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acknowledgments:

To ensure this list truly represented various backgrounds, cultures, and beliefs, a diverse group was required in order to collaborate and create this project. We would like to thank the following team members for their work.

From the Mississippi Department of Education, we would like to acknowledge:

Amy Baker       Tiffany Nickleberry
Jasmine Bell     Kimberly Petermann
Natalie Breithaupt Kasey Rather
Coretta Doss     LaTondra Robinson
Sandra Elliott   Christine Spell
Aimee Hawkins    Missaha Thompson
Molly Henderson  Melanie Watkins
Nicole Hunter    Delphony Williams
Stephanie Mollett

We would also like to extend thanks to the various groups of Mississippi public school teachers, librarians, and administrators who assisted us in both rating and identifying the final titles chosen for this list and for providing feedback throughout the development process. Thanks to their assistance with this project, we are confident that we are providing Mississippi educators, parents, and students with a resource that will equip them to be college, career, and culturally ready.
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introduction:

“Words are not just words. They are the nexus-the interface-between communication and thought. When we read, it is through words that we build, refine, and modify our knowledge” Marilyn Jager Adams (2009, p. 180).

Mississippi strives to develop students that are not only college and career ready but also culturally ready. This resource intends to equip educators to make purposeful instructional decisions around the Mississippi College- and Career-Readiness standards while promoting literacy that acknowledges a variety of text types. This resource also provides students with texts that will serve as “mirrors, windows, and sliding glass doors.” Mirrors refer to texts where students can see themselves in the characters and events, while windows apply to texts that allow students to look out into the larger world and experience cultures, life experiences, and communities different from their own. Sliding glass doors refer to texts that not only introduce students to stories different from their own but encourage them to walk through and move forward, acting in an attempt to change the narrative.

For students to become well-rounded readers, they need to engage with high-quality, rigorous texts that represent varying cultures, genres, and facets of the human experience.

Through a collaborative process, Mississippi teachers, administrators, parents, and librarians contributed to the creation of this list; consideration of individual texts and their potential for intertextuality through pairing was a factor in title selection.

The opportunities and applications for this resource are varied; therefore, teacher guidance and review are essential to providing students with appropriate and balanced reading choices that will ultimately foster increased independent reading and stamina.

While appropriate within the context of the text, titles may contain language and content that may require additional conversations. Administrators, teachers, and families should make informed decisions regarding text selections, and if a text for consideration is not familiar, please review the book first.

methodology:

The books identified in this list were not chosen at random; to appear on this list, a title had to meet specific criteria as outlined by a rubric developed by a team composed of a librarian, literacy personnel, a college professor, and a high school English teacher. The specific components of the rubric helped the team identify whether a chosen text contained:

- Appropriate grade-level complexity,
- A balance of diverse characters, cultures, perspectives, orientations, races, and ages, and
- Relativity to the Mississippi College- and Career-Readiness Standards.

The formal rubric used in the book-identification process can be found in the appendices of this document.

In addition, the team made the decision to focus on identifying newer texts in the hope that the themes and characters would be more relatable. While newer texts were a priority, the team also recognized the importance of classic texts and made attempts to present traditional titles in newer formats, such as graphic novels, to make these texts appealing to the modern student. The team used resources such as the Magnolia book list, Novelist, We Need Diverse Books, and Common Sense Media to help identify potential titles. A minimum of thirty-six fiction and thirty-six nonfiction titles were selected for each grade with the intention of narrowing down the list and potentially pairing titles.

Selected texts were then presented to a panel composed of Mississippi educators and parents, including public school teachers, librarians, administrators, and literacy coaches. This panel then reviewed each text thoroughly, using a second rubric to rate each title on the following criteria:

- Publication date (newer texts received higher scores),
- Whether the text was available in bilingual or graphic novel formats,
- Whether the text was an award winner,
- Whether the text contained diversity, and if the diverse group or culture was appropriately represented (texts were scored higher if the author of the text belonged to the same diverse group), and
- Whether or not the text was appropriate for the suggested grade due to language and content presented in the text.

CULTURAL RESPONSIVENESS is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.
As the panel reviewed each text, they also provided their reasoning as to why a text should or should not remain on the final list based on their various experiences and potential interactions with the texts in their own classrooms, buildings, and homes.

The final list presented in this document offers Mississippi teachers, parents, and students with titles that are fresh, approachable, diverse, and directly linked to multiple Mississippi College- and Career-Readiness Standards. In addition, most titles are also recipients of one or more book awards, including the Coretta Scott King Award, the Newbery and Caldecott awards, the Magnolia Book Awards, or the YALSA and ALA awards.
lexile vs. literacy:

Students and books are assigned a score on the Lexile scale, in which lower scores reflect easier readability for books and lower reading ability for students. The Lexile framework uses quantitative methods, based on individual words and sentence lengths to produce scores. However, the scores do not reflect factors such as maturity of themes, content, and language. According to the Lexile website, there is no direct correspondence between a specific Lexile measure and a specific grade level. Within any grade, there will be a range of readers and a range of reading materials in school libraries.

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>PROFICIENT LEXILE LEVELS</th>
<th>ADVANCED LEXILE LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>700-1000</td>
<td>1001-1700+</td>
</tr>
<tr>
<td>Grade 6</td>
<td>800-1050</td>
<td>1051-1700+</td>
</tr>
<tr>
<td>Grade 7</td>
<td>850-1100</td>
<td>1101-1700+</td>
</tr>
<tr>
<td>Grade 8</td>
<td>900-1150</td>
<td>1151-1700+</td>
</tr>
<tr>
<td>Grade 9</td>
<td>1000-1200</td>
<td>1201-1700+</td>
</tr>
<tr>
<td>Grade 10</td>
<td>1025-1250</td>
<td>1251-1700+</td>
</tr>
<tr>
<td>Grade 11</td>
<td>1050-1300</td>
<td>1301-1700+</td>
</tr>
<tr>
<td>Grade 12</td>
<td>1050-1300</td>
<td>1301-1700+</td>
</tr>
</tbody>
</table>

Fiction and nonfiction books help students to understand the world around them and what they might be going through. Independent reading or student choice reading helps encourage children to enjoy reading on their own to improve comprehension, vocabulary, and fluency. When students have an opportunity to choose fiction or nonfiction reading materials, students have ownership in their education and make reading a priority.

