

Shrewsbury Borough School

Grade Six English Language Arts Curriculum

Module 1 - Overview	Module 2 – Overview
<p>“Myths: Not Just Long Ago” (Reading Closely and Writing to Learn)</p>	<p>“Rules to Live By.....” (Working With Evidence)</p>
<p>Guiding Questions and Big Ideas –</p> <ul style="list-style-type: none"> ● What is the hero’s journey? ● What makes a myth? ● Why do myths matter: ● <i>The hero’s journey is an archetypal storyline used over the course of centuries.</i> ● <i>The hero’s journey helps us to better understand characters in literature and their response to challenges.</i> ● <i>All stories have universal elements and themes.</i> <p>In this module students are involved in a deep study of mythology, its purposes, and elements. Students will read Rick Riordan’s <u>The Lightning Thief</u>, a novel about a sixth-grade boy on a hero’s journey.</p> <p>UNIT ONE: LWBAT –</p> <ul style="list-style-type: none"> ● Read with a focus on the archetypal journey and close reading of the many mythical allusions ● Read complex informational texts that explain how the archetypal storyline of the hero’s journey has been repeated in literature throughout the centuries ● Learn multiple strategies for acquiring and using academic vocabulary through close reading of literary and informational texts ● Explain, with text-based evidence how Percy is an archetypal hero. <p>UNIT TWO: LWBAT –</p> <ul style="list-style-type: none"> ● Focus on the novel’s many allusions to classic myths ● Build informational reading skills through the close reading of texts about the purpose and elements of myths. ● Closely read several complex Greek myths ● Build expertise on one of those myths in small groups <p>UNIT THREE: LWBAT –</p> <ul style="list-style-type: none"> ● Focus on narrative writing skills 	<p>Guiding Questions and Big Ideas –</p> <ul style="list-style-type: none"> ● What are “rules to live by”? ● How do people formulate and use “rules” to lead better lives? ● How do people communicate these “rules” to others? ● <i>People develop “rules to live by” through their own life experience.</i> ● <i>These “rules to live by” are communicated through a variety of literary modes.</i> <p>In this module students consider these questions as they read the novel <u>Bud, Not Buddy</u>, Steve Jobs’ 2005 commencement address at Stanford University, “If” by Rudyard Kipling, and informational research texts.</p> <p>UNIT ONE: LWBAT –</p> <ul style="list-style-type: none"> ● Establish routines for thinking, writing, and talking about Bud’s rules to live by ● Read novel closely for its figurative language and word choice, analyzing how these affect the tone and meaning of text ● Close reading of Jobs speech, focusing on he develops his ideas at the paragraph, sentence, and word level ● Use details from the speech to develop claims about a larger theme <p>UNIT TWO: LWBAT -</p> <ul style="list-style-type: none"> ● Continue to explore the theme of “rules to live by” ● Close reading of the poem “If” to analyze how structure of a poem contributes to its meaning and theme ● Compare/contrast how Bud, Not Buddy and “If” address a similar theme ● Write an argumentative essay to establish a claim about how Bud uses his “rules” to survive or to thrive

- Apply knowledge about the hero’s journey and the elements of mythology to create a hero’s journey story

Central Texts –

The Lightning Thief – Rick Riordan (780 Lexile)

D’Aulaires Book of Greek Myths – Ingri and Edgar Parin D’Aulaire

Writers’ Workshop Tasks – personal narrative, argumentative essay, expository essay, fictional narrative

Mid-Unit One Assessment –

LWBAT

- summarize major details of chapter 4
- cite textual evidence to make inferences about Percy

End-of-Unit One Assessment – Constructed response analyzing how Percy’s experiences align with “The Hero’s Journey”.

Students will research the biography of chosen real-life “hero” and his or her lifetime achievements to the hero in Joseph Campbell’s “The Hero’s Journey.”

Mid-Unit Two Assessment – LWBAT

Write an analytical “mini-essay” regarding the key elements of mythology using the myth “Prometheus” and the informational text “Key Elements of Mythology”

End-of-Unit Two Assessment – LWBAT

Write a literary analysis to compare/contrast themes of the myth of Cronus and The Lightning Thief

Mid-Unit Three Assessment – LWBAT

Write a paragraph explaining the ways in which their own “My Hero’s Journey” narrative follows the archetypal hero’s journey

End of Module Performance Task –

Students will create their own hero’s journey story that includes key elements of myth. Students will create a hero set in the ordinary world. They will create a problem and a series of events that align with the stages of a hero’s journey. They will use descriptive details, sensory language, and transitional phrases to create an engaging reading experience. They will write a conclusion that naturally unfolds from the

UNIT THREE:

LWBAT –

- Conduct short research project collaborating to identify some important issues facing their peer group
- Write a speech about one important “rule to live by” supported with facts, definitions, concrete details, quotations, and examples

