Shoeshine Girl, **by Clyde Robert Bulla – Lexile 330, 84 pages**

I love using this simple text with upper elementary students because the story is written for their age group, despite its low quantitative level. I recommend placing your students who are reading below grade level in this text. You might also place students who have little reading stamina in this text.

Shoeshine Girl **Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to right and wrong. The author's purpose is implicitly stated through themes that highlight a variety of perspectives on a complex issue. The different themes related to right and wrong include the growth of a character over time and her struggles with stealing, lying, manipulation, and more. These high-level themes will allow fourth-grade students to identify with the main character. **Structure** Overall, the narrative uses a fairly simple, explicit, and conventional story structure. **Language Conventionality and Clarity** Clyde Robert Bulla uses language that is literal and clear. **Knowledge Demands** This text provides several complex and sophisticated themes. The characters look at issues of right and wrong from a variety of perspectives, causing the reader to challenge his or her own perspective. Background knowledge about what a shoeshine stand is and why people would use one may be helpful. Also, general background knowledge about how people define their moral codes is needed.	The Lexile level for *Shoeshine Girl* is 330, based on word frequency and sentence length. This is below the range of the complexity band for 2nd–3rd grade according to the Common Core State Standards. **READER TASK CONSIDERATIONS** These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.

Because of Winn-Dixie, **by Kate DiCamillo – Lexile 610, 182 pages**

This is a beautifully written story that has received the Newbery Honor. I recommend placing your students who are on grade level in this text. Students will need considerable reading stamina to tackle the length of this text. Note that the pages in this book are small and the text is double-spaced.

Because of Winn-Dixie **Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to right and wrong. The author's purpose is implicitly stated through themes that highlight a variety of perspectives on a complex issue. **Structure** Overall, the narrative uses a fairly simple, explicit, and conventional story structure. Challenges emerge when characters share their background stories and talk about events that occurred in the past. **Language Conventionality and Clarity** Kate DiCamillo uses language that is fairly literal and clear. **Knowledge Demands** This text provides several complex and sophisticated themes. The characters look at issues of right and wrong from a variety of perspectives, causing the reader to challenge his or her own perspective. General background knowledge about how people define their moral codes is needed.	The Lexile level for *Because of Winn-Dixie* is 610, based on word frequency and sentence length. This is in the middle range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.
	READER TASK CONSIDERATIONS
	These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.

How to Steal a Dog, **by Barbara O'Connor – Lexile 700, 170 pages**
This book is the closest pairing to *Shiloh* in terms of the topic. Therefore, you may be surprised at how many of your students are able to access this high-level text simply because of the background knowledge built during their experience reading *Shiloh*. I recommend placing students who are on or above grade level in this engaging text. Students will need a high level of stamina for this text and may need to take the book home for nightly reading to keep up with book club assignments.

How to Steal a Dog **Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to right and wrong. The author's purpose is implicitly stated through themes that highlight a variety of perspectives on a complex issue.	The Lexile level for *How to Steal a Dog* is 700, based on word frequency and sentence length. This is in the high range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.
Structure Overall, the narrative uses a fairly simple, explicit, and conventional story structure.	**READER TASK CONSIDERATIONS**
Language Conventionality and Clarity Barbara O'Connor uses language that is fairly literal and clear. Challenges emerge through use of dialect and an unconventional use of grammar in dialogue.	These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.
Knowledge Demands This text provides several complex and sophisticated themes. The characters look at issues of right and wrong from a variety of perspectives, causing the reader to challenge his or her own perspective. General knowledge about homelessness is essential to relate to the text. Also, general background knowledge about how people define their moral codes is needed.	