

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
1	Whole Group	Two Habitats	540L	L	1 The meaning is clear and concrete with a narrow focus.	2 The connections between the ideas are sometimes implicit or subtle.	2 The vocabulary includes some unfamiliar, context-dependent words.	2 The topic is somewhat familiar, but some details are unknown to the readers.	7	Moderate	By way of learning what a habitat is, readers are introduced to two of Earth's interesting and important habitats—coral reefs and rain forests.
1	Whole Group	Welcome to the Grasslands!	520L	K	2 The purpose involves conveying a range of more detailed information.	2 The text includes a thesis or reasoned explanation in addition to facts.	1 Simple language is used with some narrative elements.	2 The topic is familiar, with some details new to the reader.	7	Moderate	Readers study grasslands, the most common habitat on Earth, and particular features of Africa's savannas and the wildlife they support.
1	Whole Group	Saguaro Park Visit	570L	L	2 The meaning includes some complex concepts with a higher level of detail.	2 The connections between events and ideas are sometimes subtle or implicit.	2 There are simple, compound, and complex sentence constructions.	2 The general topic is somewhat familiar, but with details unfamiliar to the reader.	8	Moderate	Readers learn about the flora and fauna of the unique desert habitat of Saguaro National Park in this first-person narrative.
1	Whole Group	Donny's Terrarium	540L	K	2 The purpose entails interpreting details and information.	2 Connections between events or ideas are sometimes subtle.	1 The text comprises mainly simple sentences, and the vocabulary is mostly familiar to readers.	2 The text topic is familiar, with some details that are new to the reader.	7	Moderate	In this chronological personal narrative, the author learns that some animals need shelters that imitate natural habitats.
1	Whole Group	The Coldest Place on Earth	580L	M	3 The purpose includes explaining or interpreting information.	2 The text includes a thesis or reasoned explanation in addition to facts.	2 Simple and compound sentences with some more complex constructions are included.	2 The topic is somewhat familiar, but some details are unknown to the readers.	9	Moderate	This informational piece introduces readers to the intense habitat of Antarctica and the emperor penguins that live there.
1	Small Group	A Wildlife Biologist on the Louisiana Coast	980L	Q/40	2 The text has a single purpose, to explain what a wildlife biologist does, but the information is detailed and involves multiple facets.	3 This personal narrative has multiple text structures and includes descriptions about wildlife biology. The text includes sidebars that require readers to understand implied connections to the running text.	2 Simple and compound sentences with some more complex constructions are included. Vocabulary includes domain specific and context-dependent words, such as erosion, barrier islands, and restoration.	2 Readers may have a limited background understanding of what a wildlife biologist does, but the text provides image support, context clues, and definitions.	9	Moderate	I am a Wildlife Biologist helps answer the unit's essential question, "How do we respond to nature?" This personal narrative presents a firsthand account of a biologist's experience with studying and protecting birds in Louisiana.
1	Small Group	Animal and Human Senses	780L 810L	5/44	See inside front cover for text complexity data.						Animal and Human Senses provides numerous examples of how people and animals interact with their surroundings, which is a focus of the unit. The text focuses on the five senses—an accessible starting point for readers. They can use this background knowledge to expand their understanding of the many ways people and animals interact with the world around them.
1	Small Group	Animal Survivors	790L 800L 820L	P/38	See inside front cover for text complexity data.						Animal Survivors connects to the unit by exploring how animals depend on the environment to satisfy their basic needs. Examples of what happens when an environment, such as an ecosystem, changes and the impact that has on animals helps readers understand the important connection between an animal and its surroundings.
1	Small Group	Help Monarch Butterflies	990L	T/50	2 Meaning is clear, with a specific focus on describing the life cycle and migration of monarch butterflies. Text has more than one purpose—to inform readers about monarch butterflies as well as guide students on how to help monarchs (by planting a garden).	2 The predominant text structure is descriptive, but some sections/sidebars, etc. have a different text structure (procedural).	3 Simple and compound sentences with some more complex constructions are included. The text includes academic vocabulary and unfamiliar terms that may be supported contextually.	2 Readers are most likely familiar with life cycles, but may not have specific monarch migration or decline. Any unfamiliar concepts, such as monarch life cycle, are well supported through diagrams and other visual aids.	9	Moderate	Help Monarch Butterflies allows readers to answer the unit's essential question. The text explains how people can help monarch butterflies during their migration, and therefore, help monarchs increase their numbers. Readers learn one way to respond to nature is to help it. By reading about monarch conservation, readers also learn how animals rely on the environment to satisfy their basic needs, another important science knowledge focus of the unit.

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	
1	Small Group	Inspired by Nature	640L 710L 760L	O/34-P/38	See inside front cover for text complexity data.							Inspired by Nature gets right to the heart of the unit's essential question, "How do we respond to nature?" Readers are presented with three firsthand accounts about peoples' experiences and reactions to different aspects of nature. Readers learn about why the writers are interested in nature and how they are impacted by it. The accounts also show readers how people can learn about nature simply by observing and thinking about it, which is another science focus of the unit.
1	Small Group	Opinions About the Energy Cycle	900L	R/40	2 The text has more than one purpose: to explain what the energy cycle is and to present opinions about which part of the energy is most important.	2 The predominant text structure is descriptive, but some sections/sidebars, etc. have a different text structure.	2 Chapters contain vocabulary related to the energy cycle (producer, consumer, decomposer), which may be new for readers, but the terms are defined and supported by images.	2 Readers will be familiar with photosynthesis, omnivores and carnivores, but their roles within the energy cycle may be new information.	8	Moderate	Through the exploration of the energy cycle, in Opinions about the Energy Cycle, readers learn how animals (and people) and the environment are all connected. A plant gets energy from the sun, and grows nice green leaves that an insect relies on for food. The interdependence between animal and environment is an important learning focus of the unit.	
1	Small Group	Padma's Paddy	610L	Q/40	2 The theme of not giving up on one's dream is implicit and is revealed over the course of the story. The story has more than one purpose, to inform readers about process of growing rice as well as to entertain readers with a story they can relate to.	2 The text has multiple characters, but the dialogue and narration are easy to follow. Events are in chronological order and are clearly connected.	2 Chapters include domain-specific vocabulary, such as harvest, seedlings, fertilizer, etc. Language is mainly concrete and literal.	3 The story takes place in India in an area where rice patties are grown. Students will most likely be unfamiliar with this setting and topic, but the story's context clues and illustrations offer support.	9	Moderate	Padma's Paddy is a realistic fiction story that shows how humans and animals rely on the environment—an important focus of the unit. The readers learn more about the character as she responds to and interacts with her family's rice farm.	
1	Small Group	Voyage Home	830L	R/40	2 The story focuses on a narrow event—Darwin is sailing on a ship during a storm. As a piece of historical fiction, the story integrates real details of Darwin's journey with fictional elements to keep the reader interested. The theme is implicit and needs to be inferred by reader.	2 The story is a narrative with a simple chronology, but connections between events and ideas are sometimes implicit or subtle. Dialogue and narration are easy to follow and shares characters' thoughts and feelings.	3 Domain-specific vocabulary (species, hypotheses, organisms) appears in the introduction. Story includes vocabulary related to sailing, some of which is defined, and some figurative language.	3 Readers may not have prior knowledge of Charles Darwin and his theories. However, there is an introduction before the story that briefly explains important background information needed to put the story in context.	10	Substantial	In Voyage Home, both the introduction and story work together to inform readers about the work of Charles Darwin. By learning about Darwin and his theory, readers see how knowledge about nature is built from observing the natural world—a focus of this unit. Studying an important historical figure such as Darwin gives a real-life example of how science can advance through observation and dedication.	
2	Whole Group	Vanessa and Me	810L	S	3 Purpose and theme are revealed at the end of the story, but they are clear and easy to identify. There are several layers of meaning to the story.	3 Readers must make connections between the narrator's thoughts and ideas. The narrator introduces characters and includes rich descriptions of herself and others.	4 Varied sentence structure adds difficulty to this text, but the connotative and figurative language and the domain-specific vocabulary may prove challenging to readers.	2 This story is relatable, with simple and slightly complicated ideas.	12	Substantial	Lina thinks her best friend Vanessa is prettier than her, but she doesn't care—until someone points it out to Luis Mendoza.	
2	Whole Group	Here, Boy	760L	R	3 The story's purpose is revealed early on in the text, but the theme is revealed as the events progress throughout the story. There is more than one level of meaning in this story.	2 The chronological structure of the story is clear and easy to understand. Characters are introduced, some with rich detail.	3 The story includes simple, complex, and compound sentences, with mostly literary language and academic vocabulary.	3 The genre is relatable to readers, but plot events are hard to predict and unusual.	11	Substantial	Opal meets a friendly dog at the Winn-Dixie supermarket. When the manager calls for the pound to take the dog away, Opal comes to its rescue.	
2	Whole Group	The Miser	820L	R	2 This fable reveals its purpose and theme at the end. There is one level of meaning.	2 The fable has a chronological structure, and while the ending is a bit of a surprise, the events are somewhat predictable. Readers must connect the moral to the events of the story.	3 The story contains long, complex sentences, and features significant academic vocabulary that encourages readers to make connections.	2 Readers should be aware of fables as a genre to understand the purpose of the story.	9	Moderate	A miser takes his life savings and buries it in his backyard instead of spending it. When thieves steal his valuables, he learns an important lesson.	

