



LEXILE[®] FRAMEWORK FOR ORAL READING MAP

Inspire students to improve their oral reading skills by building confidence with leveled passages for reading aloud! This Lexile map identifies passages for oral reading practice for those just learning to read to advanced readers.



50L
SPRING MESS
Chapter 1
(84 words)

ABOUT THE LEXILE MAP FOR ORAL READING

The Lexile map for oral reading provides examples of books and publicly available passages that have **Lexile[®] oral readability measures**. Lexile oral readability measures describe how difficult a text is to read aloud.

TWO EASY STEPS

1. **Find the student's starting point.** Find a passage excerpt on the map that your student can read aloud fluently and comfortably. Typical ranges for oral reading materials by grade are:

Grade	Passage Lexile Oral Readability Measures (IQR)*
K	110L to 430L
1	170L to 510L
2	460L to 700L
3	640L to 850L
4	790L to 1000L
5	840L to 1130L
6	910L to 1230L

2. **Practice!** Help your student grow by practicing reading aloud passages with similar Lexile oral readability measures, increasing the difficulty of passages as your student progresses.

If a title is underlined, it is linked to the free, full-text excerpt. Excerpts for practice are included after the FAQs at the end of this document. Some titles are not linked and contain longer text. For those titles, the passage to read aloud is from the first section in that book, passage or chapter.



810L
THE ELEPHANT AND THE CROCODILE
(384 words)

** The 25th to 75th percentiles, or interquartile range (IQR), represent the middle of the range of passages typically used for oral reading in Grades K-6. The ranges do not describe grade level performance standards. Keep in mind that passage difficulties may be above or below these ranges in each grade. Data is from more than 3,000 passages from popular oral reading fluency tests, leveled readers and short passages from books and other materials from 20 top publishers.*



1000L
GETTYSBURG ADDRESS
(268 words)



« BR100L – 90L

BR70L Put Me in the Zoo ROBERT LOPSHIRE - 126 words

I will go into the zoo. I want to see it. Yes, I do.
I would like to live this way. This is where I want to stay.
Will you keep me in the zoo? I want to stay in here with you.
We do not want you in the zoo. Out you go! Out! Out with you.
Why did they put me out this way? I should be in. I want to stay.
Why should they put you in the zoo? What good are you?

BR140L Cam and Sam LAURA APPLETON-SMITH - 19

BR50L Hop on Pop DR. SEUSS - 135

BR30L Pat and Hap CHRIS MERAMEC - 70

BR30L We Play MILLEN LEE - 77

0L On A Log LAURA APPLETON-SMITH - 84

50L Spring Mess (Ch. 1) KNEBEL, CIGDEM - 84

60L Go, Dog. Go! P. D. EASTMAN - 131

90L The Cat and the Fish JUST READ FLORIDA, Gr 1 - 179

INFORMATIONAL TEXT

20L Homes ELLEN A. GOODENOW - 39

100L – 290L

110L Fun in the Sun (Chapter 1) KNEBEL, CIGDEM

97 words

It is hot and still in Hill Crest. Not a bit of wind to chill Cal the Cub. Cal the Cub has swim trunks on. He thinks that when it is this hot, the best thing to do is to swim in the pond. He trusts his pals will go to the pond to swim as well. He rubs sun-block on his skin. He straps his hat on. He sticks a drink in his bag. He picks up a mat to sit on. He grabs his bag. And then, Cal the Cub is off to the pond.

130L My Wagon is Red LAURA APPLETON-SMITH - 86

150L Mitch and the Boat Race JUST READ FLORIDA, Gr 1 - 181

150L Fly High, Fly Guy TEDD ARNOLD - 251

160L Ann and Frank ACHIEVE THE CORE, Gr 2-3 - 177

180L Mittens LOLA M. SCHAEFER - 112

250L Todd's Box CHRIS MERAMEC - 139

270L Our Pond DIBELS 8TH ED., Gr 1 - 169

290L Jack and Jill DIBELS 8TH ED., Gr 1 - 190

INFORMATIONAL TEXT

210L I Can Go Fishing LOLA M. SCHAEFER - 115

300L – 390L

340L The Gruffalo JULIA DONALDSON - 206 words

A mouse took a stroll through the deep dark wood. A fox saw the mouse and the mouse looked good. "Where are you going to, little brown mouse? Come and have lunch in my underground house."
"It's terribly kind of you, Fox, but no - I'm going to have lunch with a gruffalo."
"A gruffalo, Mouse? What's a gruffalo?"
"A gruffalo, Fox? I'm surprised you don't know!"
"He has terrible tusks, and terrible claws, and terrible teeth in his terrible jaws."
"Where are you meeting him?"
"Here, by these rocks...and his favorite food is roasted fox."
"Roasted what? Oh, my!" Fox said....

300L Duck Rabbit AMY KROUSE ROSENTHAL - 230

320L T-Rex is Missing! TOMIE DEPAOLA - 204

340L Visiting Aunt Rose DIBELS 6TH ED., Gr 1 - 215

350L The Frog DIBELS 6TH ED., Gr 1 - 230

350L The Yellow Snake DIBELS NEXT, Gr 1 - 213

360L Super Fly Guy TEDD ARNOLD - 240

370L Time for a Bath JUST READ FLORIDA, Gr 1 - 198

380L Shape Art DIBELS NEXT, Gr 1 - 250

INFORMATIONAL TEXT

380L One Plant, Many Parts PERFECTION LEARNING CORPORATION - 136



400L – 490L

490L *Junie B. Jones has a Peep in Her Pocket*

(Chapter 1) BARBARA PARK - 230 words

My name is Junie B. Jones. The B stands for Beatrice. Except I don't like Beatrice. I just like B and that's all. I am almost six years old. Almost six is when you get to go to school. And so, last summer Mother took me to the school office. And she 'rolled me in afternoon kindergarten. Rolled is the grown - up word for signed me up and made me go. Only guess what? I don't even mind going there, hardly. Cause I made two bestest friends at that place, that's why! Their names are Lucille and that Grace. We are like three peas in a row. My teacher's name is Mrs. She has another name, too. But I just like Mrs. and that's all...

400L *The Robin's Nest* DIBELS 6TH ED., Gr 1 - 193

400L *Rosy's Journey* LOUISA ALCOTT, Gr 2-3 - 186

430L *The Ice Cream Truck* DIBELS 6TH ED., Gr 1 - 229

430L *Lisa's Flowers* JUST READ FLORIDA, Gr 2 - 194

430L *Peter Possum's Playful Trick* MARGARET CHAPLIN CAMPBELL - 235

440L *Mercy Watson to the Rescue (Ch. 1)* KATE DICAMILLO - 199

480L *The Stray Dog* MARC SIMONT - 205

INFORMATIONAL TEXT

450L *Parts of a Tree* DIBELS NEXT, Gr 1 - 208

470L *Finding Winnie: The True Story of the World's Most Famous Bear* LINDSAY MATTICK - 233

500L – 590L

590L *The Lion and the Mouse* AESOP, Gr 3 - 177 words

Once, when a Lion was asleep, a little Mouse began running up and down upon him. This soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little Mouse, "forgive me this time. I shall never forget it! I may be able to return the favor one of these days." The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go. Some time after, the Lion was caught in a trap, and the hunters, who desired to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him on. Just then the little Mouse happened to pass by...

510L *Writing My Life Story* DIBELS 6TH ED., Gr 2 - 460

510L *Bud, Not Buddy (Ch. 1)* CHRISTOPHER PAUL CURTIS - 237

520L *The Best Seat in Second Grade* KATHARINE KENAH - 212

550L *Gavin's Jump* DIBELS NEXT, Gr 2 - 256

570L *A Bad Case of Stripes* DAVID SHANNON - 294

580L *Colors of the Rainbow* DIBELS 6TH ED., Gr 2 - 243

580L *The House on Mango Street (Ch. 29)* SANDRA CISNEROS - 196

INFORMATIONAL TEXT

520L *Tap Dance* DIBELS NEXT, Gr 1 - 228

590L *Guide Dogs* NAEP, Gr 4 - 152

600L – 690L

640L *Mr. Popper's Penguins (Chapter 3)*

FLORENCE AND RICHARD ATWATER - 254 words

What with the excitement of having the great Admiral Drake speak to him over the radio, and his curiosity about the Admiral's message to him, Mr. Popper did not sleep very well that night. He did not see how he could possibly wait to find out what the Admiral meant. When morning came, he was almost sorry that he had nowhere to go, no houses to paint, no rooms to paper. It would have helped to pass the time. "Would you like the living room papered over?" he asked Mrs. Popper. "I have quite a lot of Paper Number 88, left over from the Mayor's house."

600L *The Fox and the Stork* AESOP, Gr 2-3 - 178

650L *A Wrinkle in Time (Ch. 1)* MADELEINE L'ENGLE - 210

660L *Going to Family Camp* DIBELS 6TH ED., Gr 3, - 259

670L *Brave Irene* WILLIAM STEIG - 247

680L *A Surprising Discovery* DIBELS NEXT, Gr 3 - 299

690L *Roll of Thunder, Hear My Cry (Ch. 5)* MILDRED D. TAYLOR - 214

690L *Living in Singapore* DIBELS NEXT, Gr 3 - 262

INFORMATIONAL TEXT

600L *Locomotive* BRIAN FLOCA - 227

660L *Vacation* JUST READ FLORIDA, Gr 4 - 293



700L – 790L

720L Maniac Magee (Ch. 2) JERRY SPINELLI

238 words

Everybody knows that Maniac Magee (then Jeffrey) started out in Hollidaysburg and wound up in Two Mills. The question is What took him so long? And what did he do along the way? Sure, two hundred miles is a long way, especially on foot, but the year that it took him to cover it was about fifty-one weeks more than he needed - figuring the way he could run, even then. The legend doesn't have the answer. That's why this period is known as The Lost Year. And another question Why did he stay here? Why Two Mills? Of course, there's the obvious answer that sitting right across the Schuylkill is Bridgeport, where he was born.

700L Saying Thanks to My Ghosts AMY TAN, Gr 6-8 - 252

700L Where the Red Fern Grows (Ch. 1) WILSON RAWLS - 256

710L A Chess Tournament DIBELS NEXT, Gr 3 - 277

730L When You Are Old W. B. YEATS, Gr 6-8 - 100

730L Tuck Everlasting (Ch. 1) NATALIE BABBITT - 277

780L Kudo Kids: The Mystery in Manhattan (Ch. 1) ALEX SHIBUTANI - 219

INFORMATIONAL TEXT

700L My Parents DIBELS 6TH ED., Gr 3 - 222

760L I'm an African American DIBELS 6TH ED., Gr 3 - 232

730L No Small Potatoes TONYA BOLDEN - 209

800L – 890L

810L The Elephant and the Crocodile

ACHIEVE THE CORE, Gr 6-8 - 384 words

An Elephant and a Crocodile were once standing beside a river. They were disputing as to which was the better animal.

"Look at my strength," said the Elephant. "I can tear up a tree, roots and all, with my trunk."

"Ah! But quantity is not quality, and your skin is not nearly so tough as mine," replied the Crocodile, "for neither spear, arrow, nor sword can pierce it."

Just as they were coming to blows, a Lion happened to pass.

"Heyday, sirs!" said His Majesty, going up to them, "let me know the cause of your quarrel!..."

800L The Mysterious Benedict Society (Ch. 1) TRENTON LEE STEWART - 249

810L Bridge to Terabithia (Ch. 3) KATHERINE PATERSON - 247

860L The Hobbit (Ch. 1) J.R.R.TOLKIEN - 252

870L The Phantom Tollbooth (Ch. 1) NORTON JUSTER - 254

INFORMATIONAL TEXT

800L We Celebrate Kwanzaa DIBELS 6TH ED., Gr 2 - 220

800L The Sun DIBELS 6TH ED., Gr 3 - 248

830L The Sun Dance DIBELS 6TH ED., Gr 3 - 257

840L A Computer Called Katherine: How Katherine Johnson Helped Put America on the Moon SUZANNE SLADE - 286

850L Farewell Speech LOU GEHRIG, Gr 9-10 - 274

870L Untamed: The Wild Life of Jane Goodall ANITA SILVEY - 285

900L – 990L

910L The Learning Curve of Gratitude MARY C. CARPENTER, Gr 6-8 - 527 words

I believe in what I learned at the grocery store. Eight weeks ago, I was released from the hospital after suffering a pulmonary embolism. I had just finished a tour and a week after returning home, severe chest pain and terrible breathlessness landed me in the ER. A scan revealed blood clots in my lungs. Everyone told me how lucky I was. A pulmonary embolism can take your life in an instant. I was familiar enough with the medical term, but not familiar with the pain, the fear and the depression that followed. Everything I had been looking forward to came to a screeching halt. I had to cancel my upcoming tour...

910L Harry Potter and the Sorcerer's Stone (Ch. 1) J.K. ROWLING - 224

910L Jennifer Chan Is Not Alone TAE KELLER - 256

920L A Series of Unfortunate Events: The Bad Beginning (Ch. 7) LEMONY SNICKET - 273

930L Prize Winning Vegetables DIBELS 8TH ED., Gr 7 - 369

930L The Giver (Ch. 1) LOIS LOWRY - 234

980L Touching Spirit Bear (Ch. 1) BEN MIKAELSON - 221

INFORMATIONAL TEXT

920L Sloths and Monkeys DIBELS 8TH ED., Gr 6 - 255

940L A Long Way Gone ISHMAEL BEAH - 305

990L I Am Still the Greatest MUHAMMAD ALI, Gr 6-8 - 504



1000L – 1090L

1000L Gettysburg Address ACHIEVE THE CORE,

Gr 9-10 - 268 words

Fourscore and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground.

1070L Red Badge of Courage (Ch. 1) STEPHEN CRANE - 226**1070L** The Fellowship of the Ring (Prologue) J.R.R.TOLKIEN - 228

INFORMATIONAL TEXT

1010L The Story of Tea DIBELS 8TH ED., Gr 5 - 332**1010L** Friday Night Lights (Ch. 1) H. G. BISSINGER - 216**1030L** Print Your Own Medicine LEE CRONIN, Gr 6-8 - 474**1040L** Zombees DIBELS 8TH ED., Gr 7 - 372**1050L** Ada Byron Lovelace and the Thinking Machine

LAURIE WALLMARK - 222

1080L Coming of Age DIBELS 8TH ED., Gr 6 - 270**1080L** The Emperors of Chocolate JOEL GLENN BRENNER - 246

1100L – 1190L

1150L Don Quixote Ch. 1, MIGUEL DE CERVANTES,

G9-10 - 247 words

In short, his wits being quite gone, he hit upon the strangest notion that ever madman in this world hit upon, and that was that he fancied it was right and requisite, as well for the support of his own honor as for the service of his country, that he should make a knight-errant of himself, roaming the world over in full armor and on horseback in quest of adventures, and putting in practice himself all that he had read of as being the usual practices of knights-errant; righting ever kind of wrong, and exposing himself to peril and danger from which, in the issue, he was to reap eternal renown and fame.

1120L Ten Mile Day: And the Building of the Transcontinental Railroad (Ch. 1) MARY ANN FRASER - 280**1140L** The Jungle (Ch. 1) UPTON SINCLAIR - 235**1150L** The Middle Passage (Ch. 1) CHARLES R. JOHNSON - 254**1160L** The Hundred-Foot Journey (Ch. 1) RICHARD C. MORIAS - 249

INFORMATIONAL TEXT

1110L Digital Music Recording (DIBELS 8th Ed., G8) - 370**1110L** The Uninhabitable Earth: Life After Warming (Ch. 1)

DAVID WALLACE-WELLS - 283

1140L A Public Man HARRY TRUMAN, Gr 9-10 - 305**1160L** 1776 (Ch. 1) DAVID MCCULLOUGH - 253**1160L** The Pleasure of Books WILLIAM LYON PHELPS, Gr 9-10 - 601

1200L – 1400L >>

1220L The Modern Hippocratic Oath

LOUIS LASAGNA, G9-10 - 342 words

I swear to fulfill, to the best of my ability and judgment, this covenant: I will respect the hard-won scientific gains of those physicians in whose steps I walk, and gladly share such knowledge as is mine with those who are to follow. I will apply, for the benefit of the sick, all measures [that] are required, avoiding those twin traps of over treatment and therapeutic nihilism. I will remember that there is art to medicine as well as science, and that warmth, sympathy, and understanding may outweigh the surgeon's knife or the chemist's drug.

1280L The Scarlet Letter (Ch. 1) NATHANIEL HAWTHORNE - 268**1410L** Ivanhoe (Ch. 1) SIR WALTER SCOTT - 271**1440L** My Robots JOHAN OLANDER - 211

INFORMATIONAL TEXT

1210L Crows (DIBELS 8th Ed., G8) - 353**1260L** The Disappearing Spoon (Ch. 1) SAM KEAN - 243**1290L** The Autobiography of Benjamin Franklin (Ch. 1)

BENJAMIN FRANKLIN - 253

1340L Government (DIBELS 8th Ed., G8) - 366**1360L** In Defense of Food (Ch. 1) MICHAEL POLLAN - 205**1590L** The Preamble to the Declaration of Independence THOMAS JEFFERSON, Gr 9-10 - 274

FREQUENTLY ASKED QUESTIONS

■ WHAT IS THE RELATIONSHIP BETWEEN THE LEXILE ORAL READABILITY MEASURE AND THE LEXILE® TEXT MEASURE FOR TEXT?

Although these two measures use many of the same features to determine a text's Lexile measure and are highly correlated, they were developed with different measurement goals so they sometimes produce different Lexile measures for the same text. The Lexile text measure addresses the comprehension challenge a student is likely to face when reading a text regardless of how efficiently the student reads. The Lexile oral readability measure addresses the challenge a reader will face in accurately and efficiently identifying words and reading sentences aloud.

Similar text features are examined when determining the oral reading or reading comprehension challenge of a text. However, there are specific text features that are better at predicting oral reading challenge so those are given more weight or importance in the calculation of a text's Lexile oral readability measure than they are for the text's Lexile text measure. For example, the number of syllables in a word is one of the word features used to determine both the Lexile text and oral readability measures. However, our research showed that the number of syllables affected oral reading challenge more than reading comprehension challenge, so this variable is given more weight in the calculation of a text's Lexile oral readability measure than it is for its Lexile text measure.

■ HOW IS THE ORAL READING SCALE RELATED TO THE READING COMPREHENSION SCALE?

Both the Lexile measures for oral reading and the Lexile measures for reading comprehension are reported on the same scale — the Lexile scale. The Lexile scale is a developmental scale, so student growth can be monitored across years. In addition, because both measures are reported on the Lexile scale, they can be compared. For example, if a student has a higher measure in oral reading than reading comprehension, it means that their oral reading skills are more advanced than their silent reading skills.

■ HOW DO I GET LEXILE® ORAL READING MEASURES FOR MY STUDENTS?

Educators can get a Lexile oral reading measure for their student by having them take an oral reading assessment (e.g. NWEA® Map® Reading Fluency™, Readable English) that reports Lexile oral reading measures. The Lexile oral reading measure is an indication of a student's ability to read passages aloud fluently and accurately. The measure evaluates how well a student is able to decode and identify words by sight to read passages fluently. The readability of the passage read aloud is also factored into the Lexile oral reading measure.

■ WHY ARE THE ORAL READABILITY AND TEXT MEASURES OF SOME PASSAGES SO DIFFERENT?

Sometimes the Lexile oral readability measure of a passage and Lexile text measure for the same passage or the complete book are quite different. This difference reflects the variation in the features that produce the two measures. In the case of a passage measure compared to a book measure, the specific text being measured is also an important factor. For example, the passage from the beginning of Chapter 1 of *Bud, Not Buddy* (237 words) has a Lexile oral readability measure of 510L. The Lexile text measure of the whole book is 950L. The oral reading passage includes many decodable and high-frequency words which makes it relatively easy to read aloud. However, the passage (and complete book) contains long sentences and phrasing that are more complex and harder to comprehend, contributing to the higher Lexile text measure.

■ WHAT FEATURES DETERMINE THE LEXILE ORAL READABILITY MEASURE FOR A PASSAGE?

Six different features determine a passage's Lexile oral readability measure. They include within-word-level, word-level and sentence-level features to capture the overall challenge of reading a text aloud.

The within-word features include:

1. Word decoding demand.
2. Syllable count.
3. Predictability of the sound-symbol relationship of the words in the passage (e.g. loop is more predictable than teach, which is more predictable than true).

Word-level features include two features that measure how likely a reader is to know the meaning of a word:

4. Age of acquisition.
5. Word rareness.

The sixth feature is:

6. Log mean sentence length. Longer sentences are often more complex and challenging for students to read aloud.

When evaluated during the development of the Lexile oral readability measure, these six features were the most effective in predicting how well students could read a passage aloud.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Cam and Sam

I am Cam.	3
I am Sam.	6
Cam I am.	9
Sam I am.	12
Cam likes Sam.	15
And Sam likes Cam!	19

Cam and Sam

By Laura Appleton-Smith

- Lexile® oral readability measure of the oral reading excerpt (19 words): BR140L
- Lexile® text measure of the complete book: BR140L
- [Online full book preview of Cam and Sam.](#)

Words to Practice:

- Cam
- Sam

Other Books By Laura Appleton-Smith:

- *I am Sam* | Lexile text measure: BR70L
- *Ann Can* | Lexile text measure: BR20L
- *C and K* | Lexile text measure: 20L
- *Pam Likes to Nap* | Lexile text measure: 50L
- *Can You See 3?* | Lexile text measure: 80L
- *We Can't Stop!* | Lexile text measure: 90L
- *My Wagon is Red* | Lexile text measure: 130L
- *Ted Can Do Tricks* | Lexile text measure: 220L
- *Scamp Gets a Bath* | Lexile text measure: 360L
- *Planets, Asteroids, and Our Solar System* | Lexile text measure: 550L

Cam and Sam

I am Cam.

I am Sam.

Cam I am.

Sam I am.

Cam likes Sam.

And Sam likes Cam!

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
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- Passage for students to practice reading aloud.

Put Me In The Zoo

I will go into the zoo. I want to see it. Yes, I do.	14
I would like to live this way. This is where I want to stay.	28
Will you keep me in the zoo? I want to stay in here with you.	43
We do not want you in the zoo. Out you go! Out! Out with you.	58
Why did they put me out this way? I should be in. I want to stay.	74
Why should they put you in the zoo? What good are you?	86
What can you do?	90
What good am I? What can I do? Now here is one thing I can do.	106
Look! Now all his spots are blue!	113
And now his spots are orange! Say! He looks very good that way.	126

Put Me In The Zoo

By Robert Lopshire

- Lexile® oral readability measure of the oral reading passage (126 words): BR70L
- Lexile® text measure of the complete book: 220L
- [Link to read aloud video of *Put Me In The Zoo*](#)

Words to Practice:

- zoo
- live
- stay
- keep
- should
- orange

Other Books By Robert Lopshire:

- *I Want to Be Somebody New*
- *New Tricks I Can Do*
- *How to Make Flibbers, etc.: A Book of Things to Make and Do*
- *Shut the Door!* | Lexile text measure: 520L

Put Me In The Zoo

I will go into the zoo. I want to see it. Yes, I do.

I would like to live this way. This is where I want to stay.

Will you keep me in the zoo? I want to stay in here with you.

We do not want you in the zoo. Out you go! Out! Out with you.

Why did they put me out this way? I should be in. I want to stay.

Why should they put you in the zoo? What good are you?

What can you do?

What good am I? What can I do? Now here is one thing I can do.

Look! Now all his spots are blue!

And now his spots are orange! Say! He looks very good that way.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
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Hop on Pop

Pup is up. Pup in cup. Cup on pup.	9
Mouse on house. House on mouse.	15
We all are tall. We all are small.	23
We all play ball. Up on a wall. Fall off the wall.	35
We play all day. We fight all night.	43
He is after me. Jim is after him.	51
We see a bee. Now we see three.	59
Three fish in a tree. Fish in a tree? How can that be?	72
They call me Red. I am in bed.	80
They call him Pat. Pat sat on hat.	88
Pat sat on cat. Pat sat on bat. Don't sit on that.	100
Dad is sad. Very, very sad.	106
He had a bad day. What a day Dad had!	116
What is that thing? That thing can sing!	124
A long, long song. Good-by, Thing. You sing too long.	135

Hop on Pop

By Dr. Seuss

- Lexile® oral readability measure of the oral reading excerpt (135 words): BR50L
- Lexile® text measure of the complete book: 190L
- [Link to read aloud video of *Hop on Pop*](#)

Words to Practice:

- mouse
- house
- fight
- after

Other Books By Dr. Seuss:

- *Ten Apples Up On Top!* | Lexile text measure: 200L
- *Green Eggs and Ham* | Lexile text measure: 210L
- *A Great Day for Up* | Lexile text measure: 230L
- *One Fish, Two Fish, Red Fish, Blue Fish* | Lexile text measure: 270L
- *The Cat in the Hat* | Lexile text measure: 430L
- *There's a Wocket in My Pocket* | Lexile text measure: 460L
- *Horton Hatches the Egg* | Lexile text measure: 560L
- *The Lorax* | Lexile text measure: 560L
- *How the Grinch Stole Christmas!* | Lexile text measure: 590L

Hop on Pop

Pup is up. Pup in cup. Cup on pup.

