

**When You Reach Me, by Rebecca Stead – Lexile 750, 197 pages**

This book does not fit the classic “who-dun-it” style of mystery. However, I love to pair this book with *The Westing Game* because when students finish it, they will be so surprised by the ending that they will want to go back and read the whole book again just to find all the clues! That was exactly how I felt after reading *The Westing Game*! In addition, the main character changes her opinion of others across the text—something you can always anticipate when reading a mystery novel. The challenge of the text is in its qualitative demand. The story is told in flashback, and the reader will have to understand that the narrator is telling the story *after* the events have already happened. In addition, the chapters are short, causing the story to move quickly from one scene to another. I recommend placing your students who are reading below grade level in this text, as well as students who may be challenged by longer text.

**When You Reach Me Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The text offers multiple levels of meaning.</p> <p><b>Structure</b> This story is told in the first person, and the story is told as a flashback.</p> <p><b>Language Conventionality and Clarity</b> This text makes subtle use of figurative language.</p> <p><b>Knowledge Demands</b> This text requires knowledge of the mystery genre. In addition, the book includes references to <i>A Wrinkle in Time</i>, written by Madeleine L’Engle, and the 1970’s game show <i>The \$20,000 Pyramid</i>.</p>	<p>The Lexile level for <i>When You Reach Me</i> is 750, based on word frequency and sentence length. This is in the upper 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>

\*Note that qualitative and reader and task demands trump quantitative demands according to the Common Core State Standards.

***The London Eye Mystery*, by Siobhan Dowd – Lexile 640, 323 pages**

Your students are going to love this classic “who-dun-it” mystery, told from the perspective of Ted, a boy with autism. While this book is low in quantitative demand, it is high in qualitative demand. The challenge of the text is that the story takes place in London, and therefore uses vernacular from that region. In addition, the author uses a great deal of figurative language throughout the story. For many students, the length will be a challenge. Students may need to take the book home for nightly reading to keep up with book club assignments. I recommend placing your students who are reading on grade level in this text, as well as students who may be ready for the challenge of longer text.

***The London Eye Mystery* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The text offers multiple levels of meaning.</p> <p><b>Structure</b> This story is told in the first person and is written from the perspective of a boy who has Asperger’s disorder. The book opens with a flashback.</p> <p><b>Language Conventionality and Clarity</b> Siobhan Dowd uses the vernacular spoken in London, England. This vernacular may make the text more challenging for readers. The author also uses a considerable amount of figurative language throughout the text, and uses domain specific vocabulary related to weather systems.</p> <p><b>Knowledge Demands</b> This text requires knowledge of the mystery genre. In addition, background knowledge about the setting of the story would be helpful to students reading this text.</p>	<p>The Lexile level for <i>The London Eye Mystery</i> is 640, based on word frequency and sentence length. This is in the upper 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>

\*Note that qualitative and reader and task demands trump quantitative demands according to the Common Core State Standards.

***The Hound of the Baskervilles*, by Sir Arthur Conan Doyle – Lexile 980, 236 pages**

I recommend placing students who are reading above grade level in this challenging classic. Students will be excited to read about the well-known detective Sherlock Holmes and will be gripped by the dark and sinister plot. This is a wonderful way to introduce students to the setting of the moor, which is found in many pieces of classic literature. Students will need a strong understanding of the mystery genre, the ability to read a text that exposes them to high levels of vocabulary, and stamina in order to successfully read this text. Students may need to take the book home for nightly reading to keep up with book club assignments.

***The Hound of the Baskervilles* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The text offers multiple levels of meaning.</p> <p><b>Structure</b> This story is told in the first person. While the structure is chronological, it is made challenging by the combination of standard narration, letters, and diary entries throughout the text.</p> <p><b>Language Conventinality and Clarity</b> Sir Arthur Conan Doyle uses the language of 19<sup>th</sup> century England, which may be challenging for readers. The author’s use of figurative language and mood also make this text more challenging.</p> <p><b>Knowledge Demands</b> This text requires knowledge of the mystery genre and background knowledge of the character Sherlock Holmes. In addition, background knowledge about the setting of the story would be helpful to students reading this text.</p>	<p>The Lexile level for <i>The Hound of the Baskervilles</i> is 980, based on word frequency and sentence length. This is in the lower range of the complexity band for 6<sup>th</sup>–8<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>