Louie Share Kim, Paper Son
By Barbara D. Krasner
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Chinese immigration to the United States

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **990L**   Average Sentence Length: **14.806**   Word Frequency: **3.465**   Word Count: **992**

Complexity Level	Qualitative Measures
Levels of Purpose Simple — Very Complex	The author's purpose is **implied but easy to identify** because the main idea is clear. Students should be able to follow the author's purpose of informing readers about Louie Share Kim's life and the history of "paper sons" in the United States.
Text Structure Simple — Very Complex	The informational text has a **chronological text structure**, which is supported by the use of dates and other signal words (*in 1916, in 1924, when Share Kim was 20 years old*). The photographs and captions **directly support** the text and help readers relate to Share Kim and his family.
Language Conventionality and Clarity Simple — Very Complex	The sentences are simple with some complex sentences. The vocabulary is mostly **familiar**; however, students may need support with **domain-specific vocabulary** (such as *immigrant, citizenship, interrogated,* and *deportation*) and figurative or idiomatic phrases (such as *his family pinned all their hopes on him*).
Knowledge Demands Simple — Very Complex	The subject matter includes events that **will not be familiar to many students**. While there are no references to other texts, there are historical references. Students may need some **background knowledge** to understand the history of Chinese immigration and the Chinese Exclusion Act of 1882.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Knowledge Demands Use a **KWL chart** to determine what students know and want to know about Chinese immigration and paper sons. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to - ask volunteers to share stories about their families or friends immigrating to the United States. - have students use online media to learn more about Angel Island.	**Language** Use a **chart** to teach the academic vocabulary: *immigrant, citizenship, interrogated, detained,* and *deportation.* Allow students to use dictionaries to help them find definitions. Have pairs use the words in sentences. You may also want to - use online media to build background on Chinese immigration. - have students share what it might be like to move to a new country.	**Purpose Say:** In this text, the author's purpose is to share the experiences of a paper son, Louie Share Kim. Imagine you were writing an article about a paper son. What would you want your readers to know? Have students - brainstorm events they would want to share. - make a list of research questions. - make a list of text features they could include in their article.

The Path to Paper Son
By Grant Din
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 5. Use the **Qualitative Measures** to inform and support your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Idioms and figures of speech
- Knowledge Demands: Chinese immigration in the mid-1800s

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **1020L**   Average Sentence Length: **16.55**   Word Frequency: **3.533**   Word Count: **331**

Complexity Level	Qualitative Measures
Levels of Purpose Simple ——— Very Complex	The author's purpose is **implied but easy to identify** because the main idea is clear. Explanations and examples help show that the main purpose is to **inform** readers about the history of Chinese immigration to the United States and the concept of "paper sons."
Text Structure Simple ——— Very Complex	The text follows a **mostly chronological** structure, but connections between some ideas are implicit. The photograph and "Did You Know?" feature provide some additional information but are not needed to understand the main idea.
Language Conventionality and Clarity Simple ——— Very Complex	The sentences are mostly **compound and complex**. The vocabulary is largely **familiar and conversational;** however, students may need support understanding the terms in quotation marks: *"son," "father's,"* and *"paper son."*
Knowledge Demands Simple ——— Very Complex	The subject matter **includes events many students may not relate to**, and the time period of the piece will not be familiar. Students will benefit from **background knowledge** of Chinese immigration during the mid-1880s and the San Francisco earthquake.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Display and read aloud the first sentence on page 21. - Ask: Why does the author use quotation marks around the word "son"? - Help students identify clues in the sentence, such as "sometimes the 'son' might be a nephew," that suggest that the person being described is not actually a son.	**Structure** Have students preview the article and read the "Did You Know" feature. **Ask:** Why do you think the author included this feature? Guide students to create a **list** of other features the author could have included. Discuss why these features might help readers understand the information.	**Knowledge Demands** Help students extend their knowledge about Chinese immigration in the 1880s. - Have students explore online media to build background for Chinese immigration. - Have students **Think, Pair, Share** about why someone might pay money to help a family member become a U.S. citizen.

from *Life on Earth—and Beyond*
By Pamela S. Turner
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Mars exploration

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **850L**   Average Sentence Length: **11.827**   Word Frequency: **3.396**   Word Count: **2,803**

Complexity Level	Qualitative Measures
Levels of Purpose Simple — Very Complex	The author's purpose is **implied, but easily discernible** because the main idea is clear. Students should see that the selection begins with a question that Chris McKay is trying to answer: *Can life survive in a very cold, dry place?*
Text Structure Simple — Very Complex	The informational text mostly follows a **chronological structure**, tracking McKay's activities and discoveries. Headings help readers navigate the text, and photographs, captions, maps, and diagrams **directly support** the text. Sidebars add information about the topic.
Language Conventionality and Clarity Simple — Very Complex	The text includes several examples of idioms and **figurative language**: *It bounced around like a crazed ping-pong ball.* Although the vocabulary is mostly conversational, students may need support understanding **domain-specific vocabulary**, such as *microbes, sensors, atmosphere, radiation, chromatograph, spectrometer,* and *ultraviolet lasers.*
Knowledge Demands Simple — Very Complex	Although the subject matter will likely be **unfamiliar** to students, the scientist's work is **clearly described and easy to follow**. Students will need to make connections between Mars exploration and the Dry Valleys to understand why McKay is studying them.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Use a **two-column chart** to teach the domain-specific vocabulary. Work with students to preview the text to determine the meaning of the words. List the definitions and have students copy them. Then, use **sentence frames** to help students use the words in sentences. • Microbes are _____. • A spectrometer records _____.	**Knowledge Demands** Use a **web diagram** to determine what students know about Mars exploration. Then, have students do a **Think, Pair, Share** to discuss what they want to learn about Mars. • Explore online media to build background for Dry Valleys and Mars exploration. • Have students discuss what they think Mars looks like.	**Structure Say:** You will read about a scientist who studies the Antarctic to learn more about Mars. If you were writing this article, how would you structure it? What text features would you use? Have students • use online media to learn more about the Dry Valleys. • make an outline of information and text features they would include. • share their ideas with a partner.

from *Pedro's Journal*
By Pam Conrad
Genre: Historical Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Complex sentences
- Knowledge Demands: Christopher Columbus and exploration of the Americas

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **980L**   Average Sentence Length: **15.551**   Word Frequency: **3.712**   Word Count: **3,670**

Complexity Level	Qualitative Measures
Levels of Meaning Simple ——▲—— Very Complex	The text's **multiple levels of meaning** are subtle but not difficult to separate. Pedro's journal describes events but also reveals his feelings about his captain and the natives, as well as exploration. Students should be able to discern the **theme** based on Pedro's feelings about his role in further explorations.
Text Structure Simple —▲—— Very Complex	The first-person historical fiction text follows a **clear chronological order**, which is shown through the dates at the beginning of each journal entry. The illustrations **directly support** the text by showing characters and events in the story.
Language Conventionality and Clarity Simple ————▲— Very Complex	Students may need support with **complex sentences**: *I dedicate this journal, this parcel of letters and drawings, to my dear mother, who has lost so much and who I pray will not lose me as well…* The vocabulary is mainly **conversational** but also includes potentially **unfamiliar** descriptive words, such as *assent*, *straining*, *doublet*, and *gunwale*.
Knowledge Demands Simple ————▲— Very Complex	The events are clear and easy to follow; however, students **may not be familiar** with the experience of sailing on a ship. References are made to Christopher Columbus and other historical figures, such as Marco Polo. Students will benefit from **background knowledge** of sailing, Columbus, and exploration.