Benefits of student choice reading:

- Engagement increases
- Stronger reading skills are developed
- Students are more actively involved in learning
- Students are more excited to share what they learn
- Build skills for future learning

How Graphic Novels Can Turn Struggling or Reluctant Readers into STRONG READERS

Reading novels that support the College-and-Career-Readiness Standards is important, but students cannot become lifelong readers if they do not open those books. As educators, we should encourage our students to read, even if the book has pictures.

There are several benefits to using Graphic Novels in English Language Arts (ELA) classrooms:

1. **RICH IN TEXT**
   Even though there is not much text to a graphic novel, they are still telling stories using dialogue and making students analyze what they see and comprehend. Every single graphic novel varies in the amount of text it has and how it is presented, but they are each their own ELA lesson.

2. **DIVERSITY**
   Graphic novels are diverse with a vast collection of characters that ALL students can respond to or react to. Representation matters for equipping ALL students to be culturally ready. It helps students determine how they connect with characters, settings, and cultures within what they read or see.

3. **BRIDGE BOOKS**
   Graphic novels will vary in terms of complexity. This format can be used as scaffolding where students can increase the reading level or confidence and move into more complex texts.

4. **GATEWAY LITERATURE:** Graphic novels can be used as a gateway that moves kids to those bigger and better novels that educators want students to read. Graphic novels engage students first and get them hooked, and then teachers can move students to more grade-level text.

**RESOURCE**  https://www.upperelementarysnapshots.com/2018/06/graphic-novels-rethinking-your.html
Using Graphic Novels with English Learners (EL)

Graphic Novels can be essential to ELs as they can benefit from the clues that the pictures can provide to reinforce the story’s meaning, enhancing comprehension, and vocabulary. These types of literature can be used as high-quality supplemental instruction in all content areas. Additionally, graphic novels can help reinforce concepts in ELA, including plot structure and character development.

Here are four ways that graphic novels can benefit ELs:

1. **FIGURATIVE LANGUAGE**
   The illustrated panels of graphic novels provide visual information that gives helpful context to idioms, metaphors, and other figures of speech.

2. **COMPLEX, AGE-APPROPRIATE INTERESTS**
   Graphic novels support well-developed plots, storylines, and characters, so they can be used to teach complicated subjects that are appropriate for older students.

3. **PUNCTUATION AND EMPHASIS**
   The dialogue used in graphic novels uses frequent punctuation and the bolding of key terms to demonstrate how a phrase would be said aloud. The accompanying illustrations give additional visual clues to how dialogue should be read.

4. **UNFAMILIAR CULTURAL NORMS**
   Unlike text-only passages, the visuals show characters’ facial expressions, gestures, and positions to help reinforce cultural values and social issues.

**RESOURCE**  https://www.lexialearning.com/blog/4-surprising-ways-comics-and-graphic-novels-can-benefit-english-language-learners-
# Understanding the Book Lists:

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author (Publication Date)</th>
<th>Type of Text</th>
<th>Grade Level(s)</th>
<th>Lexile Level</th>
<th>Short Description</th>
<th>Page Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amina’s Voice</td>
<td>By: Hena Khan (2018)</td>
<td>Fiction</td>
<td>5th Grade</td>
<td>800L</td>
<td>A Pakistani American Muslim girl struggles to stay true to her family’s vibrant culture while simultaneously blending in at school after tragedy strikes her community. 197 pgs</td>
<td></td>
</tr>
<tr>
<td>Brendan Buckley’s Universe</td>
<td>and Everything in It By: Sundee T. Fraizer (2007)</td>
<td>Fiction</td>
<td>5th Grade</td>
<td>630L</td>
<td>Brendan, a biracial ten-year-old, applies his scientific problem-solving ability and newfound interest in rocks and minerals to connect with his white grandfather, and to learn why he and Brendan’s mother are estranged. 198 pgs</td>
<td></td>
</tr>
</tbody>
</table>

## Glossary of Terms

- **Bilingual Format**: A book that is available in multiple languages.
- **Digital Format**: A book that is available as an audio book or an ebook.
- **Fiction**: Literature that describes imaginary events and people.
- **Graphic Novel (GN)**: A book written in comic-strip format.
- **Lexile (L)**: A measurement of the reading level of a text.
- **Nonfiction**: Writing that is based on facts, real events or people, such as biography or history.
- **STEAM**: An approach to teaching that includes Science, Technology, Engineering, the Arts, and Mathematics as access points for guiding student inquiry.