Mouse on house. House on mouse.

We all are tall. We all are small.

We all play ball. Up on a wall. Fall off the wall.

We play all day. We fight all night.

He is after me. Jim is after him.

We see a bee. Now we see three.

Three fish in a tree. Fish in a tree? How can that be?

They call me Red. I am in bed.

They call him Pat. Pat sat on hat.

Pat sat on cat. Pat sat on bat. Don't sit on that.

Dad is sad. Very, very sad.

He had a bad day. What a day Dad had!

What is that thing? That thing can sing!

A long, long song. Good-by, Thing. You sing too long.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
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On A Log

A pig is on a log.	6
A dog got on the pig on a log.	15
A cat got on the dog, on the pig, on a log.	27
A rat in a cap got on the cat.	36
The cat licks its lips. No, cat! Not the rat!	46
Can it be? An ant is at the tip top.	56
The ant skips. No, ant! Stop!	62
The pig tips. He slips. Plop!	68
A pig and a dog...	73
A cat, a rat, and an ant sit on a log.	84

On A Log

By Laura Appleton-Smith

- Lexile® oral readability measure of the oral reading excerpt (84 words): 0L
- Lexile® text measure of the complete book: 170L
- [Link to read aloud video of *On A Log*](#)

Words to Practice:

- licks
- skips
- tips
- slips

Other Books By Laura Appleton-Smith:

- *Cam and Sam* | Lexile text measure: BR140L
- *I am Sam* | Lexile text measure: BR70L
- *Ann Can* | Lexile text measure: BR20L
- *C and K* | Lexile text measure: 20L
- *Pam Likes to Nap* | Lexile text measure: 50L
- *Can You See 3?* | Lexile text measure: 80L
- *We Can't Stop!* | Lexile text measure: 90L
- *My Wagon Is Red* | Lexile text measure: 130L
- *Ted Can Do Tricks* | Lexile text measure: 220L
- *Scamp Gets a Bath* | Lexile text measure: 360L
- *Planets, Asteroids, and Our Solar System*: 550L

On A Log

A pig is on a log.

A dog got on the pig on a log.

A cat got on the dog, on the pig, on a log.

A rat in a cap got on the cat.

The cat licks its lips. No, cat! Not the rat!

Can it be? An ant is at the tip top.

The ant skips. No, ant! Stop!

The pig tips. He slips. Plop!

A pig and a dog...

A cat, a rat, and an ant sit on a log.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Spring Mess, Ch. 1

Rox the Fox has a gift for plants. Back when he was six, he had	15
the best plants on his block. When he was ten, he had the best	29
shrubs and the best plants in his class. Then, he had the best	42
grass, the best shrubs and the best plants in Dunn Hill. Rox the	55
Fox still has the best grass, the best shrubs and the best plants	68
in Dunn Hill.	71
He is a big shot. He has a lot of fans as well.	84

Spring Mess, Ch.1

By Cigdem Knebel/Simple Word Books

- Lexile® oral readability measure of the oral reading passage (84 words): 50L
- Lexile® text measure of the complete book: 440L
- [Link to online access for *Spring Mess*](#)

Words to Practice:

- gift
- plants
- block
- shrubs
- big shot
- fans

Other Books in the Simple Words Books' Early Decodable Series By Cigdem Knebel:

- *Stash the Trash* | Lexile text measure: 470L
- *Scrub the Hands* | Lexile text measure: 440L
- *Fun in the Sun* | Lexile text measure: 480L

Spring Mess, Ch. 1

Rox the Fox has a gift for plants. Back when he was six, he had the best plants on his block. When he was ten, he had the best shrubs and the best plants in his class. Then, he had the best grass, the best shrubs and the best plants in Dunn Hill. Rox the Fox still has the best grass, the best shrubs and the best plants in Dunn Hill.

He is a big shot. He has a lot of fans as well.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Go, Dog. Go!

"Do you like my hat?"	5
"I do not."	8
One little dog going in. Three big dogs going out.	18
A red dog on a blue tree. A blue dog on a red tree.	32
A green dog on a yellow tree.	39
Some big dogs and some little dogs going around in cars.	50
A dog out of a car.	56
Two big dogs going up. One little dog going down.	66
The green dog is up. The yellow dog is down.	76
The blue dog is in. The red dog is out.	86
One dog up on a house. Three dogs down in the water.	98
A green dog over a tree. A yellow dog under a tree.	110
Two dogs in a house on a boat in the water.	121
A dog over the water. A dog under the water.	131

Go, Dog. Go!

By P.D. Eastman

- Lexile® oral readability measure of the oral reading excerpt (131 words): 60L
- Lexile® text measure of the complete book: 240L
- [Link to video read aloud of *Go, Dog. Go!*](#)

Words to Practice:

- around
- yellow
- water
- under

Other Books By P. D. Eastman:

- *Are You My Mother?* | Lexile text measure: 240L
- *The Best Nest* | Lexile text measure: 440L
- *Aaron Has a Lazy Day* | Lexile text measure: 220L
- *Aaron is a Good Sport* | Lexile text measure: 250L
- *Sam and the Firefly* | Lexile text measure: 270L

Go Dog Go!

"Do you like my hat?"

"I do not."

One little dog going in. Three big dogs going out.

A red dog on a blue tree. A blue dog on a red tree.

A green dog on a yellow tree.

Some big dogs and some little dogs going around in cars.

A dog out of a car.

Two big dogs going up. One little dog going down.

The green dog is up. The yellow dog is down.

The blue dog is in. The red dog is out.

One dog up on a house. Three dogs down in the water.

A green dog over a tree. A yellow dog under a tree.

Two dogs in a house on a boat in the water.

A dog over the water. A dog under the water.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

The Cat and the Fish

A big, fat cat sat by the pond. She wanted a fish to eat for her	16
lunch. Soon a little fish swam by. The cat could not get to the	30
fish. It was too far away. The fish swam round and round. Then it	44
jumped out of the pond. PLOP! Back into the pond it went. The	57
cat looked and looked at that little fish. She wanted to eat that	70
fish, but she could not get to it. "What can I do to make that fish	86
swim by me?" said the cat. "I know, I can make a big splash and	101
make the fish jump up again. Let me find a rock to splash into the	116
pond. Here is a big rock that will be good for a big splash." PLUNK	131
went the rock. Out of the pond came the fish. It landed by the	145
cat. The cat snatched the fish up fast and ate it all in one bite!	160
"M-m-m! What a good lunch! I am one smart cat to get such a	174
clever fish!" said the cat.	179

The Cat and the Fish

Just Reads Florida

- Lexile® oral readability measure of the oral reading passage (179 words): 90L

Words to Practice:

- plop
- splash
- plunk
- snatched
- bite
- clever

The Cat and the Fish

A big, fat cat sat by the pond. She wanted a fish to eat for her lunch. Soon a little fish swam by. The cat could not get to the fish. It was too far away. The fish swam round and round. Then it jumped out of the pond. PLOP! Back into the pond it went. The cat looked and looked at that little fish. She wanted to eat that fish, but she could not get to it. "What can I do to make that fish swim by me?" said the cat. "I know, I can make a big splash and make the fish jump up again. Let me find a rock to splash into the pond. Here is a big rock that will be good for a big splash." PLUNK went the rock. Out of the pond came the fish. It landed by the cat. The cat snatched the fish up fast and ate it all in one bite! "M-m-m! What a good lunch! I am one smart cat to get such a clever fish!" said the cat.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Fun in the Sun

It is hot and still in Hill Crest. Not a bit of wind to chill Cal the	17
Cub. Cal the Cub has swim trunks on. He thinks that when it is	31
this hot, the best thing to do is to swim in the pond. He trusts his	47
pals will go to the pond to swim as well. He rubs sun-block on his	62
skin. He straps his hat on. He sticks a drink in his bag. He picks up	78
a mat to sit on. He grabs his bag. And then, Cal the Cub is off	94
to the pond.	97

Fun in the Sun, Ch.1

Cigdem Knebel/Simple Word Books

- Lexile® oral readability measure of the oral reading passage (97 words): 110L
- Lexile® text measure of the complete book: 480L
- [Link to online access for *Fun in the Sun*](#)

Words to Practice:

- crest
- chill
- swim
- trunks
- trusts
- pals

Other Books in the Simple Words Books/Early Decodable Series By Cigdem Knebel:

- *Stash the Trash* | Lexile text measure: 470L
- *Scrub the Hands* | Lexile text measure: 440L
- *Spring Mess* | Lexile text measure: 440L

Fun in the Sun

It is hot and still in Hill Crest. Not a bit of wind to chill Cal the Cub. Cal the Cub has swim trunks on. He thinks that when it is this hot, the best thing to do is to swim in the pond. He trusts his pals will go to the pond to swim as well. He rubs sun-block on his skin. He straps his hat on. He sticks a drink in his bag. He picks up a mat to sit on. He grabs his bag. And then, Cal the Cub is off to the pond.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

My Wagon is Red

My wagon is red. It is set up for fun.	10
My sun hat is blue. It helps stop the sun.	20
My mat is green.	24
I sit on it on the hot sand.	32
My little hill of sand is tan.	39
The ball is yellow that I toss. My brown dog is Ross.	51
Go get it, Ross!	55
Ross runs to get the ball I toss. Good dog, Ross!	66
It is orange as the sun sets.	73
I like sunset.	76
It is black as Mom tucks me in to rest.	86

My Wagon is Red

By Laura Appleton-Smith

- Lexile® oral readability measure of the oral reading excerpt (86 words): 130L
- Lexile® text measure of the complete book: 250L

Words to Practice:

- wagon
- blue
- yellow
- orange
- sunset

Other Books By Laura Appleton-Smith:

- *Cam and Sam* | Lexile text measure: BR140L
- *I am Sam* | Lexile text measure: BR70L
- *Ann Can* | Lexile text measure: BR20L
- *C and K* | Lexile text measure: 20L
- *Pam Likes to Nap* | Lexile text measure: 50L
- *Can You See 3?* | Lexile text measure: 80L
- *We Can't Stop!* | Lexile text measure: 90L
- *Ted Can Do Tricks* | Lexile text measure: 220L
- *Scamp Gets a Bath* | Lexile text measure: 360L
- *Planets, Asteroids, and Our Solar System* | Lexile text measure: 550L

My Wagon Is Red

My wagon is red. It is set up for fun.

My sun hat is blue. It helps stop the sun.

My mat is green.

I sit on it on the hot sand.

My little hill of sand is tan.

The ball is yellow that I toss. My brown dog is Ross.

Go get it, Ross!

Ross runs to get the ball I toss. Good dog, Ross!

It is orange as the sun sets.

I like sunset.

It is black as Mom tucks me in to rest.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students’ oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Mitch and the Boat Race

“There is a boat race at Loon Lake!” Mitch tells his mom and dad.	14
Mitch wants to race his new boat. Mom and Dad think it is a	28
good race for Mitch. The race is marked with cones that float.	40
Each boat has to go on the right side of all nine cones and past	55
the flag at the end. Mitch feels good about the race. The day of	69
the race Mitch gets up at six. He eats a quick breakfast. Soon Dad	83
meets Mitch by the boat and they check to see that Mitch has all	97
the things he will need. He puts on his life vest and race number.	111
He has two oars and two floats in the boat. He is set to go! The	127
race starts at nine. Dad hugs Mitch and says, “Good luck son,	139
take care and have fun. Just do your best!” When the race starts,	152
Mitch’s boat is out in front. But soon a fast red boat comes next	166
to him. Mitch passes the last flag. Did he win? No, but he had	180
fun!	181

Mitch and the Boat Race

Just Read Florida

- Lexile® oral readability measure of the oral reading excerpt (181 words): 150L

Words to Practice:

- Loon
- cone
- flag
- quick
- breakfast
- oar

Mitch and the Boat Race

“There is a boat race at Loon Lake!” Mitch tells his mom and dad. Mitch wants to race his new boat. Mom and Dad think it is a good race for Mitch. The race is marked with cones that float. Each boat has to go on the right side of all nine cones and past the flag at the end. Mitch feels good about the race. The day of the race Mitch gets up at six. He eats a quick breakfast. Soon Dad meets Mitch by the boat and they check to see that Mitch has all the things he will need. He puts on his life vest and race number. He has two oars and two floats in the boat. He is set to go! The race starts at nine. Dad hugs Mitch and says, “Good luck son, take care and have fun. Just do your best!” When the race starts, Mitch’s boat is out in front. But soon a fast red boat comes next to him. Mitch passes the last flag. Did he win? No, but he had fun!

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Ann and Frank

One day Ann and Frank went to the lake with Rover. Rover	12
can swim well, so Frank made him go into the water after a	25
stick. "Jump, Rover! Jump in and get the stick," said Frank;	36
and into the water he went with a big splash. Pretty soon he	49
came out with the stick in his mouth.	57
Rover did not like the game as much as Frank, as the water	70
was a little cold. They had a fine time for a while with	83
Rover, and then set out for home, as it was late in the day,	97
and they could not stay long.	103
On the way home, Rover saw a rabbit, and away he went	115
after it, as fast as he could go. Ann and Frank ran too, but	129
could not keep up with Rover and the rabbit.	138
When they got home, Rover was there, and Frank said,	148
"Where is the rabbit, Rover?" Rover gave Frank a funny look	159
and went away. "O I know!" said Frank, "the rabbit ran so	171
fast you could not catch it."	177

Ann and Frank

By Unkown/Achieve the Core

- Lexile® oral readability measure of the oral reading excerpt (177 words): 160L
- [Link to Fluency Packet for the 2-3 Grade Band from Achieve the Core](#)

Words to Practice:

- lake
- splash
- mouth
- late

Ann and Frank

One day Ann and Frank went to the lake with Rover. Rover can swim well, so Frank made him go into the water after a stick. "Jump, Rover! Jump in and get the stick," said Frank; and into the water he went with a big splash. Pretty soon he came out with the stick in his mouth.

Rover did not like the game as much as Frank, as the water was a little cold. They had a fine time for a while with Rover, and then set out for home, as it was late in the day, and they could not stay long.

On the way home, Rover saw a rabbit, and away he went after it, as fast as he could go. Ann and Frank ran too, but could not keep up with Rover and the rabbit.

When they got home, Rover was there, and Frank said, "Where is the rabbit, Rover?" Rover gave Frank a funny look and went away. "O I know!" said Frank, "the rabbit ran so fast you could not catch it."

Mittens

Nick has a new kitten. His name is Mittens. "Mittens, this is	12
your new home," says Nick.	17
Mittens looks around. Everything is new and big! Mittens is	27
scared.	28
Mittens wants a hiding place. He wants a small place just	39
for him. Zoom!	42
Mittens runs out of the room. Zoom!	49
Mittens runs behind the T.V. It is too loud. Zoom!	59
Mittens runs under the sofa. It is too dark. Zoom!	69
Mittens runs down the hall and under a bed. This is it!	81
Mittens has a hiding place. He has a small place just for him.	94
But everything is still new. Mittens is still scared! Mittens cries,	105
"Meow!"	106
"Mittens, where are you?" calls Nick.	112

Mittens

By Lola M. Schaefer

- Lexile® oral readability measure of the oral reading excerpt (112 words): 180L
- Lexile® text measure of the complete book: 280L

Words to Practice:

- Mittens
- everything
- scared
- place
- cries

Other Books By Lola M. Schaefer:

- *A Hot Day* | Lexile text measure: 110L
- *Crabs* | Lexile text measure: 220L
- *Aunts* | Lexile text measure: 270L
- *Some Kids Are Deaf* | Lexile text measure: 460L
- *Meat and Protein* | Lexile text measure: 580L

Mittens

Nick has a new kitten. His name is Mittens. "Mittens, this is your new home," says Nick.

Mittens looks around. Everything is new and big! Mittens is scared.

Mittens wants a hiding place. He wants a small place just for him. Zoom!

Mittens runs out of the room. Zoom!

Mittens runs behind the T.V. It is too loud. Zoom!

Mittens runs under the sofa. It is too dark. Zoom!

Mittens runs down the hall and under a bed. This is it!

Mittens has a hiding place. He has a small place just for him.

But everything is still new. Mittens is still scared! Mittens cries, "Meow!"

"Mittens, where are you?" calls Nick.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

T-Rex is Missing!

"Steggie, Steggie. Come here," T - Rex said.	7
"Gotcha! It's my cave now."	12
"You mean again," Billy said. "T - Rex always wins."	21
Billy asked, "How come you are always T - Rex?"	30
"Because he's my favorite, Morgie answered.	36
Just then, Mama called Morgie. "Come and get some snacks.	46
Billy has to go home soon.	52
"Okay, Mama," Morgie called. "I'm coming."	58
Morgie came back. Billy was packing up his backpack.	67
They had snacks. Then Billy went home. After dinner, Morgie got	78
ready for bed. He counted his dinosaurs.	85
Oh, no! T - Rex was missing! Morgie looked all over under the	97
bed, in the cave, and behind the bookcase.	105
"I bet Billy took T - Rex home," Morgie said.	114
"And he didn't ask me!"	119
The next morning, Morgie saw Billy. "Where's T - Rex?" Morgie	129

asked. "I don't know," Billy said. "I don't have him."	139
"Well, you better give him back," Morgie said. And he walked	150
away. Morgie was mad at Billy. Billy was mad at Morgie. They	162
didn't sit together at story time. They didn't play catch together.	173
They didn't share lunch. They didn't even say good - bye!	183
"Why are you and Billy in a fight?" Moffie asked.	193
"None of your business, Morgie snapped. "Well, excuse me!"	102
Moffie said.	204

T-Rex Is Missing!

By Tomie DePaola

- Lexile® oral readability measure of the oral reading excerpt (204 words): 320L
- Lexile® text measure of the complete book: 400L
- Dinosaur lessons from the American Museum of Natural History.

Words to Practice:

- Steggie
- favorite
- dinosaurs
- business
- excuse

Other Books By Tomie DePaola:

- *Kit and Kat* | Lexile text measure: 260L
- *Boss for a Day* | Lexile text measure: 460L
- *Too Many Bunnies* | Lexile text measure: 510L
- *What a Year* | Lexile text measure: 660L
- *26 Fairmount Avenue* | Lexile text measure: 760L
- *Things Will Never Be the Same* | Lexile text measure: 760L

T-Rex Is Missing!

"Steggie, Steggie. Come here," T - Rex said.

"Gotcha! It's my cave now."

"You mean again," Billy said. "T - Rex always wins."

Billy asked, "How come you are always T - Rex?"

"Because he's my favorite, Morgie answered.

Just then, Mama called Morgie. "Come and get some snacks.

Billy has to go home soon.

"Okay, Mama," Morgie called. "I'm coming."

Morgie came back. Billy was packing up his backpack.

They had snacks. Then Billy went home. After dinner, Morgie got ready for bed. He counted his dinosaurs.

Oh, no! T - Rex was missing! Morgie looked all over under the bed, in the cave, and behind the bookcase.

"I bet Billy took T - Rex home," Morgie said.

"And he didn't ask me!"

The next morning, Morgie saw Billy. "Where's T - Rex?" Morgie asked. "I don't know," Billy said. "I don't have him."

"Well, you better give him back," Morgie said. And he walked away. Morgie was mad at Billy. Billy was mad at Morgie. They didn't sit together at story time. They didn't play catch together.

They didn't share lunch. They didn't even say good - bye!

"Why are you and Billy in a fight?" Moffie asked.

"None of your business, Morgie snapped. "Well, excuse me!"

Moffie said.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

The Gruffalo

A mouse took a stroll through the deep dark wood. A fox saw	13
the mouse and the mouse looked good. "Where are you going	24
to, little brown mouse? Come and have lunch in my	34
underground house."	36
"It's terribly kind of you, Fox, but no - I'm going to have lunch	49
with a gruffalo."	52
"A gruffalo, Mouse? What's a gruffalo?"	58
"A gruffalo, Fox? I'm surprised you don't know! He has terrible	69
tusks, and terrible claws, and terrible teeth in his terrible jaws."	80
"Where are you meeting him?"	85
"Here, by these rocks... and his favorite food is roasted fox."	96
"Roasted what? Oh, my!" Fox said. "Good - bye, little mouse,"	106
and away he sped.	110
"Silly old Fox! Doesn't he know? There's no such thing as a	122
gruffalo!"	123
On went the mouse through the deep dark wood. An owl saw	135

the mouse and the mouse looked good. "Where are you going	146
to, little brown mouse? Join me for tea in my treetop house."	158
"It's frightfully nice of you, Owl but no - I'm going to have tea	171
with a gruffalo."	174
"A gruffalo, mouse? What's a gruffalo?"	180
"A gruffalo, Owl? I'm surprised you don't know! He has knobbly	191
knees, and turned - out toes, and a poisonous wart at the end of	204
his nose."	206

The Gruffalo

Julia Donaldson

- Lexile® oral readability measure of the oral reading excerpt (206 words): 340L
- Lexile® text measure of the complete book: AD510L

Words to Practice:

- stroll
- surprised
- tusks
- frightfully
- poisonous
- wart

Other Books By Julia Donaldson:

- *The Gruffalo's Child* | Lexile text measure: AD440L
- *Room on the Broom* | Lexile text measure: AD600L
- *The Spiffiest Giant in Town* | Lexile text measure: AD600L
- *Stick Man* | Lexile text measure: AD510L

The Gruffalo

A mouse took a stroll through the deep dark wood. A fox saw the mouse and the mouse looked good. "Where are you going to, little brown mouse? Come and have lunch in my underground house."

"It's terribly kind of you, Fox, but no - I'm going to have lunch with a gruffalo."

"A gruffalo, Mouse? What's a gruffalo?"

"A gruffalo, Fox? I'm surprised you don't know! He has terrible tusks, and terrible claws, and terrible teeth in his terrible jaws."

"Where are you meeting him?"

"Here, by these rocks... and his favorite food is roasted fox."

"Roasted what? Oh, my!" Fox said. "Good - bye, little mouse," and away he sped.

"Silly old Fox! Doesn't he know? There's no such thing as a gruffalo!"

On went the mouse through the deep dark wood. An owl saw the mouse and the mouse looked good. "Where are you going to, little brown mouse? Join me for tea in my treetop house."

"It's frightfully nice of you, Owl but no - I'm going to have tea with a gruffalo."

"A gruffalo, mouse? What's a gruffalo?"

"A gruffalo, Owl? I'm surprised you don't know! He has knobbly knees, and turned - out toes, and a poisonous wart at the end of his nose."

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Super Fly Guy

A boy had a pet fly. The fly was named Fly Guy. Fly Guy could	15
say the boy's name - Buzz!	20
One day Fly Guy went to school with Buzz.	29
Fly Guy learned about reading and phonics.	36
He learned about art.	40
Then it was lunchtime. Fly Guy loved the lunchroom.	49
He loved the dirty dishes. He loved the smelly mop.	59
He loved the garbage cans. Fly Guy met the lunch lady.	70
Her name was Roz. "No flies in the lunchroom!" Roz said.	81
Fly Guy said - ROZZZ! "This fly is smart," said Roz.	91
"He knows my name!" She fed Fly Guy chicken bones	101
and fish heads in sour milk. Fly Guy was happy.	111
Roz's boss was not happy. "The children cannot eat in a	122
room full of flies!" he said. "You are fired!"	131
Roz was sad. Fly Guy was sad. Buzz and the children were sad	144
because Roz was a good cook. The next day, Roz was gone.	156

Miss Muzzle was the new lunch lady. She made burnt peas and	168
turnips. No one in school ate lunch not even Fly Guy,	179
who ate almost anything. Everyone missed Roz.	186
Even the boss missed Roz. That night, Buzz made a plan.	197
The next day, Fly Guy went to school again. In the lunchroom	209
Fly Guy said - MIZZMUZZZ! Miss Muzzle looked up.	217
Fly Guy boinked her on the nose. Miss Muzzle cried, "No flies	229
in my lunchroom!" She grabbed her swatter and swung.	238
She missed.	240

Super Fly Guy

By Ted Arnold

- Lexile® oral readability measure of the oral reading excerpt (240 words): 360L
- Lexile® text measure of the complete book: 360L
- [Link to video read aloud of *Super Fly Guy*](#)

Words to Practice:

- phonics
- lunchtime
- garbage
- sour
- Muzzle
- boinked

Other Fly Guy Books:

- *Hi! Fly Guy* (2005) | Lexile text measure: 380L
- *Shoo, Fly Guy!* (2006) | Lexile text measure: 410L
- *There Was An Old Lady Who Swallowed Fly Guy* (2007) | Lexile text measure: 370L
- *Fly High, Fly Guy!* (2008) | Lexile text measure: 270L
- *Hooray for Fly Guy!* (2008) | Lexile text measure: 380L
- *I Spy Fly Guy* (2009) | Lexile text measure: 310L
- *Fly Guy Meets Fly Girl* (2010) | Lexile text measure: 310L
- *Buzz Boy and Fly Guy* (2010) | Lexile text measure: 380L
- *Fly Guy Vs. the Fly Swatter* (2011) | Lexile text measure: 420L
- *Ride, Fly Guy, Ride!* (2012) | Lexile text measure: 470L
- *There's a Fly Guy in My Soup* (2012) | Lexile text measure: 460L
- *Fly Guy and the Frankenfly* (2013) | Lexile text measure: 410L
- *Fly Guy's Amazing Tricks* (2014) | Lexile text measure: 380L
- *A Pet for Fly Guy* (2014) | Lexile text measure: 370L
- *Prince Fly Guy* (2015) | Lexile text measure: 440L
- *Fly Guy's Ninja Christmas* (2016) | Lexile text measure: 470L
- *Fly Guy's Big Family* (2017) | Lexile text measure: 460L
- *Fly Guy and the Alienzz* (2018) | Lexile text measure: 530L
- *Attack of the 50-Foot Fly Guy!* (2019) | Lexile text measure: 500L

Super Fly Guy

A boy had a pet fly. The fly was named Fly Guy. Fly Guy could say the boy's name - Buzz!