Reader and Task Considerations

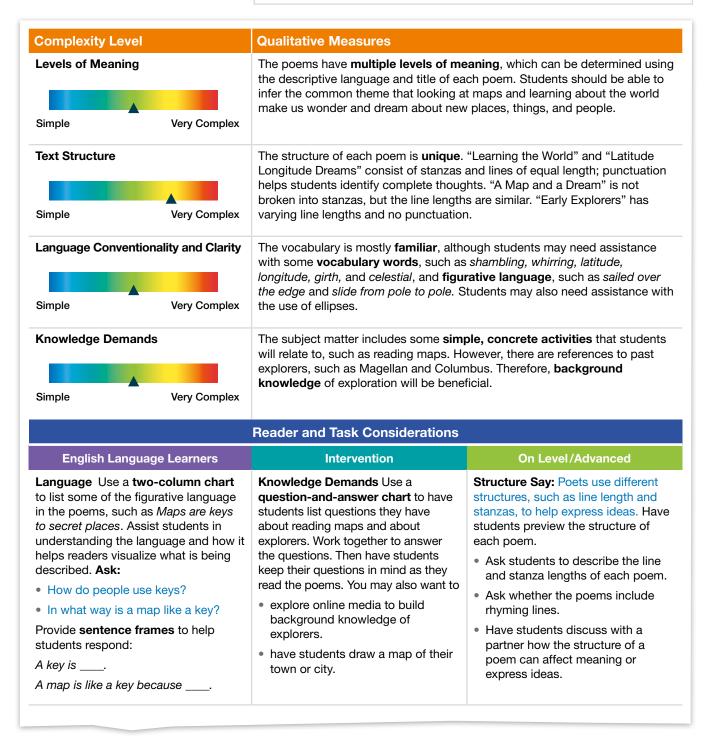| English Language Learners	Intervention	On Level / Advanced
Structure Preview the first two pages and point out the date. Ask students what this indicates. Use a **sequence diagram** to help students track the events on these pages. You may also want to • have students continue using the diagram to track events as they read. • help students use online media to learn about Christopher Columbus.	**Language** Read the first paragraph of the text with students. Help them break down long **complex sentences**. Then focus on the point of view by asking students to complete these sentences: • The pronouns _____ show that this is told through the first person. • First-person narratives reveal the author's _____.	**Knowledge Demands** Ask partners to create a **KWL chart**, noting what they know and want to know about Christopher Columbus. • Have pairs use online media to research Christopher Columbus. • Then, have them share what they learned with another pair.

Poetry Collection
By Kristine O'Connell George, Drew Lamm and James Hildreth, Karen O'Donnell Taylor, and Marilyn Singer
Genre: Poetry

Recommended Placement

The **Quantitative Measures** are not generated for poetry and drama. See the **Qualitative** analysis for support.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language
- Knowledge Demands: Maps and explorers

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Complexity Level	Qualitative Measures
Levels of Meaning Simple — Very Complex	The poems have **multiple levels of meaning**, which can be determined using the descriptive language and title of each poem. Students should be able to infer the common theme that looking at maps and learning about the world make us wonder and dream about new places, things, and people.
Text Structure Simple — Very Complex	The structure of each poem is **unique**. "Learning the World" and "Latitude Longitude Dreams" consist of stanzas and lines of equal length; punctuation helps students identify complete thoughts. "A Map and a Dream" is not broken into stanzas, but the line lengths are similar. "Early Explorers" has varying line lengths and no punctuation.
Language Conventionality and Clarity Simple — Very Complex	The vocabulary is mostly **familiar**, although students may need assistance with some **vocabulary words**, such as *shambling, whirring, latitude, longitude, girth,* and *celestial*, and **figurative language**, such as *sailed over the edge* and *slide from pole to pole.* Students may also need assistance with the use of ellipses.
Knowledge Demands Simple — Very Complex	The subject matter includes some **simple, concrete activities** that students will relate to, such as reading maps. However, there are references to past explorers, such as Magellan and Columbus. Therefore, **background knowledge** of exploration will be beneficial.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Use a **two-column chart** to list some of the figurative language in the poems, such as *Maps are keys to secret places*. Assist students in understanding the language and how it helps readers visualize what is being described. **Ask:** • How do people use keys? • In what way is a map like a key? Provide **sentence frames** to help students respond: *A key is ____.* *A map is like a key because ____.*	**Knowledge Demands** Use a **question-and-answer chart** to have students list questions they have about reading maps and about explorers. Work together to answer the questions. Then have students keep their questions in mind as they read the poems. You may also want to • explore online media to build background knowledge of explorers. • have students draw a map of their town or city.	**Structure Say:** Poets use different structures, such as line length and stanzas, to help express ideas. Have students preview the structure of each poem. • Ask students to describe the line and stanza lengths of each poem. • Ask whether the poems include rhyming lines. • Have students discuss with a partner how the structure of a poem can affect meaning or express ideas.

Picturesque Journeys
By Yanitzia Canetti
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Artists, artistic techniques, and artistic movements

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **930L**   Average Sentence Length: **13.225**   Word Frequency: **3.389**   Word Count: **2,473**

Complexity Level	Qualitative Measures
Levels of Purpose Simple ———— Very Complex	The author's purpose is **explicitly stated** on the first page: *Many paintings by artists Frida Kahlo, Georgia O'Keeffe, and Paul Gauguin were strongly influenced by their journeys.* Students should be able to identify that the author is going to explain how traveling affected these three artists.
Text Structure Simple ———— Very Complex	The text mostly follows a **chronological structure**, with each section describing the life and work of a different artist. The author separates the sections with a decorative banner, and the photographs and maps **directly support** the text.
Language Conventionality and Clarity Simple ———— Very Complex	The sentences are **mainly simple** with **some compound and complex sentences**. Students may need support with **domain-specific vocabulary,** such as *realism, abstract art, adobe architecture, impressionist art,* and *compositions.* Students may benefit from a reminder that the titles of artwork appear in italics.
Knowledge Demands Simple ———— Very Complex	The artists covered in the text will likely be **unfamiliar** to many students, although previous knowledge of their works is not needed for understanding. The text refers to several cities and countries, as well as museums and other artists. Students will benefit from **background knowledge** of artistic movements and the areas where these artists lived.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Create a **web graphic organizer** with the phrase *artistic movements* in the center. Write the names of three artistic movements in the outer circles: *realism*, *abstract art*, *impressionist art.* Help students use a dictionary or encyclopedia to look up each word and write definitions and details in the organizer. If possible, display examples of art from each of these movements.	**Knowledge Demands** Preview the photographs in the text. Identify each artist and his or her paintings. Ask students to compare and contrast the artists' works. **List** their thoughts on the board. You may also want to • explain the difference between realistic and abstract art. • ask students which paintings seem the most realistic and the most abstract, and why.	**Purpose** Explain that this text is about three artists and how their work was influenced by their travels. **Say:** If you could write about any artist, who would you write about? What would you want to explain about the artist? • Have students choose an artist to research. • Ask them to find two to three facts about the artist's life. • Have students share what they learned.

from *Far from Shore*
By Sophie Webb
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 5. Use the **Qualitative Measures** to inform and support your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Marine mammals and ecosystems

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **1040L**　　Average Sentence Length: **14.676**　　Word Frequency: **3.371**　　Word Count: **2,084**

Complexity Level	Qualitative Measures
Levels of Purpose Simple　　　　Very Complex	The author's purpose is **clearly stated** in paragraph 2: *My shipmates and I are about to embark on an incredible opportunity to explore this complex and exciting ecosystem*. Students can infer that the author's purpose is to explain the expedition and determine what is happening to dolphin populations.
Text Structure Simple　　　　Very Complex	The text structure is **chronological** and is supported by headings that identify dates or events. The headings also note coordinates to help readers understand location. Text features such as illustrations, diagrams, and charts **directly support** the text and allow students to make connections.
Language Conventionality and Clarity Simple　　　　Very Complex	Students may need support to understand **domain-specific vocabulary** such as *purse-seine fishery, marine mammals, oceanographic measurements,* and *ecosystem.* Students may also need assistance with remembering acronyms, such as *NOAA* and *ETP.* The text also includes some longer **compound and complex** sentences.
Knowledge Demands Simple　　　　Very Complex	The subject matter requires **some discipline-specific content knowledge.** There are no references to other texts, but there are references to historical events, such as legislation that has been passed to protect marine mammals. Some background knowledge in studying changes in ecosystems and marine mammals will enhance comprehension.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Use a **two-column chart** to teach domain-specific vocabulary and acronyms. Work with students to preview the text, looking for these words and using context to determine meaning. Have students use **sentence frames** to understand acronyms. • NOAA is _____. This group _____. • The ETP is _____. It is located _____.	**Structure** Have students preview the selection, paying close attention to the **diagrams, illustrations, and charts**. • Ask students what information these text features provide. • Have students discuss what they hope to learn from the text.	**Knowledge Demands** Have students read the first page of the text, determine the author's purpose, and predict what they will learn. Then have students • use online media to learn more about declining dolphin populations and legislation that has been passed to protect marine mammals. • share what they learned with another pair.