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
2	Whole Group	Sugar Maple and Woodpecker	700L	Q	2 The story purpose and theme reveals itself in the end. There are multiple levels of meaning, but they are connected, clear, and easy to understand.	2 The story uses a chronological structure, with a small jump in time. The connection between the events are explicit, but the meaning behind them needs to be inferred.	3 The story contains longer, complex sentences mixed with other simple and compound sentences. 3 Figurative language and word choices (academic vocabulary and multiple-meaning words) may be challenging.	2 The story is simple and easy to follow, but readers should have some understanding of Native American legends and their purpose.	9	Moderate	This Lenape story tells of how the Sugar Maple and the Woodpecker came to rely on each other.
2	Whole Group	The Sunglasses	730L	5	3 Readers must use story details to interpret and understand the purpose of the excerpt. Multiple levels of meaning and themes may be difficult to separate and identify.	3 The story uses a third-person point of view to introduce complex characters. Story details help reveal how the characters are connected, but also show that there may be complicated relationship subplots.	3 Figurative language, academic vocabulary, and some unfamiliar terms may be difficult for readers.	3 The narrative genre may be relatable to readers, but the events and the complex relationships may be unfamiliar.	12	Substantial	Genie and Ernie, two brothers from Brooklyn, learn about their family when they visit their grandparents' farm in Virginia.
2	Small Group	Finding Jacob	630L	Q/40	2 The story dramatizes the interactions between the main character and other characters in order to convey the challenges of the time period. The text's themes are implicit and are revealed over the course of the story.	2 The story follows one character, and events are in chronological order, however, there are reflections to the past that are important for understanding events in the present.	2 The narrative includes simple and compound sentences with some more complex constructions. Language is mainly concrete and literal.	3 Readers need familiarity with the period of Reconstruction and discrimination African Americans faced in order to understand certain moments in the story (why Louisa has to hide that she can read, why she must sit in the back of the train, etc.).	9	Moderate	<i>Finding Jacob</i> gives readers the chance to see how a character's actions influence the plot of the story, which is a literature focus of the unit. The character's decision to leave one place and go to another changes the course of the story and introduces new conflict and characters. From the story, readers can come to understand how an author might use the character to alter the course of a story's plot.
2	Small Group	Finn McCool and the Red Giant	610L	Q/40	1 The author's purpose is straightforward, to entertain readers with a retelling of an Irish legend. Readers may need to integrate information from illustrations with the text to understand specific events in the story.	3 The legend is told as a story within a story, so readers must follow the plot of two stories. The embedded story is sometimes interrupted as the narration jumps back to main story.	2 The story contains simple and compound sentences, and increased subordinate clauses. Most of the text has concrete and literal language, with familiar vocabulary.	1 Readers would benefit from knowledge of the characteristics of a legend, but is not necessary to understand the story.	7	Moderate	<i>Finn McCool and the Red Giant</i> is an example of an embedded narrative. By reading this legend, readers get to read a story that is told in a way that is different from most stories they are familiar with. One of the goals of the unit is for readers to get exposed to different types of fiction texts, while recognizing the main features of all stories—characters and plot. The story is also rich in action and dialogue that helps reveal the traits of the characters.
2	Small Group	Naila Shares a Story	610L	R/40	2 The story's themes are clear but requires readers to make inferences. The story has more than one meaning as it explores the experiences of moving to and living in a foreign country, and what it's like to push ourselves outside of our comfort zone.	2 The realistic fiction story is a narrative with a simple chronology, however there is occasional use of flashback.	2 Story contains words in Arabic and references to different geographic locations. Language is mainly concrete and literal.	2 The genre is familiar to readers, however readers may not be aware of current events in Syria, which is alluded to in the story. Within the story, a story is told about Goha, a folk character from the Middle East. While some background information would be helpful, it's not necessary to comprehend the story.	8	Moderate	Naila, the main character in Naila's Story exemplifies the human experience. This text allows readers to explore the social-emotional learning focus of the unit by presenting a character any person can relate to and see themselves in. We've all been in awkward or challenging situations. Readers can relate to the growth Naila's experiences, and in turn, can reflect on their own growth after facing challenging situations.
2	Small Group	Project Dot	560L	R/40	2 Meaning of the story is layered. On the surface, it is an adventure story, but it also touches upon the wonder of creating things with our own hands and exploring the world through scientific inquiry.	3 In this science fiction story, there is a time shift and changes in setting. The sequence of events move the plot forward, but events are hard to predict.	2 Vocabulary includes some context dependent words. Sentences range from simple to complex, and the excerpt makes moderate use of descriptive detail. Some figurative or literary language is used.	2 Readers should be aware of the conventions of the genre, but the story requires little background knowledge.	9	Moderate	<i>Project Dot</i> is a good example of how characters' actions influence the plot, which is a literature focus of the unit. In the story, the characters travel to the future because of a machine they build. Although written at a lower Lexile, this science fiction story gives students an opportunity to explore a genre they may be less familiar with while studying the conventions of storytelling.
2	Small Group	The Cooking Gene	700L	P/38	2 The story's themes are implicit and are revealed over the course of the story. Although the author's main purpose is to entertain with a story readers can relate to, there is a recipe at the end of the story that shows readers how to cook the main meal described in the story.	1 Story events are in chronological order and are clearly connected. Dialogue is easy to follow and shares characters' thoughts and feelings. Story includes a procedural text (recipe) at the end of the story.	2 The story contains mostly simple and compound sentences. Most of the text has concrete and literal language, with familiar vocabulary.	1 The genre is familiar to readers. The story focuses on a simple topic of cooking and requires little background knowledge.	6	Moderate	In the <i>Cooking Gene</i> readers can see a great example of how an author uses description, dialogue, and tone to illustrate character traits—one focus of the unit. Although Bubby, one of the characters in the story, does not appear in the story, it feels like she is there. This is because the author brings her to life through the descriptions about her and her dialogue, as remembered by the story's main characters. Readers can use this text as a mentor text for how to develop characters and reveal them over the course of a story. Also, this story expands readers' social emotional perspective, since it focuses on the loss of a loved one and coping with the loss by honoring that person.

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
2	Small Group	The Science of Slipping Up	700L	Q/34	2 The story's themes are clear but requires readers to make inferences. The story explores the themes of overcoming self doubt, as well as being ok with making mistakes, since making mistakes leads to growth. The story also exposes readers to basic principles of science.	1 Story events are in chronological order and are clearly connected.	2 Domain specific words related to science are used, like circuit and conductive, but illustrations and context clues offer support. Some figurative or literary language is used.	2 Some readers may not have prior knowledge of what a circuit is or how one works.	7	Moderate	<i>The Science of Slipping Up</i> is a highly relatable story for young readers. Reading this realistic fiction story allows readers to reflect on their own "slip ups" and the learning that comes from them. This is a valuable aspect of social-emotional development.
2	Small Group	Tyler and Noah	630L	S/40	2 The text's themes are revealed as the two characters encounter problems and solve them as the story progresses. Themes are not stated explicitly, so readers will have to infer them.	2 The realistic fiction story is narrative with a simple chronology, but connections between events and ideas are sometimes implicit or subtle. Dialogue is easy to follow and shares characters' thoughts and feelings.	2 The narrative includes simple and compound sentences with some more complex constructions. Some figurative or literary language is used.	1 The genre is familiar to readers, and events in the story are based on everyday experiences and common situations.	7	Moderate	Written by an award-winning author, <i>Tyler and Noah</i> helps answer the unit's essential question, "How do we reveal ourselves to others?" As in real life, the characters have internal conflict about their insecurities, and it impacts their actions. Young readers can relate to the two characters as they figure out what it means to be friends.
2	Small Group	Barreling Toward Success	740L	T/50	2 The realistic fiction story has a narrow focus—the main character participates in rodeo barrel races. However, character faces both internal and external conflict, which supports multiple themes that must be inferred by the reader.	1 Story events are in chronological order and are clearly connected. Dialogue is easy to follow and shares characters' thoughts and feelings.	2 Story includes description and words related to horseback riding, but illustrations and context clues offer support. Story include some idiomatic expressions.	2 Readers who have experience competing in sports may have an easier time relating to the events in the story.	7	Moderate	<i>Barreling Toward Success</i> helps readers see how characters act and react toward each other—a literature focus of the unit. In particular, readers see an example of how a main character responds to conflict with another character, much in the same way conflicts occur in real life. Set against the backdrop of a competition, readers learn from the story that one way to respond to conflict is to stay focused. This realistic fiction story shows readers different dynamics between characters in literature while also broadening their social-emotional understanding.
3	Whole Group	Solving Problems	940L	Q	2 The purpose of the text is to explain the complex relationship among types of government. It provides an example to illustrate these relationships.	3 The text explains the purpose and uses examples to elaborate on it. Connections between ideas and examples are implicit and subtle.	2 The text features subordinate clauses and a mix of simple, compound, and complex sentences. Some multiple-meaning words may confuse readers; includes some academic vocabulary.	2 Concepts discussed in the text may be familiar to students, but the level of details will present new information.	9	Moderate	People elect officials to local, state, and federal governments. These governments work separately, but come together when there are major emergencies.
3	Whole Group	The State Government and Its Citizens	1010L	S	3 The text discusses the concept of federalism, which requires a detailed explanation.	2 Structure is an explanatory text; a quote included in the text is clearly connected to the content in the text.	3 The text contains a significant amount of academic and domain-specific vocabulary, both contextually supported.	3 The text topic is familiar to readers, but uses many new details to explain an abstract concept. Readers need to understand the basic concept of the Constitution and government.	11	Substantial	The federal government shares power with state governments to ensure citizens' interests and concerns are addressed.
3	Whole Group	From Remarks by the First Lady at Veterans' Homelessness Conference, 2016	880L	Q	2 The speech introduces a government initiative and explains in detail why it is a necessary program.	2 The text has a consistent structure and includes detailed information about <i>Joining Forces</i> . Connections may be subtle, but most are clear and direct.	1 The text is mostly simple and compound sentences. Most academic words will be familiar to readers.	2 The topic of veterans and military service may be familiar to students. The text introduces the concept of transitioning from military to civilian life and preventing homelessness.	7	Moderate	This is an excerpt from Michelle Obama's speech about <i>Joining Forces</i> , an initiative designed to support veterans and their families.

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		
3	Whole Group	Letter to the Springfield County Council	980L	R	3 This letter directly and indirectly covers several concepts, including civic duty, government roles, and community involvement.	2 The argument is clearly stated in this letter. Readers sometimes make implicit or subtle connections between the argument and the supporting examples.	3 The letter contains an abundant amount of academic and domain-specific vocabulary. Some words are contextually supported, and some are multiple-meaning words.	2 Concepts, such as civic duty and community involvement, and related topics are discussed in this text.	10	Substantial	A woman writes a persuasive letter to her local council, requesting that a rail trail be named after a community member.		
3	Whole Group	Tax Dollars at Work	970L	S	3 The text explains the complex concept of taxes and how multiple levels of government spend tax dollars.	3 The text is structured in sections, each explaining different areas of state and national infrastructure.	2 The text has an objective style that uses a mix of simple, compound, and complex sentences. There are some academic and domain-specific vocabulary.	3 The concept of taxes may be abstract but familiar to readers. The text uses sections to connect taxes to different areas of infrastructure and explains how it applies to their lives.	11	Substantial	Readers learn how the federal government, state governments, and local governments spend tax dollars.		
3	Small Group	Becoming a U.S. Citizen	840L	T/50	3 The text has a single purpose: to inform readers about citizenship, but the information is detailed and involves multiple facets (such as how to become a citizen, other options besides citizenship, etc.). The text implies, but does not explicitly state, how rigorous the process for becoming a U.S. citizen is.	2 The predominant text structure is descriptive, but some sections/sidebars, etc. have a different text structure (order/sequence).	3 Paragraphs include compound and complex sentences, and many domain-specific words related to government and citizenship (naturalization, constitution, permanent resident card, etc.), as well as references to various government agencies.	2 Readers who have gone through the citizenship process or know someone who has will have stronger background knowledge. However the text does not assume prior knowledge of the process, so provides details and examples for support.	10	Substantial	<i>Becoming a U.S. Citizen</i> gives an in-depth look at the process for becoming a citizen, which gives readers the opportunity to learn about one of many ways citizens and the government interact—a focus of the unit. A prospective citizen must deal with one or more government agencies and complete many government forms. Citizens of the United States born in the country may not think too deeply about the process for becoming a citizen, so this text helps give reader a perspective they might not otherwise have.		
3	Small Group	Celebrating the United States	890L	Q/40	2 The text has a single purpose: to celebrate the United States, but the information is detailed and involves multiple facets (such as U.S. symbols, monuments/landmarks, and celebrations). The text's meaning is clear, a pride for the United States, which is expressed in the text's title and conclusion.	3 The text has a consistent descriptive structure and includes detailed information about U.S. monuments/landmarks, symbols, and celebrations. Frequent sidebars with implicit connections to the running text occur. Some of which contain primary sources, poetry, and song lyrics.	2 Simple and compound sentences with some more complex constructions are included. The text has a more objective style with a moderate amount of factual content and domain-specific words (legislature, congress, patriotism, republic, etc.), some of which are supported with definitions.	2 The topic is somewhat familiar but with many details unknown to the reader. The reader must connect history details in the text to the importance of some symbols and monuments/landmarks described. Both simple and more abstract ideas (symbolism) are conveyed.	9	Moderate	Celebrating the United States touches upon one of the unit's focuses—the interaction between citizens and the government. Citizens of the United States enjoy monuments and landmarks that may be erected and/or taken care of by local and state governments. Readers learn about the history of how certain symbols and monuments came to be, and often, the story connects to some aspect of U.S. government. This text gives readers a well-rounded view of the nation's symbols, monuments, and celebrations by seeing how they connect to the country's history and government.		
3	Small Group	Let Freedom Ring!	910L 930L 970L	R/40	See inside front cover for text complexity data.								Let Freedom Ring connects to the social studies focus of the unit by exploring people and things that are important to U.S. government and society. The text also helps answer the unit's essential question, "How does government influence the way we live?" For instance, details about the U.S. Constitution helps readers see how the government is structured and "rules" the government follows while governing. This is important information to know as readers work through the unit and think about the role of government in their life.

