

Use the following texts for the Stories Julian Tells Unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
<i>The Stories Julian Tells</i>	Ann Cameron	Fiction Novel	Sections three, four, and five	Purchase (Book)
<i>The Red Book</i>	Barbara Lehman	Fiction Picture Book	Section one	Purchase (Book)
<i>The Fantastic Flying Books of Mr. Morris Lessmore</i>	William Joyce	Fiction Picture Book	Sections one and two	Purchase (Book)
<i>My Librarian is a Camel: How Books are Brought to Children Around the World</i>	Margriet Ruurs	Fiction Picture Book	Section two	Purchase (Book)
<i>Waiting for the Biblioburro</i>	Monica Brown	Fiction Picture Book	Section two	Purchase (Book)
<i>Gloria's Way</i>	Ann Cameron	Fiction Novel	Section five	Purchase (Book)
"Explore Smokey Bear's History"	smokeybear.com	Website	Section six	Digital Access
<i>More Stories Julian Tells</i>	Ann Cameron	Fiction Novel	Sections six and seven	Purchase (Book)

Text Analysis for *The Stories Julian Tells* by Ann Cameron

What is this text about?

The Stories Julian Tells by Ann Cameron is a realistic fiction compilation of six different stories that the narrator, Julian, tells about his life. The book follows Julian through stories of major life events and shows how his life is affected by his family, his imaginative mind, and his ability to get himself into trouble. Throughout the book, Julian is growing up and learning from his mistakes. He learns how to take responsibility for his actions, how to be a better big brother, and that anyone can be a friend.

What makes this text complex?

The readability of this text fits in the grades 2-3 band, which makes it appropriate for grade 3. Other features of this text make it complex and appropriate for grade 3.

- **Knowledge Demands:** Students need to have a basic understanding of storytelling traditions. The topics discussed (e.g., friendship, family relationships, responsibility, etc.) are likely to be topics that many students have studied or experienced previously. Students will not likely need support with the knowledge demands in advance.
- **Language:** The text is written in a first-person narrative format. Since it is told from the point of view of a young boy, the vocabulary and sentence structure of the text are straightforward. However, there are some words and phrases that students may struggle to understand. Some support may be required for the language of the text.
- **Structure:** The organization of the text is readily accessible. The difficult part of the format is deciphering the deeper meaning of the text. A good understanding of nonliteral language can help students better make meaning of this text. Students will not likely need additional support with the structure of the text.
- **Meaning:** The author's use of nonliteral language over the course of the text contributes to the development of themes in this book. Determining literal and nonliteral meanings of words and phrases is new to students in grade 3 and requires understanding of nonliteral and connotative meanings. Similarly, students will need to track Julian's development over the course of the text to understand how his changes contribute to the development of themes in the text. The themes developed in this text are moderately complex and not ones that many students will have thought about regularly. Students might struggle coming up with a theme given the complexity of the ideas. They will likely need support with understanding the meaning of the text.
 - Possible themes of this text:
 - It is important to repair mistakes you make.
 - If you make a mistake, it is important to fix it.
 - We can use our imaginations to create or solve problems.
 - We can be friends with boys and girls.
 - We can be friends with whomever is nice to us.
 - Anyone who we have fun with can be our friend.
 - A friend can be anyone you like.

Lexile

520

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 5** - This text includes bonding time between the brothers and their parents while having fun right at home. There is also a lot of imagination used within the stories in this text.
- **Violence: 2** - There is an instance in the novel with the brothers and their father which leads young readers to believe that the brothers think that their father will beat or whip them but the dad is actually talking about beating and whipping egg whites to make more pudding to replace the pudding they ate.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 1** - There is no evidence of addictive substances in this text.
- **Language: 2** - For this age group, students may consider the words ignorant and stupid as inappropriate.

Text Notes for *The Red Book* by Barbara Lehman

Overview

There was once a magical red book that had no words that was found by a little girl on her way to school on a snowy winter day. She begins looking at the pictures inside the book then sees a little boy inside the pictures who is on a beautiful beach. The boy in the book also has a red book and he sees her in his pictures as well. She later finds herself headed to find her new friend but drops her red book and her journey ends. By the end of the novel, the book is found by a different little boy who is about to begin his adventure with the red book just as the other children had done.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 5** - This book with no words is sure to spark readers' imagination. With no words, the reader must use only the pictures to discover what's going on.
- **Violence: 1** - There is no evidence of violence in this text.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 1** - There is no evidence of addictive substances in this text.
- **Language: 1** - There is no evidence of inappropriate language in this text.

Text Notes for *The Fantastic Flying Books of Mr. Morris Lessmore* by William Joyce**Overview**

When Mary Ellen is bored with reading and sitting indoors, her grandfather knows just the thing to get her rejuvenated which is a trip to the Bee Tree. The trip turns out to be an adventure that gathers all the townspeople who join in on the hunt.

Lexile

650

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 5** - This text tells of a magical adventure of Mr. Morris Lessmore where he learns the joy of reading.
- **Violence: 1** - There is no evidence of violence in this text.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 1** - There is no evidence of addictive substances in this text.
- **Language: 1** - There is no evidence of inappropriate language in this text.

Text Notes for *My Librarian is a Camel: How Books are Brought to Children Around the World* by Margriet Ruurs**Overview**

Margriet Ruurs was interested in how kids in different countries throughout the world visit the library so she contacted librarians around the world and asked them to share stories and tell about their libraries. Librarians sent in photographs and stories to show their mobile libraries and the happy faces of the children receiving books.

Lexile

980

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 5** - This book is a great read to teach students about mobile libraries in different countries. Each country includes detailed information about the book program, photographs, map, and the country's flag.
- **Violence: 1** - There is no evidence of violence in this text.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 1** - There is no evidence of addictive substances in this text.
- **Language: 1** - There is no evidence of inappropriate language in this text.

Text Notes for *More Stories Julian Tells* by Ann Cameron

Overview

Julian is at it again telling stories that lead him into some sort of trouble and he loves to spend time with his brother Huey and his best friend Gloria. There's more fun, more friends, more family, and more excitement in this second book featuring the irrepressible and imaginative Julian.

Lexile

430

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 5** - This text is filled with stories about friendship and family.
- **Violence: 1** - There is no evidence of violence in this text.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 1** - There is no evidence of addictive substances in this text.
- **Language: 1** - There is no evidence of inappropriate language in this text.

Use the following texts for the Cajun Folktales Unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
<i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i>	Sharon Arms Doucet	Short Story	Sections one, two, three, four, five, and eight	Purchase (Book)
"Cajun Culture and Louisiana"	LDOE	Let's Set the Context Video	Section one	Digital Access
"Introduction" from <i>Cajun Folktales</i>	J.J. Reneaux	Short Story	Section one	Cajun Folktales Unit Reader
<i>Conejito: A Folktale from Panama</i>	Margaret MacDonald	Short Story	Section one	Purchase (Book)
"Swapping Stories: Folktales from Louisiana - Glossary"	Louisiana Folklife Program	Other	Sections one and four	Cajun Folktales Unit Reader
<i>Zomo the Rabbit</i>	Gerald McDermott	Short Story	Section two	Purchase (Book)
"Culture"	Britannica Kids	Article	Sections two and three	Cajun Folktales Unit Reader
"Theft of Honey" from <i>Cajun Folktales</i>	J.J. Reneaux	Short Story	Section three	Cajun Folktales Unit Reader
Where Do Fruits and Vegetables Come From?	YouTube	Video	Section four	Digital Access
Follow that Food - Carrot edition	YouTube	Video	Section four	Digital Access

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
“Vegetable Jungle”	Ag in the Class	Article	Section four	Cajun Folktales Unit Reader
<i>Tops and Bottoms</i>	Janet Stevens	Short Story	Section four	Purchase (Book)
“The Tale of Peter Rabbit”	Beatrix Potter	Short Story	Section five	Cajun Folktales Unit Reader
<i>Dear Peter Rabbit</i>	Alma Flor Ada	Short Story	Section five	Purchase (Book)
“The Hare and the Tortoise”	Verse	Poem	Section six	Cajun Folktales Unit Reader
“The Hare & the Tortoise”	The Aesop for Children	Short Story	Section six	Cajun Folktales Unit Reader
“The Trickster Tricked”	American Folklore	Short Story	Section six	Cajun Folktales Unit Reader
“Animal Traits and Features”	LDOE	Article	Section seven	Cajun Folktales Unit Reader
“Elements of Folktales”	LDOE	Let’s Set the Context Video		Digital Access

Text Analysis for *Lapin Plays Possum: Trickster Tales from the Louisiana Bayou* by Sharon Arms Doucet

What is this text about?

Lapin Plays Possum: Trickster Tales from the Louisiana Bayou is a collection of trickster tales involving a Lapin, a quick witted and conniving rabbit, and Bouki, an often out-witted neighbor.

What makes this text complex?

The readability of this text is in the grades 4-5 band. Given the complexity, this text is read aloud and highly scaffolded in the unit.

