



*Description of a Phased Approach to Dedicating Books to
Grade Levels 5-12*

TABLE OF CONTENTS

ELA Dedicated Book List Committee Members	3
Mission, Vision, and Document Description	4
Process of Text Selection	5
Phase Approach to the Dedicated Book Adoption	6-7
Using the Dedicated Book Adoption Document	7-9
Dedicated Book List: 5 th Grade	10-13
Texts to Build Into 5 th Grade Dedicated Book List	14-17
Dedicated Book List: 6 th -8 th Grade	18-24
Texts to Build Into 6 th -8 th Grade	25-31
Dedicated Book List: 9 th -10 th Grade	32-34
Texts to Build Into 9 th -10 th Grade	40-46
Dedicated Book List 11 th -CCR	47-49
Texts to Build Into 11 th -CCR	50-56
<i>Dedicated Book Request Form</i>	57
<i>Dedicated Book Request Form Evaluation Tool</i>	58

ELA Dedicated Book List Committee Members

Committee Member	School	Position	Position in Dedicated Book List Adoption
Kristen Pelster	District Administration	Executive Director of Curriculum and Professional Development	Curriculum Writer, Final Submission Reviewer
Tina Risse	District Administration	District Literacy Coordinator K-12	Curriculum Writer, Final Submission Reviewer
Aaron Wilken	District Administration	Fox Middle School Principal	Final Submission Reviewer
Kris Blake	Fox Elementary	5 th Grade Teacher	Curriculum Writer, Final Submission Reviewer
Rob Weber	Clyde Hamrick	5 th Grade Teacher	Curriculum Writer, Final Submission Reviewer
Margie Passmore	Rockport Heights Elementary	5 th Grade Teacher	Curriculum Writer, Final Submission Reviewer
Jennifer Asher	Fox Elementary	6 th Grade Teacher	Curriculum Writer, Final Submission Reviewer
Gen Reinheimer	Guffey Elementary	6 th Grade Teacher	Curriculum Writer
Sara Karsch	Antonia Middle	8 th Grade Teacher	Curriculum Writer, Final Submission Reviewer
Kim Starkey	Fox Middle	7 th Grade Teacher	Final Submission Reviewer
Stephanie Whitney	Fox Middle	7 th Grade Teacher	Curriculum Writer, Final Submission Reviewer
Kelly deRoodie	Ridgewood Middle	8 th Grade Teacher	Curriculum Writer, Final Submission Reviewer
Barbara Bambini	Seckman High	9 th Grade Teacher	Curriculum Writer, Final Submission Reviewer
Jodi Duniphan	Seckman High	9 th Grade Teacher	Curriculum Writer, Final Submission Reviewer
Stephanie Starkey	Fox High	10 th Grade Teacher	Curriculum Writer
Steven Boyd	Fox High	10 th Grade Teacher	Curriculum Writer
Bryan Williams	Fox High	12 th Grade Teacher/ELA Department Head	Curriculum Writer, Final Submission Reviewer
Melissa Montgomery	Seckman High	9 th -12 th /ELA Department Head	Final Submission Reviewer

Mission: In order to strengthen literacy skills for students in all grade levels and subject areas, the *Fox C-6 Curriculum Department* has developed a comprehensive list of texts to be considered for use in both the ELA and content area settings. This list will allow for increased opportunities for students to interact with a wider range of texts and printed materials in order to meet the demands of the *Common Core State Standards*.

Vision: The initial process of compiling the list of books is only one part in the overall process of the *Dedicated Book List*. It is with great intention to move towards using this document to guide ELA and content area teachers towards a blended teaching atmosphere where both groups share the responsibility of literacy. This initial document is a starting point for such teachings. This document also hopes to give teachers a benchmark in which they can thoughtfully select text.

Document Description:

The *Dedicated Book List* is not an all encompassing list of what teachers will teach in their classrooms. It is merely a suggestion of the types of text, the balance of genres, and the level of content connection teachers should consider when selecting text for classroom instruction.

The *Fox C-6 Curriculum Department* would like to request that certain grade levels will reserve the ability to offer students selected texts for the first time. This will allow teachers to provide opportunities to explore designated text to their fullest extent. If a text appears in a designated grade level, we would like to request that the only the designated grade level use the text. In doing so, we will allow for a fuller experience of text in all grade levels with the incorporation of additional text to meet the requirements of CCSS.

Additional selections have been provided to accompany the *Dedicated Book Lists*. These selections are for future consideration. It should be noted that many of these selections will involve placement in the content areas. Content area teachers will work towards dedicating selections in Phase II of the process. The lists provided serve as examples and as possible placement texts in the content areas.

This document is to be considered a living document in that it is subject to change. The changes to this document will be based on teacher recommendations of texts to be added to the list. See *Dedicated Book List Recommendation Form* for procedures for adding texts to the list.

Process of Text Selection (September 2013-December 2013):

- All 5-12 teachers were contacted, via district e-mail, and were asked to submit a list of texts (novels) used in their courses
- All submissions were recorded and *Lexile* levels were obtained using *Lexile.com*
- The submission list, with *Lexile* levels, was presented to the *ELA Curriculum Team* members for analysis
- The *ELA Curriculum Team* members reviewed the list. Members of the team considered qualitative factors, content connections, and additional reader task considerations. *Curriculum Team Members* compiled a list of texts meeting all criteria for grades 5-12.
- The compiled list was presented again to *Curriculum Team Members*, as well as additional representatives from the 5-12 staff, for final analysis. The members of the committee were then asked to conduct a *Qualitative Text Analysis* on the selections.
- The finalized list was reviewed by the *Fox C-6 District Literacy Coordinator*. Content connections, character education connections, and CCSS exemplars represented were added into the document. Additional texts for future consideration were also added by the District Literacy Coordinator.

*Fox C-6 School District
Dedicated Book List
Phase Approach to Adoption*

Phase Description: The process of the *Dedicated Book List* will be implemented in three phases. Each of these phases will help to define a cohesive adoption of text across ELA and content areas.