## Lexile Codes

- **AD – Adult Directed**: Better when read aloud to a student rather than having the student read independently.
- **GN – Graphic Novel**: Graphic novels or comic books.
- **HL – High-Low**: Content to engage older students who need materials that are less complex and at a lower reading level.
- **NA – Not Available**: Lexile level has not been assigned to the text.
- **NC – Non-Conforming**: Good for high-ability readers who still need age-appropriate content.
6th Grade

fiction:

BOOK LIST
Amal Unbound
By: Aisha Saeed (2018)
In Pakistan, Amal holds onto her dream of becoming a teacher even after becoming an indentured servant to pay off her family’s debt to the wealthy and corrupt Khan family. 226 pgs
LEXILE: HL600L

Dragon Pearl
By: Yoon Ha Lee (2019)
Min, a thirteen-year-old girl with fox-magic, stows away on a battle cruiser and impersonates a cadet in order to solve the mystery of what happened to her older brother in the Thousand World Space Forces. 310 pgs
LEXILE: 780L

A Place to Belong
By: Cynthia Kadohata (2019)
Twelve-year-old Hanako and her family, reeling from their confinement in an internment camp, renounce their American citizenship to move to Hiroshima, a city devastated by the atomic bomb dropped by Americans. 416 pgs
LEXILE: 690L

Dragonwings
By: Laurence Yep (1975)
When Moon RiderYep arrives in America, he learns that his father makes a living doing laundry and dreams of building a flying machine just like the Wright Brothers. But making this fantastical dream a reality proves to be no easy task, as intolerance, poverty, and even an earthquake stand in their way. 248 pgs
LEXILE: 870L

Cool Salsa: Bilingual Poems on Growing Up Latino in the United States
By: Lori M. Carlson (1994)
Poems celebrate themes and moods from Hispanic American teenage life, from the passion of learning English to the pain of ethnic prejudice. 160 pgs
LEXILE: NA

Finding Langston
By: Lesa Cline-Ransome (2018)
Discovering a book of Langston Hughes’ poetry in the library helps Langston cope with the loss of his mother, relocating from Alabama to Chicago as part of the Great Migration, and being bullied. 107 pgs
LEXILE: 760L

Counting by 7’s
By: Holly Goldberg Sloan (2013)
Twelve-year-old genius and outsider Willow Chance must figure out how to connect with other people and find a surrogate family for herself after her parents are killed in a car accident. 416 pgs
LEXILE: 770L

Harbor Me
By: Jacqueline Woodson (2018)
When six students are chosen to participate in a weekly talk with no adults allowed, they discover that when they’re together, it’s safe to share the hopes and fears they have to hide from the rest of the world. 176 pgs
LEXILE: 630L
Indian No More
By: Charlene Willing McManis (2019)
After her father signs up for the Indian Relocation Program and uproots the family to Los Angeles, twelve-year-old Regina Petit struggles to make sense of life off the reservation, the racism she discovers in her diverse neighborhood, and her identity as an Umpqua native. 211pgs
LEXILE: 720L

Mixed Feelings: Poems and Stories
By: Avan Jogia (2019)
Drawing on his own life story, Avan Jogia explores his complicated emotions around race, identity, religion, love, and loss through poetry and imagery. 144pgs
LEXILE: NA

More to the Story
By: Hena Khan (2019)
As editor of her school newspaper, thirteen-year-old Jameela Mirza wants to impress her father by writing a spectacular story about the new student, but a misunderstanding and family illness complicate matters. This serves as an American Pakistani modern version of Little Women. 272pgs
LEXILE: 710L

A Mystery Bigger Than Big: A Mickey Rangel Mystery
By: René Saldaña, Jr. (2016)
As rumors swirl around the quiet new girl, junior detective Mickey Rangel tries to uncover her real story, but finds he comes face-to-face with a case that deals with issues much larger than himself. 78pgs
LEXILE: 830L

The Night Diary
By: Veera Hiranandani (2018)
Shy twelve-year-old Nisha, forced to flee her home with her Hindu family during the 1947 partition of India, tries to find her voice and make sense of the world falling apart around her by writing to her deceased Muslim mother in the pages of her diary. 264pgs
LEXILE: 700L

Out of My Mind
By: Sharon M. Draper (2010)
Eleven-year-old Melody is not like most people. She can’t walk, talk, or write - all because she has cerebral palsy, but she can remember every detail of everything she has ever experienced. She’s the smartest kid in her whole school, and she’s determined to let everyone know it...somehow. 320pgs
LEXILE: 700L

Planet Earth is Blue
By: Nicole Panteleakos (2020)
Autistic and nearly nonverbal, twelve-year-old Nova is happy in her new foster home and school, but eagerly anticipates the 1986 Challenger launch, for which her sister, Bridget, promised to return. 232pgs
LEXILE: 740L

Shouting at the Rain
By: Lynda Mullaly Hunt (2019)
Delsie loves tracking the weather, living with her grandmother, and the support of friends and neighbors, but misses having a “regular family,” especially after her best friend outgrows her. 288pgs
LEXILE: 560L
The Red Pencil
By: Andrea Davis Pinkney (2014)
After her tribal village is attacked by militants, Amira, a young Sudanese girl, must flee to safety at a refugee camp, where she finds hope and the chance to pursue an education in the form of a single red pencil and the friendship and encouragement of a wise elder. 308pgs
LEXILE: HL620L

White Bird: A Wonder Story
By: R.J. Palacio (2019)
Tells the story of Julian’s Grandmère’s childhood as she, a Jewish girl, was hidden by a family in a Nazi-occupied French village during World War II and how the boy she once shunned became her savior and best friend. 224pgs
LEXILE: GN440L

The Season of Styx Malone
By: Kekla Magoon (2018)
Caleb Franklin and his younger brother, Bobby Gene, spend an extraordinary summer with their new, older neighbor, Styx Malone, a foster boy from the city. They quickly discover that Styx has secrets—secrets so big they could ruin everything. 297pgs
LEXILE: 510L

A Wrinkle in Time
By: Madeleine L’Engle (1962)
Meg and Charles Wallace set out with their friend Calvin in a search for their father. His top-secret job as a physicist for the government has taken him away, and the children search through time and space to find him. 256pgs
LEXILE: 740L

The True History of Lyndie B. Hawkins
By: Gail Shepherd (2019)
When twelve-year-old Lyndie and her parents must move to her grandparents’ home in small-town Tennessee in 1985, having to keep all family issues private only adds to their problems. 304pgs
LEXILE: 700L