- **Knowledge Demands:** The knowledge demands of this text are very complex due to the life experiences and cultural elements possibly being unfamiliar to students. Students, especially English Language Learners, may require assistance by building background knowledge prior to the unit as well as providing support throughout the lesson on specific comprehension tasks.
- **Language:** The language demands of this text are very complex due to the text selection including Cajun words and phrases as well as some abstract and figurative language. Additionally, this text is read aloud and includes a glossary at the beginning of the selections for specific Cajun words. However, students may still require assistance during the lesson to ensure appropriate comprehension.
- **Structure:** The structure demands of this text are slightly complex because it follows a simple folktale pattern. Students should not require additional support for the structure of the text.
- **Meaning:** The meaning demands of this text are slightly complex and the unfolding of events in the story make it easy to identify the central ideas in the selection.
 - Possible themes/central ideas of this text:
 - Follow your gut.
 - Listen to your instinct.
 - Be careful what you ask for.

Lexile

920

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 4** - The story takes place in the Louisiana Bayou and is a great folktale that repeatedly shows students how smart the little trickster Lapin truly is. However, after being outwitted many times, Bouki finally thinks he will get the best of Lapin.
- **Violence: 1** - There is no evidence of violence in this text.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 1** - There is one mention of a character drinking a mint julep in this text.

- **Language: 1** - There is no evidence of inappropriate language in this text.

Text Notes for *Dear Peter Rabbit* by Alma Flor Ada

Overview

Many famous fairy tale/folk tale characters spend their days sending letters back and forth to one another. The letters show a fantasy world connection between Goldilocks, Peter Rabbit, Baby Bear and The Three Little Pigs. Other characters who pop up in the letters are Little Red Riding Hood and the Big Bad Wolf. By the end of the story, they celebrate Goldilocks's birthday with fun, friendship and lots of cake.

Lexile

780

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 5** - This is a story about characters in fairy tales who write letters back and forth to each other. Goldilocks sends a letter to Baby Bear while Peter Rabbit is writing back and forth to The Three Little Pigs. The letters continue between the characters to show you how they all know each other and how all of the story lines from the original fairy tales are connected.
- **Violence: 1** - There is no evidence of violence in this text.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 1** - There is no evidence of addictive substances in this text.
- **Language: 1** - There is no evidence of inappropriate language in this text.

Text Notes for *Tops and Bottoms* by Janet Stevens**Overview**

Hare and his family have fallen on hard times. Right down the road, Bear has lots of money and lots of land. Hare is a bit of a trickster and uses his wit to his advantage when he asks Bear to be his business partner. Hare agrees to handle the labor and split the crop in half while Bear sleeps. However, hare tricks him time and time again until Bear finally catches on and ends the partnership.

Lexile

580

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 5** - This is a story about hard work paying off. It includes folktale fun and tests brains over brawn as Hare outwits Bear time and time again.
- **Violence: 1** - There is no evidence of violence in this text.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 1** - There is no evidence of addictive substances in this text.
- **Language: 1** - There is no evidence of inappropriate language in this text.

Use the following texts for the Because of Winn-Dixie Unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
<i>Because of Winn-Dixie</i>	Kate DiCamillo	Fiction Novel	Sections four, five, six, seven, and eight	Purchase (Book)
<i>Unlikely Friendships for Kids: The Dog & The Piglet: And Four Other Stories of Animal Friendship</i>	Jennifer Holland	Nonfiction Novel	Section two	Purchase (Book)
<i>Owen & Mzee: The True Story of a Remarkable Friendship</i>	Isabella Hatkoff, Craig Hatkoff, and Paula Kahumbou	Nonfiction Picture Book	Section two	Purchase (Book)
<i>Charlotte’s Web</i>	E.B. White	Fiction Novel	Sections one and two	Purchase (Book)
<i>The Miraculous Journey of Edward Tulane</i>	Kate DiCamillo	Fiction Novel	Section three	Purchase (Book)
<i>Just Ask! Be Different, Be Brave, Be You</i>	Sonia Sotomayor	Nonfiction Picture Book	Section four	Purchase (Book)
“On Writing”	Kate DiCamillo	Memoir	Section four	Because of Winn-Dixie Unit Reader
<u>Sonia Sotomayor: “The Justice Hears a Case”</u>	Sesame Street	Video	Section four	Digital Access
<u>Shades of Meaning</u>	YouTube	Video	Section five	Digital Access

Text Analysis for *Because of Winn-Dixie* by Kate DiCamillo

What is this text about?

The text is a story of a girl, Opal and her preacher father who had just moved to Naomi, Florida. Opal finds a straw dog at the grocery store and names him Winn-Dixie. The story takes place during the summer and takes you through Opal and Winn-Dixie finding some unlikely friends. The book teaches the importance of family, friendship, forgiveness and loneliness.

What makes this text complex?

The readability of this text is in the grades 3-5 band, which makes it appropriate for grade 3.

- **Knowledge Demands:** The design of the unit provides students with knowledge building opportunities related to companionship, so students likely do not need additional supports with the knowledge demands of this text. Students will need little support beyond the text itself to meet the knowledge demands of this unit.
- **Language:** The narrative is told in first-person, the language is not complex and is accessible to students. The design of the unit facilitates study of the language of this anchor text, so students likely do not need additional supports with the language demands of this text.
- **Structure:** The structure and organization of this text is easily accessible as it is told in first-person narrative form and is in chronological order. The design of the unit makes the structure of this novel accessible to diverse learners, so students likely do not need additional supports with the language demands of this text.
- **Meaning:** The theme developed in this text is easy for students to identify. As the plot unfolds the main character, Opal, goes through many changes which develop the theme. Students will not likely need support with understanding the meaning of the text.
 - Possible themes/central ideas of this text:
 - Family
 - Loneliness
 - Friendship
 - Compassion
 - Forgiveness

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 5** - This text is a heartwarming story that highlights the importance of a father/daughter bond and the pet/owner bond. This is a story about friendships with all types of people, in spite of their differences.

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- **Violence: 2** - There is brief mention of the war in the text. There is also a character who hits a police officer and goes to jail in the text.
 - **Sex: 1** - There is no mention of sex in this text.
 - **Addictive Substances: 2** - There is mention of drinking in the text. No drinking takes place in the text, but it mentions characters who drank in their past.
 - **Language: 2** - Although some mild language (hell, stupid, and retarded) is present, these words precede thought and change within the characters.

Additional Notes

- There are religious references in the text including prayer and church services.

Text Notes for *Charlotte's Web* by E. B. White

Overview

As this classic story begins, Fern convinces her father not to kill the runt pig of the litter, who she later names Wilbur. Wilbur then goes to live in her Uncle Homer Zuckerman's barn where she visits him every day but Wilbur becomes lonely and none of the animals want to play and be his friend. However, his luck changes when Wilbur meets Charlotte, a gray spider whose web is in a corner of the barn door, and they become good friends. Later in the text, Wilbur learns that he is to be slaughtered next Christmas and his best friend Charlotte thinks of a plan to make the Zuckermans want to keep Wilbur around forever.

Lexile

680

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 5** - This gentle story with its kindly wisdom about friendship and love makes it meaningful to all. It shows us how we should make and keep friends and how we should treat each other. It also involves a blunt message about life-and-death, but also shows bonds that are created and how we treat those who are dying.
- **Violence: 3** - There is talk throughout the entire book of Wilbur being killed by the farmer. Also, Avery the young boy in the story has an air rifle and a wooden dagger and these were considered appropriate toys for a little boy who lived on a farm.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 1** - There is no evidence of addictive substances in this text.
- **Language: 1** - There is no evidence of inappropriate language in this text.

Additional Notes

- There are several mentions of praying and the Lord.

Text Notes for *The Miraculous Journey of Edward Tulane* by Kate DiCamillo

Overview

Edward Tulane is a china rabbit who only loves himself. Abilene received him as a gift from her grandmother and treated him with the utmost love and respect. While on a cruise to London, he is accidentally thrown overboard and sits on the ocean floor for nearly 300 days. Then, a bad storm sends him back up to the surface and he is found by a fisherman. Edward is passed from person to person for the next 30 years in hopes of finding the true meaning of love along the way.

Lexile

700

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - Although this text has a message of love, compassion, kindness, and self-discovery, there is a lot of loss and recovery.
- **Violence: 2** - There are several times in the story that violent issues arise. For example, when Edward is wandering with Bull (the hobo) and his dog Lucy they are found in an empty freight car they were all kicked and yelled at. There is also a moment when Edward lives with a sister and brother who had a drunk dad who slaps his son in the face.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 1** - Edward is living with a sister and a brother who have a drunk dad.
- **Language: 2** - There are several times in the story when the word naked is used and the hobos are referred to as tramps.

Additional Notes

- There are several mentions of death or dying.
- In one part of the text, there is reference to child abuse.