Phase I (January 2014-April 2014)

Teachers will review the *Dedicated Book List* and **are afforded the opportunity to provide additional text selections via the “Dedicated Book Request Form”**. The selections from the *CCSS* exemplar texts should be considered in their adoption. Both ELA and content area teachers will locate articles and text to support content area instruction to add to the *Dedicated Book List* with consideration of the *CCSS* exemplar texts. Gaps in the initial framework, with regards to content and character education connections, will be completed by ELA and content area teachers.

The *District Literacy Coordinator* (DLC) will continue to work with the *Library Media Staff* (LMS) to locate the texts needed to support the *Dedicated Book List*. The DLC and the LMS will work towards creating literacy resources for the selections provided on the *Dedicated Book List*.

Phase II (April 2014- June 2014)

A review of the selections considered for adoption to the *Dedicated Book List* will be considered using the *Dedicated Book Request Form*. A survey of the texts supplied by the district will also be conducted. A plan of management of texts will be put in place based on the final *Dedicated Book List*. Content area teachers will be asked to review the suggested documents listed in the *Dedicated Book List* into their practices. Easy access to these documents will be connected to a page established through the LMS. Communication will begin as to how these documents will be reflected into the course syllabi. Texts (novels) considered to be assigned in the 5-12 ELA classrooms must be submitted via the *Dedicated Book Request Form* no later than Friday, April 25th 2014. These texts will be included in the 2014-2015 course syllabi for each course.

Phase III (August 2014-May 2015)

Continual monitoring of how texts are being used and assigned in courses will occur. Text being used outside of the *Dedicated Book List* will need to be monitored in order to evaluate the continuity of texts being used in the classroom, as well as if these texts were offered as a submission to the *Dedicated Book List*. A consideration of the balance of historical fiction content offered across the 5-12 curriculums must be addressed. An alignment of such texts to the content taught in the social studies courses offered at each grade level must be addressed. Content area work will begin the incorporation of articles and informational text through their course syllabi and formative assessments. All texts (novels) being assigned in ELA course work will need to be listed on the course syllabus for each course.

USING THE DOCUMENT

This document has been designed to assist teachers in evaluating the multiple dimensions of a text in order to determine the proper selection of text to use within the curriculum. The *Dedicated Book List* addresses several aspects important to the consideration of a text: *Lexile* level, qualitative factors, reader/task consideration, genre balance, content connections, as well as character education connections.

LEXILE BANDS:

The Lexile Bands have been provided for teachers to consider when selecting text for curriculum use. These bands should be considered carefully as they do not take into consideration all dimensions of a text. In order to meet the CCSS recommendations for increased levels of text complexity, the following information should be considered:

- Texts offered at the various grade levels should offer opportunities for experience within the expected demand of text complexity. Several texts on the *Dedicated Book List* do not represent the high Lexile Band considered for the grade level(s). The Lexile Band does not take into consideration the qualitative features of texts. A balance must occur between the qualitative features of texts you are offering and times where you are engaging students in the Lexile Band expected. It is recommended that these offerings come from the balance of informational text being used across content areas.

QUALITATIVE FACTORS:

The Lexile Bands do not factor in the degree to which vocabulary and writing style influence the ability to comprehend a text. It is important to scaffold text with appropriate support prior to engaging in a text even at a lower Lexile level. Texts have been placed at designated grade levels due to their complexity of text beyond their initial Lexile level. Many of the classics will have a lower Lexile rating yet are very difficult for students to read. Classics are often written in shorter sentences with very complex vocabulary. The literary demands of the classics do not always translate to a Lexile level.

CONTENT CONNECTIONS:

In an attempt to bridge the overall intention of increasing literacy across the disciplines, it is important to consider the application a text has outside of the ELA classroom. In considering text selection, teachers should work closely with content area teachers to maximize the selections taught. An over teaching of certain topics does not lend itself to providing a wide array of experiences into a historical perspective. It is more productive to select texts to support the efforts of the content area teachers in working in tandem to further content area teachings.

CCSS EXEMPLAR TEXTS:

When noted, certain texts have been cited as the level of text complexity recommended under CCSS. These texts are not a mandated list yet provide teachers with the level of rigor expected for students at designated grade levels. Texts listed on the CCSS Exemplar List have been noted in the Dedicated Book List. An additional list of text to be considered in Phase II of the Dedicated Book List process has been provided for future consideration of placement. These texts offer the level of complexity we will need to offer students. Phase II of the Dedicated Book List will involve the placement of articles, media, and other informational text in the content areas. It will be important for content area teachers to begin considering placement of the considerations offered.

CHARACTER EDUCATION CONNECTIONS:

Many of the texts dedicated to this list have a character education connection component. These texts will offer teachers the opportunity to create character education lessons based on the texts they are using in their curriculum. The character education connections are intended to be used in discussions, class meetings, book talks, and assessment questions.

BOOK JAMS AVAILABLE:

The *Curriculum Department* has *Book Jams* available, a supportive resource guide to support *CCSS*, for several selections. When noted, a *Book Jam* is available for teachers to use when teaching the selected text. Contact the *Curriculum Department* for information regarding how to check-out a *Book Jam* for the selected text.

