Title: Out of the Dust
Author: Karen Hesse
ISBN: 0590360809
Genre: Historical Fiction/Poetry

Summary: “In a series of poems, fifteen-year-old Billie Jo relates the hardships of living on her family=’s wheat farm in Oklahoma during the dust bowl years of the Depression.” (Library of Congress).

Note: The structural complexity of the book’s format can provide a diverse reading experience for advanced readers. The life changing challenges faced by the young protagonist bring emotional depth to the story.

Awards: 1998 Newbery Medal Winner

Criteria for Selection of Literature to Challenge High Ability Learners

- Books for advanced readers should have strong characters with whom gifted children can relate and/or characters who they can admire and emulate. X
- The language used in books for the gifted should enrich the text and challenge, stimulate, and stretch the reader. X
- A text for advanced readers should include complexity in plot structure. X
- Books for advanced readers should be selected from a broad range of genre. X
- A variety of literary devices should be employed by the authors in books selected for advanced readers. X
- A gifted reader should have access to books with depth. X
- Books with multicultural characters, settings, and themes can permit the advanced reader to look at people and events from differing perspectives and points of view. X

Language Arts Standards for Advanced Learners – Grade 5

COMPREHENSION

Identify author’s purpose in writing and style and purpose shown in different texts written by the author.
Determine accuracy of informational text by the credibility of the author and the date of publication. X
Read critically using reasoning skills (e.g., assumptions, implications, inferences, point of view, data, and evidence). X
Monitor and clarify understanding by independently using strategies while interacting with text. X
Use personal schema to bring meaning and analysis to a text, text to text, text to self, text to world. X

VOCABULARY

Determine meaning of vocabulary and literary tools (e.g. figurative language and proverbs). X
Recognize changes in meaning of vocabulary words in different forms of parts Of speech (e.g. noun – immigrant, verb – immigrating, immigrated). X
## World Class Reader Model

<table>
<thead>
<tr>
<th>Learning to Read:</th>
<th>Reading to Learn:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Text structure: Journal format</td>
<td>• Research the era of the Great Depression, its causes and its impact</td>
</tr>
<tr>
<td>• Use of poetry and metaphor</td>
<td>• Learn about the plight of the dust bowl farmers.</td>
</tr>
<tr>
<td>• Visualization and imagery</td>
<td></td>
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<tr>
<td>• Inferences</td>
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</table>

<table>
<thead>
<tr>
<th>Reading for Leisure:</th>
<th>Reading to Serve:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Music of Dolphins</em> by Karen Hesse</td>
<td>• Be a friend to someone who has suffered the loss of someone close to him/her.</td>
</tr>
<tr>
<td>• <em>Children of the Dust Bowl: The True Story of the School at Weedpatch Camp</em> by Jerry Stanley</td>
<td>• Find someone who is recovering from injury or accident, and learn how you can assist.</td>
</tr>
</tbody>
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