A Place for Frogs
By Melissa Stewart
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Structure: Text boxes
- Knowledge Demands: Frogs and how they have been harmed and helped

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **900L**   Average Sentence Length: **12.376**   Word Frequency: **3.361**   Word Count: **1,646**

Complexity Level	Qualitative Measures
Levels of Purpose Simple — Very Complex	The author's purpose is **explicitly stated** in paragraph 2: *If we work together to help these special creatures, there will always be a place for frogs.* Students can infer that they will learn about frogs, why frogs are important, and how people can help frogs.
Text Structure Simple — Very Complex	The informational text follows a **description text structure**. Text features, such as text boxes, diagrams, and illustrations **directly support** the text and help readers **make connections** and better understand the content. The text boxes provide information about specific frog species.
Language Conventionality and Clarity Simple — Very Complex	The sentences are **simple** with **some compound and complex sentences**. The vocabulary is largely familiar, but students may need assistance with some domain-specific vocabulary, such as *tadpoles*, *froglets*, *chemicals*, *poisons*, and *CFCs.*
Knowledge Demands Simple — Very Complex	Subject matter includes **concrete ideas** that students can **easily follow**. However, students may not be familiar with frogs and how they have been harmed, so **background knowledge** of frogs will be beneficial. References are made to past events and legislation that has been passed to protect frogs.

Reader and Task Considerations

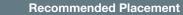| English Language Learners	Intervention	On Level/Advanced
Structure Preview the text with students, pointing out the **text boxes** on each page. Explain that it is necessary to read the text in the boxes to understand how frogs have been harmed and helped. Then use the **sentence frames** to help students practice using new vocabulary: • A tadpole is _____. • A froglet is _____. • CFCs are _____.	**Knowledge Demands** Use a **KWL chart** to determine what students know and want to know about frogs. You may also want to • explore online media to build background for specific frogs and the life cycle of a frog. • have students preview the information in the text boxes and predict how it will help them understand the author's purpose.	**Purpose** **Say:** Imagine that your friend says that frogs aren't important. What are some things you could say to convince your friend that frogs are important and need our help to survive? • Think of two reasons frogs are important. • Think of how people can help frogs. • Tell your ideas to a partner.

from *Hatchet*
By Gary Paulsen
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Sentences with dashes
- Knowledge Demands: Surviving in the wilderness

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **780L**   Average Sentence Length: **14.725**   Word Frequency: **3.822**   Word Count: **3,372**

Complexity Level	Qualitative Measures
Levels of Meaning Simple — Very Complex	There are **multiple subtle levels of meaning**, but the central ideas of survival and self-reliance are **clear**. Students may focus on only the character's actions rather than his thoughts and feelings, which also help reveal the themes.
Text Structure Simple — Very Complex	The narrative follows a **chronological structure**; however, it includes a dream, so students may need assistance in understanding that these events are not real. Point out that because there is only one character, there is no dialogue. The illustrations **directly support** the story by showing the characters, setting, and important events.
Language Conventionality and Clarity Simple — Very Complex	The vocabulary is **familiar**. The sentences are **simple** with some **compound, complex, and compound-complex sentences and some fragments**. Students may need assistance with sentences with dashes, such as: *Jerk, pause, jerk—and three more times before he lay back in darkness, done.*
Knowledge Demands Simple — Very Complex	The plot events are **clear and easy to follow**; however, students will not be familiar with trying to survive alone in the wilderness. There are no references to other texts, but some **background knowledge** of survival techniques or what one might face in the wilderness may prove beneficial.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Help students understand the use of dashes by displaying the sentence described above. Point out first that the subject *he* is missing but is easily inferred, and the dash is used for emphasis. Review other uses of dashes. Then use the **sentence frames** below to help teach idioms from the story. • *Pin it down* means _____. • *He looked cross* means _____.	**Knowledge Demands** Use a **web graphic organizer** with the phrase *alone in the wilderness* in the center. Have students brainstorm ideas of how they would survive and what they would need to survive. Have students discuss • how they would feel if they were alone in the wilderness. • what skills they have that would help them survive.	**Structure** Have students preview the text and point out the lack of dialogue. Discuss how they think the lack of dialogue will affect their understanding of the character and events. Then have students • write a short story that does not contain dialogue. • share the story with a partner. • discuss what it was like to write and read a short story without dialogue.

"Tracking Monsters"
from *Park Scientists*
By Mary Kay Carson
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 5. Use the **Qualitative Measures** to inform and support your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Gila monsters and desert ecosystems

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **1030L**   Average Sentence Length: **14.203**   Word Frequency: **3.241**   Word Count: **2,443**

Complexity Level	Qualitative Measures
Levels of Meaning/Purpose Simple — Very Complex	The author's purpose is **not explicitly stated but is easy to infer,** based on the details about Kevin Bonine and Brian Park: they are hoping their "research will solve some Gila monster mysteries." Students can infer that the author's purpose is to describe how and why scientists study the Gila monster.
Text Structure Simple — Very Complex	The informational text mainly follows a **description structure**, and the headings introduce the main focus of each section. Students may need help distinguishing between key details and less important details about the Gila monster. Text features like photographs and captions **provide additional information** to support the content.
Language Conventionality and Clarity Simple — Very Complex	The sentences are **mostly simple** with **some compound and complex** sentences. The **vocabulary** is mostly familiar and conversational, but the text does include **domain-specific words**, including *venomous, adapted, herpetologist,* and *amphibians.* Students may also need assistance understanding the questions in paragraph 6 about Gila monsters that scientists want to answer through research.
Knowledge Demands Simple — Very Complex	Although the subject matter includes **domain-specific content knowledge,** students will be able to follow and understand what the scientists do to study the Gila monster. There are no references to other texts, but some **background knowledge** of desert ecosystems will be helpful.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Knowledge Demands Have students preview the photos in the text. Help them form questions about the Gila monster and the scientists who study them. Provide **sentence frames**: - What do Gila monsters _____? - How do scientists _____? - Where do Gila monsters _____?	**Language** Introduce the scientific terms *herpetologist*, *venomous*, *amphibian*, and *species*. Display a **two-column chart** that lists each word and definition. Then, have student pairs preview the photographs and write sentences about them, using the vocabulary words.	**Structure Say:** Imagine you are writing an article about a scientist who studies Gila monsters. Have students - make a list of questions they would ask the scientist. - do online research to find answers. - determine the text structure they would use to write the article.

Don't Release Animals Back to the Wild
By René Saldaña Jr.
Genre: Argumentative Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Animals living in captivity and in the wild

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **900L**   Average Sentence Length: **12.348**   Word Frequency: **3.348**   Word Count: **1,420**

Complexity Level	Qualitative Measures
Levels of Purpose Simple — Very Complex	The author's purpose is **explicitly stated** on the first page: *For several reasons, it makes more sense to keep these animals in captivity.* In this argumentative text, students should be able to follow the author's **reasons** and **opinions** about why captive animals should not be released into the wild.
Text Structure Simple — Very Complex	Students may need support to recognize the parts of the author's argument: a claim, reasons, supporting details, and a conclusion that restates the claim. The photographs and maps are **mostly simple** and **support readers** in understanding the text.
Language Conventionality and Clarity Simple — Very Complex	The sentences are **simple** with some **compound and complex sentences**. The vocabulary is mostly **familiar**; however, students may need support with **domain-specific vocabulary**, such as *captivity*, *survival skills*, *species*, *orphaned*, *behavioral enrichment*, *predators*, *habitat*, *poaching*, and *sanctuaries.*
Knowledge Demands Simple — Very Complex	The subject matter includes **concrete information** that many students can relate to from watching nature shows or visiting zoos. While there are no references to other texts, students may need some **background knowledge** to understand species that are threatened and why animals live in captivity.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Use a **two-column chart** to teach the academic vocabulary such as *captivity* and *survival skills*. Help students skim the text to find the words and look for context clues. Use **sentence frames** to help students use the vocabulary in sentences: • Animals that live in _____ are safe because _____. • _____ include being able to find food.	**Purpose** Explain the parts of an argument essay, including the claim, reasons, supporting evidence, and conclusion. Read aloud the title and help students think of reasons for leaving wild animals in captivity. • **List** the reasons on the board. • Call on students to tell whether they agree or disagree with the reasons.	**Knowledge Demands** Ask students if they have ever watched a nature show on captive or threatened animals or have ever been to a zoo. **List** their ideas on the board. You may also want to • explore online media to build background about threatened animal species. • review the structure of an argument essay.

