Grandma and the Great Gourd: A Bengali Folktale
By Chitra Banerjee Divakaruni
Genre: Traditional Tales

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Language: Figurative language
- Meaning: Identifying the meaning or message of a story

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

Quantitative Measures

LEXILE: **680L**   Average Sentence Length: **10.264**   Word Frequency: **3.666**   Word Count: **1,519**

Complexity Level	Qualitative Measures
Levels of Meaning/Purpose Simple ←———→ Very Complex	The text's **themes** of having courage and taking risks, using cleverness to overcome problems, and the importance of family are **implicit** and are **revealed over the entirety of the text**.
Text Structure Simple ←———→ Very Complex	The third-person narrative is **chronological** and has many characteristics of traditional tales, including a forest of wild animals and a pattern of events occurring in threes. Some plot events may be **difficult to predict**.
Language Conventionality and Clarity Simple ←———→ Very Complex	There are a variety of sentence structures in this text, including **complex constructions**. The vocabulary includes **unfamiliar words** including names of unfamiliar foods and sound effects. Students may need support interpreting figurative language such as *dizzy as a dervish*, *as thick as a mattress*, and *like the stones inside a rattle*.
Knowledge Demands Simple ←———→ Very Complex	The story includes **themes of varying levels of complexity**. **Cultural references** such as names and descriptions of foods (*khichuri*) may need explanation. Students may be **unfamiliar** with references to gardening such as fish-bone fertilizer and picking gourds.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Meaning Explain that, in this story, Grandma has a problem: She wants to visit her daughter but there are dangerous wild animals on the journey to her daughter's home. Have students preview the illustrations and **predict** how Grandma will solve the problem. Use **sentence frames**: • I think Grandma will solve the problem by _____.	**Language** Introduce the following **similes** and help students unpack their meaning: *dizzy as a dervish* (p. 36) and *quick as wind* (p. 40). Students may need clarification on the noun *dervish*. Remind students to look for the words *as* and *like*, which indicate a simile.	**Knowledge Demands Say:** What are some of your favorite foods? Why do you like these foods? What kind of special foods might you have at a celebration? • Have students share their favorite foods and celebration foods. • Tell them to look in the story for special foods Grandma likes to eat. • After reading, **compare** one of Grandma's favorite foods with students' favorite foods.

Why the Sky Is Far Away
Retold by Mary-Joan Gerson
Genre: Folktale

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Knowledge Demands: Pourquoi stories
- Meaning: Understanding theme

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

Quantitative Measures

LEXILE: **810L**   Average Sentence Length: **12.785**   Word Frequency: **3.663**   Word Count: **1,010**

Complexity Level	Qualitative Measures
Levels of Meaning/Purpose Simple — Very Complex	The explicit purpose of the story—to explain why the sky is distant—is, of course, not its real meaning. Rather, its **themes** of not wasting and treating nature respectfully are **implicit** and must be inferred by students by focusing on the message rather than on the literal world of the story.
Text Structure Simple — Very Complex	The third-person narrative is **chronological** in structure and has familiar characteristics of folktales and myth, including a supernatural explanation of a natural phenomenon. Illustrations **assist in interpreting the text**.
Language Conventionality and Clarity Simple — Very Complex	There are a variety of sentence structures in this text, including **complex constructions**. The vocabulary includes **unfamiliar words** (such as *sow, harvest, coral*), and the language is somewhat stylized to create a sense that the events took place long ago.
Knowledge Demands Simple — Very Complex	The story includes **experiences** that are fantastical and magical, such as eating the sky, although these are presented in a straightforward manner. The **cultural context** of Nigeria and the characteristics of festivals (masks, dances) may be **unfamiliar**. Students may not connect this story to other stories that explain natural phenomena supernaturally.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Meaning Tell students that in the story they will read, the sky becomes angry when people waste food. Use the **sentence frames** below to help students talk about being wasteful. • An example of being wasteful is _____. • People should not waste food because _____.	**Knowledge Demands** Tell students that many folktales are called "pourquoi" stories. *Pourquoi* is the French word for "why." Give students the titles of other pourquoi stories and have them say what they think each story is about: • "How the Camel Got His Hump" and "How the Alphabet Was Made" (Kipling) • "Why Giraffe Has a Long Neck" (African folktale)	**Structure Say:** Given the title of this story, what do you expect it to be about? • Have students share their **inferences** about the title and what the story will be about. • Record their predictions to revisit after reading. • Challenge students to **research** other pourquoi stories.

Cocoliso
By Andrés Pi Andreu
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Knowledge Demands: The geography of Cuba
- Meaning: Discussing ideas related to the theme

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

Quantitative Measures

LEXILE: **560L**   Average Sentence Length: **8.258**   Word Frequency: **3.529**   Word Count: **991**

Complexity Level	Qualitative Measures
Levels of Meaning/Purpose Simple — Very Complex	The text's **theme** of finding work that excites and interests you is **clear but conveyed with some subtlety**. Also embedded in the text are messages about coexisting wisely and safely with wild creatures, curiosity about nature, and the importance of scientific discovery.
Text Structure Simple — Very Complex	The third-person narrative is **chronological** and clearly narrated, using plenty of dialogue. The illustrations **directly support** interpreting the text by showing the characters, settings, and events in the story.
Language Conventionality and Clarity Simple — Very Complex	The language is **largely explicit and easy to understand** with some occasions for **more complex meaning** and some simple figurative language. Vocabulary is **familiar and conversational**, and sentences are mostly **simple** or **compound**. Names of cities and animals of Cuba may be unfamiliar to students.
Knowledge Demands Simple — Very Complex	Although the story takes place in an **unfamiliar setting**, the core experiences of the main character are easily relatable to **common experiences,** such as dreaming of what they would like to be or do, visiting neighbors, and taking care of animals. **References** to places in Cuba and to the characters' unusual occupation as park rangers in the Cuban swamp may need explanation.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Meaning To help students focus on the theme of finding work that interests them, **ask:** What kind of work do you like to do? What kind of job would you like to have in the future? Have students use the **sentence frames** below to talk about their ideas. • When I am an adult, I want to have a job as _____.	**Knowledge Demands** Show students a **map** of Cuba and point out some of the places mentioned in the text, such as Havana and Zapata Swamp. Have students scan the **illustrations** to find details about the setting. To further build knowledge • research to find out about animals that live in the Zapata Swamp. • find out what park rangers do to help care for a national park.	**Structure** Tell students the setting of the story is a swamp. **Say:** Would you like to live in a swamp? What would you see there? Why might someone want to live in a swamp? • Have students share their ideas with a partner. • Then have them make **inferences** about how the characters in the story will interact with the setting by looking at the illustrations.

Living in Deserts
By Tea Benduhn
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Structure: Connecting photos, captions, and the main text
- Knowledge Demands: Prior knowledge of deserts and surviving in deserts

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

Quantitative Measures

LEXILE: **750L**   Average Sentence Length: **10.289**   Word Frequency: **3.434**   Word Count: **1,245**

Complexity Level	Qualitative Measures
Levels of Meaning/Purpose Simple ——— Very Complex	The author's purpose is **concrete and narrowly focused** on what it is like to live in a desert, as the title makes clear. Students should have little difficulty determining the purpose of this informational text.
Text Structure Simple ——— Very Complex	Each chapter of this text has a central topic related to life in the desert. The photographs **supplement** the text. **Text and graphic features** such as maps, bolded terms, a glossary, and longer captions **enhance understanding** of the text.
Language Conventionality and Clarity Simple ——— Very Complex	The language is **largely explicit and easy to understand**, and sentence structure is varied**. The vocabulary is **academic** yet **fairly straightforward** and uses domain-specific terms that are bolded and defined in the glossary.
Knowledge Demands Simple ——— Very Complex	The subject matter relies on **common practical knowledge** and **some discipline-specific content knowledge** of climates and environments. Students may also find it useful to understand how people use natural resources from their environments and the value of conserving them. There are no references to other texts.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Structure Explain that this text includes photos with captions that give additional information. Read aloud the paragraph on page 148, and then have students look at the **photo** as you read the caption. Discuss how the caption helps connect the photo and main text using **sentence frames**. - A camel is called a ship of the desert because people use camels to ———. - They can go a long time without food and water because ———.	**Knowledge Demands** Use a **KWL chart** to determine what students know and want to know about surviving in the desert. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to - have students list the challenges people and animals face living in a desert climate. - have students use the photos and maps in the text to describe the characteristics of deserts.	**Purpose** Say: What are some challenges a person might face living in a desert? How do you think these challenges can be overcome? - Have students tell a partner three things that would be problems for someone living in the desert. - As they read, have students **place sticky notes** in the text to mark creative ways people solve problems related to living in the desert.