Use the following texts for the Treasure Island Unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
<i>Treasure Island (Classic Series)</i>	Robert Louis Stevenson	Fiction Novel	Sections four, five, six, and seven	Purchase (Book)
<i>Magic Tree House Fact Checker: Pirates</i>	Will Osborne and Mary Pope Osborne	Nonfiction Novel	Sections one, five, and six	Purchase (Book)
“Treasure”	LDOE	Article	Section one	Treasure Island Unit Reader
“Family Treasure”	Pamela Joyce Randolph	Poem	Section one	Treasure Island Unit Reader
“Gold”	Thomas Hood	Article	Section one	Treasure Island Unit Reader
“History and Artifacts of Poverty Point”	Poverty Point World Heritage Site	Article	Section one	Treasure Island Unit Reader
“Kids Were Onboard the Titanic, Too”	Marylou Tousignant	Article	Section two	Treasure Island Unit Reader
<u>New CGI of How the Titanic Sank</u>	National Geographic	Video	Section two	Digital Access
<i>Finding the Titanic</i>	Robert Ballard	Nonfiction Novel	Sections two and seven	Purchase (Book)
<i>The Mona Lisa Caper</i>	Rick Jacobson	Fiction Novel	Section three	Purchase (Book)



Text Overview

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
"The Day the Mona Lisa was Stolen"	Craig Roland from Art Junction	Article	Section three	Treasure Island Unit Reader
<u>Black Spot</u>	Horrible Histories	Video	Section four	Digital Access

Text Analysis for *Classic Starts: Treasure Island Retold* from the Robert Louis Stevenson original by Chris Tait

What is this text about?

Classic Starts: Treasure Island is a retelling of the Robert Louis Stevenson original novel *Treasure Island*. Jim Hawkins goes on an adventure to locate a treasure to help his mother and rebuild their inn. Jim faces many challenges, but he stays dedicated to helping his mother and friends.

What makes this text complex?

The readability of this text is in the grades 3-5 band, but the following complex features make it appropriate for grade 3.

- **Knowledge Demands:** Students need knowledge of the technique of foreshadowing, sequence of events, cause and effect, and similes. Students will need support with the knowledge demands of the text.
- **Language:** The text includes “pirate” and sea vocabulary that will make the text difficult for some students. Students will need additional support with the language of the text.
- **Structure:** The text is written in chronological order. Students will likely not need support with the structure of the text.
- **Meaning:** The meaning of the text is people are motivated by different factors. Students will need support to understand the meaning of the text.
 - Possible themes/central ideas of this text:
 - Honor and friendship is more important than treasure.
 - Treasure is not worth betraying friends.
 - Some people will do anything for treasure.
 - Some people will do anything to protect their family and friends.

Lexile

870

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 4** - The main character faces adversity from the beginning of the text and continuously throughout his adventure but he never gives up and thinks of creative ways to solve his problems.
- **Violence: 5** - The text is based on the life of a pirate and the violence is within context for readers to understand the dangerous situations that were experienced by the main character.

The violence is not gory, but there are several occasions where blood and murder are mentioned throughout the book.

- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 3** - There is no explicit statement of drinking, but inferences can be made from the jingles that the pirates sing and actions of the pirates.
- **Language: 1** - There is no evidence of inappropriate language in this text.

Text Notes for *The Mona Lisa Caper* by Rick Jacobson

Overview

In 1911 Mr. Vincenzo Perugia shocked the world by stealing the famous Mona Lisa painting from the Louvre Museum in Paris. Although he was in the wrong for stealing the painting, he meant well. Vincenzo wanted to return the painting to the Italian people because he believed it had originally been stolen from them. A good bit of the book is narrated by Mona Lisa as she tells the story of her leaving the museum and the trip back to the city of her creation. Later in the text, Vincenzo is arrested and found guilty, but in the end, he becomes somewhat of a hero in Italy.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - The Mona Lisa painting is stolen from a museum in Paris by Vincenzo who believed he was doing the right thing by taking the painting back to its homeland of Italy.
- **Violence: 1** - Although there is theft in the book, there is no evidence of any violence.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 1** - There is no evidence of any addictive substances.
- **Language: 1** - There is no evidence of inappropriate language.

Use the following texts for the Louisiana Purchase Guidebook Unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
<i>The Louisiana Purchase: Would You Close the Deal? (What Would You Do?)</i>	Elaine Landau	Historical Nonfiction	Sections one and six	Purchase (Book)
<i>Louisiana Purchase (Ready-for-Chapters)</i>	Peter Roop	Nonfiction Novel	Sections two, three, four, and six	Purchase (Book)
“How Haiti Saved the United States”	Social Studies for Kids	Article	Section three	The Louisiana Purchase Unit Reader
“Jean-Jacques Dessalines: Restoring the Reputation of a Haitian Hero”	YouTube	Video	Section three	Digital Access
<i>The Journey of York: The Unsung Hero of the Lewis and Clark Expedition</i>	Hasan Davis	Nonfiction Novel	Sections four and six	Purchase (Book)
<i>National Geographic Readers: Sacagawea</i>	Kitson Jazyuka	Historical Nonfiction	Sections four and six	Purchase (Book)
<i>How We Crossed the West</i>	Rosalyn Schanzer	Historical Nonfiction	Sections four and six	Purchase (Book)
“Stopping By the Woods on a Snowy Evening”	Robert Frost	Poem	Section five	The Louisiana Purchase Unit Reader



Text Overview

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
"The Louisiana Purchase and the Forced Removal of Native Americans"	ReadWords	Article	Section six	The Louisiana Purchase Unit Reader

Text Analysis for *The Louisiana Purchase: Would You Close the Deal?* by Elaine Landau

What is this text about?

This text describes how American came to purchase all of the Louisiana territory from France. President Thomas Jefferson sent Robert Livingston and James Monroe to France to make a deal with Napoleon Bonaparte. Jefferson wanted ownership of the Port of New Orleans and access to the Mississippi River. However, Bonaparte offered them all of the Louisiana territory instead. This text will examine the decisions that lead to the Louisiana Purchase.

What makes this text complex?

The readability of this text fits in the grades 3-5 band, which makes it appropriate for grade 3.

- **Knowledge Demands:** The knowledge demands for this text are very complex. The text mentions past historical events such as the Revolutionary War. Students will also need to understand the different territories that existed in North America during the time of the Louisiana Purchase. Students also need to be familiar with the importance of rivers as trade routes and the difficulties of communication during the early 1800's. Geographical information including the location of the Port of New Orleans, Haiti, France, and Great Britain would also be important for students to understand. The text provides brief information and/or maps relating to some of this background knowledge, but students may need supplementary information.
- **Language:** The language in this text is moderately complex. Though some terms (flatboats, democracy, blockade, empire) may be unfamiliar to students, a glossary and graphics are provided to help students understand the terms. Most of the language used is very student-friendly. The majority of sentences are simple or compound. A few complex sentences are found.
- **Structure:** The structure of this text is moderately complex. The text is broken into short chapters centered around a topic. Each topic ends with a set of questions for students to consider. These questions help students process the information being presented. These topics are arranged in chronological order, thus helping students understand the cause and effect of each event. The text also contains images and graphics, such as maps and historical photos, which illustrate the events in the text.
- **Meaning:** The purpose of the book is moderately complex, as it is stated in the title: *The Louisiana Purchase: What Would You Do?* The text's purpose is to show the many events and decisions that contributed to the Louisiana Purchase. This purpose is emphasized with the questions that occur at the end of each section. These questions reinforce the decisions that were faced at each point of the process of the Louisiana Purchase.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 4** - The author poses "What would you do?" questions throughout the text and the book offers readers the opportunity to learn about the steps taken to complete the Louisiana Purchase.

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- **Violence: 2** - There is mention of the king and queen being killed, but it is not described in great detail. There is also a brief mention of going to war in the text and a mention of men dying from fighting when the enslaved people revolted in St. Domingue.
 - **Sex: 1** - There is no evidence of sex in this text.
 - **Addictive Substances: 1** - There is no evidence of addictive substances in this text.
 - **Language: 1** - There is no evidence of inappropriate language in this text.

Use the following texts for the Whipping Boy Unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
<i>The Whipping Boy</i>	Sid Fleishman	Fiction Novel	Sections two, three, four, five, six, and seven	Purchase (Book)
<i>The Horrible, Miserable, Middle Ages</i>	Kathy Allen	Nonfiction Novel	Sections four and five	Purchase (Book)
<i>A Medieval Feast</i>	Alik	Nonfiction Picture Book	Section one	Purchase (Book)
<i>Magic Tree House Fact Tracker: Knights and Castles</i>	Will Osborne and Mary Pope Osborne	Nonfiction Novel	Sections one, two, three, four, five, and six	Purchase (Book)
"Middle Ages Food and Diet"	Lordsandladies.org	Website	Section six	Whipping Boy Unit Reader

Text Analysis for *The Whipping Boy* by Sid Fleishman

What is this text about?

The Whipping Boy which is set in Medieval times, tells the tale of Prince Horace and his whipping boy Jemmy. Prince Horace is frequently referred to as Prince Brat due to his persistent misbehavior and Medieval customs dictate no one may raise a hand against a prince. Jemmy, an orphan boy from the streets, is used to receiving punishment for Prince Brat's misdeeds. One day Prince Brat decides to run away and he takes Jemmy along as his servant. The pair are then kidnapped and Jemmy's ability to read and write--skills Prince Brat does not have--become the key to achieving their release.