The Unsung Hero of Birdsong, USA
By: Brenda Woods (2019)
Gabriel, twelve, gains new perspective when he becomes friends with Meriwether, an African American World War II hero who has recently returned to the unwelcoming Jim Crow South. 208pgs
LEXILE: 780L
nonfiction: BOOK LIST
**Before Columbus: The Americas of 1491**  
*By: Charles C. Mann (2009)*

Contrary to what many Americans learn in school, the pre-Columbian Indians were not sparsely settled in a pristine wilderness; rather, they actively molded and influenced the land around them in ways that we are only now beginning to understand. 116pgs  
LEXILE: NC1080L 📚 📚 📚

**Back From the Brink: Saving Animals From Extinction**  
*By: Nancy Castaldo (2018)*

Seven species of threatened animals have been brought back from the brink of extinction due to the successful efforts of scientists. 168pgs  
LEXILE: NA 📚 📚

**Death on the River of Doubt: Theodore Roosevelt’s Amazon Adventure**  
*By: Samantha Seiple (2017)*

Readers enjoy being a part of the dangerous adventure that unfolds as former president Theodore Roosevelt and his companions navigate an unpredictable, uncharted river through an unforgiving jungle. 214pgs  
LEXILE: 1040L 📘 📚 📚

**Enchanted Air: Two Cultures, Two Wings (A Memoir)**  
*By: Margarita Engle (2015)*

A memoir recounting Margarita Engle’s childhood love of two cultures, Cuba and America, during the Cold War. 193pgs  
LEXILE: 1120L 📘 📘 📘 📚

**Finding Wonders: Three Girls Who Changed Science**  
*By: Jeannine Atkins (2016)*

The lives of Maria Merian, Mary Anning, and Maria Mitchell are showcased in beautiful verse with each girl’s interests explained and elaborated upon. 195pgs  
LEXILE: 970L 📘 📘 📘

**I am Malala: How One Girl Stood Up for Education and Changed the World (Young Readers Edition)**  
*By: Malala Yousafzai with Patricia McCormick (2014)*

Malala Yousafzai, a Pakistani activist for female education, is a global symbol of peaceful protest who inspired change in the world. 230pgs  
LEXILE: 830L 📘 📘 📘 📚

**I Never Saw Another Butterfly: Children’s Drawings and Poems from Terezin Concentration Camp, 1942-1944**  
*By: Hana Volavkova (1964)*

The poems tell of the authenticity of children in a death camp; the magnificence of finding beauty amid the ashes of their lives or the ashes that consumed their lives. 80pgs  
LEXILE: NA 📚 📚 📚

**Rad Women Worldwide: Artists and Athletes, Pirates and Punks, and Other Revolutionaries Who Shaped History**  
*By: Kate Schatz (2016)*

Fourteen inspiring young female rebels who broke down walls to pursue their interests, talents, and rights. 104pgs  
LEXILE: NA 📚 📚 📚
Red Scarf Girl: A Memoir of the Cultural Revolution  
By: Ji-li Jiang (1997)

The author tells about the happy life she led in China until age twelve, when her family became a target of the Cultural Revolution, and discusses the choice she had to make between denouncing her father-and breaking with her family-or refusing to speak against him-and losing her future in the Communist Party. 272pgs  
LEXILE: 780L

Todos Iguales/All Equal:  
Un Corrido de Lemon Grove/A Ballad of Lemon Grove  
(Spanish and English Edition)  
By: Christy Hale (2019)

Roberto loved his school and became an advocate for protecting the children’s right to a full education. 40pgs  
LEXILE: 1100L

Survivors: True Stories of Children in the Holocaust  
By: Allan Zullo (2004)

Inspiring and gripping stories of nine Jewish children’s experiences during the Holocaust. 196pgs  
LEXILE: 970L

Trapped: How the World Rescued 33 Miners From 2,000 Feet Below the Chilean Desert  
By: Marc Aronson (2011)

33 trapped miners are remarkably rescued after sixty-nine days of meager resources and poor air quality. 134pgs  
LEXILE: 1070L

Two Truths and a Lie: It’s Alive!  
By: Joan Paquette and Laurie Ann Thompson (2018)

Fascinating and engaging stories where readers will enjoy choosing which stories are true and which are an outright lie! 176pgs  
LEXILE: 1010L

Turtle Island: The Story of North America’s First People  
By: Eldon Yellowhorn and Kathy Lowinger (2017)

Readers are given an overview of the history and moments in time of the indigenous people before the arrival of the European colonists. 116pgs  
LEXILE: 1040L

A World of Cities  
By: James Brown (2018)

From the lights of Paris to the cherry blossoms of Tokyo, the world is yours to explore in this comprehensive tour of thirty dazzling cities across the globe. 64pgs  
LEXILE: NA
appendix a
THEMES & PAIRINGS
### MAIN THEME: Overcoming Bullies

<table>
<thead>
<tr>
<th>ANCHOR TEXT</th>
<th>FICTION PAIRINGS</th>
<th>NONFICTION PAIRINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Finding Langston</strong></td>
<td><strong>Falling into the Dragon’s Mouth</strong></td>
<td></td>
</tr>
<tr>
<td>By: Lesa Cline-Ransome</td>
<td>By: Holly Thompson</td>
<td></td>
</tr>
<tr>
<td>LEXILE: 760L</td>
<td>108pgs</td>
<td>2018</td>
</tr>
<tr>
<td><strong>Posted</strong></td>
<td><strong>Wolf Hollow</strong></td>
<td></td>
</tr>
<tr>
<td>By: John David Anderson</td>
<td>By: Lauren Wolk</td>
<td></td>
</tr>
<tr>
<td>LEXILE: 750L</td>
<td>384pgs</td>
<td>2017</td>
</tr>
<tr>
<td><strong>Wolfs Hollow</strong></td>
<td><strong>Wolf Hollow</strong></td>
<td></td>
</tr>
<tr>
<td>By: Lauren Wolk</td>
<td>By: Lauren Wolk</td>
<td></td>
</tr>
<tr>
<td>LEXILE: 800L</td>
<td>320pgs</td>
<td>2018</td>
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</table>