One day Fly Guy went to school with Buzz.

Fly Guy learned about reading and phonics.

He learned about art.

Then it was lunchtime. Fly Guy loved the lunchroom.

He loved the dirty dishes. He loved the smelly mop.

He loved the garbage cans. Fly Guy met the lunch lady.

Her name was Roz. "No flies in the lunchroom!" Roz said.

Fly Guy said - ROZZZ! "This fly is smart," said Roz.

"He knows my name!" She fed Fly Guy chicken bones and fish heads in sour milk. Fly Guy was happy.

Roz's boss was not happy. "The children cannot eat in a room full of flies!" he said. "You are fired!"

Roz was sad. Fly Guy was sad. Buzz and the children were sad because Roz was a good cook. The next day, Roz was gone.

Miss Muzzle was the new lunch lady. She made burnt peas and turnips. No one in school ate lunch not even Fly Guy, who ate almost anything. Everyone missed Roz.

Even the boss missed Roz. That night, Buzz made a plan.

The next day, Fly Guy went to school again. In the lunchroom

Fly Guy said - MIZZMUZZZ! Miss Muzzle looked up.

Fly Guy boinked her on the nose. Miss Muzzle cried, "No flies in my lunchroom!" She grabbed her swatter and swung.

She missed.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Time for a Bath

It's time to give my big dog a bath. He does not like it, not one	16
bit! He spent the day outside, rolling around in my mom's	27
garden. He is covered with mud and bits of grass. He ran up to	41
me wagging his tail and wanting to play. He does not know that I	55
have a plan. First, I have to put on his leash. My mom helps me	70
hook his leash to a pipe so that he can't get away. He has	84
guessed what I'm going to do and is starting to bark and jump	97
around. I use a soft voice to calm him down, and give him hugs.	111
He has long hair so it takes a lot of soap to get him clean, and	127
then a lot of water to get out the soap! I always get soap on me,	143
too. When I finish, I rub him with a towel and then stand back.	157
He shakes his body so hard that nearly every drop of water flies	170
off! Next, I use a large brush to make his fur shiny and sleek. The	185
funniest thing is that when I am all done, I am clean, too!	198

Time for a Bath

Just Read Florida

- Lexile® oral readability measure of the oral reading excerpt (198 words): 370L

Words to Practice:

- garden
- pipe
- wagging
- finish
- leash
- sleek

Time for a Bath

It's time to give my big dog a bath. He does not like it, not one bit! He spent the day outside, rolling around in my mom's garden. He is covered with mud and bits of grass. He ran up to me wagging his tail and wanting to play. He does not know that I have a plan. First, I have to put on his leash. My mom helps me hook his leash to a pipe so that he can't get away. He has guessed what I'm going to do and is starting to bark and jump around. I use a soft voice to calm him down, and give him hugs. He has long hair so it takes a lot of soap to get him clean, and then a lot of water to get out the soap! I always get soap on me, too. When I finish, I rub him with a towel and then stand back. He shakes his body so hard that nearly every drop of water flies off! Next, I use a large brush to make his fur shiny and sleek. The funniest thing is that when I am all done, I am clean, too!

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

One Plant, Many Parts

Plants are made of different parts.	6
Most plants have roots, stems, leaves, flowers, fruits, and seeds.	16
Each part has its own job.	22
Plants have roots. Roots anchor the plant to the ground. They	33
absorb water and food from the soil. Roots help plants grow.	44
Plants have stems. Stems carry water and food from the roots to	56
the leaves. Stems support the plant so its leaves can gather	67
sunlight.	68
Plants have leaves. Leaves catch sunlight to make food for the	79
plant. They also have openings to let water and air come in and	92
go out.	94
Plants have flowers. Flowers make seeds.	100
Plants have fruit. The fruit holds the seeds. It helps spread the	112
seeds.	113
Plants have seeds. Every seed hides a tiny plant with all the	125
different plant parts. The seed waits to grow into a plant.	136

One Plant, Many Parts

By Perfection Learning Corporation

- Lexile® oral readability measure of the oral reading excerpt (136 words): 380L
- Lexile® text measure of the complete book: 380L
- [Link to online video about the parts of plants.](#)

Words to Practice:

- anchor
- absorb
- support
- soil
- tiny

One Plant, Many Parts

Plants are made of different parts.

Most plants have roots, stems, leaves, flowers, fruits, and seeds.

Each part has its own job.

Plants have roots. Roots anchor the plant to the ground. They absorb water and food from the soil. Roots help plants grow.

Plants have stems. Stems carry water and food from the roots to the leaves. Stems support the plant so its leaves can gather sunlight.

Plants have leaves. Leaves catch sunlight to make food for the plant. They also have openings to let water and air come in and go out.

Plants have flowers. Flowers make seeds.

Plants have fruit. The fruit holds the seeds. It helps spread the seeds.

Plants have seeds. Every seed hides a tiny plant with all the different plant parts. The seed waits to grow into a plant.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Rosy's Journey

Rosy was a nice little girl who lived with her mother in a small	11
house in the woods. They were very poor, for the father had	21
gone away to dig gold, and did not come back; so they had to	30
work hard to get food to eat and clothes to wear.	41
The mother spun yarn when she was able, for she was often sick,	54
and Rosy did all she could to help. She milked the red cow and fed	68
the hens; dug the garden, and went to town to sell the yarn and	70
the eggs.	82
She was very good and sweet, and every one loved her; but	93
the neighbors were all poor, and could do little to help the	104
and house had to be sold to pay the doctor and the debts.	112
Then Rosy was left all alone, with no mother, no home, and	124
money to buy clothes and dinners with.	137
"What will you do?" said the people, who were very sorry	144
for her.	156
"I will go and find my father," answered Rosy, bravely.	165

Rosy's Journey

By Louisa Alcott

- Lexile® oral readability measure of the oral reading excerpt (186 words): 400L
- Lexile® text measure of the complete text: 890L
- [Link to Achieve the Core Fluency Resources.](#)
- [Link to the complete story.](#)

Words to Practice:

- spun
- neighbors
- debts

Rosy's Journey

Rosy was a nice little girl who lived with her mother in a small house in the woods. They were very poor, for the father had gone away to dig gold, and did not come back; so they had to work hard to get food to eat and clothes to wear.

The mother spun yarn when she was able, for she was often sick, and Rosy did all she could to help. She milked the red cow and fed the hens; dug the garden, and went to town to sell the yarn and the eggs.

She was very good and sweet, and every one loved her; but the neighbors were all poor, and could do little to help the and house had to be sold to pay the doctor and the debts.

Then Rosy was left all alone, with no mother, no home, and money to buy clothes and dinners with.

"What will you do?" said the people, who were very sorry for her.

"I will go and find my father," answered Rosy, bravely.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Lisa's Flowers

Lisa walked through the field in the spring. She looked at all of	13
the pretty flowers along the path. She saw red roses, white and	25
yellow daisies, and many other colorful flowers.	32
Lisa sat down in the field and began to pick some flowers to take	46
home. Each flower she picked she put in her basket. Soon, she	58
had enough flowers to fill her basket to the top.	68
As Lisa was walking down to her bike to ride home, a bright blue	82
flower caught her eye. She slowly walked over to it and tried to	95
pick it up. Right then, a bee flew out of the flower and stung her	110
hand. She yelled in pain and grabbed her hand as the bee flew	123
away.	124
Lisa ran to her bike and pedaled as fast as she could. She cried	138
the whole way home. She ran in through the front door and	150
called for her mom. Lisa's mom looked at the sting and helped	162
Lisa to soak her hand in hot water to help the pain go away.	176
After a few hours, Lisa's hand stopped hurting. She thanked her	187
mom and ran back outside to play.	194

Lisa's Flowers
By Just Reads Florida

- Lexile® oral readability measure of the oral reading excerpt (194 words): 430L

Words to Practice:

- daisies
- stung
- pedaled

Lisa's Flowers

Lisa walked through the field in the spring. She looked at all of the pretty flowers along the path. She saw red roses, white and yellow daisies, and many other colorful flowers.

Lisa sat down in the field and began to pick some flowers to take home. Each flower she picked she put in her basket. Soon, she had enough flowers to fill her basket to the top.

As Lisa was walking down to her bike to ride home, a bright blue flower caught her eye. She slowly walked over to it and tried to pick it up. Right then, a bee flew out of the flower and stung her hand. She yelled in pain and grabbed her hand as the bee flew away.

Lisa ran to her bike and pedaled as fast as she could. She cried the whole way home. She ran in through the front door and called for her mom. Lisa's mom looked at the sting and helped Lisa to soak her hand in hot water to help the pain go away.

After a few hours, Lisa's hand stopped hurting. She thanked her mom and ran back outside to play.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students’ oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Peter Possum’s Playful Trick

Peter Possum opened one eye. The sun was setting. “Time to	11
get up,” said Peter Possum. Everything looked upside down. That	21
was because Peter Possum sometimes hung upside down. Peter	30
Possum pulled himself up to the branch and unwrapped his tail.	41
He was right side up again. He climbed down the tree trunk. “I’m	54
hungry,” he said. “What do I want today? I feel in the mood for	68
some garbage.”	70
Off he started toward the Laceys’ garbage can. Mrs. Lacey was a	82
good cook. “Watch out for Old Dog Tiger,” Peter told himself.	93
“Watch out for Peter Possum,” Old Dog Tiger was saying to	104
himself. “Protect the garbage can from Peter Possum.”	112
Old Dog Tiger hid behind the garbage can and waited as Peter	124
Possum came hurrying along as fast as he could. “I’m in the mood	137
for a ham sandwich,” said Peter Possum.	144
Old Dog Tiger watched and waited. “I’m in the mood for a	156
possum sandwich,” thought Old Dog Tiger. Peter Possum started	165

pushing the lid from the can. Old Dog Tiger leaped out. “Snarl!	177
Ruff! Growl!”	179
“Oh! Oh!” yelled Peter Possum. “What can I do? Old Dog Tiger is	192
too close. I cannot run. I cannot hide. I cannot even climb.” PLOP!	205
Peter Possum flopped over on the ground. He did not move when	217
Old Dog Tiger sniffed him. He did not open his eyes. He did not	231
make a single sound.	235

Peter Possum's Playful Trick

By Margaret Chaplin Campbell

- Lexile® oral readability measure of the oral reading excerpt (235 words): 430L
- Lexile® text measure of the complete passage: 430L
- [Link to Achieve the Core Fluency Resources.](#)

Words to Practice:

- possum
- garbage
- protect

Peter Possum's Playful Trick

Peter Possum opened one eye. The sun was setting. "Time to get up," said Peter Possum. Everything looked upside down. That was because Peter Possum sometimes hung upside down. Peter Possum pulled himself up to the branch and unwrapped his tail. He was right side up again. He climbed down the tree trunk. "I'm hungry," he said. "What do I want today? I feel in the mood for some garbage."

Off he started toward the Laceys' garbage can. Mrs. Lacey was a good cook. "Watch out for Old Dog Tiger," Peter told himself. "Watch out for Peter Possum," Old Dog Tiger was saying to himself. "Protect the garbage can from Peter Possum."

Old Dog Tiger hid behind the garbage can and waited as Peter Possum came hurrying along as fast as he could. "I'm in the mood for a ham sandwich," said Peter Possum.

Old Dog Tiger watched and waited. "I'm in the mood for a possum sandwich," thought Old Dog Tiger. Peter Possum started pushing the lid from the can. Old Dog Tiger leaped out. "Snarl! Ruff! Growl!"

"Oh! Oh!" yelled Peter Possum. "What can I do? Old Dog Tiger is too close. I cannot run. I cannot hide. I cannot even climb." PLOP! Peter Possum flopped over on the ground. He did not move when

Old Dog Tiger sniffed him. He did not open his eyes. He did not make a single sound.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Mercy Watson to the Rescue, Chapter 1

Mr. Watson and Mrs. Watson have a pig named Mercy.	10
Each night, they sing Mercy to sleep. "Bright, bright is the	21
morning sun," sing Mr. and Mrs. Watson, "but brighter still is our	33
darling one. Dark, dark is the coming night, but oh, our Mercy	45
shines so bright."	48
This song makes Mercy feel warm inside, as if she has just	60
eaten hot toast with a great deal of butter on it.	71
Mercy likes hot toast with a great deal of butter on it. But when	85
Mr. and Mrs. Watson kiss her good night and turn off the light,	98
Mercy's room becomes dark. Very dark. And Mercy does not	108
feel warm and buttery-toasty inside anymore. She feels afraid.	117
One night, after Mr. and Mrs. Watson sang their song about the	129
sun, kissed Mercy good night, and turned off the light, Mercy	140
decided something. She decided that she would be much	149
happier if she wasn't sleeping alone. And so Mercy got out of	161

her bed and went and got in bed with Mr. and Mrs. Watson. 174

She snuggled up between them. Mercy felt warm inside, as if 185

she had just eaten hot toast with a great deal of butter on it. 199

Mercy Watson to the Rescue

By Kate DiCamillo

- Lexile® oral readability measure of the oral reading excerpt (199 words): 440L
- Lexile® text measure of the complete book: 450L
- [Link to online oral reading passage excerpt](#)
- Link to [Mercy Watson website](#) which includes downloadable resources for teachers, parents, and students.

Words to Practice:

- Mercy
- darling
- decided

Other Books in the *Mercy Watson* Series:

- *Mercy Watson to the Rescue* (2002) | Lexile text measure: 450L
- *Mercy Watson Goes for a Ride* (2006) | Lexile text measure: 550L
- *Mercy Watson Fights Crime* (2006) | Lexile text measure: 510L
- *Mercy Watson, Princess in Disguise* (2007) | Lexile text measure: 510L
- *Mercy Watson Thinks Like a Pig* (2008) | Lexile text measure: 520L
- *Mercy Watson: Something Wonky This Way Comes* (2009) | Lexile text measure: 530L

Mercy Watson to the Rescue

Mr. Watson and Mrs. Watson have a pig named Mercy. Each night, they sing Mercy to sleep. "Bright, bright is the morning sun," sing Mr. and Mrs. Watson, "but brighter still is our darling one. Dark, dark is the coming night, but oh, our Mercy shines so bright."

This song makes Mercy feel warm inside, as if she has just eaten hot toast with a great deal of butter on it. Mercy likes hot toast with a great deal of butter on it. But when Mr. and Mrs. Watson kiss her good night and turn off the light, Mercy's room becomes dark. Very dark. And Mercy does not feel warm and buttery-toasty inside anymore. She feels afraid.

One night, after Mr. and Mrs. Watson sang their song about the sun, kissed Mercy good night, and turned off the light, Mercy decided something. She decided that she would be much happier if she wasn't sleeping alone. And so Mercy got out of her bed and went and got in bed with Mr. and Mrs. Watson. She snuggled up between them. Mercy felt warm inside, as if she had just eaten hot toast with a great deal of butter on it.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Finding Winnie: The True Story of the World's Most Famous Bear

"Could you tell me a story?" asked Cole.	8
"It's awfully late." It was long past dark, and time to be asleep.	21
"What kind of story?"	25
"You know. A true story. One about a Bear."	34
We cuddled up close. "I'll do my best," I said. A very long time ago,	49
about a hundred years before you were born, there was a	60
veterinarian who lived in Winnipeg. His name was Harry Colebourn.	70
"A vegetarian?" said Cole. "Bear doesn't like vegetables."	78
"A veterinarian. It means an animal doctor. "	85
"I know that!" Cole said. "That's what I'm going to maybe be	97
when I'm big."	100
If a horse had the hiccups or a cow had a cough, Harry knew how	115
to make them feel just right. Harry's hands were never cold, even	127
in Winnipeg, where winters are so frosty that icicles grow on the	139
insides of your nose. That was just the kind of doctor he was.	152

But a day came when Harry had to say good-bye to Winnipeg.	164
There was a war far, far away - beyond the end of the country	177
and on the other side of the ocean - and he was going to help.	191
He would be caring for the soldiers' horses. Harry rode east on a	204
train full of other soldiers. He leaned his head against the	215
window, watching the land scroll by, wondering what it would be	226
like to be so far from home.	233

Finding Winnie: The True Story of the World's Most Famous Bear

by Lindsay Mattick

- Lexile® oral readability measure of the oral reading excerpt (233 words): 470L
- Lexile® text measure of the complete book: AD590L
- [Link to video read aloud of *Finding Winnie*.](#)

Words to Practice:

- veterinarian
- cough
- vegetarian
- frosty
- hiccups
- scroll

Finding Winnie: The True Story of the World's Most Famous Bear

"Could you tell me a story?" asked Cole.

"It's awfully late." It was long past dark, and time to be asleep.

"What kind of story?"

"You know. A true story. One about a Bear."

We cuddled up close. "I'll do my best," I said.

A very long time ago, about a hundred years before you were born, there was a veterinarian who lived in Winnipeg. His name was Harry Colebourn.

"A vegetarian?" said Cole. "Bear doesn't like vegetables."

"A veterinarian. It means an animal doctor."

"I know that!" Cole said. "That's what I'm going to maybe be when I'm big."

If a horse had the hiccups or a cow had a cough, Harry knew how to make them feel just right. Harry's hands were never cold, even in Winnipeg, where winters are so frosty that icicles grow on the insides of your nose. That was just the kind of doctor he was.

But a day came when Harry had to say good-bye to Winnipeg. There was a war far, far away - beyond the end of the country and on the other side of the ocean - and he was going to help. He would be caring for the soldiers' horses. Harry rode east on a train full of other soldiers. He leaned his head against the window, watching the land scroll by, wondering what it would be like to be so far from home.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Junie B. Jones has a Peep in Her Pocket, Ch. 1

My name is Junie B. Jones. The B stands for Beatrice. Except I	13
don't like Beatrice. I just like B and that's all. I am almost six years	28
old. Almost six is when you get to go to school. And so, last	42
summer Mother took me to the school office. And she 'rolled me	54
in afternoon kindergarten. Rolled is the grown - up word for	64
signed me up and made me go.	71
Only guess what? I don't even mind going there, hardly. Cause I	83
made two bestest friends at that place, that's why!	92
Their names are Lucille and that Grace. We are like three peas in	105
a row. My teacher's name is Mrs. She has another name, too. But	118
I just like Mrs. and that's all.	125
Only here is the trouble. Just when I was getting good at	137
kindergarten, Mrs. made a announcement to our class. And she	147
said that pretty soon, school is going to end!	156
I did a gasp at that terrible news. "No, Mrs.! No, no, no! How can	171
school end? 'Cause Mother said I have to go to school till I am an	186

old teenager. And I am not even six years old yet!"	197
Mrs. quick shaked her head. "Oh dear, I'm sorry, Junie B.," she	209
said. "I'm afraid that you've misunderstood me. School isn't	218
going to end forever. School will just be taking a summer	229
vacation."	230

Junie B. Jones has a Peep in Her Pocket

By Barbara Park

- Lexile® oral readability measure of the oral reading excerpt (230 words): 490L
- Lexile® text measure of the complete book: 560L
- [Link to online excerpt of Chapter 1](#) (Click on “Look Inside”)

Words to Practice:

- trouble
- announcement
- gasp
- teenager
- misunderstood

Books in the *Junie B. Jones* Series:

- *Junie B Jones and the Stupid Smelly Bus* | Lexile text measure: 380L
- *Junie B Jones and a Little Monkey Business* | Lexile text measure: 540L
- *Junie B Jones and Her Big Fat Mouth* | Lexile text measure: 560L
- *Junie B Jones and Some Sneaky Peeky Spying* | Lexile text measure: 550L
- *Junie B Jones and the Yucky Blucky Fruitcake* | Lexile text measure: 490L
- *Junie B Jones and That Meanie Jim’s Birthday* | Lexile text measure: 510L
- *Junie B Jones Loves Handsome Warren* | Lexile text measure: 500L
- *Junie B Jones Has a Monster Under Her Bed* | Lexile text measure: 480L
- *Junie B Jones Is Not a Crook* | Lexile text measure: 560L
- *Junie B Jones Is a Party Animal* | Lexile text measure: 530L
- *Junie B Jones Is a Beauty Shop Guy* | Lexile text measure: 530L
- *Junie B Jones Smells Something Fishy* | Lexile text measure: 330L
- *Junie B Jones Is (almost) a Flower Girl* | Lexile text measure: 490L
- *Junie B Jones and the Mushy Gushy Valentine* | Lexile text measure: 560L
- *Junie B Jones Has a Peep in Her Pocket* | Lexile text measure: 560L

- *Junie B Jones Is Captain Field Day* | Lexile text measure: 520L
- *Junie B Jones Is a Graduation Girl* | Lexile text measure: 550L
- *Junie B Jones: First Grader (at last!)*
- *Junie B Jones: Boss of Lunch* | Lexile text measure: 540L
- *Junie B Jones: Toothless Wonder* | Lexile text measure: 510L
- *Junie B Jones: Cheater Pants* | Lexile text measure: 340L
- *Junie B Jones: One-Man Band* | Lexile text measure: 520L
- Junie B Jones: Shipwrecked
- *Junie B Jones: BOO...and I MEAN It!* | Lexile text measure: 510L
- *Junie B Jones: Jingle Bells, Batman Smells!* | Lexile text measure: 340L
- *Junie B Jones: Aloha-ha-ha!* | Lexile text measure: 360L
- *Junie B Jones: Dumb Bunny* | Lexile text measure: 410L
- *Junie B Jones: Turkeys We Have Loved and Eaten (And Other Thankful Stuff)* | Lexile text measure: 370L

Junie B. Jones has a Peep in Her Pocket

My name is Junie B. Jones. The B stands for Beatrice. Except I don't like Beatrice. I just like B and that's all. I am almost six years old. Almost six is when you get to go to school. And so, last summer Mother took me to the school office. And she 'rolled me in afternoon kindergarten. Rolled is the grown - up word for signed me up and made me go.

Only guess what? I don't even mind going there, hardly. Cause I made two bestest friends at that place, that's why!

Their names are Lucille and that Grace. We are like three peas in a row. My teacher's name is Mrs. She has another name, too. But I just like Mrs. and that's all.

Only here is the trouble. Just when I was getting good at kindergarten, Mrs. made a announcement to our class. And she said that pretty soon, school is going to end!

I did a gasp at that terrible news. "No, Mrs.! No, no, no! How can school end? 'Cause Mother said I have to go to school till I am an old teenager. And I am not even six years old yet!"

Mrs. quick shaked her head. "Oh dear, I'm sorry, Junie B.," she said. "I'm afraid that you've misunderstood me. School isn't going to end forever. School will just be taking a summer vacation."

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Bud, Not Buddy, Chapter 1

Here we go again. I felt like I was walking in my sleep as I	15
followed Jerry back to the room where all the boys' beds were	27
jim - jammed together. This was the third foster home I was going	39
to and I'm used to packing up and leaving, but it still surprises me	53
that there are always a few seconds, right after they tell you	65
you've got to go, when my nose gets all runny and my throat gets	79
all choky and my eyes get all sting-y. But the tears coming out	92
doesn't happen to me anymore, I don't know when it first	103
happened, but it seems like my eyes don't cry no more.	114
Jerry sat on his bed and I could tell that he was losing the fight	129
not to cry. Tears were popping out of his eyes and slipping down	142
his cheeks.	144
I sat down next to him and said, "I know being in a house with	159
three girls sounds terrible, Jerry, but it's a lot better than being	171
with a boy who's a couple of years older than you. I'm the one	185

who's going to have problems. A older boy is going to want to	198
fight, but those little girls are going to treat you real good. They're	211
going to treat you like some kind of special pet or something."	223
Jerry said, "You really think so?"	229
I said, "I'd trade you in a minute.	237

Bud, Not Buddy, Chapter 1

By Christopher Paul Curtis

- Lexile® oral readability measure of the oral reading excerpt (237 words): 510L
- Lexile® text measure of the complete book: 950L
- [Interview with *Bud, Not Buddy* author Christopher Paul Curtis.](#)

Words to Practice:

- jim-jammed
- foster

Other Books by Christopher Paul Curtis:

- *The Watsons Go to Birmingham 1963* | Lexile text measure: 920L
- *Mr. Chickee's Funny Money* | Lexile text measure: 890L
- *Bucking the Sarge* | Lexile text measure: 1000L
- *Elijah of Buxton* | Lexile text measure: 980L
- *The Mighty Miss Malone* | Lexile text measure: 750L
- *Madman of Piney Woods* | Lexile text measure: 870L
- *The Journey of Little Charlie* | Lexile text measure: 960L

Bud, Not Buddy, Chapter 1

Here we go again. I felt like I was walking in my sleep as I followed Jerry back to the room where all the boys' beds were jammed together. This was the third foster home I was going to and I'm used to packing up and leaving, but it still surprises me that there are always a few seconds, right after they tell you you've got to go, when my nose gets all runny and my throat gets all choky and my eyes get all sting - y. But the tears coming out doesn't happen to me anymore, I don't know when it first happened, but it seems like my eyes don't cry no more.