Dedicated Book List

5th Grade

Fox C-6
Dedicated Book List
5th Grade
LEXILE BAND FOR 5TH GRADE: 770-980

<i>TITLE</i>	<i>AUTHOR</i>	<i>LEXILE LEVEL</i>	<i>GENRE</i>	<i>CONTENT CONNECTION</i>	<i>CCSS TEXT EXEMPLAR</i>	<i>BOOK JAM AVAILABLE</i>	<i>CHARACTER EDUCATION CONNECTION</i>
<i>Tuck Everlasting</i>	Babbitt	770	Classics Fantasy	Science-water systems, springs	4-5	NO	Confronting and Resolving Fears Courage, Bravery, Heroism Honor
<i>Holes</i>	Sachar	660	Adventure Realistic Fiction	Law	X	NO	Courage, Bravery, Heroism Determination and Perseverance Pride and Self-esteem, Resourcefulness Survival Understanding Self and Others
<i>Bridge to Terabithia</i>	Paterson	810	Classics Realistic Fiction	Social Studies- Social Class Study	X	NO	Confronting and Resolving Fears Death, Grief, Loss Friends and Friendship
<i>Maniac Magee</i>	Spinelli	820	Classics Realistic Fiction	Prejudice and Tolerance Negative Stereotypes	X	NO	Individuality

TITLE	AUTHOR	LEXILE LEVEL	GENRE	CONTENT CONNECTION	CCSS TEXT EXEMPLAR	BOOK JAM AVAILABLE	CHARACTER EDUCATION CONNECTION
<i>Walk Two Moons</i>	Creech	770	Realistic Fiction	Native American Experience	X	NO	Death, Grief, Loss Extended Families
<i>Old Yeller</i>	Gipson	910	Classics Realistic Fiction	Farm and Ranch Life	X	NO	Courage, Bravery, Heroism Loyalty
<i>The Landry News</i>	Clements	950	Fiction	Constitution- Amendments	X	NO	Culture and Diversity
<i>Charlie and the Chocolate Factory</i>	Dahl	810	Classics Fantasy	Science Inquiry	X	NO	Extended Families Manners and Conduct
<i>Frindle</i>	Clements	830	Comedy and Humor	Economics Government	X	NO	Respect
<i>The Best Christmas Pageant Ever</i>	Robinson	930	Comedy and Humor	Drama Theater	X	NO	Manners and Conduct
<i>Shiloh</i>	Naylor	860	Realistic Fiction	Class Diversity	X	NO	Courage, Bravery, Heroism Equality, Fairness, and Justice Honor
<i>Runaway Ralph</i>	Cleary	890	Adventure Fantasy	Science Force and Motion	X	NO	Extended Families Friends and Friendship
<i>Matilda</i>	Dahl	840	Comedy and Humor	Class Diversity	X	NO	Manners and Conduct
<i>Mrs. Frisby and the Rats of Nimh</i>	O'Brien	790	Adventure Science Fiction	Implications of Science Technology	X	NO	Courage, Bravery, Heroism Survival

TITLE	AUTHOR	LEXILE LEVEL	GENRE	CONTENT CONNECTION	CCSS TEXT EXEMPLAR	BOOK JAM AVAILABLE	CHARACTER EDUCATION CONNECTION
<i>George Washington's Socks</i>	Woodruff	840	Adventure Historical Fiction	Colonial and Revolutionary America Revolutionary War	X	NO	Courage, Bravery, Heroism
<i>The Birchbark House</i>	Erdich	970	Historical Fiction	Native American Experiences	4-5	NO	Courage, Bravery, Heroism
<i>Where the Mountain Meets the Moon</i>	Lin	820	Adventure Science Fiction and Fantasy	Asian Experience	4-5	NO	Determination and Perseverance
<i>Bud, Not Buddy</i>	Curtis	950	Historical Fiction	African American Experience	4-5	NO	Adoption and Foster Care
<i>M.C. Higgins the Great</i>	Hamilton	620	Realistic Fiction	African American Experience	4-5	NO	Pride and Self-esteem

Texts to Build Into Book List

5th Grade

TEXTS TO BUILD INTO PHASE II

5th Grade

2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
<i>The Secret Garden</i>	Burnett	4-5
<i>The Black Stallion</i>	Farley	4-5
<i>The Little Prince</i>	Saint-Exupery	4-5
<i>“Zlateh the Goat”</i>	Singer	4-5

FOX C-6
5th Grade
POETRY TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
"The Echoing Green"	Blake	4-5
"The New Colossus"	Lazarus	4-5
"Casey at the Bat"	Thayer	4-5
"A Bird Came Down the Walk"	Dickinson	4-5
"Fog"	Sandburg	4-5
"Dust of Snow"	Frost	4-5
"Little Red Riding Hood and the Wolf"	Dahl	4-5
"They Were My People"	Nichols	4-5
"Words Free As Confetti"	Mora	4-5

FOX C-6
5th Grade
INFORMATIONAL TEXTS TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
<i>Discovering Mars: The Amazing Story of the Red Planet</i>	Berger	4-5
<i>Let's Investigate Marvelously Meaningful Maps</i>	Carlisle	4-5
<i>Earth's Mightiest Storms</i>	Lauber	4-5
<i>The Kid's Guide to Money: Earning It, Saving It, Spending It, Sharing It</i>	Otfinoski	4-5
<i>Amazing Stories Behind Some Great Inventions</i>	Wulffson	4-5
"Good Pet, Bad Pet"	Schleichert	4-5
"Ancient Mound Builders"	Kavash	4-5
<i>About Time: A First Look at Time and Clocks</i>	Koscielniak	4-5
<i>England the Land</i>	Banting	4-5
<i>A History of US</i>	Hakim	4-5
<i>My Librarian is a Camel: How Books Are Brought to Children Around the World</i>	Ruurs	4-5
<i>Horses</i>	Simon	4-5
<i>Quest for Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i>	Montgomery	4-5
<i>Volcanoes</i>	Simon	4-5
<i>We Are the Ship: The Story of Negro Baseball</i>	Nelson	4-5
"Kenya's Long Dry Season"	Cutler	4-5
"Seeing Eye to Eye"	Hall	4-5
"Telescopes"	Ronan	4-5
"Underground Railroad"	Buckmaster	4-5