What makes this text complex?

The readability of this text is in the grades 2-3 band, which makes it appropriate for grade 4.

- **Knowledge Demands:** The majority of the tale recounts the adventures of Prince Brat and Jemmy once they have run away from the castle. The events of the plot involve encounters with characters from the Medieval time period, and they contain concepts and terminology from that historical era. Students may not have background knowledge of these ideas and vocabulary; however, the unit provides several opportunities for students to build background knowledge through probing of informational text. The design of the unit provides students with knowledge building opportunities, so students likely do not need additional support with the knowledge demands of this text.
- **Language:** The narrative of this tale is related in third-person and incorporates terminology and concepts from the Medieval period. While large sections of the next have relatively non-complex sentence structure and language usage, some excerpts of the narrative employ medieval vocabulary. The sequence of the unit provides students with background knowledge of this terminology early on; however, throughout the text students will encounter new vocabulary. Therefore, diverse learners may need additional support with the language demands of this text.
- **Structure:** The structure of this text is accessible as it follows a linear pattern with titled chapters in sequential order. The third-person narration of the text keeps events in the plot sensible and comprehensible. Changes in setting are dealt with through the relatable language of the narrator. The design of the unit makes the structure of this novel accessible to diverse learners, so students likely do not need additional support with the language demands of this text.
- **Meaning:** The meanings and themes contained in the text have the relatable aspects of a relationship between two children--Prince Brat and Jemmy. The core of the narrative retells the events and developments of their friendship; therefore, diverse learners with experiences of interpersonal relationships with other children will be able to access this realm of meanings. However, other themes of class relations, medieval customs, and past traditions may be difficult for diverse learners to discern as they are presented figuratively through the two main characters. While the design of the unit deliberately builds student knowledge in this domain, students may struggle with making complex meanings of this text. They will likely need support making meaning.
 - Possible themes of this text:
 - Power and social position
 - The balance of power in class systems

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- How actions affect events
 - The upward mobility of an underdog

Lexile
570

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - Even though Prince Brat and Jemmy do not see eye to eye at the beginning of the story, they end as friends after having to work together to survive.
- **Violence: 4** - During the Middle Ages, the prince was not allowed to be disciplined; therefore, a whipping boy was designated to each prince. In this story, the whipping boy gets whipped on a regular basis. There are also many references to being hung and other cruel punishments that were common during this time period.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 1** - There is one reference to moonshine and of a brewery in the text but it does not go into detail.
- **Language: 1** - There is minimal evidence of inappropriate language. The word “hell” is mentioned in one portion of the text.

Additional Notes

- There are multiple mentions of hanging, which was a common practice during the time period in which the text is set.

Text Notes for *The Horrible, Miserable, Middle Ages* by Kathy Allen

Overview

From leftover trenches and stinky chamber pots to barber surgeons and the black plague, life could be really miserable for people during medieval times. This text explores the nasty side of life in the Middle Ages.

Lexile

850

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 1** - This text does not have any positive messages regarding the Middle Ages. Instead, this text tells about all the terrible parts of the Middle Ages.
- **Violence: 2** - The text includes some violence regarding seizing castles but it does not go into great detail.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 1** - There is only one mention of drinking beer as it is consumed with their meals.
- **Language: 1** - There is no evidence of inappropriate language in this text.

Additional Notes

- This text includes mention of teeth being yanked from the gums.
- This text includes some mention of uncomfortable deaths of farmers.
- There is a graphic drawing of a person with the plague in the text.

Text Notes for *A Medieval Feast* by Alik

Overview

After the king announces he is coming to visit a specific manor, all the people in the manor work together to prepare for a king's feast.

Lexile

840

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - This text tells the story of the men and women in a manor working together to prepare for the king's visit. They learn that their cooperation will be the only way to prepare the manor.
- **Violence: 1** - There is no evidence of violence in this text.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 2** - The text mentions brewing ales and wines, as well as, sharing goblets of wine during the feast.
- **Language: 1** - There is no evidence of inappropriate language in this text.

Text Notes for *The Usborne Internet-Linked Medieval World* by Jane Bingham

Overview

This is an internet based site that includes different information about the Medieval Ages which includes artifacts that can be found in museums around the world along with different castles and how they used the artifacts to defend their land.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - The site shows different ways the people of middle ages worked together and used materials they had to live.
- **Violence: 2** - The site shows ways the castles and knights were used to defend their territory.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 2** - There is no evidence of addictive substances in this text.
- **Language: 1** - There is no evidence of inappropriate language in this text.

Text Notes for *Magic Tree House Fact Tracker: Knights and Castles* by Will Osborne and Mary Pope Osborne

Overview

This text is filled with facts about knights and castles. Readers learn how castles were built and living in a castle was like during medieval times. Readers also learn how boys trained to be knights and how horses were prepared for battle.

Lexile

690

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - The text explores protecting the castle and all that goes along with that protection. It also shows how knights and others worked continuously to protect their land and gain new land.
- **Violence: 4** - The book speaks of some violence regarding seizing castles, reasons for war, and how knights protected themselves during war.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 2** - There is no evidence of addictive substances in this text.
- **Language: 1** - There is no evidence of inappropriate language in this text.

Use the following texts for the Hurricanes Unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
<i>Surviving Hurricanes (Children’s True Stories)</i>	Elizabeth Raum	Nonfiction Novel	Sections three, six, and seven	Purchase (Book)
“Big Winds and Big Damage” from <i>Hurricanes: Earth’s Mightiest Storms</i>	Patricia Lauber	Historical Nonfiction	Section one	Hurricanes Unit Reader
<i>Hurricane Katrina: A True Book</i>	Peter Benoit	Nonfiction Novel	Sections two, three four, five, and seven	Purchase (Book)
<i>Hurricane on the Bayou</i>	Image Entertainment	Film	Sections two, three, and seven	Purchase (DVD)
<i>I Survived Hurricane Katrina, 2005</i>	Lauren Tarshis	Fiction Novel	Sections three, four, and seven	Purchase (Book)
“Blueberry Hill”	Fats Domino	Song	Section four	Digital Access
<i>Houston’s Hurricane Harvey Floods</i>	Kevin Blake	Nonfiction Novel	Sections five and seven	Purchase (Book)
“Voices from the Storm”	Texas Monthly	Interview	Sections five and seven	Hurricanes Unit Reader
<i>Marvelous Cornelius: Hurricane Katrina and the Spirit of New Orleans</i>	Phil Bildner	Nonfiction Novel	Sections six and seven	Purchase (Book)

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
"Community Works Together on Garden After Ida"	LSU Ag Center	Article	Sections six and seven	Hurricanes Unit Reader

Text Analysis for *Surviving Hurricanes* by Elizabeth Raum

What is this text about?

Surviving Hurricanes presents accounts of children affected by hurricanes around the world. This informational text describes the characteristics of hurricanes, offers insight into the experiences of various children who have survived these natural disasters, and identifies areas of devastation on maps.

What makes this text complex?

The readability of this text is in the grades 3-5 band, which makes it appropriate for grade 4.

- **Knowledge Demands:** The reader does not need a great deal of knowledge regarding hurricanes to be able to understand the text. The structure of the text clearly defines the term “hurricane” in the introduction prior to giving personal accounts and experiences. Students will need little support beyond the text itself to meet the knowledge demands of this unit
- **Language:** Some words in this text may be slightly complex to students. There are a few instances where students may need support with the language. The slightly complex words are boldfaced in the text and are included in a glossary at the end of the text. Students should determine the meaning of the words before reading the text.
- **Structure:** The organization of the text is readily accessible. The text gives firsthand and secondhand accounts of hurricanes. Illustrations and maps aid in understanding and are student-friendly. Students will likely not need additional support with the structure of the text.
- **Meaning:** The central idea developed in this text is easy for students to identify. They will not likely need support with understanding the meaning of the text.
 - Possible themes/central ideas of this text:
 - Environmental and social impacts of weather
 - Hurricanes can be frightening and dangerous to experience.

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 4** - Although the kids in the text have gone through a natural disaster, they work together with other organizations to help rebuild their communities.
- **Violence: 2** - The violence of this text is nature related instead of human violence. The text speaks of the disasters and death tolls from hurricanes.
- **Sex: 1** - There is no evidence of sex in the text.
- **Addictive Substances: 1** - There is no evidence of addictive substances in the text.
- **Language: 1** - There is no evidence of inappropriate language in the text.

Additional Notes

- There is a mention of suicide in the text.
- The text contains bullying of a physically disabled character.

Text Notes for *I Survived Hurricane Katrina, 2005* by Lauren Tarshis**Overview**

Barry and his family decide to evacuate their home because of Hurricane Katrina when life takes a turn for the worse. This text tells the story of Barry's family preparing for Hurricane Katrina and their journey to get back home after their hometown was destroyed.

