

***The Weeping Werewolf*, by Bruce Coville – Lexile 630, 69 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. Note that while the story of *The Weeping Werewolf* can stand alone, it is the second book in the Moongobble and Me series.

***The Weeping Werewolf* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The text offers multiple levels of meaning and nuances of abstract concepts related to right and wrong, and good and evil. In addition, the author tells an epic story, revealing the qualities of a hero.</p> <p><b>Structure</b> <i>The Weeping Werewolf</i> is the second book in the Moongobble and Me series. Throughout the book additional information is shared about the adventures and friends Edward met in the first book in the series, <i>The Dragon of Doom</i>. Otherwise, the story structure is fairly simple and explicit.</p> <p><b>Language Conventinality and Clarity</b> The genre of this story adds some complexity to the language. Talk of mythical creatures is common, and nonsense words are used as magical spells.</p> <p><b>Knowledge Demands</b> This text requires knowledge of epic fantasy as a genre. Students need to understand the importance of setting and the quest pattern. Students may need additional support while visualizing made-up creatures, landscapes, and other magical items from the fantastical world.</p>	<p>The Lexile level for <i>The Weeping Werewolf</i> is 630, based on word frequency and sentence length. This is in the middle 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>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 Dragonslayers*, by Bruce Coville – Lexile 680, 119 pages**

This epic adventure is full of many characters. Students reading this book will have a lot of details to keep track of. I recommend placing your students who are on grade level in this text.

***The Dragonslayers* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The text offers multiple levels of meaning and nuances of abstract concepts related to right and wrong, and good and evil. In addition, the author tells an epic story, revealing the qualities of a hero.</p> <p><b>Structure</b> This narrative is told by means of an unconventional and complex story structure. Students must navigate four plot lines. In addition, the characters in the story remember back to events in the past that have led them to where they are in the present. Students will need to understand these past events—and how they are connected—in order to make predictions about how the book will end.</p> <p><b>Language Conventinality and Clarity</b> The genre of this story adds some complexity to the language. Talk of mythical creatures is common, and nonsense words are used as magical spells.</p> <p><b>Knowledge Demands</b> This text requires knowledge of epic fantasy as a genre. Students need to understand the importance of setting and the quest pattern. Students may need additional support while visualizing made-up creatures, landscapes, and other magical items from the fantastical world. Students may also need additional support to recognize the cues that the story has shifted to another plot.</p>	<p>The Lexile level for <i>The Dragonslayers</i> is 680, based on word frequency and sentence length. This is in the middle 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>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>

***Into the Land of the Unicorns*, by Bruce Coville – Lexile 850, 159 pages**

This book layers stories from both the past and present. Students reading this book should be those who are ready for a more complex story structure. 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. *Into the Land of the Unicorns* is the first book in The Unicorn Chronicles series.

***Into the Land of the Unicorns* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The text offers multiple levels of meaning and nuances of abstract concepts related to right and wrong, and good and evil. In addition, the author tells an epic story, revealing the qualities of a hero.</p> <p><b>Structure</b> This narrative is told by means of an unconventional story structure in which there is both a realistic and a fantastical setting. Characters in the story remember back to events in the past that have led them to where they are in the present. Students will need to understand these past events—and how they are connected—in order to make predictions about how the book will end.</p> <p><b>Language Conventinality and Clarity</b> The genre of this story adds some complexity to the language.</p> <p><b>Knowledge Demands</b> This text requires knowledge of epic fantasy as a genre. Students need to understand the importance of setting and the quest pattern. Students may need additional support while visualizing made-up creatures, landscapes, and other magical items from the fantastical world.</p>	<p>The Lexile level for <i>Into the Land of the Unicorns</i> is 850, based on word frequency and sentence length. This is in the middle 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>