### MAIN THEME: The Journey to Self-Discovery

<table>
<thead>
<tr>
<th>ANCHOR TEXT</th>
<th>FICTION PAIRINGS</th>
<th>NONFICTION PAIRINGS</th>
</tr>
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<tbody>
<tr>
<td><strong>The Night Diary</strong></td>
<td><strong>Genesis Begins Again</strong></td>
<td></td>
</tr>
<tr>
<td>By: Veera Hiranandani</td>
<td>By: Alicia Williams</td>
<td></td>
</tr>
<tr>
<td>LEXILE: 700L</td>
<td>264pgs</td>
<td>2018</td>
</tr>
<tr>
<td><strong>Gracefully Grayson</strong></td>
<td><strong>Gracefully Grayson</strong></td>
<td></td>
</tr>
<tr>
<td>By: Ami Polonsky</td>
<td>By: Ami Polonsky</td>
<td></td>
</tr>
<tr>
<td>LEXILE: 720L</td>
<td>245pgs</td>
<td>2016</td>
</tr>
<tr>
<td><strong>The Ugly One</strong></td>
<td><strong>The Ugly One</strong></td>
<td></td>
</tr>
<tr>
<td>By: Leanne Ellis Statland</td>
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<td></td>
</tr>
<tr>
<td>LEXILE: 810L</td>
<td>245pgs</td>
<td>2013</td>
</tr>
</tbody>
</table>

### MAIN THEME: Insights into the Immigrant Experience

<table>
<thead>
<tr>
<th>ANCHOR TEXT</th>
<th>FICTION PAIRINGS</th>
<th>NONFICTION PAIRINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dragonwings</strong></td>
<td><strong>Front Desk</strong></td>
<td></td>
</tr>
<tr>
<td>By: Laurence Yep</td>
<td>By: Kelly Yang</td>
<td></td>
</tr>
<tr>
<td>LEXILE: 870L</td>
<td>248pgs</td>
<td>1975</td>
</tr>
<tr>
<td><strong>A Mystery Bigger Than Big</strong></td>
<td><strong>A Mystery Bigger Than Big</strong></td>
<td></td>
</tr>
<tr>
<td>By: René Saldaña, J.</td>
<td>By: René Saldaña, J.</td>
<td></td>
</tr>
<tr>
<td>LEXILE: 830L</td>
<td>78pgs</td>
<td>2016</td>
</tr>
<tr>
<td><strong>A Place to Belong</strong></td>
<td><strong>A Place to Belong</strong></td>
<td></td>
</tr>
<tr>
<td>By: Cynthia Kadohata</td>
<td>By: Cynthia Kadohata</td>
<td></td>
</tr>
<tr>
<td>LEXILE: 690L</td>
<td>416pgs</td>
<td>2019</td>
</tr>
<tr>
<td><strong>Children of War: Voices of Iraqi Refugees</strong></td>
<td><strong>Children of War: Voices of Iraqi Refugees</strong></td>
<td></td>
</tr>
<tr>
<td>By: Deborah Ellis</td>
<td>By: Deborah Ellis</td>
<td></td>
</tr>
<tr>
<td>LEXILE: 820L</td>
<td>122pgs</td>
<td>2009</td>
</tr>
<tr>
<td><strong>The Inker’s Shadow</strong></td>
<td><strong>The Inker’s Shadow</strong></td>
<td></td>
</tr>
<tr>
<td>By: Allen Say</td>
<td>By: Allen Say</td>
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</tr>
<tr>
<td>LEXILE: 580L</td>
<td>79pgs</td>
<td>2015</td>
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</tbody>
</table>

*Equipped Book List text
### MAIN THEME: Girl Power!

#### SUB-THEME: Rule Breakers

<table>
<thead>
<tr>
<th>ANCHOR TEXT</th>
<th>FICTION PAIRINGS</th>
<th>NONFICTION PAIRINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I am Malala: How One Girl Stood Up for Education and Changed the World</strong></td>
<td>The Lightning Dreamer</td>
<td>HerStory: 50 Women and Girls Who Shook the World</td>
</tr>
<tr>
<td>By: Malala Yousafzai with Patricia McCormick</td>
<td>By: Margarita Engle</td>
<td>By: Katherine Halligan</td>
</tr>
<tr>
<td>LEXILE: 830L</td>
<td>230pgs</td>
<td>2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lives of Extraordinary Women: Rulers, Rebels (and What the Neighbors Thought)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>By: Kathleen Krull</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LEXILE: 860L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No Truth Without Ruth: The Life of Ruth Bader Ginsburg</td>
</tr>
<tr>
<td></td>
<td></td>
<td>By: Kathleen Krull</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LEXILE: 1150L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rad Women Worldwide: Artists and Athletes, Pirates and Punks, and Other Revolutionaries Who Shaped History*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>By: Kate Schatz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LEXILE: NA</td>
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</table>