Lexile

590

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 5** - The family dynamic of the Tuckers shows that they are a close family and always support one another. Additionally, Barry leans on his friends and unexpectant animals for survival.
- **Violence: 2** - The text contains descriptions of Hurricane Katrina flooding the lower Ninth Ward and destroying homes.
- **Sex: 1** - There is no evidence of sex in the text.
- **Addictive Substances: 1** - There is no evidence of addictive substances in the text.
- **Language: 1** - There is no usage of inappropriate language in the text.

Use the following texts for The Lightning Thief Guidebook Unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
<i>The Lightning Thief</i>	Rick Riordan	Fiction Novel	Sections three, four, five, and six	Purchase (Book)
<i>Favorite Greek Myths</i>	Mary Pope Osborne	Fiction Novel	Section one	Purchase (Book)
<i>D'Aulaires' Book of Greek Myths</i>	Ingri and Edgar Parin D'Aulaire	Fiction Novel	Section one	Purchase (Book)
"What Makes a Hero?"	TedTalk by Matthew Winkler	Video	Section one	Digital Access
<i>Where the Mountain Meets the Moon</i>	Grace Lin	Fiction Novel	Section two	Purchase (Book)

Text Analysis for *The Lightning Thief* by Rick Riordan

What is this text about?

The Lightning Thief is a fantasy-adventure novel which tells the tale of Perseus “Percy” Jackson, a twelve-year-old kid from New York who has dyslexia and ADHD. Percy has bounced from school to school in his short life and lives with his mother Sally and his step-father. Percy’s supernatural adventures begin as he learns of his status as a “Half-Blood” through his friend Grover and his teacher Mr. Brunner. Percy ends up at Camp Half-Blood where he learns details about his father and takes on a quest with friends to return a stolen lightning bolt to Zeus.

What makes this text complex?

The readability of this text is in the grades 3-5 band, which makes it appropriate for grade 4. This text is read aloud and highly scaffolded in the unit.

- **Knowledge Demands:** The narrative tracks the events, internal conflicts, and external conflicts of Percy through a school-aged child’s perspective. The plot advances through events which are framed within the experience of school children, therefore, students will be familiar with aspects such as teachers, classmates, summer camp, etc. Furthermore, Greek mythological characters are introduced through exposition throughout the story, so these demands on student knowledge are assuaged. The design of the unit provides students with knowledge building opportunities related to Greek mythology, so students likely do not need additional supports with the knowledge demands of this text.
- **Language:** The narrative is told in first-person by Percy himself. Due to Percy’s status as a school-aged child, the language is not complex and is accessible to students. Percy’s narration connects events in the plot with student-friendly experiences and provides a variety of access points for diverse learners. The design of the unit facilitates study of the language of this anchor text, so students likely do not need additional supports with the language demands of this text.
- **Structure:** The structure of this text is accessible as it follows a linear pattern with titled chapters in sequential order. The first-person narration of the text keeps events in the plot sensible and comprehensible. Changes in setting are dealt with through the relatable language of the narrator. The design of the unit makes the structure of this novel accessible to diverse learners, so students likely do not need additional supports with the language demands of this text.
- **Meaning:** The author integrates, through the narration of Percy, information and explication concerning Greek mythology throughout the novel. The design of the unit makes explicit the connection between Greek mythological characters and the events, characters, and conflicts within the story. Making meaning of the hero’s journey and quest, as well as the development of complex and dynamic characters are at the core of this anchor text. Students are engaged with the plot events of the narrative, therefore, they must track the meanings made concerning Greek mythology and integrate their knowledge of myth with narrative. The themes developed in this text have layers of complexity, though students may have considered some previously. Students may struggle with discerning themes amongst this complex text. They will likely need support making meaning.
 - Possible themes of this text:

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- The discovery and development of personal identity
 - Versions of reality and their importance
 - Feelings of isolation and alienation
 - Love for family and friends
 - Traditions and customs in contemporary times
 - Language and ways we communicate
 - The telling of lies and deceit
 - Violence and its impacts
 - The significance of memory

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 4** - This text tells the story of Percy, his dedicated mother, and his loyal friend. As Percy embarks on a quest, he learns that friendship and dedication are essential to his success.
- **Violence: 5** - There is fighting amongst the gods and manipulation of humans for a god to gain power and strength. Percy also sees his mother be killed and he engages in much evil during his quest.
- **Sex: 1** - Other than some slight reference to some relationships of the gods and humans, there is no mention of sex.
- **Addictive Substances: 1** - The text contains mention of the god of wine and there are a few references to him drinking from a goblet of wine.
- **Language: 1** - There is minimal evidence of inappropriate language in this text.

Additional Notes

- There is a mention of suicide in the text.
- The text contains bullying of a physically disabled character.

Text Notes for *Favorite Greek Myths* by Mary Pope Osborne

Overview

This is a collection of stories the ancient Greeks created about their gods and goddesses called myths.

Lexile

870

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 1** - There is no evidence of positive messages in this text.
- **Violence: 5** - The Greek invented stories is a strange world where gods and mortals turn into animals and inanimate objects. The gods are passionate, jealous, sorrowful, and angry often using violence to carry out their feelings.
- **Sex: 1** - There is no evidence of sex in this text; however, there is one mention of a kiss.
- **Addictive Substances: 1** - There is no evidence of addictive substances in this text.
- **Language: 1** - There is minimal usage of inappropriate language in this text.

Additional Notes

- There is a mention of someone attempting to hang themselves in the text.

Text Notes for *Where the Mountain Meets the Moon* by Grace Lin

Overview

In the valley of the fruitless mountain, a young girl named Minli spends her days working hard in the fields. Minli embarks on an extraordinary journey to find the Old Man on the Moon and ask how her family can change their fortune.

Lexile

810

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 4** - Minli is presented as a positive role model. She is loved by her parents and only wants better for them and she always puts others before herself.
- **Violence: 1** - Most of the violence is from the tiger which is normal behavior for animals.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 1** - Wine is the only addictive substance mentioned in the story.
- **Language: 1** - There is no evidence of inappropriate language in this text.

Additional Notes

- There is a mention of Minli leaving her home without permission.

Text Notes for *D'Aulaires' Book of Greek Myths* by Ingri and Edgar Parin D'Aulaire

Overview

D'Aulaires' Book of Greek Myths contains stories of ancient Greece-gods and goddesses, heroes, and monsters. This text includes stories of the greats of ancient Greece-gods and goddesses, heroes and monsters-as freshly described in words and pictures as if they were alive today.

Lexile

1070

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 1** - The Greek gods behave badly on a consistent basis which results in the text not containing any positive messages.
- **Violence: 5** - Gods kill humans and monsters kill monsters throughout these tragic greek myths. Classical myth elements such as torture, kidnapping, the underworld, death, and suicide are common in such texts.
- **Sex: 1** - Sex is more suggestive than graphic in these stories. Talk of love and hate is also prevalent in the text.
- **Addictive Substances: 2** - Dionysus is the god of wine and there is much mention of making wine and drinking wine.
- **Language: 1** - There is minimal evidence of inappropriate language in this text.

Additional Notes

- There is a mention of suicide in this text.

Use the following texts for the Pushing Up the Sky Unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
<i>Pushing Up the Sky: Seven Native American Plays for Children</i>	Joseph Bruchac	Play	Section one	Purchase (Book)
“Storytelling Provides a Means of Transmitting Culture, History”	Diana Cunningham	Article	Section one	Pushing Up the Sky Unit Reader
“An Introduction to the Role of Storytelling in Native American Tribes”	Mary Rajotte	Article	Section one	Pushing Up the Sky Unit Reader
“What is a Folktale”	Brittanica Kids	Article	Section one	Pushing Up the Sky Unit Reader
<i>American Tall Tales</i>	Mary Pope Osborne	Fiction Novel	Section two	Purchase (Book)
“How the Rhino Got His Skin”	Rudyard Kipling	Short Story	Section three	Pushing Up the Sky Unit Reader
“How the Camel Got His Hump”	Rudyard Kipling	Short Story	Section three	Pushing Up the Sky Unit Reader
<i>The People Could Fly: American Black Folktales</i>	Virginia Hamilton	Folktales	Section four	Purchase (Book)

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
"Ooka and the Case of the Stolen Smell" from <i>Ooka the Wise: Tales of Old Japan</i>	I.G. Edmonds	Fiction Novel	Section four	Pushing Up the Sky Unit Reader
<i>Lon Po Po: A Red-Riding Hood Story from China</i>	Ed Young	Fiction Novel	Section four	Purchase (Book)
<i>Mangoes, Mischief, and the Tales of Friendship: Stories from India</i>	Chitra Soundar	Fiction Novel	Sections four and six	Purchase (Book)
<i>Mufaros Beautiful Daughters: An African Tale</i>	John Steptoe	Fiction Novel	Section five	Purchase (Book)
<i>The Rough-Face Girl</i>	Rafe Martin	Fiction Novel	Section five	Purchase (Book)
<i>The Dragon Slayer: Folktales from Latin America</i>	Jaime Hernandez	Fiction Novel	Section six	Purchase (Book)

Text Analysis for *Pushing Up the Sky* by Joseph Bruchac

What is this text about?

