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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?