Jerry sat on his bed and I could tell that he was losing the fight not to cry. Tears were popping out of his eyes and slipping down his cheeks.

I sat down next to him and said, "I know being in a house with three girls sounds terrible, Jerry, but it's a lot better than being with a boy who's a couple of years older than you. I'm the one who's going to have problems. A older boy is going to want to fight, but those little girls are going to treat you real good. They're going to treat you like some kind of special pet or something."

Jerry said, "You really think so?"

I said, "I'd trade you in a minute."

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

The Best Seat in Second Grade

Sam had the best seat in second grade. He sat at the back of	14
Room 75. He did not sit near the globe, or the dinosaur models,	27
or the paper pioneer fort. Sam sat beside George Washington.	37
George Washington was small and round and the color of honey,	48
and he sneezed. George Washington was a hamster. Sam loved	58
George Washington more than anything else at school. George	67
Washington was Sam's favorite subject. Sam's teacher, Mr.	75
Hopper, asked, "Who knows something about lava?"	82
"It pops out of volcanoes," said Sam, "the way George	92
Washington pops out of his nest." Someone in the front row	103
giggled.	104
"Good answer!" said Mr. Hopper.	109
Every Monday Mr. Hopper picked a new Hamster Helper. The	119
Hamster Helper got to feed George Washington. The Hamster	128
Helper got to make toys out of boxes and tubes. The Hamster	140

Helper got to play with George Washington. "Please, please, oh,	150
please," Sam groaned. "Pick me!" He crossed his fingers and held	161
his breath. Mr. Hopper reached into the bowl of names.	171
"Miguel!" he said. "You are our new Hamster Helper.	180
"Oh, boy!" said Miguel.	184
"Oh, no" said Sam. "It is never my turn." Sam was tired of waiting	198
to be Hamster Helper. He was sure George Washington was tired	209
of his cage.	212

The Best Seat in Second Grade

By Katharine Kenah

- Lexile® oral readability measure of the oral reading excerpt (212 words): 520L
- [Link to video read aloud of *The Best Seat in Second Grade*](#)

Words to Practice:

- globe
- dinosaur
- pioneer
- hamster
- subject
- volcanoes

The Best Seat in Second Grade

Sam had the best seat in second grade. He sat at the back of Room 75. He did not sit near the globe, or the dinosaur models, or the paper pioneer fort. Sam sat beside George Washington.

George Washington was small and round and the color of honey, and he sneezed. George Washington was a hamster. Sam loved George Washington more than anything else at school. George Washington was Sam's favorite subject.

Sam's teacher, Mr. Hopper, asked, "Who knows something about lava?"

"It pops out of volcanoes," said Sam, "the way George Washington pops out of his nest." Someone in the front row giggled.

"Good answer!" said Mr. Hopper.

Every Monday Mr. Hopper picked a new Hamster Helper. The Hamster Helper got to feed George Washington. The Hamster Helper got to make toys out of boxes and tubes. The Hamster Helper got to play with George Washington. "Please, please, oh, please," Sam groaned. "Pick me!" He crossed his fingers and held his breath. Mr. Hopper reached into the bowl of names.

"Miguel!" he said. "You are our new Hamster Helper.

"Oh, boy!" said Miguel.

"Oh, no" said Sam. "It is never my turn." Sam was tired of waiting to be Hamster Helper. He was sure George Washington was tired of his cage.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

The House on Mango Street, Chapter 29

They are the only ones who understand me. I am the only one	13
who understands them. Four skinny trees with skinny necks and	23
pointy elbows like mine. Four who do not belong here but are	35
here. Four raggedy excuses planted by the city. From our room	46
we can hear them, but Nenny just sleeps and doesn't appreciate	57
these things.	59
Their strength is secret. They send ferocious roots beneath the	69
ground. They grow up and they grow down and grab the earth	81
between their hairy toes and bite the sky with violent teeth and	93
never quit their anger. This is how they keep.	102
Let one forget his reason for being, they'd all droop like tulips in a	116
glass, each with their arms around the other. Keep, keep, keep,	127
trees say when I sleep. They teach.	134
When I am too sad and too skinny to keep keeping, when I am a	149
tiny thing against so many bricks, then it is I look at trees. When	163
there is nothing left to look at on this street. Four who grew	176

despite concrete. Four who reach and do not forget to reach. 187

Four whose only reason is to be and be. 196

The House on Mango Street, Chapter 29

By Sandra Cisneros

- Lexile® oral readability measure of the oral reading excerpt (196 words): 580L
- Lexile® text measure of the complete book: 870L
- [Link to ideas for teaching *The House on Mango Street*.](#)

Words to Practice:

- ferocious
- despite
- concrete

Another Book by Sandra Cisneros:

- *Woman Hollering Creek and Other Stories* | Lexile text measure: 960L

The House on Mango Street, Chapter 29

They are the only ones who understand me. I am the only one who understands them. Four skinny trees with skinny necks and pointy elbows like mine. Four who do not belong here but are here. Four raggedy excuses planted by the city. From our room we can hear them, but Nenny just sleeps and doesn't appreciate these things.

Their strength is secret. They send ferocious roots beneath the ground. They grow up and they grow down and grab the earth between their hairy toes and bite the sky with violent teeth and never quit their anger. This is how they keep.

Let one forget his reason for being, they'd all droop like tulips in a glass, each with their arms around the other. Keep, keep, keep, trees say when I sleep. They teach.

When I am too sad and too skinny to keep keeping, when I am a tiny thing against so many bricks, then it is I look at trees. When there is nothing left to look at on this street. Four who grew despite concrete. Four who reach and do not forget to reach. Four whose only reason is to be and be.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Guide Dogs

Guide dogs lead very interesting lives. For 10 or 12 years, they	8
are in charge of guiding a blind person. To do this job they must	21
be smart, gentle, and very well trained.	25
Most guide dogs are born at a kennel. Since dogs are gentler	34
when raised by a family, the dogs are given to families soon after	49
they are born. When the dogs are about 14 months old, they	60
return to the kennel to be trained.	70
The dogs train in large groups for about three months, and they	78
know more at the end of that time than most dogs will ever	85
learn.	97
But the training isn't over yet. Their new masters arrive and they	100
train together as a team for one more month.	115
At the end of that time they are ready for the world. Guide dogs	127
form strong bonds with their masters, and they keep them	139
company all the time.	152

Guide Dogs

National Assessment of Educational Progress (NAEP)

- Lexile® oral readability measure of the oral reading excerpt (152 words): 590L
- [Link to NAEP website and student recordings of *Guide Dogs*.](#)

Words to Practice:

- interesting
- blind
- kennel
- bonds
- company

Guide Dogs

Guide dogs lead very interesting lives. For 10 or 12 years, they are in charge of guiding a blind person. To do this job they must be smart, gentle, and very well trained.

Most guide dogs are born at a kennel. Since dogs are gentler when raised by a family, the dogs are given to families soon after they are born. When the dogs are about 14 months old, they return to the kennel to be trained.

The dogs train in large groups for about three months, and they know more at the end of that time than most dogs will ever learn. But the training isn't over yet. Their new masters arrive and they train together as a team for one more month.

At the end of that time they are ready for the world. Guide dogs form strong bonds with their masters, and they keep them company all the time.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

The Lion and the Mouse

Once, when a Lion was asleep, a little Mouse began running up	12
and down upon him. This soon wakened the Lion, who placed	23
his huge paw upon him, and opened his big jaws to swallow	35
him.	36
“Pardon, O King,” cried the little Mouse, “forgive me this time. I	48
shall never forget it! I may be able to return the favor one of	62
these days.” The Lion was so tickled at the idea of the Mouse	75
being able to help him that he lifted up his paw and let him go.	90
Some time after, the Lion was caught in a trap, and the hunters,	103
who desired to carry him alive to the King, tied him to a tree	117
while they went in search of a wagon to carry him on. Just then	131
the little Mouse happened to pass by, and seeing the sad plight	143
of the Lion, went up to him and soon gnawed away the ropes	156
that bounded the King of the Beasts. “Was I not right?” said the	169
little Mouse.	171
Little friends may prove great friends.	177

The Lion and the Mouse

By Aesop/Achieve the Core

- Lexile® oral readability measure of the oral reading excerpt (177 words): 590L
- Lexile® text measure of the passage: 770L
- [Link to *The Lion and the Mouse* Achieve the Core fluency resources](#)

Words to Practice:

- pardon
- tickled
- desired
- plight
- gnawed
- bounded

The Lion and the Mouse

Once, when a Lion was asleep, a little Mouse began running up and down upon him. This soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him.

“Pardon, O King,” cried the little Mouse, “forgive me this time. I shall never forget it! I may be able to return the favor one of these days.” The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go. Some time after, the Lion was caught in a trap, and the hunters, who desired to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight of the Lion, went up to him and soon gnawed away the ropes that bounded the King of the Beasts. “Was I not right?” said the little Mouse.

Little friends may prove great friends.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

The Fox and the Stork

At one time the Fox and the Stork were on visiting terms	12
and seemed very good friends. So the Fox invited the Stork	23
to dinner, and for a joke put nothing before her but some	35
soup in a very shallow dish. This the Fox could easily lap	47
up, but the Stork could only wet the end of her long bill in	60
it, and left the meal as hungry as when she began. I am	73
sorry, said the Fox, the soup is not to your liking. Pray do not	87
apologize, said the Stork. I hope you will return this visit, and	99
come and dine with me soon.	105
So a day was appointed when the Fox should visit the	116
Stork; but when they were seated at the table their dinner	127
was contained in a very long-necked jar with a narrow	138
mouth, in which the Fox could not insert his snout. All he	150
could manage to do was to lick the outside of the jar. I	163
will not apologize for the dinner, said the Stork because	173
one bad turn deserves another.	178

The Fox and the Stork

Aesop (Achieve the Core)

- Lexile Oral Readability Measure of the oral reading excerpt (178 words): 600L
- [Link to *Achieve the Core* fluency materials](#)
- [Link to *The Fox and the Stork* and other Aesop's Fables](#)

Words to Practice:

- shallow
- lap
- apologize
- appointed
- contained
- snout

The Fox and the Stork

At one time the Fox and the Stork were on visiting terms and seemed very good friends. So the Fox invited the Stork to dinner, and for a joke put nothing before her but some soup in a very shallow dish. This the Fox could easily lap up, but the Stork could only wet the end of her long bill in it, and left the meal as hungry as when she began. I am sorry, said the Fox, the soup is not to your liking. Pray do not apologize, said the Stork. I hope you will return this visit, and come and dine with me soon.

So a day was appointed when the Fox should visit the Stork; but when they were seated at the table their dinner was contained in a very long-necked jar with a narrow mouth, in which the Fox could not insert his snout. All he could manage to do was to lick the outside of the jar. I will not apologize for the dinner, said the Stork because one bad turn deserves another.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Mr. Popper's Penguins, Ch. 3

What with the excitement of having the great Admiral Drake	10
speak to him over the radio, and his curiosity about the Admiral's	22
message to him, Mr. Popper did not sleep very well that night.	34
He did not see how he could possibly wait to find out what the	48
Admiral meant. When morning came, he was almost sorry that	58
he had nowhere to go, no houses to paint, no rooms to paper. It	72
would have helped to pass the time. "Would you like the living	84
room papered over?" he asked Mrs. Popper. "I have quite a lot of	97
Paper Number 88, left over from the Mayor's house."	106
"I would not," said Mrs. Popper firmly. "The paper on now is	118
plenty good enough. I am going to the first meeting of the	130
Ladies' Aid and Missionary Society today and I don't want any	141
mess around to clean up when I get home."	150
"Very well, my love," said Mr. Popper meekly, and he settled	161
down with his pipe, his globe, and his book of Antarctic	172
Adventures. But somehow, as he read today, he could not keep	183

his mind on the printed words. His thoughts kept straying away	194
to Admiral Drake. What could he have meant by a surprise for	206
Mr. Popper? Fortunately for his peace of mind, he did not have	218
so very long to wait. That afternoon, while Mrs. Popper was still	230
away at her meeting, and Janie and Bill had not yet come home	243
from school, there was a loud ring at the front door.	254

Mr. Popper's Penguins

By Florence and Richard Atwater

- Lexile® oral readability measure of the oral reading excerpt (254 words): 640L
- Lexile® text measure of the complete book: 910L
- [Link to *Mr. Popper's Penguins* on Open Library](#)

Words to Practice:

- admiral
- antarctic
- missionary
- fortunately
- meekly

Mr. Popper's Penguins

What with the excitement of having the great Admiral Drake speak to him over the radio, and his curiosity about the Admiral's message to him, Mr. Popper did not sleep very well that night. He did not see how he could possibly wait to find out what the Admiral meant. When morning came, he was almost sorry that he had nowhere to go, no houses to paint, no rooms to paper. It would have helped to pass the time. "Would you like the living room papered over?" he asked Mrs. Popper. "I have quite a lot of Paper Number 88, left over from the Mayor's house."

"I would not," said Mrs. Popper firmly. "The paper on now is plenty good enough. I am going to the first meeting of the Ladies' Aid and Missionary Society today and I don't want any mess around to clean up when I get home."

"Very well, my love," said Mr. Popper meekly, and he settled down with his pipe, his globe, and his book of Antarctic Adventures. But somehow, as he read today, he could not keep his mind on the printed words. His thoughts kept straying away to Admiral Drake. What could he have meant by a surprise for Mr. Popper? Fortunately for his peace of mind, he did not have so very long to wait. That afternoon, while Mrs. Popper was still away at her meeting, and Janie and Bill had not yet come home from school, there was a loud ring at the front door.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

A Wrinkle in Time, Chapter 1

It was a dark and stormy night. In her attic bedroom Margaret	12
Murry, wrapped in an old patchwork quilt, sat on the foot of	24
her bed and watched the trees tossing in the frenzied lashing of	36
the wind. Behind the trees clouds scudded frantically across the	46
sky. Every few moments the moon ripped through them,	55
creating wraithlike shadows that raced along the ground.	63
The house shook.	66
Wrapped in her quilt, Meg shook. She wasn't usually afraid	76
of weather. - It's not just the weather, she thought. - It's the	89
weather on top of everything else. On top of me. On top of Meg	103
Murry doing everything wrong. School. School was all wrong.	112
She'd been dropped down to the lowest section in her grade.	123
That morning one of her teachers had said crossly, "Really,	133
Meg, I don't understand how a child with parents as brilliant	144
as yours are supposed to be can be such a poor student. If you	158
don't manage to do a little better you'll have to stay back next	171

year." During lunch she'd rough - housed a little to try to make	182
herself feel better, and one of the girls said scornfully, "After all,	194
Meg, we aren't grammar – school kids any more. Why do you	204
always act like such a baby?"	210

A Wrinkle in Time, Chapter 1

By Madeleine L'Engle

- Lexile® oral readability measure of the oral reading excerpt (210 words): 650L
- Lexile® text measure of the complete book: 740L
- [A Wrinkle in Time teacher resources](#)

Words to Practice:

- patchwork
- frenzied
- scudded
- attic
- brilliant
- scornfully

Other books in the series by Madeleine L'Engle:

- *A Wind in the Door* (1973) | Lexile text measure: 790L
- *A Swiftly Tilting Planet* (1978) | Lexile text measure: 850L
- *Many Waters* (1986) | Lexile text measure: 700L
- *An Acceptable Time* (1989) | Lexile text measure: 710L

A Wrinkle in Time

It was a dark and stormy night. In her attic bedroom Margaret Murry, wrapped in an old patchwork quilt, sat on the foot of her bed and watched the trees tossing in the frenzied lashing of the wind. Behind the trees clouds scudded frantically across the sky. Every few moments the moon ripped through them, creating wraithlike shadows that raced along the ground.

The house shook. Wrapped in her quilt, Meg shook. She wasn't usually afraid of weather. - It's not just the weather, she thought. - It's the weather on top of everything else. On top of me. On top of Meg Murry doing everything wrong. School. School was all wrong. She'd been dropped down to the lowest section in her grade. That morning one of her teachers had said crossly, "Really, Meg, I don't understand how a child with parents as brilliant as yours are supposed to be can be such a poor student. If you don't manage to do a little better you'll have to stay back next year."

During lunch she'd rough-housed a little to try to make herself feel better, and one of the girls said scornfully, "After all, Meg, we aren't grammar-school kids any more. Why do you always act like such a baby?"

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Brave Irene

Mrs. Bobbin, the dressmaker, was tired and had a bad headache	11
but she still managed to sew the last stitches in the gown she	24
was making. "It's the most beautiful dress in the whole world!"	35
said her daughter, Irene. "The duchess will love it."	44
"It is nice," her mother admitted. "But, dumpling, it's for tonight's	55
ball, and I don't have the strength to bring it. I feel sick."	68
"Poor Mama," said Irene. "I can get it there!"	77
"No, cupcake, I can't let you," said Mrs. Bobbin. "Such a huge	89
package, and it's such a long way to the palace. Besides, it's	101
starting to snow."	104
"But I love snow," Irene insisted. She coaxed her mother into bed,	116
covered her with two quilts, and added a blanket for her feet.	128
Then she fixed her some tea with lemon and honey and put more	141
wood in the stove. With great care, Irene took the splendid gown	153
down from the dummy and packed it in a big box with plenty of	167
tissue paper.	169

"Dress warmly, pudding," her mother called in a weak voice, "and	180
don't forget to button up. It's cold out there, and windy." Irene	192
put on her fleece - lined boots, her red hat and muffler, her heavy	205
coat, and her mittens. She kissed her mother's hot forehead six	216
times, then once again, made sure she was tucked in snugly, and	228
slipped out with the big box, shutting the door firmly behind her.	240
It really was cold outside, very cold.	247

Brave Irene

By William Steig

- Lexile® oral readability measure of the oral reading excerpt (247 words): 670L
- Lexile® text measure of the complete book: AD630L
- [Link to explanation of Lexile codes \(e.g. AD\)](#)
- [Link to video read aloud of *Brave Irene*](#)

Words to Practice:

- dutchess
- splendid
- tissue
- fleece-lined
- snugly
- squinting

Other Books By William Steig:

- *Sylvester and the Magic Pebble* | Lexile text measure: AD780L
- *Solomon the Rusty Nail* | Lexile text measure: AD710L
- *Amos & Boris* | Lexile text measure: AD920L
- *Pete's a Pizza* | Lexile text measure: AD500L
- *Wizzil* | Lexile text measure: AD920L
- *Doctor de Soto* | Lexile text measure: AD560L
- *Doctor de Soto Goes to Africa* | Lexile text measure: AD800L
- *The Toy Brother* | Lexile text measure: AD590L

Brave Irene

Mrs. Bobbin, the dressmaker, was tired and had a bad headache, but she still managed to sew the last stitches in the gown she was making. "It's the most beautiful dress in the whole world!" said her daughter, Irene. "The duchess will love it."

"It is nice," her mother admitted. "But, dumpling, it's for tonight's ball, and I don't have the strength to bring it. I feel sick."

"Poor Mama," said Irene. "I can get it there!"

"No, cupcake, I can't let you," said Mrs. Bobbin. "Such a huge package, and it's such a long way to the palace. Besides, it's starting to snow."

"But I love snow," Irene insisted. She coaxed her mother into bed, covered her with two quilts, and added a blanket for her feet.

Then she fixed her some tea with lemon and honey and put more wood in the stove. With great care, Irene took the splendid gown down from the dummy and packed it in a big box with plenty of tissue paper.

"Dress warmly, pudding," her mother called in a weak voice, "and don't forget to button up. It's cold out there, and windy." Irene put on her fleece - lined boots, her red hat and muffler, her heavy coat, and her mittens. She kissed her mother's hot forehead six times, then once again, made sure she was tucked in snugly, and slipped out with the big box, shutting the door firmly behind her. It really was cold outside, very cold.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Roll of Thunder, Hear My Cry, Ch. 5

The blue - black shine that had so nicely encircled T.J.'s left eye	14
for over a week had almost completely faded by the morning T.J.	27
hopped into the back of the wagon beside Stacey and snuggled	38
in a corner not occupied by the butter, milk, and eggs Big Ma was	52
taking to sell at the market in Strawberry. I sat up front beside	65
Big Ma, still sandy - eyed and not believing that I was actually	77
going.	78
The second Saturday of every month was market day in	88
Strawberry, and for as far back as I could remember the boys and	101
I had been begging Big Ma to take us to it. Stacey had actually	115
gone once, but Christopher - John, Little Man, and I had always	126
been flatly denied the experience. We had, in fact, been denied	137
so often that our pestering now occurred more out of habit than	149
from any real belief that we would be allowed to go. But this	162
morning, while the world lay black, Big Ma called: "Cassie, get	173
up, child, if you gonna go to town with me, and be quiet 'bout it.	188

You wake up Christopher - John or Little Man and I'll leave you	200
here. I don't want them cryin' all over the place 'cause they can't	213
go.	214

Roll of Thunder, Hear My Cry, Ch.5

By Mildred D. Taylor

- Lexile® oral readability measure of the oral reading excerpt (214 words): 690L
- Lexile® text measure of the complete book: 920L

Words to Practice:

- encircled
- flatly
- completely
- denied
- faded
- pestering

Other Books By Mildred D. Taylor:

- *The Road to Memphis* | Lexile text measure: 670L
- *The Gold Cadillac* | Lexile text measure: 650L
- *The Friendship* | Lexile text measure: 750L
- *The Friendship and the Gold Cadillac* | Lexile text measure: 760L
- *The Song of the Trees* | Lexile text measure: 710L
- *Mississippi Bridge* | Lexile text measure: 810L
- *Let the Circle be Unbroken* | Lexile text measure: 850L
- *The Well* | Lexile text measure: 760L
- *The Land* | Lexile text measure: 760L

Roll of Thunder, Hear My Cry, Chapter 5

The blue - black shine that had so nicely encircled T.J.'s left eye for over a week had almost completely faded by the morning T.J. hopped into the back of the wagon beside Stacey and snuggled in a corner not occupied by the butter, milk, and eggs Big Ma was taking to sell at the market in Strawberry. I sat up front beside Big Ma, still sandy - eyed and not believing that I was actually going.

The second Saturday of every month was market day in Strawberry, and for as far back as I could remember the boys and I had been begging Big Ma to take us to it. Stacey had actually gone once, but Christopher - John, Little Man, and I had always been flatly denied the experience. We had, in fact, been denied so often that our pestering now occurred more out of habit than from any real belief that we would be allowed to go. But this morning, while the world lay black, Big Ma called: "Cassie, get up, child, if you gonna go to town with me, and be quiet 'bout it. You wake up Christopher - John or Little Man and I'll leave you here. I don't want them cryin' all over the place 'cause they can't go.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Saying Thanks to My Ghosts

I didn't used to believe in ghosts, but I was trained to talk to	14
them. My mother reminded me many times that I had the gift. It	27
all stemmed from a lie I told when I was 4. The way my mother	42
remembered it, I refused to get ready for bed one night,	53
claiming there was a ghost in the bathroom. She delighted to	64
learn I was a spirit medium.	70
Thereafter, she questioned anything unusual — a sudden gust of	79
wind, a vase that fell and shattered. She would ask me, "She	91
here?" She meant my grandmother. When I was a child, my	102
mother told me that my grandmother died in great agony after	113
she accidentally ate too much opium. My mother was 9 years	124
old when she watched this happen.	130
When I was 14, my older brother was stricken with a brain	142
tumor. My mother begged me to ask my grandmother to save	153
him. When he died, she asked me to talk to him as well. "I don't	168

know how," I protested. When my father died of a brain tumor	180
six months after my brother, she made me use a Ouija board.	192
She wanted to know if they still loved her. I spelled out the	205
answer I knew she wanted to hear: Yes. Always.	214
When I became a fiction writer in my 30s, I wrote a story about	228
a woman who killed herself eating too much opium. After my	239
mother read a draft of that story, she had tears in her eyes.	252

Saying Thanks to My Ghosts

By Amy Tan (Achieve the Core)

- Lexile® oral readability measure of the oral reading excerpt (252 words): 700L
- [Link to Achieve the Core fluency materials](#)
- [Amy Tan on This I Believe, NPR](#)

Words to Practice:

- stemmed
- spirit medium
- gust
- agony
- stricken
- protested

Books by Amy Tan:

- *The Joy Luck Club* | Lexile® text measure: 930L
- *The Kitchen God's Wife* | Lexile text measure: 810L
- *The Bonesetter's Daughter* | Lexile text measure: 800L
- *The Chinese Siamese Cat* | Lexile text measure: 630L
- *Where the Past Begins* | Lexile text measure: 990L

Saying Thanks to My Ghosts

I didn't used to believe in ghosts, but I was trained to talk to them. My mother reminded me many times that I had the gift. It all stemmed from a lie I told when I was 4. The way my mother remembered it, I refused to get ready for bed one night, claiming there was a ghost in the bathroom. She delighted to learn I was a spirit medium.

