

Grade 7: All Modules

Recommended Texts



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The list below includes both literary and informational texts with a range of Lexile® text measures about the conflict in Sudan and the experience of the “Lost Boys of Sudan.” This provides appropriate independent reading for each student to help build content knowledge about this topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency that the Common Core Learning Standards (CCSS) demand.

Where possible, texts in languages other than English also are provided. Texts for the Grade 7 modules are categorized into four Lexile measures that correspond to Common Core Bands: Grade 2–3 band, Grade 4–5 band, Grade 6–8 band, and above 8th Grade. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges

(As provided in the ED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 2–3 band level (below 740L)			
<i>My Name Is Sangoel</i>	Karen Lynn Williams (author)	Literature	440
<i>Now Is the Time for Running</i>	Michael Williams (author)	Literature	650
<i>Brothers in Hope: The Story of the Lost Boys of Sudan</i>	Mary Williams (author)	Literature	670
<i>Burn My Heart</i>	Beverley Naidoo (author)	Literature	740
<i>South Sudan</i> ⁺	Lisa Owings (author)	Informational	750

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 4–5 band level (740–925L)			
<i>South Sudan+</i>	Lisa Owings (author)	Informational	750
<i>A Hare in the Elephant’s Trunk</i>	Jan Coates (author)	Literature	780*
<i>Lost Boy, Lost Girl: Escaping Civil War in Sudan</i>	John Bul Dau (Author)	Literature	900*
Lexile text measures within Grade 6–8 band level (925–1185L)			
<i>Refugees & Asylum Seekers*</i>	Dave Dalton (author)	Informational	940
<i>War Child: A Child’s Soldier’s Story</i>	Emmanuel Jal (author)	Autobiography	950
<i>The Lost Boys of Sudan*</i>	Jeff Burlingame (author)	Informational/Literature	1100
Lexile text measures above band level (over 1185L)			
<i>Home of the Brave</i>	Katherine Applegate (author)	Poetry	NP
<i>Sudan, Darfur and the Nomadic Conflicts</i>	Philip Steele (author)	Informational	NoLXL
<i>Give Me Shelter: Stories about Children Who Seek Asylum</i>	Frances Lincoln Children’s Books (publisher)	Informational/Literature	NoLXL
<i>Hoping for Peace in Sudan: Divided by Conflict, Wishing for Peace</i>	Jim Pipe (author)	Informational	NoLXL

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Lexile based on a conversion from Accelerated Reading level;

+ Limited availability

GRADE 7: MODULE 2A: RECOMMENDED TEXTS

The list below includes texts with a range of Lexile text measure about the major topics of this module: working conditions in industrializing America, Cesar Chavez and the United Farm Workers, and current issues related to working conditions both in the United States and in other countries. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCSS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in grade 2–3 band level (below 740L)			
<i>Dolores Huerta: A Hero to Migrant Workers</i>	Sarah E. Warren (author)	Informational	510
<i>Cesar Chavez: Fighting for Farmworkers</i>	Eric Braun (author)	Informational	590
<i>The Breadwinner</i>	Deborah Ellis (author)	Literature	630
<i>Lost</i>	Jacqueline Davies (author)	Literature	680 [‡]
<i>January 1905</i>	Katharine Boling (author)	Literature	690
<i>The Industrial Revolution</i>	Debra J. Housel (author)	Informational	700

[‡]Book content may have higher maturity level text

GRADE 7: MODULE 2A: RECOMMENDED TEXTS

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in grade 4–5 band level (740L–925L)			
<i>Counting on Grace</i>	Elizabeth Winthrop (author)	Literature	760
<i>How Artists See Work: Farm, Factory, Home, Office</i>	Colleen Carroll (author)	Informational	800*
<i>Harvesting Hope: The Story of Cesar Chavez</i>	Kathleen Krull (author)	Informational	800
<i>Bread and Roses, Too</i>	Katherine Paterson (author)	Literature	830
<i>Threads and Flames</i>	Esther Friesner (author)	Literature	840‡
<i>Factory Girl</i>	Barbara Greenwood (author)	Literature	850
<i>Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories</i>	S. Beth Atkin (interviewer and photographer)	Literature	850
<i>Immigration, Migration, and the Industrial Revolution</i>	Tracee Sioux (author)	Informational	890*
<i>Dolores Huerta: Voice for the Working Poor</i>	Alex Van Tol (author)	Informational	910
Lexile text measures within band level (925L–1185L)			
<i>Kids on Strike!</i>	Susan Campbell Bartoletti (author)	Informational	920
<i>You Wouldn't Want to Be a Victorian Mill Worker!: A Grueling Job You'd Rather Not Have</i>	John Malam (author)	Informational	930

