

**How Many Stars in the Sky?**

By Lenny Hort

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: Descriptive language
- Knowledge Demands: Stars and the sun; why we see stars only at night

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

Quantitative Measures

LEXILE: **530L**

Average Sentence Length: **9.041**

Word Frequency: **3.834**

Word Count: **669**

Complexity Level

Levels of Meaning



Qualitative Measures

The text's **multiple levels of meaning** are subtle and **difficult to separate**; the constancy of family is echoed and reinforced by the idea that the stars are in the sky even when you can't see them. Students may focus on scientific ideas and miss the implied family themes.

Text Structure



The first-person narrative is **chronological**; though it moves through three different settings, it is easy to follow. The illustrations **directly support** an understanding of the text by showing characters, settings, and events in the story.

Language Conventationality and Clarity



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 (*I bet she'd know*) as well as **unusual verbs in descriptive language** (*Powerful searchlights beamed from the roofs of the skyscrapers*).

Knowledge Demands



The story includes **themes of varying levels of complexity** as it engages both science concepts and family relationships. There are no references to other texts, but students will find some **background knowledge** about stars helpful. Elements of setting (*department stores*) may be unfamiliar.

Reader and Task Considerations

English Language Learners

**Language List** the following verbs from the story, and have students work together to find synonyms for each: *hop, gaze, beam* (examples: *jump, look, shine*). Then, use the **sentence frames** below to increase comfort with these vivid verbs.

- I \_\_\_\_ at the beautiful sunset.
- The actors \_\_\_\_ onto the stage.
- I \_\_\_\_ my flashlight at the tent.

Intervention

**Knowledge Demands** Use a quick **demonstration** to show students why it is easy to see stars when and where it is dark. Turn off the room lights and turn on a flashlight. Then turn on the room lights. Point out that you did not change the amount of light coming from the flashlight. Have students **discuss** the following:

- When did the flashlight seem brighter?
- If you took the flashlight outside on a sunny day, would it be easy or hard to see the beam of light?

On Level/Advanced

**Meaning** Read the first two pages with students and have them infer how the narrator feels. **Say:** *Who do we learn is away? What else is far away in this part of the story? How do you think the boy feels about his mama and about the stars?*

- Have students discuss their ideas with a partner.
- Tell students to look for other ways Mama and the stars are alike.

**Maybe Something Beautiful:  
How Art Transformed a  
Neighborhood**

By F. Isabel Campoy and  
Theresa Howell  
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: Figurative language
- Meaning: Understanding the themes of the story, both explicit and subtly expressed

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

Quantitative Measures

LEXILE: 580L

Average Sentence Length: 7.825

Word Frequency: 3.593

Word Count: 493

Complexity Level

Levels of Meaning



Text Structure



Language Conventinality and Clarity



Knowledge Demands



Qualitative Measures

The text's **theme** of working together to create color and joy is **clear and revealed explicitly**: *Together they created something more beautiful than they had ever imagined.* Yet the **subtler** theme that this collective creativity is like magic or art that can transform reality may confuse readers.

The third-person narrative is **chronological** but the ending is not realistic if taken literally: *Mira added one more bird, way up in the sky.* Students may need support making sense of this imaginative ending. The illustrations **directly support a literal understanding** of the text but do not help readers interpret deeper meaning.

The sentences are **simple** and the vocabulary is mostly **familiar**; however, students may need support making sense of sound effects, figurative language (*The world is your canvas*), and sentence fragments (*Salsa, merengue, bebop!*).

The story includes **themes of varying levels of complexity**. **Cultural references** such as types of music (*merengue, bebop*) and dances (*cha-cha-cha*) may need explanation. Students **may not be familiar** with the practice of painting murals. They may not know why it might be surprising that a police officer approves of the painting.

Reader and Task Considerations

English Language Learners

**Meaning Summarize** the literal plot of the story for students: *Led by an artist and a young girl, people work together to paint colorful pictures all over their city. This makes people happy.* Then, use the **sentence frames** below to help students talk about working together.

- When people work together, they can \_\_\_\_\_.
- Working with others makes the work \_\_\_\_\_.

Intervention

**Language** Explore figurative language in the story by **discussing** the following sentences, using **movements** to illustrate meaning:

- *The shadows scurried away.* (run quickly away)
- *Sky blue cut through the gloom.* (make a cutting motion)

Have students share what they think each sentence means and why.

On Level/Advanced

**Knowledge Demands Say:** *Have you ever listened to salsa music, or bebop? Have you danced the cha-cha?*

- Have students share their knowledge of these forms of music and dance.
- Then listen to or show examples of each.
- **Say:** *How do these forms of music and dance probably make people feel?*

from *Places We Go*

By Rachelle Kreisman

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: Pronoun antecedents
- Purpose: Using main ideas to understand author’s purpose

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

Quantitative Measures

LEXILE: 580L

Average Sentence Length: 8.269

Word Frequency: 3.64

Word Count: 860

Complexity Level

Levels of Purpose



Qualitative Measures

The author’s purpose is **implied but easy to identify** because the main idea is clear. Students should see that the first section defines a community while the following sections describe places within the community, and use this to infer that the author’s purpose is to inform readers about these places.

Text Structure



The informational text has a **description text structure** that is made clear by the use of headings. The photographs are **simple and support readers** in understanding the text. Text features such as sidebars and headings **help the reader navigate** but are not essential.

Language Conventinality and Clarity



The sentences are **simple** and the vocabulary is mostly **familiar and conversational** in tone; students may need support understanding the author’s direct address of readers and with **pronoun-antecedent agreement**: *They provide goods and services.*

Knowledge Demands



Subject matter includes **everyday, practical knowledge** that students will relate to, such as going to school or the grocery store, while offering new details about these places and discussing some places less familiar to some readers, such as the hospital. There are no references to other texts or needed background knowledge.

Reader and Task Considerations

English Language Learners

**Language** Use a **T-chart** to preteach the words *places* and *people*. Guide students to sort several words into the two categories (*workers, library, librarian, store, shoppers, etc.*). Then, use the **sentence frames** below to help teach the pronouns *they* and *it* and identify their antecedents:

- \_\_\_\_\_ is a place. It is where you \_\_\_\_\_.
- \_\_\_\_\_ help you \_\_\_\_\_.

Intervention

**Purpose** Have students identify the topic of the book, using the title. Ask them why they think the author wrote a book on this topic.

- Remind students that the purpose of an informational text is to inform or explain.
- Have students identify what is shown in the photo on page 106. Have them **discuss** why the author included this photo on the page.

On Level/Advanced

**Structure Say:** *Preview the places you will read about by reading the headings and looking at the pictures. Are there other places to go in your community?*

- Have students think of two places.
- Have students name different workers in a community. **Ask:** *Who works at a library? Who works at a store? Who works at a school?*

**Poetry Collection**

By Gwendolyn Brooks

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 themes
- Language: Multiple-meaning words

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



Each poem has a different speaker and a different theme, which must be **inferred** based on the identity of the speaker and the poem's tone. There are **multiple levels of meaning** that are easy to separate.

Text Structure



Each poem is short, focuses on one topic or thought, and has a **simple and easily identifiable** rhyme scheme: *And sometimes when the wind is rough / I cannot get there fast enough.* Illustrations **directly support** readers in interpreting each poem.

Language Conventinality and Clarity



The language is **contemporary, familiar, and conversational**, but there are some multiple-meaning words as well as word choices that introduce **occasions for more complex meaning**. The poems also include some unconventional sentence constructions: *Then, all the hours left I'd go / A-SPREADING out-of-doors.*

Knowledge Demands



Experiences of visiting the zoo, looking at trees, having a secret place, and thinking about what it would be like to live in a different place are **common to many readers**, although the speakers' thoughts in relation to these common experiences are often unique.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

**Language** Tell students that these poems include some multiple-meaning words, such as *against*, *stall*, and *pack*. Help students find different definitions of each word in a dictionary. Have students use **sentence frames** to use these words in different ways:

- The painting leaned \_\_\_\_ the wall.
- My friend liked the idea, but I was \_\_\_\_ the idea.
- I \_\_\_\_ my suitcase to go on vacation.
- Wolves live and hunt in a \_\_\_\_.