Dedicated Book List

6th- 8th Grade

Fox C-6
Dedicated Book List
6th Grade
LEXILE BAND FOR 6TH GRADE: 955-1155

<i>TITLE</i>	<i>AUTHOR</i>	<i>LEXILE LEVEL</i>	<i>GENRE</i>	<i>CONTENT CONNECTION</i>	<i>CCSS TEXT EXEMPLAR</i>	<i>BOOK JAM AVAILABLE</i>	<i>CHARACTER EDUCATION CONNECTION</i>
<i>A Wrinkle in Time</i>	L'Engle	740	Classics Science Fiction	Science Physics	6-8	YES	Courage, Bravery, Heroism Honor
<i>The Westing Game</i>	Raskin	750	Classics Mystery and Suspense	X	NO	YES	Cooperation and Teamwork
<i>The City of Ember</i>	DuPrau	680	Mystery and Suspense Fantasy	Ancient Writings	NO	NO	Courage, Bravery, Heroism Leadership and Responsibility Friends and Friendship
<i>The Egypt Game</i>	Snyder	1010	Mystery and Suspense	Ancient Egypt	NO	NO	Friends and Friendship
<i>The Lightning Thief</i>	Riordan	740	Adventure Fables, Folk Tales and Myths	Greek Mythology	NO	NO	Courage, bravery, heroism Honor Leadership and Responsibility

TITLE	AUTHOR	LEXILE LEVEL	GENRE	CONTENT CONNECTION	CCSS TEXT EXEMPLAR	BOOK JAM AVAILABLE	CHARACTER EDUCATION CONNECTION
<i>Where the Red Fern Grows</i>	Rawls	700	Classics Adventure Realistic Fiction	Country Life	NO	NO	Determination and Perseverance Death, Grief, Loss
<i>Island of the Blue Dolphins</i>	O'Dell	1000	Classics Adventure	Native American Experience	NO	NO	Determination and Perseverance
<i>Call of the Wild</i>	London	1120	Classics Adventure Historical Fiction	Westward Expansion Antarctica and Arctic Regions Animal Survival and Adaptation	NO	NO	Challenges and Overcoming Obstacles
<i>Hatchet</i>	Paulsen	1020	Classics Adventure	Canadian Wilderness	NO	YES	Courage, Bravery, Heroism Blended Families
<i>Esperanza Rising</i>	Munoz-Ryan	750	Classics Historical Fiction	Great Depression Hispanic American Experience	NO	NO	Equality, Fairness, and Justice

Fox C-6
Dedicated Book List
7th Grade

LEXILE BAND FOR 7th GRADE: 955-1115

<i>TITLE</i>	<i>AUTHOR</i>	<i>LEXILE LEVEL</i>	<i>GENRE</i>	<i>CONTENT CONNECTION</i>	<i>CCSS TEXT EXEMPLAR</i>	<i>BOOK JAM AVAILABLE</i>	<i>CHARACTER EDUCATION CONNECTION</i>
<i>True Grit</i>	Portis	800	Adventure Historical Fiction	Native American Experiences	NO	NO	Character and Values Culture and Diversity
<i>Devil's Arithmetic</i>	Yolen	730	Historical Fiction	Jewish Experience World War II Holocaust	NO	NO	Tolerance and Acceptance
<i>The Boy in the Striped Pajamas</i>	Boyne	1080	Historical Fiction	European Jewish Experience World War II Holocaust	NO	NO	Tolerance and Acceptance
<i>The Adventures of Tom Sawyer</i>	Twain	950	Classics Adventure Comedy and Humor	African American Experience	6-8	YES	Manners and conduct Friends and friendships
<i>Travels With Charlie</i>	Steinbeck	1010	Classics Travelogue	1960s America	6-8	NO	Changes and New Experiences
<i>The House on Mango Street</i>	Cisneros	870	Classics Realistic Fiction Short Stories	Hispanic and Latin American Women's History and Experiences	NO	NO	Equality, Fairness, and Justice

<i>TITLE</i>	<i>AUTHOR</i>	<i>LEXILE LEVEL</i>	<i>GENRE</i>	<i>CONTENT CONNECTION</i>	<i>CCSS TEXT EXEMPLAR</i>	<i>BOOK JAM AVAILABLE</i>	<i>CHARACTER EDUCATION CONNECTION</i>
<i>Freak the Mighty</i>	Philbrick	1000	Realistic Fiction	Disability Awareness	NO	YES	Bullying Experiences Challenges and Overcoming Obstacles Friends and Friendship
<i>Monster</i>	Meyers	670	Realistic Fiction	African American Prejudice and Tolerance	NO	YES	Tolerance and Acceptance Experiences understanding self and others
<i>Roll of Thunder Hear My Cry</i>	Taylor	920	Classics Historical Fiction	African American History	6-8	NO	Courage, Bravery, Heroism, Pride and Self-esteem

Fox C-6
Dedicated Book List
8th Grade
LEXILE BAND FOR 8th GRADE: 955-115

<i>TITLE</i>	<i>AUTHOR</i>	<i>LEXILE LEVEL</i>	<i>GENRE</i>	<i>CONTENT CONNECTION</i>	<i>CCSS TEXT EXEMPLAR</i>	<i>BOOK JAM AVAILABLE</i>	<i>CHARACTER EDUCATION CONNECTION</i>
<i>Nothing But the Truth</i>	Blake	NP	Mystery and Suspense	Constitution Amendments to the Constitution	NO	NO	Changes and New Experiences Friends and Friendships
<i>Watsons Go to Birmingham</i>	Curtis	1000	Historical Fiction	Civil Rights African American History	NO	YES	Tolerance and Acceptance
<i>The Giver</i>	Lowry	760	Science Fiction	Civics and Government	NO	YES	Courage, Bravery, and Heroism Kindness and Compassion Leadership and Responsibility
<i>Road to Memphis</i>	Taylor	670	Historical Fiction	African American History Prejudice and Tolerance Experience	NO	NO	Equity, Fairness, Justice Tolerance and Acceptance