*Lexile based on a conversion from Accelerated Reading level

‡Book content may have higher maturity level text

GRADE 7: MODULE 2A: RECOMMENDED TEXTS

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (925L–1185L)			
<i>Elizabeth Bloomer: Child Labor Activist</i>	Jennifer Reed (author)	Informational	940*
<i>The Industrial Revolution</i>	Melissa McDaniel (author)	Informational	940
<i>The Industrial Revolution</i>	Hilarie N. Staton (author)	Informational	1000
<i>Children at Work</i>	JoAnne B. Weisman Deitch (editor)	Informational	1020*
<i>Breaker Boys: How a Photograph Helped End Child Labor</i>	Michael Burgan (author)	Informational	1020
<i>Cesar Chavez: A Photographic Essay</i>	Ilan Stavans (author)	Biography	1030
<i>The Changing Role of Women Since 1900</i>	Louise Spilsbury (author)	Informational	1070*
<i>Kids at Work: Lewis Hine and the Crusade against Child Labor</i>	Russell Freeman (author)	Informational	1140
<i>Fair Trade</i>	Jilly Hunt (author)	Informational	1080

*Lexile based on a conversion from Accelerated Reading level

GRADE 7: MODULE 2A: RECOMMENDED TEXTS

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 1185L)			
<i>The Lowell Mill Girls: Life in the Factory</i>	JoAnne B. Weisman Deitch (editor)	Biography	1210
<i>Clean Clothes: A Global Movement to End Sweatshops</i>	Liesbeth Sluiter (author)	Informational	NoLXL
<i>Let My People Go Surfing: The Education of a Reluctant Businessman</i>	Yvon Chouinard (author)	Autobiography	NoLXL
<i>Are Worker Rights Human Rights?</i>	Richard P. McIntire (author)	Informational	NoLXL‡
<i>A Shameful Business: The Case for Human Rights in the American Workplace</i>	James A. Gross (author)	Informational	NoLXL‡
<i>Child Labor Today: A Human Rights Issue</i>	Wendy Herumin (author)	Informational	NoLXL‡
<i>Elegy on the Death of César Chávez</i>	Rudolfo Anaya (author)	Poetry	NP‡

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‡Book content may have higher maturity level text

The list below includes texts with a range of Lexile® text measures about identity formation and appearance. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCSS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures in grades 2–3 band level (below 740L)			
<i>The Prince and the Pauper</i>	Kathleen Olmstead (author)	Literature	520
<i>What’s in a Name</i>	Ellen Wittlinger (author)	Literature	710
Lexile text measures in grades 4–5 band level (740–925L)			
<i>Safe Social Networking</i>	Heather E. Schwartz (author)	Informational	770*
<i>Palace of Mirrors</i>	Margaret Petersen Haddix (author)	Literature	820
<i>Dear Teen Me: Authors Write Letters to Their Teen Selves</i>	Miranda Kenneally and E. Kristin Anderson (editors)	Literature	880
<i>Mixed Messages: Interpreting Body Image & Social Norms</i>	Thea Palad (author)	Informational	900*
<i>The Princess Diaries</i>	Meg Cabot (author)	Literature	920

*Lexile based on a conversion from Accelerated Reading level.

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures within grades 6–8 band level (925–1185L)			
<i>Coping with Bullying</i>	Charlotte Guillain (author)	Informational	960 ‡
<i>Soul Searching: A Girl's Guide to Finding Herself</i>	Sarah Stillman (author) Susan Gross (illustrator)	Informational	1040
<i>Friend Me!: 600 Years of Social Networking in America</i>	Francesca DiPiazza (author)	Informational	1040
<i>Cinderella</i>	C.S. Evans (author)	Literature	1090
Lexile text measures above band level (over 1185L)			
<i>Frankenstein</i>	Mary Shelley (author)	Literature	1260*
<i>Chicken Soup for the Teenage Soul's the Real Deal: School: Cliques, Classes, Clubs, and More</i>	Jack Canfield, Mark Victor Hansen, and Deborah Reber (authors)	Literature	No LXL
<i>The Culture of Beauty</i>	Louise Gerdes (editor)	Informational	No LXL ‡
<i>The Story of Facebook</i>	Adam Sutherland (author)	Informational	No LXL ‡
<i>Online Social Networking</i>	Carla Mooney (author)	Informational	No LXL ‡

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*Lexile based on a conversion from Accelerated Reading level.

‡Book content may have higher maturity level text.