**The Golden Flower:
A Taino Myth from
Puerto Rico**
By Nina Jaffe
Genre: Myth

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Knowledge Demands: Understanding that Puerto Rico is an island and who the Taino are
- Structure: Following unusual plot events

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

Quantitative Measures

LEXILE: **560L**   Average Sentence Length: **9.482**   Word Frequency: **3.804**   Word Count: **787**

Complexity Level	Qualitative Measures
Levels of Meaning/Purpose Simple — Very Complex	The origin myth has the **explicit** purpose of explaining how an island came to be. The fact that the forest is planted by a child and the ocean is revealed by two men fighting over a pumpkin may suggest **subtle themes** of childhood versus adulthood and the role of conflict in creating the world we have today.
Text Structure Simple — Very Complex	The third-person narrative is **chronological**, but the events are mythical and magical rather than realistic, so students may need support following the sequence of events. The plot is **difficult to predict**.
Language Conventionality and Clarity Simple — Very Complex	Language is **largely explicit and easy to understand**, with many vivid descriptions but few examples of **figurative language**. **Vocabulary** is mostly **familiar and conversational**. Sentences are a nice variety of **simple, compound**, and **complex**.
Knowledge Demands Simple — Very Complex	The story includes **uncommon experiences** that are fantastical and magical, although these are presented in a straightforward manner. Familiarity with other origin myths will help students feel comfortable with the genre. Understanding that Puerto Rico is an island may also help with interpreting the text.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Knowledge Demands Show students Puerto Rico on a **map** and explain that the Taino are a group of people native to many Caribbean Islands, and were the main group living on Puerto Rico when Europeans first arrived. Then, use **sentence frames** to help students share what they know about islands. • An island is ___ surrounded by ___. • ___ is an ___. Another island is ___.	**Structure** Provide students with a **sequence graphic organizer** and model using it to show the plot of a familiar story. Help them **summarize** the story using their organizer and **sentence frames**: • *First, ___.* • *Then, ___.* • *Next, ___.* • *Finally, ___.*	**Meaning** Say: If you were going to hide an ocean, where would you put it? How could someone find the ocean you had hidden? • Have students work with a partner to come up with a story **outline** in which an ocean is hidden and then found. • Have partners share their story ideas.

Patterns in Nature
By Jennifer Rozines Roy
and Gregory Roy
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Language: Multiple-meaning words
- Structure: Distinguishing human-made patterns and natural patterns

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

Quantitative Measures

LEXILE: **540L** Average Sentence Length: **7.722** Word Frequency: **3.503** Word Count: **556**

Complexity Level	Qualitative Measures
Levels of Purpose Simple ——————— Very Complex	The authors' overall purpose is **easy to identify**, because the title suggests the text will inform readers about natural patterns. However, students may need support in relating some of the examples (such as the designs of butterflies, snowflakes, and leaves) to the purpose.
Text Structure Simple ——————— Very Complex	This informational text has two main sections—the first part teaches about patterns using natural objects that a person can arrange in a certain way, and the second part shows examples of patterns that occur naturally. Connections between sections can be **subtle**. Graphic features that show the patterns are **integral to understanding the text**.
Language Conventionality and Clarity Simple ——————— Very Complex	The sentences are **mostly simple and compound** in construction. The language is **mostly straightforward** with a few occasions for **more complex meaning** (*Patterns … help us make sense of our world*). The authors often directly address the reader and uses informal word choices (*Let's make a pattern, Look!, Good thing you're wearing a jacket*) to make the text engaging.
Knowledge Demands Simple ——————— Very Complex	The text includes **common practical knowledge**, and **abstract** ideas such as pattern rules and symmetry are explained in **concrete ways**, with plenty of examples**.** Students who have encountered the concepts of symmetry and patterns in mathematics will feel comfortable with the material.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Have students tell how they usually use the word *rule*. Then, explain that when we talk about patterns, we use the word *rule* to describe the pattern. Give a simple example from the text to illustrate. Use **sentence frames** to help students use *rule* both ways: - I follow the _____ at school because _____. - A pattern _____ tells me what comes next in a pattern.	**Structure** Preview the patterns in the text by having students look at the pictures. Have them describe what they see and guide them to describe the patterns in their own words. Then, ask questions to help them categorize the patterns they see: - Which patterns did a person make? - Which patterns happen naturally?	**Knowledge Demands** Give students beads or beans of various colors and ask them to work with a partner to make a pattern. - Have partners share their patterns with the class and use words to describe their patterns. - Have students use colored pencils to draw the pattern they made, using graph paper if needed, and write a short description of their pattern.

Weird Friends: Unlikely Allies in the Animal Kingdom
By Jose Aruego and Ariane Dewey
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 3. Use the Qualitative Measures to inform and support your instruction.

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

- Language: Unusual conversational words
- Knowledge Demands: Understanding predators and prey

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: **14.065**   Word Frequency: **3.364**   Word Count: **1,083**

Complexity Level	Qualitative Measures
Levels of Meaning/Purpose Simple — Very Complex	The text's purpose is **clear, concrete, and narrowly focused.** The book opens with a paragraph that introduces the main idea in the first sentence: *Sometimes in the wild, animals you might think could hurt each other actually help each other in surprising ways.*
Text Structure Simple — Very Complex	This informational text has a **clear structure**. The main idea is introduced in the first line, and the rest of the text gives examples that support this main idea. The illustrations are **simple** and **mostly unnecessary for understanding the text**.
Language Conventionality and Clarity Simple — Very Complex	Many sentences are **complex**, with frequent examples of **idiomatic** and **figurative language**. The vocabulary includes the names of many animals that may be unfamiliar. The vocabulary also includes unusual, informal words such as *lug, oozes,* and *nibble* and **domain-specific terms** such as *pupating*. The effect is a friendly, conversational tone that hides the difficulty of the language.
Knowledge Demands Simple — Very Complex	The text **relies on common knowledge** and experiences, such as helping each other, being friends, and protection. It also requires **some discipline-specific content knowledge**, such as butterfly lifecycles, predator and prey relationships, and characteristics of natural environments.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Use synonyms, definitions, and demonstrations to explain the words *lug, oozes,* and *nibble.* Use the **sentence frames** below. - I will _____ this heavy backpack up the stairs. - The toothpaste _____ without a cap. - The bunny will _____ the carrot.	**Knowledge Demands** Use a **two-column chart** with headings *Predator* and *Prey* to access prior knowledge. Have students list predators and their prey. **Ask**: - How do predators find prey? - How do prey animals avoid being food for a predator?	**Purpose** Before reading the text, read the title and subtitle aloud. **Ask:** What are allies? What do allies do? What other word or words in the title help you know what allies are? - Have students share their ideas and examples with a partner. - **Ask:** What do you think this text will be about?

Wolf Island
By Celia Godkin
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Language: Understanding the settings of *island* and *mainland*
- Meaning: Understanding what *balance* means in an ecosystem

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

Quantitative Measures

LEXILE: **550L**   Average Sentence Length: **9.25**   Word Frequency: **3.66**   Word Count: **888**

Complexity Level	Qualitative Measures
Levels of Meaning/Purpose Simple — Very Complex	The text's **theme** of the importance of balance in ecosystems is **clear** but conveyed in a narrative fashion. Students will need to infer that the story is conveying a message about ecosystems in general, not just a message about the one island in the story.
Text Structure Simple — Very Complex	The third-person narrative is **chronological** and **clearly narrated**. The illustrations **directly support** interpreting the text by showing the characters, settings, and events in the story.
Language Conventionality and Clarity Simple — Very Complex	The language is **explicit, literal,** and **easy to understand**. Vocabulary is **familiar and conversational**, and sentences are mostly **simple** or **compound**. Students may need support understanding academic and domain-specific terms used in the text, such as *mainland, population*, and *remaining*.
Knowledge Demands Simple — Very Complex	The story explores **a single theme**, and although it discusses the ways ecosystems function and can become unbalanced, it does this using a concrete situation and **simple language** that takes care to show causes and effects.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Show students a map depicting an island off the coast of a continent. Identify the island and the mainland, and have students describe their characteristics, using **sentence frames**: - The island is surrounded by _____. - The island is _____ than the mainland. - The island is separated from the mainland by _____.	**Meaning** Use a **word web** to explore the idea of balance in an ecosystem. Have students suggest ideas about what it means to have *balance* in an ecosystem. To prompt discussion, **ask**: - Is balance in an ecosystem good or bad? Why? - What are the parts of an ecosystem? - How can these parts be balanced?	**Knowledge Demands** Have partners complete a **KWL chart** to access their prior learning about problems in ecosystems—how ecosystems can be harmed or become unbalanced. - Have each pair voice two questions they have about problems in ecosystems. - Tell students to look for answers to their questions as they read.