Thereafter, she questioned anything unusual — a sudden gust of wind, a vase that fell and shattered. She would ask me, "She here?" She meant my grandmother. When I was a child, my mother told me that my grandmother died in great agony after she accidentally ate too much opium. My mother was 9 years old when she watched this happen.

When I was 14, my older brother was stricken with a brain tumor. My mother begged me to ask my grandmother to save him. When he died, she asked me to talk to him as well. "I don't know how," I protested. When my father died of a brain tumor six months after my brother, she made me use a Ouija board. She wanted to know if they still loved her. I spelled out the answer I knew she wanted to hear: Yes. Always.

When I became a fiction writer in my 30s, I wrote a story about a woman who killed herself eating too much opium. After my mother read a draft of that story, she had tears in her eyes.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Where the Red Fern Grows, Chapter 1

When I left my office that beautiful spring day, I had no idea	13
what was in store for me. To begin with, everything was too	25
perfect for anything unusual to happen. It was one of those days	37
when a man feels good, feels like speaking to his neighbor, is	49
glad to live in a country like ours, and proud of his government.	62
You know what I mean, one of those rare days when everything	74
is right and nothing is wrong.	80
I was walking along whistling when I heard the dogfight. At	91
first I paid no attention to it. After all it wasn't anything to get	105
excited about, just another dogfight in a residential section.	114
As the sound of the fight grew nearer, I could tell there were	127
quite a few dogs mixed up in it. They boiled out of an alley,	141
turned, and headed straight toward me. Not wanting to get	151
bitten or run over, I moved over to the edge of the sidewalk.	164
I could see that all the dogs were fighting one. About twenty-five	176
feet from me they caught him and down he went. I felt sorry	189

for the unfortunate one. I knew if something wasn't done quickly	200
the sanitation department would have to pick up a dead dog.	211
I was trying to make up my mind to help when I got a surprise.	226
Up out of that snarling, growling, slashing mass reared an old	237
redbone hound. For a second I saw him. I caught my breath. I	250
couldn't believe what I had seen.	256

Where the Red Fern Grows

By Wilson Rawls

- Lexile® oral readability measure of the oral reading excerpt (256 words): 700L
- Lexile® text measure of the complete book: 700L

Words to Practice:

- government
- residential
- alley
- unfortunate
- sanitation
- snarling

Other Books By Wilson Rawls:

Summer of the Monkeys (1992) | Lexile text measure: 810L

Where the Red Fern Grows

When I left my office that beautiful spring day, I had no idea what was in store for me. To begin with, everything was too perfect for anything unusual to happen. It was one of those days when a man feels good, feels like speaking to his neighbor, is glad to live in a country like ours, and proud of his government. You know what I mean, one of those rare days when everything is right and nothing is wrong.

I was walking along whistling when I heard the dogfight. At first I paid no attention to it. After all it wasn't anything to get excited about, just another dogfight in a residential section. As the sound of the fight grew nearer, I could tell there were quite a few dogs mixed up in it. They boiled out of an alley, turned, and headed straight toward me. Not wanting to get bitten or run over, I moved over to the edge of the sidewalk. I could see that all the dogs were fighting one. About twenty-five feet from me they caught him and down he went. I felt sorry for the unfortunate one. I knew if something wasn't done quickly the sanitation department would have to pick up a dead dog.

I was trying to make up my mind to help when I got a surprise. Up out of that snarling, growling, slashing mass reared an old redbone hound. For a second I saw him. I caught my breath. I couldn't believe what I had seen.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Maniac Magee, Ch. 2

Everybody knows that Maniac Magee (then Jeffrey) started out	9
in Hollidaysburg and wound up in Two Mills. The question is	20
What took him so long? And what did he do along the way?	33
Sure, two hundred miles is a long way, especially on foot, but the	46
year that it took him to cover it was about fifty - one weeks more	60
than he needed - figuring the way he could run, even then.	71
The legend doesn't have the answer. That's why this period is	82
known as The Lost Year. And another question Why did he stay	94
here? Why Two Mills?	98
Of course, there's the obvious answer that sitting right across the	109
Schuylkill is Bridgeport, where he was born. Yet there are other	120
theories. Some say he just got tired of running. Some say it was	133
the butterscotch Krimpets. And some say he only intended to	143
pause here but that he stayed because he was so happy to make	156
a friend.	158
If you listen to everybody who claims to have seen Jeffrey -	169

Maniac Magee that first day, there must have been ten thousand	180
people and a parade of fire trucks waiting for him at the town	193
limits. Don't believe it. A couple of people truly remember, and	204
here's what they saw: a scraggly little kid jogging toward them,	215
the soles of both sneakers hanging by their hinges and flopping	226
open like dog tongues each time they came up from the	237
pavement.	238

Maniac Magee

By Jerry Spinelli

- Lexile® oral readability measure of the oral reading excerpt (238 words): 720L
- Lexile® text measure of the complete book: 890L

Words to Practice:

- maniac
- obvious
- wound up
- intended
- legend
- pavement

Maniac Magee

Everybody knows that Maniac Magee (then Jeffrey) started out in Hollidaysburg and wound up in Two Mills. The question is What took him so long? And what did he do along the way?

Sure, two hundred miles is a long way, especially on foot, but the year that it took him to cover it was about fifty - one weeks more than he needed - figuring the way he could run, even then.

The legend doesn't have the answer. That's why this period is known as The Lost Year.

And another question Why did he stay here? Why Two Mills?

Of course, there's the obvious answer that sitting right across the Schuylkill is Bridgeport, where he was born. Yet there are other theories. Some say he just got tired of running. Some say it was the butterscotch Krimpets. And some say he only intended to pause here but that he stayed because he was so happy to make a friend.

If you listen to everybody who claims to have seen Jeffrey - Maniac Magee that first day, there must have been ten thousand people and a parade of fire trucks waiting for him at the town limits. Don't believe it. A couple of people truly remember, and here's what they saw a scraggly little kid jogging toward them, the soles of both sneakers hanging by their hinges and flopping open like dog tongues each time they came up from the pavement.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Tuck Everlasting, Chapter 1

The first week of August hangs at the very top of summer, the top	14
of the live-long year, like the highest seat of a Ferris wheel when	28
it pauses in its turning. The weeks that come before are only a	41
climb from balmy spring, and those that follow a drop to the chill	54
of autumn, but the first week of August is motionless, and hot. It	67
is curiously silent, too, with blank white dawns and glaring noons,	78
and sunsets smeared with too much color. Often at night there is	90
lightning, but it quivers all alone. There is no thunder, no relieving	102
rain. These are strange and breathless days, the dog days, when	113
people are led to do things they are sure to be sorry for after. One	128
day at that time, not so very long ago, three things happened and	141
at first there appeared to be no connection between them. At	152
dawn, Mae Tuck set out on her horse for the wood at the edge of	167
the village of Tregap. She was going there, as she did once every	180
ten years, to meet her two sons, Miles and Jesse. At noontime,	192

Winnie Foster, whose family owned the Treegap wood, lost her	202
patience at last and decided to think about running away. And at	214
sunset a stranger appeared at the Fosters' gate. He was looking	225
for someone, but he didn't say who. No connection, you would	236
agree. But things can come together in strange ways. The wood	247
was at the center, the hub of the wheel. All wheels must have a	261
hub. A Ferris wheel has one, as the sun is the hub of the wheeling	276
calendar.	277

Tuck Everlasting, Chapter 1

By Natalie Babbitt

- Lexile® oral readability measure of the oral reading excerpt (277 words): 730L
- Lexile® text measure of the complete book: 770L

Words to Practice:

- balmy
- quivers
- relieving
- connection
- patience

Other Books By Natalie Babbitt:

- *The Eyes of the Amaryllis* | Lexile text measure: 840L
- *Bub, or the Very Best Thing* | Lexile text measure: 510L
- *The Moon Over High Street* | Lexile text measure: 740L
- *The Search For Delicious* | Lexile text measure: 910L
- *The Devil's Storybook* | Lexile text measure: 910L
- *Jack Plank Tells Tales* | Lexile text measure: 860L

Tuck Everlasting, Chapter 1

The first week of August hangs at the very top of summer, the top of the live-long year, like the highest seat of a Ferris wheel when it pauses in its turning. The weeks that come before are only a climb from balmy spring, and those that follow a drop to the chill of autumn, but the first week of August is motionless, and hot. It is curiously silent, too, with blank white dawns and glaring noons, and sunsets smeared with too much color. Often at night there is lightning, but it quivers all alone. There is no thunder, no relieving rain. These are strange and breathless days, the dog days, when people are led to do things they are sure to be sorry for after. One day at that time, not so very long ago, three things happened and at first there appeared to be no connection between them. At dawn, Mae Tuck set out on her horse for the wood at the edge of the village of Treegap. She was going there, as she did once every ten years, to meet her two sons, Miles and Jesse. At noontime, Winnie Foster, whose family owned the Treegap wood, lost her patience at last and decided to think about running away. And at sunset a stranger appeared at the Fosters' gate. He was looking for someone, but he didn't say who. No connection, you would agree. But things can come together in strange ways. The wood was at the center, the hub of the wheel. All wheels must have a hub. A Ferris wheel has one, as the sun is the hub of the wheeling calendar.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

When You Are Old

When you are old and grey and full of sleep,	10
And nodding by the fire, take down this book,	19
And slowly read, and dream of the soft look	28
Your eyes had once, and of their shadows deep;	37
How many loved your moments of glad grace,	45
And loved your beauty with love false or true,	54
But one man loved the pilgrim soul in you,	63
And loved the sorrows of your changing face;	71
And bending down beside the glowing bars,	78
Murmur, a little sadly, how Love fled	85
And paced upon the mountains overhead	91
And hid his face amid a crowd of stars.	100

When You Are Old

W. B. Yeats (Achieve the Core)

- Lexile® oral readability measure of the oral reading excerpt (100 words): 730L
- [Link to *Achieve the Core* fluency materials](#)
- [Audio Recording of *When You Are Old*](#)
- [Poetry Foundation: William Butler Yeats](#)

Words to Practice:

- pilgrim
- murmur
- fled
- amid

When You Are Old

When you are old and grey and full of sleep,
And nodding by the fire, take down this book,
And slowly read, and dream of the soft look
Your eyes had once, and of their shadows deep;

How many loved your moments of glad grace,
And loved your beauty with love false or true,
But one man loved the pilgrim soul in you,
And loved the sorrows of your changing face;

And bending down beside the glowing bars,
Murmur, a little sadly, how Love fled
And paced upon the mountains overhead
And hid his face amid a crowd of stars.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

The Mysterious Benedict Society and the Perilous Journey

On a bright September morning, when most children his age were	11
in school fretting over fractions and decimal points, a boy named	22
Reynie Muldoon was walking down a dusty road. He was an	33
average-looking boy - with average brown hair and eyes, legs of	44
average length, nose an average distance from his ears, and so on -	56
and he was entirely alone. Other than a falcon soaring high over	68
the road and a few meadowlarks keeping a low profile in the fields	81
on either side, Reynie was the only living creature around.	91
To an observer, Reynie might well have appeared lost and far from	103
home, and in fact such an observer would have been half right. At	116
least Reynie found it amusing to think so, for he had just	128
determined that his present situation could be described entirely	137
in terms of halves: he was half a day's drive from the suburbs of	151
Stonetown, where he lived; half a mile from the nearest small	162
town; and according to the man who had given him directions, he	174
had another half mile to go before he reached his destination. The	186

most important thing, however, was that it had been half a year	198
since he had seen his three closest friends.	206
Reynie squinted against the sun. Not far ahead the dirt lane went	218
up a steep hill, just as the man in town had said it would. Beyond	233
the hill he should find the farm. And on that farm he would find	247
Kate Wetherall.	249

The Mysterious Benedict Society and the Perilous Journey

By Trenton Lee Stewart

- Lexile® oral readability measure of the oral reading excerpt (249 words): 800L
- Lexile® text measure of the complete book: 890L

Words to Practice:

- fretting
- meadowlarks
- low profile
- squinted

Other Books By Trenton Lee Stewart:

- *The Mysterious Benedict Society* | Lexile text measure: 890L
- *The Mysterious Benedict Society and the Prisoner's Dilemma* | Lexile text measure: 900L
- *The Mysterious Benedict Society and the Riddle of Ages* | Lexile text measure: 830L

The Mysterious Benedict Society and the Perilous Journey

On a bright September morning, when most children his age were in school fretting over fractions and decimal points, a boy named Reynie Muldoon was walking down a dusty road. He was an average-looking boy - with average brown hair and eyes, legs of average length, nose an average distance from his ears, and so on - and he was entirely alone. Other than a falcon soaring high over the road and a few meadowlarks keeping a low profile in the fields on either side, Reynie was the only living creature around.

To an observer, Reynie might well have appeared lost and far from home, and in fact such an observer would have been half right. At least Reynie found it amusing to think so, for he had just determined that his present situation could be described entirely in terms of halves: he was half a day's drive from the suburbs of Stonetown, where he lived; half a mile from the nearest small town; and according to the man who had given him directions, he had another half mile to go before he reached his destination. The most important thing, however, was that it had been half a year since he had seen his three closest friends.

Reynie squinted against the sun. Not far ahead the dirt lane went up a steep hill, just as the man in town had said it would. Beyond the hill he should find the farm. And on that farm he would find Kate Wetherall.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students’ oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Bridge to Terabithia, Chapter 3

Jess didn’t see Leslie Burke again except from a distance until the	12
first day of school, the following Tuesday, when Mr. Turner	22
brought her down to Mrs. Myers’ fifth-grade class at Lark Creek	34
Elementary.	35
Leslie was still dressed in the faded cutoffs and the blue undershirt.	47
She had sneakers on her feet but no socks. Surprise swooshed up	59
from the class like steam from a released radiator cap. They were	71
all sitting there primly dressed in their spring Sunday best. Even	82
Jess wore his one pair of corduroys and an ironed shirt.	93
The reaction didn’t seem to bother her. She stood there in front,	105
her eyes saying, “OK, friends, here I am,” in answer to their open-	118
mouthed stares while Mrs. Myers fluttered about trying to figure	128
where to put the extra desk. The room was a small basement one,	141
and five rows of six desks already filled it more than comfortably.	153
“Thirty-one,” Mrs. Myers kept mumbling over her double chin,	163

“thirty-one. No one else has more than twenty-nine.” She finally	175
decided to put the desk up against the side wall near the front.	188
“Just there for now - uh - Leslie. It’s the best we can do - for now.	202
This is a very crowded classroom.”	208
She swung a pointed glance at Mr. Turner’s retreating form. Leslie	219
waited quietly until the seventh-grade boy who’d been sent down	230
with the extra desk scraped it into position hard against the	241
radiator and under the first window.	247

Bridge to Terabithia, Chapter 3

By Katherine Paterson

- Lexile® oral readability measure of the oral reading excerpt (247 words): 810L
- Lexile® text measure of the complete book: 810L

Words to Practice:

- faded cutoffs
- like steam from a released radiator cap
- primly
- fluttered
- pointed glance
- retreating

Other Books By Katherine Paterson:

- *Flip-Flop Girl* | Lexile text measure: 720L
- *My Brigadista Year* | Lexile text measure: 830L

Bridge to Terabithia, Chapter 3

Jess didn't see Leslie Burke again except from a distance until the first day of school, the following Tuesday, when Mr. Turner brought her down to Mrs. Myers' fifth-grade class at Lark Creek Elementary.

Leslie was still dressed in the faded cutoffs and the blue undershirt. She had sneakers on her feet but no socks. Surprise swooshed up from the class like steam from a released radiator cap. They were all sitting there primly dressed in their spring Sunday best. Even Jess wore his one pair of corduroys and an ironed shirt.

The reaction didn't seem to bother her. She stood there in front, her eyes saying, "OK, friends, here I am," in answer to their open-mouthed stares while Mrs. Myers fluttered about trying to figure where to put the extra desk. The room was a small basement one, and five rows of six desks already filled it more than comfortably.

"Thirty-one," Mrs. Myers kept mumbling over her double chin, "thirty-one. No one else has more than twenty-nine."

She finally decided to put the desk up against the side wall near the front. "Just there for now - uh - Leslie. It's the best we can do - for now. This is a very crowded classroom."

She swung a pointed glance at Mr. Turner's retreating form. Leslie waited quietly until the seventh-grade boy who'd been sent down with the extra desk scraped it into position hard against the radiator and under the first window.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

The Elephant and the Crocodile

An Elephant and a Crocodile were once standing beside a river.	11
They were disputing as to which was the better animal. "Look at	23
my strength," said the Elephant. "I can tear up a tree, roots and	36
all, with my trunk."	40
"Ah! But quantity is not quality, and your skin is not nearly so	53
tough as mine," replied the Crocodile, "for neither spear, arrow,	63
nor sword can pierce it."	68
Just as they were coming to blows, a Lion happened to pass.	80
"Heyday, sirs!" said His Majesty, going up to them, "let me know	92
the cause of your quarrel."	97
"Will you kindly tell us which is the better animal?" cried both at	110
once.	111
"Certainly," said the Lion. 'Do you see that soldier's steel helmet	122
on yonder wall?' pointing at the same time across the river.	133
"Yes!" replied the beasts.	137
"Well, then," continued the Lion, "go and fetch it, and bring it to	150

me, and I shall be able then to decide between you.”	161
Upon hearing this, off they started. The Crocodile, being used to	172
the water, reached the opposite bank of the river first, and was	184
not long in standing beside the wall. Here he waited till the	196
Elephant came up. The latter, seeing at a glance how matters	207
stood, extended his long trunk, and reached the helmet quite	217
easily. They then made their way together back again across	227
the river. The Elephant, anxious to keep up with the Crocodile in	239
the water, forgot that he was carrying the helmet on his back,	251
and a sudden lurch caused the prize to slip off and sink to the	265
bottom. The Crocodile noticed the accident, so down he dived,	275
and brought it up in his capacious mouth. They then returned,	286
and the Crocodile laid the helmet at the Lion's feet. His Majesty	298
took up the helmet, and addressing the Elephant, said: “You, on	309
account of your size and trunk, were able to reach the prize on	322
the wall but, having lost it, you were unable to recover it. And	335
you,” said the Lion, turning to the Crocodile, “although unable to	346
reach the helmet, were able to dive for it and save it. You are	360
both wise and clever in your respective ways. Neither is better	371
than the other.”	374
Moral: Every one has his special use in the world.	384

The Elephant and the Crocodile

Achieve the Core

- Lexile® oral readability measure of the oral reading excerpt (384 words): 810L
- Lexile® text measure of the passage: 720L
- [Link to CommonLit online text of *The Elephant and the Crocodile*](#)

Words to Practice:

- disputing
- pierce
- quarrel
- latter
- anxious
- capacious

The Elephant and the Crocodile

An Elephant and a Crocodile were once standing beside a river. They were disputing as to which was the better animal. "Look at my strength," said the Elephant. "I can tear up a tree, roots and all, with my trunk."

"Ah! But quantity is not quality, and your skin is not nearly so tough as mine," replied the Crocodile, "for neither spear, arrow, nor sword can pierce it."

Just as they were coming to blows, a Lion happened to pass.

"Heyday, sirs!" said His Majesty, going up to them, "let me know the cause of your quarrel."

"Will you kindly tell us which is the better animal?" cried both at once.

"Certainly," said the Lion. "Do you see that soldier's steel helmet on yonder wall?" pointing at the same time across the river.

"Yes!" replied the beasts.

"Well, then," continued the Lion, "go and fetch it, and bring it to me, and I shall be able then to decide between you."

Upon hearing this, off they started. The Crocodile, being used to the water, reached the opposite bank of the river first, and was not long in standing beside the wall. Here he waited till the Elephant came up. The latter, seeing at a glance how matters stood, extended his long trunk, and reached the helmet quite easily.

They then made their way together back again across the river. The Elephant, anxious to keep up with the Crocodile in the water, forgot that he was carrying the helmet on his back, and a sudden lurch caused the prize to slip off and sink to the bottom. The Crocodile noticed the accident, so down he dived, and brought it up in his capacious mouth. They then returned, and the Crocodile laid the helmet at the Lion's feet. His Majesty took up the helmet, and addressing the Elephant, said: "You, on account of your size and trunk, were able to reach the prize on the wall but, having lost it, you were unable to recover it. And you," said the Lion, turning to the Crocodile, "although unable to reach the helmet, were able to dive for it and save it. You are both wise and clever in your respective ways. Neither is better than the other."

Moral: Every one has his special use in the world.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

A Computer Called Katherine: How Katherine Johnson Helped Put America on the Moon

Everywhere she went, Katherine counted. She counted her steps	9
to church. She counted the plates on the dinner table. She even	21
tried counting the stars in the sky.	28
Most important of all, Katherine counted the days until she could	39
start school. Finally, at age five, she followed her brother	49
(hundreds of steps) to the two-room schoolhouse.	57
An excellent student, Katherine devoured thick books and added	66
numbers at the speed of light, so the teacher decided she would	78
skip first grade and start in second. But Katherine was such a fast	91
learner, she later skipped fifth grade too. And before you could	102
say "mathematician magician," she was a grade ahead of her	112
older brother!	114
Katherine loved math because it was easy to see if an answer was	127
right or wrong. Meanwhile, most everyone in town was arguing	137
about "right" and "wrong." Some people said it was wrong for	148

children with different skin colors to attend the same school.	158
Others said it wasn't right for women to work at the same jobs as	172
men. Their arguments seemed wrong to Katherine - as wrong as	182
$5 + 5 = 12$. She believed everyone should be treated the same. So	194
she kept working hard in school and dreamed of a future when all	207
people would have equal rights.	212
Katherine finished eighth grade when she was only ten years old,	223
but her town didn't have a high school for black students.	234
Determined to keep learning, she counted the dusty miles - 120	244
in all - as her family moved closer to a school she could attend.	257
There she took an exciting math class called geometry. She	267
learned how points and lines made shapes - triangles, trapezoids,	276
and perfect parallelograms. And her love for math grew	285
exponentially!	286

A Computer Called Katherine: How Katherine Johnson Helped Put America on the Moon

By Suzanne Slade

- Lexile® oral readability measure of the oral reading excerpt (286 words): 840L
- Lexile® text measure of the complete book: 760L
- [Link to video read aloud of *A Computer Called Katherine*](#)

Words to Practice:

- devoured
- mathematician
- magician
- determined
- trapezoids
- exponentially

Other Books By Suzanne Slade:

- *Dangerous Jane* | Lexile text measure: 770L
- *Albert Einstein: Scientist and Genius* | Lexile text measure: 740L
- *The Music in George's Head* | Lexile text measure: 680L
- *Birds: Winged and Feathered Animals* | Lexile text measure: IG770L

A Computer Called Katherine: How Katherine Johnson Helped Put America on the Moon

Everywhere she went, Katherine counted. She counted her steps to church. She counted the plates on the dinner table. She even tried counting the stars in the sky.

Most important of all, Katherine counted the days until she could start school. Finally, at age five, she followed her brother (hundreds of steps) to the two-room schoolhouse.

An excellent student, Katherine devoured thick books and added numbers at the speed of light, so the teacher decided she would skip first grade and start in second. But Katherine was such a fast learner, she later skipped fifth grade too. And before you could say "mathematician magician," she was a grade ahead of her older brother!

Katherine loved math because it was easy to see if an answer was right or wrong. Meanwhile, most everyone in town was arguing about "right" and "wrong." Some people said it was wrong for children with different skin colors to attend the same school.

Others said it wasn't right for women to work at the same jobs as men. Their arguments seemed wrong to Katherine - as wrong as $5 + 5 = 12$. She believed everyone should be treated the same. So she kept working hard in school and dreamed of a future when all people would have equal rights.

Katherine finished eighth grade when she was only ten years old, but her town didn't have a high school for black students.

Determined to keep learning, she counted the dusty miles - 120 in all - as her family moved closer to a school she could attend.

There she took an exciting math class called geometry. She learned how points and lines made shapes - triangles, trapezoids, and perfect parallelograms. And her love for math grew exponentially!