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	
3	Small Group	Newsgirl	650L	R/40	2 The story's theme is clear but requires readers to make inferences. The story has more than one purpose: to entertain readers and to show what life was like for children who had to work in early 1900s America.	2 The story's narrative follows a simple chronology, but connections between events and ideas are sometimes implicit or subtle.	2 The story uses mostly simple and compound sentences. Language is mainly concrete and literal.	3 Plot incorporates historical details about children who sold newspapers in the 1900s and famous photographer, Lewis Hine. This information will mostly be unfamiliar to readers, however there is an introduction that provides important background information.	9	Moderate	Newsgirl is an eye-opening historical fiction story for young readers. The story shows what happens when the government is not working for the people, which was the case for children in the 1900s. As explained in the story's introduction, it was laws that put an end to child labor. The story also helps readers see the power dynamics of characters in a story, which is a literature focus of the unit. The main character is powerless in a society that doesn't help her much. She knows this, yet still makes her own way. Readers will relate to the characters, who are young, and can consider the ways in which they are resilient in their own lives.	
3	Small Group	State Government in Action	890L	S/50	2 The purpose of the text is straightforward and explicitly stated: to show what state governments do for citizens; however, information is detailed and involves multiple facets (structure of state government, what specific officials do, and how government affects citizens).	2 The text has a consistent descriptive structure and includes detailed information about state officials, state branches, and how people are impacted (and can impact) state government. Multiple sidebars both support and extend information presented in the text, some sidebars have an implicit connection to the text.	3 Paragraphs include compound and complex sentences, and many domain-specific words related to state government (veto, appeal, legislature, district, representative, etc.), however, some words are defined or supported with context clues.	3 Readers will be familiar with some aspects of state government, but much of the information will be new.	10	Substantial	<i>State Government in Action</i> explores state government. This text helps answer the unit's essential question, "How can government influence the way we live?" The second chapter offers a unique look at what specific state officials do and how they impact citizens lives. The final chapter specifically addresses how state government impacts everyday people, and uses examples that young readers can understand. This informational text gives readers a new-found sense of how their state government functions and touches their lives.	
3	Small Group	The Recess Debate	630L 790L 850L	O/34-P/38	See inside front cover for text complexity data.							The Recess Debate shows the arguments for and against the amount of recess time in schools. The texts give the readers a chance to see how to voice one's opinion on an issue that affects the public, which is an important part of civic engagement. Readers read texts in which people express their opinion to a person in power. The opinions use sound reasoning and evidence. Not only does the book help readers connect to civic engagement, it shows them how to express an opinion in a way that is purposeful.
3	Small Group	Two Views of Benjamin Franklin	760L 770L	P/38	See inside front cover for text complexity data.							<i>Two Views of Benjamin Franklin</i> has two biographical accounts of Franklin's life. The texts show readers how a person of humble beginnings can go on to achieve great things in life, especially in government. Details about his role as a community leader, diplomat, and founder of the United States of America, helps answer the essential question, "How can government influence the way we live?" Readers learn from the texts that Franklin worked hard to help citizens, which is the case for many government leaders in real life.
3	Small Group	We Can Make a Difference	760L 810L 820L	Q/40	See inside front cover for text complexity data.							Through different narrative nonfiction texts, <i>We Can Make a Difference</i> shows the importance of active individual participation in the democratic process. The texts show real-life examples of how individuals can participate voluntarily in civic affairs, like service projects. These stories are inspiring for young readers who are learning about the ways citizens can make a difference in their community.
4	Whole Group	Pecos Bill	1020L	R	2 The purpose and theme of the story are subtle and are revealed over the course of events.	1 Text structure is chronological and clear; events are predictable and occur in a pattern.	3 The text features complex sentences and dialogue; academic and domain-specific words, including slang, are used.	2 Folklore should be a familiar genre to most students, but only a few may know about the Old West themes used in this story.	6	Moderate	Pecos Bill, a folklore hero from the Old West, meets a rattlesnake and mountain lion during his travels.	
4	Whole Group	Hercules and the Golden Stag	680L	Q	2 The story has more than one level of meaning, and the theme is conveyed later in the story.	2 Story structure is chronological, with a clear progression of time, but the reader may have to make small inferences to connect events.	2 This is a myth with a variety of compound and complex sentences, but mostly familiar words.	2 The story assumes that readers are familiar with Greek mythology and mythological characters.	8	Moderate	Indebted to King Eurytheus, can Hercules capture the Golden Stag without incurring the wrath of Artemis?	

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
4	Whole Group	My Name Is Violet	690L	R	3 Purpose, theme, and layers of meaning in the story are unclear and are revealed toward the end of the story.	2 The story structure is chronological. The story includes two characters, and the events are hard to predict.	3 The story includes literal and figurative language; sentences have varied construction and contain some new academic vocabulary.	1 Readers do not need to have prior knowledge to understand this story.	9	Moderate	Violet didn't initially like the elderly stranger she met, but she realized she could learn from this new person.
4	Whole Group	Calpurnia Would Do	920L	S	3 Purpose and levels of meaning reveal themselves at the end of the story; theme is subtle, but clear.	3 Half the story consists of the narrator's thoughts. Readers must connect these thoughts and use them to draw inferences.	3 Sentences are high in complexity, with multiple clauses, hyphens, and ellipses; text includes high-level academic and domain-specific words, including old-fashioned names.	2 Readers must understand the concept of being named for people. Historical and scientific references may be confusing to readers, as they are not explained.	11	Substantial	When Granddaddy tells her about the famous women who share her name, Calpurnia becomes grateful for the unusual moniker.
4	Whole Group	The Diamond Anklet	860L	S	3 There are layered meanings and themes in this story excerpt; the purpose is unclear, though it can be inferred based on prior knowledge of "Cinderella" or other fairy tales.	2 Text is chronological and follows one time line and plot; several characters are introduced, but the focus remains on one of them.	3 Sentences are varied in structure and difficulty; foreign words and academic vocabulary are used throughout the story; contains literal and figurative language.	3 Readers should be familiar with the story of "Cinderella" and its associated concepts, and the cross-cultural nature of fairy tales.	11	Substantial	In this excerpt from A Thousand and One Arabian Nights, a young girl receives help from a genie.
4	Small Group	Coyote Tales	590L	Q/40	2 The text has more than one purpose: to entertain and to explain how something in nature came to be. Trickster tales teach useful lessons that are not explicitly stated. Readers will have to infer the lesson from coyote's actions and dialogue, but the lessons are clear.	2 The plot is chronological and straight-forward, but involves unusual events. Readers must infer important details from the dialogue and illustrations.	2 The names of Native American tribes may be unfamiliar to the reader. The play includes simple and compound sentences with some more complex constructions.	1 Readers will be familiar with trickster tales and the coyote character.	7	Moderate	While reading Coyote Tales, readers get a chance to explore how characters' traits are revealed through their dialogue and actions. These trickster tales present coyote in different ways, so readers can analyze how coyote is similar and different in each story, based on his actions.
4	Small Group	Earth Cakes and Sky Cakes	820L	R/40	2 Readers must infer several important themes based on characterization and plot events. This story has more than one purpose, to entertain as a realistic fiction story, but also to teach readers about an important Vietnamese holiday.	2 Story events are in chronological order and are clearly connected. Main plot is interrupted by a retelling of a tale that is helpful for putting plot events in context.	2 Story includes description and words related to Vietnamese culture (food, celebrations, etc.), but illustrations and context clues offer support.	3 The text includes an example of different genres, such as a tale and a procedural text (recipe). Background information regarding Text, the Vietnamese holiday described, would benefit readers.	9	Moderate	Earth Cakes and Sky Cakes is a good example of how a narrator's point of view influences what a reader feels about the events of the story—one of the unit's literature focuses. At first it is clear the main character does not want to be where she is, but as events change, the narration regarding her experience becomes more positive. Readers can consider how (and why) their feelings change as they read the story. Also, this story gives readers a chance to learn about important aspects of Vietnamese culture.
4	Small Group	Forever Young: Urashima Tarō & Oisín	600L	P/38	2 The meaning of the tales are not easily discernible, so the readers will have to analyze character and plot to infer theme(s).	2 The narrative in each tale follows a straight forward chronology, but connections between events and ideas are sometimes implicit or subtle (the characters were gone much longer than the story shows).	2 Some names and locations will be unknown to the reader and may be hard to pronounce. Language in the first tale is mainly concrete and literal, while the second tale has more unfamiliar terms that may be supported contextually (maiden, abundance, noble, etc.)	2 Readers would benefit from having prior knowledge of the features of a folktale. The stories vary in complexity with unfamiliar events, settings, and situations.	8	Moderate	By reading this text of two folktales, readers can explore one of the literature focuses of the unit—the narrator influences what a reader knows. The narrator does not reveal to the reader that as the main characters are visiting other settings, that a lot of time is passing. It is only revealed once the characters attempt to go back home. It's not revealed right away, but slowly the reader learns what has happened along with the characters. The tales offer readers an opportunity to think about the impact of this storytelling technique on them, the reader.

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
4	Small Group	Nathan and the Secret Project	600L	O/34	2 Themes are implicit and revealed as the story progresses. Readers have to often make inferences about characters and the plot.	2 Two main characters carry the story. The story has a straight forward chronology, but connections between events and ideas are sometimes implicit or subtle as this is an expected feature of a mystery.	2 The narrative includes simple and compound sentences with some more complex constructions. Language is mainly concrete and literal, and vocabulary is familiar.	1 The realistic fiction genre is familiar to readers. The story focuses on common experiences and requires little background knowledge.	7	Moderate	<i>Nathan and the Secret Project</i> helps answer the unit's essential question, "What do we learn when we look at the world through the eyes of others? At first, the characters are convinced that one thing is happening, but once they learn the truth, what they were witnessing takes on a whole other meaning. As readers, we look through the eyes of the characters. But once that viewpoint is broadened, readers learn even more about the plot. They learn that not everything is as it seems, especially in a mystery. Readers can also discuss how a mystery impacts their reading experience.
4	Small Group	Pongal in Pennsylvania	620L	Q/40	2 The themes of the story are clear and are almost explicitly revealed in the conclusion. This story has more than one purpose, to entertain as a realistic fiction story, but also to teach readers about an important Indian holiday.	1 Events are in chronological order and are clearly connected. Dialogue is easy to follow and shares characters' thoughts and feelings.	2 Story includes description and words related to Indian culture (food, celebrations, etc.), but illustrations and context clues offer support.	2 Although the topic, Pongal, may be unfamiliar to readers, the genre is familiar and the setting and characters are relatable.	7	Moderate	<i>Pongal in Pennsylvania</i> is a realistic fiction story that expands reader's cultural awareness. Told in a way that young readers can relate to, the story explores the importance of family and tradition. The social-emotional focus of the unit is about perspective and how it influences the way people understand others as well as events in the world around them. Before reading the story, readers may not have been aware of Pongal. The characters' perspectives about the holiday help readers understand the important aspects of another culture, broadening their world view.
4	Small Group	The Divorce Club	730L	T/40	2 The story's themes are revealed as the story progress and through the thoughts and actions of the characters. One theme is implied through the metaphor of a bird getting help, then set free.	3 The story is linear, but switches point of view between the two main characters. The shift in POV changes per chapter, however, later in the story, the switch happens within the same chapter. There is image support to signal that the POV changes.	1 Told from the first person POV, a simple language style is used. Vocabulary is mostly familiar.	2 Readers will be familiar with the genre. Events are based on everyday experiences and common situations. The story assumes some prior knowledge of divorce and that parents share custody of children after separating.	8	Moderate	<i>The Divorce Club</i> is a highly relatable story. It is told through two different first person POVs. This allows readers to look at the world through the eyes of the characters, which is part of the essential question of the unit. Readers will come to understand that although the characters are going through a shared experience, they each have their own way of dealing with it. This is often the case in real life, as we are all different and will respond to stress in various ways.
4	Small Group	The Girl Who Met the Greatest Lawman	NP	R/40	2 Readers must integrate information from illustrations to understand story elements and infer the story's themes.	2 The story is told in a linear way and includes a range of characters and a straightforward plot that moves at a quick pace. The story features two story lines and sometimes events are difficult to predict.	3 Some terminology connected with the time period may be unfamiliar for readers, such as outlaws, loot, and heist. Sentences are mostly simple, with interjections. Language includes some idiomatic expressions, such as "on the trail"	3 Readers must be aware of common conventions of the graphic story genre. The historical setting and details associated with it may be challenging for readers.	10	Substantial	<i>The Girl Who Met the Greatest Lawman</i> is an engaging high-action graphic story that allows readers to dig even deeper into the unit's focus on characters and how they are revealed by their words and actions. Both main characters show themselves to be brave and determined. The story's illustrations also help students in their analysis of the characters' actions.
4	Small Group	Through the Storm	780L	S/40	2 The theme is clear, but is revealed over the course of the story. Readers must make inferences based on plot events and characters' actions/traits to determine theme.	1 Events are in chronological order and are clearly connected. Dialogue is easy to follow and shares characters' thoughts and feelings.	2 The story features vocabulary associated with the time period (provisions, telegram, etc.), but many words are supported contextually. The story includes many compound, complex sentences with literary constructions	1 Although the story is historical fiction, and focuses on a time period in the past, setting details are supported by illustrations and context clues. The story does not focus on a specific historical event or person.	6	Moderate	Through the Storm is a historical fiction story that readers can use to explore a few of the unit's focuses. The main characters, who are kids, face major challenges. As they face and overcome these challenges, their traits are revealed. Students can do a character study to really dive deep into analysis of how the author reveals who the characters are and what they are capable of. Also the historical nature of the story lets readers see events from an entirely new perspective. How did someone in the 1800s, for example, overcome difficult situations? Readers get to see how people confront challenges using the resources available to them in that time period.
5	Whole Group	Humans and Robots Can Work Together	1010L	R	2 Text explains how robots and humans can work together in different work places. Provides detailed examples to illustrate this idea.	2 Argument is clearly stated in this letter. Connections between argument and evidence are clear and direct. Text adheres primarily to single text structure.	2 Text is mostly simple and compound sentences. Vocabulary includes some unfamiliar, context-dependent words.	3 Concept of robot workers may be abstract, but familiar to readers. Simple and more complicated ideas are addressed.	9	Moderate	This letter addresses a community concern about robots taking human jobs. The writer believes humans and robots can work together to make life easier.

