

***Iqbal*, by Francesco D’Adamo – Lexile 730, 121 pages**

In this book, students will read the fictionalized account of the real Iqbal Masih, a boy who was sold into slavery at a carpet factory in Pakistan. While the events of his life are true, the other children who are slaves with him in the carpet factory are fictional characters. This book is challenging because of its topic and mature content. The length of this book makes it appropriate for fifth graders who are reading below grade level and/or have low reading stamina.

***Iqbal* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to child labor, slavery vs. freedom, and overcoming hardships.</p> <p>Structure Memories of the past are woven throughout this chronological story, adding to the challenge of this text.</p> <p>Language Conventionality and Clarity Regional dialogue makes this text qualitatively challenging. Figurative language and symbolism add qualitative depth.</p> <p>Knowledge Demands This text requires knowledge of the genre historical fiction. In addition, students will need to rely on background knowledge of the factory system, child labor, and human rights.</p>	<p>The Lexile level for <i>Iqbal</i> is 730, based on word frequency and sentence length. This is in the upper range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.</p> <p>READER TASK CONSIDERATIONS</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>

Counting on Grace, by Elizabeth Winthrop – Lexile 760, 215 pages

In this book, students will read about what life was like for a young girl living in North Pownal, Vermont, in 1910. The main character, Grace, must give up school to work at the mill in order to help support her family. During Grace’s time at the mill, Lewis Hine comes to the mill to take pictures. Students reading this story will easily make connections to the read-aloud book, *Kids at Work*. This book is challenging because of its topic and mature content. Students will need to have developed good reading stamina in order to successfully read this book. I recommend placing your students who are reading on grade level in this text.

Counting on Grace Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to child labor, slavery vs. freedom, overcoming hardships, and the power of an education.</p>	<p>The Lexile level for <i>Counting on Grace</i> is 760, based on word frequency and sentence length. This is in the upper range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.</p>
<p>Structure This story is told chronologically.</p>	<p>READER TASK CONSIDERATIONS</p>
<p>Language Conventionalty and Clarity The genre of this story adds complexity to the language. Dialogue that incorporates historical and regional language makes this text qualitatively challenging. Figurative language and symbolism add qualitative depth.</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>Knowledge Demands This text requires knowledge of the genre historical fiction. In addition, students will need to rely on background knowledge of the factory system, child labor, and human rights.</p>	

***Lyddie*, by Katherine Paterson – Lexile 860, 182 pages**

In this book, students will read about what it was like for the young women who worked in the Lowell mills during the 1800s. Students will have more than one setting to keep track of as the main character moves from her Vermont farm to Cutler’s Tavern and then to Lowell, Massachusetts. Historical language and domain specific vocabulary used throughout the text add to the complexity of this novel. The mature content of this book makes it most appropriate for students reading above grade level.

***Lyddie* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to child labor, slavery vs. freedom, overcoming hardships, and women’s independence.</p> <p>Structure This story is told chronologically and written in the third person.</p> <p>Language Conventionality and Clarity The genre of this story adds complexity to the language. Dialogue that incorporates historical and regional language makes this text qualitatively challenging. Figurative language and symbolism add qualitative depth.</p> <p>Knowledge Demands This text requires knowledge of the genre historical fiction. In addition, students will need to rely on background knowledge of the factory system, child labor, and human rights.</p>	<p>The Lexile level for <i>Lyddie</i> is 860, based on word frequency and sentence length. This is in the upper range of the complexity band for 4th–5th grade according to the Common Core State Standards.</p> <p>READER TASK CONSIDERATIONS</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>