

***There's a Boy in the Girls' Bathroom*, by Louis Sachar – Lexile 490, 195 pages**

I love using this simple text with upper elementary students because of its subject matter. Students will relate to the struggles Bradley faces as he challenges himself to make better decisions in school and with his classmates. While the text is written simply, with an economy of words and short sentences, the challenge of the text is in its qualitative demand. The story is told in the third person, and students will be challenged by the alternating perspectives and implied message of the text. The length of the text will also challenge students. I recommend placing your students who are reading below grade level in this text.

***There's a Boy in the Girls' Bathroom* Text Complexity**

| QUALITATIVE MEASURES   | QUANTITATIVE MEASURES  |
|--|--|
| <p><b>Levels of Meaning</b><br/>The text offers multiple levels of meaning and nuances of abstract concepts related to friendship, bullying, and overcoming challenges.</p>                                  | <p>The Lexile level for <i>There's a Boy in the Girls' Bathroom</i> is 490, based on word frequency and sentence length. This is in the low range of the complexity band for 2<sup>nd</sup>–3<sup>rd</sup> grade according to the Common Core State Standards.</p> |
| <p><b>Structure</b><br/>This story is told in the third person, creating alternate perspectives. The story follows a chronological structure.</p>  | <p><b>READER TASK CONSIDERATIONS</b></p>   |
| <p><b>Language Conventionality and Clarity</b><br/>Louis Sachar uses an economy of words in the text, which requires the reader to infer.</p>  | <p>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.</p>   |
| <p><b>Knowledge Demands</b><br/>This text requires knowledge of the genre realistic fiction. Students need to understand the importance of character, and recognize how the character changes over time.</p> |  |

***The Janitor’s Boy*, by Andrew Clements – Lexile 770, 140 pages**

Andrew Clements’s books are always a hit with young readers—especially the boys! Students will find this book both humorous and adventurous. While the text is written fairly simply, there is some challenge in that the book is written in the third person and includes an opening flashback. I recommend placing your students who are on grade level in this text.

***The Janitor’s Boy* Text Complexity**

| QUALITATIVE MEASURES  | QUANTITATIVE MEASURES   |
|---|---|
| <p><b>Levels of Meaning</b><br/>The text offers multiple levels of meaning and nuances of abstract concepts related to school, bullying, and family.</p> <p><b>Structure</b><br/>This story is told in the third person, creating alternate perspectives. The structure is somewhat complex, with a flashback occurring at the beginning of the story.</p> <p><b>Language Conventinality and Clarity</b><br/>Andrew Clements uses language that is fairly literal and clear.</p> <p><b>Knowledge Demands</b><br/>This text requires knowledge of the genre realistic fiction. Students need to understand the importance of character, and recognize how the character changes over time.</p> | <p>The Lexile level for <i>The Janitor’s Boy</i> is 770, based on word frequency and sentence length. This is in the low range of the complexity band for 4<sup>th</sup>–5<sup>th</sup> grade according to the Common Core State Standards.</p> <p><b>READER TASK CONSIDERATIONS</b></p> <p>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.</p> |

***The Great Gilly Hopkins*, by Katherine Paterson – Lexile 800, 178 pages**

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. In addition, the qualitative demand of poetry and metaphor may make this text more challenging for readers.

***The Great Gilly Hopkins* Text Complexity**

| QUALITATIVE MEASURES   | QUANTITATIVE MEASURES   |
|--|---|
| <p><b>Levels of Meaning</b><br/>The text offers multiple levels of meaning and nuances of abstract concepts related to family, friendship, and human kindness.</p> <p><b>Structure</b><br/>This story is told in the third person. The structure of the text is chronological.</p> <p><b>Language Conventionalilty and Clarity</b><br/>Katherine Paterson uses language that is fairly literal and clear. The use of some dialect throughout the text may be challenging for readers. Poetry and metaphor woven throughout this text give it a higher qualitative demand.</p> <p><b>Knowledge Demands</b><br/>This text requires knowledge of the genre realistic fiction. Students need to understand the importance of character, and recognize how the character changes over time.</p> | <p>The Lexile level for <i>The Great Gilly Hopkins</i> is 800, based on word frequency and sentence length. This is in the upper range of the complexity band for 4<sup>th</sup>–5<sup>th</sup> grade according to the Common Core State Standards.</p> <p><b>READER TASK CONSIDERATIONS</b></p> <p>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.</p> |