Let Wild Animals Be Wild
By David Bowles
Genre: Argumentative Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Animals living in captivity

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **910L**   Average Sentence Length: **12.761**   Word Frequency: **3.373**   Word Count: **1,123**

Complexity Level	Qualitative Measures
Levels of Purpose Simple — Very Complex	The author's purpose is **explicitly stated** on the first page: *The goal of both actions should be to release animals back into the wild where they belong.* Students may need support in determining the reasons for including specific details and relating them to the main argument.
Text Structure Simple — Very Complex	Organization of the text is **mostly explicit**, with **some more subtle connections** between ideas. Students may need support to recognize parts of the author's argument: claim, reasons, supporting facts and details, and a conclusion that restates the claim: *Releasing animals back into nature, whenever possible, is the best course of action for them, for us, and for Earth*.
Language Conventionality and Clarity Simple — Very Complex	The sentences are **simple** with some **compound and complex sentences**. The vocabulary is mostly **familiar;** however, students may need support with **domain-specific vocabulary** such as *endangered, habitat, environmental pollution, keystone species,* and *extinct.*
Knowledge Demands Simple — Very Complex	Subject matter includes **concrete information and examples** that will help facilitate understanding. While there are no references to other texts, students may need some **background knowledge** about how animals live in captivity and in the wild in order to comprehend the author's argument.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Knowledge Demands Use a **KWL chart** to see what students know and want to know about how animals live in captivity and in the wild. You may also want to • build background by sharing images and facts about some of the species mentioned, such as the condor. • preview the first paragraph and help students locate the words that state the author's claim.	**Language** Read the following sentence from paragraph 9: *Their dams and the pools that form behind them become <u>habitats</u> for many other animals*. • Have students identify context clues that help them identify the meaning of the word *habitat*. • Draw a web graphic organizer for the word *habitat*. Help students complete the graphic organizer with descriptions and examples.	**Structure Say:** Imagine you work at a zoo and rescue an injured animal. The staff wants to release it back to the wild when it has been healed. Do you agree or disagree with this decision? • Think of your point of view. • Tell your point of view to a partner. • Think of two reasons that support your point of view.

from *Love, Amalia*
By Alma Flor Ada and
Gabriel M. Zubizarreta
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Spanish words and phrases; figurative language
- Structure: Plot structure

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **970L**   Average Sentence Length: **14.83**   Word Frequency: **3.627**   Word Count: **2,877**

Complexity Level	Qualitative Measures
Levels of Meaning Simple — Very Complex	The text's **multiple levels of meaning** are subtle and can be difficult to separate; however, the **central idea** of the importance of friends and family and keeping in contact with them is easily inferred. Students may be confused by the ending because Amalia claims she does not care about staying close.
Text Structure Simple — Very Complex	The third-person narrative is told primarily in chronological order; however, Abuelita tells many stories about relatives who are not characters in the story. The illustrations **directly support** an understanding of the text by showing characters, setting, and events in the story.
Language Conventionality and Clarity Simple — Very Complex	The sentences are **simple** with some **compound and complex sentences**. Students may need support with Spanish words and phrases, such as *hijita, de verdad, nunca más, qué pasa,* and *melcocha,* as well as words like *elegy* and *prelude.* Support with figurative language will also aid in comprehension.
Knowledge Demands Simple — Very Complex	The plot includes events that are **concrete** and will be familiar to many students, such as a friend or family member moving away. While there are no references to other texts, there are references to other countries, organic farming, and a *rancho.* Students may benefit from some **background knowledge** of these topics.

Reader and Task Considerations

English Language Learners	Intervention	On Level / Advanced
Structure Draw a **sequence diagram** on the board. Preview the images and work with students to describe what they can learn about the girl and how she changes as the story develops. Use **sentence frames** below to help students understand the plot: - Amalia is at her _____. - Amalia is upset that _____.	**Language** Use a **two-column chart** to help students learn Spanish words and phrases from the story. - Have students skim the first two pages and identify Spanish words or phrases in italics. - Read aloud the sentence or sentences around the word. - Have students find context clues that help them understand the words. Use a Spanish-English dictionary to verify definitions.	**Meaning Say:** This story is about a girl whose best friend is moving away. Amalia's grandmother tries to help by giving her advice. What advice would you give someone whose friend is moving away? - Have students think of one piece of advice. - Ask them to share the advice with a partner. - Have partners discuss how the advice will help.

A Pet for Calvin
By Barbara Robinson
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Ellipses and dashes
- Knowledge Demands: Pet care

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **790L**   Average Sentence Length: **14.057**   Word Frequency: **3.734**   Word Count: **1,968**

Complexity Level	Qualitative Measures
Levels of Meaning Simple ——— Very Complex	There is **one level of meaning**, and the story's main **theme** of how determination can help someone achieve a goal is clear from the story's events and the resolution. The related **theme** of learning to take care of others is developed through Calvin's care of his pet worm.
Text Structure Simple ——— Very Complex	The third-person narrative follows a **chronological order** and a typical plot structure: Calvin wants a pet, Calvin cannot have a pet because of his allergies, Calvin finds a worm and makes the worm a pet. The illustrations **directly support** the story by showing the characters, setting, and events.
Language Conventionality and Clarity Simple ——— Very Complex	The sentences are **mostly simple** with **some compound and complex sentences**. The vocabulary is mostly **familiar and conversational**. Students may need help understanding sentences with ellipses and dashes, such as *I have my job and our home and things to do . . . like today* or *He could tell—he thought that he could tell—that his worm liked it . . . .*
Knowledge Demands Simple ——— Very Complex	The plot includes **concrete events** that many students can relate to, such as wanting a pet or having to care for a pet. Although there are no references to outside texts, students might benefit from **background knowledge** of allergies and what it takes to own a pet.

Reader and Task Considerations

English Language Learners	Intervention	On Level / Advanced
Language Write the following sentence on the board: *I have my job and our home and things to do . . . like today*. Point out the ellipses and explain that ellipses are used to omit words or to indicate a pause. • Model how to read the sentence aloud and have students repeat it after you. • Ask students to skim the text for other ellipses. • Challenge pairs of students to write their own sentence with ellipses.	**Knowledge Demands** Draw a **web diagram** with the word *pets* in the center. Ask students what they know about taking care of pets. Add their responses around the web. You may also want to • have students share stories about how they take care of their pets. • ask students to name challenges, such as allergies, that can make caring for pets difficult.	**Meaning** Preview the first page and ask students to identify the problem. Then, have students write a short story that focuses on a similar problem. Students should • create realistic characters and dialogue. • include a problem and clear resolution. Have students share their stories with a group or the class.

The Carp
By Marie Yuen
Genre: Legend

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language
- Knowledge Demands: Legends and archetypal characters

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **930L**   Average Sentence Length: **14.492**   Word Frequency: **3.672**   Word Count: **1,739**

Complexity Level	Qualitative Measures
Levels of Meaning Simple ——— Very Complex	The legend has **one level of meaning.** The text's **theme**—to succeed, one has to have determination and persistence and never give up—is **clear and revealed explicitly** near the end of the legend. The main character achieves his goal because he never gives up.
Text Structure Simple ——— Very Complex	The legend follows a **chronological text structure** and a typical plot structure of exposition, rising action, climax, and resolution. The illustrations **directly support** the legend by showing the characters, setting, and events.
Language Conventionality and Clarity Simple ——— Very Complex	The sentences are **simple** with some **compound and complex sentences**. The vocabulary is mostly **familiar**; however, students may need support with **figurative language,** such as *with a fire in his belly* and *study at the feet of,* as well as terms such as *sensei* and *quell.*
Knowledge Demands Simple ——— Very Complex	Students may not be familiar with Japanese painting, particularly preparing ink, paper, and silk. They may need **background knowledge** of legends and the archetypal characters, such as the mysterious old man who meets Rosetsu on his quest and why the man gives Rosetsu a brush.