<i>TITLE</i>	<i>AUTHOR</i>	<i>LEXILE LEVEL</i>	<i>GENRE</i>	<i>CONTENT CONNECTION</i>	<i>CCSS TEXT EXEMPLAR</i>	<i>BOOK JAM AVAILABLE</i>	<i>CHARACTER EDUCATION CONNECTION</i>
<i>The Outsiders</i>	Hinton	750	Classics Realistic Fiction	Social Class	NO	YES	Bullying Experiences Challenges and Overcoming Obstacles Friends and Friendship
<i>The Book Thief</i>	Zusak	730	Historical Fiction	Jewish Experience World War II Holocaust Prejudice and Tolerance Experiences	9-10	NO	Equality, Fairness, and Justice Resourcefulness
<i>Soldier's Heart</i>	Paulsen	1000	Historical Fiction	Civil War Period and Reconstruction	NO	NO	Changes and New Experiences Confronting and Resolving Fears

Texts to Build Into Book List 6th- 8th Grade

6th -8th
TEXTS TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
<i>Little Women</i>	Alcott	6-8
<i>A Wrinkle in Time</i>	L'Engle	6-8
<i>The Dark is Rising</i>	Cooper	6-8
<i>Dragonwings</i>	Yep	6-8
<i>"The People Could Fly"</i>	Hamilton	6-8
<i>Tale of the Mandarin Ducks</i>	Paterson	6-8
<i>"Eleven"</i>	Cisneros	6-8
<i>Black Ships Before Troy: The Story of the Iliad</i>	Sutcliff	6-8

FOX C-6
6th -8th
DRAMA TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
<i>Sorry, Wrong Number</i>	Fletcher	6-8
<i>The Diary of Anne Frank: A Play</i>	Goodrich	6-8

FOX C-6
6th -8th
POETRY TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
"Paul Revere's Ride"	Longfellow	6-8
"O Captain! My Captain!"	Whitman	6-8
"Jabberwocky"	Carroll	6-8
"Twelfth Song of Thunder"	Navajo	6-8
"The Railway Train"	Dickinson	6-8
"The Song of Wandering Aengus"	Yeats	6-8
"The Road Not Taken"	Frost	6-8
"Chicago"	Sandburg	6-8
"I, Too, Sing America"	Hughes	6-8
"The Book of Questions"	Neruda	6-8
"Oranges"	Soto	6-8
"A Poem for My Librarian, Mrs. Long"	Giovanni	6-8

FOX C-6
6th -8th
INFORMATIONAL TEXT TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
"A Letter on Thomas Jefferson"	Adams	6-8
<i>Narrative Life of Frederick Douglass an American Slave, Written by Himself</i>	Douglass	6-8
"Blood, Toil, Tears, and Sweat: Address to Parliament on May 13 th , 1940"	Churchill	6-8
<i>Harriet Tubman: Conductor on the Underground Railroad</i>	Petry	6-8

FOX C-6
6th-8th
INFORMATIONAL TEXTS: HISTORY/SOCIAL STUDIES TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
<i>Preamble and First Amendment to the United States Constitution (1787,1791)</i>	United States	6-8
<i>A Night to Remember</i>	Lord	6-8
<i>A Short Walk through the Pyramids and through the World of Art</i>	Isaacson	6-8
<i>The Great Fire</i>	Murphy	6-8
<i>Vincent Van Gogh: Portrait of an Artist</i>	Greenberg	6-8
<i>This Land Was Made for You and Me: the Life and Songs of Woody Guthrie</i>	Partridge	6-8
<i>Words We Live By: Your Annotated Guide to the Constitution</i>	Monk	6-8
<i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i>	Freedman	6-8

FOX C-6
6th-8th

INFORMATIONAL TEXT: SCIENCE, MATHEMATICS, AND TECHNICAL SUBJECTS TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
<i>Cathedral: The Story of its Construction</i>	Macaulay	6-8
<i>The Building of Manhattan</i>	Mackay	6-8
<i>The Number Devil: A Mathematical Adventure</i>	Enzensberger	6-8
<i>Math Trek: Adventures in the Math Zone</i>	Peterson	6-8
<i>How Two Lost Boys Rode the Internet out of Idaho</i>	Katz	6-8
<i>“The Evolution of the Grocery Bag”</i>	Petroski	6-8
<i>“Geology.” U*X*L</i>	Encyclopedia of Science	6-8
<i>“Elementary Particles”</i>	New Book of Popular Science	6-8
<i>Invasive Plant Inventory</i>	California Invasive Plant Council	6-8

Dedicated Book List

9th Grade

Fox C-6
Dedicated Book List
9th Grade
LEXILE BAND FOR 9TH GRADE: 1080-1305

<i>TITLE</i>	<i>AUTHOR</i>	<i>LEXILE LEVEL</i>	<i>GENRE</i>	<i>CONTENT CONNECTION</i>	<i>CCSS TEXT EXEMPLAR</i>	<i>BOOK JAM AVAILABLE</i>	<i>CHARACTER EDUCATION CONNECTION</i>
<i>Romeo and Juliet</i>	Shakespeare	490	Classics Drama	Drama	X	NO	Decision Making
<i>Night</i>	Wiesel	570	Biography	European History Jewish Experience Holocaust	X	YES	Survival
<i>Of Mice and Men</i>	Steinbeck	630	Classics Historical Fiction	The Great Depression Homelessness and Poverty	X	YES	Challenges and Overcoming Obstacles Friends and Friendship
<i>To Kill a Mockingbird</i>	Lee	870	Classics Historical Fiction	The Great Depression Communities and Ways of Life	9-10	YES	Equality, Fairness, Justice Tolerance and Acceptance Friends and Friendship