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		
5	Whole Group	Who's Driving?	1030L	S	2 Text discusses concept of driverless cars, which requires an explanation.	3 Argument is clearly stated. Connections between argument and examples are sometimes subtle. Text adheres primarily to a single text structure.	2 Text is mostly simple and compound sentences. Text has some academic and domain-specific vocabulary, both contextually supported.	3 Concept of driverless cars may be abstract, but familiar to readers. Readers need to understand the dangers associated with driving.	10	Substantial	This opinion text explains the dangers of driverless cars, and why only humans should be driving.		
5	Whole Group	Doctors Get a Helping Hand	870L	Q	2 Purpose involves conveying range of detailed information about robot-assisted surgery.	2 Text has consistent descriptive structure and includes detailed information about robot-assisted surgery.	3 Text contains abundant amount of academic and domain-specific vocabulary. Some words are contextually supported.	4 Topic of robot-assisted surgery may be mostly unfamiliar to readers. Range of recognizable ideas and challenging abstract concepts appear in text.	11	Substantial	This informational texts explains the benefits and challenges associated with robot-assisted surgery.		
5	Whole Group	Robot Workers and Human Jobs	940L	R	2 Text purpose involves conveying range of detailed information about machines doing the jobs of humans.	2 Text uses more than one text structure and includes detailed information about machines replacing human workers. Graph elaborates on information in running text.	2 Text has objective style that uses a mix of simple, compound, and complex sentences. Some words are contextually supported and some are multiple-meaning.	3 Concept of machines taking human jobs may be abstract, but familiar to readers. Readers may not understand the range of complexity associated with different jobs.	9	Moderate	This informational texts explain how robots, or machines, have taken human jobs over time.		
5	Whole Group	Rise of the Drones	930L	S	2 Purpose of each opinion is clear and explains why or why not drones should be regulated, but two different opinions are presented.	3 Text uses more than one text structure and includes detailed information about the regulation of drones and different drone uses.	3 Text has an objective style that uses a mix of simple, compound, and complex sentences. Significant academic and domain-specific vocabulary with some contextual support.	3 Topic of drones is somewhat familiar but with many new details unknown to the readers.	11	Substantial	Two authors present their opinions about regulating drones. One author wants drones to be more regulated, the other does not.		
5	Small Group	Alternative Homes	770L 910L	Q/40-S/44	See inside front cover for text complexity data.								In "Alternative Homes" readers learn about different types of homes that are more environmentally friendly and energy efficient. Readers get the opportunity to explore first-hand accounts by reading interviews of homeowners that live on sail boats, in tiny and mobile homes, and tree houses. This text can help readers understand and answer this unit's essential question by learning how society uses advancements in technology such as solar and wind power to live in alternative homes.
5	Small Group	Great Women of Science and Math	800L	O/34	2 The text has a single purpose- to identify women scientists and mathematicians from the past. The information is detailed and involves multiple facets about these women and the impact they had in their field of study.	2 The predominant text structure is chronological, but some sections and sidebars have a different text structure.	3 Sections include complex sentences and many domain-specific words related to science and math.	2 Any unfamiliar concepts, such as life, earth and physical science are well supported through photographs, sidebars, and captions.	9	Moderate	These informational texts support the unit focus about how technology has a positive impact on society. Readers will learn about women from the past who were scientists and mathematicians who made a difference in our world. These women had to overcome many obstacles and faced many challenges however they all had an influential role by helping people. This text showcases how women play an important role in discovering new technologies and inventions that solve problems, save lives, and make people's lives better. Readers can compare the accomplishment of the featured women in this text and form opinions on how their contributions to society continue to benefit the world.		

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventinality and Clarity	Knowledge Demands	Total QM	Complexity Level	Rationale for Unit Inclusion
5	Small Group	How to Save Energy	910L	T/50	3 This text has two main purposes. The first one is to explain electricity and where it comes from. The second purpose is to discuss the impact of electricity and how people can use less electricity to save energy.	3 The text includes multiple text structures including two procedural texts, informational sidebars, captions, charts, tables, and diagrams with labels.	3 The text has significant academic vocabulary and some domain specific (content) vocabulary.	2 Any unfamiliar concepts, such as static and current electricity, are well supported through photographs and other graphic features in the text.	11	Substantial	"How to Save Energy" offers readers the opportunity to understand how society can use less electricity to conserve energy. This text is unique by that fact that it provides an abundance of information about the history of electricity yet also delivers two procedural texts on how to read an energy bill and save energy. This text fits into this unit's knowledge focus by displaying how advancements in technology such as more energy-efficient homes and appliances has a positive impact on society and Earth. In this text, readers will learn about how the EPA started the energy star program to help people use less energy which in turn protects the environment. Overall, this text will help readers answer the essential question of the unit by understanding how people are developing more energy-efficient products by using advancements in technology.
5	Small Group	Leading the Way with GPS	830L 860L	S/44	See inside front cover for text complexity data.						In "Leading the Way with GPS" readers learn about GPS and how it's a tool used for navigation. This text supports the unit's knowledge focus by discussing how GPS has had a positive impact on society by enabling people to travel and communicate more easily. GPS is a relatively new invention that is helping to shape Earth's future. The history of navigation is discussed in this text, which enables readers to make connections on how advancements in technology have led to the invention of GPS. Readers can understand how GPS has become an essential tool in our society by helping emergency rescue teams locate people, tracking home and business deliveries and locating animals in the wild.
5	Small Group	Medical Innovators	790L 860L 870L	Q/40-R/40	See inside front cover for text complexity data.						In "Medical Innovators" readers learn about doctors and scientists who have used technology to help make a difference in their field and discover more about the human body, space, brain disorders, and blood donation. This text showcases four medical innovators who have made a huge impact and difference in people's lives. The interview with Millie Hughes-Fulford, a female scientist can inspire readers to do something they love and to not give up on their dreams. Readers can make cross-text connections using the four sections of this text by understanding how each of these medical innovators greatly impacted society and used advancements in technology to do so, which directly relates to this unit's topic and helps to answer the essential question.
5	Small Group	Opinions About Drones	980L	R/40	3 This text has two main purposes. The first one is to explain what a drone is and the many uses of drones. The second purpose is to present an opinion writing prompt and three sample opinion essays.	3 The text includes multiple text structures including captions, sidebars, graphs, diagrams with labels, an opinion writing prompt, sample essays, and evaluation rubric.	2 The text has increased objective style and passive constructions with higher factual content.	3 The main text topic is somewhat familiar but with many details unknown to readers about the many uses of drones is presented in this text.	11	Substantial	This opinion text supports the unit's knowledge focus by highlighting how technology can have a negative and positive impact on society. Readers can learn about the many uses of drones- fun, business, and safety. This text showcases how drones can be viewed in a negative way because they can invade people's privacy. This text delivers opinions to support why drones are important for individual and commercial use. The author provides an opinion writing prompt and three sample opinion writing pieces for readers to understand how to writing an opinion essay. This text can help reader better understand how technology plays a part in shaping Earth's future.
5	Small Group	Safe Rides	880L 910L	R/40-S/44	See inside front cover for text complexity data.						This informational text delivers important information to readers about car safety and how people have learned from past safety inventions. Using new technology has enabled people to ensure cars are safer for drivers and passengers today. Readers can think about what they do when they ride in a car and all the technological features, especially some safety ones that they utilize in a car. Making these connections can help readers recall and understand the detailed information that is presented in this text about car safety. Readers may also find interest in learning about the future of cars like self-driving cars and electric cars. "Safe Rides" displays how people have learned a lot from past inventions, which has paved the way for new innovations in technology to ensure people's safety. This text supports the unit's focus by showcasing how people make decisions to develop new technology that will positively impact people's lives.
5	Small Group	The Only Kid on Mars	660L	P/38	2 The science fiction theme is clear in the text but requires readers to make inferences.	2 This science fiction text is narrative with a simple chronology, but connections between events and ideas are sometimes implicit or subtle.	2 Vocabulary includes some context-dependent words (e.g., colonists, dorms, pod).	2 This science fiction text assumes some prior knowledge of Mars.	8	Moderate	This science fiction text takes place on Mars and draws the reader in by telling the story in the third person point of view. Readers get to know the main character, Marcus, who is the only kid on Mars and is from Earth. This story is written in narrative form and provides a sense of wonder to readers who may be interested in outer space and living on another planet besides Earth.
6	Whole Group	Saving Will Scarlet	730L	R	2 The text has a single, straightforward purpose. Story themes are implicit, and are revealed over the course of the legend.	2 The legend is narrative with a simple chronology, but connections between events and ideas are sometimes subtle.	2 Simple and compound sentences with some more complex constructions. There is some unfamiliar vocabulary, such as rogue and scowflaw	2 While readers may be familiar with Robin Hood, the story's time period may be unfamiliar.	8	Moderate	Will Scarlet, Robin Hood's friend, is about to be sent to jail. Robin Hood uses a clever disguise to save his friend.