Welcome Back, Wolves!
By Pooja Makhijani
Genre: Persuasive Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Language: Domain-specific and academic vocabulary related to ecosystems
- Knowledge Demands: Understanding why ranchers might not want wolves nearby

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

Quantitative Measures

LEXILE: **700L**   Average Sentence Length: **8.852**   Word Frequency: **3.312**   Word Count: **478**

Complexity Level	Qualitative Measures
Levels of Meaning/Purpose Simple ——— Very Complex	The author's purpose is **concrete and narrowly focused** on why allowing wolves to be reintroduced to Yellowstone was the best decision. Students should have little difficulty determining the purpose of this persuasive text, as the main claim is stated in the first paragraph and restated in the final paragraph of the text.
Text Structure Simple ——— Very Complex	Since the text gives a detailed **chronological description** of the state of the wolf population in Yellowstone before focusing on the reasons they should remain, students must **infer** how the historical information relates to the main claim. The counterargument is **not stated explicitly** and must be inferred or understood from the companion text.
Language Conventionality and Clarity Simple ——— Very Complex	The language is **largely explicit** and **easy to understand**, and sentence structure is a combination of simple, compound, and complex sentences. The vocabulary is **academic** yet fairly straightforward and uses academic and domain-specific terms such as *ban, habitat, ecosystem, ecotourism, predators*, and *biodiversity*, many of which are not defined in the text.
Knowledge Demands Simple ——— Very Complex	The subject matter relies on **common practical knowledge** and **some discipline-specific content knowledge** of ecosystems and predator-prey relationships. Students may need support understanding why farmers and ranchers might object to wolves in Yellowstone.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Knowledge Demands Tell students that a *rancher* is a person who raises animals to sell. Some of the animals are prey for wolves. Use **sentence frames** to have students discuss why ranchers might not want wolves nearby. • Wolves might _____ the animals a rancher owns. • Ranchers might feel _____ when wolves are nearby.	**Language** Use the prefix *eco-* to teach the domain-specific vocabulary *ecotourism* and *ecosystem*. Explain that *eco-* means "habitat or environment." Have partners discuss how adding this prefix changes the meaning of *tourism* and *system*.	**Structure** Use a **time line** and have students **research** key dates in Yellowstone's history. Challenge them to include significant dates from before Yellowstone was a national park. • Have student volunteers use signal words, such as *first, then,* and *finally*, to tell the class about Yellowstone. • Encourage students to add to their time lines as they read the text.

Wolves Don't Belong in Yellowstone
By Frances Ruffin
Genre: Persuasive Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Language: Understanding academic and domain-specific language related to ecosystems
- Knowledge Demands: Prior knowledge of Yellowstone

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

Quantitative Measures

LEXILE: **630L**   Average Sentence Length: **8.314**   Word Frequency: **3.329**   Word Count: **424**

Complexity Level	Qualitative Measures
Levels of Meaning/Purpose Simple ———— Very Complex	The author's purpose is **concrete and narrowly focused** on why grey wolves should not be allowed to live in Yellowstone. Students should have little difficulty determining the purpose of this persuasive text, as the main claim is stated in the title and in the first and last sentences of the text.
Text Structure Simple ———— Very Complex	The text's organization is **evident** and conforms to a typical persuasive text structure. It opens with the main claim and then gives a short history of the controversy over wolves in Yellowstone before detailing the problems wolves cause. A counterclaim is introduced and rebutted in paragraph 12. The photographs **supplement** the text.
Language Conventionality and Clarity Simple ———— Very Complex	The language is **largely explicit** and **easy to understand**, and sentence structure is a combination of simple, compound, and complex sentences**.** The vocabulary is **academic** yet **fairly straightforward** and uses domain-specific terms such as *prey, scavengers, biodiversity, habitat*, and *drought*, many of which are not defined in the text.
Knowledge Demands Simple ———— Very Complex	The subject matter relies on **common practical knowledge** and **some discipline-specific content knowledge** of ecosystems and predator-prey relationships. Quotations from ranchers and experts in Yellowstone's animals are used to add credibility. Familiarity with Yellowstone's history and geography may help students understand the text.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Use **web graphic organizers** to preteach the words *prey, scavengers, biodiversity, habitat*, and *drought*. Guide students to complete a **word web** for each word. Then, have students work with partners to use the words to **write** sentences, sharing them aloud.	**Knowledge Demands** Use a **KWL chart** to find what students know and want to know about Yellowstone. Have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to • have students view a map and photos of Yellowstone. • have students do additional research on Yellowstone's history.	**Purpose** Say: Read the title. What do you think the author's opinion on wolves in Yellowstone is? What do you expect to learn from this text? • Tell a partner your ideas. • As you read, make note of the author's main opinion, or claim, and the reasons the author uses to support her opinion.

Nature's Patchwork Quilt: Understanding Habitats
By Mary Miché
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 3. Use the Qualitative Measures to inform and support your instruction.

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

- Structure: Understanding an extended metaphor
- Language: Learning new academic and domain-specific terms from context

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

Quantitative Measures

LEXILE: **840L**   Average Sentence Length: **11.776**   Word Frequency: **3.388**   Word Count: **789**

Complexity Level	Qualitative Measures
Levels of Meaning/Purpose Simple ——▲—— Very Complex	The text's purpose is **implied but easy to identify** based on context. The subtitle—"Understanding Habitats"—suggests a dry or academic approach, but the text's main message is clearly about the beauty of Earth's biodiversity and the importance of protecting it. This message is **implicit** and developed over the entire text.
Text Structure Simple ——▲—— Very Complex	This informational text uses the extended metaphor of nature as a patchwork quilt to give a **loose structure** to the content. The first part of the text adheres closely to this metaphor, but the sections exploring the harm caused by people do not connect as explicitly to the metaphor. The illustrations are detailed and **support understanding the text**.
Language Conventionality and Clarity Simple ——▲—— Very Complex	Many sentences are **complex**, and even sentences with simpler constructions tend to be lengthy—often made up of long lists. The vocabulary includes many **unfamiliar academic** and **domain-specific terms** such as *interdependent, policy-makers, preserving, generations,* and *species*. Students will need support learning the meanings of these words from context.
Knowledge Demands Simple ——▲—— Very Complex	The text **relies on moderate levels of discipline-specific knowledge;** it also includes a mix of **recognizable ideas** and ones that are likely to be **unfamiliar**. Abstract ideas such as nature as a quilt or web of interdependent parts may be quite challenging.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Structure Read aloud the title of the text and explain that this book shows how nature is like a patchwork quilt. Show a photo of a patchwork quilt and discuss its characteristics: *colorful, made of many different colors, bright, sewn together*. Have students discuss the metaphor, using **sentence frames**: - A patchwork quilt is _____. - Nature is like a quilt because _____.	**Language** Preteach how to find the meanings of unfamiliar terms in the text using context. For example, point out the word *niche* on page 385. Show students that the definition of this term, *special role*, is given in the sentence. Students can practice using context with the following words: - *marine,* on page 387 - *deforestation*, on page 391	**Purpose** Preview the first three paragraphs of the text with students. **Say:** Which words tell you how the author feels about nature? How do you think the author's feelings are related to the author's purpose? - Have students discuss these questions with a partner. - Ask pairs to share their ideas.

Below Deck: A Titanic Story
By Tony Bradman
Genre: Historical Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Meaning: Understanding classes of travel accommodations aboard the *Titanic*
- Knowledge Demands: Prior knowledge of the *Titanic*

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

Quantitative Measures

LEXILE: **760L**   Average Sentence Length: **11.598**   Word Frequency: **3.706**   Word Count: **2,540**

Complexity Level	Qualitative Measures
Levels of Meaning/Purpose Simple ——— Very Complex	The text includes **interwoven storylines** of Grace going off on her own to a new place and the historical event of the *Titanic* sinking. It also includes **mixed themes** of loss, class, immigration, and courage in crisis. Characters grapple with moral choices and dilemmas.
Text Structure Simple ——— Very Complex	The third-person narrative is **chronological** and focused on the main character, Grace, as her life intersects with the story of the *Titanic*. A **sub-plot** that begins when two boys steal cake leads to a surprising alliance between Grace and another girl, and a moral choice the girl's father must make later.
Language Conventionality and Clarity Simple ——— Very Complex	Language is **largely explicit** and **easy to understand**, with conversational and idiomatic dialogue and vivid descriptions but few examples of **figurative language**. **Vocabulary** is mostly **familiar and contemporary** despite the historical setting. Sentences are a variety of **simple, compound**, and **complex**.
Knowledge Demands Simple ——— Very Complex	The story includes **themes of varying levels of complexity**. **References** to Irish immigration and the class designations onboard the *Titanic* may need explanation. Familiarity with the *Titanic* story and the history of immigration to the United States is useful in interpreting characters' actions and responses.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Meaning Explain that on the *Titanic* there were first-, second-, and third-class passengers. The first-class passengers paid a great deal of money for fancier rooms, food, and drink. Have students **compare** the illustration of third-class passengers on page 26 with the one of first-class passengers on page 32. Provide a **sentence frame** to help students discuss: • In first class _____, but in third class, the passengers _____.	**Knowledge Demands** Have students use a **KWL chart** to access prior knowledge of the *Titanic*. Then have students **Think, Pair, Share** their ideas. You may also • have students research online to find a primary document or nonfiction article to prepare for reading the fictional narrative. • have students find photos online of the *Titanic* or similar ships and describe what they see in the photos.	**Structure** Use a **time line** and have students **research** the sequence of events of the fateful voyage of the *Titanic*. • Have partners work together to summarize their time lines for the class. • Have students revisit the time line as they read, to show points at which Grace's story intersects with the historical events surrounding the *Titanic*'s sinking.