<i>TITLE</i>	<i>AUTHOR</i>	<i>LEXILE LEVEL</i>	<i>GENRE</i>	<i>CONTENT CONNECTION</i>	<i>CCSS TEXT EXEMPLAR</i>	<i>BOOK JAM AVAILABLE</i>	<i>CHARACTER EDUCATION CONNECTION</i>
<i>The Odyssey</i>	Homer	1050	Classics Adventure	Ancient Civilizations European	X	NO	Courage, Bravery, Heroism Understanding Self and Others
<i>Jane Eyre</i>	Bronte	890	Classics	Industrial Revolution	11-ccr	NO	Determination and Perseverance Individuality
<i>A Lesson Before Dying</i>	Gaines	750	Historical Fiction	African Americans Post Civil War	X	NO	Determination and Perseverance

Dedicated Book List

10th Grade

Fox C-6
Dedicated Book List
10th Grade
LEXILE BAND FOR 10TH GRADE: 1080-1305

<i>TITLE</i>	<i>AUTHOR</i>	<i>LEXILE LEVEL</i>	<i>GENRE</i>	<i>CONTENT CONNECTION</i>	<i>CCSS TEXT EXEMPLAR</i>	<i>BOOK JAM AVAILABLE</i>	<i>CHARACTER EDUCATION CONNECTION</i>
<i>Antigone</i>	Sophocles	1090	Classics Drama	Ancient Civilizations European	X	NO	Courage Bravery Heroism
<i>The Tempest</i>	Shakespeare	1290	Classics Drama	Elizabeth	X	NO	Justice
<i>Fahrenheit 451</i>	Bradbury	890	Classics Science Fiction	Civil Rights Civics and Government	9-10	YES	Courage Bravery Heroism Responsibility
<i>Things Fall Apart</i>	Achebe	890	Classics Multicultural	Africa and British Colonial Rule	9-10	NO	Culture and Diversity
<i>Lord of the Flies</i>	Golding	770	Classics Realistic Fiction	Conflict Resolution Government Communities and Ways of Life	X	YES	Leadership Responsibility
<i>A Separate Peace</i>	Knowles	1110	Historical Fiction	World War II	X	NO	Culture and Diversity Friends and Friendship Character and Values

<i>TITLE</i>	<i>AUTHOR</i>	<i>LEXILE LEVEL</i>	<i>GENRE</i>	<i>CONTENT CONNECTION</i>	<i>CCSS TEXT EXEMPLAR</i>	<i>BOOK JAM AVAILABLE</i>	<i>CHARACTER EDUCATION CONNECTION</i>
<i>Julius Caesar</i>	Shakespeare	1330	Classics Drama	Drama	X	X	Leadership and Responsibility
<i>Joy Luck Club</i>	Tan	800	Historical Fiction	Asian and Asian American	9-10	X	Character and Values Friends and Friendship
<i>Tears of a Tiger</i>	Draper	700	Realistic Fiction	African American	X	YES	Death, Grief, Loss Feelings and Emotions

Texts to Build Into Book List 9th- 10th Grade

FOX C-6
9th-10th
TEXTS TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	AUTHOR	CCSS TEXT EXEMPLAR
<i>Metamorphoses</i>	Ovid	9-10
“The Nose”	Gogol	9-10
<i>Candide, Or the Optimist</i>	De Voltaire	9-10
<i>Fathers and Sons</i>	Turgenev	9-10
“The Gift of the Magi”	Henry	9-10
<i>The Metamorphosis</i>	Kafka	9-10
“I Stand Here Ironing”	Olsen	9-10
The Killer Angels	Shaara	9-10
<i>In the Time of Butterflies</i>	Alvarez	9-10

FOX C-6
9th-10th
DRAMA TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
<i>Oedipus Rex</i>	Sophocles	9-10
<i>The Tragedy of Macbeth</i>	Shakespeare	9-10
<i>A Doll's House</i>	Ibsen	9-10
<i>The Glass Menagerie</i>	Williams	9-10
<i>Rhinoceros</i>	Ionesco	9-10
<i>"Master Harold" ...and the boys</i>	Fugard	9-10

FOX C-6
9th-10th
POETRY TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
"Sonnet 73"	Shakespeare	9-10
"Song"	Donne	9-10
"Ozymandias"	Shelley	9-10
"The Raven"	Poe	9-10
"We Grow Accustomed to the Dark"	Dickinson	9-10
"Loveliest of Trees"	Houseman	9-10
"Lift Every Voice and Sing"	Johnson	9-10
"Yet Do I Marvel"	Cullen	9-10
"Musee des Beaux Arts"	Auden	9-10
"Women"	Walker	9-10
"I am Offering This Poem to You"	Baca	9-10

FOX C-6
9th-10th
INFORMATIONAL TEXT TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
“Speech to the Second Virginia Convention”	Henry	9-10
“Farewell Address”	Washington	9-10
“Gettysburg Address”	Lincoln	9-10
“Second Inaugural Address”	Lincoln	9-10
“State of the Union Address”	Roosevelt	9-10
“I Am an American Day Address”	Hand	9-10
“Remarks to the Senate in Support of a Declaration of Conscience”	Smith	9-10
“Letter from Birmingham Jail”	King	9-10
“I Have a Dream”	King	9-10
<i>I Know Why the Caged Bird Sings</i>	Angelou	9-10
“Hope, Despair, and Memory”	Wiesel	9-10
“Address to Students at Moscow State University”	Reagan	9-10
“A Quilt of a Country”	Quindlen	9-10

FOX C-6
9th-10th
INFORMATIONAL TEXT: HISTORY/SOCIAL STUDIES TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
<i>Bury My Heart at Wounded Knee: An Indian History of the American West</i>	Brown	9-10
<i>Son of the Morning Star: Custer and the Little Bighorn</i>	Connell	9-10
<i>The Story of Art, 16th Edition</i>	Gombrich	9-10
<i>Cod: A Biography of the Fish that Changed the World</i>	Kurlansky	9-10
<i>Black, Blue and Gray: African Americans in the Civil War</i>	Haskins	9-10
<i>The Longitude Prize</i>	Dash	9-10
<i>The Illustrated Book of Great Composers</i>	Thompson	9-10
<i>Before Columbus: The Americas of 1491</i>	Mann	9-10