The list below includes texts with a range of Lexile® text measures about Frederick Douglass and slavery. It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCSS. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCSS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 2–3 band level (below 740L)			
<i>My America: Freedom's Wings</i>	Sharon Wyeth (author)	Literature	350
<i>Never Forgotten</i>	Pat McKissack (author)	Literature	630*
<i>The People Could Fly</i>	Virginia Hamilton (author)	Literature/Folklore	660
<i>Chasing the Nightbird</i>	Krista Russell (author)	Literature	680

*Lexile based on a conversion from Accelerated Reading level

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 4–5 band level (740–925L)			
<i>Nightjohn</i>	Gary Paulsen (author)	Literature	770
<i>My Name Is Henry Bibb: A Story of Slavery and Freedom</i>	Afua Cooper (author)	Literature	800
<i>Sarny: A Life Remembered</i>	Gary Paulsen (author)	Literature	840
<i>Jump Ship to Freedom</i>	James Collier (author)	Literature	850
Lexile text measures within Grade 6–8 band level (925–1185L)			
<i>Let It Shine: Stories of Black Women Freedom Fighters</i>	Andrea Davis Pinkney (author)	Biography	940
<i>The Slave Dancer</i>	Paula Fox (author)	Literature	970
<i>I Lay My Stitches Down: Poems of American Slavery</i>	Cynthia Grady (author)	Poetry	990
<i>Many Thousand Gone: African Americans from Slavery to Freedom</i>	Virginia Hamilton (author)	Informational	990
<i>Stolen into Slavery: The True Story of Solomon Northup, Free Black Man</i>	Judith Fradin (author)	Informational	1060
<i>Hand in Hand: Ten Black Men Who Changed America</i>	Andrea Davis Pinkney (author)	Informational	1080*
<i>To Be a Slave</i>	Julius Lester (author)	Informational	1080

*Lexile based on a conversion from Accelerated Reading level

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within Grade 6–8 band level (925–1185L)			
<i>Abraham Lincoln and Frederick Douglass: The Story Behind an American Friendship</i>	Russell Freedman (author)	Informational	1110
<i>Traveling the Freedom Road</i>	Linda Osborne (author)	Informational	1120
<i>Harriet Tubman, Secret Agent: How Daring Slaves and Free Blacks Spied for the Union During the Civil War</i>	Thomas Allen (author)	Informational	1120
Lexile text measures above band level (over 1185L)			
<i>Freedom Roads: Searching for the Underground Railroads</i>	Joyce Hansen (author)	Informational	1190*
<i>Dred Scott v. Sanford: Slavery and Freedom Before the American Civil War</i>	Amy Van Zee (author)	Informational	1190‡

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*Lexile based on a conversion from Accelerated Reading level

‡Book content may have higher-maturity-level text

The list below includes texts with a range of Lexile® text measures about the adolescent brain, technology, and the impact of technology use on the brain. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCSS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures in Grades 2–3 band level (below 740L)			
<i>Yourspace: Questioning News Media</i>	Heather E. Schwartz (author)	Informational	690
<i>The Brain: A Graphic Novel Tour</i>	Joeming Dunn (author); Rod Espinosa (illustrator)	Informational	725* GN

*Lexile based on a conversion from Accelerated Reading level.

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures in Grades 4–5 band level (740–925L)			
<i>A Corner of the Universe</i>	Ann M. Martin (author)	Literature	750
<i>Virtually True: Questioning Online Media</i>	Guofang Wan (author)	Informational	750
<i>The Astounding Nervous System: How Does My Brain Work?</i>	John Burstein (author)	Informational	770
<i>Walk Two Moons</i>	Sharon Creech (author)	Informational	770
<i>A Smart Kid’s Guide to Social Networking Online</i>	David J. Jakubiak (author)	Informational	790*
<i>Confessions of a So-Called Middle Child</i>	Maria T. Lennon (author)	Literature	840*
<i>The Brain: Our Nervous System</i>	Seymour Simon (author)	Informational	900
<i>Freaking Out! The Science of the Teenage Brain</i>	Dana Meachen Rau (author)	Informational	900
<i>R U In? Using Technology Responsibly</i>	Brian Lester (author)	Informational	940*

*Lexile based on a conversion from Accelerated Reading level.

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures within Grades 6–8 band level (925–1185L)			
<i>The Misfits</i>	James Howe (author)	Literature	960‡
<i>Freak the Mighty</i>	Rodman Philbrick (author)	Literature	1000
<i>Friend Me! Six Hundred Years of Social Networking in America</i>	Francesca Davis Dipiazza (author)	Informational	1040
<i>What Goes On in My Head?</i>	Robert Winston (author)	Informational	1060*
<i>Managing Your Digital Footprint</i>	Robert Grayson (author)	Informational	1090*
Lexile text measures above band level (over 1185L)			
<i>Social Networking: The Ultimate Teen Guide</i>	Jennifer Obee (author)	Informational	No LXL
<i>The Owner’s Manual for Driving Your Adolescent Brain</i>	JoAnn Deak and Terrence Deak (authors); Freya Harrison (illustrator)	Informational	No LXL