Central Texts –

Bud, Not Buddy – Christopher Paul Curtis (950 Lexile)

“Stanford University Commencement Address” – Steve Jobs

“Back-to-School Speech” – President Barack Obama, 9/8/09

“If” – Rudyard Kipling

Writer Workshop Tasks – descriptive essay, poetry, expository essay

Mid-Unit One Assessment – LWBAT

- Read new passage from Bud, Not Buddy and complete constructed-response questions that assess ability to analyze the text, focusing specifically on interpreting figurative language, and explaining how word choice affects tone and meaning

End-of Unit One Assessment – LWBAT

- Read a selected passage of the Back-to-School Speech by President Barack Obama
- Analyze speech to identify how that section contributes to the main idea of the passage
- Look closely at individual phrases and then determine how they are used to add meaning to the speech and emphasize the main idea

Mid-Unit Two Assessment –

LWBAT

- Analyze poetry to explain how a stanza contributes to the overall meaning of the poem.
- Compare/contrast the experience of hearing the poem and reading it, reflect on the themes or “rules” of the poem
- Compare/contrast how a similar theme is communicated in the poem “If” and the novel Bud, Not Buddy

End-of-Unit Two Assessment –

series of events.

Students will view film version of *The Lightning Thief* and compare/contrast elements.

Writer Workshop Unit of Study

Students will create writer notebooks and participate in writer workshops that will hone writing through detailed instruction, explanation, examples, student models and activities. Using important aspects of language, narration and storytelling, the students will learn the academic and social importance of the narrative using the writer's notebook. This method of instruction focuses on the goal of fostering lifelong writers. It is based upon four principles; students will write about their own lives, they will use a consistent writing process, they will work in authentic ways and it will foster independence.

Literature Circles are formed to give student choice of unit theme-based (mythology/hero quest) literature to introduce reading as an interactive, social experience, giving students opportunity to use what they've learned about reading and understanding text in a student-directed and social context. Students select their own book, determine reading pace, prepare for and run their discussions, assess their performance as individuals and as a group.

CCS STANDARDS: READING – LITERATURE

RL.6.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 – Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3 – Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot

RL.6.6 – Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.7- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics

LWBAT

- Submit draft of argument literary analysis establishing claim about how Bud uses his own “rules to live by” to survive or to thrive
- Substantiate claim using specific text-based evidence including relevant and direct quotations from the novel

Mid-Unit Three Assessment –

LWBAT

- Demonstrate ability to summarize an informational article and choose evidence to support a claim

End of Unit Three Assessment –

LWBAT

- Write first draft of essay “My Rule to Live By.....”

End of Module – Performance Task

Students will work in “expert groups” to conduct a research project related to a specific issue facing their peer group. Students will use this group research as the basis for writing an individual evidence-based essay to inform readers about one of their own “rules to live by.” Students will revise their essay to create a final draft.

Writers Workshop Unit of Study

Students will maintain writer notebooks and participate in writer workshops that will hone writing through detailed instruction, explanation, examples, student models and activities. Using important aspects of language, narration and storytelling, the students will learn the academic and social importance of the narrative using the writer's notebook. This method of instruction focuses on the goal of fostering lifelong writers. It is based upon four principles; students will write about their own lives, they will use a consistent writing process, they will work in authentic ways and it will foster independence.

Writing Benchmark Assessments – Two argumentative essays will be assigned where student will read an “issue” nonfiction article, state a claim and support it with textual evidence following the purpose, considering audience and structure/format of argumentative essays

RL.6.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS STANDARDS: READING – INFORMATIONAL TEXT

RI.6.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 – Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue

RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not

RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10 – By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARDS – WRITING

W. 6.1 – Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from the argument presented.

W.6.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the information or explanation provided.

W.6.3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Literature Circles continue to give student choice of unit theme-based (Great Depression, Civil Rights) literature to introduce reading as an interactive, social experience, giving students opportunity to use what they’ve learned about reading and understanding text in a student-directed and social context. Students select their own book, determine reading pace, prepare for and run their discussions, assess their performance as individuals and as a group.

CCS STANDARDS: READING – LITERATURE

RI.6.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 – Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3 – Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RI.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RI.6.5- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RI.6.7 – Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RI.6.9- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RI.6.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS STANDARDS: READING – INFORMATIONAL TEXT

RI.6.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 – Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5 – Analyze how a particular sentence, paragraph, chapter, or sections fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10 – By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARDS – WRITING

W. 6.1 – Write arguments to support claims with clear reasons and relevant evidence.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

W.6.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 – Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.

W.6.7 – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9 – Draw evidence from literary or information texts to support analysis, reflections and research.

a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

W.6.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS STANDARDS: SPEAKING & LISTENING

SL.6.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 – Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study

SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from the argument presented.

W.6.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the information or explanation provided.