FOX C-6
9th-10th

INFORMATIONAL TEXT: SCIENCE, MATHEMATICS, and TECHNICAL SUBJECTS TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
<i>Elements</i>	Euclid	9-10
“Classifying the Stars”	Cannon	9-10
“Amusement Park Physics”	Walker	9-10
<i>The Hot Zone: A Terrifying True Story</i>	Preston	9-10
<i>Life by the Numbers</i>	Devlin	9-10
<i>The Race to Save Lord God Bird</i>	Hoose	9-10
<i>The Story of Science: Newton at the Center</i>	Hakim	9-10
<i>Circumference: Eratosthenes and the Ancient Quest to Measure the Globe</i>	Nicastro	9-10
<i>Recommended Levels of Insulation</i>	<i>U.S. Environmental Protection Agency/U.S. Department of Energy</i>	9-10

Dedicated Book List

11th Grade- CCR

Fox C-6
Dedicated Book List 11th Grade
LEXILE BAND FOR 11TH GRADE: 1215-1355

TITLE	AUTHOR	LEXILE LEVEL	GENRE	CONTENT CONNECTION	CCSS TEXT EXEMPLAR	BOOK JAM AVAILABLE	CHARACTER EDUCATION CONNECTION
<i>The Scarlet Letter</i>	Hawthorne	1420	Classics	Colonial and Revolutionary America Women's History and Experience	11-CCR	NO	Equality Individuality
<i>The Crucible</i>	Miller	1320	Classics Drama Historical Fiction	Colonial and Revolutionary America Prejudice and Tolerance	X	NO	Peer Pressure
<i>The Things they Carried</i>	O'Brien	880	Historical Fiction	Vietnam Experience	X	NO	Culture and Diversity
<i>Billy Budd</i>	Melville	1530	Historical Fiction	Human Law 1797	11-CCR	NO	Decision making
<i>The Great Gatsby</i>	Fitzgerald	1070	Classics	1920's	11-CCR	YES	Individuality Pride and Self-Esteem
<i>Catcher in the Rye</i>	Salinger	790	Classics Realistic Fiction	Post WWII	X	NO	Adolescent Issues Individuality Pride and Self-esteem
<i>Grapes of Wrath</i>	Steinbeck	680	Historical Fiction	Great Depression	9-10	NO	Determination and Perseverance

Fox C-6
Dedicated Book List
12th Grade
LEXILE BAND FOR 12TH GRADE: 1215-1355

TITLE	AUTHOR	LEXILE LEVEL	Genre	CONTENT CONNECTION	CCSS TEXT EXEMPLAR	BOOK JAM AVAILABLE	CHARACTER EDUCATION CONNECTION
<i>Frankenstein</i>	Shelley	1170	Science Fiction	Role and the implications of technology advancement	X	NO	Purpose of Life Justice Self-Analysis
<i>Macbeth</i>	Shakespeare	1350	Drama	European World History Middle Ages	DRAMA 9-10	NO	Character and Values Friends and Friendship
<i>Tale of Two Cities</i>	Dickens	1130	Classics	European World History	X	NO	Courage, Bravery Heroism Equality, Fairness, Justice Honor
<i>Great Expectations</i>	Dickens	880	Classics Realistic Fiction	European World History	X	NO	Achievements and Success Family Life Loyalty Manners and Conduct
<i>1984</i>	Orwell	1090	Science Fiction	Role and the implications of technology advancement	X	NO	Character Values Culture and Diversity
<i>Importance of Being Earnest</i>	Wilde	1390	Classics Comedy and Humor Drama	Victorian England Drama	DRAMA 11-CCR	NO	Manners and Conduct

Texts to Build Into Book List 11TH Grade- CCR

FOX C-6
11-CCR
TEXTS TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
<i>Canterbury Tales</i>	Chaucer	11-CCR
<i>Don Quixote</i>	De Cervantes	11-CCR
<i>Pride and Prejudice</i>	Austen	11-CCR
“The Cask of Amontillado”	Poe	11-CCR
<i>Jane Eyre</i>	Bronte	11-CCR
<i>Crime and Punishment</i>	Dostoevsky	11-CCR
“A White Heron”	Jewett	11-CCR
“Home”	Chekhov	11-CCR
<i>As I Lay Dying</i>	Faulkner	11-CCR
<i>Their Eyes Were Watching God</i>	Hurston	11-CCR
“The Garden of Forking Paths”	Borges	11-CCR
<i>The Adventures of Augie March</i>	Bellow	11-CCR
<i>The Bluest Eye</i>	Morrison	11-CCR
<i>Dreaming in Cuban</i>	Garcia	11-CCR
<i>The Namesake</i>	Lahiri	11-CCR

FOX C-6
11-CCR
DRAMA TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
<i>The Tragedy of Hamlet</i>	Shakespeare	11-CCR
<i>Tartuffe</i>	Moliere	11-CCR
<i>The Importance of Being Earnest</i>	Wilde	11-CCR
<i>Our Town: A Play in Three Acts</i>	Wilder	11-CCR
<i>Death of a Salesman</i>	Miller	11-CCR
<i>A Raisin in the Sun</i>	Hansberry	11-CCR
<i>Death and the King's Horseman: A Play</i>	Soyinka	11-CCR

11-CCR
POETRY TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
“A Poem of Changgan”	Li Po	11-CCR
“A Valediction Forbidding Mourning”	Donne	11-CCR
“On Being Brought From Africa to America”	Wheatley	11-CCR
“Ode on a Grecian Urn”	Keats	11-CCR
“Song of Myself”	Witman	11-CCR
“Because I Could Not Stop for Death”	Dickinson	11-CCR
“Song VII”	Tagore	11-CCR
“The Love Song of J. Alfred Pruffrock”	Eliot	11-CCR
“The River Merchant’s Wife: A Letter”	Pound	11-CCR
“Mending Wall”	Frost	11-CCR
“Ode to My Suit”	Neruda	11-CCR
“Sestina”	Bishop	11-CCR
“The Latin Deli: An Ars Poetica”	Ortiz	11-CCR
“Demeter’s Prayer to Hades”	Dove	11-CCR
“Man Listening to Disc”	Collins	11-CCR