Granddaddy's Turn: A Journey to the Ballot Box
By Michael S. Bandy and Eric Stein
Genre: Historical Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Language: Idiomatic and figurative phrases
- Knowledge Demands: Understanding voting rights

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

Quantitative Measures

LEXILE: **630L**   Average Sentence Length: **11.024**   Word Frequency: **3.753**   Word Count: **904**

Complexity Level	Qualitative Measures
Levels of Meaning/Purpose Simple —— Very Complex	The text's **multiple levels of meaning** are clearly distinguishable from one another—one related to voting rights and one related to waiting patiently for something important. Students may need support interpreting the characters' feelings and reactions, which are understated at times.
Text Structure Simple —— Very Complex	The first-person narrative is **chronological,** with a time jump beginning in paragraph 47 that brings the story from the narrator's childhood to his adulthood. 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	The language is **largely explicit and easy to understand**, and the vocabulary is mostly **conversational;** however, students may need support with informal and idiomatic language (*whole passel of trouble; Oh, boy!; take it for granted*) as well as figurative language (*playing by the rules*).
Knowledge Demands Simple —— Very Complex	The story includes **themes of varying levels of complexity** as it engages the narrator's relationship with his granddaddy inside a particular historical context of civil and voting rights. The life **experiences portrayed are uncommon to most readers.** Students will find some **background knowledge** about the 1965 Voting Rights Act useful.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Preteach the phrases *whole passel of trouble* (a lot of trouble), *take it for granted* (to act ungrateful), and *playing by the rules* (doing things the right way*).* Have students use each one in a sentence. - I will be in a whole passel of trouble if I _____. - I don't want to take _____ for granted. - Play by the rules because _____.	**Knowledge Demands** Use an **anticipation guide** to assess students' **prior knowledge** about the history of voting rights. Hold up the book and ask students whether they agree or disagree with these statements: - All people in the United States have had the same voting rights from the country's beginning. - African Americans have been able to vote easily for over 100 years in the United States.	**Meaning** Ask: How do people feel when something unfair or unjust happens to them? How do they respond when this happens? - Have students discuss their ideas with a partner. - Have students do a timed **quick-writing** exercise about a time they felt something happened that was unfair or unjust, and how they felt about this.

from *Little House on the Prairie*
from *By the Shores of Silver Lake*
By Laura Ingalls Wilder
Genre: Historical Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Knowledge Demands: Building background knowledge of the American frontier in the 1800s
- Language: Strategies for understanding unfamiliar words

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

Quantitative Measures

LEXILE: **600L**	Average Sentence Length: **11.716**	Word Frequency: **3.654**	Word Count: **867**
LEXILE: **600L**	Average Sentence Length: **8.098**	Word Frequency: **3.561**	Word Count: **745**

Complexity Level	Qualitative Measures
Levels of Meaning/Purpose Simple — Very Complex	**Themes** of showing bravery in challenging circumstances and the beautiful wildness of nature are conveyed by character actions and feelings in the face of crisis. Character reactions to problems reveal the importance of courage and working together, which **are not stated directly**.
Text Structure Simple — Very Complex	Each third-person narrative is **chronological** and told from the perspective of the main character, Laura. The selections both have a typical plot structure as characters are confronted with a problem and must act to solve it.
Language Conventionality and Clarity Simple — Very Complex	Sentences are mostly simple and compound in structure, and the language is concrete and understandable, with a **few occasions for more complex meaning**. Vocabulary is conversational but may include unfamiliar terms such as *furrow, plough, shanty,* and *slough* as well as vivid descriptive language.
Knowledge Demands Simple — Very Complex	The story includes subtle **themes,** and the historical setting and **experiences** of facing fires and other dangers on the frontier **are uncommon to most readers**. **Background knowledge** of frontier life is needed.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Remind students how to use context to determine the meaning of unfamiliar words. Read paragraph 6 and **ask:** What do you think the word *furrow* means? Have students suggest clues using **sentence frames**. • I know a furrow is ____. I know it is made with a ___. Check meanings in a dictionary.	**Knowledge Demands** Help students build background knowledge about the settings of the two selections by looking at **photos** and **maps** that show the Kansas prairie (*Little House on the Prairie*) and the Dakota Territory (*On the Shores of Silver Lake*). **Ask:** • What do these places look like? • What might it have been like to live in these areas over 100 years ago?	**Meaning** Tell students that stories often revolve around how characters solve a problem. **Ask:** What kinds of problems might people living on the American frontier in the 1800s face? • Have students discuss their ideas with a partner. • Have them page through the two texts, looking at the illustrations, and then add additional ideas to the **list** of problems.

Mama Miti: Wangari Maathai and the Trees of Kenya
By Donna Jo Napoli
Genre: Biography

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Language: Unusual names of trees described in the story
- Knowledge Demands: Understanding trees and how they help people

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

Quantitative Measures

LEXILE: **610L**   Average Sentence Length: **10.541**   Word Frequency: **3.597**   Word Count: **896**

Complexity Level	Qualitative Measures
Levels of Purpose Simple — Very Complex	This biography **clearly** tells the story of a historical figure but also includes sophisticated **concepts** of being at peace with nature, helping one another in difficult times, and the lasting power of simple yet substantial acts. Some of these concepts are **subtle** and **must be inferred** from the text as a whole.
Text Structure Simple — Very Complex	The narrative follows a **chronological** structure with elements of **problem-and-solution organization**. The problems Mama Miti's people face and her solutions are **clear**, although the long-term effect of planting trees may be **subtle** for some readers.
Language Conventionality and Clarity Simple — Very Complex	Language is **complex** and contains many examples of **abstract language** (*refresh her body and spirit*) and **figurative language** (*The face of Mount Kenya smiled down on her*). **Cultural vocabulary** such as *elders, mugumu*, the names of various trees, and unusual descriptive verbs such as *lamenting* and *slake* may be challenging.
Knowledge Demands Simple — Very Complex	Nature as a powerful tool may be **recognizable** to students, but the concepts of Mama Miti as a leader and her knowledge of trees as transformational to the country and its people may be **abstract**. There are also many **references to cultural elements**, including a number of non-English terms and phrases. **Background knowledge** of the different types of trees will be beneficial.

Reader and Task Considerations

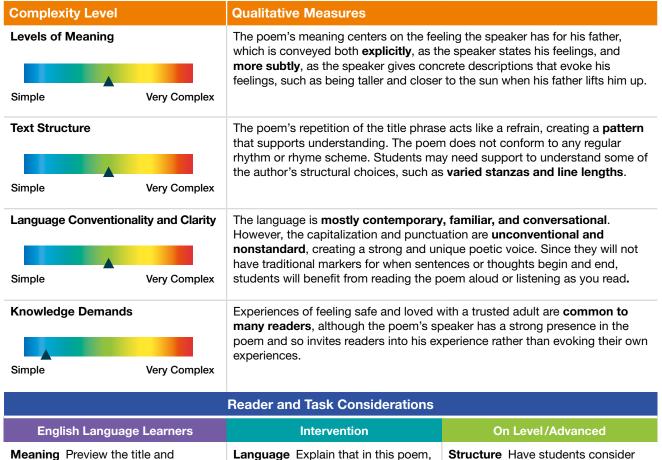| English Language Learners	Intervention	On Level/Advanced
Language Have students name different types of trees—apple, oak, maple. Use the **sentence frame** to help students tell what people get from each type of tree. • A(n) _____ tree gives people _____. Revisit the sentence frame to have students tell about trees in the story and what they give.	**Knowledge Demands** Tell students this text is about a woman who made people's lives better by helping them plant trees. Discuss with students why trees are helpful and useful to people. Have students discuss these questions with a partner: • What resources do people get from trees? • What do trees need to live and grow? • What can cause harm to trees?	**Purpose Ask:** What are some ways we take care of nature? What are some ways we can take care of people? • Have students discuss their ideas with a partner. • Tell students that this text is about a person who took care of nature and people at the same time. Have them look for details about what Mama Miti did to help both nature and people.