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
6	Whole Group	The Heist	970L	S	2 The text has a single, straightforward purpose. Story themes are implicit and are revealed over the course of the legend.	2 The legend is narrative, with a simple chronology, but connections between events and ideas are sometimes subtle.	3 Simple and compound sentences with some more complex constructions. There are some unfamiliar vocabulary and multiple-meaning words.	2 Readers will have limited prior knowledge of the Korean legend about Hong Gildong.	9	Moderate	In this Korean legend, Hong Gildong and his gang steal food and weapons from corrupt leaders.
6	Whole Group	If--	NP	U	2 The poem's theme is clear but is conveyed with some subtlety.	2 Connections between events and ideas are sometimes implicit or subtle. The poem contains stanzas and has a rhyme scheme and rhythmic pattern.	3 Complex lines with literary constructions and some figurative language. There is some challenging vocabulary, such as "knaves" and "impostors"	3 The text genre is poetry. The topic/theme may be relatable to readers, but it's presented in a way that is abstract and philosophical.	10	Substantial	In the poem, the speaker gives advice about how to best respond to life's challenges and be a good person.
6	Whole Group	Instructions on Not Giving Up	NP	T	3 The poem has two or more levels of meaning.	3 Connections between events and ideas are sometimes implicit or subtle. The poem is free verse and does not have a rhyme scheme or rhythmic pattern.	3 Poem contains literary and figurative language (similar, metaphor, personification). There are some unfamiliar vocabulary and multiple-meaning words.	3 The text genre is poetry. The spring season will be familiar to most students, but not its symbolic meaning.	12	Substantial	A poem about the blossoming of trees in spring. The continuous cycle of the seasons offers a sense of hope and renewal.
6	Whole Group	It Takes a Thief to Catch a Thief	820L	R	2 The text has a single, straightforward purpose. Story themes are implicit, and are revealed over the course of the folktale.	2 The chronological structure of the story is clear and easy to understand. The text has a range of characters.	3 Paragraphs include compound and complex sentences with some figurative language.	2 The folktale is relatable, with simple and slightly complicated ideas.	9	Moderate	Two thieves team up to pull off a major robbery. The king wants his treasure back, and enlists another thief to help.
6	Small Group	Goldilocks on Trial	NP	O/34	2 To fully understand this drama, readers must integrate the events and dialog in the play with their knowledge of a popular fairy tale. The play asks readers to sort through conflicting viewpoints and interpretations of events.	3 This play has several significant characters, each providing interpretations of events that are not depicted directly. The illustrations support specific characters perspectives, but readers must understand that they do not objectively present the events the characters are describing.	2 The dialog of the play includes some complex and compound sentences. Several characters use vocabulary specific to the legal system and typical of a courtroom drama; though this vocabulary may be unfamiliar to some readers, its use is often easily understood within context.	2 The text assumes that readers are familiar with the fairy tale Goldilocks. The play is more easily accessed by readers with some familiarity with the genre conventions of the courtroom drama, but readers unfamiliar with the genre can still understand the meaning of specific jargon and character actions from context.	9	Moderate	Goldilocks on Trial allows readers to investigate genre conventions by explicitly questioning the details of a well-known and popular fairy tale through the lens of another common genre: the courtroom drama. Although the structure of drama is linear, the story is told through multiple viewpoints. Readers must engage with several, sometimes conflicting viewpoints, to understand the events that occurred prior to the trial.
6	Small Group	Hana on Stage	660L	P/38	2 While the language of the narration and dialogue is literal, with little figurative language. Details about character motivations and feelings are often explicitly discussed by the characters.	2 Character motivations and feelings are explicitly described and easy to follow. The plot is linear, with minor detours into general exposition. Events are not always predictable, but they follow a clear and logical progression. The text features a wide range of characters.	2 The text uses some unfamiliar jargon – especially when discussing the letterpress shop Hanna's father owns – but the meaning of these terms can be determined in context. The text includes some complex and compound sentences, but the language is overwhelming literal and not figurative.	2 While some events and concepts will be unfamiliar to the average reader (most notably the details of Hanna's father's work), the plot, setting, and characters are realistic and relatable to everyday experience. The story follows the genre conventions of realistic fiction throughout.	8	Moderate	By following the familiar genre conventions of realistic fiction and deploying an accessible, objective and omniscient narrative voice, Hana on Stage allows readers to focus on questions of plotting and characterization. Readers explore the motivations of Hanna, the main character, and observe how these shape Hanna's response to plot developments and her interactions with a diverse cast of supporting characters.

Unit	Instructional Setting	Selection Title	Lexile	Level	Purpose and Levels of Meaning	Structure	Language Conventinality and Clarity	Knowledge Demands	Total QM	Complexity Level	Rationale for Unit Inclusion	
6	Small Group	Jinx: Digital Detective	650L	S/40	2	As is typical of a mystery story, the significance of events and details within the story are not immediately clear. Although readers must sometimes negotiate complex concepts regarding computers and digital security, the narrative is objective and literal.	The narrative is objective and omniscient, but certain key details are kept from the reader to build suspense. The plot generally progresses linearly, but there are several digressions into exposition and a significant flashback.	The language includes a significant amount of computer jargon and specialized terminology, some of it invented for the story, that require inference on the part of the reader to understand. Some figurative language is used. Several different registers of English, from standard conversational to the text speak, appear.	3	10	Substantial	Jinx: Digital Detective provides readers with the opportunity to explore genre by incorporating a variety of text types in an accessible mystery story. Readers will understand how literary devices, such as exposition and flashbacks, can be used to support the main thrust of the narrative and observe how narrative details can be structured to build suspense. The narrative also features a strong female main character with impressive STEM skills.
6	Small Group	Kinal's Trek	620L	R/40	2	The story parallels the plot of Kinal's quest with his development as a mature and confident young adult. Illustrations support the narrative and enrich the historical setting, but are not essential to understanding the story.	The narrative follows the convention of a hero's quest: there is a linear progression of challenges the main characters need to overcome. The story focuses on one main character: Kinal. The rest of the cast exist to support his adventures and development.	The language of the story is literal and relatively simple. There are few complex sentences and infrequent use of figurative language. The development of the historical setting requires extensive use of terms from pre-Columbian Mexican culture and period appropriate names, however the meaning of these terms is made clear in context.	2	8	Moderate	Kinal's Trek situates a familiar hero's quest narrative in the rich historical setting of Kabah, an ancient pre-Columbian kingdom in what is now Mexico. The story of Kinal's journey allows readers to explore how characters develop in response to challenges and interactions with other characters. The story also centers the adventures and personal growth of a young Native American protagonist.
6	Small Group	Marisol and the Pineapple Drought	610L	Q/40	1	Marisol's story is told in an objective and literal third-person voice. The illustrations support the story, but do not add information that is required to understand the story.	The plot of the story is presented in a linear fashion, in chronological order. The story focuses on one character, Marisol, and two major supporting characters, her father and her abuela. The dialogue and internal thoughts of the characters present their motivations and feelings explicitly; however, some of the narration is presented in a foreign language, as appropriate to the depiction of Spanish-speaking characters.	The text includes some complex and compound sentences. Multiple sentences are in Spanish, with definitions provided by the characters. Some Spanish words appear without explicit definition, but the meaning can be determined from context. Some idiomatic language is essential to the theme of the story.	3	9	Moderate	Marisol and Pineapple Drought focuses on the development of a single major character. The story provides readers the opportunity to explore how conflicts and interactions with other characters shape the narrative arc of a protagonist. Notably, Marisol makes some questionable choices in how she relates to other characters, opening up discussion of how a protagonist can make good and bad decisions. The story is an authentic voice work that foregrounds a fully-developed Latina protagonist.
6	Small Group	The Big Race	NP	R/40	2	Although the dialogue of the graphic story is clear and concrete, students must integrate information from the visuals to achieve a basic understanding of the text. Readers must also pick up visual cues to determine what is dialogue, narration, and the internal thoughts of characters.	The text focuses on three main characters, all of which are given different weight in the narrative. The plot proceeds linearly, but several significant events happen "off stage" and the readers must decipher visual cues to determine what is said, what is first-person narration, and what reveals the internal thoughts of the characters.	The dialogue and narration mostly consist of simple sentences, with some interjections and realistic fragments. The story includes some running jargon, the definitions of which must be determined from context. Readers must use visual cues to determine what is dialogue, narration, and that internal thoughts of characters.	2	8	Moderate	Written by Newberry Prize winning graphic novelist Jerry Craft, The Big Race provides readers with the opportunity to explore the themes of friendship, loyalty, honesty, and fairness – all relevant themes that connect to the daily life of young readers. The big race also allows readers the observe how conflicts and character interactions shape the development of a multiethnic trio of young protagonists.
6	Small Group	The Love of the Game	650L	Q/40	3	The text uses the story of how the Pablo meets the challenges of joining a baseball team to link multiple themes, such as the immigrant experience and the importance of determination. The reader must infer these themes. The story's illustrations support the text, but are not essential to the meaning.	The text is centered around the protagonist, with the rest of the characters in supporting roles. The dialogue is simple, but sometimes incorporates Spanish (which is usually translated immediately within the text) or phonetic representations of Pablo's struggling efforts to speak English. The story is linear and events are easy to predict.	The language of the text is clear and simple, with few complex sentences. Baseball jargon is common throughout and, occasionally, readers unfamiliar with the sport must infer what these terms mean. Spanish phrases and terms appear, but the readers usually receive translations of these terms as soon as they appear. Some of Pablo's dialogue is rendered phonetically in order to communicate his struggles with English. There is little figurative language use.	2	9	Moderate	The Love of the Game give readers the opportunity to explore how a single story and support and interweave multiple themes. Readers can investigate how the protagonist's perspective shapes the way a story is told. Readers will also practice making inferences about the attitudes and motivations of other characters. The text is also an authentic voice story about a Cuban American protagonist.