**Knowledge Demands** Ask questions about the topics covered in the poems to help students bring their own experiences to the poems.

- *Have you ever seen an elephant at the zoo? What did you think about it?*
- *Do you have a special or secret place where you like to go? What does it feel like to be there?*
- *What is it like to live in the city? The country?*
- *How is your life different from a tree's life?*

**Meaning** Point out the title and illustration for "Rudolph Is Tired of the City." Ask students what they can tell about what the poem will be about. Then, have partners read and discuss the first stanza. **Ask:**

- *Who is the speaker of the poem?*
- *What do you think the theme, or message, of the poem is?*
- *What is the speaker's attitude? Do you agree with his attitude?*

**You Can't Climb a Cactus**

By Derrick Barnes

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: Complex sentences
- Meaning: Identifying a theme based on lesson learned by a main character

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

Quantitative Measures

LEXILE: **530L**

Average Sentence Length: **7.635**

Word Frequency: **3.609**

Word Count: **565**

Complexity Level

Levels of Meaning



Text Structure



Language Conventationality and Clarity



Knowledge Demands



Qualitative Measures

The **theme** of having a good time despite one's initial reluctance to try something new is easily discerned from the main character's change of heart; a related **theme** that learning new information can be fun is developed through the high-interest animal and plant life in the Arizona desert.

The third-person narrative is **chronological** and very easy to follow. The illustrations **directly support** an understanding of the text by showing characters, settings, and events in the story.

The language is **easy to understand**, the vocabulary is mostly **familiar**, and new vocabulary words such as *javelinas* are explained **explicitly**. Though the text is **mainly simple sentences**, students may need support with the few complex sentences: *As the plane started to land ...; When it was time to go home...*

Story includes **experiences common to most readers**, such as going on a plane/vacation, visiting a museum or nature center, and participating reluctantly in a family event. There are no references to other texts or cultural elements.

Reader and Task Considerations

English Language Learners

**Language Preview** these complex sentences found in the story: *As the plane started to land in Arizona, Erica looked out the window; When it was time to go home to Seattle, the guide gave Erica a gift.* Focus on how the first part of the sentence tells when the action happened. Then, use the **sentence frames** below to help students understand how *when* and *as* can be used in complex sentences.

- When I wake up, I \_\_\_\_\_.
- As the movie started, I \_\_\_\_\_.

Intervention

**Meaning** Remind students that sometimes a story's theme is the lesson learned by a character in the story.

- Read the first four paragraphs with students and ask them what Erica's main problem is.
- Have them **predict** what lesson Erica might learn in the story. After reading, have students evaluate their predictions.

On Level /Advanced

**Knowledge Demands Say:** *Have you visited a nature center or nature museum? What did you see and do there? What kinds of things are in a nature center?*

- Have students share their experiences with a small group.
- Have students page through the book to find out what Erica might see at the nature center.

**A Green Kid's Guide to Watering Plants**

By Richard Lay  
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: How to be a green gardener
- Knowledge Demands: What plants need to grow

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

Quantitative Measures

LEXILE: 510L

Average Sentence Length: 8.745

Word Frequency: 3.569

Word Count: 927

Complexity Level

Qualitative Measures

Levels of Purpose



The author's purpose is **implied but easy to identify**; the title refers to being "green" and the author states *Now, it is time to plant and water your fruits and vegetables!* Students can easily infer that the author's purpose is to explain how to plant and water a garden in a "green" way.

Text Structure



Each section of the text has a main idea related to how to be a *green gardener*. The text also has elements of **sequential text structure** that follows steps in planting and watering a garden and in related processes. The illustrations and headings **enhance understanding** of the content and **connect** ideas.

Language Conventationality and Clarity



The sentences are **simple** and the vocabulary is mostly **familiar and conversational** in tone; students may need support understanding that "you" and "a green gardener" are both meant to refer to the reader.

Knowledge Demands



Subject matter includes **some common, practical knowledge** and some **discipline-specific content knowledge**. There are no references to other texts, but some background knowledge or experience in gardening or growing plants will be helpful.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

**Structure** Help students create a **web graphic organizer** to note ways to be a green gardener as they read. Have them write "green gardener" in the center of the web. Then use pages 232 and 233 to model how to fill in the web. Read the paragraph. Then **ask**: *What does a green gardener do?* Give **sentence frames** to help students answer, and model how to write these ideas in the web.

- A green gardener grows \_\_\_\_\_.
- A green gardener studies \_\_\_\_\_.

**Knowledge Demands** Use a **KWL chart** to determine what students know and want to know about what plants need to grow. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to:

- Refer to classroom experiences with growing or studying plants.
- Have students draw and label a plant **diagram** to review plant parts.

**Purpose Say:** *Imagine that your friend says being "green" sounds silly. What are some things you could say to explain what being "green" is and why it is important?*

- Write a **letter** to your friend.
- Share your letter with a partner.

**A Home on the Prairie**

By David C. Lion

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: Author’s use of pronouns
- Knowledge Demands: Accessing prior knowledge of prairies

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: **8.563**

Word Frequency: **3.139**

Word Count: **274**

Complexity Level

Qualitative Measures

Levels of Purpose



The author’s purpose is **implied but easy to identify**. Students should see that the first section defines a prairie, while the following sections describe what lives there. They should be able to infer that the author’s purpose is to **inform** readers about prairies and what lives there.

Text Structure



The informational text has a simple **description text structure** that uses headings to help students navigate. The photographs are **simple and support readers** in understanding the text. **Text features** include a lengthy feature on rattlesnakes, a glossary, and an index.

Language Conventinality and Clarity



The sentences are **simple**, and the vocabulary is mostly **familiar and conversational** in tone; students may need support understanding the author’s use of the pronouns *you* and *we* to address readers and create a welcoming tone: *You watch a prairie dog dive into a hole. Where are we?*

Knowledge Demands



Subject matter includes **some discipline-specific content knowledge** that students may find unfamiliar. New words and concepts are defined in the text and in the glossary, and content is presented in very simple terms.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

**Language** Tell students that the author has written this text as if he is taking readers on a tour of a prairie. He calls readers *you* and includes himself by using *we*. Use the sentence frames below to help students use *you* and *we* in these ways.

- Would \_\_\_\_ like to come to a party? \_\_\_\_ can go together.
- I think \_\_\_\_ would like the movie. After dinner \_\_\_\_ can go see it together.

**Knowledge Demands** Ask students to tell what they already know about prairies and what lives there. Then use a **question-answer chart** to find out what students wonder about prairies. Have them share some of their questions. Record these on the board. After reading, revisit the questions and have students answer them.

**Purpose** Have students preview the text, using graphic features such as the title, photos, and headings.  
**Say:** *Read the title and look at the photos and headings in the book. How are the animals and plants in the photos alike and different?*

- Think of ways they are all alike.
- Think of ways they are different.
- Explain your thinking to a partner.

**The Seasons of Arnold's Apple Tree**  
By Gail Gibbons  
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 prepositional phrases
- Knowledge Demands: Seasons in areas that have four distinct ones

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: **9.119**

Word Frequency: **3.405**

Word Count: **383**

Complexity Level

Qualitative Measures

Levels of Meaning



Simple

Very Complex

The text's **simple central idea** is expressed on the second page of the story: *Arnold's tree keeps him busy all through the year*. The remainder of the story gives details that support this main idea. The narrative uses this simple meaning to describe the seasons.

Text Structure



Simple

Very Complex

The third-person narrative is **chronological**, moving through the seasons and describing how Arnold is kept busy by the tree in each one. The illustrations are **simple** and **directly support** an understanding of the text by showing characters, settings, and events in the story.