#### SUB-THEME: Women In Science

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<tr>
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<th>FICTION PAIRINGS</th>
<th>NONFICTION PAIRINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Wrinkle in Time</strong></td>
<td>The Evolution of Calpurnia Tate</td>
<td>Finding Wonders: Three Girls Who Changed Science*</td>
</tr>
<tr>
<td>By: Madeleine L’Engle</td>
<td>By: Jacqueline Kelly</td>
<td>By: Jeannine Atkins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>radioactive! How Irene Curie and Lise Meitner Revolutionized Science and Changed the World</td>
</tr>
<tr>
<td></td>
<td></td>
<td>By: Winifred Conkling</td>
</tr>
<tr>
<td></td>
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*Equipped Book List text*
### MAIN THEME: The Histories and Legacies of Native Peoples

<table>
<thead>
<tr>
<th>ANCHOR TEXT</th>
<th>FICTION PAIRINGS</th>
<th>NONFICTION PAIRINGS</th>
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<tbody>
<tr>
<td><strong>Indian No More</strong>&lt;br&gt;By: Charlene Willing&lt;br&gt;LEXILE: 720L</td>
<td><strong>Heart of a Chief</strong>&lt;br&gt;By: Joseph Bruchac&lt;br&gt;LEXILE: 750L</td>
<td><strong>Before Columbus:</strong>&lt;br&gt;<strong>The Americas of 1491</strong>&lt;br&gt;By: Charles C. Mann&lt;br&gt;LEXILE: NC1080L</td>
</tr>
<tr>
<td></td>
<td><strong>How I Became a Ghost: A Choctaw Trail of Tears Story</strong>&lt;br&gt;By: Tim Tingle&lt;br&gt;LEXILE: HL480L</td>
<td><strong>Turtle Island: The Story of North America’s First People</strong>&lt;br&gt;By: Eldon Yellowhorn and Kathy Lowinger&lt;br&gt;LEXILE: 1040L</td>
</tr>
<tr>
<td></td>
<td><strong>In the Footsteps of Crazy Horse</strong>&lt;br&gt;By: James Marshall, III&lt;br&gt;LEXILE: 620L</td>
<td></td>
</tr>
<tr>
<td><strong>Before Columbus:</strong>&lt;br&gt;<strong>The Americas of 1491</strong>&lt;br&gt;By: Charles C. Mann&lt;br&gt;LEXILE: NC1080L</td>
<td><strong>Turtle Island: The Story of North America’s First People</strong>&lt;br&gt;By: Eldon Yellowhorn and Kathy Lowinger&lt;br&gt;LEXILE: 1040L</td>
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### MAIN THEME: Surviving the Holocaust

<table>
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<tr>
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<th>NONFICTION PAIRINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>White Bird: A Wonder Story</strong>&lt;br&gt;By: R.J. Palacio&lt;br&gt;LEXILE: GN440L</td>
<td><strong>The Cats in Krasinski Square</strong>&lt;br&gt;By: Karen Hesse&lt;br&gt;LEXILE: 990L</td>
<td><strong>The Boy on the Wooden Box</strong>&lt;br&gt;By: Leon Leyson&lt;br&gt;LEXILE: 1000L</td>
</tr>
<tr>
<td></td>
<td><strong>Grenade</strong>&lt;br&gt;By: Alan Gratz&lt;br&gt;LEXILE: 760L</td>
<td><strong>I Never Saw Another Butterfly: Children’s Drawings and Poems from Terezin Concentration Camp, 1942-1944</strong>&lt;br&gt;By: Hana Volavkova&lt;br&gt;LEXILE: NA</td>
</tr>
<tr>
<td></td>
<td><strong>Resistance</strong>&lt;br&gt;By: Jennifer A. Nielsen&lt;br&gt;LEXILE: 820L</td>
<td><strong>Survivors: True Stories of Children in the Holocaust</strong>&lt;br&gt;By: Allan Zullo&lt;br&gt;LEXILE: 970L</td>
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</tbody>
</table>

*Equipped Book List text*
### MAIN THEME: Kids Can Fight for Civil Rights

<table>
<thead>
<tr>
<th>ANCHOR TEXT</th>
<th>FICTION PAIRINGS</th>
<th>NONFICTION PAIRINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Todos Iguales/ All Equal: Un Corrido de Lemon Grove/A Ballad of Lemon Grove</strong>&lt;br&gt;By: Christy Hale&lt;br&gt;LEXILE: 1100L</td>
<td><strong>The Unsung Hero of Birdsong, USA</strong>&lt;br&gt;By: Brenda Woods&lt;br&gt;LEXILE: 780L</td>
<td><strong>We’ve Got a Job: The 1963 Birmingham Children’s March</strong>&lt;br&gt;By: Cynthia Levinson&lt;br&gt;LEXILE: 1020L</td>
</tr>
<tr>
<td><strong>Out of My Mind</strong>&lt;br&gt;By: Sharon M. Draper&lt;br&gt;LEXILE: 700L</td>
<td><strong>Freak the Mighty</strong>&lt;br&gt;By: Rodman Philbrick&lt;br&gt;LEXILE: 930L</td>
<td><strong>Alicia Alonso</strong>&lt;br&gt;By: Carmen Bernier-Grand&lt;br&gt;LEXILE: 590L</td>
</tr>
<tr>
<td><strong>Small as an Elephant</strong>&lt;br&gt;By: Jennifer Jacobson&lt;br&gt;LEXILE: 790L</td>
<td><strong>Rules</strong>&lt;br&gt;By: Cynthia Lord&lt;br&gt;LEXILE: 670L</td>
<td></td>
</tr>
</tbody>
</table>
appendix b

NOVEL STUDY CHECKLIST
CULTURALLY RESPONSIVE NOVEL STUDY CHECKLIST

The following checklist will ensure that the proposed novel studies reflect a more culturally responsive nature as well as lead to more student-centered learning. Teachers will use the form to include the elements of the unit/lesson plan that support the indicators.

