



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4A

## Recommended Texts



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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 CCLS.

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
<b>Lexile text measures in Grades 2–3 band level (below 740L)</b>			
<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
<b>Lexile text measures in Grades 4–5 band level (740–925L)</b>			
<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
<b>Lexile text measures within Grades 6–8 band level (925–1185L)</b>			
<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*
<b>Lexile text measures above band level (over 1185L)</b>			
<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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\*Lexile based on a conversion from Accelerated Reading level;

‡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://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.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](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>