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| **Checklist for Choosing Texts** |
| **Guiding Questions** |
|  | **yes** | **no** |
| Is the content of the text providing students with all the necessary information they need to successfully respond to the teaching task? |  |  |
| Will the reading of these texts advance students’ skills and strategies to read complex text? |  |  |
| If the teaching task is argumentative, is there a balance of information on both sides? |  |  |
| If an ELA module, was the balance of fiction and informational text considered? |  |  |
|  **Text Complexity Analysis Summary** **For further information, please see** <http://www.achievethecore.org/ela-literacy-common-core/text-complexity/> |
| **Name of text**(List Information about all resources,Ie. Title, author, link, etc.) | **Quantitative Measures**(Lexile, ATOS, Flesch-Kincaid, etc. if available - and aspects such as word length or frequency, sentence length, etc.) | **Qualitative Traits**(Levels of meaning, purpose, language conventionality, clarity, prior knowledge demands, structural traits, text features which support comprehension, etc.) | **Matching to Reader and Task**(Motivation, prior knowledge, purpose, complexity of task, etc.) | **Is the complexity appropriate?** (Yes or No) |
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What are the plans to make the text accessible to all students? What differentiation techniques will be offered to meet the needs of struggling learners, advanced pupils, and ELL students?