Language Conventationality and Clarity



Simple

Very Complex

The language is **explicit** and **easy to understand** and the vocabulary is familiar. Sentence structure is **primarily simple sentences**, with a few examples of compound sentences. Use of adverbs, adjectives, and prepositional phrases add vivid detail to an otherwise very simple text.

Knowledge Demands



Simple

Very Complex

Story includes **experiences common to most readers** such as observing seasonal changes, cooking with family, and playing outside. There are no references to other texts or cultural elements. An understanding of why seasons occur may help add richness to student understanding. Students from areas without four seasons may need more support.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

**Knowledge Demands** Use a **KWL chart** about the seasons. Then, have students do a **Think, Pair, Share** to activate prior knowledge. You may also want to

- have students compare the seasons in places they have lived.
- have students discuss how plants change in each season.
- have students look at the pictures and discuss experiences similar to Arnold's.

**Language** Give students the following **sentence frames** and have them scan through the story to find the missing words. Discuss how prepositional phrases tell where something is located.

- He can see far, far away \_\_\_\_\_.
- He weaves an apple blossom-wreath and hangs it from a \_\_\_\_\_.
- They drift to the \_\_\_\_\_.
- They glow in the \_\_\_\_\_ under his \_\_\_\_\_ on Halloween \_\_\_\_\_.

**Structure Say:** *This story follows the order of the seasons. In each season, Arnold does different things with his tree. If you were writing a story about what you do in the different seasons, what kinds of events would it include?*

Ask students to

- think of one event they would include for each season.
- tell their events to a partner.
- compare their choices with their partner's.



**What's in the Egg, Little Pip?**

By Karma Wilson  
Genre: 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: Penguin life cycles and family structure
- Meaning: Inferring character emotions

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: **7.286**

Word Frequency: **3.629**

Word Count: **918**

Complexity Level

Levels of Meaning



Text Structure



Language Conventionality and Clarity



Knowledge Demands



Qualitative Measures

The text's **multiple levels of meaning** are clearly distinguished from each other; details about penguin life cycles and survival practices provide context for a discussion of getting a new sibling and a theme of growing up. Students should be able to notice details about the penguin family and compare them to their own experiences.

The third-person narrative is **chronological** and follows a typical plot structure, including an initial conflict or problem (getting a new sibling), rising action (the storm), climax, and resolution. The illustrations **directly support** an understanding of the text by showing characters, settings, and events in the story.

The language is **largely explicit and easy to understand** and the vocabulary is mostly **familiar and contemporary**. Sentence structure is mostly **simple and compound sentences**, with a few complex constructions: *Just as they reached camp, frozen sleet started to fall in cold, stinging drops*. Text has many examples of conversational, idiomatic dialogue.

The story portrays **experiences common to many readers**, such as welcoming a new sibling, and a few less-familiar situations, such as sheltering an egg through a storm and living outside. There are no references to other texts, but students will find some **background knowledge** about life cycles of penguins helpful.

Reader and Task Considerations

English Language Learners

**Meaning** Have students **sort** words from the story into two categories: happy and unhappy. Use the words *frowned, pleaded, smiled, slumped, stamped*, demonstrating each one as needed before sorting. Then, use the **sentence frames** below to help reinforce that some actions show happiness and some show unhappiness.

- When I am happy, I \_\_\_\_\_.
- When I am unhappy, I \_\_\_\_\_.

Intervention

**Knowledge Demands** Use a **Venn diagram** to compare penguin families and human families.

- Comparisons may include parents, offspring, usual habitat, main foods, life cycles (starting as an egg and starting as a baby).
- As students read, have them look for ways their family experience is similar to and different from Pip's.

On Level/Advanced

**Structure** Read the first paragraph aloud for students, and remind them that most stories have a problem and a solution. **Say:** *What do you think the problem might be for Pip in this story?*

- Have students discuss their ideas with a partner.
- Ask them to share their ideas with the group.

**Amazing Migrations:  
Butterflies, Bats,  
and Birds**

By Cheryl Willis Hudson  
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: Domain-specific vocabulary
- Structure: Using text and graphic features to understand science content

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: **7.812**

Word Frequency: **3.446**

Word Count: **539**

Complexity Level

Levels of Purpose



Qualitative Measures

The author's purpose is **implied but easy to identify** because the topic is clearly stated in the title. Students should see that the text gives details about the migrations of the three animals named in the title, and use this to infer that the author's purpose is to inform readers about the migration of these animals.

Text Structure



The text has an overall **description text structure**, but within each section the text is often organized **sequentially** to describe and give details about seasonal migration patterns. Maps **enhance readers' understanding of content** and are integral to understanding. Text features such as glossary and headings help readers learn science concepts and domain-specific terms.

Language Conventionality and Clarity



The language is **explicit** with little figurative meaning. Sentences are mostly **simple or compound** and the domain-specific vocabulary introduced is usually defined at point of use; students may need support tracking and reviewing new terms such as *generations* and *colonies*.

Knowledge Demands



Subject matter includes **common knowledge** as well as some **discipline-specific content knowledge**. There are no references to other texts, but some background knowledge of maps, seasons, weather, and climate will be useful for students.

Reader and Task Considerations

English Language Learners

**Language** Use the **glossary** to preteach domain-specific terms, such as *migration*, *habitat*, and *generation*. Use **sentence frames** to help students use the new terms correctly.

- Many animals live in a \_\_\_\_\_ that is dry and hot, like the desert.
- The kittens were born at the same time so they are in the same \_\_\_\_\_.
- \_\_\_\_\_ is when animals move to a new place.

Intervention

**Knowledge Demands** Ask students to tell what they already know about migration. Then use a **question-answer chart** to find out what students wonder about migration. Have them share aloud some of their questions, and write these in a question-answer chart on the board. After reading, revisit the questions and have students answer them.

On Level/Advanced

**Structure** Have students preview the text, using text and features such as the title, graphics, and headings. **Say:** *Read the title and look at the graphics and headings in the book. What do birds, bats, and butterflies all have in common?*

Have students

- think of two ways they are all alike.
- think of ways they are different.
- explain their thinking to a partner.

**“The Frogs at the Rainbow’s End” from Fables**

By Arnold Lobel  
Genre: Fables

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: Other texts about the end of the rainbow
- Meaning: Understanding character motives

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: **9.097**

Word Frequency: **3.801**

Word Count: **282**

Complexity Level

Levels of Meaning



Text Structure



Language Conventionality and Clarity



Knowledge Demands



Qualitative Measures

The fable’s stated theme is **clearly found** in the moral: *The highest hopes may lead to the greatest disappointments*. However, students may also infer themes related to greed or making impulsive decisions.

The story is simple and short, and has **familiar elements of a traditional tale**, including repetitious dialogue and a pattern of three similar episodes leading to the unexpected ending. The illustration **directly supports** the story by showing setting, characters, and an important event in the story but is not essential to understanding the text.

Language is **easy to understand**. Most sentences are **simple**, and the vocabulary is mostly **familiar**. Repetition adds to the ease of reading (*richest frog in the world*).

Students may observe that this **story is similar to other texts** about a pot of gold at the end of the rainbow. Characters and events are fantastical but easy to understand. The frogs’ motive for trying to find the end of the rainbow is simple (seeking riches), giving rise to a subtle theme about greed.

Reader and Task Considerations

English Language Learners

**Meaning** Share a common moral, such as *Treat others the way you want to be treated*. **Say:** *Morals are from stories. They are like lessons. The stories show us how we should act or behave.*

Discuss the moral and ask students to share ways that they want to be treated. Make a **list**, and discuss why the moral is a good way to act or behave.

Intervention

**Knowledge Demands** Use **questioning** to assess students’ prior knowledge of folk tales about the end of the rainbow. **Ask** students:

- *Have you heard other stories about the end of the rainbow?*
- *What have you heard or read might be at the end of the rainbow?*

Have students share what they know. Tell them to look for similar ideas in this story.