Firefighter Face
By Mary E. Cronin
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

- Meaning: Inferring a poem's theme
- Language: Academic vocabulary and figurative language

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 poem's theme is **conveyed with some subtlety**. The contrast between the firefighter's ashy, perspiring face and the twinkle and proud look in his eyes conveys feelings of taking pride in one's work even when it is difficult and dirty. Students will need to use inferences to identify this theme.
Text Structure Simple — Very Complex	The poem is short, focuses on describing one scene, and has a simple and easily identifiable rhyme scheme in which the alternating lines rhyme (*trails / ash / exhales / mustache*). The illustration **directly supports and assists** readers in interpreting the poem.
Language Conventionality and Clarity Simple — Very Complex	The poem contains **figurative language** (*trickles of sweat etch silvery trails; wind-bitten; curtain of vapor*), and the vocabulary includes **challenging** words such as *etch, vapor, wreathe*, and *triumphant*. The syntax is unconventional, although the rhyme scheme helps make the sentences more understandable.
Knowledge Demands Simple — Very Complex	Experiences of seeing a person at work or watching firefighters in person or on television should be **common to most readers**, and the poem explores a **single** main **theme**.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Meaning Preview the poem's theme by having students look at and discuss the firefighter in the illustration, describing what he is doing, why his work is important, and how he might feel about the work: • The firefighter helps people by ____. • The firefighter's work is _____. • The firefighter feels _____ about his work because _____.	**Language** Have students scan the poem and list words that are unfamiliar. • For each word they identify, have them work with a partner to find out its definition. • Have students choose one of the words they defined and draw a picture of what it means.	**Structure** Explain that a rhyme scheme is a pattern of rhyming words that occur at the ends of lines of a poem. Have students look at books of poems or nursery rhymes and see whether any have a rhyme scheme. • Have students discuss their ideas with a partner. • Invite students to share their findings with the class, reading aloud a poem and identifying the rhymes.

"in daddy's arms"
By Folami Abiade
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

- Meaning: Using details to infer emotions
- Language: Nonstandard capitalization and punctuation

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 poem's meaning centers on the feeling the speaker has for his father, which is conveyed both **explicitly**, as the speaker states his feelings, and **more subtly**, as the speaker gives concrete descriptions that evoke his feelings, such as being taller and closer to the sun when his father lifts him up.
Text Structure Simple — Very Complex	The poem's repetition of the title phrase acts like a refrain, creating a **pattern** that supports understanding. The poem does not conform to any regular rhythm or rhyme scheme. Students may need support to understand some of the author's structural choices, such as **varied stanzas and line lengths**.
Language Conventionality and Clarity Simple — Very Complex	The language is **mostly contemporary, familiar, and conversational**. However, the capitalization and punctuation are **unconventional and nonstandard**, creating a strong and unique poetic voice. Since they will not have traditional markers for when sentences or thoughts begin and end, students will benefit from reading the poem aloud or listening as you read**.**
Knowledge Demands Simple — Very Complex	Experiences of feeling safe and loved with a trusted adult are **common to many readers**, although the poem's speaker has a strong presence in the poem and so invites readers into his experience rather than evoking their own experiences.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Meaning Preview the title and illustration. Provide a word bank of terms used to describe emotions. Ask questions to help students begin thinking about the speaker's perspective and feelings: • In the illustration, how does the speaker feel? • Does being in daddy's arms make the speaker happy or sad? • What do you think the poem will be about?	**Language** Explain that in this poem, the author does not capitalize some words, such as "I," that are normally capitalized, and does not use typical sentence capitalization and punctuation. Ask why the author might have made this choice. Then, work together to preview some parts of the poem and rewrite them in a more conventional way, such as *In Daddy's arms, I am tall, and close to the sun, and warm. In Daddy's arms, I can see… in Cousin Sukie's yard.*	**Structure** Have students consider the title of the poem and preview the illustration. **Ask:** What feeling or feelings does the title express? • Have students name feelings evoked by the title and illustration, such as *safe, loved,* and *happy*. • Have students scan the poem and count how many times the words "in daddy's arms" are repeated. • Discuss how this repetition makes the feeling expressed by the words stronger.

"Miss Stone"
By Nikki Grimes
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

- Meaning: Inferring subtle meanings or themes of a poem
- Language: Figurative language

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 poem's theme is **conveyed with some subtlety**, as the poem focuses on the feelings of the speaker and how they change as a result of Miss Stone's friendship. Students will need to infer the theme by thinking about the speaker's experience and their own similar experiences.
Text Structure Simple — Very Complex	The poem is short and **easy to follow**, focusing on one interaction and its effects. It has some examples of rhyme but no rhyme scheme. The illustration **directly assists** readers in interpreting the poem.
Language Conventionality and Clarity Simple — Very Complex	The poem contains **figurative language** (*wishes gathered like ants, unhappy thoughts scamper away*) but the language and sentence structure are otherwise **conversational** and **simple.**
Knowledge Demands Simple — Very Complex	Experiences of feeling lonely or shy in a new school or situation are **common to many readers**, and the school recess setting of the poem is also within the everyday experiences of most readers.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Preview the figures of speech *my wishes gathered like ants* (I had many wishes) and *unhappy thoughts scamper away* (unhappy thoughts go away quickly). Have students use **sentence frames** to explain what the simile and metaphor mean in their own words: - If my wishes gather like ants, they ____. - If my unhappy feelings scamper away, they _____.	**Meaning Ask:** Have you ever been in a group where you did not know anyone? Encourage students to think about how a person might feel when starting at a new school or meeting a large group of people for the first time. - Have students brainstorm words that describe typical feelings in this situation, such as *shy*, *lonely*, and *worried*. - Discuss how making a friend can help the negative feelings go away. Brainstorm words to describe feelings about making new friends, such as *happy, cheerful*, and *brave*.	**Structure** Ask students to find rhymes by scanning the ends of the poem's lines. **Ask:** Which lines rhyme? Does the poem have a regular pattern of rhymes, or rhyme scheme? Why or why not? - Have students discuss their ideas with a partner. - Have pairs share aloud their ideas. - Make sure students understand that the poem has some rhyming lines but they do not form a pattern.

"The Race"
By Jennifer Trujillo
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: Idioms and Spanish words
- Knowledge Demands: Horse riding; past expectations about women

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 poem has **levels of meaning that are difficult to separate**, as themes of doing what you love no matter what obstacles are in the way and women's equality are both present yet intertwined.
Text Structure Simple — Very Complex	The poem is slightly longer than the preceding poems and follows a **narrative structure** rather than describing one moment or interaction, but it has a straightforward and identifiable rhyme scheme. From the third stanza to the end, the poem is **chronological**. Illustrations **support** and show the final scene of the poem.
Language Conventionality and Clarity Simple — Very Complex	The language is **mostly contemporary, familiar, and conversational**, with just a few instances of **figurative language** (*twinkle in her eye, highs and lows*). Sentences are mostly simple, but there are some non-English words such as *caballeros, caballos*, and *abuela*.
Knowledge Demands Simple — Very Complex	The poem describes experiences of being in a horse race and living at a time when women did not usually ride horses, which will likely be **unfamiliar to readers**. Students may need support relating the story to their own experiences of doing something that is difficult or that challenges cultural norms or expectations.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Introduce the idioms *high and low* and *twinkle in her eye*. **Say:** If I look high and low, it means I look everywhere. If I have a twinkle in my eye, I am probably smiling. Then have students use the idioms with **sentence frames**: • I looked high and low for my _____. • I had a twinkle in my eye when _____.	**Knowledge Demands** Ask questions about the topics covered in the poems to help students bring their own prior knowledge and ideas to the poems. • The title of the poem is "The Race." What kind of race do you think it will be about? Why? • Do you think women rode horses in the past? Why or why not?	**Structure Say:** Some poems share feelings or describe a moment in time. This poem tells a story. Look at the title and the illustration. What do you think the plot of the poem will be about? Who are the characters? • Have students discuss their ideas with a partner. • Have pairs share aloud their ideas.