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		
6	Small Group	The Secret Language of Elephants	730L	T/44	2 Although the meaning of the main text is simple and concrete, the reader is supported throughout by illustrations, a map, and a glossary, all of which provide additional levels of understanding.	1 Story events unfold in a chronological and linear order. Some leaps forward in time occur from chapter to chapter, but readers are not required to make inferences about crucial events that happen "off stage."	3 The text includes complex and compound sentences. There are numerous examples of figurative language throughout. Domain-specific vocabulary, focused on conservation and life science, is often supported by both context clues and a glossary. Some foreign language terms appear, but these are either translated for the reader in the text or their meaning can be easily determined from context clues.	1 Although the text closely follows the conventions of realistic fiction, its setting and its plot centering around a young man friendship with a baby elephant put it outside the daily experiences of most readers. The text does introduce some complex conservation and life science concepts, as well as cultural concepts specific to its Kenyan setting.	10	Substantial	The Secret Language of Elephants centers around the rich and extended depiction of the deep friendship between a young man and a baby elephant. This focus allows readers to really explore how character interactions and plot events shape character development. The story also exemplifies how real-world locations and scientific concepts can be integrated effectively into a work of realistic fiction. This story also allows readers to investigate how visual elements, such as illustrations and maps, can help orient readers in contexts that are removed from their own everyday experiences.		
7	Whole Group	Refugee City	930L	R	2 The text's meaning and purpose have a broader focus, Lowell's history and its Cambodian residents	1 Connections between Lowell's history and its Cambodian residents are explicit and clear.	2 Simple and compound sentences with more complex structures are included.	1 Prior knowledge is not needed to understand the text.	6	Moderate	Readers learn about the history of Lowell, Massachusetts, and focus on its Cambodian residents, who moved there as refugees during Cambodia's civil war.		
7	Whole Group	Tex-Mex: An Edible History	910L	R	2 The purpose of the text and its meaning are clear and concrete.	1 The text has organizational sections that aid clarity.	1 The text includes many complex sentences, subordinate phrases and transition words.	2 The topic of Tex-Mex cuisine should be familiar along with new information.	6	Moderate	The history of Tex-Mex food is described as American and Mexican traditions combined in a delicious way.		
7	Whole Group	Fitting in Far from Home: Scene 1	NP	Q	2 The author illustrates family issues using the format of drama.	1 The characters' dialogue is easy to follow and straightforward.	1 The conversational tone of the dialogue has familiar vocabulary and mainly simple sentences.	2 The concept of displacement and financial problems may not be familiar.	6	Moderate	A Cherokee family is homesick after moving to San Francisco from the reservation for financial reasons.		
7	Whole Group	The Great Migration Begins	1070L	S	2 The author illustrates family issues using the format of drama.	1 The characters' dialogue is easy to follow and straightforward.	1 The conversational tone of the dialogue has familiar vocabulary and mainly simple sentences.	2 The concept of displacement and financial problems may not be familiar.	6	Moderate	The Cherokee family finds friends with similar backgrounds at a community center for Native Americans.		
7	Whole Group	The Great Migration Begins	1070L	S	3 The purpose of the text is to explain an historical event that may not be familiar.	2 The text is sectioned chronologically, each explaining events in different eras.	3 The text contains a significant amount of academic and domain-specific vocabulary, both contextually supported.	2 Concepts in the text may be familiar, but the level of details will present new information.	10	Substantial	To find greater opportunities and escape from oppressive Jim Crow laws, millions of African Americans moved from the south to northern cities in the late 19th and early 20th centuries.		
7	Small Group	Capital Clues	NP	Q/40	2 This drama places an emphasis on clear depictions of plot events and setting. The theme is explicitly stated for the reader. The answer to the riddle at the center of the plot is withheld from the reader to build suspense, but all is revealed in the end. Illustrations, including a map of the national museums and the Mall, support the main text, but are not essential to understanding. Readers must understand the formal elements of drama to integrate dialogue, set descriptions, and stage instructions.	1 The plot of drama proceeds chronologically with each scene clearly connected by set descriptions and stage directions. The dialogue is clear and readers do not need to infer character feelings or motivations.	1 In terms of both sentence structure and vocabulary, the language of the drama is simple and accessible. The text contains no examples of figurative language. Important vocabulary terms are highlighted in the text and defined in the glossary.	2 The text follows the formal conventions of drama and the genre conventions of realistic fiction. The average reader should find the characters and their actions relatable, even if the setting is unfamiliar. The drama makes frequent references to famous historical figures and events, but these references are explicitly explained in the text and readers are not forced to rely on their own prior knowledge.	6	Moderate	Capital Clues gives readers the chance to explore the formal elements of drama and practice integrating dialogue, stage directions, and set descriptions into a single reading. The drama features a sizable cast of main characters, and readers can analyze how they interact to help drive the plot forward. Students can also analyze how writers can create suspense through the strategic revelation of key details and through plotting.		
7	Small Group	City Histories in Maps	730L 760L 790L	P/38	See inside front cover for text complexity data.								City Histories in Maps provides readers the opportunity to practice integrating the textual details of chronologically structured non-fiction texts with details from many different kinds of visual materials. Furthermore, by provide detailed textual and visual histories of three distinctly different cities, readers can engage in cross-text analysis, including the opportunity to compare and contrast cities in different nations. Readers will also be able to evaluate the role of common text features, such as section heads and sidebars.
7	Small Group	Cross-Country Adventures	870L	R/40	2 The main ideas of the text are clearly and explicitly stated. The purpose of the text can be easily inferred. The text includes extensive visual and textual features and the reader must evaluate the purpose of each element and determine their connection to the text's main ideas.	3 The text incorporates multiple text structures. Some sections are organized chronologically while others are structured around the descriptions of certain famous roads or around a problem/solution structure. Connections between the details in the main text are often explicit, but the reader must sometimes infer how the material in some sidebars connects to the main text.	2 The text consists mainly of simple and compound sentences, but occasionally the author includes complex sentences. Most of the vocabulary is familiar, and specialized terms specific to the subject matter appear in boldface and are defined in a glossary.	2 While the central topic of the text – roads and highways – will generally familiar to most readers, the text includes a wealth of historic, geographic, and descriptive detail that will likely be new. Both simple and abstract concepts are introduced and described, but most of the concepts involve easily relatable, everyday objects and ideas.	9	Moderate	Cross-Country Adventures utilizes several text structures, allowing readers to evaluate the strengths and weakness of each structure, as well as consider what approaches work best for different topics. The text also uses a wealth of text and visual features. Readers can practice using text features navigate the text and integrating information from sidebars, photos, graphs, maps, and more into their understanding of the main text.		
7	Small Group	Early American Communities	840L	Q/40	2 Although this text explicitly state's the author's purpose, the author presents a broad survey of the topic and does tightly focus on one aspect of the main topic.	2 Important details are organized in topical subject headings. However, to provide historical context and show how events altered the development of certain communities, sections of the text are presented in chronologically.	2 The text relies mainly on simple and compound sentences. Complex sentences are used sparingly. The author adopts an objective style that's focused on delivering factual content. There's a large amount of specialized vocabulary. Many essential terms appear in bold text and are defined in the glossary, but some terms require the reader to determine their meaning from context clues.	3 The historical details of the various communities are unlikely to be familiar to many readers, though some readers will be able to draw parallels to own modern communities. The text presents a mix of concrete details and facts and more abstract concepts, such as the general features of all communities.	9	Moderate	Early American Communities features alternating text structures, giving readers the chance to compare/contrast structures and evaluate the effectiveness of each. The presentation of multiple communities offers readers the opportunity to compare and contrast the various communities and reflect on how geographical, historical, and cultural circumstances shaped each unique community. Finally, the text presents the development of Native American communities prior to and after European contact as inherently worthy in its own right and crucial to understanding the broader picture of the growth of communities in North America.		

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	Small Group	Eat Your Way Across the U.S.A.	920L	R/40	2	The purpose of the text is not explicitly stated and must be inferred; however, the author's use of details and celebratory tone make the author's purpose easy to determine. Although the text's scope is broad, its region-by-region approach provides focus for the reader.	The text is organized by region and this structure is stated explicitly and reinforced by text features: the chapter titles clearly identify the regional focus of each chapter. The text provides states it reason for comparing and contrasting regional cuisines, explicitly linking the details of each chapter. Readers must evaluate the relevance of sidebars and infer their connections to the main text.	The text includes simple, compound, and complex sentences. The purpose of the text is descriptive, but the authorial voice is celebratory. Readers must evaluate what is factual reporting and what is opinion. Unfamiliar vocabulary terms are identified in bold and defined in the glossary.	2	9	Moderate	While readers may be unfamiliar with the food a particular region, the experience of eating food specific to one's region and culture is universal and relatable. The ideas presented are supported with concrete and specific examples. Eat Your Way Across America is a descriptive nonfiction text that has a notably celebratory authorial voice; this requires reader to interrogate the author's intention and assess whether the purpose of the text is to inform or persuade. The regional focus of each chapter is an excellent example of description-based text structure. The text supports the main text with photo, maps, and sidebars. This gives readers the opportunity to explore how visual elements can provide details that support and enrich the main text.
7	Small Group	Time and Again: Exploring the United States	690L	S/40	2	The two stories are told in a clear voice, with a focus on plot events and descriptive detail. Though their details differ, the two stories share important thematic elements, which readers can infer.	Both stories are told in chronological order, although "Calbraith Perry Rodgers: Pilot" focuses on an observer to the main story as a distancing device, adding a level of complexity to the text.	The text includes a mix of simple, compound, and complex sentences. The author largely avoids figurative language. Some of the vocabulary reflects the specific of wagon and early air travel. The author also includes some now archaic slang to provide historical flavor to the characters' dialogue.	2	8	Moderate	Few readers will be familiar with the historical events that serve as the inspiration for these stories, but the introduction provides readers with enough information to situate the stories in their historical contexts. Readers are not left to rely solely on their prior knowledge. The two narratives in Time and Again: Exploring the United States share important thematic elements and allow readers the opportunity for cross-text analysis on a thematic level. Readers can also infer the motivations and internal feelings of crucial characters whose thoughts are not directly revealed to the reader. Finally, the texts give readers a chance to see how historical details – including dated language and setting details – can be integrated into a narrative to give it the proper historical feel.
7	Small Group	Travel the U.S.A.	770L	O/34	1	The introduction explicitly states the purpose of the text and the two travelogues within.	Both travelogues are structured chronologically, supplemented by the thoughts and responses of each author. The running commentary of each author serves to provide connections between the details provided.	Both travelogues include a mixture of simple, compound, and complex sentences. The vocabulary is simple and special terms are often defined in the text or glossary.	2	8	Moderate	Although the details of the regions discussed will be unfamiliar to many readers, the larger context of a family trip is a common experience that will connect to the experience of many readers. Unfamiliar locations and concepts are usually described and often illustrated with supporting images. The travelogue format of Travel the U.S.A. requires readers to integrate historical and geographic facts with information from visual elements (maps, photographs, illustrations) and personal reflections from the authors. The parallel nature of the travelogues allows for cross-text comparisons.
7	Small Group	Where Two Rivers Meet	810L	T/50	2	The language of the story is clear and direct, and the descriptions of plot, characterization, and setting are explicit; but readers must infer several important themes.	The text focuses on two main characters. The first-person narration makes the thoughts and feelings of one of the main characters explicit. The plot moves forward in chronological order with the exception of two significant expository sections that describe events that occur prior to the narrative.	The text occasionally includes complex sentences, but the author mostly relies on simple sentences. Some terms appear in the Dakota language, but these are defined in a glossary in the back.	2	8	Moderate	The text follows the conventions of realistic fiction. Although some specific cultural and historical concepts might be unfamiliar to many readers, much of the story revolves around concepts and ideas – family, shared history, etc. – that will be relatable. Where Two Rivers Meet features first-person narration, letting readers examine how a character's specific viewpoint impacts the way a story is told. Readers can follow how interactions between the narrator and his grandson shape the development of the grandson's character. The use of flashbacks and exposition shows readers how these techniques can be integrated into a predominantly chronological narrative. Finally, the story is an authentic voice narrative that weaves elements of Dakota culture and history into a story that foregrounds the Native American experience.
8	Whole Group	Shelter from the Storm	840L	Q	1	Purpose and meaning are clear and concrete with a narrow focus.	The text structure is chronological and clear.	The text is comprised of mainly simple sentences. Vocabulary is mostly familiar.	2	5	Low	A man and his daughter prepare for and experience Hurricane Maria in Puerto Rico, September 2017.
8	Whole Group	Unexpected!	920L	R	1	Purpose and meaning are clear and concrete with a narrow focus.	The text structure is chronological and clear.	The text features simple and compound sentences with a few more complex constructions.	2	6	Moderate	An earthquake comes as a complete surprise and a shock for a man in New Zealand.
8	Whole Group	Earthquakes	920L	S	1	Purpose and meaning are clear and concrete with a narrow focus.	Although the text structure is relatively clear, connections between events and ideas are often implicit or subtle.	The text includes many complex sentences with increased subordinate phrases and transition words.	3	10	Substantial	Plate tectonics as the cause of earthquakes is briefly discussed.
8	Whole Group	Krakatoa Sunsets	920L	S	2	Meaning is more involved with a broader focus. Readers must connect with the text on multiple levels to determine the author's purpose.	The text may include a reasoned explanation in addition to facts.	The text features simple and compound sentences with a few more complex constructions.	2	9	Moderate	An astronomer connects the colors of the sky in a painting, Munch's The Scream, with the eruption of Krakatoa, Indonesia in 1883.
8	Whole Group	The Eruption of Vesuvius	830L	S	1	Purpose and meaning are clear and concrete with a narrow focus.	The text structure is chronological and clear.	The text features simple and compound sentences with a few more complex constructions.	2	7	Moderate	Mount Vesuvius's eruption, which destroyed the city of Pompeii, is described in a firsthand account.
8	Small Group	Avalanche	840L	Q/40-R/40	1	The purpose of the text is easily inferred. The text focuses on the clear, descriptive details regarding what avalanches are, what their impacts can be, and how people can protect themselves from their negative impacts.	The text mixes several structures. It begins with a short chronological narrative. Next, it's detailed are organized by topic. Finally, there's a section of firsthand accounts of avalanches. Connections between some of the visual features and the main text must be inferred.	The text mixes simple and complex sentences. The text's tone is objective and is rich in facts and details. Reader must integrate textual and visual data to fully understand the concepts discussed.	2	9	Moderate	The topic and details discussed in the text will be unfamiliar to most readers. The text focuses on concrete descriptive and explanatory details, but the wealth of data poses a significant reading challenge. Avalanche allows readers to explore how a nonfiction text can successfully incorporate multiple organizational schemes. Readers will practice navigating their way through the text with help from common text features and integrating visual information into their overall understanding of the text. Finally, the text gives readers the chance to compare and contrast the objective voice of the earlier sections with the firsthand accounts provided in the last section.
8	Small Group	Electricity for Saburo	610L	O/34	1	On the surface level, the text meaning is clear and focuses on descriptions of the setting, characters, and plot events. The story's themes are simple and they are often stated explicitly by characters.	Plot events are revealed in chronological order. The story focuses on a small set of main characters. The dialogue is clear and italics set off the internal thoughts of the characters.	The text's language is specific and concrete, with very few instances of figurative or abstract literary language. The vocabulary of the text includes some challenging terms specific to the topic of power generation and resource use, but these terms are usually defined explicitly in the dialogue of the text. The text consists mainly of simple and compound sentences, but complex sentences	3	8	Moderate	The story follows the genre conventions of realistic fiction. Although many of the ideas and concepts will be familiar to the reader (going to school, a new teacher, and so on), the setting of the story in rural Sierra Leone introduces some elements that will connect to the day-to-day life of many readers. Readers may not be familiar with the details of hydroelectric power generation. Electricity for Saburo gives readers an engaging story that focuses on the interaction of characters and how these interactions drive the plot. Although the story is told in a simple linear fashion, the plot structure includes setbacks and the conflict is not simply resolved. The African setting and the emphasis on STEM skills, along with community-oriented themes, provides readers with a nuanced depiction of rural life in Sierra Leone.

