

## TEXT ILLUSTRATING THE COMPLEXITY, QUALITY, AND RANGE OF STUDENT READING K-5

\*Read-aloud

\*\*Read-along

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K*	<ul style="list-style-type: none"> <li>• <i>Over in the Meadow</i> by John Langstaff (traditional) (c1800)*</li> <li>• <i>A Boy, a Dog, and a Frog</i> by Mercer Mayer (1967)</li> <li>• <i>Pancakes for Breakfast</i> by Tomie DePaola (1978)</li> <li>• <i>A Story, A Story</i> by Gail E. Haley (1970)*</li> <li>• <i>Kitten's First Full Moon</i> by Kevin Henkes (2004)*</li> </ul>	<ul style="list-style-type: none"> <li>• <i>My Five Senses</i> by Ailiki (1962)**</li> <li>• <i>Truck</i> by Donald Crews (1980)</li> <li>• <i>I Read Signs</i> by Tana Hoban (1987)</li> <li>• <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page (2003)*</li> <li>• <i>Amazing Whales!</i> by Sarah L. Thomson (2005)*</li> </ul>
1*	<ul style="list-style-type: none"> <li>• "Mix a Pancake" by Christina G. Rossetti (1893)**</li> <li>• <i>Mr. Popper's Penguins</i> by Richard Atwater (1938)*</li> <li>• <i>Little Bear</i> by Eloise Holmelund Minarik, illustrated by Maurice Sendak (1957)**</li> <li>• <i>Frog and Toad Together</i> by Arnold Lobel (1971)**</li> <li>• <i>Hil! Fly Guy</i> by Tedd Arnold (2006)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>A Tree Is a Plant</i> by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)**</li> <li>• <i>Starfish</i> by Edith Thacher Hurd (1962)</li> <li>• <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros (1991)**</li> <li>• <i>From Seed to Pumpkin</i> by Wendy Pfeffer, illustrated by James Graham Hale (2004)*</li> <li>• <i>How People Learned to Fly</i> by Fran Hodgkins and True Kelley (2007)*</li> </ul>
2-3	<ul style="list-style-type: none"> <li>• "Who Has Seen the Wind?" by Christina G. Rossetti (1893)</li> <li>• <i>Charlotte's Web</i> by E. B. White (1952)*</li> <li>• <i>Sarah, Plain and Tall</i> by Patricia MacLachlan (1985)</li> <li>• <i>Tops and Bottoms</i> by Janet Stevens (1995)</li> <li>• <i>Poppleton in Winter</i> by Cynthia Rylant, illustrated by Mark Teague (2001)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>A Medieval Feast</i> by Ailiki (1983)</li> <li>• <i>From Seed to Plant</i> by Gail Gibbons (1991)</li> <li>• <i>The Story of Ruby Bridges</i> by Robert Coles (1995)*</li> <li>• <i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick (1997)</li> <li>• <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca (2009)</li> </ul>
4-5	<ul style="list-style-type: none"> <li>• <i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865)</li> <li>• "Casey at the Bat" by Ernest Lawrence Thayer (1888)</li> <li>• <i>The Black Stallion</i> by Walter Farley (1941)</li> <li>• "Zlateh the Goat" by Isaac Bashevis Singer (1984)</li> <li>• <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992)</li> <li>• <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber (1996)</li> <li>• <i>A History of US</i> by Joy Hakim (2005)</li> <li>• <i>Horses</i> by Seymour Simon (2006)</li> <li>• <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)</li> </ul>

**Note:** Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K-5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

\*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

## TEXT ILLUSTRATING THE COMPLEXITY, QUALITY, AND RANGE OF STUDENT READING 6-12

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction
6-8	<ul style="list-style-type: none"> <li>• <i>Little Women</i> by Louisa May Alcott (1869)</li> <li>• <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876)</li> <li>• "The Road Not Taken" by Robert Frost (1915)</li> <li>• <i>The Dark Is Rising</i> by Susan Cooper (1973)</li> <li>• <i>Dragonwings</i> by Laurence Yep (1975)</li> <li>• <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976)</li> </ul>	<ul style="list-style-type: none"> <li>• "Letter on Thomas Jefferson" by John Adams (1776)</li> <li>• <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845)</li> <li>• "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" by Winston Churchill (1940)</li> <li>• <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955)</li> <li>• <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962)</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• <i>The Tragedy of Macbeth</i> by William Shakespeare (1592)</li> <li>• "Ozymandias" by Percy Bysshe Shelley (1817)</li> <li>• "The Raven" by Edgar Allan Poe (1845)</li> <li>• "The Gift of the Magi" by O. Henry (1906)</li> <li>• <i>The Grapes of Wrath</i> by John Steinbeck (1939)</li> <li>• <i>Fahrenheit 451</i> by Ray Bradbury (1953)</li> <li>• <i>The Killer Angels</i> by Michael Shaara (1975)</li> </ul>	<ul style="list-style-type: none"> <li>• "Speech to the Second Virginia Convention" by Patrick Henry (1775)</li> <li>• "Farewell Address" by George Washington (1796)</li> <li>• "Gettysburg Address" by Abraham Lincoln (1863)</li> <li>• "State of the Union Address" by Franklin Delano Roosevelt (1941)</li> <li>• "Letter from Birmingham Jail" by Martin Luther King, Jr. (1964)</li> <li>• "Hope, Despair and Memory" by Elie Wiesel (1997)</li> </ul>
11-CCR	<ul style="list-style-type: none"> <li>• "Ode on a Grecian Urn" by John Keats (1820)</li> <li>• <i>Jane Eyre</i> by Charlotte Brontë (1848)</li> <li>• "Because I Could Not Stop for Death" by Emily Dickinson (1890)</li> <li>• <i>The Great Gatsby</i> by F. Scott Fitzgerald (1925)</li> <li>• <i>Their Eyes Were Watching God</i> by Zora Neale Hurston (1937)</li> <li>• <i>A Raisin in the Sun</i> by Lorraine Hansberry (1959)</li> <li>• <i>The Namesake</i> by Jhumpa Lahiri (2003)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Common Sense</i> by Thomas Paine (1776)</li> <li>• <i>Walden</i> by Henry David Thoreau (1854)</li> <li>• "Society and Solitude" by Ralph Waldo Emerson (1857)</li> <li>• "The Fallacy of Success" by G. K. Chesterton (1909)</li> <li>• <i>Black Boy</i> by Richard Wright (1945)</li> <li>• "Politics and the English Language" by George Orwell (1946)</li> <li>• "Take the Tortillas Out of Your Poetry" by Rudolfo Anaya (1995)</li> </ul>

**Note:** Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.