On Level/Advanced

**Structure Say:** *Many traditional tales have events that happen in threes. Can you think of any stories where something similar happens three times, or where there are three similar characters?*

- Have students share their knowledge of these stories (Goldilocks, The Three Little Pigs, and so on).

**“The Hen and the Apple Tree” from *Fables***

By Arnold Lobel  
Genre: Fable

**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: Verb tenses
- Meaning: Understanding how the hen outwits the wolf

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

**Quantitative Measures**

LEXILE: **500L**

Average Sentence Length: **11.64**

Word Frequency: **3.901**

Word Count: **291**

**Complexity Level**

**Levels of Meaning**



**Text Structure**



**Language Conventionality and Clarity**



**Knowledge Demands**



**Qualitative Measures**

The fable’s moral is **clear and stated** at the end: *It is always difficult to pose as something that one is not*. However, students may need support appreciating the humor of the hen’s clever way of outsmarting the wolf.

The story is simple and short, and has **familiar elements of a fable**, including repetitious dialogue and a character who outwits another. The illustration **directly supports** the story by showing setting and characters but is not essential to understanding the text.

Language is **easy to understand**. Most sentences are **simple** or **compound**, and the vocabulary is mostly **familiar**; however, students may need support understanding less-familiar vocabulary (*quiver, shutters, outsmarted, stormed away, rage, pose*). Paragraph 14 contains a longer sentence with challenging verb tenses.

The story explores **a single theme**. There are **no references or allusions to other texts or cultural elements**. Characters and events are fantastical but easy to understand. Knowing that a hen is prey for a wolf will help students understand the wolf’s motive.

**Reader and Task Considerations**

**English Language Learners**

**Language** Use **sentence frames** to model past tense and past tense progressive verbs. Explain that past-tense verbs are things that already happened.

- Yesterday I \_\_\_\_\_. Last year I \_\_\_\_\_.
- It \_\_\_\_\_ raining, but it was sunny now. I \_\_\_\_\_ waiting to go outside, but I don’t have to wait anymore.

**Intervention**

**Meaning** Explain that a moral is a lesson. **Say:** *One moral is about posing as something you are not. When you pose, you pretend to be something or somebody else.*  
Give examples of posing, such as The Big Bad Wolf pretending to be Little Red Riding Hood’s grandmother. Guide students to share ideas about posing, and how it is tricking others.

**On Level/Advanced**

**Structure Say:** *Scan the text. How many times does the Hen say, “I have never ...”? Are there any other repeated sentences or phrases?*

- Have students work with a partner to find examples of repetition.
- Have them share their findings with the class.

**“The Mouse at the Seashore”  
from *Fables***

By Arnold Lobel  
Genre: Fable

**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: Idioms
- Meaning: Understanding character motivations and feelings

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: **9.893**

Word Frequency: **3.932**

Word Count: **277**

**Complexity Level**

**Levels of Meaning**



**Qualitative Measures**

The fable’s moral is **stated** at the end of the story: *All the miles of a hard road are worth a moment of true happiness*. Students may need support extending this lesson to a metaphorical road. A subtle theme of growing up by facing the unknown can also be identified.

**Text Structure**



The story is simple and short, and has a clear **chronological** structure marked by time words and phrases such as *by afternoon and at evening*. The illustration **directly supports** the story by the final scene but is not essential to understanding the text.

**Language Conventionality and Clarity**



Language is largely **easy to understand**. Most sentences are **simple** or **compound**, and the vocabulary is mostly **conversational**, though some words may be unfamiliar (*overwhelmed, contentment*); however, students may need support understanding idiomatic language (*high time, narrow escape*); the clause *the Mouse came to know trouble and fear*; and the descriptive language in paragraph 42.

**Knowledge Demands**



There are **no references or allusions to other texts or cultural elements**. Characters and events are fantastical but easy to understand. Experience seeing the ocean or a large body of water may help students understand the ending.

**Reader and Task Considerations**

**English Language Learners**

**Language Preview** these words and idioms: *overwhelmed, contentment, high time*. Have students complete the sentences:

- Someone might feel overwhelmed (by a large crowd/by a sandwich).
- A feeling of contentment is similar to a feeling of (peace/anger).
- If it is high time to do something, you should do it (later/now).

**Intervention**

**Meaning** Explain that morals are lessons about life. **Ask:** *What is a road? What do you do on a road? Why are roads important?* **List** answers.

Provide examples of sayings about roads, such as *The road is for the journey, not the destination* and *The road is a lonely place*. Guide students to see that the road is a metaphor for life. Discuss each saying and its meaning.

**On Level/Advanced**

**Structure** Explain that some words signal when an action happens. **Say:** *The words **first, next, and last** tell when, but phrases such as **In the morning** are also used.*

- Have students **list** signal words and phrases from a classroom book.
- Have pairs compare their lists and talk about how the phrases help readers understand when events happen.

**The Legend of the Lady Slipper**

By Lise Lunge-Larsen and Margi Preus  
Genre: Traditional Tale: Legend

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: Using signal words to identify sequence
- Language: Understanding personification

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

Quantitative Measures

LEXILE: **640L**

Average Sentence Length: **12.284**

Word Frequency: **3.758**

Word Count: **1,081**

Complexity Level

Levels of Meaning



Text Structure



Language Conventionality and Clarity



Knowledge Demands



Qualitative Measures

Although the title and ending suggest that the fable is meant to explain the origin of the lady slipper flower, more **subtle themes** of courage and helping one another in spite of danger can be inferred from the actions of the main character.

The third-person narrative is **chronological**, but the events are mythical and magical rather than realistic. Students may need support following the sequence of events and distinguishing the magical elements from the historically based ones. Signal words such as *once*, *then*, and *now* help clarify the sequence. The illustrations **support parts of the text**.

Language contains many examples of **figurative language**, including similes (*He was as strong as a bear*) and personification (*"Nib-waa-kaan!" the snow around her whispered*). Most of the vocabulary is simple, but sentences include many **complex** constructions.

The story includes **experiences** that are fantastical and magical. Familiarity with other fables and with the lady slipper flower will help students feel more comfortable with the content. There are many **references to elements of Ojibwe culture**, including words, daily life, and customs.

Reader and Task Considerations

English Language Learners

**Structure** Discuss with students words that are often used to show when events happen: *after*, *before*, *then*, *when*, *first*, and other words. Have them practice using these words in **sentence frames** such as these:

- \_\_\_\_ school, I went to the store.
- \_\_\_\_ school, I brushed my teeth.
- I remembered to feed the dog \_\_\_\_ I was on my way to the park.
- I lost my phone. \_\_\_\_, I found it!

Intervention

**Language** Explain that this story includes several examples of **personification**—figurative language in which objects are described as if they were human. Ask questions to stimulate discussion about human attributes.

- **What do humans use to communicate?**
- **How do humans express how they feel?**

Have students share their ideas.

On Level/Advanced

**Knowledge Demands** Have students work with a partner to research the areas where the Ojibwe have lived over time. Have them answer the following questions:

- Where did or do the Ojibwe live?
- What is the weather or climate like in these areas?
- What language or languages do the Ojibwe speak?
- What are the Ojibwe known for?

**Cendrillon: An Island Cinderella**

By Tracey Baptiste

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

- Language: Pronouns with confusing antecedents
- Knowledge Demands: Plot of traditional *Cinderella* story

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

Quantitative Measures

LEXILE: **570L**

Average Sentence Length: **8.92**

Word Frequency: **3.668**

Word Count: **446**

Complexity Level

Levels of Meaning



Qualitative Measures

This variation on the classic rags-to-riches Cinderella story contains **many of the same intertwined themes**, including the importance of the virtues of goodness, kindness, and forgiveness and the idea that greed and ambition will not be rewarded.