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
8	Small Group	I Am an Earth Scientist, Astronaut, and Explorer	980L	T/50	2 The text serves multiple purposes: within the framework of a personal narrative describing how the Dr. Sullivan became an astronaut, the text also manages to describe important concepts in various scientific and engineering fields.	2 The text is organized chronologically. The main text is supported by numerous textual and visual features; readers must determine the relevance of these features and integrate this information into their understanding of the text.	3 While the text mainly consists of simple and compound sentences, the author frequently includes complex sentences. The text includes a wealth of detail, including complex concepts specific to earth science and space exploration.	3 Readers might be familiar with some of the topics discussed in the text, but they are unlikely to be familiar with all the ideas and concepts presented. Some of the topics introduced are challenging and abstract.	10	Substantial	I Am an Earth Scientist, Astronaut, and Explorer uses the format of the personal narrative to make a wealth of Earth science and astronomy topics engaging and accessible. Readers will practice using text and visual features. Furthermore, Dr. Sullivan's inspirational life makes her an excellent role model for young women and men with an interest in the sciences.
8	Small Group	Mountain Climber	760L 850L	R/40-5/44			See inside front cover for text complexity data.				By pairing a personal narrative with a descriptive informational text, the readers of Mountain Climber can compare and contrast firsthand and secondhand accounts of a single topic. The text "Climbing Kilimanjaro" uses multiple organizational structures, giving reader the change to analyze the purpose and value of each structure. Both texts let readers practice integrating information from sidebars, photographs, annotated maps, and other common nonfiction textual and visual features.
8	Small Group	Natural Disasters	760L 920L 1000L	Q/40-R/40			See inside front cover for text complexity data.				The texts in Natural Disasters include multiple organizational structures; readers can analyze why each structure was used and how each structure helps authors best convey information. All three texts include a wealth of visual features. Readers must determine the relevance of each feature and integrate the information with the details in the main text. By contrasting first-person accounts of natural disasters with secondhand descriptions, readers can explore how perspective shapes the depiction of events.
8	Small Group	Race to the North Star	800L	S/40	1 The text emphasizes clarity of details, emphasizing plot and setting over more abstract concepts, like theme.	2 The text focuses on a trio of protagonists. While the thoughts and feelings of one character are stated explicitly, readers must infer internal details about the others. The narrative unfolds in chronological order.	3 The narrative includes some complex sentences. The author avoids figurative language. The story includes several real and imagined terms specific to its space travel plot and distant future setting.	2 The text follows the conventions of a science fiction story. Many readers will be familiar with these sci-fi conventions, even if the events described do not connect to their own everyday lives. Although there are several terms (some of the made up for the story) readers will unfamiliar with, most are explained through exposition delivered by the characters.	8	Moderate	An engaging short story about space travel, Race to the North Star includes third-person narration that favors the perspective of one of the story's protagonists. Readers must use her thoughts and feelings to help them infer the thoughts of the other characters. Readers can explore how plotting can be used to build suspense and how multiple characters and their interactions can resolve plot conflicts. The story also centers two female characters whose STEM skills are essential to the story.
8	Small Group	The Great Hoodoo Detectives	690L	P/38	1 The meaning of the text is clear. The mystery story focuses on developing plot events and setting instead of more abstract things, like deeper themes.	2 The narrative is told in simple chronological order. In keeping with the conventions of a mystery story, several details are introduced, but they relevance is not revealed until the end of the story. Until the reveal, readers must infer the importance of these details.	2 The text includes few complex sentences and very few examples of figurative language. The vocabulary of the text includes several geologic terms that may be unfamiliar to readers. These terms are often explicitly defined in the dialogue.	2 The text follows the genre conventions of a mystery story. Some information is specific withheld from readers to help build suspense. Although the setting, characters, and plot events are realistic, the details of the story will not connect to the everyday of many readers.	7	Moderate	A mystery set in a Western national park, The Great Hoodoo Detectives requires readers to infer events that only revealed indirectly. Readers will have the opportunity to analyze how mystery writers selectively reveal and explain story details in order to create suspense. Readers can also observe how real scientific concepts and terms can be integrated into a mystery story to give it a realistic and authentic feel.
8	Small Group	Waterfalls	870L 950L 1010L	Q/40-R/40			See inside front cover for text complexity data.				The texts in Waterfalls each have their own purpose and focus. Readers can infer the purpose of each, then compare and contrast how the author of each section supported their main ideas. Also, each text has a separate organizational structure and readers can compare and contrast how each structure shapes the presentation of the authors ideas and details. Each text is extensively illustrated with photographs; this allows readers to practice integrating textual and visual details to gain a complete understanding of the text.
9	Whole Group	Why Resources Matter	940L	R	2 The purpose of the text is to explain the importance of resources. It defines and provides an example to illustrate the concept.	2 The text is structured in sections each explaining different facts about resources.	3 The text has an objective style with increased use of passive voice.	3 The range of resources described includes a range of recognizable ideas and some abstract concepts.	10	Moderate	The natural resources found in a region determine the types of goods that are made there. One example is Texas, which has resources such as oil as well as land and soil conditions suitable for cattle.
9	Whole Group	Seattle: Up and Down—and Up Again	920L	R	1 The author's purpose is clear with a narrow focus on the city's economic history.	2 The text has a chronological structure that is easy to follow. There are multiple text structures including a time line.	2 The text includes simple and complex sentences with some use of passive voice.	3 Some economic concepts may be unfamiliar and challenging, such as the Great Depression.	8	Moderate	The text describes Seattle's economic history from the 1850s to the present day.
9	Whole Group	Sweet Talk	610L	Q	3 Readers must negotiate complex concepts and two levels of meaning.	3 Dialogue requires readers to interpret character's thoughts and feelings.	3 The vocabulary and some dialogue may be unfamiliar (exasperating, gonna). Some figurative language is used.	3 Prior knowledge of selling at a lemonade stand is helpful for understanding.	12	Substantial	Evan knows how to "sweet talk" his customers at his lemonade stand. He's good at talking to people, an important skill that his partner, Scott, is lacking.
9	Whole Group	Land of Opportunity	1010L	Q	1 The story's meaning is clear and concrete with a narrow focus.	3 The connection between textual evidence presented and its causes are implicit and subtle.	2 The text includes simple and compound sentences with some complex constructions. Language is mainly concrete and literal.	2 Knowledge of young people earning money and saving. It is helpful for understanding.	8	Moderate	This book excerpt describes industrious Greg who works diligently around his neighborhood to earn his own money.
9	Whole Group	A Changing African Resource	960L	S	3 The author may have multiple purposes in this text about elephants, which involves more complex concepts and higher levels of detail	3 The text contains multiple pathways to the main thesis of the valuable resource of African elephants.	2 Vocabulary includes domain-specific words with contextual support (e.g. extinct, poachers, ecotourism).	3 Elephants should be familiar, however, students may be unfamiliar with some aspects of protecting wildlife resources.	11	Substantial	Africa has many natural resources and this text explains how elephants are an especially unique, living, natural African resource.

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	
9	Small Group	Denim Days	630L	Q/40	2	The two historical fiction pieces offer unique insights into economic opportunities and hazards. One text presents a broad perspective on events involving a real historical figure, while the second text has a much tighter point of view on one particular character, Catherine.	The structure of the text "Levi Strauss" is straight-forward, but the text races through chronological events in a way that demands reader's attention. 2 "Denim is Cool!" is split into sections a decade apart, so readers must intuit events that occurred between Catherine's young teens and her time in college.	2 The texts contain some figurative language "thoughts were as dark as storm clouds" and "money slipped away like water," as well as idioms such as "wagon itself was another story" and "catch a movie" with which some readers may struggle. A glossary follows the fiction stories that includes pronunciations and definitions of challenging vocabulary.	2	8	Moderate	The focus on the economic impact of one particular item - denim - on an entire community in the past as well as on an individual young woman a century later pushes readers to appreciate the way economic factors affect the lives of everyone, and always have done.
9	Small Group	Dream Big	710L	Q/40	2	This close third-person narrative shows the importance and challenge of making big economic decisions in life. Also embedded in the tale is the importance of seeking family and community advice, and furthermore balancing that advice with one's own insights.	1 The text structure is linear and uncomplicated, except for some narrative diversions into inner thoughts and day dreams.	2 The language is not overly difficult and a glossary is provided. However, the text does include some colloquial idioms, such as "lump of worry," "throat tight with nerves," "beelined," "crushed it," and "you are bursting."	1	6	Moderate	The realistic fiction provides a reader-friendly ramp into the complex process of economic decision making. Most readers will be readily able to identify with having to choose between two opposing benefits.
9	Small Group	Growth of the Cattle Industry	860L 900L 930L	Q/40-S/44		See inside front cover for text complexity data.						The complex social studies text "The Growth of the Cattle Industry" is at once specific to the cattle boom and Texas economy, but at the same time broadly engaging in terms of the diversity of the actors in the cattle business and the clashing of economic and territorial interests in the American West. The text is richly illustrated with captions and features many informative sidebars, diagrams, charts, and a glossary of challenging vocabulary. Comprehension check questions are included with every spread of Text 1, and there is a concluding section that presents text-evidence questions and a write-to-sources task.
9	Small Group	Guide to Fundraising	900L	T/50	3	This developed procedural text is a stepped-out "how-to" for students interested in taking their new-found knowledge of economics a step farther along. The book breaks down in plain, realistic steps how one plans, prepares, conducts, and accounts for a successful fundraiser.	3 The structure of the procedural text is varied and complex but immensely informative and useful for students desiring to get more hands-on in their study of economics. All directions are numbered and use linking words "first, next, then, finally" for clarity. The text includes many different diagrams and graphics, as well as a number of very useful tutorials about how to actually make and use different graphics, including bar and line graphs, pictographs, pie charts, and tables. There are also periodic comprehension questions posed throughout the book, a glossary and index, and a challenging inquiry project at the end, pushing students to use the skills they read and learned about.	2 There is some challenging terminology, but it is clearly presented and explained, and there is a useful glossary of terms at the end of the text.	2	10	Substantial	The text is rich with useful hands-on information and instruction for students. The text provides students the opportunity to interpret information presented visually and quantitatively in charts, graphs, and diagrams. Further, instruction is included on actually creating graphics and using them to chart and manipulate data.
9	Small Group	Online Research: Entrepreneurs	630L 670L	P/38		See inside front cover for text complexity data.						While this text addresses the topic of entrepreneurs and the economy, it is also a stepped-out guide to conducting online research. The two first-person accounts of students' problems and successes conducting research are entertaining, clear, and instructive. The text includes many graphic elements such as diagrams, which help to clarify what can be a challenging topic to write about--navigating the internet. Included at the book's end are a useful glossary, an index, text-evidence questions and a write-to-sources activity.
9	Small Group	The Cost of Green Energy	890L	S/50	2	The informational text addresses whether the gamut of green energy sources available today are economically feasible for individual users as well as communities and the world at large. The sometimes divisive issue is addressed with nuance and thoughtfulness.	3 The structure of the text is fairly straight-forward, presenting information about solar, wind, and water power. The reader is rich in various graphic features, including process diagrams, graphs, and maps, as well as a number of useful and informative sidebars.	1 The author relies mostly on simple and compound sentences. Some complex sentences appear in the text. The vocabulary includes some energy industry jargon, but the meaning of these terms is provided in context or in a glossary that appears after the texts.	2	8	Moderate	"The Cost of Green Energy" offers thoughtful economic insight into a topic that is often considered only in an environmental light, and a topic that impacts every life on Earth. The graphic features in the text provide students the opportunity to interpret information presented visually and quantitatively in maps, graphs, and diagrams. Likewise, the Inquiry Project that appears at the end of the text allows students ample opportunity to work in small groups researching and discussing their debate tactics.
9	Small Group	The Film Crew	610L	O/34	1	The meaning of the narrative is clear. There is some development of themes, but the emphasis of the story is on characterization and plotting.	2 The plot of the narrative proceeds in chronological order. The book includes a varied cast of characters and the third-person omniscient narrator often explicitly states their ideas and feelings.	1 The author relies mostly on simple and compound sentences. Some complex sentences appear in the text. The vocabulary includes some film-making jargon, but the meaning of these terms is provided in a glossary.	2	6	Moderate	The Film Crew tells the story of how a friendly film-making competition between a group of friends spurs their creativity and encourages the participants to do their best. Readers can explore how the omniscient third-person narration allows the author to reveal and contrast the ideas and feelings of the cast of characters. Readers can also analyze how the conflicts between friends shape the plot, leading to the creation of multiple teams of competing film-makers.