FOX C-6
11-CCR
INFORMATIONAL TEXT TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
<i>Common Sense</i>	Paine	11-CCR
<i>The Declaration of Independence</i>	Jefferson	11-CCR
<i>The Bill of Rights (Amendments One Through Ten)</i>	United States	11-CCR
<i>Walden</i>	Thoreau	11-CCR
“Society and Solitude”	Emerson	11-CCR
“Lee Surrenders to Grant. April 9 th , 1865”	Porter	11-CCR
“The Fallacy of Success”	Chersterton	11-CCR
<i>The American Language, 4th Edition</i>	Menchen	11-CCR
<i>Black Boy</i>	Wright	11-CCR
“Politics and the English Language”	Orwell	11-CCR
“Abraham Lincoln and the Self-Made Myth”	Hofstadter	11-CCR
“Mother Tongue”	Tan	11-CCR
“Take the Tortillas Out of Your Poetry”	Anaya	11-CCR

FOX C-6
11-CCR
INFORMATIONAL TEXT: HISTORY/SOCIAL STUDIES TO BUILD INTO PHASE II
2014-2015

<i>TITLE</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
<i>Democracy in America</i>	Tocqueville	11-CCR
<i>Declaration of Sentiments</i>	Seneca Falls Conference	11-CCR
“What to the Slave is the Fourth of July: An Address Delivered in Rochester, New York, on 5 July 1852.”	Douglass	11-CCR
<i>An American Primer</i>	Edited by Daniel J. Boorstin	11-CCR
“Education”	Lagemann	11-CCR
<i>What they Fought For 1861-1865</i>	McPherson	11-CCR
<i>The American Reader: Words that Moved a Nation, 2nd Edition</i>	N/A	11-CCR
<i>America’s Constitution: A Biography</i>	Amar	11-CCR
<i>1776</i>	McCullough	11-CCR
<i>Mirror of the World: A New History of Art</i>	Bell	11-CCR
<i>FedViews</i>	Federal Reserve Bank of San Francisco	11-CCR

FOX C-6
11-CCR
INFORMATIONAL TEXT: SCIENCE, MATHEMATICS, AND TECHNICAL SUBJECTS TO BUILD INTO PHASE II
2014-2015

<i>TEXT</i>	<i>AUTHOR</i>	<i>CCSS TEXT EXEMPLAR</i>
<i>Innumeracy: Mathematical Illiteracy and Its Consequences</i>	Paulos	11-CCR
<i>The Tipping Point: How Little Things Can Make a Big Difference</i>	Gladwell	11-CCR
“Gravity in Reverse: the Tale of Albert Einstein’s “Greatest Blunder”	Tyson	11-CCR
<i>Google Hacks: Tips & Tools for Smarter Searching 2nd Edition</i>	Calishain	11-CCR
“The Mysteries of Mass”	Kane	11-CCR
“Working Knowledge: Electronic Stability Control.”	Fischetti	11-CCR
<i>U.S. General Services Administration. Executive Order 13423: Strengthening Federal Environmental, Energy, and Transportation Management</i>	US General Services Administration	11-CCR
“The Coming Merger of Mind and Machine.”	Kurzweil	11-CCR
“Untangling the Roots of Cancer.”	Gibbs	11-CCR
“The Cost Conundrum: Health Care Costs in McAllen, Texas.”	Gawande	11-CCR

Fox C-6

Dedicated Book List Recommendation

Directions: This form allows Fox C-6 staff members to request additions to our Dedicated Book List. Please complete this form and submit it electronically to risset@fox.k12.mo.us. All submissions will be considered by a review panel. You will receive notice via e-mail once the evaluation team has reviewed the text. ***DUE NO LATER THAN APRIL 25TH 2014.***

Name:	School:	Grade:	Course:
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<i>TITLE OF THE TEXT:</i>
<i>AUTHOR:</i>
<i>LEXILE LEVEL (IF APPLICABLE):</i>
<i>GENRE OF TEXT:</i>
<i>CONTENT AREA CONNECTION:</i>
<i>CHARACTER EDUCATION CONNECTION:</i>
<i>OTHER CONSIDERATIONS FOR ADDING THIS TEXT TO THE DEDICATED TEXT LIST:</i>

**Fox C-6
Dedicated Book List
Committee Evaluation Form *Due No Later than April 25th 2014**

The suggested text falls within the Lexile Band designated for the grade level:

____(4)Strongly Agree ____ (3)Agree ____ (2)Disagree ____ (0)Strongly Disagree

The suggested text presents historical language such as Elizabethan or Old English constructions; and/or technical, vocabulary considerations:

____(4)Strongly Agree ____ (3)Agree ____ (2)Disagree ____ (0)Strongly Disagree

The suggested text provides a support to content area instruction:

____(4)Strongly Agree ____ (3)Agree ____ (2)Disagree ____ (0)Strongly Disagree

The suggested text shows an interconnectedness in theme, writing style, content, historical time period to other texts on the *Dedicated Book List*:

____(4)Strongly Agree ____ (3)Agree ____ (2)Disagree ____ (0)Strongly Disagree

The suggested text would offer balance in genres offered at the grade level:

____(4)Strongly Agree ____ (3)Agree ____ (2)Disagree ____ (0)Strongly Disagree

The suggested text should be placed on the Dedicated Book List:

____(4)Strongly Agree ____ (3)Agree ____ (2)Disagree ____ (0)Strongly Disagree

Please provide any additional information regarding the placement of this text:

SCORING MATRIX
22-24pts. Strong Text
20-21pts. Moderately Strong Text
17-19pts. Needs to Be Considered Further
Less than 17pts. Does Not Appear to Meet Set Criteria