Text Structure



The third-person narrative is **chronological** and **relatively simple**, with recognizable elements of fairy tales and a number of time-order words to help readers track the sequence. Students may need support inferring events in the narrative that are not stated directly: *There was a shipwreck, and Papa did not return.*

Language Conventionalty and Clarity



The sentences are **mostly simple and compound**, but there are **some complex constructions**. The vocabulary is mostly **familiar** and **conversational**. Students may need help identifying antecedents for pronouns when there is more than one option: *She made her scrub pots and sweep the floor.*

Knowledge Demands



Story includes **themes of varying levels of complexity** and the **experiences portrayed are uncommon to readers**. Familiarity with the fairy tale *Cinderella* is important for students to understand the reference and parallels.

Reader and Task Considerations

English Language Learners

**Language** Remind students that pronouns have an antecedent, and that sometimes they will have to look in the sentences before the pronoun to find the antecedent. Direct students' attention to *She made her scrub pots and sweep the floor* on page 120.

- **Ask:** Who is "she"? Who is "her"?
- Use **sentence frames** for students to answer: The pronoun \_\_\_\_ refers to \_\_\_\_\_. I know this because \_\_\_\_\_.

Intervention

**Knowledge Demands** Before you read the story, elicit from students the main events of the Cinderella story, and use these to create a story **sequence chart**. Have students create a second story sequence chart and use it to record similar events in *Cendrillon*.

Students can use their charts to compare the stories.

On Level/Advanced

**Meaning Say:** Think about the classic Cinderella story. What is the message, or theme, of the story? Who has good things happen to them at the end? Who does not?

- Have students share their ideas about themes with a partner and then with the group.
- Tell students to look for ways the characters and themes of *Cinderella* and *Cendrillon* compare.

**Interstellar Cinderella**

By Deborah Underwood  
Genre: Folktale/Science Fiction

Recommended Placement

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

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

- Language: Unfamiliar and made-up terms
- Knowledge Demands: Familiarity with the fairy tale *Cinderella*

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

Complexity Level

Levels of Meaning



Text Structure



Language Conventionality and Clarity



Knowledge Demands



Qualitative Measures

This updated version of the classic *Cinderella* story has **multiple** contemporary themes as well as a futuristic setting. As in the original, a person who is seen as unimportant is rewarded and unkind people are not. But this version includes a spunky protagonist whose mechanical expertise wins the day.

The third-person narrative poem is **chronological** and mostly tracks the original, although the surprise ending may be somewhat **difficult to predict**. The vivid illustrations **support** many events in the story and give useful information about the events, settings, and characters.

This text is a poem, and thus it may present some additional challenges for students as they consider the effects of rhyme and rhythm. Although the story's **familiarity** will help students infer meanings of unfamiliar terms, they may need help with **some less familiar words** (*planetoid, sprockets, nebulae, swoon, yearning*) and made-up terms (*zoombroom, godrobot, zipzapped*).

The story includes **themes of varying levels of complexity**, and the experiences portrayed are **uncommon to readers**. Familiarity with the fairy tale *Cinderella* is important for students to understand the reference and parallels as well as the thematically important contrasts with the original. Students should understand what a socket wrench is.

Reader and Task Considerations

English Language Learners

**Language** Give students simple definitions of the following terms and ask them which one they think is a made-up word: *planetoid, sprocket, zoombroom, nebulae* (for *zoombroom*, make up a definition such as "a broom that sweeps floors by itself"). Have them use the **sentence frame** to tell why they think each word names a real or imaginary thing.

- I think this word names a real/imaginary thing because \_\_\_\_\_ .

Intervention

**Knowledge Demands** Share the following features of science fiction:

- Science words and processes are often part of the story.
- The story often takes place in the future.
- Technology (computers, robots, machines) are part of the plot.

Have students talk about how science fiction is different from regular fiction.

On Level/Advanced

**Structure Say:** *Tales are often retold in different ways. What are the most important events in the original Cinderella story? How does the story end?*

- Have partners tell the main events of the original fairy tale, including the ending.
- Have partners identify the events that *must* be in each version of Cinderella without changing the story too much.



**The Abenaki**

By Joseph Bruchac  
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: Academic vocabulary
- Knowledge Demands: Background knowledge of Native Americans

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

Quantitative Measures

LEXILE: **580L**

Average Sentence Length: **9.027**

Word Frequency: **3.41**

Word Count: **668**

Complexity Level

Levels of Purpose



Qualitative Measures

The author's purpose is **clear** and **narrowly focused**. The topic of the Abenaki, a Native American group, is obvious from headings, and the purpose is simply to inform about the topic.

Text Structure



The informational text has a **description text structure** that is made obvious by the use of **headings** that help the reader locate information. Each heading is a question, and each section answers the question. The illustrations **support and assist readers** in understanding the text.

Language Conventionality and Clarity



The sentences are mostly **simple**, but at times the text includes **academic vocabulary** such as *effective, culture, society, and traditional*. Most domain-specific terms, such as *wigwam*, are defined in the text or can be understood from context.

Knowledge Demands



Students who are not familiar with the traditions of Native American tribes may find the text challenging. Some students may need support connecting traditions of the Abenaki from long ago (wigwams, using natural resources) to the traditions they have today (powwows, traditional clothing). There are no references to other texts, but some **background knowledge** about Native Americans may be helpful.

Reader and Task Considerations

English Language Learners

**Language** Preteach the academic vocabulary *effective, culture, society, and traditional* by defining each term in simple language and using it in a sentence. Then, have partners think of synonyms for each term, sharing them using the **sentence frames**:

- A word with the same meaning as \_\_\_\_\_ is \_\_\_\_\_ .
- A synonym for \_\_\_\_\_ is \_\_\_\_\_ .

Intervention

**Knowledge Demands** Use a **KWL chart** to determine what students know and want to know about Native Americans. You may also want to

- explore online media to build background for the Abenaki people.
- track questions students have as they read, and follow up with additional research.

On Level/Advanced

**Purpose** Explain that informational texts give facts about a topic.

- Have students locate other informational texts in the classroom.
- Have partners skim the texts and **note** the text features used.
- Discuss the features students found and how they help organize or add to the information in a text.

**My Food, Your Food**

By Lisa Bullard

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: How foods are similar and different
- Meaning: Appreciating differences and finding things in common

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

Quantitative Measures

LEXILE: **570L**

Average Sentence Length: **8.316**

Word Frequency: **3.342**

Word Count: **657**

Complexity Level

Levels of Meaning



Qualitative Measures

The themes are **clear** but unfold over the course of the story and are **most clearly stated** at the very end, when the narrator states the lesson he learned that *even when food is different, it still can be alike*. Students can **infer** that this statement applies to other aspects of life such as cultures, families, people.

Text Structure



The story has a **description text structure** divided into chapters and includes a procedural text (recipe). The illustrations **directly support and assist** readers in understanding the story. Text features draw readers to connect their own experiences with the text.

Language Conventionality and Clarity



The sentences are **simple** and the vocabulary is mostly **familiar and conversational**. Students may need support pronouncing and defining names for different foods. The story includes many different text features (headings, maps, illustrations, labels) that students may need help following. Students may also need help reading the salsa recipe at the end of the story and understanding how it connects to the rest of the text.

Knowledge Demands



Most readers will find that some of the experiences portrayed are **unfamiliar**. **Abstract** themes of valuing differences and finding things in common despite differences must be inferred from the story and the food-related lesson the narrator learns.

Reader and Task Considerations

English Language Learners

**Meaning** Help students prepare to understand themes related to how people, families, foods, and cultures are similar and different. Use **sentence frames** to help them share ways they are alike and different from others.

- One way my friends and I are alike is \_\_\_\_\_.
- One way my friends and I are different is \_\_\_\_\_.