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‡Book content may have higher-maturity-level text

Web Sites to Support Research
http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/view/
http://www.news.com.au/lifestyle/parenting/is-technology-damaging-teen-brains/story-fnet08ui-1226467121484
http://articles.washingtonpost.com/2013-03-13/news/37675597_1_teens-cellphones-video-games
http://www.npr.org/2013/10/20/238095806/when-playing-video-games-means-sitting-on-lifes-sidelines
http://www.psychologytoday.com/blog/health-matters/201006/the-teenagers-brain
http://harvardmagazine.com/2008/09/the-teen-brain.html
http://www.nytimes.com/2010/06/07/technology/07brainside.html?_r=0
http://www.pbs.org/newshour/rundown/2011/01/miles-obrien-teen-brains-on-technology.html
http://science.howstuffworks.com/life/teenage-brain3.htm
http://ngm.nationalgeographic.com/2011/10/teenage-brains/dobbs-text?rptregcta=reg_free_np&rptregcampaign=20131016_rw_membership_r1p_us_se_w#close-modal (may need to register with National Geographic)
http://online.wsj.com/news/articles/SB10001424052970203806504577181351486558984
http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/
http://www.loni.ucla.edu/~thompson/MEDIA/WP/wp1.html

The list below includes texts with a range of Lexile® text measures about water conservation. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCSS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 2–3 band level (below 740L)			
<i>Clean Water</i>	Elizabeth Thomas (author)	Informational	630
<i>Making Water Clean</i>	Rebecca Olien (author)	Informational	640
<i>Keeping Water Clean</i>	Courtney Farrell (author)	Informational	720*
<i>Water</i>	Alexandra Fix (author)	Informational	720

*Lexile based on a conversion from Accelerated Reading level

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 4–5 band level (740–925L)			
<i>Water Conservation</i>	Saddleback Educational Publishing (publisher)	Informational	800
<i>Down the Drain: Conserving Water</i>	Anita Ganeri, Chris Oxlade (authors)	Informational	810*
<i>Water Supply</i>	Rebecca Hunter (author)	Informational	860*
<i>The Earth and the Role of Water</i>	Shirley Smith Duke (author)	Informational	900
Lexile text measures within Grade 6–8 band level (925–1185L)			
<i>Clean Water</i>	Beth Geiger (author)	Informational	930
<i>One Well: The Story of Water on Earth</i>	Rochelle Strauss (author)	Informational	960
<i>Clear Choices: The Water You Drink</i>	Matt Higgins (author)	Informational	1010
<i>Not a Drop to Drink: Water for a Thirsty World</i>	Michael Burgan (author)	Informational	1130
<i>Safeguarding Water and Food Supplies</i>	Joe Craig (author)	Informational	1130
<i>Water: Our Precious Resource</i>	Roy A. Gallant (author)	Informational	1150*

*Lexile based on a conversion from Accelerated Reading level

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 1185L)			
<i>Water: The Fate of Our Most Precious Resource</i>	Marq de Villiers (author)	Informational	No LXL [‡]
<i>Water Under Threat</i>	Larbi Bouguerra (author)	Informational	No LXL [‡]
<i>Water in the News</i>	Yael Calhoun (author)	Informational	No LXL [‡]
<i>When the Rivers Run Dry: Water—the Defining Crisis of the Twenty-first Century</i>	Fred Pearce (author)	Informational	NoLXL [‡]

Suggested Web Sites for Research
http://www.teachersdomain.org/resource/ess05.sci.ess.earthsys.waterdist/
http://water.org/
http://www.usgs.gov/water/
http://antenna.sciencemuseum.org.uk/waterwars/drench/
http://www.sophia.org/water-resources-in-the-world-tutorial
http://water.epa.gov/

Suggested Articles for Research
Libby Tucker, “ Toxic Water Is Poisoning the People of Bangladesh, ” in <i>Science World</i> (Vol. 62, Issue 13), April 17, 2006.
Mary Harvey, “ Crisis in East Africa, ” in <i>Scholastic News</i> (Vol. 68, Issue 22), April 23, 2012
Brigitte Aftalo-Calderon, “ A World Thirsty for Clean Water, ” in <i>Faces</i> (Vol. 23, Issue 7), March 2007.
“ Running Low, ” in <i>Weekly Reader News</i> (Vol. 87, Issue 25), May 5, 2006, 4–5.
Kathiann Kowalski, “ Beyond Thirst, ” in <i>Faces</i> (Vol. 25, Issue 7), April 2009, 8–11.
“ Wringing Dry, ” in <i>Current Events</i> (Vol. 108, Issue 22), April 13, 2009, 4–5.

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*Book content may have higher-maturity-level text