This text is a Native American story from the Snohomish people, whose chiefs and villagers were upset that the sky was so low and it was constantly causing problems.

What makes this text complex?

The readability of this text is in the grades 6-8 band, which makes it appropriate for grade 4.

- **Knowledge Demands:** The knowledge demands of this text are very complex. Due to the folktale presentation, students may struggle making connections to the life experiences of the characters, and they may struggle to recognize the culture elements within the text. Students, including struggling readers and English Language Learners, may require assistance building some prior knowledge in order to ensure comprehension.
- **Language:** The language demands of this text are slightly complex. It uses familiar vocabulary and simple sentences. Students should not require assistance with the majority of the language demands.
- **Structure:** The structure demands of this text are moderately complex. While it is chronological and easy to understand, students may not be familiar with the structure of a drama. Some students, including struggling readers and English Language Learners, may require support to ensure comprehension.
- **Meaning:** The meaning demands of the text is slightly complex. It explores only one theme and it is easily identifiable. Students who are struggling readers may require support and assistance.

Possible themes/central ideas of this text:

- You can achieve more by working together than working independently

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 5** - There are seven Native American Folktales included in this text. Each story uses nature and everyday problems to show kindness, how to appreciate yourself just how you are, and ways to help others in any situation.
- **Violence: 2** - A folktale "The Cannibal Monster" has a man-eating monster who terrorizes the Native Americans and they live in fear.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 1** - There is no evidence of addictive substances in this text.
- **Language: 1** - There is no evidence of inappropriate language in this text.

Text Notes for *American Tall Tales* by Mary Pope Osborne

Overview

A collection of nine American Folktales that embody the essence of pioneer life. These stories give hope and entertainment for pioneers facing harsh and tough times during the Westward Expansion.

Lexile

970

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 4** - The stories of great American legends show that with perseverance, resourcefulness, and positivity, you can overcome anything in your way. The legends also show great character through their actions of helping others during frontier life.
- **Violence: 1** - The folktale legends get into altercations with antagonists in each story. However, the incidents are not violent or specific, but merely show heroes overcoming the antagonists.
- **Sex: 1** - There is no evidence of sex in this text.
- **Addictive Substances: 1** - In the text a character smoked a cigar and asked for a whiskey barrel to stand on top of to help someone.
- **Language: 1** - Pecos Bill has a group of misfits that band together and are called "Hell's Gate Gang."

Additional Notes

- There are two illustrations that show a naked baby who has just been born but no graphic details are shown.
- Pecos Bill is shown living with the wolves and he is naked and drinking out of a watering hole. His bottom is also shown in the illustration.

Use the following texts for the American Revolution Unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
<i>Liberty! How the Revolutionary War Began</i>	Lucille Recht Penner	Historical Nonfiction	Sections one, two, four, and five	Purchase (Book)
<i>George vs. George: The American Revolution As Seen from Both Sides</i>	Rosalyn Schanzer	Historical Fiction	Sections one, two, four, and six	Purchase (Book)
<i>I Survived the American Revolution, 1776</i>	Lauren Tarshis	Fiction Novel	Sections one, two, three, four, five, six, and seven	Purchase (Book)
<i>Magic Tree House Fact Checker: American Revolution</i>	Mary Pope Osborne and Natalie Pope Bryce	Nonfiction Novel	Sections one, two, four, five, and six	Purchase (Book)
"The Bill of Rights"	Scholastic	Article	Section two	American Revolution Unit Reader
<i>Katie's Trunk</i>	Ann Turner	Fiction Novel	Section three	Purchase (Book)
<i>Colonial Voices: Hear Them Speak</i>	Kay Winters	Historical Picture Book	Section three	Purchase (Book)
<i>Those Rebels, John and Tom</i>	Barbara Kerley	Historical Fiction	Section four	Purchase (Book)
"The Message of the Liberty Bell"	Elvira Robinson	Poem	Section five	American Revolution Unit Reader

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
“Roles of Native Americans During the Revolution”	Isaac Makos	Article	Sections five, six, and seven	American Revolution Unit Reader
“African Americans and the American Revolution”	Edward Ayres	Article	Sections five, six, and seven	American Revolution Unit Reader

Text Notes for *Liberty: How the Revolutionary War Began* by Lucille Recht Penner**Overview**

Liberty! How the American Revolutionary War Began is a text that tells the steps Colonists went through in order to declare independence from the British. Throughout the text, we learn of many protests, fights, and wars.

Lexile

780

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 2** - Although there is the positive message of unity within the colonies as they gain independence from England, the reader will also see there was a lot of violence and bloodshed.
- **Violence: 5** - There are detailed descriptions of the wars/battles throughout the text.
- **Sex: 1** - There is no evidence of sex in the text.
- **Addictive Substances: 1** - There is no actual drinking in the text, but there is mention of the colonists being tired of the British soldiers gambling and drinking.
- **Language: 1** - There is no evidence of inappropriate language in the text.

Text Notes for *George vs. George: The American Revolution As Seen from Both Sides* by Rosalyn Schanzer**Overview**

This text introduces two men, both by the name of George, who were important during the American Revolution. George Washington of Virginia and King George III of England. George Washington was a man who was part of the Continental Army, while King George III was the man who was imposing all of the Acts on the Colonists. Readers are led through their stories to see what divided the Colonists and the British.

Lexile

1120

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 4** - The story tells of both King George III and George Washington as the leaders of England and the Patriots who were both strong leaders that led their people to the best of their ability.
- **Violence: 5** - There are detailed descriptions of the war and battles throughout the text.
- **Sex: 2** - Though there are no sex scenes, there are some descriptions in the text that insinuate rape and sexual content.
- **Addictive Substances: 2** - Though there is no actual drinking in the text, there is mention of getting drunk.
- **Language: 2** - There is no evidence of inappropriate language in the text.

Additional Notes

- There are multiple mentions of gambling in the text.
- The text contains the word “negroes.”

Text Notes for *I Survived the American Revolution* by Laura Tarshis

Overview

I Survived the American Revolution, 1776 tells the story of a young boy who accidentally serves in the war during the American Revolution.

Lexile

660

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 4** - Even though Nate has gone through many hardships in his family, he works together with a family friend, Paul, to survive during the Battle of Brooklyn.
- **Violence: 5** - This text is about a major American war and a specific battle. There is a lot of description of violent times of this battle to help the reader imagine the event.
- **Sex: 1** - There is no evidence of sex in the text.
- **Addictive Substances: 2** - The text briefly talks about puffing on cigars and drinking vinegar from canteens.
- **Language: 1** - There is one part that briefly discusses "cussing in French" but the text does not go into any details.

Additional Notes

- There are multiple mentions of enslaving people and selling enslaved people.
- The text mentions the death of a father.

Text Notes for *Katie's Trunk* by Ann Turner

Overview

The text *Katie's Trunk* takes place during the Revolutionary War. Katie, a young girl, faces trials from her friends for being a Loyalist. As the Rebels threaten to overtake their home, Katie's family must hide from the Rebels in a nearby wooded area, but Katie runs back to try to save her home.

Lexile

660

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - Against her parents wishes, Katie, a loyalist, takes a risk to protect her home as the Rebels are coming to ruin the things in it. This text shows the struggle of loyalists after the American Revolution.
- **Violence: 2** - This text mentions Patriots going into the homes of Loyalists and them stealing and breaking English goods.
- **Sex: 1** - There is no evidence of sex in the text.
- **Addictive Substances: 1** - There is no evidence of addictive substances in the text.
- **Language: 1** - There is no evidence of inappropriate language in the text.

Text Notes for *Those Rebels, John and Tom* by Barbara Kerley**Overview**

This text is a picture book biography that tells the story of how both John Adams and Thomas Jefferson grew up very differently, yet worked together to gain freedom for the colonists.

Lexile

960

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - Despite their differences, John and Tom work together for the same common goal of freedom for the colonists.
- **Violence: 1** - There is no evidence of violence in this book other than the note of the battles in Lexington and Concord.
- **Sex: 1** - There is no evidence of sex in the text.
- **Addictive Substances: 1** - There is no explicit statement of drinking in the text, however the book does contain a mention of Tom drinking punch in a local tavern.
- **Language: 1** - There is no evidence of inappropriate language in the text.

Use the following texts for the Birchbark House Unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
<i>The Birchbark House</i>	Louise Erdrich	Fiction Novel	Sections one, two, three, four, five, six, seven, and eight	Purchase (Book)
<i>The First Americans: Prehistory - 1600 (A History of US, Book 1)</i>	Joy Hakim	Historical Nonfiction	Section one	Purchase (Book)
<i>Before Columbus: The Americas of 1491</i>	Charles C. Mann	Historical Nonfiction	Sections one and five	Purchase (Book)
“Alexander Culbertson Finds a Blackfeet Village Destroyed by Smallpox”	Wisconsin Public Museum	Article	Section one	Birchbark House Unit Reader
“The Ojibwe People”	Minnesota Historical Society	Article	Section one	Birchbark House Unit Reader
“Choices from the Past”	LDOE	Video	Sections one and five	Digital Access
“The Ojibwe”	LDOE	Video	Section one	Digital Access
“We Never Know How High We Are”	Emily Dickinson	Poem	Section six	Birchbark House Unit Reader
“Objiwe Medicine”	KBIC Health System	Article	Section seven	Birchbark House Unit Reader

Text Analysis for *The Birchbark House* by Louise Erdrich

What is this text about?