Intervention

**Knowledge Demands** Ask students to share their favorite foods. **List** the foods on the board. Discuss how students' favorite foods are similar and different. Ask questions such as:

- **How many favorite foods have noodles?**
- **Which favorite foods are breads?**
- **Which favorite foods have some of the same ingredients?**

On Level/Advanced

**Language** Preview the book. **Say:** **Read the title and look at the illustrations. What foods and words for food do you see in the pictures?**

- Have students list with a partner the foods and food words they find.
- Have pairs share their lists. Make a combined list on the board
- **Ask:** **How many of these foods have you eaten before?**

**Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell**

By Tanya Lee Stone  
Genre: Narrative  
Nonfiction

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
- Knowledge Demands: Women's changing roles and rights in society

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

Quantitative Measures

LEXILE: **580L**

Average Sentence Length: **9.225**

Word Frequency: **3.743**

Word Count: **821**

Complexity Level

Levels of Purpose



Simple

Very Complex

Text Structure



Simple

Very Complex

Language Conventationality and Clarity



Simple

Very Complex

Knowledge Demands



Simple

Very Complex

Qualitative Measures

This nonfiction narrative biography has an **easily identified** purpose of telling the story of a significant historical figure but also includes themes of persistence in the face of obstacles and gender equality.

The narrative is **chronological** and clear. Words and phrases relating to time and sequence (such as *first*, *finally*, and *in the 1830s*) help the illustrations **directly support** and **assist readers** in interpreting the text.

Sentence constructions include **fairly complex sentences**, sentence fragments, and sentences containing quoted material. The tone is engaging and **conversational**, with some use of figurative language. The narrator addresses the reader in a familiar, storytelling fashion (*I'll bet you've met plenty of doctors ...*), which may confuse readers.

The narrative includes **themes of varying levels of complexity**. Familiarity with historical cultural gender norms and women's struggle for equality will help students interpret the author's message about Blackwell.

Reader and Task Considerations

English Language Learners

**Language** Preview some of the figurative language in the narrative by discussing these examples:

- a "handful" (a small amount)
- as stubborn as a mule (very stubborn)
- take the bait (be lured into doing something embarrassing or wrong)

Have students give examples of each figure of speech, as they are able.

Intervention

**Knowledge Demands** Have students anticipate the content of the narrative, using a **T-chart**. In one column have students list the jobs women can do today. In the other column, have them name jobs they think women could do 200 years ago.

Have students **Think-Pair-Share** about ideas they have about the chart. Ask them to say how the chart relates to the book.

On Level/Advanced

**Purpose/Meaning Say:** *This is a nonfiction narrative—a story of a real person's life, or biography. When you read the title, what do you think the author's purpose for writing this narrative might be?*

- Have students share their predictions about the author's purpose.
- Tell students to think as they read about whether their predictions were correct or incorrect.

**Building on Nature:  
The Life of Antoni  
Gaudí**

By Rachel Rodriguez  
Genre: Narrative  
Nonfiction

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: Using context to infer meaning
- Knowledge Demands: Looking at the work of Antoni Gaudí

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

Quantitative Measures

LEXILE: **570L**

Average Sentence Length: **7.382**

Word Frequency: **3.125**

Word Count: **753**

Complexity Level

Qualitative Measures

Levels of Purpose



This nonfiction narrative biography has an **easily identified purpose** of telling the story of a significant historical figure: Antoni Gaudí, a Spanish architect who changed design with his unusual, brightly-colored, geometric designs. The story includes **themes** related to creativity, art, and beauty.

Text Structure



The narrative is **chronological**, but **connections** between ideas and details are **implicit**. The illustrations are detailed and **support parts of the text** by showing Gaudí’s artwork and innovative architectural designs.

Language Conventionality and Clarity



Language is **complex** and contains many examples of **abstract and figurative language**. The tone is whimsical, and descriptive sentences such as *Mountain peaks jag against the sky* provide interest but may prove challenging. **Vocabulary** such as *metalsmiths*, *monastery*, and *ruins* may be unfamiliar.

Knowledge Demands



The narrative includes **complex and sophisticated themes**. The experiences of Antoni Gaudí are likely different from experiences of the common reader. Familiarity with art and architecture, especially that of religious buildings, will be useful to students.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

**Language** Remind students of strategies for determining the meaning of unfamiliar words in the text, such as using context. Read the third sentence of the narrative together, and **ask**: *What do you think the word jag means?* Have students suggest synonyms that could be used to substitute for *jag*, such as *point* or *poke*. Have students **draw** a picture of mountain peaks that “jag against the sky.”

**Knowledge Demands** Show students some **photos** of Antoni Gaudí’s work before reading. Have partners discuss the following questions:

- Do you think Gaudí’s work is beautiful? Why or why not?
- Do you think Gaudí’s work looks like nature? Why or why not?
- What else do you notice about his work?

**Purpose Say:** *This text includes the sentence “All around him is light, form, and the Great Book of Nature.” What do you think the Great Book of Nature is? Is it a real book?*

- Have students share their ideas.
- After students read, have them discuss the question again. How did their ideas change?

**The Garden of Happiness**

By Erika Tamar

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

- Text Structure: Identifying a subplot
- Knowledge Demands: Understanding the reference to *Jack and the Beanstalk*

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

Quantitative Measures

LEXILE: 660L

Average Sentence Length: 9.07

Word Frequency: 3.502

Word Count: 1,170

Complexity Level

Levels of Meaning



Text Structure



Language Conventionality and Clarity



Knowledge Demands



Qualitative Measures

The text includes **clear** but **subtly interwoven** themes of doing one's part and the power of even the smallest person or thing to make positive change. The illustrations extend the text and are necessary to understanding the ending.

The third-person narrative is **chronological** and focused on the main character, Marisol, as she interacts with a larger story about a community garden. A subplot about teenagers making a mural intersects with Marisol's story in a surprise ending.

The sentences are mostly **simple** and **compound**. The vocabulary is mostly **contemporary, conversational, and familiar**, although there are some non-English words within the dialogue and some figurative language (*without windows for eyes*).

The story includes **themes of varying levels of complexity**. **Cultural references** to types of foods and garden plants (*habituelas*) and the places the immigrant neighbors came from may need explanation. A **reference to another text**—the tale of Jack and the beanstalk—is included.

Reader and Task Considerations

English Language Learners

**Knowledge Demands** Tell students this story includes a reference to a story called *Jack and the Beanstalk*. Share a version of this story and ask students to retell its main events using **sentence frames**.

- The first event in the story is \_\_\_\_\_.
- Then, Jack \_\_\_\_\_.
- Jack plants a \_\_\_\_\_.
- It grows into a \_\_\_\_\_.

Intervention

**Structure** Explain that the plot is what happens in a story. Say: **Some plots have subplots, which are additional plots that connect to the main plot.**

Use a familiar story with a subplot, such as the friendships between the animals in *Charlotte's Web* and *Bambi*. Discuss the plots and then **ask**:

- **What is the main plot about?**
- **How does the subplot connect to the main plot?**

On Level/Advanced

**Meaning Say:** **This is a story about a person who plants a seed. What can seeds teach us? What can they represent?**

- Have partners discuss how seeds start small and can grow very large.
- Have them suggest ways they could use a seed to teach a lesson about being small.

**One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia**  
By Miranda Paul  
Genre: Narrative Nonfiction

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: Reading and recognizing sentence fragments
- Knowledge Demands: Using the title to predict and preview the content

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

Quantitative Measures

LEXILE: **580L**      Average Sentence Length: **7.008**      Word Frequency: **3.436**      Word Count: **827**

Complexity Level

Levels of Meaning



Text Structure



Language Conventionality and Clarity



Knowledge Demands



Qualitative Measures

This narrative is clearly meant to tell the story of real women who solved a problem in their community, but it also includes **themes** of using creativity to solve problems and one's duty to make the community and the world a better place. Some of these themes are **subtle** and must be inferred from the text as a whole.