Reader and Task Considerations

English Language Learners	Intervention	On Level /Advanced
Knowledge Demands Help students brainstorm characteristics of legends; for example, they refer to some real events or people, but contain elements of fiction. You may also want to • refer to legends students may know (such as the legend of King Arthur) • explain the difference between a legend and a myth (which does not necessarily refer to real people or events)	**Language** Help students understand the meaning of *fire in his belly* and *study at the feet of*. Provide the context so students can infer the meaning of each phrase: • "I can study at the feet of Sensei Maruyama Okya and become a great painter." • Rosetsu returned to the Maryama School with a fire in his belly and a gleam in his eyes.	**Meaning** Review legends, such as King Arthur, Robin Hood, or Pecos Bill, and ask students to share legends they have read and the messages or morals the legends taught. Then pair students and have them • find a well-known legend. • identify the message. • summarize the legend and explain the message to the class.

The Hermit Thrush
By Dana Crum
Genre: Drama
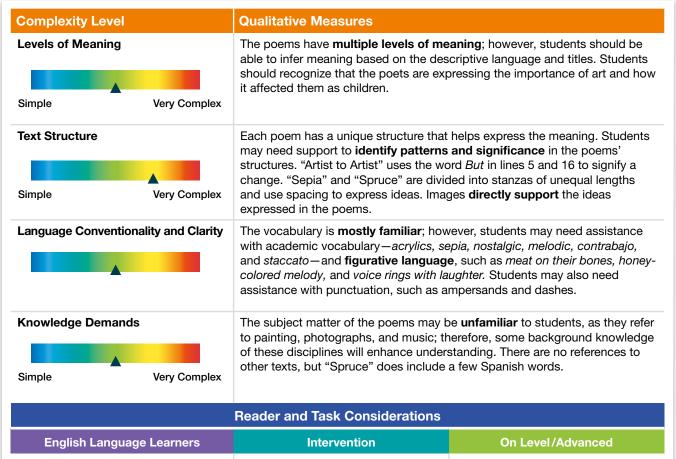
Recommended Placement

The **Quantitative Measures** are not generated for poetry and drama. See the **Qualitative** analysis for support.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language and idioms
- Structure: Dramatic elements

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Complexity Level	Qualitative Measures
Levels of Meaning Simple — Very Complex	The **theme** of doing what you love is **clear and revealed explicitly**: *Well, you should only keep playing if you like to. Do you know this quote? "The bird doesn't sing to please others. It sings because it is happy."* The secondary theme of persevering to achieve a goal is related to *The Carp.*
Text Structure Simple — Very Complex	The drama follows a **clear sequential order** and illustrations **directly support the text** by showing characters, setting, and events. Students may need assistance understanding **dramatic elements**—such as stage directions, scenes, and dialogue—and how they are used to develop the plot, setting, and characters.
Language Conventionality and Clarity Simple — Very Complex	The sentences are **simple** with some **complex sentences**. The vocabulary is mostly **familiar** and conversational. Students may need assistance with some **figurative and idiomatic language**, such as *just keep at it, may as well get it over with, sounds like a sick moose, loosen up, saxophone wails,* and *feel the music.*
Knowledge Demands Simple — Very Complex	The plot events will be **familiar and relatable** to students who have practiced music, a sport, or another hobby but have felt frustrated when they did not perform perfectly. The sister, Wakana, refers to a quote, but it is not necessary for students to be familiar with it.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Explain the meaning of the following idioms: *get it over with* (do an unpleasant task), *keep at it* (continue trying to do something), and *loosened up* (relaxed). Model using the idioms in sentences. Call on volunteers to give their own examples.	**Structure** Review the elements of drama by reading the first page aloud. Explain each element and its purpose. Draw a **T-chart** and have students list how a drama is different from a short story. Have students predict what the drama will be about.	**Meaning** Remind students of the legend they just read. Have them • read the first two pages of the drama. Discuss what the legend and the drama have in common. • create a plot diagram for the legend. Have students plot the drama as they read.

Poetry Collection
By Davida Adedjouma and
Malathi Michelle Iyengar
Genre: Poetry

Recommended Placement

The **Quantitative Measures** are not generated for poetry and drama. See the **Qualitative** analysis for support.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Ampersands and dashes
- Knowledge Demands: Different forms of art

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Complexity Level	Qualitative Measures
Levels of Meaning Simple — Very Complex	The poems have **multiple levels of meaning**; however, students should be able to infer meaning based on the descriptive language and titles. Students should recognize that the poets are expressing the importance of art and how it affected them as children.
Text Structure Simple — Very Complex	Each poem has a unique structure that helps express the meaning. Students may need support to **identify patterns and significance** in the poems' structures. "Artist to Artist" uses the word *But* in lines 5 and 16 to signify a change. "Sepia" and "Spruce" are divided into stanzas of unequal lengths and use spacing to express ideas. Images **directly support** the ideas expressed in the poems.
Language Conventionality and Clarity Simple — Very Complex	The vocabulary is **mostly familiar**; however, students may need assistance with academic vocabulary—*acrylics, sepia, nostalgic, melodic, contrabajo,* and *staccato*—and **figurative language**, such as *meat on their bones, honey-colored melody,* and *voice rings with laughter.* Students may also need assistance with punctuation, such as ampersands and dashes.
Knowledge Demands Simple — Very Complex	The subject matter of the poems may be **unfamiliar** to students, as they refer to painting, photographs, and music; therefore, some background knowledge of these disciplines will enhance understanding. There are no references to other texts, but "Spruce" does include a few Spanish words.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Structure Have students preview the poems, paying attention to the titles and images. Ask students what they think the poems will be about, based on these elements. - Have students share their predictions. Provide a **sentence frame**: *I think this poem will be about ____ because ____.* - Have students discuss the images and how they may show each poem's meaning.	**Knowledge Demands** Use online media to show students examples of the following: - an oil painting - an acrylic painting - a sepia photograph - a short recording of music played by a *contrabajo* (double bass) Have students discuss what they see or hear with a partner or in a small group.	**Language** Have students preview "Artist to Artist" and identify the punctuation the poet uses, such as ampersands and dashes. Ask students to demonstrate how they read lines with this punctuation, and how it affects their understanding of the poem.

"Life & Art" from *The Wright 3*
By Blue Balliett
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Meaning: Inferring multiple themes
- Knowledge Demands: Architects and architecture

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **950L**　　　Average Sentence Length: **13.078**　　　Word Frequency: **3.534**　　　Word Count: **1,844**

Complexity Level	Qualitative Measures
Levels of Meaning Simple — Very Complex	There are **multiple levels of meaning** and references to several students' backgrounds and personalities; however, these do not impact the **themes** of this selection. The themes—what makes something art and why art is worth saving—can be inferred through Ms. Hussey's feelings and the newspaper article included within the text.
Text Structure Simple — Very Complex	The third-person narrative follows a **chronological order**. Students may need assistance understanding that the text in the shaded box is a newspaper article. Illustrations **directly support the text** by showing the characters, setting, and events. The illustrations of the Robie House and windows are particularly important to understanding the text.
Language Conventionality and Clarity Simple — Very Complex	The sentences are **mostly simple**, but students may need assistance with some **complex** and **compound-complex sentences**: *He knew the word "trifle" meant something not too valuable or important, as his Grandma Ranjana had sometimes used that word, and a filter could mean…* Students may also need support with **vocabulary**, such as *pentominoes* and *seminary.*
Knowledge Demands Simple — Very Complex	The story includes an article on Frank Lloyd Wright and his famous Robie House. Students will **most likely be unfamiliar** with this architect and his Prairie Style architecture. They will benefit from **background knowledge** on these topics.

Reader and Task Considerations

English Language Learners	Intervention	On Level / Advanced
Knowledge Demands Explain that Frank Lloyd Wright was a famous architect, or person who designs buildings. Show students a photo of Frank Lloyd Wright's Robie House or other structures designed by the architect. Ask them to describe what they see, using **sentence frames:** • The Robie House is ____. • The house includes ____ and ____.	**Structure** Show students the newspaper article on page 162 and discuss its format. • Preview the headline and first paragraph. • Explain that the most important information is included in the headline and at the beginning. Share other newspaper articles. Have students skim the articles and determine what they are about.	**Meaning** Read aloud the title. Tell students that sometimes a title can hint at a story's theme. Have students suggest what a possible theme might be for a selection with this title. Then have students • discuss their thoughts with a partner. • write a few sentences based on their discussion. • present their ideas to a group.