W.6.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 – Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.

W.6.7 – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9 – Draw evidence from literary or information texts to support analysis, reflections and research.

a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

W.6.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS STANDARDS: SPEAKING & LISTENING

SL.6.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

e. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

f. Follow rules for collegial discussions, set specific goals and deadlines, and

CCSS STANDARDS: LANGUAGE

L.6.2 – Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.

- a. Use punctuation, (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b. Spell correctly.

L. 6.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/listener interest, and style.
- b. Maintain consistency in style and tone.

L. 6.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

define individual roles as needed.

- g. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- h. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 – Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CCSS STANDARDS: LANGUAGE

L.6.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (ie., ones with unclear or ambiguous antecedents).
- e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 – Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.

- a. Use punctuation, (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b. Spell correctly.

L. 6.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

See attachment for recommended leveled reading lists for independent/pair/small group reading coinciding with modules' central texts.

Module 1 – A Hero’s Journey

Lexile text measures in Grade 2-3 Level (below 740)

Book	Author	Lexile
<i>Holes</i>	<i>Sachar</i>	600
<i>Wild Magic</i>	<i>Pierce</i>	670
<i>Eragon</i>	<i>Paolini</i>	710
<i>Crispin: At the Edge of the World</i>	<i>Avi</i>	730
<i>Coraline</i>	<i>Garman</i>	740

Lexile text measures in Grade 4-5 level (740-925)

<i>A Wrinkle in Time</i>	<i>L’Engle</i>	740
<i>Mrs. Frisby and the Rats of Nimb</i>	<i>O’Brien</i>	790
<i>Dealing with Dragons</i>	<i>Wrede</i>	830
<i>Dragon’s Blood</i>	<i>Yolen</i>	870
<i>Harry Potter and the Sorcerer’s Stone</i>	<i>Rowling</i>	880

Lexile text measure within band levels (925-1185)

<i>The Golden Compass</i>	<i>Pullman</i>	930
<i>The Neverending Story</i>	<i>Ende</i>	930
<i>The Lion, the Witch and the Wardrobe</i>	<i>Lewis</i>	940
<i>So You Want to be a Wizard</i>	<i>Duane</i>	960
<i>The Wonderful Wizard of Oz</i>	<i>Baum</i>	1000
<i>The Blue Sword</i>	<i>McKinley</i>	1030
<i>The Hero and the Crown</i>	<i>McKinley</i>	1120

Lexile text measures above band levels (over 1185)

<i>Black Ships Before Troy</i>	<i>Sutcliff</i>	1300
<i>Heroes in Greek Mythology</i>	<i>Spies</i>	NoLxl

Module 2 – Rules to Live By

Lexile text measures in Grade 2-3 Level (below 740)

Book	Author	Lexile
<i>The Dirty Thirties: The US from 1929-1941</i>	<i>Turck (informational)</i>	570
<i>A Year Down Yonder</i>	<i>Peck</i>	610
<i>Potato: A Tale from the Great Depression</i>	<i>Lied</i>	660
<i>Bird in a Box</i>	<i>Pinkney</i>	670
<i>The Everlasting Now</i>	<i>Banks</i>	690
<i>A Letter to Mrs. Roosevelt</i>	<i>Young</i>	690
<i>Ida Comes over the Mountain</i>	<i>Burch</i>	720

Lexile text measures in Grade 4-5 level (740-925)

<i>The Mighty Miss Malone</i>	<i>Curtis</i>	750
<i>Esperanza Rising</i>	<i>Ryan</i>	750
<i>Moon Over Manifest</i>	<i>Vanderpool</i>	800
<i>Duke Ellington: The Piano Prince and His Orchestra</i>	<i>Pinkney (informational)</i>	800
<i>Rose's Journal: The Story of a Girl in the Great Depression</i>	<i>Moss (informational)</i>	820
<i>The Truth About Sparrows</i>	<i>Hole</i>	850
<i>Migrant Mother: How a Photo defined the Great Depression</i>	<i>Nardo (informational)</i>	900
<i>The Great Depression: An Interactive History Adventure</i>	<i>Burgan (informational)</i>	910

Lexile text measure within band levels (925-1185)

<i>Roll of Thunder, Hear My Cry</i>	<i>Taylor</i>	920
<i>The New Deal</i>	<i>Hamen (informational)</i>	1020
<i>The Great Depression: A Nation in Distress</i>	<i>Weisman (informational)</i>	1130
<i>Children of a Great Depression</i>	<i>Freedman (informational)</i>	1170

Lexile text measures above band levels (over 1185)

<i>Jazz</i>	<i>Holmes (informational)</i>	NoLxl
<i>The New Deal: Hope for the Nation</i>	<i>Edwards (informational)</i>	1220
<i>The Great Depression and the New Deal</i>	<i>Himmelberg (informational)</i>	1550