"The Wright Brothers"
By Charles R. Smith, Jr.
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

- Structure: Unconventional arrangement of text in a poem
- Knowledge Demands: The Wright brothers

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 poem's text evokes the wonder of the first Wright brothers flight and commemorates this historic event. Its structure adds an additional **level of meaning**, as readers must connect the poem's structure to its content.
Text Structure Simple — Very Complex	The poem's basic structure is **challenging**, as it is meant to be read from the bottom line to the top line. However, outside of this initial obstacle, the poem's structure is fairly simple.
Language Conventionality and Clarity Simple — Very Complex	The language is **mostly contemporary, familiar, and conversational**. The vocabulary is made up of mostly familiar words. However, the poem is made up of one long, complex sentence with many embedded phrases, which may prove challenging especially when reading from the bottom of the page upward.
Knowledge Demands Simple — Very Complex	The experience of watching a plane take off is common to many readers, but **background knowledge** of the Wright brothers is **essential** to understanding the context of this particular flight and why the speaker would use the word *historic* to describe it.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Structure Prepare students for discussion of the poem's structure by brainstorming words and phrases related to flying, such as *take off, higher, rise, go up, soar*, *leave the ground,* and *air*. Have students suggest words, and record these in a list. Then have them use **sentence frames** to use these words: • First, an airplane ____. • Then, it _____ into the sky. • It goes _____ and _____. • It _____ through the ____.	**Knowledge Demands** Use a **KWL chart** to help students access prior knowledge of the Wright brothers. Then have them share with a partner what they already know. In addition, you may wish to have students • look online for pictures of the Wright brothers and their plane. • read or watch a short biography of the Wright brothers. • make a timeline of important dates in the lives and work of the Wright brothers.	**Meaning** Explain that the word *historic* refers to a famous past or historical event, and this poem is about the historic first flight of an airplane. Have students work with a partner to create a **word web** for the word *historic*. They may include words and phrases as well as examples of events that are historic. Invite students to write a short poem or draw a picture about a historic event.

**The House That Jane Built:
A Story About Jane Addams**
By Tanya Lee Stone
Genre: Biography

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Structure: Understanding the non-chronological introduction
- Knowledge Demands: Understanding how community centers help communities

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

Quantitative Measures

LEXILE: **710L**   Average Sentence Length: **12.329**   Word Frequency: **3.686**   Word Count: **1,048**

Complexity Level	Qualitative Measures
Levels of Purpose Simple ◄————► Very Complex	This biography has an **easily identified purpose**: to **inform** readers about Jane Addams, who started a settlement house in a poor area in Chicago and, more narrowly, to answer the question on the first page: *Why would a wealthy young woman do this when she could have lived anywhere?* It explores concepts of income inequality, persistence, and community.
Text Structure Simple ◄————► Very Complex	The narrative is mostly **chronological**; it begins when Jane Addams moves into Hull House and then goes back in time to reveal what led up to that event. It includes passages of explanation, such as what a settlement house is. Students may need support with the time and informational shifts.
Language Conventionality and Clarity Simple ◄————► Very Complex	Sentences are mostly **simple and compound** constructions. There are some sentence fragments and embedded questions that are answered in the text. Transition words and phrases such as *about two years later* help track the passage of time and explain when events happen. Some vocabulary will need defining (*elegant, horrid, vendor, ramshackle, rough boys*).
Knowledge Demands Simple ◄————► Very Complex	In this biography, the **ideas are not recognizable** to most readers. **Background knowledge** of the historical time period and the difficulties immigrants faced in the 1890s will help students interpret the author's message about Addams and the impact of Hull House.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Structure Explain that some texts talk about events out of order. Read aloud the first two paragraphs. Have students read the first sentence of paragraph 3. Guide students to see that the first paragraphs talk about Jane starting Hull House; then the text tells about Jane's life when she was younger. Create a **time line** as you begin reading to help students understand the chronology of Jane's life.	**Knowledge Demands** Mention the names of some community centers (including local YMCAs, senior centers, and similar places). **Ask:** • What kinds of activities take place there? • How are these places good for the community? Explain that this text is about one of the first community centers.	**Purpose** Read the first page and the question in paragraph 2. Have students brainstorm ideas about Jane Addams' decision. • As students offer ideas, make a **list** on the board. • After reading, have students evaluate their predictions. • Then, have partners **list** ways people can improve their communities today.

from Frederick Douglass
By Josh Gregory
Genre: Biography

Recommended Placement

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 3. Use the **Qualitative** analysis below to inform and support your instruction.

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

- Language: Understand the terms *abolitionist* and *proslavery*
- Knowledge Demands: Historical context and important events of Douglass's life

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

Quantitative Measures

LEXILE: **920L**　　　Average Sentence Length: **13.433**　　　Word Frequency: **3.438**　　　Word Count: **1,303**

Complexity Level	Qualitative Measures
Levels of Purpose/Meaning Simple — Very Complex	This biography has an **easily identified purpose** of telling the story of a significant historical figure but also includes **abstract concepts** related to equality, freedom, and the fight for equal rights. Although Douglass's story is **chronological**, the flow is disrupted by focus on other leaders in the abolitionist movement.
Text Structure Simple — Very Complex	The **description text structure** is **explicit and clear**, with **headings** introducing each event in Douglass's life. Different types of **text features** (fine art, time line, sidebar, photos, and captions) **support** the main text.
Language Conventionality and Clarity Simple — Very Complex	Sentence structure is varied and includes several **complex sentences,** although the language is mostly **explicit and easy to understand**. Idiomatic language is included, such as *odd jobs*. Vocabulary includes many examples of **academic** and **domain-specific terms** that may be unfamiliar (*subscribing, awed, impressive, proslavery*, *supporters*, and *mistreatment*).
Knowledge Demands Simple — Very Complex	This biography includes **complex and sophisticated themes**. **Background knowledge** of the fight against slavery and for civil rights is important to understanding the context of Douglass's life story.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Preteach the words *abolitionist* and *proslavery.* Explain that they have opposite meanings. Then use the **sentence frames**. • Douglass was an _____. He worked to _____ slavery. • Some _____ wanted to keep slavery.	**Knowledge Demands** Have students preview the time line on pages 272–273. You may also wish to • have partners complete a **KWL chart** about the abolitionist movement.	**Structure** Have students preview the text by identifying text features. • Pairs work together to examine the text feature and **report** back on how it adds to or clarifies the text. • After reading, each pair adds one additional text feature to the list.

from *Milton Hershey: Chocolate King, Town Builder*
By Charnan Simon
Genre: Biography

Recommended Placement

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 3. Use the **Qualitative** analysis below to inform and support your instruction.

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

- Language: Concept of a *household name*
- Knowledge Demands: Connecting Milton Hershey to familiar products from today

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

Quantitative Measures

LEXILE: **840L**   Average Sentence Length: **11.655**   Word Frequency: **3.384**   Word Count: **1,317**

Complexity Level	Qualitative Measures
Levels of Purpose Simple ◄——— Very Complex	This biography has an **easily identified** purpose of telling the story of a significant historical figure and featuring his greatest accomplishments. It also includes **themes** related to persistence, hard work, and success from failure.
Text Structure Simple ◄——— Very Complex	The structure of this informational text is mostly **chronological**, although a lengthy (six paragraphs) introductory section gives an overview of Hershey's accomplishments before the text cycles back to his childhood. Different types of graphic and **text features** add details not found in the main text and **enhance readers' understanding** of the content.
Language Conventionality and Clarity Simple ———◄——— Very Complex	The text is made up of mostly **simple and compound sentences**. The language is mostly literal and straightforward, with a few examples of idiomatic or figurative language, such as *Luck was with Milton, household name,* and *just the right moment*. **Vocabulary** includes many examples of **academic** and **domain-specific terms** that may be unfamiliar such as *apprentice, fortune, practical, trade, equipment*, and *exhibition*.
Knowledge Demands Simple ———◄——— Very Complex	The biography includes a detailed look at Milton Hershey's life, although prior knowledge of Hershey or his accomplishments is **not necessary to understand the text**. **Some background knowledge** of historical details such as the World's Fair and trolley cars will enhance understanding.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Use the title and the term *household name* to introduce the topic of the text. Explain that when a person becomes a household name, his or her name is known in nearly every household, or home. Discuss examples from current events. Then, use the **sentence frames** below to help students discuss Milton Hershey. - Milton Hershey became _____. - Many people knew his name because _____.	**Knowledge Demands** Ask students to identify what is being made in the photo on page 299. - Ask them to read the title, look at the photo, and think about how this text will connect to their own lives. - After students share their ideas with a partner, have them share aloud. Show students examples of products associated with Milton Hershey to spark interest.	**Purpose** Have students read aloud the first heading "If at First You Don't Succeed …" Invite them to finish the saying. - Ask students to discuss with a partner a time when they did not succeed, but tried again. - Invite volunteers to share their stories.