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Farewell Speech by Lou Gehrig

Fans, for the past two weeks you have been reading about the bad	13
break I got. Yet today I consider myself the luckiest man on the	26
face of this earth. I have been in ballparks for seventeen years and	39
have never received anything but kindness and encouragement	47
from you fans.	50
Look at these grand men. Which of you wouldn't consider it the	62
highlight of his career just to associate with them for even one	74
day? Sure, I'm lucky. Who wouldn't consider it an honor to have	86
known Jacob Ruppert? Also, the builder of baseball's greatest	95
empire, Ed Barrow? To have spent six years with that wonderful	106
little fellow, Miller Huggins? Then to have spent the next nine	117
years with that outstanding leader, that smart student of	126
psychology, the best manager in baseball today, Joe McCarthy?	135
Sure, I'm lucky.	138
When the New York Giants, a team you would give your right arm	151

to beat, and vice versa, sends you a gift - that's something. When	163
everybody down to the groundskeepers and those boys in white	173
coats remember you with trophies - that's something. When you	182
have a wonderful mother-in-law who takes sides with you in	194
squabbles with her own daughter - that's something. When you	203
have a father and a mother who work all their lives so you can	217
have an education and build your body - it's a blessing. When you	229
have a wife who has been a tower of strength and shown more	242
courage than you dreamed existed - that's the finest I know.	252
So I close in saying that I may have had a tough break, but I have	268
an awful lot to live for.	274

Farewell Speech

Lou Gehrig

- Lexile® oral readability measure of the oral reading excerpt (274 words): 850L
- [Article and video: How one speech forever connected Lou Gehrig, baseball and this fatal disease](#)

Words to Practice:

- associate
- empire
- psychology
- vice versa
- squabbles

Farewell Speech by Lou Gehrig

Fans, for the past two weeks you have been reading about the bad break I got. Yet today I consider myself the luckiest man on the face of this earth. I have been in ballparks for seventeen years and have never received anything but kindness and encouragement from you fans.

Look at these grand men. Which of you wouldn't consider it the highlight of his career just to associate with them for even one day? Sure, I'm lucky. Who wouldn't consider it an honor to have known Jacob Ruppert? Also, the builder of baseball's greatest empire, Ed Barrow? To have spent six years with that wonderful little fellow, Miller Huggins? Then to have spent the next nine years with that outstanding leader, that smart student of psychology, the best manager in baseball today, Joe McCarthy? Sure, I'm lucky.

When the New York Giants, a team you would give your right arm to beat, and vice versa, sends you a gift - that's something. When everybody down to the groundskeepers and those boys in white coats remember you with trophies - that's something. When you have a wonderful mother - in - law who takes sides with you in squabbles with her own daughter - that's something. When you have a father and a mother who work all their lives so you can

have an education and build your body - it's a blessing. When you have a wife who has been a tower of strength and shown more courage than you dreamed existed - that's the finest I know. So I close in saying that I may have had a tough break, but I have an awful lot to live for.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

The Hobbit, Chapter 1

In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet	15
hole, filled with the ends of worms and an oozy smell, nor yet a	29
dry, bare, sandy hole with nothing in it to sit down on or to eat: it	45
was a hobbit - hole, and that means comfort.	53
It had a perfectly round door like a porthole, painted green, with a	66
shiny yellow brass knob in the exact middle. The door opened on	78
to a tube - shaped hall like a tunnel: a very comfortable tunnel	90
without smoke, with panelled walls, and floors tiled and carpeted,	100
provided with polished chairs, and lots and lots of pegs for hats	112
and coats - the hobbit was fond of visitors. The tunnel wound on	124
and on, going fairly but not quite straight into the side of the hill -	138
The Hill, as all the people for many miles round called it - and many	152
little round doors opened out of it, first on one side and then on	166
another.	167
No going upstairs for the hobbit: bedrooms, bathrooms, cellars,	176

pantries (lots of these), wardrobes (he had whole rooms devoted	186
to clothes), kitchens, diningrooms, all were on the same floor, and	197
indeed on the same passage. The best rooms were all on the	209
lefthand side (going in), for these were the only ones to have	221
windows, deep - set round windows looking over his garden and	231
meadows beyond, sloping down to the river. This hobbit was a very	243
well - to - do hobbit, and his name was Baggins.	252

The Hobbit, Chapter 1

By J. R. R. Tolkien

- Lexile® oral readability measure of the oral reading excerpt (252 words): 860L
- Lexile® text measure of the complete book: 1000L

Words to Practice:

- porthole
- devoted
- well-to-do

Other Books By J.R.R. Tolkien:

- *The Fellowship of the Ring* | Lexile text measure: 860L
- *The Two Towers* | Lexile text measure: 810L
- *The Return of the King* | Lexile text measure: 920L

The Hobbit, Chapter 1

In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare, sandy hole with nothing in it to sit down on or to eat: it was a hobbit-hole, and that means comfort.

It had a perfectly round door like a porthole, painted green, with a shiny yellow brass knob in the exact middle. The door opened on to a tube-shaped hall like a tunnel: a very comfortable tunnel without smoke, with panelled walls, and floors tiled and carpeted, provided with polished chairs, and lots and lots of pegs for hats and coats - the hobbit was fond of visitors. The tunnel wound on and on, going fairly but not quite straight into the side of the hill - The Hill, as all the people for many miles round called it - and many little round doors opened out of it, first on one side and then on another.

No going upstairs for the hobbit: bedrooms, bathrooms, cellars, pantries (lots of these), wardrobes (he had whole rooms devoted to clothes), kitchens, diningrooms, all were on the same floor, and indeed on the same passage. The best rooms were all on the lefthand side (going in), for these were the only ones to have windows, deep-set round windows looking over his garden and meadows beyond, sloping down to the river. This hobbit was a very well-to-do hobbit, and his name was Baggins.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

The Phantom Tollbooth, Chapter 1

There was once a boy named Milo who didn't know what to do	13
with himself - not just sometimes, but always.	20
When he was in school he longed to be out, and when he was out	35
he longed to be in. On the way he thought about coming home,	48
and coming home he thought about going. Wherever he was he	59
wished he were somewhere else, and when he got there he	70
wondered why he'd bothered. Nothing really interested him - least	79
of all the things that should have.	86
"It seems to me that almost everything is a waste of time," he	99
remarked one day as he walked dejectedly home from school. "I	110
can't see the point in learning to solve useless problems, or	121
subtracting turnips from turnips, or knowing where Ethiopia is or	131
how to spell February." And, since no one bothered to explain	142
otherwise, he regarded the process of seeking knowledge as the	152
greatest waste of time of all.	158

As he and his unhappy thoughts hurried along (for while he was	170
never anxious to be where he was going, he liked to get there as	184
quickly as possible) it seemed a great wonder that the world,	195
which was so large, could sometimes feel so small and empty.	206
“And worst of all,” he continued sadly, “there’s nothing for me to do,	219
nowhere I’d care to go, and hardly anything worth seeing.” He	230
punctuated this last thought with such a deep sigh that a house	242
sparrow singing nearby stopped and rushed home to be with his	253
family.	254

The Phantom Tollbooth, Chapter 1

By Norton Juster

- Lexile® oral readability measure of the oral reading excerpt (254 words): 870L
- Lexile® text measure of the complete book: 1000L

Words to Practice:

- longed
- dejectedly
- punctuated

Other Books By Norton Juster:

- *The Dot and the Line* | Lexile text measure: 810L

The Phantom Tollbooth, Chapter 1

There was once a boy named Milo who didn't know what to do with himself - not just sometimes, but always.

When he was in school he longed to be out, and when he was out he longed to be in. On the way he thought about coming home, and coming home he thought about going. Wherever he was he wished he were somewhere else, and when he got there he wondered why he'd bothered. Nothing really interested him - least of all the things that should have.

"It seems to me that almost everything is a waste of time," he remarked one day as he walked dejectedly home from school. "I can't see the point in learning to solve useless problems, or subtracting turnips from turnips, or knowing where Ethiopia is or how to spell February." And, since no one bothered to explain otherwise, he regarded the process of seeking knowledge as the greatest waste of time of all.

As he and his unhappy thoughts hurried along (for while he was never anxious to be where he was going, he liked to get there as quickly as possible) it seemed a great wonder that the world, which was so large, could sometimes feel so small and empty.

"And worst of all," he continued sadly, "there's nothing for me to do, nowhere I'd care to go, and hardly anything worth seeing." He punctuated this last thought with such a deep sigh that a house sparrow singing nearby stopped and rushed home to be with his family.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Untamed: The Wild Life of Jane Goodall, Chapter 1

"If you really want something, and you really work hard, and you	12
take advantage of opportunities, and above all if you never give	23
up, you will find a way."	29
Jane Goodall, five years old, had been still for hours, even when	41
the straw had scratched her legs. She couldn't move or make	52
noise. A few feet away, a chicken sat on her nest. Jane had been	66
watching her carefully, observing every move. Then slowly the	75
chicken inched forward. A small round object poked out from	85
the feathers between her legs. After the chicken wiggled, the egg	96
landed on the straw. The chicken clucked, poked the egg with her	108
beak, and strutted. The young girl ran to find her mother and	120
report what had happened!	124
Jane's mother Vanne (pronounced "van") had been searching	132
for her daughter for hours and had become frantic. Now it was	144
almost dark, and Vanne called the police. But then Jane	154
appeared, very excited about her discoveries. At age five, she	164

already understood scientific observation - she had been	172
watching chickens for all those hours to see how they laid eggs.	184
Jane loved all creatures great and small, and she wanted to	195
understand why they acted the way they did.	203
Valerie Jane Morris-Goodall was born in London on April 3, 1934,	214
but was soon living outside the city. She particularly enjoyed	224
outings with her family to the old Manor House, where her	235
father, Mortimer Morris-Goodall, had grown up. On the grounds	244
stood the ruins of a castle, owned by King Henry II and King	257
Henry VIII. But Jane was fascinated not only by the history of the	270
ruins. She also wanted to learn about the racehorses, cows, and	281
chickens who lived there.	285

Untamed: The Wild Life of Jane Goodall

By Anita Silvey

- Lexile® oral readability measure of the oral reading excerpt (285 words): 870L
- Lexile® text measure of the complete book: 1100L

Words to Practice:

- frantic
- scientific
- observation
- particularly
- ruins
- fascinated

Other Books By Anita Silvey:

- *Undaunted: The Wild Life of Biruté Mary Galdikas and Her Fearless Quest to Save Orangutans* (2019) | Lexile text measure: 1140L
- *Let Your Voice Be Heard* (2016) | Lexile text measure: 1050L
- *The Plant Hunters: True Stories of Their Daring Adventures to the Far Corners of the Earth* (2011) | Lexile text measure: 1170L
- *I'll Pass for Your Comrade: Women Soldiers in the Civil War* (2007) | Lexile text measure: 1130L

Untamed: The Wild Life of Jane Goodall

"If you really want something, and you really work hard, and you take advantage of opportunities, and above all if you never give up, you will find a way."

Jane Goodall, five years old, had been still for hours, even when the straw had scratched her legs. She couldn't move or make noise. A few feet away, a chicken sat on her nest. Jane had been watching her carefully, observing every move. Then slowly the chicken inched forward. A small round object poked out from the feathers between her legs. After the chicken wiggled, the egg landed on the straw. The chicken clucked, poked the egg with her beak, and strutted. The young girl ran to find her mother and report what had happened!

Jane's mother Vanne (pronounced "van") had been searching for her daughter for hours and had become frantic. Now it was almost dark, and Vanne called the police. But then Jane appeared, very excited about her discoveries. At age five, she already understood scientific observation - she had been watching chickens for all those hours to see how they laid eggs. Jane loved all creatures great and small, and she wanted to understand why they acted the way they did.

Valerie Jane Morris-Goodall was born in London on April 3, 1934,

but was soon living outside the city. She particularly enjoyed outings with her family to the old Manor House, where her father, Mortimer Morris-Goodall, had grown up. On the grounds stood the ruins of a castle, owned by King Henry II and King Henry VIII. But Jane was fascinated not only by the history of the ruins. She also wanted to learn about the racehorses, cows, and chickens who lived there.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Harry Potter and the Sorcerer's Stone, Chapter 1

Mr. and Mrs. Dursley, of number four, Privet Drive, were proud to	12
say that they were perfectly normal, thank you very much. They	23
were the last people you'd expect to be involved in anything	34
strange or mysterious, because they just didn't hold with such	44
nonsense.	45
Mr. Dursley was the director of a firm called Grunnings, which	56
made drills. He was a big, beefy man with hardly any neck,	68
although he did have a very large mustache. Mrs. Dursley was thin	80
and blonde and had nearly twice the usual amount of neck, which	92
came in very useful as she spent so much of her time craning over	106
garden fences, spying on the neighbors. The Dursleys had a small	117
son called Dudley and in their opinion there was no finer boy	129
anywhere.	130
The Dursleys had everything they wanted, but they also had a	141
secret, and their greatest fear was that somebody would discover	151

it. They didn't think they could bear it if anyone found out about	164
the Potters. Mrs. Potter was Mrs. Dursley's sister, but they hadn't	175
met for several years; in fact, Mrs. Dursley pretended she didn't	186
have a sister, because her sister and her good - for - nothing	197
husband were as unDursleyish as it was possible to be. The	208
Dursleys shuddered to think what the neighbors would say if the	219
Potters arrived in the street.	224

Harry Potter and the Sorcerer's Stone, Chapter 1

By J. K. Rowling

- Lexile® oral readability measure of the oral reading excerpt (224 words): 910L
- Lexile® text measure of the complete book: 880L

Words to Practice:

- beefy
- shuddered
- craning
- pretended

Other Books By J.K. Rowling:

- *Harry Potter and the Chamber of Secrets* | Lexile text measure: 940L
- *Harry Potter and the Prisoner of Azkaban* | Lexile text measure: 880L
- *Harry Potter and the Goblet of Fire* | Lexile text measure: 880L
- *Harry Potter and the Order of the Phoenix* | Lexile text measure: 950L
- *Harry Potter and the Half-Blood Prince* | Lexile text measure: 920L
- *Harry Potter and the Deathly Hallows* | Lexile text measure: 880L

Harry Potter and the Sorcerer's Stone, Chapter 1

Mr. and Mrs. Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or mysterious, because they just didn't hold with such nonsense.

Mr. Dursley was the director of a firm called Grunnings, which made drills. He was a big, beefy man with hardly any neck, although he did have a very large mustache. Mrs. Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbors. The Dursleys had a small son called Dudley and in their opinion there was no finer boy anywhere.

The Dursleys had everything they wanted, but they also had a secret, and their greatest fear was that somebody would discover it. They didn't think they could bear it if anyone found out about the Potters. Mrs. Potter was Mrs. Dursley's sister, but they hadn't met for several years; in fact, Mrs. Dursley pretended she didn't have a sister, because her sister and her good - for - nothing husband were as unDursleyish as it was possible to be. The

Dursleys shuddered to think what the neighbors would say if the Potters arrived in the street.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Jennifer Chan Is Not Alone

The end of everything starts with a buzz. You know the one - the	13
insecty buzz that makes your heart beat faster, that tells you	24
somebody wants your attention. So maybe I should say: the end	35
of everything starts with a text.	41
But we'll get to that in a minute. Because right now I'm here,	54
sitting between Tess and Reagan in our school's chapel, my	64
thighs sweat-slipping against the wooden seat, shirt sticking to	73
my back. The overhead fans are spinning, but they're not nearly	84
enough for the small-town Florida heat, even in October.	93
Reagan fans herself with the concert program and mimes falling	103
asleep. She even lets out a quiet fake snore.	112
Tess muffles her laugh, and I make wide eyes at them - eyes that	125
say Pay attention or we'll get in trouble! but also You are so	138
right. I'm bored out of my mind. I can say a lot without saying a	153
word, which comes in handy during these evening orchestra	162
concerts.	163

And let's be honest: Reagan can be a bit dramatic, but she's not	176
entirely wrong. We come to these concerts because Tess's sister	186
is in the orchestra, and we can't make Tess attend alone. But the	199
problem with the Gibbons Academy middle school orchestra is	208
that instead of learning new music, they play the same	218
Christmas carols all year, every year. By the millionth rendition	228
of "Silent Night," it's kind of a lot. Secretly, though, I think	240
there's something comforting about the strings and the	248
familiarity. And today, especially, I welcome the sameness.	256

Jennifer Chan Is Not Alone

By Tae Keller

- Lexile® oral readability measure of the oral reading excerpt (256 words): 910L
- Lexile® text measure of the complete book: 640L
- [Link to Random House Books excerpt of *Jennifer Chan Is Not Alone*.](#)

Words to Practice:

- mimes
- muffles
- dramatic
- rendition
- comforting
- rendition

Other Books By Tae Keller:

- *When You Trap A Tiger* | Lexile text measure: 590L
- *The Science of Breakable Things* | Lexile text measure: 840L

Jennifer Chan Is Not Alone

The end of everything starts with a buzz. You know the one - the insecty buzz that makes your heart beat faster, that tells you somebody wants your attention. So maybe I should say: the end of everything starts with a text.

But we'll get to that in a minute. Because right now I'm here, sitting between Tess and Reagan in our school's chapel, my thighs sweat - slipping against the wooden seat, shirt sticking to my back. The overhead fans are spinning, but they're not nearly enough for the small - town Florida heat, even in October.

Reagan fans herself with the concert program and mimes falling asleep. She even lets out a quiet fake snore.

Tess muffles her laugh, and I make wide eyes at them - eyes that say Pay attention or we'll get in trouble! but also You are so right. I'm bored out of my mind. I can say a lot without saying a word, which comes in handy during these evening orchestra concerts.

And let's be honest: Reagan can be a bit dramatic, but she's not entirely wrong. We come to these concerts because Tess's sister is in the orchestra, and we can't make Tess attend alone. But the problem with the Gibbons Academy middle school orchestra is that instead of learning new music, they play the same Christmas carols all year, every year. By the millionth rendition

of "Silent Night," it's kind of a lot. Secretly, though, I think there's something comforting about the strings and the familiarity. And today, especially, I welcome the sameness.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

The Learning Curve of Gratitude

I believe in what I learned at the grocery store. Eight weeks	12
ago, I was released from the hospital after suffering a	22
pulmonary embolism. I had just finished a tour and a week	33
after returning home, severe chest pain and terrible	41
breathlessness landed me in the ER. A scan revealed blood	51
clots in my lungs.	55
Everyone told me how lucky I was. A pulmonary embolism	65
can take your life in an instant. I was familiar enough with the	78
medical term, but not familiar with the pain, the fear and the	90
depression that followed. Everything I had been looking	98
forward to came to a screeching halt. I had to cancel my	110
upcoming tour. I had to let my musicians and crewmembers	120
go. The record company, the booking agency: I felt that I had	132
let everyone down.	135
But there was nothing to do but get out of the hospital,	147
go home and get well. I tried hard to see my unexpected time	160

off as a gift, but I would open a novel and couldn't	172
concentrate. I would turn on the radio, then shut it off.	183
Familiar clouds gathered above my head, and I couldn't make	193
them go away with a pill or a movie or a walk. This	206
unexpected time was becoming a curse, filling me with	215
anxiety, fear and self-loathing — all of the ingredients of the	226
darkness that is depression.	230
Sometimes, it's the smile of a stranger that helps. Sometimes	240
it's a phone call from a long absent friend, checking on you. I	253
found my lifeline at the grocery store. One morning, the	263
young man who rang up my groceries and asked me if I	275
wanted paper or plastic also told me to enjoy the rest of my	288
day. I looked at him and I knew he meant it. It stopped me in	303
my tracks. I went out and I sat in my car and cried. What I	318
want more than ever is to appreciate that I have this day, and	331
tomorrow and hopefully days beyond that. I am experiencing	340
the learning curve of gratitude. I don't want to say "have a	352
nice day" like a robot. I don't want to get mad at the elderly	366
driver in front of me. I don't want to go crazy when my	379
Internet access is messed up. I don't want to be jealous of	391
someone else's success. You could say that this litany of sins	402
indicates that I don't want to be human. The learning curve	413

of gratitude, however, is showing me exactly how human I am. 424

I don't know if my doctors will ever be able to give me the 438

precise reason why I had a life-threatening illness. I do know 450

that the young man in the grocery store reminded me that every 462

day is all there is, and that is my belief. Tonight I will cook dinner, 477

tell my husband how much I love him, curl up with the dogs, 490

watch the sun go down over the mountains and climb into bed. 502

I will think about how uncomplicated it all is. I will wonder at 515

how it took me my entire life to appreciate just one day. 527

The Learning Curve of Gratitude

By Mary Chapin Carpenter

- Lexile® oral readability measure of the oral reading excerpt (527 words): 910L
- Lexile® text measure of the passage: 860L
- [Link to online text and audio of *The Learning Curve of Gratitude*](#)

Words to Practice:

- pulmonary
- embolism
- concentrate
- self-loathing
- gratitude
- litany

The Learning Curve of Gratitude

I believe in what I learned at the grocery store. Eight weeks ago, I was released from the hospital after suffering a pulmonary embolism. I had just finished a tour and a week after returning home, severe chest pain and terrible breathlessness landed me in the ER. A scan revealed blood clots in my lungs.

Everyone told me how lucky I was. A pulmonary embolism can take your life in an instant. I was familiar enough with the medical term, but not familiar with the pain, the fear and the depression that followed. Everything I had been looking forward to came to a screeching halt. I had to cancel my upcoming tour. I had to let my musicians and crewmembers go. The record company, the booking agency: I felt that I had let everyone down.

But there was nothing to do but get out of the hospital, go home and get well. I tried hard to see my unexpected time off as a gift, but I would open a novel and couldn't concentrate. I would turn on the radio, then shut it off.

Familiar clouds gathered above my head, and I couldn't make them go away with a pill or a movie or a walk. This unexpected time was becoming a curse, filling me with

anxiety, fear and self-loathing — all of the ingredients of the darkness that is depression.

Sometimes, it's the smile of a stranger that helps. Sometimes it's a phone call from a long absent friend, checking on you. I found my lifeline at the grocery store. One morning, the young man who rang up my groceries and asked me if I wanted paper or plastic also told me to enjoy the rest of my day. I looked at him and I knew he meant it. It stopped me in my tracks. I went out and I sat in my car and cried. What I want more than ever is to appreciate that I have this day, and tomorrow and hopefully days beyond that. I am experiencing the learning curve of gratitude. I don't want to say "have a nice day" like a robot. I don't want to get mad at the elderly driver in front of me. I don't want to go crazy when my Internet access is messed up. I don't want to be jealous of someone else's success. You could say that this litany of sins indicates that I don't want to be human. The learning curve of gratitude, however, is showing me exactly how human I am. I don't know if my doctors will ever be able to give me the precise reason why I had a life-threatening illness. I do know that the young man in the grocery store reminded me that every day is all there is, and that is my belief. Tonight I will cook dinner,

tell my husband how much I love him, curl up with the dogs,
watch the sun go down over the mountains and climb into bed.
I will think about how uncomplicated it all is. I will wonder at
how it took me my entire life to appreciate just one day.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

A Series of Unfortunate Events: The Bad Beginning, Chapter 7

There are many, many types of books in the world, which makes	12
good sense, because there are many, many types of people, and	23
everybody wants to read something different. For instance,	31
people who hate stories in which terrible things happen to small	42
children should put this book down immediately. But one type of	53
book that practically no one likes to read is a book about the law.	67
Books about the law are notorious for being very long, very dull,	79
and very difficult to read. This is one reason many lawyers make	91
heaps of money. The money is an incentive. The word "incentive"	102
here means "an offered reward to persuade you to do something	113
you don't want to do" - to read long, dull, and difficult books.	125
The Baudelaire children had a slightly different incentive for	134
reading these books, of course. Their incentive was not heaps of	145
money, but preventing Count Olaf from doing something horrible	154
to them in order to get heaps of money. But even with this	167

incentive, getting through the law books in Justice Strauss's	176
private library was a very, very, very hard task.	185
"Goodness," Justice Strauss said, when she came into the library	195
and saw what they were reading. She had let them in the house	208
but immediately went into the backyard to do her gardening,	218
leaving the Baudelaire orphans alone in her glorious library. "I	228
thought you were interested in mechanical engineering, animals	236
of North America, and teeth. Are you sure you want to read those	249
enormous law books? Even I don't like reading them, and I work	261
in law."	263
"Yes," Violet lied, "I find them very interesting, Justice Strauss."	273

A Series of Unfortunate Events: The Bad Beginning, Chapter 7 **By Daniel Handler (aka Lemony Snicket)**

- Lexile® oral readability measure of the oral reading excerpt (273 words): 920L
- Lexile® text measure of the complete book: 1010L

Words to Practice:

- notorious
- incentive
- persuade
- heaps
- preventing
- glorious

Other Books By Lemony Snicket:

- *The Reptile Room* | Lexile text measure: 1040L
- *The Wide Window* | Lexile text measure: 980L
- *The Miserable Mill* | Lexile text measure: 1000L
- *The Austere Academy* | Lexile text measure: 1120L
- *The Erstaz Elevator* | Lexile text measure: 1110L
- *The Hostile Hospital* | Lexile text measure: 1110L
- *The Carniverous Carnival* | Lexile text measure: 1120L
- *The Slippery Slope* | Lexile text measure: 1150L
- *The Grim Grotto* | Lexile text measure: 1040L
- *The Penultimate Peril* | Lexile text measure: 11500L
- *The End* | Lexile text measure: 1370L

A Series of Unfortunate Events: The Bad Beginning, Chapter 7

There are many, many types of books in the world, which makes good sense, because there are many, many types of people, and everybody wants to read something different. For instance, people who hate stories in which terrible things happen to small children should put this book down immediately. But one type of book that practically no one likes to read is a book about the law. Books about the law are notorious for being very long, very dull, and very difficult to read. This is one reason many lawyers make heaps of money. The money is an incentive. The word "incentive" here means "an offered reward to persuade you to do something you don't want to do" - to read long, dull, and difficult books. The Baudelaire children had a slightly different incentive for reading these books, of course. Their incentive was not heaps of money, but preventing Count Olaf from doing something horrible to them in order to get heaps of money. But even with this incentive, getting through the law books in Justice Strauss's private library was a very, very, very hard task.