<table>
<thead>
<tr>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporating culturally-responsive novels and supportive learning materials</td>
</tr>
<tr>
<td>Elements of the Unit/Lesson Plan</td>
</tr>
<tr>
<td>Building strong personal voice in various diverse characteristics through novel selection</td>
</tr>
<tr>
<td>Building strong personal voice in various diverse characteristics through high-quality learning materials that support the novel study</td>
</tr>
<tr>
<td>Valuing various diverse characteristics habitually through novel studies, rather than on special occasions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing student-centered learning by using a system of collaboration and communication</td>
</tr>
<tr>
<td>Elements of the Unit/Lesson Plan</td>
</tr>
<tr>
<td>Consistently combining individual and group efforts and accountability for task performance</td>
</tr>
<tr>
<td>Creating classroom climates and opportunities for collaborative composing, revising, and editing tasks</td>
</tr>
<tr>
<td>Using a system of peer response to encourage high-quality learning</td>
</tr>
</tbody>
</table>
3

Utilizing cross-curricular topics to build on student learning

Using topics or subjects that connect across the grade-level curriculum

Connecting novels and supportive learning materials to enhance students’ learning experience

Analyzing how other diverse characteristics connect to other curriculum topics outside the novel study

List all resources that will be used for the novel study:
appendix c

READING ASSIGNMENT APPROVAL FORMS
READING ASSIGNMENT
BOOK APPROVAL LETTER

Dear Parents/Guardians,

As part of the _______________________________ [school name] ______________________ [class], each student is expected to read a novel related to _______________________________ [curriculum unit] from a list of pre-approved titles. They are responsible for reading the book and completing a series of assignments related to it for _____________________ [time period], which includes _______________________________ [types of assignments/assessments].

☐ Teacher Assigned Book: The primary objective of this assignment is to allow students to choose and read books that interest them that connect to the curriculum unit. We want your student to feel as though he or she is reading material that is interesting to him or her but is also challenging. However, because each parent/guardian feels differently about what is appropriate for their own child, ________________________ [school name] requires all students to have their book approved first by you. Please see the attached document for a brief summary of each novel.

☐ Student Selected Book (from a list of pre-approved titles): The primary objective of this assignment is to allow students to exercise choice and read books that interest them while connecting to the curriculum unit. We want your student to feel as though he or she is reading material that is interesting to him or her but is also challenging. However, because each parent/guardian feels differently about what is appropriate for their own child, ________________________ [school name] requires all students to have their book approved first by you. Please see the attached document for a brief summary of each novel.

When you are approving your student’s reading, please look it over to ensure that you feel the content of the novel is appropriate for your student. If you have objections, have your student choose another book; if the book was assigned, discuss the title with the teacher. Please have a discussion with your student about what types of books and topics you feel are appropriate and instruct them not to select books that contain topics or language that you would not want them to read. Once you have approved the book, please sign the attached book approval form.

If you have any questions about this project, please feel free to contact _____________________ [teacher’s name] at _______________________________ [teacher’s contact information].
READING ASSIGNMENT
BOOK APPROVAL FORM

Student Name ______________________________________________________________

Book Title ________________________________________________________________

Author _______________________________________ Number of Pages: ______

I, _________________________________________________, am aware that my child will be reading the above named book in connection with the curriculum unit during this nine weeks. I understand that this book was

☐ assigned by the teacher and that by signing this form, I give my student permission to read this book. I understand I am approving the content of this book, and the teacher will approve the book for level appropriateness.

☐ selected by my child and that by signing this form, I give my student permission to read this book. I understand I am approving the content of this book, and the teacher will approve the book for level appropriateness.

_________________________________________  ______________________
Parent/Guardian Signature  Date

_________________________________________  ______________________
Teacher Signature  Approval Date
appendix d
EVALUATION TOOLS
EQUITY BOOK LIST
EVALUATION

This evaluation tool will help teachers and librarians with their final selections for diversity, equity, and inclusion books for instruction and for student-choice reading.

| BOOK TITLE | |
| AUTHOR | |
| GRADE LEVEL | THEME/TOPIC |

1. Rate the book on its publication date.
   Use the scale below.
   1: 40 years or older
   2: 30-39 years old
   3: 20-29 years old
   4: 10-19 years old
   5: 10 years or newer

2. Rate the book based on the appropriateness of the Lexile Level.
   Use the scale below.
   1: Too easy/hard to read for grade level
   2: Below grade level
   3: At grade level
   4: Above grade level

3. Rate the book based on the additional factors.
   Use the scale below.
   Additional factors: Award Winner, Bilingual Format, Graphic Novel Format, and Digital Format
   1: One additional factor
   2: Two additional factors
   3: Three additional factors
   4: Four additional factors
### The book celebrates diverse characters and/or written by an author of color.

Use the scale below.

1: Not diverse in terms of cultural, race, gender, sexual orientation, disability OR contains diversity but includes harmful stereotypes, generalizations, not-authentic stories, or discriminatory content about a group of people.
2: Contains some diversity but may misrepresent or generalize a group of people.
3: Explores diversity in an authentic and relevant way.
4: Truly explores and celebrates the diversity.

### The book is directly connected to English Language Arts MS College- and Career-Readiness (MS CCR) Standards.

Use the scale below.

1: Vaguely connected to the English MS CCR standards.
2: Closely connected to at least one English MS CCR standard.
3: Closely connected to multiple English MS CCR standards.

### The book is directly connected to other MS CCR Standards.

Use the scale below.

1: Vaguely connected to other MS CCR standards.
2: Closely connected to at least one other MS CCR standard.
3: Closely connected to multiple other MS CCR standards.

---

Write at least two sentences why the book should be added to the classroom or school libraries and/or to instruction.
## SCHOOL/CLASSROOM LIBRARY COLLECTION DIVERSITY QUESTIONNAIRE

Use the following questions as a guide to analyze the library collection and determine where there are strengths and where there are gaps in diversity.