Green City
By Allan Drummond
Genre: Narrative
Nonfiction

Recommended Placement

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 3. Use the **Qualitative** analysis below to inform and support your instruction.

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

- Language: Understanding abstract figurative language
- Knowledge Demands: Natural disasters and green, sustainable living

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: **12.864**   Word Frequency: **3.543**   Word Count: **1,415**

Complexity Level	Qualitative Measures
Levels of Purpose Simple — Very Complex	This nonfiction narrative has an **easily identified purpose** expressed in its subtitle: *How One Community Survived a Tornado and Rebuilt for a Sustainable Future.* However, several concepts are **implied,** such as managing loss, the importance of sustainability, negotiating disagreements, and working as a community.
Text Structure Simple — Very Complex	The story's **chronological structure** is evident from the opening words *I remember* and the use of time-order words and phrases. The problem and solution is **clearly presented**. The **text features** *Going Green* and *Building a Sustainable House* **help readers' understanding** of the topic.
Language Conventionality and Clarity Simple — Very Complex	Sentence constructions include **mostly simple and compound** sentences, and the vocabulary is mostly **familiar and conversational**. There are some occasions for more complex meaning (*everyone's past had been swept away; entire town … had no future; going green*).
Knowledge Demands Simple — Very Complex	The narrative includes **ideas of varying levels of complexity**, and some **abstract ideas are presented**. The concepts of living through a natural disaster and green building may be **challenging**, and references to structures such as grain elevators and geodesic domes may need explanation.

Reader and Task Considerations

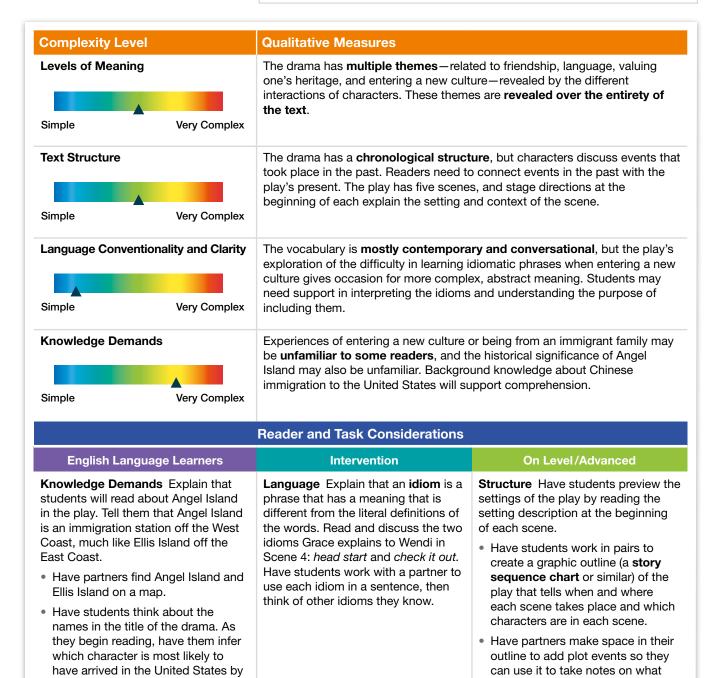| English Language Learners	Intervention	On Level/Advanced
Language Explain that some phrases don't have literal meanings. **Preteach** the following phrases: • *everyone's past had been swept away* • *the entire town … had no future* Explain that the narrator is explaining what it felt like for his town to be destroyed by a tornado. People lost the things that were part of their daily life, and the future of the town was uncertain.	**Knowledge Demands** Explain that weather can be dangerous. Introduce the concepts of tornados, hurricanes, and earthquakes. • Have small groups research each type of weather and make a **list** of its effects on Earth. • Discuss how to stay safe during each of these types of weather.	**Structure** Explain to students that a tornado destroyed the town of Greensburg, Kansas. The town faced many problems after the tornado. • Have small groups **research** tornadoes and their impact. • Have groups make a **T-chart** of the problems people might experience after a natural disaster and possible solutions. • Discuss the charts as a class.

Grace and Grandma
By Rich Lo
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: Idiomatic language
- Knowledge Demands: Immigration and Angel Island

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 drama has **multiple themes**—related to friendship, language, valuing one's heritage, and entering a new culture—revealed by the different interactions of characters. These themes are **revealed over the entirety of the text**.
Text Structure Simple ◀──────▶ Very Complex	The drama has a **chronological structure**, but characters discuss events that took place in the past. Readers need to connect events in the past with the play's present. The play has five scenes, and stage directions at the beginning of each explain the setting and context of the scene.
Language Conventionality and Clarity Simple ◀──────▶ Very Complex	The vocabulary is **mostly contemporary and conversational**, but the play's exploration of the difficulty in learning idiomatic phrases when entering a new culture gives occasion for more complex, abstract meaning. Students may need support in interpreting the idioms and understanding the purpose of including them.
Knowledge Demands Simple ◀──────▶ Very Complex	Experiences of entering a new culture or being from an immigrant family may be **unfamiliar to some readers**, and the historical significance of Angel Island may also be unfamiliar. Background knowledge about Chinese immigration to the United States will support comprehension.

Reader and Task Considerations		
English Language Learners	**Intervention**	**On Level/Advanced**
Knowledge Demands Explain that students will read about Angel Island in the play. Tell them that Angel Island is an immigration station off the West Coast, much like Ellis Island off the East Coast. • Have partners find Angel Island and Ellis Island on a map. • Have students think about the names in the title of the drama. As they begin reading, have them infer which character is most likely to have arrived in the United States by way of Angel Island.	**Language** Explain that an **idiom** is a phrase that has a meaning that is different from the literal definitions of the words. Read and discuss the two idioms Grace explains to Wendi in Scene 4: *head start* and *check it out*. Have students work with a partner to use each idiom in a sentence, then think of other idioms they know.	**Structure** Have students preview the settings of the play by reading the setting description at the beginning of each scene. • Have students work in pairs to create a graphic outline (a **story sequence chart** or similar) of the play that tells when and where each scene takes place and which characters are in each scene. • Have partners make space in their outline to add plot events so they can use it to take notes on what happens in the play.

Deep Down and Other Extreme Places to Live
By Shirin Yim Bridges
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Knowledge Demands: Understanding the geographical locations and cultures described in the text
- Purpose: Connecting daily life in extreme places to daily life in readers' experiences

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

Quantitative Measures

LEXILE: **600L**   Average Sentence Length: **10.793**   Word Frequency: **3.473**   Word Count: **993**

Complexity Level	Qualitative Measures
Levels of Purpose Simple ——— Very Complex	The author's purpose is **explicitly stated** from the invitation in paragraph 4: *Let's meet some people living in extreme places.* The text **focuses** on different people and details about their locations, and ends by asking readers to compare their own experiences with those of people in the text.
Text Structure Simple ——— Very Complex	Each location gets its own section, indicated by a **heading**. The exceptions are the introductory and concluding sections, which relate the text back to readers' own lives. Additional **text features** (subheadings, captions, and callouts with facts) provide additional information and **enhance** readers' understanding of the topic. Students may need support connecting the information found in text features back to the main text.
Language Conventionality and Clarity Simple ——— Very Complex	The sentences are **primarily simple and compound** in construction, and the language is **largely easy to understand** even as it describes the unusual lives and cultures of people living in "extreme" places. The vocabulary includes terms from other languages, but these are usually defined in the text.
Knowledge Demands Simple ——— Very Complex	The subject matter relies on some **discipline-specific content knowledge** of different geographical locations, their features, and cultures found there. The text makes these relatable by explaining ideas clearly and connecting them to students' own lives. However, students may need support connecting content to their own lives.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Purpose Ask: What does your home look like? Where do you get food? How do you get from one place to another? • Discuss everyday tasks, like going to the grocery store, traveling to school, going to bed. • Make a **list** of the different ways students live (apartments/houses; driving/walking) and point out that people do different things every day.	**Knowledge Demands** Share maps of the locations in the text and note geographical features (mountains, rivers, etc.). You may also wish to • have students research the locations and cultures. • prepare a **two-column chart** for note-taking during reading that has the headings *Extreme Location* and *How People Live.*	**Structure Say:** Read the title of the book. What can you infer about what you will learn in this text? • Have partners share ideas. • Ask pairs to preview the text by looking at the headings and text features. • How would you describe the way the author has organized this text?

