see why understanding science can help us achieve our culinary and food safety goals.	
10	Small Group	Hot and Cold Cooking	620L 630L	L/24-M/28	Qualitative Analysis can be found on the Inside Front Cover						This book explains how ingredients interact with temperature and other ingredients to become different types of food. As readers explore and experiment with this scientific information, they can connect it to the unit's Essential Question: "How does understanding science help us achieve our goals?" This text will help them see how understanding science can lead to creating delicious snacks or meals.	
10	Small Group	Playground Physics	760L 780L	O/34-P/38	Qualitative Analysis can be found on the Inside Front Cover						These three texts in this informational science reader use playground equipment and activity to demonstrate and explain how force and direction dictate movement. This is an engaging way to approach explaining the rather higher-concept forces and interactions addressed in some of the unit's main selections. The main ideas are clear and well stated, and entirely supported by details and reliable examples. Text-evidence questions and a writing-to-sources exercise at the end of the text reinforce all of the material covered in "Playground Physics."	
10	Small Group	Electric and Magnetic Funomena	690L 700L	O/34-P/38	Qualitative Analysis can be found on the Inside Front Cover						This informational text allows readers to explore how scientists and animals harness the forces of magnetism and electricity.	



Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventionalilty and Clarity	Knowledge Demands	Total QM	Complexity Level	Rationale for Unit Inclusion
10	Small Group	Three... Two... One... LIFTOFF!	580L	K/20	2 The narrative science fiction text is straight-forward with just one level of meaning, and it embraces many of the genre features of science fiction. The dramatic arc is clear, and the various characters' points of view change as the action unfolds and is ultimately resolved.	1 Although "Three...Two...One...Liftoff!" is narrative science fiction and has the trope of a distant future setting, the text structure is linear and easy to read. There is one significant lapse of time between chapters, but nothing that would challenge on-level readers.	1 The text has a variety of simple, compound, and complex sentences, but the language conventionality overall is on level. The dialogue is free of any challenging idiomatic expressions, and a glossary is provided with definitions and pronunciations of taxing vocabulary.	1 There are no prior knowledge demands put on readers in "Three...Two...One...Liftoff!" The only remotely difficult concept therein - using electromagnets to launch a spacecraft - is explained at length and well in the story.	5	Moderate	This science fiction narrative is an excellent companion for a unit that includes a major read about magnetic forces. And it is a fun and dramatic gateway to thinking about those higher concepts applied to our "everyday" world, albeit a future one. Readers of "Three...Two...One...Liftoff!" are provided the opportunity to study characters changing points of view as the the dramatic line of the story plays out.
10	Small Group	The Ultimate Sandcastle	630L	N/30	2 The main events of this story are straightforward - the friends want to persevere to win a sandcastle competition - but there are other, more subtle themes involved as well (e.g. confidence in skills, planning, etc.). The technical information provided in this text is supported with illustrations.	2 The text is sequential, and the order of events are clear and understandable. There a range of characters, but they have distinct personalities with consistent behaviors. Some of the dialogue may require readers to draw inferences on characters' feelings and words.	2 The text has a variety of simple, compound, and complex sentences. There is some personification and other examples of figurative language. Most academic words in this text are supported contextually, but some may be difficult for readers at this level.	1 The story genre is realistic fiction - the situations, characters, and setting are commonly featured in books and other types of media.	7	Moderate	The Ultimate Sandcastle is a realistic fiction that connects to the the unit theme through basic engineering. In this book, readers discover how sand interacts with water to form structures or hold shape. In addition, characters explain how some types of sand are more ideal for building structures because their grains are suited to stacking on top of each other.
10	Small Group	Lily the Robot	700L	N/30	1 The narrative science fiction text is straight-forward, and it embraces many of the genre features of science fiction. The story is poignant and moving and well told.	2 Though "Lily the Robot" includes the science fiction trope of a distant future setting, the text structure is linear and easy to read. There are however, numerous setting shifts and a fateful trip from their space-station home to Earth.	1 The language is on grade level, and a glossary is provided at the end of the text with pronunciations and definitions of any difficult words. The dialogue is free of any challenging idiomatic expressions.	2 There are no prior knowledge demands for comprehension of this straight-forward narrative text. However, some familiarity with science fiction cliches - force shields, antigravity, casual space travel, solar and atomic robots - would benefit readers.	6	Moderate	This whimsical but poignant story is a brightly illustrated, reader-friendly ramp to the often higher-minded technology topics and ideas addressed in the unit. The story is accessible, highly entertaining, and technologically thought provoking.
10	Small Group	The Science Behind an Illusion	840L	Q/40	1 This book is clear and straightforward. The author focuses on static electricity and how its forces causes certain items to interact in different ways.	2 The text is organized in a simple, sensible structure. The author creates clear, explicit connections between chapters and ideas. Procedurals are included in this book. Photographs, illustrations, and captions provide ample support to help readers understand the concepts.	2 The text consists of simple and compound sentences with some instances of complex sentences. Transition words and phrases connect ideas together, but some also are used to show relationships. Most domain-specific vocabulary is explained contextually or in the glossary of the book. Some academic and domain-specific vocabulary of a higher level and unsupported in the text.	3 The topic of static electricity and the situations presented in the book may be familiar to readers, but the in-depth explanation of static electricity is likely new information.	8	Moderate	In this book, readers discover how the forces of static electricity can be used to create illusions. Procedurals provide readers with the opportunity to explore how static electricity can interact with other items, such as balloons and plastic bags.