This is the story of a year in the life of a young Ojibwa girl who, over the cycle of four full seasons, comes to a deeper understanding of life, herself, and the relationship between the two. As it chronicles the year's events, the narrative thematically explores the connection between human beings and nature, the effect of the “chimookoman” on indigenous culture, and the necessity of confronting fear.

What makes this text complex?

The readability of this text is in the grades 3-5 band, which makes it appropriate for grade 5.

- **Knowledge Demands:** The knowledge demands of this selection are very complex. It explores themes of varying levels of complexity or abstraction and the experiences portrayed are uncommon to the reader. Several students may require some additional exposure to information about Native Americans and the impact of European settlers on the indigenous people.
- **Language:** The language demands of this selection are very complex. It contains abstract, ironic, and figurative language. Some students, including those who are English language learners, may need additional assistance with identifying figurative language and understanding the difference between figurative and literal meaning. Although some vocabulary is fairly complex, archaic, and foreign, this is addressed within each lesson. For struggling readers, some sections may need to be read aloud to ensure comprehension.
- **Structure:** The structure demands of this selection are slightly complex. It follows a clear, chronological, and easy to predict order. Students may require assistance to identify the structure that the author uses.
- **Meaning:** The meaning demands of this selection are very complex. There are multiple levels of meaning that may be difficult to identify or separate. Themes are implicit or subtle and may be revealed over the entirety of the text. While struggling readers may require some assistance to identify the themes within the text, the purpose of the lessons does not focus on theme.
 - Possible themes/central ideas of this text:
 - The connection between humans and nature
 - The importance of culture
 - Personal growth
 - Perseverance and determination

Lexile
970

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

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- **Positive Messages: 4** - The Native American culture has a focus on being extremely close and loyal to one another. They celebrate gifts and talents bestowed, work together as a family unit, and speak positively to one another.
 - **Violence: 3** - In 1847, hunting, killing, and eating animals was commonplace to surviving. Although described in some detail throughout the story, the reason is almost always for survival or protection.
 - **Sex: 1** - There is no evidence of sex in the text.
 - **Addictive Substances: 5** - There is evidence of smoking a pipe for ceremonial purposes in the text.
 - **Language: 1** - There is no evidence of inappropriate language in the text.

Additional Notes

- There is mention of a gun and gun cleaning in the text.
- There is mention of death in the text.

Text Notes for *The First Americans: Prehistory-1600 (A History of US, Book 1)* by Joy Hakim**Overview**

The first Americans is a re-creation of pre-Columbian Native American life.

Lexile

820

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 5** - The resilience of people is evident throughout this book.
- **Violence: 5** - There are several mentions of violence in this text which include murder, the enslavement of people, and the killing of animals.
- **Sex: 1** - There is no evidence of sex in the text, but there is mention of nakedness.
- **Addictive Substances: 1** - There is minimal evidence of addictive substances in the text.
- **Language: 1** - There is minimal usage of inappropriate language in the text.

Text Notes for *Before Columbus: The Americas of 1491* by Charles C. Mann**Overview**

This text covers civilizations and cultures of the Americas starting before 1491 and continuing well after the first contact with the Europeans.

Lexile

1080

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - The overall story is based on the findings of others to unfold the history of our past.
- **Violence: 3** - There is evidence of violence in this text which include kidnapping, enslaving people, and death.
- **Sex: 1** - There is no evidence of sex in this text, but there is one mention of a naked woman in a picture.
- **Addictive Substances: 1** - There is minimal evidence of addictive substances in the text.
- **Language: 1** - There is no usage of inappropriate language in the text.

Use the following texts for the Making of a Scientist Unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
"The Making of a Scientist"	Richard Feynman	Article	Sections one and two	Making of a Scientist Unit Reader
"Scientific Thinking"	Louisiana Department of Education	Article	Section one	Making of a Scientist Unit Reader
<i>Giants of Science: Isaac Newton</i>	Kathleen Krull	Nonfiction Novel	Section two	Purchase (Book)
"Galileo Galilei: Biography, Inventions & Other Facts"	Nola Taylor Redd from Space.com	Article	Sections two and five	Making of a Scientist Unit Reader
"New Theory: Galileo Discovered Neptune"	Robert Roy Britt from Space.com	Article	Section two	Making of a Scientist Unit Reader
<i>The 13 Planets: The Latest View of the Solar System</i>	David A. Aguilar	Nonfiction Novel	Section three	Purchase (Book)
"Is Pluto a Planet?"	University of California Museum of Paleontology	Video	Section three	Digital Access
<i>Hidden Figures, Young Readers' Edition</i>	Margot Lee Shetterly	Nonfiction Novel	Section four	Purchase (Book)
"Who Won the Space Race?"	TedEd	Video	Section four	Digital Access

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
“Her Code Got Humans On the Moon - And Invented Software Itself”	Robert McMillian	Article	Section five	Making of a Scientist Unit Reader
<i>NOVA: Telescope: Hunting the Edge of Space</i>	NOVA	DVD	Section five	Purchase (DVD)
“Meet Annie Easley, the Barrier-Breaking Mathematician Who Helped Us Explore the Solar System”	Dan Samorodnitsky	Article	Section five	Making of a Scientist Unit Reader
“What’s an Engineer?”	Crash Course Kids	Video	Section five	Digital Access
“Understanding Science: How Science Really Works”	University of California Museum of Paleontology	Article	Section six	Making of a Scientist Unit Reader

Text Analysis for “Making of a Scientist” by Richard Feynman

What is this text about?

“Making of a Scientist” is a memoir written by Richard Feynman about his interactions with his father and why he became a scientist.

What makes this text complex?

The readability of this text is in the grades 6-8 band. Given the complexity, this text is read aloud and highly scaffolded in the unit.

- **Knowledge Demands:** The knowledge demands of this selection are slightly complex. The experiences that are portrayed are everyday and common to most readers. Although the experiences that are discussed are related to life in the 1920s or 1930s, the students should have some experience or exposure to them. There are no references or allusions to other texts or cultural elements. Students may need to be provided some reference points or a review of what they know about life in the 1920s.

- **Language:** The language demands of this selection are very complex. It uses fairly complex vocabulary that is probably unfamiliar to many students. Students, especially who are English Language Learners, will require assistance in accessing and understanding the vocabulary. This skill is a central component of the lessons that are related to this selection.

- **Structure:** The structure demands of this selection are slightly complex. It follows a clear, chronological, and easy to predict pattern. Students should not need support in this area.

- **Meaning:** The meaning demands of this selection are slightly complex. It has one to two levels of meaning, it is obvious and revealed early in the text.
 - Possible themes/central ideas of this text:
 - Scientists are made and not born.
 - Lessons are all around us.

Lexile
1120

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 1** - This book celebrates the discoveries in science thus far while positively looking at the possibility of discovery in the future.

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- **Violence: 1** - There is no evidence of violence in the text.
 - **Sex: 1** - There is no evidence of sex in the text.
 - **Addictive Substances: 1** - There is no evidence of addictive substances in the text.
 - **Language: 1** - There is no evidence of inappropriate language in the text.

Text Notes for *Hidden Figures, Young Readers' Edition* by Margot Lee Shetterly**Overview**

Katherine, Dorothy, Mary, and Christine were all really good at math and it was their understanding of numbers that helped them do what seemed impossible. This is an inspiring story of the struggles of these four "hidden figures" and what they overcame to succeed.

Lexile

1120

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 5** - The story of these 4 women's lives is inspirational, encouraging, and full of positive messages.
- **Violence: 1** - There is no evidence of violence in the text.
- **Sex: 1** - There is no evidence of sex in the text.
- **Addictive Substances: 1** - There is no evidence of addictive substances in the text.
- **Language: 1** - There is no evidence of inappropriate language in the text.

Use the following texts for the Wonderstruck Unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
<i>Wonderstruck</i>	Brian Selzinck	Fiction Novel	Sections one, two, three, four, five, and six	Purchase (Book)
<i>The Handmade Alphabet</i>	Laura Rankin	Informational Text	Section four	Purchase (Book)
<i>Wonder</i>	R.J. Palacio	Fiction Novel	Sections two and three	Purchase (Book)
“The History of Deaf Culture and Sign Language” from “The Collection of Essays Illuminating the World of Wonderstruck”	Carol Padden and Tom Humphries	Essay	Section four	Wonderstruck Unit Reader
Excerpts from <i>The Story of My Life</i>	Helen Keller	Nonfiction Novel	Sections three and five	Wonderstruck Unit Reader

Text Analysis for *Wonderstruck* by Brian Selzinck

What is this text about?