"Keeping Mr. John Holton Alive" from *Elijah of Buxton*
By Christopher Paul Curtis
Genre: Historical Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Dialect
- Knowledge Demands: The history of slavery and escaping slavery

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **850L**   Average Sentence Length: **14.203**   Word Frequency: **3.588**   Word Count: **2,514**

Complexity Level	Qualitative Measures
Levels of Meaning Simple ——————— Very Complex	There are **multiple levels of meaning** that can be easily separated. The **themes** of fighting for freedom and the power of a person's soul can be easily discerned through the characters' actions and the words that Elijah writes about Mrs. Holton's husband.
Text Structure Simple ——————— Very Complex	The first-person narrative begins with a note from the author and then follows a **chronological order** of events. Students may need assistance understanding the author's note and that it is an informational text that helps readers understand the setting and the characters. Illustrations **directly support** the story by showing the characters, setting, and events.
Language Conventionality and Clarity Simple ——————— Very Complex	Most of the sentences are **simple** and **compound**, with some **complex sentences**. Although the vocabulary is mostly conversational, it contains a large amount of dialect that **may be unfamiliar** to students: *it ain't nothing but jibber-jabber, they say they ain't gunn pay and I done waste all that time.*
Knowledge Demands Simple ——————— Very Complex	The author's note provides **information** on Buxton Settlement, but students may benefit from additional **background information** about slavery and how enslaved people escaped to Canada. The events of carving a saying and saving money to buy family members' freedom will not be familiar to students.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Knowledge Demands Tell students that during the 1800s, many enslaved people escaped to Canada so they could live freely. Read aloud the first two paragraphs of the Author's Note. Ask students to name words that describe the people who lived at Buxton, using details from the text. Add their responses to a **web graphic organizer**.	**Language** Preview the first page with students and point out the dialect, or the way the characters speak. Work through some of the dialogue to make sure students understand the characters' words. Help students use context clues to determine the meaning of the following: • *go di-rect* (paragraph 4) • *jibber-jabber* (paragraph 13) • *sensical* (paragraph 13)	**Structure** Ask volunteers to read aloud the Author's Note. Ask students why they think the author included this note and how it might help them understand the story. Then, have students • work with a partner to research a few facts about Buxton. • list information that could be added to the Author's Note.

The Scarlet Stockings Spy
By Trinka Hakes Noble
Genre: Historical Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Complex sentences and figurative language
- Meaning: Identifying a theme based on the setting and action of the main character

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **1000L**   Average Sentence Length: **13.622**   Word Frequency: **3.402**   Word Count: **2,104**

Complexity Level	Qualitative Measures
Levels of Meaning Simple — Very Complex	There are **multiple levels of meaning**, but students should be able to identify the **central ideas** of patriotism, loyalty, and family. Students should be able to infer the **theme** of the importance of love and loyalty to family and country based on the characters' actions, the setting, and the events.
Text Structure Simple — Very Complex	The third-person narrative is **chronological and easy to follow**. Dates and phrases like *early one morning* signal the order of events. The illustrations **directly support** an understanding of the text by showing characters, settings, and events in the story.
Language Conventionality and Clarity Simple — Very Complex	Students may need assistance with **unfamiliar words**—*hangman's gallows*, *shipwrights*, *hearth*, and *flax wheel*—and **complex sentences**. Students may need help understanding **figurative language**, particularly sentences that are entirely figurative, such as *Suspicions skulked through the cobblestone streets like hungry alley cats.*
Knowledge Demands Simple — Very Complex	The story takes place in 1777, during the American Revolution. The text makes references to **historical figures and events**, as well as to colonial occupations. While some students may be familiar with the war from prior reading, some **background knowledge** about the revolution and Colonial America will prove beneficial.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Preview a sentence with figurative language from the story, such as *Suspicions skulked through the cobblestone streets like hungry alley cats.* Explain the meanings of unfamiliar words, such as *suspicions*, *skulked*, and *cobblestone*. Then, work together with students, using what they already know (for example, their prior knowledge of hungry cats and how they move), to figure out the meaning of the sentence.	**Meaning** Remind students that sometimes they can infer a story's theme based on the setting and a character's actions. • Read the first three paragraphs with students. Ask what they can tell about the setting based on these paragraphs. • Ask what the paragraphs help them understand about Maddy Rose. • Have them predict what the story will be about.	**Knowledge Demands Ask:** What do you know about the Revolutionary War? What do you think it would be like to be a colonist during the war? How do you think colonists helped each other? • Have students share their knowledge in a small group. • Have students read the first paragraph and discuss how it connects to what they know about the Revolutionary War.

from *The Bill of Rights*
By Amie Jane Leavitt
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: American independence and other historical topics

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **990L**   Average Sentence Length: **16.355**   Word Frequency: **3.606**   Word Count: **3,042**

Complexity Level	Qualitative Measures
Levels of Purpose Simple — Very Complex	The author's purpose is **implicit but easy to infer:** *It was the responsibility of these leaders . . . to agree on how the government of the newly formed United States should be run*. The author explains the creation of the Constitution and Bill of Rights and then explains the First Amendment. The author goes on to explain how the Bill of Rights has impacted other countries all over the world.
Text Structure Simple — Very Complex	The text mostly follows **chronological order** and uses a sequential text structure, although some paragraphs use a compare-and-contrast structure. Headings help clarify the main ideas of each section. The photographs, charts, and captions **directly support** the text.
Language Conventionality and Clarity Simple — Very Complex	The sentences are **simple** with some **compound and complex sentences**. Students may need support with **domain-specific vocabulary**, such as *consensus, elected, convention, democracy, Federalists, amendments, delegates,* and *legislatures.* Students may also need assistance with understanding sentences with dashes.
Knowledge Demands Simple — Very Complex	The text requires a **moderate level of background knowledge** of topics such as American independence and the Revolutionary War. The text also includes **allusions** to other topics and historical events, such as the rise of the Nazis in Germany and policies about speech in China.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Knowledge Demands Ask students what they know about the Bill of Rights. **List** their ideas on the board. You may also want to • explore online media to build background for the Bill of Rights. • preview the bulleted list on page 291. Define any unfamiliar words, and ask students what they want to know about these topics.	**Language** Guide students to create a **web graphic organizer** for the word *democracy*, using a dictionary and other language references. Include the following: • meaning: a nation in which the people choose the leaders • root words (from Greek): *demos* (people), *kratos* (power) Repeat the process for other words from the text, such as *convention*, *delegates*, and *petition*.	**Purpose** Tell students that the author's purpose is to inform readers about the Bill of Rights. Ask students why they think the author chose to inform readers about the Bill of Rights. Then have students • work with a partner to choose an amendment. • write a paragraph describing what rights it protects. • present what they learned.

Delivering Justice
By Jim Haskins
Genre: Biography

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Academic vocabulary
- Knowledge Demands: Segregation and the civil rights movement

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **850L**   Average Sentence Length: **12.754**   Word Frequency: **3.536**   Word Count: **1,607**

Complexity Level	Qualitative Measures
Levels of Purpose Simple ———————— Very Complex	Students should recognize that as a biography, this selection is about a real person and will tell about the **important events and people** in Westley's life. The selection begins by telling about his mother and slavery. Many of the other events focus on how African Americans were treated in the early twentieth century and how they fought for their rights.
Text Structure Simple ———————— Very Complex	The text follows **chronological order**, with several of the headings showing dates that help readers follow the events. The headings also indicate the main idea of each section. The illustrations **directly support the text** by showing people and important events.
Language Conventionality and Clarity Simple ———————— Very Complex	The sentences are **simple** with some **compound and complex sentences**. The vocabulary is mostly **familiar** and conversational. Students may need assistance understanding academic words and phrases such as *fight for their rights, boycott, segregation, sit-in, protesters,* and *desegregation.*
Knowledge Demands Simple ———————— Very Complex	Many of the events described in the text **may not be familiar** to students. The text references many historical events and groups. Therefore, **background knowledge** about topics relating to the civil rights movement (such as segregation, sit-ins, boycotts, and the NAACP) will be beneficial.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Use a **web graphic organizer** to preteach the word *protesters*. Provide a definition and point out the picture on page 336 as an example. Repeat the process with the word *segregation* and the picture on page 328. Use **sentence frames** to help students use the words in sentences: • *Segregation* happens when _____. • Some *protesters* believe in _____.	**Knowledge Demands** Draw a **KWL chart** on the board and ask students what they know about the civil rights movement. Prompt students by naming civil rights leaders, such as Martin Luther King Jr. or Rosa Parks. • Explore online media to build background knowledge of the civil rights movement. • Preview the illustrations with students to help them understand the events.	**Purpose** Remind students that the purpose of a biography is to tell about the important people, events, and accomplishments in a person's life. Have students • work with a partner to research a person who was important during the civil rights movement. • write notes about the important events in the person's life. • share their findings with the class.