"Goodness," Justice Strauss said, when she came into the library and saw what they were reading. She had let them in the house but immediately went into the backyard to do her gardening, leaving the Baudelaire orphans alone in her glorious library. "I thought you were interested in mechanical engineering, animals

of North America, and teeth. Are you sure you want to read those enormous law books? Even I don't like reading them, and I work in law."

"Yes," Violet lied, "I find them very interesting, Justice Strauss."

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

The Giver

It was almost December, and Jonas was beginning to be frightened.	11
No. Wrong word, Jonas thought. Frightened meant that deep,	20
sickening feeling of something terrible about to happen. Frightened	29
was the way he had felt a year ago when an unidentified aircraft	42
had overflown the community twice. He had seen it both times.	53
Squinting toward the sky, he had seen the sleek jet, almost a blur at	67
its high speed, go past, and a second later heard the blast of sound	81
that followed. Then one more time, a moment later, from the	92
opposite direction, the same plane.	97
At first, he had been only fascinated. He had never seen aircraft so	110
close, for it was against the rules for Pilots to fly over the	123
community. Occasionally, when supplies were delivered by cargo	131
planes to the landing field across the river, the children rode their	143
bicycles to the riverbank and watched, intrigued, the unloading	152
and then the takeoff directed to the west, always away from the	164

community.	165
But the aircraft a year ago had been different. It was not a squat,	179
fat-bellied cargo plane but a needle-nosed single-pilot jet. Jonas,	191
looking around anxiously, had seen others - adults as well as	201
children - stop what they were doing and wait, confused, for an	212
explanation of the frightening event.	217
Then all of the citizens had been ordered to go into the nearest	230
building and stay there. . . .	234

The Giver

By Lois Lowry

- Lexile® oral readability measure of the oral reading excerpt (234 words): 930L
- Lexile® text measure of the complete book: 760L

Words to Practice:

- unidentified
- sleek
- intrigued
- squat
- fat-bellied
- needle-nosed

Other Books By Lois Lowry:

- *Find a Stranger, Say Goodbye* | Lexile text measure: 780L
- *Us and Uncle Fraud* | Lexile text measure: 760L
- *Autumn Street* | Lexile text measure: 810L
- *Anastasia's Chosen Career* | Lexile text measure: 730L
- *Your Move, J. P.!* | Lexile text measure: 750L
- *Anastasia Absolutely* | Lexile text measure: 780L
- *Stay! Keeper's Story* | Lexile text measure: 880L
- *Zooman Sam* | Lexile text measure: 680L
- *The Birthday Ball* | Lexile text measure: 810L
- *Gooney Bird Greene* | Lexile text measure: 660L

The Giver

It was almost December, and Jonas was beginning to be frightened. No. Wrong word, Jonas thought. Frightened meant that deep, sickening feeling of something terrible about to happen. Frightened was the way he had felt a year ago when an unidentified aircraft had overflown the community twice. He had seen it both times. Squinting toward the sky, he had seen the sleek jet, almost a blur at its high speed, go past, and a second later heard the blast of sound that followed. Then one more time, a moment later, from the opposite direction, the same plane.

At first, he had been only fascinated. He had never seen aircraft so close, for it was against the rules for Pilots to fly over the community. Occasionally, when supplies were delivered by cargo planes to the landing field across the river, the children rode their bicycles to the riverbank and watched, intrigued, the unloading and then the takeoff directed to the west, always away from the community.

But the aircraft a year ago had been different. It was not a squat, fat-bellied cargo plane but a needle-nosed single-pilot jet. Jonas, looking around anxiously, had seen others - adults as well as children - stop what they were doing and wait, confused, for an explanation of the frightening event.

Then all of the citizens had been ordered to go into the nearest building and stay there. . . .

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Touching Spirit Bear, Chapter 1

Cole Mathews knelt defiantly in the bow of the aluminum skiff as	12
he faced forward into a cold September wind. Worn steel	22
handcuffs bit at his wrists each time the small craft slapped into	34
another wave.	36
Overhead, a gray-matted sky hung like a bad omen. Cole	47
strained at the cuffs even though he had agreed to wear them	59
until he was freed on the island to begin his banishment.	70
Agreeing to spend a whole year alone in Southeast Alaska had	81
been his only way of avoiding a jail cell in Minneapolis.	92
Two men accompanied Cole on this final leg of his journey. In the	105
middle sat Garvey, the gravelly-voiced, wisecracking Indian	113
parole officer from Minneapolis. Garvey said he was a Tlingit	123
Indian, pronouncing Tlingit proudly with a clicking of his tongue	133
as if saying "Klingkit." He was built like a bulldog with lazy eyes.	146
Cole didn't trust Garvey. He didn't trust anyone who wasn't	156
afraid of him. Garvey pretended to be a friend, but Cole knew he	169

was nothing more than a paid baby-sitter. This week his job was	182
escorting a violent juvenile offender first from Minneapolis to	191
Seattle, then to Ketchikan, Alaska, where they boarded a big	201
silver floatplane to the Tlingit village of Drake. Now they	211
were headed for some island in the middle of nowhere.	221

Touching Spirit Bear

By Ben Mikaelson

- Lexile® oral readability measure of the oral reading excerpt (221 words): 980L
- Lexile® text measure of the complete book: 730L

Words to Practice:

- defiantly
- skiff
- banishment
- gravelly
- wisecracking
- juvenile

Touching Spirit Bear

Cole Mathews knelt defiantly in the bow of the aluminum skiff as he faced forward into a cold September wind. Worn steel handcuffs bit at his wrists each time the small craft slapped into another wave.

Overhead, a gray - matted sky hung like a bad omen. Cole strained at the cuffs even though he had agreed to wear them until he was freed on the island to begin his banishment. Agreeing to spend a whole year alone in Southeast Alaska had been his only way of avoiding a jail cell in Minneapolis.

Two men accompanied Cole on this final leg of his journey. In the middle sat Garvey, the gravelly - voiced, wisecracking Indian parole officer from Minneapolis. Garvey said he was a Tlingit Indian, pronouncing Tlingit proudly with a clicking of his tongue as if saying "Klingkit." He was built like a bulldog with lazy eyes. Cole didn't trust Garvey. He didn't trust anyone who wasn't afraid of him. Garvey pretended to be a friend, but Cole knew he was nothing more than a paid baby - sitter. This week his job was escorting a violent juvenile offender first from Minneapolis to Seattle, then to Ketchikan, Alaska, where they boarded a big silver floatplane to the Tlingit village of Drake. Now they were headed for some island in the middle of nowhere.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Gettysburg Address

Four score and seven years ago our fathers brought forth on	11
this continent a new nation, conceived in liberty, and	20
dedicated to the proposition that all men are created equal.	30
Now we are engaged in a great civil war, testing whether that	42
nation, or any nation so conceived and so dedicated, can long	53
endure. We are met on a great battlefield of that war. We	65
have come to dedicate a portion of that field as a final resting	78
place for those who here gave their lives that that nation	89
might live. It is altogether fitting and proper that we should	100
do this. But in a larger sense we cannot dedicate, we cannot	112
consecrate, we cannot hallow this ground. The brave men,	121
living and dead, who struggled here have consecrated it, far	131
above our poor power to add or detract. The world will little	143
note, nor long remember, what we say here, but it can never	155
forget what they did here. It is for us the living, rather, to be	169
dedicated here to the unfinished work which they who	178

fought here have thus far so nobly advanced. It is rather for	190
us to be here dedicated to the great task remaining before us,	202
that from these honored dead we take increased devotion to	212
that cause for which they gave the last full measure of	223
devotion, that we here highly resolve that these dead shall	233
not have died in vain, that this nation, under God, shall have	245
a new birth of freedom, and that government of the people,	256
by the people, for the people, shall not perish from the earth.	268

Gettysburg Address

Abraham Lincoln, November 19, 1863

- Lexile® oral readability measure of the oral reading passage (268 words): 1000L
- Lexile® text measure of the document: 1420L
- [Link to online version of the *Gettysburg Address*](#)

Words to Practice:

- conceived
- consecrate
- dedicated
- hallow
- endure
- detract

Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. "Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. "But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion, that we here highly resolve that these dead shall not have died in vain, that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Friday Night Lights, Chapter 1

In the beginning, on a dog-day Monday in the middle of August	13
when the West Texas heat congealed in the sky, there were only	25
the stirrings of dreams. It was the very first official day of practice	38
and it marked the start of a new team, a new year, a new season,	53
with a new rallying cry scribbled madly in the backs of yearbooks	65
and on the rear windows of cars: GOIN' TO STATE IN EIGHTY-EIGHT!	78
It was a little after six in the morning when the coaches started	91
trickling into the Permian High School field house. The streets of	102
Odessa were empty, with no signs of life except the perpetual	113
glare of the convenience store lights on one corner after another.	124
The K mart was closed, of course, and so was the Wal-Mart. But	138
inside the field house, a squat structure behind the main school	149
building, there was only the delicious anticipation of starting	158
anew. On each of the coaches' desks lay caps with bills that were	171
still stiff and sweat bands that didn't contain the hot stain of	183

sweat, with the word PERMIAN emblazoned across the front in	193
pearly thread. From one of the coaches came the shrill blow of a	206
whistle, followed by the gleeful cry of "Let's go, men!"	216

Friday Night Lights, Chapter 1

By H.G. Bissinger

- Lexile® oral readability measure of the oral reading excerpt (216 words): 1010L
- Lexile® text measure of the complete book: 1220L

Words to Practice:

- congealed
- trickling
- perpetual
- squat
- anticipation
- emblazoned

Friday Night Lights, Chapter 1

In the beginning, on a dog-day Monday in the middle of August when the West Texas heat congealed in the sky, there were only the stirrings of dreams. It was the very first official day of practice and it marked the start of a new team, a new year, a new season, with a new rallying cry scribbled madly in the backs of yearbooks and on the rear windows of cars: GOIN' TO STATE IN EIGHTY-EIGHT!

It was a little after six in the morning when the coaches started trickling into the Permian High School field house. The streets of Odessa were empty, with no signs of life except the perpetual glare of the convenience store lights on one corner after another. The K mart was closed, of course, and so was the Wal-Mart. But inside the field house, a squat structure behind the main school building, there was only the delicious anticipation of starting anew. On each of the coaches' desks lay caps with bills that were still stiff and sweat bands that didn't contain the hot stain of sweat, with the word PERMIAN emblazoned across the front in pearly thread. From one of the coaches came the shrill blow of a whistle, followed by the gleeful cry of "Let's go, men!"

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Ada Byron Lovelace and the Thinking Machine

Ada was born into a world of poetry, but numbers, not words,	12
captured her imagination. Her mother, Lady Byron, had a passion	22
for geometry. In fact, her nickname was “The Princess of	32
Parallelograms.” But her famous father dominated the household.	40
Beloved for his Romantic poems, Lord Byron was a celebrity	50
throughout the world. Unfortunately, Lord Byron was also	58
notorious for his scandalous behavior. So scandalous that Lady	67
Byron bundled up her new baby and fled London to her parents’	79
home, over a hundred miles away. Ada never saw her father again.	91
Now Ada could only know her father through his books. And with	103
her mother often traveling, Ada was lonely. Her journals, filled with	114
pages of inventions and equations, kept her company. The best	124
part was when her sketches flew off the page and became real.	136
Ada’s latest invention was a flying machine. She had built a set of	149
real wings, but could they actually fly? First, Ada needed to	160

compute the wings' power. She broke the problem into steps -	170
surface area and weight, wind speed and angles. Multiplying and	180
dividing, over and over again. Ada loved numbers, but these	190
calculations seemed endless. Wasn't there an easier way? Writing	199
for so long made her fingers hurt. She wriggled them and returned	211
to her numbers. Fifteen times twelve equals one hundred and	221
eighty. . . .	222

Ada Byron Lovelace and the Thinking Machine

By Laurie Wallmark

- Lexile® oral readability measure of the oral reading excerpt (222 words): 1050L

Words to Practice:

- passion
- geometry
- parallelograms
- beloved
- romantic
- notorious
- scandalous
- compute
- calculations
- endless

Other Books By Laurie Wallmark:

- *Grace Hopper: Queen of Computer Code* | Lexile® text measure: 730L
- *Numbers in Motion: Sophie Kowalevski, Queen of Mathematics* | Lexile text measure: 840L
- *Hedy Lamarr's Double Life* | Lexile text measure: 900L

Ada Byron Lovelace and the Thinking Machine

Ada was born into a world of poetry, but numbers, not words, captured her imagination. Her mother, Lady Byron, had a passion for geometry. In fact, her nickname was “The Princess of Parallelograms.” But her famous father dominated the household. Beloved for his Romantic poems, Lord Byron was a celebrity throughout the world. Unfortunately, Lord Byron was also notorious for his scandalous behavior. So scandalous that Lady Byron bundled up her new baby and fled London to her parents’ home, over a hundred miles away. Ada never saw her father again. Now Ada could only know her father through his books. And with her mother often traveling, Ada was lonely. Her journals, filled with pages of inventions and equations, kept her company. The best part was when her sketches flew off the page and became real. Ada’s latest invention was a flying machine. She had built a set of real wings, but could they actually fly? First, Ada needed to compute the wings’ power. She broke the problem into steps - surface area and weight, wind speed and angles. Multiplying and dividing, over and over again. Ada loved numbers, but these calculations seemed endless. Wasn’t there an easier way? Writing for so long made her fingers hurt. She wriggled them and returned

to her numbers. Fifteen times twelve equals one hundred and eighty. . . .

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

The Red Badge of Courage, Chapter 1

The cold passed reluctantly from the earth, and the retiring fogs	11
revealed an army stretched out on the hills, resting. As the	22
landscape changed from brown to green, the army awakened,	31
and began to tremble with eagerness at the noise of rumors. It	43
cast its eyes upon the roads, which were growing from long	54
troughs of liquid mud to proper thoroughfares. A river, amber -	64
tinted in the shadow of its banks, purred at the army's feet; and	77
at night, when the stream had become of a sorrowful blackness,	88
one could see across it the red, eyelike gleam of hostile camp	100
fires set in the low brows of distant hills.	109
Once a certain tall soldier developed virtues and went resolutely	119
to wash a shirt. He came flying back from a brook waving his	132
garment bannerlike. He was swelled with a tale he had heard	143
from a reliable friend, who had it from a truthful cavalryman, who	155
had heard it from his trustworthy brother, one of the orderlies at	167

division headquarters. He adopted the important air of a herald	177
in red and gold.	181
“We’re goin’ t’ move t’morra—sure,” he said pompously to a	191
group in the company street. “We’re goin’ ’way up the river, cut	203
across, an’ come around in behint ’em.”	210
To his attentive audience he drew a loud and elaborate plan of a	223
very brilliant campaign.	226

The Red Badge of Courage, Chapter 1

By Stephen Crane

- Lexile® oral readability measure of the oral reading excerpt (226 words): 1070L
- Lexile® text measure of the complete book: 900L
- [Link to book on Project Gutenberg](#)

Words to Practice:

- reluctantly
- thoroughfares
- purred
- resolutely
- herald
- pompously

The Red Badge of Courage, Chapter 1

The cold passed reluctantly from the earth, and the retiring fogs revealed an army stretched out on the hills, resting. As the landscape changed from brown to green, the army awakened, and began to tremble with eagerness at the noise of rumors. It cast its eyes upon the roads, which were growing from long troughs of liquid mud to proper thoroughfares. A river, amber - tinted in the shadow of its banks, purred at the army's feet; and at night, when the stream had become of a sorrowful blackness, one could see across it the red, eyelike gleam of hostile camp fires set in the low brows of distant hills. Once a certain tall soldier developed virtues and went resolutely to wash a shirt. He came flying back from a brook waving his garment bannerlike. He was swelled with a tale he had heard from a reliable friend, who had it from a truthful cavalryman, who had heard it from his trustworthy brother, one of the orderlies at division headquarters. He adopted the important air of a herald in red and gold.

“We’re goin’ t’ move t’morra—sure,” he said pompously to a group in the company street. “We’re goin’ ’way up the river, cut across, an’ come around in behind ’em.”

To his attentive audience he drew a loud and elaborate plan of a very brilliant campaign.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

The Fellowship of the Ring, Prologue

This book is largely concerned with Hobbits, and from its pages a	12
reader may discover much of their character and a little of their	24
history. Further information will also be found in the selection from	35
the Red Book of Westmarch that has already been published,	45
under the title of <i>The Hobbit</i> . That story was derived from the	57
earlier chapters of the Red Book, composed by Bilbo himself, the	68
first Hobbit to become famous in the world at large, and called by	81
him <i>There and Back Again</i> , since they told of his journey into the	94
East and his return: an adventure which later involved all the	105
Hobbits in the great events of that Age that are here related.	117
Many, however, may wish to know more about this remarkable	127
people from the outset, while some may not possess the earlier	138
book. For such reader a few notes on the more important points	150
are here collected from Hobbit-lore, and the first adventure is	161
briefly recalled.	163

Hobbits are an unobtrusive but very ancient people, more	172
numerous formerly than they are today; for they love peace and	183
quiet and good tilled earth: a well-ordered and well-farmed	194
countryside was their favorite haunt. They do not and did not	205
understand or like machines more complicated than a forge	214
bellows, a water-mill, or a hand-loom, though they were skillful	226
with tools.	228

The Fellowship of the Ring, Prologue

By J. R. R. Tolkien

- Lexile® oral readability measure of the oral reading excerpt (228 words): 1070L
- Lexile® text measure of the complete book: 860L

Words to Practice:

- derived
- related
- outset
- lore
- unobtrusive
- haunt

Other Books By J. R. R. Tolkien:

- *The Hobbit* | Lexile text measure: 1000L
- *The Two Towers* | Lexile text measure: 810L
- *The Return of the King* | Lexile text measure: 920L
- *The Silmarillion* | Lexile text measure: 1150L

The Fellowship of the Ring, Prologue

This book is largely concerned with Hobbits, and from its pages a reader may discover much of their character and a little of their history. Further information will also be found in the selection from the Red Book of Westmarch that has already been published, under the title of *The Hobbit*. That story was derived from the earlier chapters of the Red Book, composed by Bilbo himself, the first Hobbit to become famous in the world at large, and called by him *There and Back Again*, since they told of his journey into the East and his return: an adventure which later involved all the Hobbits in the great events of that Age that are here related.

Many, however, may wish to know more about this remarkable people from the outset, while some may not possess the earlier book. For such reader a few notes on the more important points are here collected from Hobbit-lore, and the first adventure is briefly recalled.

Hobbits are an unobtrusive but very ancient people, more numerous formerly than they are today; for they love peace and quiet and good tilled earth: a well-ordered and well-farmed countryside was their favorite haunt. They do not and did not understand or like machines more complicated than a forge bellows, a water-mill, or a hand-loom, though they were skillful with tools.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

The Emperors of Chocolate: Inside the Secret World of Hershey and Mars, Chapter 1

Leenders hadn't moved from his desk all day. He just sat there,	12
stiff and silent, his eyes riveted to the sleek black telephone in	24
front of him as if his gaze could convince it to ring. He thought the	39
phone call would have surely come through by now. After all,	50
three days had passed since he left his first message for Omar	62
Sharir, the twenty-seven-year-old manager of Mars's Middle	72
East operations.	74
Sharir, a marketing man and fresh recruit Leenders had sent to	85
the region only six weeks earlier, was supposed to be living at	97
the SAS Hotel in Kuwait City while looking for permanent housing	108
and becoming familiar with the sales territory. But no one at the	120
SAS had seen him for days. Leenders had left a half-dozen	132
messages with the hotel operator and had even sent the SAS	143
manager to check Sharir's room, but nothing seemed out of	153
place. Nevertheless, Leenders was worried. Sharir was green and	162

arrogant. Born in Egypt, he spoke fluent Arabic though he had	173
lived most of his life in London. Leenders knew Sharir was a savvy	186
salesman, but he wasn't sure the freshman was ready for a big	198
assignment like Kuwait, where he was to oversee and expand the	209
company's Persian Gulf business. Forrest Mars, Sr., the now -	218
retired patriarch of the Mars empire, seeded this territory in the	229
late 1960s, hiring locals to distribute M&M's, Snickers bars and	240
Uncle Ben's rice to Arab shopkeepers.	246

The Emperors of Chocolate: Inside the Secret World of Hershey and Mars, Chapter 1

By Joel Glenn Brenner

- Lexile® oral readability measure of the oral reading excerpt (246 words): 1080L
- Lexile® text measure of the complete book: 1160L

Words to Practice:

- riveted
- recruit
- arrogant
- fluent
- savvy
- patriarch

The Emperors of Chocolate: Inside the Secret World of Hershey and Mars, Chapter 1

Leenders hadn't moved from his desk all day. He just sat there, stiff and silent, his eyes riveted to the sleek black telephone in front of him as if his gaze could convince it to ring. He thought the phone call would have surely come through by now. After all, three days had passed since he left his first message for Omar Sharir, the twenty-seven-year-old manager of Mars's Middle East operations.

Sharir, a marketing man and fresh recruit Leenders had sent to the region only six weeks earlier, was supposed to be living at the SAS Hotel in Kuwait City while looking for permanent housing and becoming familiar with the sales territory. But no one at the SAS had seen him for days. Leenders had left a half-dozen messages with the hotel operator and had even sent the SAS manager to check Sharir's room, but nothing seemed out of place. Nevertheless, Leenders was worried. Sharir was green and arrogant. Born in Egypt, he spoke fluent Arabic though he had lived most of his life in London. Leenders knew Sharir was a savvy salesman, but he wasn't sure the freshman was ready for a big assignment like Kuwait, where he was to oversee and expand the company's Persian Gulf business. Forrest Mars, Sr., the now - retired patriarch of the Mars empire, seeded this territory in the late 1960s, hiring locals to distribute M&M's, Snickers bars and Uncle Ben's rice to Arab shopkeepers.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Ten Mile Day: And the Building of the Transcontinental Railroad

On April 28, 1869, reporters and photographers crawled from their tents into the cold, gray light of early dawn. Soon a small group of officials gathered on a ridge. As daylight spread, workers from rival construction camps jostled for the best view.	10 24 35 42
The nearly five thousand people who were camped out near the northeast shore of Great Salt Lake, Utah, made a lively and colorful crowd. Businessmen and workers, a military band, and army officers from the nearby garrisons had come to this desolate valley to see the last great push in the building of the first transcontinental railroad - Ten Mile Day.	53 65 74 85 97 102
Before the 1860s no railway ran across all of North America, from the Atlantic to the Pacific. Only rough and dangerous wagon roads linked the coasts. Aside from a few local West Coast lines, there were no tracks at all past Omaha, Nebraska, and the ice-capped	114 125 137 149

Sierra Nevadas appeared impassable by rail. But railroad engineer	158
Theodore Dehone Judah was determined to unite east and west	168
with an iron trail. He spent years exploring the Sierras until at last,	181
in 1860, he found the best route across, and through, the	192
mountains.	193
In 1862, his plan in hand, Judah went to Washington, D.C., to	205
convince Congress it should finance the transcontinental railroad -	213
the greatest engineering feat in American history. The Pacific	222
Railroad Act, which Judah helped to pass, finally made his dream	233
possible, but he died only seven days after the first rails were laid.	246
Two companies were given the job of building the railroad. To	257
attract investors, the government promised to give money, and	266
even free land, to each company based on the amount of track it	279
laid.	280

Ten Mile Day: And the Building of the Transcontinental Railroad

By Mary Ann Fraser

- Lexile® oral readability measure of the oral reading excerpt (280 words): 1120L
- Lexile® text measure of the complete book: 1060L

Words to Practice:

- transcontinental
- desolate
- jostled
- iron trail
- garrisons
- finance

Other Books By Mary Ann Fraser:

- *One Giant Leap* | Lexile text measure: 950L
- *Vicksburg: The Battle That Won the Civil War* | Lexile text measure: 1020L
- *In Search of the Grand Canyon: Down the Colorado with John Wesley Powell* | Lexile text measure: 980L
- *I.Q. Goes to School* | Lexile text measure: 510L
- *I.Q. Gets Fit* | Lexile text measure: 630L
- *Mermaid Sister* | Lexile text measure: 490L
- *Alexander Graham Bell Answers the Call* | Lexile text measure: 820L
- *Mortal Remains* | Lexile text measure: 700L

Ten Mile Day: And the Building of the Transcontinental Railroad

On April 28, 1869, reporters and photographers crawled from their tents into the cold, gray light of early dawn. Soon a small group of officials gathered on a ridge. As daylight spread, workers from rival construction camps jostled for the best view.

The nearly five thousand people who were camped out near the northeast shore of Great Salt Lake, Utah, made a lively and colorful crowd. Businessmen and workers, a military band, and army officers from the nearby garrisons had come to this desolate valley to see the last great push in the building of the first transcontinental railroad - Ten Mile Day.