### 1. The school library contains multiple books that include...

| Non-human, anthropomorphic main characters (e.g., talking animals, talking trucks, talking vegetables, imaginary or science fiction creatures, etc.) |
|---|---|---|---|---|
| Strongly Agree | Agree | Neither | Disagree | Strongly Disagree |

### 2. The school library contains numerous books that include...

| Main characters of color or different nationality/ethnicity |
|---|---|---|---|---|
| Strongly Agree | Agree | Neither | Disagree | Strongly Disagree |

| Main characters with different types of gender identity and gender expression |
|---|---|---|---|---|
| Strongly Agree | Agree | Neither | Disagree | Strongly Disagree |

| Main characters with disabilities |
|---|---|---|---|---|
| Strongly Agree | Agree | Neither | Disagree | Strongly Disagree |

### 3. The school library contains numerous books that...

| Are written or illustrated by a person of color or of different nationality/ethnicity |
|---|---|---|---|---|
| Strongly Agree | Agree | Neither | Disagree | Strongly Disagree |

| Feature a person of color or different nationality/ethnicity on the cover |
|---|---|---|---|---|
| Strongly Agree | Agree | Neither | Disagree | Strongly Disagree |

| Feature contemporary diverse characters and storylines |
|---|---|---|---|---|
| Strongly Agree | Agree | Neither | Disagree | Strongly Disagree |

| Feature a range of family structures and family configurations |
|---|---|---|---|---|
| Strongly Agree | Agree | Neither | Disagree | Strongly Disagree |
The school library contains numerous books that...

<table>
<thead>
<tr>
<th>Feature characters with different types of gender identity and gender expression</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are set in a different country during the present time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are reflective of my students’ cultures and heritages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore different socioeconomic backgrounds</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Explore religious diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are set in different geographic settings (urban, rural, suburban)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are written in languages meaningful to my students’ backgrounds or the community in which they live (e.g., Spanish, Chinese, Arabic)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Teach about immigration to the United States beyond the Ellis Island-narrative</td>
<td></td>
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</tr>
<tr>
<td>Teach about Black/African-American contributions to the United States beyond the Civil Rights Movement</td>
<td></td>
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</tr>
<tr>
<td>Feature diversity throughout the year, not just in heritage and observance months (e.g., Black History Month, Native American History Month)</td>
<td></td>
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</tbody>
</table>

The majority of books featuring people of color or different nationality/ethnicity people...

<table>
<thead>
<tr>
<th>Are only about issues of race, prejudice, or discrimination</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are only culturally specific (e.g., flags, food, festivals)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are only culturally neutral or contain incidental diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 5. The majority of books featuring people of color or different nationality/ethnicity... 

<table>
<thead>
<tr>
<th>Contain harmful stereotypes about a group of people</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contain inaccurate/outdated information about a group of people</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Contain generalizations about a group of people</td>
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<tr>
<td>Contain misrepresentations of a group of people</td>
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<tr>
<td>Contain discriminatory content about a group of people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-authentic stories about a group of people</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### 6. The school library reflects... 

<table>
<thead>
<tr>
<th>The diversity of my students and the community in which we live (e.g., gender, race, family structure, language, culture, socioeconomic background, etc.)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

**RESOURCE**  
appendix e

RESOURCES TO SUPPORT STUDENT READING
BOOK INFORMATION AND SUPPORT MATERIALS

- **Lexile: Find a Book** (Grades 5 – 12)  
  Search for books based on Lexile codes, which provides information on the book’s intended usage, or find books that are easy to decode or have a lot of patterning to help beginning readers.

- **Novelist: MAGNOLIA** (Grades 5 – 12)  
  [https://magnolia.msstate.edu/](https://magnolia.msstate.edu/)  

- **Reading is Fundamental Educator Resources** (Grades 5 – 12)  
  [https://www.rif.org/literacy-central/educators](https://www.rif.org/literacy-central/educators)  
  Online support materials aligned to hundreds of children’s book titles and much more.
READING TRACKERS

Reading is Fundamental Reading Tracker (Grades 5 – 6)  
https://www.rif.org/literacy-central/literacy-tracker

Literacy Tracker Tool allows teachers to check in on students’ reading progress throughout the year and helps students find “just right” books to develop their skills.

Beanbright Reading Tracker (Grades 5 – 12)  
https://www.beanbright.com/

Beanbright helps facilitate reading challenges and gain more data on students’ free-choice reading.
EDUCATOR AND SCHOOL LIBRARIAN RESOURCES

A Guide to Using Graphic Novels with Children and Teens (Grades 5 – 12)

Graphic novels are books written and illustrated in the style of a comic book. The format includes text, images, word balloons, sound effects, and panels. This guide will help teachers and school librarians learn how to incorporate graphic novels into classroom and library lesson plans.

Connect Your Students with Books (Grades 5 – 12)
https://lexile.com/educators/tools-to-support-reading-at-school/strategies-support-readers-level/connect-students-books/

Lexile provides information on connecting students with books at the right level of challenge.

Match Fishtank (Grades 5 – 12)
https://www.matchfishtank.org/curriculum/english-language-arts/

Through this site, teachers can explore and draw from full courses or individual units, lessons, or assessments. All the resources support rigorous, standards-driven instruction to support vocabulary, writing, and reading skills.

Lexile by Chapter Guides
(Grades 5 – 12)

Books vary in text complexity, chapters within each book can vary as well. When teaching a book in class, Lexile by Chapter Guides can help better plan instruction.
Lexile PowerV Vocabulary Tool
(Grades 5 – 12)

More than 125,000 books in Find a Book include a vocabulary tool that identifies up to 10 challenging words that are important for students to know.