Ezekiel Johnson Goes West
By Guy A. Sims
Genre: Historical Fiction

Recommended Placement

The **Quantitative Measures** place this text at the lower level of readability for Grade 5. Use the **Qualitative** analysis to inform and support your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Structure: Graphic novel
- Language: Figurative language and idiomatic expressions

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **590L**   Average Sentence Length: **7.704**   Word Frequency: **3.751**   Word Count: **2,188**

Complexity Level	Qualitative Measures
Levels of Meaning Simple ◄———► Very Complex	There is **one level of meaning**, and the theme of having a dream and working hard to achieve it is **easy to infer** through the main character's actions. The main character states a related theme: *As long as we keep our dreams alive, life can always be better.*
Text Structure Simple ◄———► Very Complex	The graphic novel follows a **chronological structure**. Students may need assistance reading a graphic format because there is no narrator to provide background information about the characters or setting—the illustrations are **necessary** to understand the events and who is talking.
Language Conventionality and Clarity Simple ◄———► Very Complex	The sentences are **simple**, and the vocabulary is mostly **familiar** and conversational. Students may need support with figurative language and idiomatic expressions, such as *you need a dream, ride like the wind, make good time, make my way,* and *greenhorn.*
Knowledge Demands Simple ◄———► Very Complex	The historical events in the text may be **familiar** to students who have studied westward expansion or know about books, television shows, or movies about people traveling west. Some **background knowledge** of topics related to westward expansion, such as the Gold Rush, may enhance understanding.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Introduce the phrase *you need a dream* and discuss the use of the word *dream* to mean an aim or goal. Then, provide **sentence frames** to help students discuss their dreams, or goals: - One of my dreams is _____. - I also have a dream of _____. - I can achieve my dreams by _____.	**Structure** Ask students if they have read graphic novels. Discuss how graphic novels are different from prose novels. Preview the first page with them. You may also want to - provide other examples of graphic novels or comics. - ask students to draw their own three-panel comic strip.	**Knowledge Demands** Have students work to **Think, Pair, Share** what they know about westward expansion in the United States and why people braved the journey west. Then have students - create a comic strip about a character going west. - share their work with a partner.

from *Rocks and Fossils*
By Richard Hantula
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Purpose: Using main ideas to understand author's purpose
- Language: Domain-specific vocabulary

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **930L**   Average Sentence Length: **12.749**   Word Frequency: **3.302**   Word Count: **4,781**

Complexity Level	Qualitative Measures
Levels of Purpose Simple — Very Complex	The author's purpose is **easy to identify**: *All rocks are solid and hard, but they come in an amazing variety of sizes, shapes, colors, and textures*. Students should see that the first section explains rocks and minerals, the second section explains rock types, and the third section explains how rocks change.
Text Structure Simple — Very Complex	The informational text has a **clear, easy-to-follow** organization with headings and subheadings. Most of the text uses a **description** or **compare-and-contrast** structure. **Text features** such as sidebars provide interesting information but are not essential to understanding the text.
Language Conventionality and Clarity Simple — Very Complex	The sentences are mainly **simple** with some **compound and complex sentences**. The vocabulary is mostly **familiar;** however, students may need support understanding domain-specific vocabulary, such as *geologists, crystals, elements, igneous, intrusive, extrusive, metamorphic,* and *sedimentary.*
Knowledge Demands Simple — Very Complex	The subject matter requires **some content knowledge** in order to understand scientific processes, such as how rocks are formed and how rocks change. Students may be familiar with rocks and minerals from science class, but some additional background knowledge on rocks and minerals may be beneficial.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Purpose Have students identify the topic of the book, using the title, and then preview the text. Have students predict what they will learn and what the author's purpose is. - Remind students that the purpose of an informational text is to inform or explain. - Ask students what they see in the photo on page 433. Ask how it helps them understand minerals.	**Language** Read aloud the first page. Use a **T-chart** to preteach the difference between *rocks* and *minerals*. Guide students to sort several words into the two categories (*hard, solid, elements*). You may also wish to have students write sentences about rocks and minerals, using the words in the chart.	**Knowledge Demands Say:** What do you know about rocks and minerals? What minerals have you seen? **List** students' responses. If necessary, prompt students with images of minerals or classroom objects that contain minerals, such as pencils. - Have pairs discuss what they want to learn about rocks and minerals. - Have pairs share their ideas with another pair.

from *Earth's Water Cycle*
By Diane Dakers
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Structure: Diagrams
- Knowledge Demands: Water cycle

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **940L**   Average Sentence Length: **14.233**   Word Frequency: **3.496**   Word Count: **2,448**

Complexity Level	Qualitative Measures
Levels of Purpose Simple ———————— Very Complex	The author's purpose is **implied but easy to identify**; the title refers to Earth's water cycle, and the author states *Water is the most abundant, or plentiful, substance on Earth, and one of the most important.* Students can easily identify that the author's purpose is to explain the importance of water and the water cycle.
Text Structure Simple ———————— Very Complex	Each section of the text has a **main idea** related to water on Earth and the water cycle. The text also has elements of **sequential text structure** that follows steps in the water cycle. The photographs, diagrams, and headings **enhance understanding** of the content and connect ideas.
Language Conventionality and Clarity Simple ———————— Very Complex	The sentences are **simple** with **some compound and complex sentences.** The vocabulary is **mostly familiar**. There are several domain-specific vocabulary words—such as *sublimation, water vapor, condensation,* and *transpiration*—that students may need assistance with. Students should note that the author defines many of these terms or provides context clues.
Knowledge Demands Simple ———————— Very Complex	The subject matter includes **scientific processes**, mainly the explanation of the water cycle and what happens at each point in the cycle. Students may be familiar with the water cycle from science class; however, additional **background information** may assist in students' understanding of the text.

Reader and Task Considerations

English Language Learners	Intervention	On Level / Advanced
Structure Preview the water cycle diagram on page 478. Point out that the diagram includes labels that describe what is happening in each picture, and that arrows show how each step in the cycle leads to another. Have students create their own **diagram** to describe another natural process. Guide them to include simple labels or captions to describe each part of the process.	**Knowledge Demands** Tell students that water has many uses and can take different forms. **Say:** • One form of water is a liquid. What other forms can water take? • How does water change from one form to another? Tell students that they will read more about how water changes form.	**Language** Write several of the domain-specific vocabulary words on the board. Have students preview the text and use context clues to determine the meaning of each word. • Have students discuss the meanings with a partner and explain the context clues they used. • Ask students how knowing the meaning of these words will help them understand the water cycle.