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		
9	Small Group	The Sioux Chef	850L	R/40	3 The author of the text has multiple purposes. Readers must infer why specific information is included in the text and what purpose it serves. The text includes a high level of detail and moderate complex ideas and concepts.	3 The text includes several different organizational structures, shifting from chapter to chapter and from section to section. Throughout the text, information in the main text is supported by sidebars and visuals elements, such as maps and captioned photos.	2 The text includes a mix of simple and complex sentences. The vocabulary throughout includes terms specific to cooking and Native American culture and history.	3 Although the general topic of food is universal, the specific details of Native American cuisine and its historical roots and development will be unfamiliar to most readers. The text takes a broad approach, mixing reportage with historical analysis; readers must confront a range of ideas, including some moderately challenging concepts.	11	Substantial	A rich, deep look at Native American foodways, The Sioux Chef introduces readers to a modern Native American chef and uses the chef's biography and various projects as a lens to discuss natural foods, the historical experience of the Native Americans, and the importance of culture in shaping our lives. Readers must navigate multiple text structures: from chronological historical texts to topic-based structures to process texts (recipes). Readers can analyze the multiple purposes of the text, including the description of Native cuisine to the promotion of healthy eating. The text is an authentic voices text, with a Native American author discussing multiple aspects of Native culture and history.		
10	Whole Group	The Following Can	940L	R	3 The text has two levels of meaning- a procedure and an explanation of the science involved.	3 The text structure includes steps in a procedure in addition to an explanation and facts about static electricity that relate to the procedure.	2 The procedural text is mostly simple sentences and a simple language style. Some domain-specific vocabulary in the explanation may be unfamiliar (electrons, particles).	3 The abstract concept of static electricity may not be familiar to some students, with many details new to the reader.	11	Substantial	An experiment illustrates the power of static electricity to move objects. The text gives an explanation of the science involved in this simple project.		
10	Whole Group	Power Line Safety	900L	R	1 The author's purpose is clear and narrowly focused.	1 The text is organized into numbered steps. The connections between the events, ideas, and actions are explicit and clear.	2 The text includes mainly simple and compound sentences. Some vocabulary may not be familiar.	3 The dangers of downed powerlines may not be familiar to some readers. The recommended actions to take should be familiar.	7	Moderate	What should you do when you see a downed powerline? This text breaks down what to do into simple steps.		
10	Whole Group	A Shocking Tale! Part 1	NP	Q	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 with static electricity.	10	Substantial	Santiago has a shocking problem with static electricity. His friends will try to help him, but can they?		
10	Whole Group	A Shocking Tale! Part 2	NP	Q	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 with static electricity.	10	Substantial	Santiago has a shocking problem with static electricity. His friends will try to help him, but can they?		
10	Whole Group	Experimenting With Electromagnets	840L	R	3 The text's purpose is clear and focused on an experimental procedure. Following steps and understanding the analysis of results includes multiple levels of meaning.	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 electromagnets and conducting experiments.	11	Substantial	This text details steps in an experiment using electromagnets. The experiment includes hypothesizing, using variables, making predictions, and recording results.		
10	Small Group	Catch a Wave!	830L 900L	5/44	See inside front cover for text complexity data.								This text can help readers think about and answer the essential question of the unit- how scientists use discoveries to improve technology and invent new things. In "Catch a Wave" readers can discover how oceanographers study waves to forecast weather and predict storms and new weather patterns. Weather satellites help scientists collect information about the global climate. The graphic features in this text such as sidebars, captions, and labels can help readers understand the importance of wave energy. Readers will get the opportunity to explore how scientists make observations and collect evidence using technology like computer models and satellites.
10	Small Group	Chain Reactions	960L	T/50	2 The text has one simple purpose- to explain how and why chain reactions occur.	3 The text includes informational sidebars about Isaac Newton and Rube Goldberg that require students to understand implied connections to the running text about energy and chain reactions.	3 Chapters include complex sentences and many domain-specific words related to motion, force, and energy.	2 Any unfamiliar concepts, such as kinetic energy and chain reactions are well supported through photographs, captions, labels, and sidebars.	10	Moderate	Readers can use this informational text to answer the essential question of this unit- scientific discoveries have led people to understand how and why chain reactions occur. In this text, readers will learn about Sir Isaac Newton and how his research led him to describe the law of gravity and laws of motion. This informational text relates to the unit's knowledge focus by providing readers with the opportunity to learn about important inventors throughout history. Rube Goldberg is not considered an inventor however through his cartoon drawings, he drew imaginary inventions that showed simple machines using chain reactions. Overall this text showcases how creative scientists and inventors can be when discovering how objects in motion can cause chain reactions.		
10	Small Group	Dr. Suzo's Blizzard Busters	690L	Q/40	2 This science fiction story's theme about Dr. Suzo's invention is implicit and revealed over the course of the story.	2 This science fiction story is narrative with a simple chronology, but connections between events and ideas are sometimes implicit or subtle.	2 This story has mainly literal, common language. Some unfamiliar vocabulary such as beaker and evaporated are supported by context clues and illustrations in the text.	1 While the topic of an invention is familiar, the book explores how to test an invention in new contexts readers may not be familiar with.	7	Low	In this science fiction story, readers can experience a boy's relationship with an inventor. Dr. Suzo is a problem solvers and creates solutions for everyday problems. He helps the main character clear driveways using his new invention- blizzard buster shoes. This story directly related to the science focus of this unit by showing how scientists perform experiments, make observations, and collect evidence. Dr. Suzo has to tweak the blizzard busters and learns through trial and error before his invention is successful.		
10	Small Group	Energy: Go with the Flow	810L 820L	R/40-5/44	See inside front cover for text complexity data.								This informational text directly correlates to the knowledge focus of the unit- the importance of electricity in our daily lives. Readers can use this text to cross-exam the multiple ways people use energy to make electricity and decide which is the best for the environment. In "Energy: Go with the Flow" readers explore different eco-friendly and environmental safer energy options for electricity. Readers learn about fossil fuels and how harmful they are to Earth's environment. This text gives readers an opportunity to answer the unit's essential question by using the details and findings in the text to support their reasoning. The information about new kinds of energy being used supports the unit's focus on how scientists continue to improve technology to transform the way people live.
10	Small Group	Lost at Sea	620L	O/34	2 This realistic fiction story has more than one level of meaning, with levels clearly distinguished from each other. It also has two purposes- retell the shipwreck of the Bounty in 1741 and the discovery of it 300 years later at the bottom of the ocean.	2 The realistic fiction story is narrative with a simple chronology, but connections between events and ideas are sometimes implicit or subtle.	2 Vocabulary includes some context-dependent words (e.g., doubloon, submersible, boom).	1 This realistic fiction story about the shipwreck of the Bounty of 1741 requires little background knowledge.	7	Moderate	This realistic fiction story supports the unit's topic by describing how researchers used a submersible to discover a shipwreck from 300 years ago. Readers can use this story to answer the essential question of the unit- where do scientific discoveries lead us? In this story, readers learn about how scientists and oceanographers used special underwater cameras to take a video of the sunken Bounty. The scientists used a dredge hose, which is like a vacuum, to bring up objects from the ship to the surface. This story can help readers understand how scientists collect evidence and examine their findings.		

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
10	Small Group	Opinions About Maglev Trains	870L	Q/40	3 This opinion text has multiple purposes. First, it explains the difference between maglev trains and traditional trains. Then it describes the process and cost occurred if countries switch to maglev trains. Lastly, it provides an opinion writing prompt and three opinion essays that answer the question- should other countries switch their rails to maglev?	3 The text includes multiple text structures including captions, sidebars, tables, graphs, photographs with labels, an opinion writing prompt, sample essays, and evaluation rubric.	3 The text has significant academic vocabulary and some domain specific (content) vocabulary such as aerodynamic and electromagnets.	3 The main text topic is somewhat familiar but with many details unknown to readers like the science of maglev trains.	12	Substantial	This opinion text supports the unit's knowledge focus by describing how electromagnets are used to power maglev trains. Readers will learn about how trains have evolved over time and travel faster. This text offers readers an opportunity to use the facts and details to form an opinion about whether or not countries should switch to maglev trains. The sample opinion essays use the informational in the introduction and chapters to state reasons and support an opinion based on facts. Overall, readers will understand how maglev trains are the way of the future and can transform how people commute.
10	Small Group	Potato Power	860L	R/40	3 This procedural text has many purposes. The first purpose is to explain what is energy and how we use it to produce electricity. The second purpose is to describe a potato battery and how a circuit works. The last purpose is to display an experiment of making a potato battery.	3 This text includes small sections that utilize different modes of communication of varying complexity such as the procedural text about how to make a potato battery.	3 The text has significant academic vocabulary and some domain specific (content) vocabulary such as chemical reaction and circuit.	3 A range of recognizable ideas and challenging abstract concepts appear in the text.	12	Substantial	This procedural text is directly related to the unit's theme of the power of electricity. Readers will learn how a potato can be used to power a light bulb. The informational and procedural text structures make this text interesting. The graphic features such as flow charts, captions, labels, and steps in a process enable readers to understand the main ideas and details provided in this text. Readers will be able to answer the unit's essential question by using facts and information provided from this text.
10	Small Group	Zee Junior High: Zapto's Revenge	660L	P/38	2 The fantasy's theme is clear but requires readers to make inferences.	1 This fantasy has a narrative text structure. Simple signal language helps readers follow the sequence of events.	2 Vocabulary includes some context-dependent words (e.g., hologram, glaring, amplify).	1 This fantasy story about superheroes with superpowers requires little background knowledge.	6	Moderate	This fantasy is a perfect example of a story that readers will be interested in because it's engaging and the topic is about superheroes with superpowers. Readers can use this text to help them better understand the unit's knowledge focus on the power of electricity. The superheroes in this text utilize electricity to perform their superpowers. Overall, this text gives a playful and fun way of showcasing how powerful electricity can be, especially when the superheroes were able to use it to save their school from an evil supervillain.