Earthquakes, Eruptions, and Other Events that Change Earth
By Natalie Hyde
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Language: Definitions of science terms
- Knowledge Demands: Accessing prior knowledge of rocks, earthquakes, and volcanoes

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

Quantitative Measures

LEXILE: **730L**   Average Sentence Length: **9.699**   Word Frequency: **3.408**   Word Count: **999**

Complexity Level	Qualitative Measures
Levels of Purpose Simple — Very Complex	The author's overall purpose is **concrete and narrowly focused** on how and why various processes change Earth, as the title makes clear. Students should have little difficulty determining the author's purpose for this informational text.
Text Structure Simple — Very Complex	The informational text has an organizational structure that is made evident by the use of **headings**. **Connections between some ideas** are **implicit**; for example, readers must infer why the *Layers* section is important to understanding the text as a whole. Graphic features such as diagrams and maps **enhance** the text.
Language Conventionality and Clarity Simple — Very Complex	The language is **easy to understand**, and sentences are **mainly simple and compound.** The vocabulary can be **content-specific**, but academic and domain-specific terms are **mostly defined** in very simple, familiar language (... *erupts, or shoots out*).
Knowledge Demands Simple — Very Complex	The subject matter relies on **some discipline-specific content knowledge** such as information about rock, lava, and the features of Earth's landscape. Students may benefit from reviewing or recalling other texts they have read about rocks, earthquakes, or volcanoes.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Tell students that this text uses science words with clues to their meanings. Read aloud the first sentence in paragraph 9. Point out that this sentence defines two terms: *volcano* and *erupts*. Have students use **sentence frames** to define each word: • A volcano is _____. • When a volcano erupts, rock and ash _____ of the volcano.	**Knowledge Demands** Use a whole-group **KWL chart** to assess students' prior knowledge about rocks, earthquakes, and volcanoes. Have them use questions to complete the W column. • As students read, have them mark answers to the questions with sticky notes. • If any questions are left unanswered, discuss ways to answer them.	**Structure** Have students look at the diagram on page 477 and the map on page 479. **Ask:** How are these two graphic features related? • Have students discuss their ideas with a partner. • Have pairs share aloud their ideas. • Have students suggest materials that could be used to make a model of Earth's structure, using the map and diagram for ideas.

A Safety Plan: In Case of Emergency
By Marcie Rendon
Genre: Procedural Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Knowledge Demands: Understanding expiration dates on medicine and nonperishable versus perishable food
- Language: Academic vocabulary and contractions

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

Quantitative Measures

LEXILE: **770L**   Average Sentence Length: **11.225**   Word Frequency: **3.545**   Word Count: **999**

Complexity Level	Qualitative Measures
Levels of Purpose Simple — Very Complex	The **purpose** of explaining how to be prepared for an emergency **is clear, concrete,** and **narrowly focused.** The title and introduction explain exactly what readers will learn how to do in the text: make a plan for responding to an emergency.
Text Structure Simple — Very Complex	The text's organization is **evident:** After a short introduction, readers are guided through the steps of making a disaster plan. A large number of **text features,** such as headings, subheadings, and lists **enhance the reader's understanding** of the content. A table describing particular natural disasters supplements the text.
Language Conventionality and Clarity Simple — Very Complex	The language is **largely explicit and easy to understand**, although some complex sentences and challenging vocabulary are included. The vocabulary is mostly **conversational,** and students may need support with reading contractions and understanding colloquial terms such as *comfy*. Readers may also need support reading the bulleted lists.
Knowledge Demands Simple — Very Complex	The text relies on a mixture of **common practical knowledge** (first aid kits, escape plans, neighborhoods) and some **discipline-specific content knowledge** (expiration dates on medicine, nonperishable food, types of natural disasters).

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Preteach the word *prepare*. Have students list examples of preparing or being prepared. Then, use the **sentence frames** below to help teach contractions. • When you're (you are) prepared, you feel _____. • It's (It is) good to create a plan for a(n) _____. • You'll (You will) need a safety _____.	**Knowledge Demand** Explain expiration dates on medicine and nonperishable food. • Define *expiration date*. Share with students a photo of an expiration date on a medicine bottle or food label to have them decide if it is expired. • Use fresh and canned fruit to show the difference between perishable and nonperishable food.	**Structure** Preview the book's text and graphic features. **Ask:** What text features and graphic features do you see as you look through the book? • Have partners make a **list** of the text features they find. • Have students think of one additional text feature that would add to the text (glossary, table of contents, additional captions, etc.) and explain their idea.

Nora's Ark
By Natalie Kinsey-Warnock
Genre: Historical Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Meaning: Understanding the metaphor "just gravy" to discern a theme of the story
- Language: Idiomatic and figurative language

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

Quantitative Measures

LEXILE: **630L**   Average Sentence Length: **11.03**   Word Frequency: **3.673**   Word Count: **1,820**

Complexity Level	Qualitative Measures
Levels of Meaning Simple ◄——————► Very Complex	The text includes **multiple storylines** of Grandpa building a house for Grandma and the effects of the historical Vermont Flood of 1927. **Themes** of family, contentment, and community are thus framed by a devastating natural disaster. Students may need support with how the characters are shaped by events.
Text Structure Simple ◄——————► Very Complex	The first-person story is **chronological** and focused on the main character, Wren, who witnesses and narrates the flooding and its effect on her family and neighbors. A **sub-plot** in which Grandpa goes into the flood and is delayed in returning adds to the tension and suspense of the story, while the house full of animals adds humor.
Language Conventionality and Clarity Simple ◄——————► Very Complex	Language contains idiomatic dialogue and examples of **figurative language** (*she's made of granite; the new house is just gravy*). **Vocabulary** is sometimes unfamiliar, especially terms associated with farming or old-fashioned items such as *wringer washing machine, heifer,* and *cookstove*. Sentences are a variety of **simple, compound**, and **complex**.
Knowledge Demands Simple ◄——————► Very Complex	The story includes **themes of varying levels of complexity**. The historical setting and **experiences** of living through a flood **are uncommon** to most readers. The title is an **allusion** to the biblical story of Noah's ark, and the battle of Gettysburg is referenced.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Preview some figurative and idiomatic language examples. Help students determine what the phrases mean and restate them in their own words. • *Grandma may look small, but she's made of granite* (Grandma is small but brave) • *full to bursting* (very full) • *I thought I was a goner* (I thought I might die)	**Meaning** Preview the metaphor of "just gravy" to help students connect it to examples from their own lives. Read aloud paragraphs 3–11. • Have students work with partners to explain what "just gravy" means in their own words. • Have pairs come up with scenarios from their own lives where something was "just gravy."	**Knowledge Demands** Have students use their prior knowledge of the Noah's Ark story and the illustration on the cover to predict what might happen in the story. • Have students **list** events they expect to read about in the story. • Have them revisit the list after reading to evaluate their predictions.

from *Aesop's Fox*
Retold by Aki Sogabe
Genre: Traditional Tales

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

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

- Language: Identifying characters' spoken dialogue and internal thoughts
- Structure: Structure of an Aesop's fable

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

Quantitative Measures

LEXILE: **670L**   Average Sentence Length: **8.96**   Word Frequency: **3.607**   Word Count: **1,129**

Complexity Level	Qualitative Measures
Levels of Meaning Simple — Very Complex	The text consists of several fables, each with its own moral, giving the text **multiple themes clearly distinguished from each other**. The themes are stated **clearly** in characters' thoughts or dialogue.
Text Structure Simple — Very Complex	The story is made up of a number of short fables that feature the character Fox. The fables have been placed into a **chronological** framework so Fox seems to go in and out of **multiple storylines** during the same day. Each fable has its own characters and moral, with Fox as the thread tying them all together.
Language Conventionality and Clarity Simple — Very Complex	The language is **easy to understand**. Most sentences are **simple** or **compound**, and the vocabulary is mostly **familiar**. Although the dialogue is punctuated conventionally, students may need support identifying Fox's internal thoughts, as these are not marked or called out by punctuation or italics.
Knowledge Demands Simple — Very Complex	The story explores **several themes**. There are **no references or allusions to other texts or cultural elements**. Characters are fantastical but in keeping with conventions of the genre, and the events are easy to understand.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Remind students that dialogue spoken by characters is set inside quotations marks and is often marked by the word *said*. Have students find examples of spoken dialogue. Then, show students that sometimes the character Fox thinks to himself, and these thoughts are not punctuated like dialogue. Point out examples in paragraphs 14 and 24, noting the marker word *thought*. Have students read aloud the words Fox thinks to himself.	**Structure** Review the typical structure of an Aesop's fable, especially that each one is short and ends with a lesson or moral. Then have students discuss with a partner what they know about fables featuring a fox. • Provide a copy of Aesop's fables for students to refer to or use for ideas. • Have students preview the illustrations to see if they can guess which fables this retelling includes.	**Meaning Say:** Think about the fables you know that have a character who is a fox. What characteristics does the fox usually have? What does the fox usually want? • Have students discuss the questions with a partner. • Challenge students to identify what the fox wants—his motivation—in each scene of the story. Have them write these on sticky notes as they read.