The Dog of Pompeii
By Louis Untermeyer
Genre: Historical Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Complex sentences
- Knowledge Demands: Mount Vesuvius and Pompeii

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **820L**   Average Sentence Length: **11.079**   Word Frequency: **3.596**   Word Count: **2,958**

Complexity Level	Qualitative Measures
Levels of Meaning/Purpose Simple ——— Very Complex	The text's **multiple levels of meaning** are subtle. The theme of the constancy of the bond between Tito and his dog Bimbo is echoed throughout, particularly at the end when Tito is rescued while Bimbo is away trying to find his owner food. This theme is revealed when Bimbo's skeleton is found in the ruins many years later, showing his loyalty to Tito.
Text Structure Simple ——— Very Complex	The third-person narrative is **chronological;** phrases like *early in the morning* and *at noon* clearly indicate sequence of events. The illustrations **directly support** an understanding of the text by showing characters, settings, and events in the story. Students may need assistance understanding the ending, which takes place 1,800 years later.
Language Conventionality and Clarity Simple ——— Very Complex	The vocabulary is mostly **conversational**. The story includes some **compound and complex sentences** with several phrases and clauses. Students may need support understanding that proverbs are old sayings, as well as **figurative language**, such as *smoke tree above Vesuvius* and *like a water buffalo gone mad.*
Knowledge Demands Simple ——— Very Complex	Some **background knowledge** about Pompeii and Mount Vesuvius, as well as Italian food and places, will be useful for understanding. Students may need support to understand that during the time when the story is set, no one had scientific knowledge of earthquakes and volcanic eruptions.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Knowledge Demands Use online media to find information on Mount Vesuvius and Pompeii or a volcanic eruption. **Discuss** what students learn and explain that the events of this story take place during the eruption. Then have students • preview the illustrations and discuss what they think the story might be about. • do a **Think, Pair, Share** to discuss what they know about Italy or Italian food.	**Language** Write the third sentence in paragraph 7 on the board. Point out the semicolons and review how they are used to break up different clauses in a sentence. Work through the sentence to help students understand all the ideas. Then have students preview the text to find another compound or complex sentence. Work with students to identify the clauses and determine the meaning of the sentence.	**Structure Say:** Many stories and films are about the bond between a person and an animal. • Have students work together to **list** films, television shows, and books about bonds between people and animals. • Ask students to choose one story, film, or show to discuss with a partner. Have them describe the theme and how the details support the theme.

It's Time to Get Serious About Reducing Food Waste, Feds Say
By National Public Radio (NPR)
Genre: Informational Media

Recommended Placement

The **Quantitative Measures** are not generated for transcripts. See the **Qualitative** analysis for support.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Statistics and domain-specific vocabulary
- Structure: Understanding a transcript

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Complexity Level	Qualitative Measures
Levels of Purpose Simple — Very Complex	The purpose is **easy to identify** because the topic is clearly stated in the title and the first paragraph: *And in hopes of changing that, the U.S. Department of Agriculture and the Environmental Protection Agency have announced the first-ever national goal for reducing food waste*.
Text Structure Simple — Very Complex	The text is a **transcript** of a radio program. Students may need assistance to understand how to read the transcript and identify who is speaking. At times, the conversation includes digressions from the main topic: *The Sears Tower is now called the Willis Tower, but you get the point.* Some **inferences** are necessary to make connections between ideas.
Language Conventionality and Clarity Simple — Very Complex	The language is **explicit** with little figurative meaning. Sentences are mostly **simple or compound** and contain **domain-specific vocabulary**, such as *methane, greenhouse gas*, and *landfill.* Students may need some support with understanding statistics and informal terms or slang, such as *feds*.
Knowledge Demands Simple — Very Complex	The subject matter requires some **content knowledge** about concepts such as greenhouse gases. There are no references to other texts, but the transcript refers to **cultural concepts** such as food banks and "sell-by" dates on food, as well as to specific government agencies.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Structure Preview the text and have students identify the structure (a transcript, or conversation between people). Tell students that reading a transcript is like reading a drama or an interview. The speaker is identified in capital letters before the dialogue. • Have students preview the first page of the selection. • Ask them to identify examples of text that shows who is speaking and text that shows what the people say.	**Language** Read the first two paragraphs and point out the statistics: *a quarter of the food* and *133 billion pounds of food a year.* Help students understand the meaning of each phrase. Then, have partners create an illustration for each statistic.	**Knowledge Demands** Explain that students will read about the U.S. Department of Agriculture (USDA) and the Environmental Protection Agency (EPA). • Have partners research the purpose of the USDA and EPA. • Call on volunteers to share their findings with the class or in a group. • Ask why the USDA and EPA would want to reduce food waste.

Let's Talk Trash
By the U.S. Department of Agriculture (USDA)
Genre: Informational Media

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Imperative sentences and rhetorical questions
- Structure: Graphic features

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **880L**   Average Sentence Length: **12.043**   Word Frequency: **3.377**   Word Count: **843**

Complexity Level	Qualitative Measures
Levels of Purpose Simple — Very Complex	The author's purpose is **implied but easy to identify**. Students should see that the infographic gives details about understanding how much food is wasted and ways to reduce food waste in the home. Students can infer that the author's purpose is to inform readers about how to reduce wasted food.
Text Structure Simple — Very Complex	The main structure of the text is an **infographic**, so students may need assistance understanding how to read the various charts and statistics, including how to track the text. Beneath each icon is an explanation of how to reduce wasted food.
Language Conventionality and Clarity Simple — Very Complex	The language is **explicit** with some domain-specific vocabulary, such as *composting*. Sentences are mostly **simple or compound** and include mainly imperative sentences and rhetorical questions. Students may need an explanation that *you* refers to the reader.
Knowledge Demands Simple — Very Complex	Subject matter includes **common knowledge** as well as **some discipline-specific content knowledge**. There are no references to other texts, but some background knowledge of reading statistics and charts, as well as the idea of composting, will be beneficial.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Read aloud some of the imperative sentences from the infographic. Explain that these sentences begin with a verb and are used to give directions or make requests. Provide sentences, such as the following: • Can you put this bottle in the recycling bin? • You can donate canned food to a local shelter. Guide students to rephrase each sentence as an imperative sentence.	**Structure** Point out that the first page is an infographic that contains very little text. Read these sentences aloud: *About 90 billion pounds of edible food goes uneaten each year. That weighs 123x the Empire State Building.* • Ask students to describe the illustration with each sentence. • Have students describe how the illustrations help them understand each sentence.	**Purpose** Say: This text is about the amount of food we throw away. What could you tell people to do to help them reduce the amount of food they waste? • Think of two ways to reduce wasting food. • Explain your thinking to a partner.

People Should Manage Nature
By Lee Francis IV
Genre: Argumentative Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: *This* and *that* pronouns
- Knowledge Demands: Natural disasters

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **900L**   Average Sentence Length: **11.585**   Word Frequency: **3.201**   Word Count: **2,734**

Complexity Level	Qualitative Measures
Levels of Purpose Simple ——— Very Complex	The author's claim is **clearly stated** on the second page: *That is why it is essential that humans practice careful management of nature. Management can reduce human tragedy and still allow diverse ecosystems to thrive.* Students should be able to follow the reasons and supporting evidence of an argumentative text.
Text Structure Simple ——— Very Complex	The text has an overall **argumentative structure** of a claim, reasons, supporting evidence, and a call to action at the end. Text features such as headings help readers navigate the text. Photographs, captions, diagrams, and maps **directly support** the content and are **integral** to understanding.
Language Conventionality and Clarity Simple ——— Very Complex	The language is largely **explicit**, and sentences are mostly **simple or compound**. Students may need support understanding new terms such as *ecological succession, seawall, organisms, sediment,* and *barrier islands.* Students may also need support in understanding the use of the words *this* and *that*, such as *That's what happened in 2000.*
Knowledge Demands Simple ——— Very Complex	The subject matter refers to **discipline-specific content knowledge**. There are no references to other texts, but there are references to several natural disasters that will likely be unfamiliar to students. Some **background knowledge** of natural disasters will be useful for students.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Write the following sentence on the board: *That's what happened in 2000.* Explain that the word *that* is a pronoun, and it often replaces a phrase or idea from a previous sentence or paragraph. Read paragraphs 15 and 16 and work with students to find the antecedent of *that.* Provide **sentence frames**: • The pronoun *that* stands for _____. • The antecedent of *that* is _____.	**Knowledge Demands** Ask students to tell what they already know about natural disasters. Then, find out what students wonder about natural disasters. Have them share aloud some of their questions and write these in a **question-answer chart** on the board. After reading, revisit the questions and have students answer them.	**Structure** Discuss argumentative texts with students. **Say:** Read the title and read the first two pages. What is the author's claim, or opinion? What evidence do you think he could use to support the claim? • Write the author's claim. • Work with a partner to think of one reason that supports the claim.