The narrative follows a **chronological** structure with repeated word patterns to provide additional structure to the text. Since the text covers a long period of time, as the main character grows from childhood to adulthood, students may need support tracking the passage of time.

Sentence constructions include **mostly simple and compound** sentences, with a few complex sentences and sentence fragments. There is some use of **figurative language**, but most of the language is literal. There are some non-English terms, such as *ndanka* (slowly), *waaw* (yes), and *jerejef* (thank you); their meanings can be inferred through context.

The narrative includes **themes of varying levels of complexity**. Experiences of Isatou and members of her community will likely be **different from the experiences of many readers**. There are many **references to cultural elements**, including customs, foods, and some non-English terms and phrases.

Reader and Task Considerations

English Language Learners

**Language** Point to the sentence fragments on page 375: *Then two. Then ten.* Explain that sometimes authors use sentence fragments to emphasize meaning or create a pleasing rhythm. Read aloud paragraphs 4–7. Then, have students look through the text to find more examples of “Then two” and “Then ten.” Read the examples aloud in context and have students repeat them after you.

Intervention

**Knowledge Demands** Read aloud the title and subtitle, and have students offer one thing they can predict about the story based on the title, and one question they have about the story based on the title. Discuss the ideas and questions, and revisit them following the reading. You may also want to

- have students find The Gambia on a map.
- have students research to find photos of The Gambia.

On Level/Advanced

**Meaning Say:** *What should you do if you see trash on the ground?*

- Have students talk with a partner about what people should do when they see litter or trash on the ground, and why.
- Ask students to share their ideas and reasons with the class.

**Kids Can Be Big Helpers**

By Kenneth Braswell  
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

- Structure: Tracking ways to help and reasons to help in the text
- Knowledge Demands: Volunteering and communities

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: **8.341**

Word Frequency: **3.579**

Word Count: **684**

Complexity Level

Levels of Purpose



Qualitative Measures

The author's **purpose is implied**, and must be inferred from the text's different parts, which focus on ways people and kids can be helpers and on reasons why being a helper is important. Students may need support to understand that the author wants to show kids both how to be helpers and why being a helper is important.

Text Structure



The text has a **clear, easy-to-understand** structure, including a section showing that kids can help others, a section telling reasons to help others, and a section giving kids ideas for how to help. Headings, text features, and photos are used to **supplement understanding**.

Language Conventionality and Clarity



The sentences are **simple**, and the vocabulary is mostly **familiar and contemporary**. Students may need support understanding some academic and domain-specific vocabulary, such as *successful, community, participate, volunteer, and reason*.

Knowledge Demands



Subject matter includes **some common, practical knowledge and some discipline-specific content knowledge**. Ideas presented are mostly simple, such as ways to help people, but some more **complicated** ideas, such as how a community is like a family, are presented.

Reader and Task Considerations

English Language Learners

**Structure** Help students create a **T-chart** to organize Reasons to Be a Helper and Ways to Be a Helper. Then, use paragraph 2 to model how to fill in the chart. Read the paragraph. Then **ask: What is one way to be a helper?** Give **sentence frames** to help students answer, and model how to write these ideas in the chart.

- I can be a helper by \_\_\_\_\_.
- People are helpers when they \_\_\_\_\_.

Intervention

**Knowledge Demands** Use a **KWL chart** to determine what students know and want to know about volunteering. Discuss their ideas and questions as a class. You may also want to

- have students research local organizations that recruit volunteers to help people.
- have students make a poster of ways or reasons to be a volunteer.

On Level/Advanced

**Purpose Say:** Listen to this statement: *It is important to help others. Give reasons to support this statement.*

- Have students tell a partner their reasons.
- Invite pairs to suggest their strongest reason, and list these on the board.
- Revisit the list after reading, to add reasons.

**Introducing Landforms**

By Bobbie Kalman and Kelley MacAulay

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: Terms that name landforms
- Knowledge Demands: Different types of landforms

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

Quantitative Measures

LEXILE: 520L

Average Sentence Length: 8.241

Word Frequency: 3.411

Word Count: 1,302

Complexity Level

Levels of Purpose



Qualitative Measures

The author’s overall purpose is **easy to identify** because the title and the first page show that the author is informing readers about landforms. Connections between sections and the main topic are made clear by the use of headings.

Text Structure



This informational text has a **description text structure**, and connections between sections and the main topic are made clear by the use of headings, which **help readers navigate the text**. **Graphics** such as maps and labeled photos **support and assist readers in understanding the text**.

Language Conventinality and Clarity



The sentences are **mostly simple** in construction, and the language is mostly straightforward. There is a high density of **domain-specific terms**, and although these are often defined in the text, the number of new terms may be challenging for students.

Knowledge Demands



The text relies on **common practical knowledge and some discipline-specific content knowledge**. Students may need support connecting familiar landforms they know from their own experience to those that are unfamiliar.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

**Knowledge Demands** Introduce the term *landforms* as defined in the text: “different shapes of land.” Then use a **web graphic organizer** to help students think about words they already know to describe the shapes land can make. Have students look outside and use drawings, gestures, and words to describe the shape of the land they see. Record their ideas in the web.

**Language** Preteach the names of common landforms, such as *mountain, valley, and island*.

- Have students draw pictures on index cards to show each kind of landform.
- On the other side of each card, have students write a short caption to describe what they drew.
- After reading, have students add cards to their “deck.”

**Structure Say:** *What is a landform? Look through the text and notice the photos, captions, and labels. Write your own definition of landform.*

- Have partners work together.
- Ask pairs to share their definitions.
- After students read, have them evaluate and refine their definitions.



from *How Earthquakes Shape the Earth*

By Aaron Carr and Megan Cuthbert  
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: Cause-and-effect language
- Knowledge Demands: Effects of earthquakes

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

Quantitative Measures

LEXILE: 530L

Average Sentence Length: 8.00

Word Frequency: 3.373

Word Count: 128

Complexity Level

Qualitative Measures

Levels of Purpose



The author's purpose is **concrete and narrowly focused** on how earthquakes shape Earth, as the title makes clear. Students should have little difficulty determining the purpose of this informational text.

Text Structure



The informational text has a **description text structure** that is made obvious by the use of questions as headings followed by **simple and clearly stated** answers. The photographs are **simple and support readers** in understanding the text.

Language Conventinality and Clarity



The language is **literal, straightforward, and easy to understand**, and sentences are mainly **simple**. The vocabulary is **familiar, conversational, and contemporary**. Cause-and-effect language is used to explain natural phenomena.

Knowledge Demands



Subject matter relies on **everyday, practical knowledge** and includes a **concrete** explanation of the effects of earthquakes. There are no references to other texts. Students may benefit from previous knowledge or experience of earthquakes.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

**Language List** on the board terms used in the book to show cause-and-effect relationships, such as *cause, caused, made, and make*. Give examples of how each is used. Then, have students use **sentence frames** to use the words correctly:

- Rain causes \_\_\_\_\_.
- A storm can make \_\_\_\_\_.
- The loud noise made my dog \_\_\_\_\_.
- The sun caused my skin to \_\_\_\_\_.

**Knowledge Demands** Use an **anticipation guide** to assess students' prior knowledge about earthquakes. Hold up the book and ask students whether they agree or disagree with these statements:

- Earthquakes can be dangerous.
- Earthquakes can cause floods.
- Earthquakes can be predicted.

**Structure Say:** *Preview the book by reading the headings and looking at the photos. If you were going to add one photo or section to the book, what would you choose?*

- Have students think of one idea and discuss it with a partner.
- Have pairs share aloud their ideas. Make a list on the board.

**from *How Water Shapes the Earth***

By Jared Siemens  
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: Terms for features of Earth’s surface
- Knowledge Demands: How water changes Earth by wearing away and building up the land

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: 9.64      Word Frequency: 3.386      Word Count: 241

Complexity Level

Levels of Purpose



Qualitative Measures

The author’s purpose is **concrete and narrowly focused** on how moving water shapes Earth, as the title makes clear. Students should have little difficulty determining the purpose of this informational text.