Wonderstruck is a novel that focuses on the importance of communication. The novel contains two stories, one written and the other illustrated, that connect the two main characters and their struggle with being deaf. The main character of the written text, Ben, discusses his struggle with losing his mother, losing hearing in his “good” ear, and trying to locate his father. While Rose, whose story is told in pictures, travels to New York to see her mother. Her mother is not happy to see her, but she finds her brother who takes care of her. Eventually the written and visual stories cross and the main characters discover they are related.

What makes this text complex?

The readability of this text is in the grades 3-5 band, which makes it appropriate for grade 5.

- **Knowledge Demands:** Students will need support to understand characteristics of the deaf community to comprehend portions of the text.
- **Language:** The language of the text will not require additional support for students.
- **Structure:** The novel consists of illustrations and text. The illustrations independently tell a story and students must be able to analyze and gather meaning from the illustrations in order to understand the text. Students will need support with the structure of the novel. Students should be informed of the importance of the illustrations to the meaning of the text.
- **Meaning:** The meaning of the written text requires little support for student understanding; however, students will need additional support to understand the meaning of the visual text.
 - Possible themes/central ideas of this text:
 - Communication is important.
 - Effective communication builds strong relationships.
 - Poor communication leads to difficult relationships.

Lexile

830

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 1** - This story is overwhelmingly about the sadness of both Rose and Ben who are not wanted by their families which creates a lonely childhood for both children.
- **Violence: 1** - This text has minimal mention of anything violent.
- **Sex: 1** - There is no evidence of sex in the text.
- **Addictive Substances: 3** - There is evidence of smoking in the text.

- **Language: 1** - There is no evidence of inappropriate language in the text.

Additional Notes

- There is mention of death and funerals in the text.

Use the following texts for The Lion, the Witch, and the Wardrobe Unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
<i>The Lion, the Witch, and the Wardrobe</i>	C.S. Lewis	Fiction Novel	Sections one, two, three, four, five, six, and seven	Purchase (Book)
<i>The Lion, the Witch, and the Wardrobe: One Act</i>	Adapted by Don Quinn	Play	Sections one, two, three, and four	Purchase (Book)
<i>Finding Narnia: The Story of C.S. Lewis and His Brother</i>	Caroline McAlister	Biography	Sections one and four	Purchase (Book)
"Fantasy"	Britannica Kids	Article	Section one	The Lion, the Witch, and the Wardrobe Unit Reader
"Chapter 1: Down the Rabbit-Hole" from <i>Alice's Adventures in Wonderland</i>	Lewis Carroll	Fiction Novel	Section one	The Lion, the Witch, and the Wardrobe Unit Reader
"Growing Up in the Second World War"	Imperial War Museums	Article	Section one	The Lion, the Witch, and the Wardrobe Unit Reader
"The Robin Who Showed the Way" from <i>The Secret Garden</i>	Frances Hodgson Burnett	Fiction Novel	Section four	The Lion, the Witch, and the Wardrobe Unit Reader

Text Analysis for *The Lion, the Witch, and the Wardrobe* by C.S.Lewis

What is this text about?

During the World War II bombings of London, four siblings were sent to live with a host family so they would be safe from the air raids. One day, Lucy finds herself in the magical land of Narnia and befriends a faun. Later, her siblings follow her to Narnia, where they meet Aslan, a lion, and participate in a battle between good and evil.

What makes this text complex?

The readability of this text is in the grades 5-7 band; which makes it appropriate for grade 5.

- **Knowledge Demands:** The prior knowledge needed to understand the story makes the text complex. Students need prior knowledge of why the children were sent to live in the countryside of England away from their parents. They also need to have prior knowledge of the genre, historical fiction.
- **Language:** The word choice by the author makes the text complex. Some vocabulary used in the text is complex, the text features, and many words native to the setting. Students will need support with the language of the text.
- **Structure:** The story is told from an omniscient narrator's point of view, in chronological order. The setting of the story shifts from their home in the English countryside, to the magical land of Narnia. Students will not need support with the structure of the text.
- **Meaning:** The meaning of the text is focused on the battle of good versus evil. Students will need some support with the meaning of the text.
 - Possible themes/central ideas of this text:
 - Good is ultimately more powerful than evil.
 - Forgiveness is important.
 - Honesty is an important trait to have.
 - Family should stick together through anything.

Lexile

940

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 5** - The novel is reflective of many life lessons that humans face and explores how they mold one's character. The relatable situations and moral dilemmas will lead the reader to reflect on their own life choices between right, wrong, and being a good human being.

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- **Violence: 1** - The mentions of violence are threats from the evil queen to harm the good characters. There is also a brief mention of blood when good defeats evil and kills a character. The White Witch kills Aslan by bondage and torture, but no specific details that are violent.
 - **Sex: 1** - There is no evidence of sex in the text.
 - **Addictive Substances: 1** - The use of alcohol is referred to as a beverage for the adult character to drink with his dinner and a drink to celebrate. It is not used in an indulging manner or promotes drinking and smoking.
 - **Language: 1** - There is no evidence of inappropriate language in the text.

Use the following texts for the Shutting Out the Sky unit.

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
<i>Shutting Out the Sky</i>	Deborah Hopkinson	Historical Nonfiction	Sections two, three, four, five, six, and seven	Purchase (Book)
<i>Coming to America: The Story of Immigration</i>	Betsy Maestro	Historical Nonfiction	Sections one, two, three, and six	Purchase (Book)
“Statue of Liberty” from <i>Coming to America: A New Life in a New Land</i>	Edited by Katherine Emsden	Article	Sections one, two, three, and six	Shutting Out the Sky Unit Reader
“Virtual Field Trip to Ellis Island”	Scholastic	Video	Section one	Digital Access
“Meet Young Immigrants”	Scholastic	Video	Section one	Digital Access
“History of Immigration”	LDOE	Video	Section two	Digital Access
“America the Melting Pot”	LDOE	Video	Section two	Digital Access
“The New Colossus”	Emma Lazarus	Poem	Section three	Shutting Out the Sky Unit Reader
“What is a Sonnet”	Wonderopolis	Article	Section three	Shutting Out the Sky Unit Reader
“Coming to America: New York’s Immigrants”	Discovery Education	Video	Section three	Digital Access

Text Title	Author or Source	Genre/Format	Guidebook Use	Access
"Map of New York City"	Google Maps	Map	Section three	Digital Access
<i>Letters from Rifka</i>	Karen Hesse	Historical Fiction	Section four	Purchase (Book)
"Both Community and Garden Grow in Seedfolk"	All Things Considered from NPR	Article	Section five	Shutting Out the Sky Unit Reader
<i>Seedfolks</i>	Paul Fleischman	Historical Fiction	Section five	Purchase (Book)

Text Analysis for *Shutting Out the Sky* by Deborah Hopkinson

What is this text about?

Shutting Out the Sky uses primary sources to create a chronicle of the challenges facing five individuals who immigrated to the United States as children or young teens. These individuals came to live in New York's large tenements during the late 19th and early 20th century.

What makes this text complex?

The readability of this text is in the grades 3-5 band, which makes it appropriate for grade 5.

- **Knowledge Demands:** The knowledge demands of *Shutting Out the Sky* are very complex. It relies on moderate levels of discipline-specific or theoretical knowledge and includes a mix of recognizable ideas and challenging concepts. Students with limited background knowledge will require assistance to ensure that they are able to make the necessary connections required to comprehend the text.
- **Language:** The language demands of this selection are very complex. The vocabulary is sometimes unfamiliar, subject-specific, or overly academic. Throughout the lessons, specific vocabulary is addressed. However, students who are English language learners or who are struggling readers may require a more extensive focus on vocabulary throughout the text.
- **Structure:** The structure demands of the text are slightly complex. There is a clear connection between events which are organized by both chapter and by speaker. The text features enhance the understanding of the text but are not essential to the understanding. Students should not require assistance in this area.
- **Meaning:** The meaning demands of this selection are moderately complex. The purpose is implied, but easy to identify based on the information that is provided.
 - Possible themes/central ideas of this text:
 - Immigrants often came to the United States to escape difficulties in their home countries.
 - Immigrants faced a life that was often very different from their life in their home country.
 - Many immigrants worked tirelessly, often working long hours and going to school, to achieve their dreams.

Lexile
990

Text Ratings

Below you will find additional information regarding the text which can be used to inform instruction. Each category is rated on a scale of 1 to 5, one indicating that this category has a minimal presence in the text and five indicating that this category has a strong presence in the text.

- **Positive Messages: 3** - This text has some triumphs that reflect hard work and never giving up, but overall this book is about hardships.

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- **Violence: 1** - The text has minimal mention of anything violent.
 - **Sex: 1** - There is no evidence of sex in the text.
 - **Addictive Substances: 3** - There is mention of smoking in the text.
 - **Language: 1** - There is no evidence of inappropriate language in the text.