Before the 1860s no railway ran across all of North America, from the Atlantic to the Pacific. Only rough and dangerous wagon roads linked the coasts. Aside from a few local West Coast lines, there were no tracks at all past Omaha, Nebraska, and the ice-capped Sierra Nevadas appeared impassable by rail. But railroad engineer Theodore Dehone Judah was determined to unite east and west with an iron trail. He spent years exploring the Sierras until at last, in 1860, he found the best route across, and through, the mountains.

In 1862, his plan in hand, Judah went to Washington, D.C., to convince Congress it should finance the transcontinental railroad -

the greatest engineering feat in American history. The Pacific Railroad Act, which Judah helped to pass, finally made his dream possible, but he died only seven days after the first rails were laid. Two companies were given the job of building the railroad. To attract investors, the government promised to give money, and even free land, to each company based on the amount of track it laid.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Don Quixote

In short, his wits being quite gone, he hit upon the strangest	12
notion that ever madman in this world hit upon, and that was	24
that he fancied it was right and requisite, as well for the	36
support of his own honor as for the service of his country, that	49
he should make a knight- errant of himself, roaming the world	60
over in full armor and on horseback in quest of adventures, and	72
putting in practice himself all that he had read of as being the	85
usual practices of knights- errant; righting every kind of wrong,	95
and exposing himself to peril and danger from which, in the	106
issue, he was to reap eternal renown and fame. Already the	117
poor man saw himself crowned by the might of his arm	128
Emperor of Trebizond at least; and so, led away by the intense	140
enjoyment he found in these pleasant fancies, he set himself	150
forthwith to put his scheme into execution.	157
The first thing he did was to clean up some armor that had	170
belonged to his great-grandfather, and had been for ages	180

lying forgotten in a corner eaten with rust and covered with	191
mildew. He scoured and polished it as best he could, but he	203
perceived one great defect in it, that it had no closed helmet,	215
nothing but a simple morion. This deficiency, however, his	224
ingenuity supplied, for he contrived a kind of half-helmet of	235
pasteboard which, fitted on to the morion, looked like a	245
whole one.	247

Don Quixote

Miguel de Cervantes Saavedra

- Lexile® oral readability measure of the oral reading excerpt (247 words): 1150L
- Lexile® text measure of the book: 1480L
- [Link to online text version of *Don Quixote*](#)

Words to Practice:

- requisite
- errant
- reap
- forthwith
- morion
- ingenuity

Don Quixote

In short, his wits being quite gone, he hit upon the strangest notion that ever madman in this world hit upon, and that was that he fancied it was right and requisite, as well for the support of his own honor as for the service of his country, that he should make a knight-errant of himself, roaming the world over in full armor and on horseback in quest of adventures, and putting in practice himself all that he had read of as being the usual practices of knights-errant; righting every kind of wrong, and exposing himself to peril and danger from which, in the issue, he was to reap eternal renown and fame. Already the poor man saw himself crowned by the might of his arm Emperor of Trebizond at least; and so, led away by the intense enjoyment he found in these pleasant fancies, he set himself forthwith to put his scheme into execution.

The first thing he did was to clean up some armor that had belonged to his great-grandfather, and had been for ages lying forgotten in a corner eaten with rust and covered with mildew. He scoured and polished it as best he could, but he perceived one great defect in it, that it had no closed helmet, nothing but a simple morion. This deficiency, however, his ingenuity supplied, for he contrived a kind of half-helmet of pasteboard which, fitted on to the morion, looked like a whole one.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
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- Passage for students to practice reading aloud.

The Middle Passage, Chapter 1

Of all the things that drive men to sea, the most common disaster	13
I've come to learn, is women. In my case, it was a spirited Boston	27
schoolteacher named Isadora Bailey who led me to become a	37
cook aboard the Republic. Both Isadora and my creditors, I should	48
add, who entered into a conspiracy, a trap, a scheme so cunning	60
that my only choices were prison, a brief stay in the stony	72
oubliette of the Spanish Calabozo (or a long one at the bottom of	85
the Mississippi), or marriage, which was, for a man of my	96
temperament, worse than imprisonment - especially if you knew	104
Isadora.	105
So I went to sea, sailing from Louisiana on April 14, 1830, hoping a	119
quarter year aboard a slave clipper would give this relentless	129
woman time to reconsider, and my bill collectors time to forget	140
they'd ever heard the name Rutherford Calhoun. But what lay	150
ahead in Africa, then later on the open, endless sea, was, as I	163
shall tell you, far worse than the fortune I'd fled in New Orleans.	176

New Orleans, you should know, was a city tailored to my taste for	189
the excessive, exotic fringes of life, a world port of such	200
extravagance in 1829 when I arrived from southern Illinois - a	210
newly freed bondman, my papers in an old portmanteau, a gift	221
from my master in Makanda - that I dropped my bags and a shock	234
of recognition shot up my spine to my throat, rolling off my	246
tongue in a whispered, "Here, Rutherford is home."	254

The Middle Passage, Chapter 1

By Charles R. Johnson

- Lexile® oral readability measure of the oral reading excerpt (254 words): 1150L
- Lexile® text measure of the complete book: 1150L
- [Link to resources on the middle passage.](#)
- [Additional background on the history of slavery in the U.S.](#)

Words to Practice:

- conspiracy
- Calabozo
- scheme
- extravagance
- oubliette
- portmanteau

The Middle Passage, Chapter 1

Of all the things that drive men to sea, the most common disaster I've come to learn, is women. In my case, it was a spirited Boston schoolteacher named Isadora Bailey who led me to become a cook aboard the Republic. Both Isadora and my creditors, I should add, who entered into a conspiracy, a trap, a scheme so cunning that my only choices were prison, a brief stay in the stony oubliette of the Spanish Calabozo (or a long one at the bottom of the Mississippi), or marriage, which was, for a man of my temperament, worse than imprisonment - especially if you knew Isadora.

So I went to sea, sailing from Louisiana on April 14, 1830, hoping a quarter year aboard a slave clipper would give this relentless woman time to reconsider, and my bill collectors time to forget they'd ever heard the name Rutherford Calhoun. But what lay ahead in Africa, then later on the open, endless sea, was, as I shall tell you, far worse than the fortune I'd fled in New Orleans. New Orleans, you should know, was a city tailored to my taste for the excessive, exotic fringes of life, a world port of such extravagance in 1829 when I arrived from southern Illinois - a newly freed bondman, my papers in an old portmanteau, a gift

from my master in Makanda - that I dropped my bags and a shock of recognition shot up my spine to my throat, rolling off my tongue in a whispered, "Here, Rutherford is home."

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

1776, Chapter 1

On the afternoon of Thursday, October 26, 1775, His Royal Majesty	11
George I, King of England, rode in royal splendor from St. James's	23
Palace to the Palace of Westminster, there to address the opening	34
of Parliament on the increasingly distressing issue of war in America	45
The day was cool, but clear skies and sunshine, a rarity in London,	58
brightened everything, and the royal cavalcade, spruced and	66
polished, shone to perfection. In an age that had given England	77
such rousing patriotic songs as "God Save the King" and "Rule	88
Britannia," in a nation that adored ritual and gorgeous pageantry, it	99
was a scene hardly to be improved upon.	107
An estimated 60,000 people had turned out. They lined the whole	118
route through St. James's Park. At Westminster people were	127
packed solid, many having stood since morning, hoping for a	137
glimpse of the King or some of the notables of Parliament. So great	150
was the crush that latecomers had difficulty seeing much of anything.	161
One of the many Americans then in London, a Massachusetts	171

Loyalist named Samuel Curwen, found the "mob" outside the door	181
to the House of Lords too much to bear and returned to his	194
lodgings. It was his second failed attempt to see the King. The time	207
before, His Majesty had been passing by in a sedan chair near St.	220
James's, but reading a newspaper so close to his face that only one	233
hand was showing, "the whitest hand my eyes ever beheld with a	245
very large rose diamond ring," Loyalist Curwen recorded.	253

1776, Chapter 1

By David McCullough

- Lexile® oral readability measure of the oral reading excerpt (253 words): 1160L
- Lexile® text measure of the complete book: 1300L
- [Link to the complete book on Project Gutenberg](#)

Words to Practice:

- splendor
- distressing
- rarity
- calvacade
- pageantry
- notables

1776, Chapter 1

On the afternoon of Thursday, October 26, 1775, His Royal Majesty George I, King of England, rode in royal splendor from St. James's Palace to the Palace of Westminster, there to address the opening of Parliament on the increasingly distressing issue of war in America.

The day was cool, but clear skies and sunshine, a rarity in London, brightened everything, and the royal cavalcade, spruced and polished, shone to perfection. In an age that had given England such rousing patriotic songs as "God Save the King" and "Rule Britannia," in a nation that adored ritual and gorgeous pageantry, it was a scene hardly to be improved upon.

An estimated 60,000 people had turned out. They lined the whole route through St. James's Park. At Westminster people were packed solid, many having stood since morning, hoping for a glimpse of the King or some of the notables of Parliament. So great was the crush that latecomers had difficulty seeing much of anything.

One of the many Americans then in London, a Massachusetts Loyalist named Samuel Curwen, found the "mob" outside the door to the House of Lords too much to bear and returned to his lodgings. It was his second failed attempt to see the King. The time before, His Majesty had been passing by in a sedan chair near St. James's, but reading a newspaper so close to his face that only one hand was showing, "the whitest hand my eyes ever beheld with a very large rose diamond ring," Loyalist Curwen recorded.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

The Modern Hippocratic Oath

I swear to fulfill, to the best of my ability and judgment, this	13
covenant:	14
I will respect the hard-won scientific gains of those physicians in	26
whose steps I walk, and gladly share such knowledge as is mine	38
with those who are to follow.	44
I will apply, for the benefit of the sick, all measures which are	57
required, avoiding those twin traps of overtreatment and	65
therapeutic nihilism.	67
I will remember that there is art to medicine as well as science,	80
and that warmth, sympathy, and understanding may outweigh	88
the surgeon's knife or the chemist's drug.	95
I will not be ashamed to say "I know not," nor will I fail to call in	112
my colleagues when the skills of another are needed for a	123
patient's recovery.	125
I will respect the privacy of my patients, for their problems are	137
not disclosed to me that the world may know. Most especially	148

must I tread with care in matters of life and death. If it is given	163
me to save a life, all thanks. But it may also be within my power	178
to take a life; this awesome responsibility must be faced with	189
great humbleness and awareness of my own frailty. Above all,	199
I must not play at God.	205
I will remember that I do not treat a fever chart, a cancerous	218
growth, but a sick human being, whose illness may affect the	229
person's family and economic stability. My responsibility	236
includes these related problems, if I am to care adequately for	247
the sick.	249
I will prevent disease whenever I can, for prevention is	259
preferable to cure.	262
I will remember that I remain a member of society, with special	274
obligations to all my fellow human beings, those sound of mind	285
and body as well as the infirm.	292
If I do not violate this oath, may I enjoy life and art, respected	306
while I live and remembered with affection thereafter. May I	316
always act so as to preserve the finest traditions of my calling	328
and may I long experience the joy of healing those who seek	340
my help.	342

The Modern Hippocratic Oath

- Lexile® oral readability measure of the oral reading excerpt (342 words): 1220L

Words to Practice

- covenant
- humbleness
- therapeutic
- frailty
- nihilism
- preferable

The Modern Hippocratic Oath

I swear to fulfill, to the best of my ability and judgment, this covenant:

I will respect the hard-won scientific gains of those physicians in whose steps I walk, and gladly share such knowledge as is mine with those who are to follow.

I will apply, for the benefit of the sick, all measures which are required, avoiding those twin traps of overtreatment and therapeutic nihilism.

I will remember that there is art to medicine as well as science, and that warmth, sympathy, and understanding may outweigh the surgeon's knife or the chemist's drug.

I will not be ashamed to say "I know not," nor will I fail to call in my colleagues when the skills of another are needed for a patient's recovery.

I will respect the privacy of my patients, for their problems are not disclosed to me that the world may know. Most especially must I tread with care in matters of life and death. If it is given me to save a life, all thanks. But it may also be within my power to take a life; this awesome responsibility must be faced with great humbleness and awareness of my own frailty. Above all, I must not play at God.

I will remember that I do not treat a fever chart, a cancerous growth, but a sick human being, whose illness may affect the person's family

and economic stability. My responsibility includes these related problems, if I am to care adequately for the sick.

I will prevent disease whenever I can, for prevention is preferable to cure.

I will remember that I remain a member of society, with special obligations to all my fellow human beings, those sound of mind and body as well as the infirm.

If I do not violate this oath, may I enjoy life and art, respected while I live and remembered with affection thereafter. May I always act so as to preserve the finest traditions of my calling and may I long experience the joy of healing those who seek my help.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

The Disappearing Spoon, Chapter 1

When most people think of the periodic table, they remember a	11
chart hanging on the front wall of their high school chemistry	22
class, an asymmetric expanse of columns and rows looming over	32
one of the teacher's shoulders. The chart was usually enormous,	42
six by four feet or so, a size both daunting and appropriate, given	55
its importance to chemistry. It was introduced to the class in early	67
September and was still relevant in late May, and it was the one	80
piece of scientific information that, unlike lecture notes or	89
textbooks, you were encouraged to consult during exams. Of	98
course, part of the frustration you might remember about the	108
periodic table could flow from the fact that, despite its being	119
freely available to fall back on, a gigantic and fully sanctioned	130
cheat sheet, it remained less than helpful.	137
On the one hand, the periodic table seemed organized and	147
honed, almost German engineered for maximum scientific utility.	155
On the other hand, it was such a jumble of long numbers,	167

abbreviations, and what looked for all the world like computer	177
error messages, it was hard not to feel anxious. And although the	189
periodic table obviously had something to do with other sciences,	199
such as biology and physics, it wasn't clear what exactly. Probably	210
the biggest frustration for many students was that the people	220
who got the periodic table, who could really unpack how it	231
worked, could pull so many facts from it with such dweeby	242
nonchalance.	243

The Disappearing Spoon, Chapter 1

By Sam Kean

- Lexile® oral readability measure of the oral reading excerpt (243 words): 1260L
- Lexile® text measure of the complete book: 1300L

Words to Practice:

- asymmetric
- daunting
- sanctioned
- honed
- dweeby
- nonchalance

The Disappearing Spoon, Chapter 1

When most people think of the periodic table, they remember a chart hanging on the front wall of their high school chemistry class, an asymmetric expanse of columns and rows looming over one of the teacher's shoulders. The chart was usually enormous, six by four feet or so, a size both daunting and appropriate, given its importance to chemistry. It was introduced to the class in early September and was still relevant in late May, and it was the one piece of scientific information that, unlike lecture notes or textbooks, you were encouraged to consult during exams. Of course, part of the frustration you might remember about the periodic table could flow from the fact that, despite its being freely available to fall back on, a gigantic and fully sanctioned cheat sheet, it remained less than helpful.

On the one hand, the periodic table seemed organized and honed, almost German engineered for maximum scientific utility. On the other hand, it was such a jumble of long numbers, abbreviations, and what looked for all the world like computer error messages, it was hard not to feel anxious. And although the periodic table obviously had something to do with other sciences, such as biology and physics, it wasn't clear what exactly. Probably the biggest frustration for many students was that the people who got the periodic table, who could really unpack how it worked, could pull so many facts from it with such dweeby nonchalance.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

The Autobiography of Benjamin Franklin

I have ever had pleasure in obtaining any little anecdotes of my	12
ancestors. You may remember the inquiries I made among the	22
remains of my relations when you were with me in England, and	34
the journey I took for that purpose. Imagining it may be equally	46
agreeable to you to know the circumstances of my life, many of	58
which you are yet unacquainted with, and expecting a weeks	68
uninterrupted leisure in my present country retirement, I sit	77
down to write them for you. To which I have besides some other	90
inducements. Having emerged from the poverty and obscurity in	99
which I was born and bred, to a state of affluence and some	112
degree of reputation in the world, and having gone so far	123
through life with a considerable share of felicity, the conducting	133
means I made use of, which, with the blessing of God, so well	146
succeeded, my posterity may like to know, as they may find some	158
of them suitable to their own situations, and therefore fit to be	170
imitated.	171

That felicity, when I reflected on it, has induced me sometimes to	183
say, that were it offered to my choice, I should have no objection	196
to a repetition of the same life from its beginning, only asking, the	209
advantages authors have in a second edition to correct some faults	220
of the first. So I might, besides correcting the faults, change some	232
sinister accidents and events of it for others more favourable	242
But though this were denied, I should still accept the offer.	253

The Autobiography of Benjamin Franklin

Benjamin Franklin

- Lexile® oral readability measure of the oral reading passage (253 words): 1290L
- Lexile® text measure of the complete book: 1370L
- [Link to online version of *The Autobiography of Benjamin Franklin*](#)

Words to Practice:

- anecdotes
- unacquainted
- inducements
- obscurity
- affluence
- felicity

The Autobiography of Benjamin Franklin

I have ever had pleasure in obtaining any little anecdotes of my ancestors. You may remember the inquiries I made among the remains of my relations when you were with me in England, and the journey I took for that purpose. Imagining it may be equally agreeable to you to know the circumstances of my life, many of which you are yet unacquainted with, and expecting a weeks uninterrupted leisure in my present country retirement, I sit down to write them for you. To which I have besides some other inducements. Having emerged from the poverty and obscurity in which I was born and bred, to a state of affluence and some degree of reputation in the world, and having gone so far through life with a considerable share of felicity, the conducting means I made use of, which, with the blessing of God, so well succeeded, my posterity may like to know, as they may find some of them suitable to their own situations, and therefore fit to be imitated.

That felicity, when I reflected on it, has induced me sometimes to say, that were it offered to my choice, I should have no objection to a repetition of the same life from its beginning, only asking, the advantages authors have in a second edition to correct some faults of the first. So I might, besides correcting the faults, change some

sinister accidents and events of it for others more favourable
But though this were denied, I should still accept the offer.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

In Defense of Food, Chapter 1

If you spent any time at all in a supermarket in the 1980s, you	14
might have noticed something peculiar going on. The food was	24
gradually disappearing from the shelves. Not literally vanishing -	32
I'm not talking about Soviet-style shortages. No, the shelves and	43
refrigerated cases still groaned with packages and boxes and bags	53
of various edibles, more of them landing every year in fact, but a	66
great many of the traditional supermarket foods were steadily	75
being replaced by "nutrients," which are not the same thing.	85
Where once the familiar names of recognizable comestibles -	93
things like eggs or breakfast cereals or snack foods - claimed pride	104
of place on the brightly colored packages crowding the aisles, now	115
new, scientific-sounding terms like "cholesterol" and "fiber" and	124
"saturated fat" began rising to large-type prominence. More	133
important than mere foods, the presence or absence of these	143
invisible substances was now generally believed to confer health	152

benefits on their eaters. The implicit message was that foods, by	163
comparison, were coarse, old-fashioned, and decidedly unscientific	171
things - who could say what was in them really? But nutrients -	182
those chemical compounds and minerals in foods that scientists	191
have identified as important to our health - gleamed with the	201
promise of scientific certainty.	205

In Defense of Food, Chapter 1

By Michael Pollan

- Lexile® oral readability measure of the oral reading excerpt (205 words): 1360L
- Lexile® text measure of the complete book: 1390L

Words to Practice:

- Soviet-style shortages
- edibles
- nutrients
- comestibles
- pride of place
- large-type prominence
- confer
- implicit
- decidedly
- gleamed

Other Books By Michael Pollan:

- *The Omnivore's Dilemma* | Lexile text measure: 930L
- *The Botany of Desire* | Lexile text measure: 1350L
- *A Place of My Own* | Lexile text measure: 1300L

In Defense of Food, Chapter 1

If you spent any time at all in a supermarket in the 1980s, you might have noticed something peculiar going on. The food was gradually disappearing from the shelves. Not literally vanishing - I'm not talking about Soviet-style shortages. No, the shelves and refrigerated cases still groaned with packages and boxes and bags of various edibles, more of them landing every year in fact, but a great many of the traditional supermarket foods were steadily being replaced by "nutrients," which are not the same thing. Where once the familiar names of recognizable comestibles - things like eggs or breakfast cereals or snack foods - claimed pride of place on the brightly colored packages crowding the aisles, now new, scientific-sounding terms like "cholesterol" and "fiber" and "saturated fat" began rising to large-type prominence. More important than mere foods, the presence or absence of these invisible substances was now generally believed to confer health benefits on their eaters. The implicit message was that foods, by comparison, were coarse, old-fashioned, and decidedly unscientific things - who could say what was in them really? But nutrients - those chemical compounds and minerals in foods that scientists have identified as important to our health - gleamed with the promise of scientific certainty.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

My Robots

Dear reader,	2
It is with great pride and joy that I present to you the amazing	16
robotic creations of Lady Regina Bonquers III, who was perhaps the	27
world's greatest robot maker.	31
At one point in time, Lady Bonquers was almost famous, but after	43
several unfortunate incidents that damaged her reputation, she	51
and her work were more or less forgotten - until two years ago,	63
when a trove of sketchbooks, diaries, and notes was discovered in	74
the attic of her abandoned Scottish castle. They were found by two	86
young relatives, Oscar and Beatrix Bonquers, nine and eleven years	96
old, respectively. The pair immediately realized the importance of	105
these papers but were unable to get the attention of anyone in	117
media or academia. Since they were familiar with my previous	127
scientific work on aliens and monsters, they requested my	136
assistance, which I happily extended to them.	143

In this volume I have collected the most fascinating robots ever	154
seen and some never before seen. Many of the images in this book	167
are from Regina's personal notebooks and research documents.	175
During her career, Lady Bonquers created several companies to	184
market her robotic creations. But Regina's business skills were not	194
as strong as her skills in robotics, and things never worked out	206
quite the way she'd hoped.	211

My Robots

By Johan Olander

- Lexile® oral readability measure of the oral reading excerpt (211 words): 1440L
- Lexile® text measure of the complete book: 1100L

Words to Practice:

- incident
- media
- trove
- academia
- respectively

Other Books By Johan Olander:

- *A Field Guide to Monsters* | Lexile text measure: 1040L
- *A Field Guide to Aliens* | Lexile text measure: 1040L

My Robots

Dear reader,

It is with great pride and joy that I present to you the amazing robotic creations of Lady Regina Bonquers III, who was perhaps the world's greatest robot maker.

At one point in time, Lady Bonquers was almost famous, but after several unfortunate incidents that damaged her reputation, she and her work were more or less forgotten - until two years ago, when a trove of sketchbooks, diaries, and notes was discovered in the attic of her abandoned Scottish castle. They were found by two young relatives, Oscar and Beatrix Bonquers, nine and eleven years old, respectively. The pair immediately realized the importance of these papers but were unable to get the attention of anyone in media or academia. Since they were familiar with my previous scientific work on aliens and monsters, they requested my assistance, which I happily extended to them.

In this volume I have collected the most fascinating robots ever seen and some never before seen. Many of the images in this book are from Regina's personal notebooks and research documents. During her career, Lady Bonquers created several companies to market her robotic creations. But Regina's business skills were not

as strong as her skills in robotics, and things never worked out quite the way she'd hoped.

READ ALOUD RESOURCE OUTLINE:

- Passage with the word count for teachers to track students' oral reading practice.
- Additional information about the passage and other resources.
- Passage for students to practice reading aloud.

Preamble to the Declaration of Independence

When in the Course of human events, it becomes necessary for one	12
people to dissolve the political bands which have connected them	22
with another, and to assume, among the Powers of the earth, the	34
separate and equal station to which the Laws of Nature and of	46
Nature's God entitle them, a decent respect to the opinions of	57
mankind requires that they should declare the causes which impel	67
them to the separation.	71
We hold these truths to be self-evident, that all men are created	84
equal, that they are endowed by their Creator with certain	94
unalienable Rights, that among these are Life, Liberty, and the	104
pursuit of Happiness.—That to secure these rights, Governments	113
are instituted among Men, deriving their just powers from the	123
consent of the governed,—That whenever any Form of Government	133
becomes destructive of these ends, it is the Right of the People to	146
alter or to abolish it, and to institute new Government, laying its	158

foundation on such principles and organizing its powers in such	168
form, as to them shall seem most likely to effect their Safety and	181
Happiness. Prudence, indeed, will dictate that Governments long	189
established should not be changed for light and transient causes;	199
and accordingly all experience hath shown, that mankind are more	209
disposed to suffer, while evils are sufferable, than to right	219
themselves by abolishing the forms to which they are accustomed.	229
But when a long train of abuses and usurpations, pursuing	239
invariably the same Object evinces a design to reduce them under	250
absolute Despotism, it is their right, it is their duty, to throw off	263
such Government, and to provide new Guards for their future	273
security.	274

Preamble to the Declaration of Independence

By Thomas Jefferson, with John Adams, Ben Franklin, Robert Livingston, and Roger Sherman

- Lexile® oral readability measure of the oral reading excerpt (274 words): 1590L

Words to Practice:

- dissolve
- station
- entitle
- self-evident
- unalienable
- secure
- consent
- prudent
- transient
- despotism

Preamble to the Declaration of Independence

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are

sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.