Text Structure



The informational text has a **description text structure** that is made obvious by the use of questions as headings followed by a simple and clearly stated answer. The photographs are **simple and support readers** in understanding the text. Headings **help the reader navigate** but are not essential to understanding.

Language Conventionalty and Clarity



The language is literal, straightforward, and easy to understand, and sentences are **mainly simple**. The vocabulary is **familiar, conversational, and contemporary**. Students may need support in understanding the terms for the landforms and bodies of water mentioned in the text (*cliff, coastline, valley, canyon, river, waterfall*).

Knowledge Demands



Subject matter relies on **common practical knowledge and some discipline-specific content knowledge** of landforms and features of Earth’s surface. Students may also find it useful to understand the processes (erosion, weathering) that shape the land. There are no references to other texts.

Reader and Task Considerations

English Language Learners

**Language** Use photos to preteach the terms *cliff, coastline, valley, canyon, river, and waterfall*. Guide students to sort these words into the categories *Land* and *Water* in a **T-chart**.

Intervention

**Knowledge Demands** Use a **KWL chart** to determine what students know and want to know about how water changes Earth. You may also want to do the following:

- Explore online media to build background for ways water wears away and builds up Earth’s surface.
- Have students draw ways water shapes Earth’s surface, using details from the text.

On Level /Advanced

**Structure** Explain that water changes Earth in many ways.

- Have students **research** ways that water impacts Earth.
- Have students **draw** pictures of the ways that water changes Earth and share them with the class.

**Where Do They Go in Rain or Snow?**

By Melissa Stewart  
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

- Structure: Elements of drama
- Meaning: Texts that have more than one purpose

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

Complexity Level

Levels of Meaning



Text Structure



Language Conventionality and Clarity



Knowledge Demands



Qualitative Measures

This drama has an **implied but easily identified** purpose of using animal characters to tell where animals that live in different environments go when it rains and snows. It introduces the idea that different animals live in different kinds of environments.

The drama includes features of a drama that may be **unfamiliar**, such as a narrator, a chorus, character names with colons, and stage directions. Illustrations show the animals who speak the lines and the landscape of the environment in which they live.

The sentences are simple and the vocabulary is mostly **familiar and conversational**; students may need support using context to understand some unfamiliar terms, such as *exoskeleton* and *routine*. Some words used are sounds the animals make or sound effects.

Subject matter includes **simple, concrete ideas** that students will relate to, such as being out in wet weather, as it clearly teaches about different animals and their habitats. There are no references to other texts.

Reader and Task Considerations

English Language Learners

**Structure** Review the structure of the drama before students read it. Point out how the lines show the speaker's role and the words they say. Explain that a *chorus* often introduces a new scene and a *narrator* gives information about what is happening and what characters are doing.

- Read a few lines chorally with students.
- Then, have them practice reading with a partner.

Intervention

**Meaning** Point out that sometimes a text informs about a topic using an entertaining, or fun, format, like a short play or story. Focus on paragraphs 36 and 37.

- Read the paragraphs aloud.
- Have students compare the character of Sparrow and the character Duck. **Ask:** *How does each character react to the rain?*
- Then, ask students to tell one science fact they learned.

On Level/Advanced

**Knowledge Demands Say:** *Preview the animals in the drama by looking at the pictures. What do you know about these animals? What do you think they like to do in the rain and in the snow?*

- Have students choose two animals and share their ideas about what these animals like to do with a partner.
- Have pairs revisit their ideas after reading. Were their predictions correct?

**“Volcano Wakes Up!”**

By Lisa Westberg Peters

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: Connecting different poems to a common topic or theme
- Structure: Determining the speaker of each poem

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



This collection of poems includes speakers with various points of view, connected by one event—a volcanic eruption. There are **multiple levels of meaning that are difficult to separate and interpret**. Finding a cohesive **theme** depends on the multitude of voices all adding their own perspective on the event.

Text Structure



The collection presents poems from **several points of view**. Some points of view are repeated, while others are not. Each speaker has a different personality and style, and each poem makes use of different poetic devices. Students will need to consider the structure of each poem apart from the structure of the overall narrative, which is **chronological**.

Language Conventionality and Clarity



The language used varies from poem to poem but is overall **dense and complex**. Figurative language is used frequently, and unusual juxtapositions—particularly when street sign language is used to create lines of poetry—add complexity. Vocabulary includes some informal language and spelling: *I M at the AllUCanEat, AllNt, HotLavaBBQ!*

Knowledge Demands



Poems include themes of **varying levels of complexity**. The experience of being near a volcano is likely to be **uncommon to most readers**. Students may benefit from prior knowledge of volcanic activity and eruptions.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

**Structure** Walk through the text before reading to preview the structure. Read aloud the title of each poem and identify the speaker, noting that in the poems, objects that are not alive still speak. Have students describe what they see in each picture, using **sentence frames**:

- I see \_\_\_\_.
- This picture shows \_\_\_\_.
- Many of the pictures show \_\_\_\_.

**Meaning** Explain that in this set of poems, many different speakers are all talking about a volcanic eruption. Help students begin thinking about the speakers’ perspectives. **Ask:**

- How might a cricket or a plant feel about a volcanic eruption?
- Does a volcanic eruption affect the sun or the moon?
- How might a volcanic eruption change the land around it?

**Language** Have students preview the poems spoken by the small black road. **Ask:** *What do you notice about the lines of these poems? Why are some of the words in orange?*

- Have students discuss their ideas with a partner.
- Show students photos of several common street signs. Have partners use the words on the signs to make up their own sentences.

**Rocks!**

By Christopher Cheng  
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: Figurative language and imagery
- Purpose: Linking graphic features to main ideas in the text

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: **8.319**

Word Frequency: **3.407**

Word Count: **990**

Complexity Level

Qualitative Measures

Levels of Purpose



The author's overall purpose is **easy to identify** because the title and first paragraph clearly show that the author is informing readers about rocks. However, students may need support in understanding the author's purpose for including the variety of text features and connecting these to main ideas.

Text Structure



This informational text has a **description text structure**. Within some sections, the text gives steps in a process in sequential order. Numerous and diverse text and graphic features such as cross-section, process, and cycle diagrams are mostly supplementary to understanding the text.

Language Conventinality and Clarity



The sentences are **mostly simple** in construction, and the language is mostly straightforward, with a few uses of figurative language (*It's like the heat is cooking the rock*) and imagery. The domain-specific vocabulary is often **defined in the text**, but the number of science terms may prove challenging.

Knowledge Demands



The text includes a lot of **discipline-specific content knowledge**. Students will require **background knowledge** of the study of rock and other unfamiliar concepts—geology, biology, history (ancient Egypt), and modern architecture. Students will also need support with vocabulary (*minerals, igneous, sedimentary, magma*).

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

**Language** Discuss these examples of figurative language and imagery:  
*Rocks can be as small as a grain of sand or taller than a skyscraper. It's like the heat is cooking the rock.*

Use **sentence frames** to help students explain the meaning of each sentence:

- Rocks can be different \_\_\_\_\_. Some are very \_\_\_\_\_, and some are very \_\_\_\_\_.
- Rocks change when they get hot, like eggs change when you \_\_\_\_\_ them.

**Purpose** Use the **rock cycle diagram** on page 641 to model thinking about what a diagram shows. Discuss what the arrows show and how the labels clarify the meaning. Read the pertinent text to show how the diagram connects to the main text.

- Have partners examine another diagram from the text.
- Have each pair give a short explanation of what their diagram shows and how it connects.

**Knowledge Demands Say:** *Where can you find rocks? Look through the book and notice the photos, illustrations, and diagrams. Make a list of where you can find rocks.*

- Have partners **list** as many places as possible where they can find rock.
- Ask pairs to share their lists. Count up all the different places.
- Add to the list as students read the text.